

2024-2025 Receivership School Quarterly Report #3
Report Period: *February 1, 2025, to April 23, 2025 (Due April 23, 2025)*

All sections of this document should be completed by the Superintendent Receiver and/or their designee. State Monitor Districts should streamline reporting, drawing from related metrics, data, target status and applicable evidence as outlined in the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor’s Recommendations.

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

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	District website hyperlink to this Report	
Brooklyn HS for Leadership & 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	<i>High Schools Only</i> Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
John Sullivan	Georgia Serves	11/19/2008	Dr. Danika Rux, Deputy Chancellor of School Leadership, Sharon Rencher, Senior Executive Director of State/Federal Education Policy, Katrina Brave, Director of State/Federal Program Implementation, Dan Atkins, Director of State/Federal Program Implementation	9-12	June 37.8%	August 39.2%

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 information is complete with accurate 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 building and district leaders, including, but not limited to:

- Incremental goals towards meeting DI targets.
- Strategies, actions, and resources towards meeting DI 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 supports 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)

Every prompt is completed and CET implementation meets *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 regulatorily approved CET members who are **not** school administrators.

Executive Summary

Please provide a *plain-language summary* of this Quarterly Report 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 that have framed a basis for developing a data-informed continuation plan for the academic 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. 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.

To ensure the Department frames school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as 'point-in-time.'

Data Source: Insight and Foresight
Date of Capture: April 18, 2025

Total Current Enrollment/Registrant Counts: N = 157
SWD: 31.85%
ELL: 4.5%

SWDs who are also ELLs:
N = 5/3.18%

Average Daily Attendance and Chronic Absenteeism Rate by Year

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Average Daily Attendance Rate	37 %	53 %	49 %	48 %
Chronic Absenteeism Rate	88 %	91 %	91 %	87 %

Suspension % Rate and Number by Category

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Out-of-School Suspensions	1.4 %/# 2	0.6 %/# 1	8 %/# 14	7.4 %/# 13
Duplicated Suspensions	11 %/# 1	30 %/# 4	2.3 %/# 4	17.1 %/# 6
Unduplicated Suspensions	22 %/# 2	0 %/# 0	5.7 %/# 10	60 %/# 21
ELL Suspensions	22 %/# 2	7.6 %/# 1	0 %/# 0	0 %/# 0
SWD Suspensions	22 %/# 2	22 %/# 2	1.7 %/# 3	31.4 %/# 11

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.

To ensure the Department frames school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as 'point-in-time.'

Graduation Percentage Rates

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Total Cohort Grad. Rate	37 %	28 %	20 %	13 %
ELL Grad. Rate	20 %	0 %	0 %	0 %
SWD Grad. Rate	27 %	33 %	15 %	0 %
NYSAA Grad. Rate	0 %	0 %	0 %	0 %

Drop Out Percentage Rates

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Total Cohort Drop Out Rate	8.9 %	4.7 %	5.4 %	30 %
ELL Drop Out Rate	0 %	0 %	0 %	0 %
SWD Drop Out Rate	11 %	0 %	7.7 %	11 %
NYSAA Drop Out Rate	0 %	0 %	0 %	0 %

3-8 ELA Proficiency Rates

	2021-2022	2022-2023	2023-2024
Percentage of Students Scoring Level 3 and Above	N/A %	N/A %	N/A %

3-8 Math Proficiency Rates

	2021-2022	2022-2023	2023-2024
Percentage of Students Scoring Level 3 and Above	N/A %	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.

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

Duplicated Suspensions #: Number of student(s) suspended out of school more than one time.

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

Unduplicated Suspensions #: Number of students suspended out of school only one time.

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

English Language Learners (ELL) Suspensions #: Number of ELL students suspended at least one time.

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

Students with Disabilities (SWD) Suspensions #: Number of students with disabilities suspended at least one time.

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

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 2024-2025 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning and school improvement*. *Only salient data that maps to DI target attainment should be included.*

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 via the NY Social Emotional Learning Benchmarks @ [NYS SEL Benchmarks \(nysed.gov\)](#).

- When responding to prompts pertaining to *Quarter 3 Report*, 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 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.

Data and narrative outlines should be comprised of supporting documentation. Information, data, and supplements not aligned to key tracking towards target attainment should not be included in this report and may result in the need to amend and resubmit for applicable approval.

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 SMART 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 2025 and 5% overall by June 2025.”

Building-based Commitments

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

SMART Goal Strategies and Actions Towards Attaining Commitments

- 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 2025, all special education staff will have conducted at least three IEP meetings in alignment with specified compliance dates.
- 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 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

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 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. • 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.

Quarter 3 Report - Reflection on Lead Strategies Utilized during February 1, 2025 – April 23, 2025

Identify the lead strategies that guided the school’s improvement strategy during the reporting period, including any that were discontinued and the 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)	ELT helped our school achieve progress over the past quarter as evidenced by the following: <ul style="list-style-type: none"> • Greater Regents pass rate this year across three exams. • Global Increased from 67% to 88%. • Living Environment Increased from 25% to 36%. • Algebra I increased from 6% to 12%.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and the 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.
		<ul style="list-style-type: none"> • More Students sat for the ELA Regents (29 vs 24 students year-over-year). • More SWDs passed the ELA Regents in 2025 from a year earlier. • Global: 4 of the 7 students regularly attended ELT Services. • US History: 4 of the 5 students regularly attended ELT. • Algebra I: 1 student used ELT Services. • ELT student attendance is prioritized in April, May, and June for culminating New York State Regents Exams taken by a greater number of students than those reflected here.
2. Professional Learning Communities (PLC)	(G)	<p>The use of PLCs has helped our school improve instructional effectiveness as evidenced by:</p> <ul style="list-style-type: none"> • PLCs examined REDS data from June 2025 Regents and made plans for instructional adjustments during Fall Semester. • PLCs engaged in a District Promising Practices Presentation to ELA teachers on benefits of using student discussion to reinforce argumentative writing. • Regents Vocabulary Hunt – Reviewed Jan Regents to identify content-specific & cross-content vocabulary to reinforce for students. • Each Department Group engaged in a Cycle 2 Interdisciplinary Project. • PLC engaged in Discussion Strategies and Protocols. • PLC is monitored by Principal, Assistant Principal, and PCT (Peer Collaborative Teacher). • PLC also monitored through teacher observations.
3. Focused School Support (FSS)	(G)	<p>The use of NYSED's School Support Partner (SSP) has helped our school achieve progress as evidenced by:</p> <ul style="list-style-type: none"> • The FSS effort is being monitored by SSP (Marcel). • The FSS focus was on credit accumulation and pathways being used to boost credit recovery, i.e. Edmentum Courseware. • The FSS focus also addressed the importance of delegating the call center to monitor the use of Kinolved for attendance outreach. • Call Center restructured to reflect updated register and staffing.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and the 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.
		<ul style="list-style-type: none"> By the end of Cycle Two, the school's CBO, Brooklyn Children's Services, had implemented a comprehensive attendance system that divided the school's 160 students into three cohorts. The three BCS counselors called absent students and their families each day. The CBO also implemented progressive steps for higher numbers of absences and all outreach efforts were recorded and monitored in the online app, Kinolved.

Part II – Demonstrable Improvement Level 1 Indicators

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.

**Quarter 3 Report with Reflection on Lead Strategies Utilized during
February 1, 2025 – April 23, 2025**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time 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 related documents. Such must be made publicly available prior to submitting this report.
HS Chronic Absenteeism - All Students Target: 87	(G)	<p><u>Key Strategies and Action Steps:</u></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. • The principal, SSP, social worker, guidance counselor, and Brooklyn 	<p><u>Data Trends:</u></p> <ul style="list-style-type: none"> • CBO, Brooklyn Children’s Services, has implemented a comprehensive attendance system that divided the school’s 160 students into three cohorts. The three BCS counselors called absent students and their families each day. The CBO also implemented progressive steps for higher numbers of absences and all outreach efforts were recorded and monitored in the online app, Kinolved. • Chronic Absenteeism Rate (CA) Rate (all students) = 87%. • CA rate ELLs = 78% (<i>Current and Former ELLs</i>) • CA rate SWDs = 82% • YTD attendance rate is 48%.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time 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 related documents. Such must be made publicly available prior to submitting this report.
		Children’s Services (BCS) Program Director will meet to discuss attendance team protocols.	<ul style="list-style-type: none"> • Our Attendance Action Plan consists of: All students contacted twice daily. Morning outreach begins from 8:00am-9:30am and afternoon outreach to absent students and their parents from 1:00p.m. to 2:30 p.m. • Morning outreach notes documented in Kinolved by 10a.m. and sent to supervisors by 1:00 p.m. • Afternoon outreach notes documented in Kinolved by 4pm, with report submitted to supervisors by 4:30 p.m. • Discharges/planning interviews; scheduling of interventions (<i>i.e. home visits</i>), email sent out sharing students absent 3 or more days, and outreach and attendance action plans for 50 to 80% attendance band; CBO focus on 50 to 65% attendance band.
2019 Total Cohort 6-Year Grad Rate - All Students Target: 50	(G)	<p>Key Strategies and Action Steps:</p> <ul style="list-style-type: none"> • We will expand the implementation of the Graduation Guardians Initiative with partner Foresight Consulting. • Weekly data-driven attendance meetings will focus on student attendance by cohort and grade level (credit band). 	<p>Data Trends:</p> <ul style="list-style-type: none"> • The 2019 Total Cohort (all students) Graduation Rate (GR) is 58.7%, which is 5.5 points higher than last reported and now exceeds the DI target by 8.7 points. Projected GR is 67.8%. • ELL GR is 75% and SWD GR is 68.2%.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time 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 related documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> • 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 individual tutoring and small group instruction as a pull-out. 	<ul style="list-style-type: none"> • SIG vendor Graduation Guardians monitors all school data and provides this information to school leaders and teacher teams to plan accordingly. • Since we are a Transfer School, we focus exclusively on the 6-year, not the 4-year cohort, as most of our students graduate within 6-years. Our 4-year cohort is currently 19.4% with 65% of these students estimated to be absorbed in the 5 and 6-year cohorts.
Transfer HS Grad Rate: Most at Risk OA-UC Target: 26.6	(G)	<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). 	<p><u>Data Trends:</u></p> <ul style="list-style-type: none"> • Last year's GR for Most at Risk students was 41.2%, well above the DI target of 25% and 18.3 points higher than the SY 22-23 outcome. • Currently tracking 53 students in this subgroup. • The current Transfer HS Grad Rate: Most at Risk OA-UC was 51.1%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time 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 related documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> • 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 individual tutoring and small group instruction as a pull-out. 	
<p>Survey: Cultural Awareness and Inclusive Instruction</p> <p>Target: 3.83</p>	(G)	<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 	<p><u>Data Trends:</u></p> <ul style="list-style-type: none"> • PCT and RJ Coach are working with teacher teams to develop instructional units that address cultural awareness and inclusive instruction. • Student Perception Survey Data: <ul style="list-style-type: none"> ○ 60% Attend Class Regularly ○ 44% Study at Home ○ 20% Attend Tutoring ○ 24% Don't Do Anything in Particular

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time 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 related documents. Such must be made publicly available prior to submitting this report.
		ongoing opportunities for cultural celebrations.	
Survey: Conflict Resolution Target: 3.3	(G)	<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 	<p><u>Data Trends:</u></p> <ul style="list-style-type: none"> • During Respect for All Week, February 10-14, 2025, the RJ coach worked with teacher teams to develop theme-based lessons and activities to promote acceptance and understanding. • We have facilitated PD on Staff Restorative Justice & De-escalation Training • After getting input from students about what they would like to study about violence, the teacher team planned and implemented two weeks' worth of coordinated lessons in each subject area in line with the school's Stop the Violence campaign. For example, in math, students studied gun violence statistics, in science, students explored the difference in how violence manifests itself in different cultures and societies, while in ELA students shared and wrote about personal experiences with violence.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time 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 related documents. Such must be made publicly available prior to submitting this report.
		including community building (Tier 1) and advanced formal conferencing (Tier 2).	<ul style="list-style-type: none"> • Last year, we had 14 Superintendent Suspensions for Quarters 1 and 2. • This year, we had 4 Superintendent Suspensions for Quarters 1 and 2. • Total Suspensions during Q1 and Q2 Last Year = 22 • Total Suspensions during Q1 and Q2 This Year = 16* • *These numbers include both in-school and out-of-school suspensions and will vary from the rates that appear on page 5.

Part III – Demonstrable Improvement Level 2 Indicators
List the school’s Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific actions and activities that support goal attainment that support sustainable progress toward Demonstrable Improvement Indicator targets attainment.

Quarter 3 Report with Reflection on Lead Strategies Utilized during February 1, 2025 – April 23, 2025

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time 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.
<p>Plan for and implement Community School Model</p> <p>Target: “Compliant” based on Community School Model Implementation Rubric</p>	(G)	<p><u>Key Strategies and Action Steps:</u></p> <ul style="list-style-type: none"> • The Community School Director will guide the Community Engagement Team (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. • The principal, SSP, social worker, guidance counselor, and Brooklyn Children’s Services (BCS) Program Director need to refine attendance team protocols. 	<p><u>Data Trends:</u></p> <p>CBO Events that occurred over the past 3 months include:</p> <ul style="list-style-type: none"> • Black History Month Celebration • Stop the Violence Day • Next Step Community Church Community Service • BCS Food Distribution Program

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time 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.
<p>Teacher Practices and Decisions (DTSDE Tenet 4)</p> <p>Target: 50% of the Tenet 4 Phase 2 indicators are common across the school and at least four Tenet 4 Phase 3 indicators are common across the school.</p> <p>*In addition, the school must also have 90% of the Phase 1 indicators common across the school.</p>	(G)	<p>Key Strategies and Action Steps:</p> <ul style="list-style-type: none"> • School leaders will collaborate with staff to develop an instructional focus which will be adjusted periodically. • School leaders will record and track 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 	<p>Data Trends:</p> <ul style="list-style-type: none"> • Peer Collaborative Teacher is working with teacher teams on completing Interdisciplinary Project #2. • Students articulate what they are learning and the reason for learning it. • Students respond to questions and prompts verbally using content-specific vocabulary. • Students work collaboratively with their peers to complete assigned tasks.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time 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.
		<p>Team and provide district support where needed.</p> <ul style="list-style-type: none"> • The NYSED School Support Partner (SSP) will support the principal in establishing a structure to provide meaningful feedback and coaching to all teachers. 	
<p>Providing 200 Hours of quality Extended Day Learning Time (ELT)</p> <p>Target: “Compliant” based on ELT Implementation Rubric.</p>	(G)	<p><u>Key Strategies and Action Steps:</u></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. 	<p><u>Data Trends:</u></p> <ul style="list-style-type: none"> • ELT helped our school achieve progress over the past quarter as evidenced by the following: • Greater Pass Rates this year across three exams • Global Increased from 67% to 88%. • Living Environment Increased from 25% to 36%. • Algebra I increased from 6% to 12%. • More Students sat for the ELA Regents (29 vs 24 students year-over-year) • More SWDs passed the ELA Regents in 2025 from a year earlier. • Global: 4 of the 7 students regularly attended ELT Services.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time 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.
		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • US History: 4 of the 5 students regularly attended ELT.
Credits Earned: Students Starting 0-11 Target: 6.94	(Y)	<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. • The school will participate in the NYCDOE School Based Virtual Learning classrooms initiative. 	<p><u>Data Trends:</u></p> <ul style="list-style-type: none"> • We are currently tracking 37 students in the 0-11 credit bucket who have an average credit accumulation rate of 3.6 and an average attendance rate of 50%. • The FSS Key Strategy currently supports tracking student credit accumulation. • Our school has repeatedly demonstrated that on average students who enroll in a Transfer High School earn significantly

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time 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.
		<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>more credits than the students did prior to their enrollment in the Transfer High School.</p> <ul style="list-style-type: none"> • Students in the 0-11 credit bucket earned 6.5 credits or greater on average over the past three years. • The average daily attendance rate for this credit bucket is 44.5%.
<p>Credits Earned: Students Starting 11-22</p> <p>Target: 6.41</p>	(G)	<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. • 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. 	<p><u>Data Trends:</u></p> <ul style="list-style-type: none"> • We are currently tracking 36 students in the 11-22 credit bucket who have an average credit accumulation rate of 3.15 and an average attendance rate of 46%. • The FSS Key Strategy supports tracking student credit accumulation. • Students in the 11-22 credit bucket earned 9 credits or greater on average over the past two years. • The average daily attendance rate for this credit bucket is 46.5%.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time 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.
		<ul style="list-style-type: none"> • The school has assigned a point person who will serve as a liaison to the Remote Academy. 	

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.

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

**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 2024-2025 CET Plan Implementation

<ul style="list-style-type: none"> List the constituent categories of stakeholders that have participated as CET members during this reporting period. Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members. Provide data and related evidence used to measure the impact and efficacy of the CET. Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan. 	<ul style="list-style-type: none"> Outline the process by which new members of the CET will be identified and selected*, 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>CET stakeholder members include:</p> <ul style="list-style-type: none"> Principal, AP PA/PTA Member Secretary/UFT Chapter Leader CBO Site Director CBO Program Director Parent Coordinator Students and Parents <p>Family and Community Engagement Activities for Q3:</p> <ul style="list-style-type: none"> December Holiday Feast (n = 5 parents) Faculty & Parent Mixer (n= 5 parents) Attendance for Two Students Whose Parents Attended The Superintendent conducts as follow up Community Engagement Meetings with the CET to review areas for demonstrable improvement. 	<p>An outline of the school’s plan for “CET meeting agenda development” appears below:</p> <ul style="list-style-type: none"> The CET reviewed Target Support Summaries for Cycle One and Cycle Two CET discussed OISR mid-year reflective review session and pointed to progress toward achieving the school’s demonstrable improvement indicators (DIIs). The CET reviewed data detailing the relative success of the school’s Lead Strategies. The role of Title I PAC Chairperson was selected by consensus this past quarter. The CET has widely-shared ELT opportunities in April, May, and June to prepare for New York State Regents Exams.

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. If Powers of the Receiver were not utilized, indicate such.

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 2024-2025 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.**