

2022-2023 Receivership School Quarterly Report #3

Report Period: February 1, 2023, to April 19, 2023

Complete all sections by fully responding to each prompt.

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

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, the School Demographic and Four-Year Trend Data should be reported as 'point-in-time' for each reporting period. (Attachment)

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
13K616 - Brooklyn High School for Leadership and Community Service	331300011616	NYC Geographic District #13	Brooklyn Community Services	2	https://infohub.nyced.org/reports/students-and-schools/school-receivership

Superintendent	School Principal (If appointed since the last reporting period, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	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, I.A. Sharon Rencher, Senior Executive Director of State/Federal Education Policy	9-12	37.5% (6-year & HSE)

			<p>Dr. Tanicia Rivera, Senior Director of SIG Implementation & Quality Assurance Daniel Atkins, Director of State/Federal Program Implementation</p>		
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Executive Summary

Please provide a *plain-language summary* of this completed report to reflect changes and progress made during this reporting period and to describe how actions were taken to implement lead strategies, engage the community, and enact Receivership powers. The summary should be written in terms easily understood by the community at large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.

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

Four Pillars for Building Trust in NYC Public Schools

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

1. Reimagining the student experience

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

2. Scaling, sustaining, and restoring what works

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

3. Prioritizing wellness and its link to student success

- Working with the NYC Mayor's office to increase the number of school safety agents.
- Collaborating with community-based partners to support school safety, mental health, attendance, and enrichment.

- Extending learning beyond the four walls of the classroom to feed the souls of our children with visits to museums, parks, and activities in the great outdoors.
- Increasing our school's capacity to provide quality mindfulness practices that are scientifically researched, evidence-based, and culturally responsive.

4. Engaging families to be our true partners

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

Directions for Parts I, II, and III - District and school staff should respond to this document's sections by analyzing and summarizing the steps taken to implement lead strategies during the third quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #3 is an opportunity for district and school staff to provide a reflective outline of actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and ultimately, the school improvement process*. This should include a clear *focus on how evidence* guides decisions and an articulation of explicit, equitable educational supports accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space.

- The District should ensure that 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.
- District and school staff should *assess the impact* of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth*.

Part I –Lead Strategies for Improvement

Lead Strategies for School Improvement
 Include 3-4 core lead strategies that are central to the school’s improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.

**Quarterly Report #3 with Reflection on Lead Strategies Utilized during
 February 1, 2023 – April 19, 2023**

Identify the lead strategies that guided the school’s improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year’s demonstrable improvement targets.
1. Expanded Learning Time (ELT)	Green	<p>The following supports helped achieve progress during the past quarter:</p> <ul style="list-style-type: none"> • The focus of our ELT is to support credit accumulation and graduation goals. We offer an academic ELT program and a CBO lead Worked Based Learning program that together has provided 590 ELT hours for the school year. • Our current academic ELT schedule includes the following: <ul style="list-style-type: none"> ○ Virtual Outreach <ul style="list-style-type: none"> ▪ Monday through Friday, 5:00 pm - 7:00 pm ▪ Wednesday: an additional session from 9:00 pm- 10:00 pm • Live Tutoring <ul style="list-style-type: none"> ▪ Wednesday through Friday, 2:45 pm- 3:45 pm <p>We currently have six ELT teachers, which include teachers in all core disciplines, as well as two Special Education teachers and one ELL teacher. ELT students are supported in all of their classes. We currently have 44 students in our ELT program, and we average five to seven students a night and have provided 218 hours during Q3 and 366 for the school year.</p>

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
		<ul style="list-style-type: none"> • Our current CBO lead Work Based Learning program includes Learn to Work (LTW) and Learn and Earn and has provided 224 hours this school year, in which: <ul style="list-style-type: none"> ○ LTW <ul style="list-style-type: none"> ▪ 68 student participants ▪ Provided 138 hours this school year • Learn and Earn <ul style="list-style-type: none"> ▪ 14 student participants ▪ Provided 86 workshop hours this school year
2. Professional Learning Communities (PLC)	Green	<p>The following supports helped achieve progress during the past quarter:</p> <ul style="list-style-type: none"> • PCT, Master Teacher, and content leads attend District led PDs that occur on the first Monday of each month. • Teachers meet on Mondays from 2:45 p.m. to 4:00 p.m., where they learn from district leaders and each other to discuss emergent data trends and patterns across classrooms. • Math and ELA department attend ongoing district-led professional development. • Examples of professional development includes strategies focusing on discussion, engagement, and literacy. • The sharing of research-based instructional strategies that are beneficial for the diverse population of the school. • Ongoing facilitation led by administration, one peer collaborative teacher (PCT), and one Master Teacher whose classrooms serve as learning labs and were showcased during both city and state visits. • Weekly coaching by district leaders help determine areas of focus for the PLC, such as evaluating curriculum, team teaching, and goal setting for students • Our Spring PD Plan highlights strategies to improve the following instructional practice: <ul style="list-style-type: none"> ○ Daily independent reading ○ Daily annotation ○ Citing evidence from the text ○ Student-to-student discussion ○ Writing using evidence from the text ○ Student-led discussions in all classes

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
3. Focused School Support (FSS)	Green	<p>The following supports helped achieve progress during the past quarter:</p> <ul style="list-style-type: none"> • Monthly meetings with administration and staff to support the weekly school-wide cohort-monitoring initiative to follow the progress of students and develop timely interventions. • Monthly meetings with administration to review attendance data and track progress of supports and incentives • Monthly meetings with administration and ILT for building-wide walkthroughs to track progress and determine next steps with the school's professional development focus on discussion and student engagement

Part II – Demonstrable Improvement Indicators-Level 1

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 and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

**Quarterly Report #3 Reflection on Activities Completed for this Indicator Level during
 February 1, 2023 – April 19, 2023**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
<p>Total Cohort 6-Year Grad Rate - All Students</p> <ul style="list-style-type: none"> • Progress Target: 35 • Indicator Code: 250 	Green	<p><u>2022-23 Goal:</u> By August 2023, the 6-year graduation rate will increase to 35%.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Community-Based Organization (CBO) partner Brooklyn Community Services (BCS) will provide ongoing and consistent behavioral counseling, academic guidance, and post-secondary planning for all students. • We will offer Career Development and Occupational Studies (CDOS) opportunities to increase pathways to a local or Regents diploma. • Guidance staff will review transcripts to determine outstanding graduation requirements and create individual student plans for graduation. 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Twenty-one (21) students, or 37.5% of Cohort W, earned either a Local Diploma or a Regents Diploma. Our DI target is 35%. • We had 1 January Cohort W graduate. • A 53.5% graduation rate, or 30 of 56 students, which includes HSE, is predicted for the end of the year. • 93% of graduates/predicted graduates are economically disadvantaged. • 63% of graduates/predicted graduates with diplomas have IEPs. • 30% of graduates/predicted graduates are in temporary housing. • 2 students are currently in HSE programs. • 47% course pass rates for term 1 in ELA, math, science, social studies

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 the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Credits Earned: Students Starting 0 to 11 <ul style="list-style-type: none"> • Progress Target: 4.6 • Indicator Code: u1 	Green	<p><u>2022-23 Goal:</u> By August 2023, all students with 0 to 11 credits will earn an average of 4.6 credits.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Community-Based Organization (CBO) partner Brooklyn Community Services (BCS) provides ongoing and consistent behavioral counseling, academic guidance, and post-secondary planning for all students. • We will offer Career Development and Occupational Studies (CDOS) opportunities to increase pathways to a local or Regents diploma. • We will implement the AP for All initiative that offers AP US History as well as virtual AP classes, including AP Spanish, AP Psychology, and AP Computer Science 	The following data trends show continued progress toward meeting this indicator: <u>Data points needed:</u> <ul style="list-style-type: none"> • We have 22 students in the 0-11 credit bucket. • The midyear weighted credits for students in the 0 to 11 credit band is 3.7. Our DI target for the year is 4.6. • We have a 54% pass rate for the 0 – 11 credit bucket. • We have a 50% attendance rate for the 0-11 credit bucket.

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 the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
<p>Credits Earned: Students Starting 22 to 33</p> <ul style="list-style-type: none"> • Progress Target: 8.4 • Indicator Code: u3 	Green	<p><u>2022-23 Goal:</u> By August 2023, all students with 22 to 33 credits will earn an average of 8.4 credits.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Community-Based Organization (CBO) partner Brooklyn Community Services (BCS) provides ongoing and consistent behavioral counseling, academic guidance, and post-secondary planning for all students. • We offer Career Development and Occupational Studies (CDOS) opportunities to increase pathways to a local or Regents diploma. • We implement the AP for All initiative that offers AP US History as well as virtual AP classes, including AP Spanish, AP Psychology, and AP Computer Science 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • We have 42 students in the 22-33 credit bucket. • The midyear weighted credits for students in the 22 to 33 credit band is 4.8. Our DI target for the year is 8.4. • We have a 73% pass rate for the 22– 33 credit bucket. • We have a 58% attendance rate for the 22-33 credit bucket.

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 the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> • Guidance staff will review transcripts to determine outstanding graduation requirements and create individual student plans for graduation. 	
<p>Credits Earned: Students Starting 33 to 38</p> <ul style="list-style-type: none"> • Progress Target: 9.4 • Indicator Code: u4 	Green	<p><u>2022-23 Goal:</u> By August 2023, all students with 33 to 38 credits will earn an average of 9.4 credits.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Community-Based Organization (CBO) partner Brooklyn Community Services (BCS) provides ongoing and consistent behavioral counseling, academic guidance, and post-secondary planning for all students. • We offer Career Development and Occupational Studies (CDOS) opportunities to increase pathways to a local or Regents diploma. • We implement the AP for All initiative that offers AP US History as well as virtual AP classes, including 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • We have 13 students in the 33-38 credit bucket. • 3 students graduated in January. • 69% or 9/13 students expected to graduate this school year. • The midyear weighted credits for students in the 33 to 38 credit band is 5.6. Our DI target for the year is 9.4. • We have a 76% pass rate for the 33– 38 credit bucket.

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 the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		AP Spanish, AP Psychology, and AP Computer Science.	
Transfer HS Persistence (non-dropout) <ul style="list-style-type: none"> • Progress Target: 53 • Indicator Code: w 	Green	<p><u>2022-23 Goal:</u> By June 2023, the high school persistence rate for all students will be at least 53%.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Weekly data-driven attendance meetings are facilitated by Assistant Principal and include key stakeholders from DOE and CBO staff • We implement attendance incentives monitored by tracking data using NYC DOE data systems Insight and ATS • Our CBO Brooklyn Community Services institute services to address student disengagement, academic challenges, and behavioral challenges due to mental health issues, medical care, and being in foster care. 	The following data trends show continued progress toward meeting this indicator: <ul style="list-style-type: none"> • Transfer HS Persistence (non-dropout) is 74%. Our DI target is 53%. • We had 6 January graduates. • We have 56 students in cohort W. • 21 students have graduated. • 28 students are on the register. • 2 are in HSE programs. • We have an 82% pass rate for term 1 for 4 active students. • We have a 65% attendance rate for 4 active students. • 15 students have been discharged.

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 the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> • Advocate Counselors meet weekly with students in danger of chronic absenteeism to create goals and action plans and monitor all subgroup attendance data for improved attendance. 	<ul style="list-style-type: none"> • We have an 82% pass rate for term 1 for 4 active students. • We have a 65% attendance rate for 4 active students. • 70% or 14/20 regents are completed for 4 active students.

Part III – Demonstrable Improvement Indicators-Level 2

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 strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

**Quarterly Report #3 Reflection on Activities Completed for this Indicator Level during
February 1, 2023 – April 19, 2023**

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
Plan for and implement Community School Model <ul style="list-style-type: none"> • Progress Target: See the Community School Model Implementation Rubric • Indicator Code: 2 	Green	<p><u>2022-23 Goal:</u> By June 2023, our school will promote access to services in the school community to promote a safe and secure learning environment.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Our CBO Brooklyn Community Services institute services to address student disengagement, academic challenges, and 	Our lead partner BCS supports the school with a range of school-based and school-linked programs to improve student learning that include: <ul style="list-style-type: none"> • Workforce development services that focus on preparing participants for careers in growing industries through education services, skills and certification training, job placement, and financial literacy. • Attendance improvement/dropout prevention (AIDP) services to increase student attendance, sustain

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<p>behavioral challenges due to mental health issues, medical care, and being in foster care.</p> <ul style="list-style-type: none"> Teachers receive ongoing instructional coaching on restorative practice as an evidence-based strategy. Teachers receive professional development on Culturally Responsive Sustaining Education. Each student is assigned to a student advocate counselor. 	<p>participation and enhance achievement through individualized support, referrals, and parental engagement.</p> <ul style="list-style-type: none"> One-on-one interventions, group therapy, and family therapy to promote the social/emotional growth of children so they can thrive in school.
<p>Family and Community Engagement (DTSDE Tenet 6)</p> <ul style="list-style-type: none"> Progress Target: See the DTSDE Phases of Implementation (Tenet 6) Indicator Code: 6 	Green	<p><u>2022-23 Goal:</u> By June 2023, at least 90% of Phase 1 from DTSDE Tenet 6: Family Engagement will be common across the school; 50% of Phase 2 indicators for parent and community engagement will be common across the school; four Tenet 6 Phase 3 indicators will be common across the school.</p> <p><u>Key Strategies:</u></p>	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> The parent coordinator solicits the perspectives of various parents to understand their sentiments and concerns, and the school has a system in place for parent representatives to check in with the principal regularly and, where applicable, share the feedback other parents have provided. Our students discuss the quality of their work during parent-teacher conferences.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> • Our CBO Brooklyn Community Services institute services to address student disengagement, academic challenges, and behavioral challenges due to mental health issues, medical care, and being in foster care. • Teachers receive ongoing instructional coaching on restorative practice as an evidence-based strategy. • Teachers receive professional development on Culturally Responsive Sustaining Education. • Each student is assigned to a student advocate counselor. 	<ul style="list-style-type: none"> • Displays (e.g., bulletin boards, showcases, student work) within the school reflect the different cultures and languages of the student population. • Translators in the most prevalent languages are available at school functions and events. • Families regularly share their perceptions and provide feedback to the school. Survey results are routinely shared with families.
<p>Providing 200 Hours of Extended Day Learning Time (ELT)</p> <ul style="list-style-type: none"> • Progress Target: See the ELT Implementation Rubric • Indicator Code: 94 	Green	<p><u>2022-23 Goal:</u> By June 2023, the school will analyze student performance data to identify student groups in need of targeted instruction to be programmed for at least 200 hours of ELT.</p>	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Our school year calendar currently reflects an additional 200 student contact hours to the compulsory school year of 990 hours per year in secondary school.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	
		<p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • We increase student outcomes by offering ELT courses that capture student interest and strengthen student learning. • We integrate academic, enrichment, and skill development through hands-on ELT experiences. • All ELT programs continue to be offered beyond the normal school day, including on weekends and during holiday breaks. • Technology, including Smart Boards, iPads, and laptops, will be made available to enhance on-site ELT offerings. 	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report. <ul style="list-style-type: none"> • Our ELT program includes the following components: Academic Programming, Enrichment Programming, and Teacher Collaboration time. • Our guidance counselors have reviewed student programs to determine students who need to make up credits and these students have been programmed for ELT. • The School Leadership Team (SLT), Community Engagement Team (CET), Community School Director (CSD), and partner organizations meet regularly to review ELT programming data and make adjustments as needed.
Transfer HS Grad Rate: Most at Risk OA-UC	Green	<p><u>2022-23 Goal:</u> By August 2023, our Transfer HS Grad Rate for Most at Risk OA-UC will increase to 22%.</p>	The following data trends show continued progress toward meeting this indicator:

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
<ul style="list-style-type: none"> • Progress Target: 22 • Indicator Code: b1 		<p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Community-Based Organization (CBO) partner Brooklyn Community Services (BCS) provides ongoing and consistent behavioral counseling, academic guidance, and post-secondary planning for all students. • We offer Career Development and Occupational Studies (CDOS) opportunities to increase pathways to a local or Regents diploma. • Guidance staff review transcripts to determine outstanding graduation requirements and create individual student plans for graduation. 	<ul style="list-style-type: none"> • Transfer HS Grad Rate for Most at Risk OA-UC is 31%. Our DI target is 22% • We currently have 126 students who are Most at Risk (MAR) and overaged and under-credited (OA-UC) <ul style="list-style-type: none"> • 59 are MAR. • 67 are OA-UC. • 45% or 10 of 22 students are 16 and passed zero Regents exams. • 20% or 12 of 60 students are 17 and have under 11 credits. • 25% or 8/32 students are 18 years old and have under 22 credits and have passed three or fewer regents exams. • 24% or 10/41 students are 19 or older have fewer than 22 credits.
<p>NYC School Survey: Supportive Environment</p> <ul style="list-style-type: none"> • Progress Target: 3.14 	Green	<p><u>2022-23 Goal:</u> By June 2023, there will be a 2% increase from 79% to 81% of students who agree or strongly agree that</p>	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Our out of school suspension rate has declined from 13.6% in 2018- 2019 to 0.59% in 2022- 2023.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	
<ul style="list-style-type: none"> Indicator Code: I3 		<p>there is a positive school culture where students feel respected and listened to. (Q6)</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> We implement restorative justice (RJ) circles that focus on how to support our students with credit accumulation and graduation while mediating any conflicts that may arise. We build students' awareness of post-secondary pathways and provide early planning opportunities. We administer internal surveys to students and interview students regularly to ensure we are meeting social and emotional needs. We engage all stakeholders in equity self-reflections to support CR-SE. 	<ul style="list-style-type: none"> Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report. <ul style="list-style-type: none"> Our most recent NYC School Survey indicates: <ul style="list-style-type: none"> Conflict Resolution: 95% of students answered favorably to the following prompt: Students have the opportunity to share their perspectives collaboratively when making decisions on how to address conflict. Guidance: 100% of teachers and staff answered favorably to questions regarding our guidance supports for students.

Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)
The role of the Community Engagement Team is to serve as an active thought partner in contributing to and supporting the development of recommendations for school improvement by the school and district, soliciting input through public engagement. Recommendations made by the CET, including how the school community and community at large were engaged to (1) provide input into the school’s Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership. Such should be addressed in response to the prompts below.

Report Out of 2022-2023 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 since the development of the 2022-2023 continuation plan. Include the role/title of any new members. 	<p>Describe how recommendations made by the CET during this reporting period were used to inform the school’s improvement plan implementation.</p>
<p>Our CET membership is unchanged from the second quarter. 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.</p>	<p>Recent recommendations made by the CET encouraged our school leaders to update key information from quarter 2 to quarter 3 in preparation for our Mid-Year Report Reflective Review Session with the Office of Innovation and School Reform (OISR). Our Mid-Year Report Reflective Review Session took place on Monday, March 27, 2023. This session impacted our school-level improvement plan since we had to revisit our Progress Reporting Tool (PRT) from our CEP and cross-check progress measures with demonstrable improvement indicators. More importantly, the process of making critical updates to our quarterly report, PRT, and CEP allowed all stakeholders from our School Leadership Team (SLT) and CET to engage in fruitful opportunities to reflect on school progress to date, including but not limited to:</p> <ul style="list-style-type: none"> An overview of progress and emergent issues Changes in School Demographic Data Progress Update for Lead Strategy 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 since the development of the 2022-2023 continuation plan. Include the role/title of any new members. 	<p>Describe how recommendations made by the CET during this reporting period were used to inform the school's improvement plan implementation.</p>
	<ul style="list-style-type: none"> Progress toward meetings DII targets Subgroup performance in ELA, math, and other areas relative to DIIs Current Average Daily Attendance (ADA) and Chronic Absenteeism (CA) Data-informed Adjustments to Professional Development plans Community Engagement Team (CET) Updates and how CET guidance informs school improvement action planning Targeted School Support Partner (SSP) Collaboration Update

Part V - Receivership Powers

Powers of the Receiver

Provide a summary of the use of the School Receiver's powers during this reporting period.

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

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

* Replace school leadership to help transform a school on an as-needed basis.

* School-level community engagement meetings to discuss the Receivership status and solicit public input and recommendations.

Part VI – Assurance and Attestation

By signing below, I attest that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge; and that all requirements regarding 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 to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report and has had the opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership.

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.*