

## 2022-2023 Receivership School Quarterly Report #1

Report Period: July 21, 2022 to October 31, 2022

**All sections of the report must be completed 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 via 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.**

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
New Directions Secondary School	320900011350	NYC Geographic District #09	Wediko	Cohort 2	<a href="https://infohub.nyced.org/reports/students-and-schools/school-receivership">https://infohub.nyced.org/reports/students-and-schools/school-receivership</a>

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
John Sullivan	James Waslawski	3/31/2015	Dr. Desmond K. Blackburn, Deputy Chancellor of School Leadership Sharon Rencher, Senior Executive Director of State/Federal Education Policy Dr. Tanicia Rivera, Senior Director of SIG Implementation & Quality Assurance Daniel Atkins, Director of State/Federal Program Implementation	9-12	53.6% (6-year & HSE)	147	50%	22%	11.3%

## 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*. **Any links included 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 the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies during the first quarter. Include processes that were **used to assess the impact** of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #1 is an opportunity for district and school staff to provide a reflective outline of proposed 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*. This should include a clear **focus on how evidence** guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- 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.
- 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 #1 with Reflection on Lead Strategies Utilized during July 21, 2022 – October 31, 2022

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. Attendance Outreach Team	Green	<p>The attendance outreach team (ELT) strategy helps us achieve progress toward demonstrable improvement targets and includes the following efforts over the past quarter:</p> <ul style="list-style-type: none"> <li>• Dedicated school staff and student mentors support at-risk students in achieving their academic goals as well as personal issues that may arise.</li> <li>• Success mentors are assigned to every student and convene bi-weekly group meetings.</li> <li>• Our OCS (Office of Community Schools) social worker coordinates weekly meetings and daily check-ins with success mentors.</li> <li>• Family workshops have been conducted by the parent coordinator to address parent concerns that may be impacting schoolwide attendance.</li> <li>• Guidance staff have reviewed student attendance and academic data to determine which students may need additional academic and social-emotional interventions and support.</li> <li>• We are providing attendance incentives for on-time arrival to 1<sup>st</sup> period class.</li> </ul>
2. Educational Technology	Green	<p>The educational technology strategy helps us achieve progress toward demonstrable improvement targets by implementing the following:</p> <ul style="list-style-type: none"> <li>• The school has revised its technology use policy for students to adapt to a post-pandemic environment.</li> </ul>

		<ul style="list-style-type: none"> <li>• Technology continues to be integrated into everyday instruction across the curriculum with daily student access to web tools and supports created during the pandemic.</li> <li>• The use of Flipped curriculum is being initiated within the Coding Class and in other instructional settings.</li> </ul>
3. Expanded Learning Time (ELT)	Green	<p>The ELT strategy helps us achieve progress toward demonstrable improvement targets through the following efforts:</p> <ul style="list-style-type: none"> <li>• We host extended day supports three times per week.</li> <li>• Extended day supports occur during 9th period and 60 students have been attending regularly.</li> <li>• Students who are entering and emerging ELLs are prioritized for period 9 instruction, and these students also attend an additional community based ENL course two days a week.</li> <li>• Our ELT program provides time to effectively time for teachers to effectively engage Tier 2 and Tier 3 supports in literacy.</li> </ul>
4. Comprehensive School Support (CSS)	Green	<p>The CSS strategy helps us achieve progress towards demonstrable achievement targets by implementing the following:</p> <ul style="list-style-type: none"> <li>• The SY 2023 focus of CSS is to augment ELL supports for multilingual learners in the literacy-focused courses within the English and Social Studies departments.</li> <li>• Our ELA/ENL team continues to meet weekly with the NYC Literacy Collaborative coach for instructional support, focusing on providing access and scaffolds for ENL students</li> <li>• The District Director of Continuous improvement meets biweekly with the school to review and disaggregate student data. During the first month of school, data disaggregation has focused on student YTD (year-to-date) attendance. The DCI also supports school leaders in closely monitoring Cohort W.</li> <li>• Our principal and assistant principal receive ongoing job-embedded implementation support from Teacher Development and Evaluation Coaches (TDECs) to support teachers with understanding the Danielson rubric and developing their practice. This CSS support also helps guide school leaders through the process of teacher evaluation.</li> </ul>

## **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 #1 Reflection on Activities Completed for this Indicator during July 21, 2022 – October 31, 2022**

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"> <li>• Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
<p>Transfer HS Grad Rate: Regular OA-UC</p> <ul style="list-style-type: none"> <li>• Progress Target: 20</li> <li>• Indicator Code: b2</li> </ul>	Green	<p><b><u>2022-23 Goal:</u></b> By August 2023, the school graduation rate (Transfer HS Regular OA-UC) will increase to 20%.</p> <p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Track students across all cohorts, grade levels, and subgroups for full attendance and academic progress using the New Visions tool with Office of Community School (OCS) supports.</li> <li>• Use Apex Learning’s Courseware to increase graduation rates with flexible, high-quality 6-12 core, CTE, world languages, and elective courses.</li> <li>• Community-Based Organization (CBO) Wediko will form success monitoring partnerships among target HS students and available CBO partner staff.</li> </ul>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> <li>• Preliminary data from our School Quality Report shows our transfer high school graduation rate for the subgroup of regular overage, under-credited students was 30.8%.</li> <li>• The Student Information Repository System (SIRS) shows 48.2% or 27/56 students earn their Regents or Local Diploma within 6 years.</li> <li>• 53.6% of students in the 6-year cohort graduated with a Regents, Local Diploma, or High School Equivalency (HSE) Diploma.</li> <li>• 2/56 students in the 6-year cohort earned their HSE Diploma.</li> <li>• HST (Transfer High School) SQR data indicates that our graduation rate has improved by 19.3 points year-over-year.</li> </ul>

<p>2019 Total Cohort (10th Graders) Passing Math Regents</p> <ul style="list-style-type: none"> <li>Progress Target: 20</li> <li>Indicator Code: 67</li> </ul>	<p>Green</p>	<p><b><u>2022-23 Goal:</u></b> By August 2023, the school will increase the proficiency rate of the 10<sup>th</sup>-grade cohort on the Algebra Regents Exam to 20%.</p> <p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>Provide four semesters of Algebra I for students to ready themselves for the NYS Algebra I exam at the end of their 10<sup>th</sup>-grade year.</li> <li>Create and maintain data streams on all HS math standards in Algebra, organized by school administration and our math team.</li> <li>Administer MAP Growth assessments to monitor student growth in math.</li> </ul>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> <li>57.1% or 16/28 of the students who took the Algebra I Regents Exam in June 2022 scored 50 or higher.</li> <li>The 32.1% or 9/28 students scored between 50-64 on the Algebra I Regents Exam allowing these students to meet eligibility conditions to earn a diploma through a special appeal.</li> <li>From 2019 to 2022, thirty-two (32) students took the Algebra I Regents Exam (Common Core) <ul style="list-style-type: none"> <li>23 attained a Level 1</li> <li>9 attained a Level 2</li> <li>0 attained a Level 3</li> <li>0 attained a Level 4</li> </ul> </li> <li>An Algebra I accountability Level 2 includes scores that range from 65-79.</li> </ul>
<p>Credits Earned: Students Starting 0 to 11</p> <ul style="list-style-type: none"> <li>Progress Target: 5.3</li> <li>Indicator Code: u1</li> </ul>	<p>Green</p>	<p><b><u>2022-23 Goal:</u></b> By August 2023, the average credits earned for students starting with 0 to 11 credits will increase to 5.3.</p> <p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>Provide weekly attendance intervention and academic supports to this entering group of students via the actions of our Success Mentors and coordinated teams.</li> <li>Continue to celebrate students who are engaged in learning (physical attendance) and who avail themselves of enhanced academic achievement supports.</li> </ul>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> <li>Preliminary data from the 2021-22 NYC School Quality Report shows students in the 0 to 11 credit bucket earned 9.01 credits on average.</li> <li>We increased our average credit accumulation rate in this credit bucket by 37.6% from a year earlier, moving from 6.55 to 9.01.</li> <li>This year, we have 6.3% more students in the 0 to 11 credit bucket.</li> <li>Last year, we had 48 students in this credit bucket; this year we have 51.</li> <li>89% of the students surveyed in this credit bucket agree that At this school students and staff alike recognize, appreciate, and capitalize on diversity to enrich the overall learning experience.</li> </ul>

		<ul style="list-style-type: none"> <li>School leaders will track students and subgroups across all cohorts for full attendance and academic progress using tools provided by the Office of Community Schools (OCS).</li> </ul>	
<p>Credits Earned: Students Starting 11 to 22</p> <ul style="list-style-type: none"> <li>Progress Target: 6.9</li> <li>Indicator Code: u2</li> </ul>	Green	<p><b><u>2022-23 Goal:</u></b> By August 2023, the average credits earned for students starting with 11 to 22 credits will improve to 6.9.</p> <p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>The Academic Accreditation and Instructional Model teams will re-map core content courses to ensure elective courses are unique and appealing to students intellectual curiosity.</li> <li>School leaders will provide program APEX and link YABC options to identified students to provide more options to make up credit gaps.</li> <li>School leaders will track students and subgroups across all cohorts for full attendance and academic progress using tools provided by the Office of Community Schools (OCS).</li> </ul>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> <li>Preliminary data from the 2021-22 NYC School Quality Report shows students in the 11 to 22 credit bucket earned 10.16 credits on average.</li> <li>We increased our average credit accumulation rate in this credit bucket by 4.4% from a year earlier, moving from 9.73 to 10.16.</li> <li>This year, we have 65.4% more students in the 11 to 22 credit bucket.</li> <li>Last year, we had 26 students in this credit bucket; this year we have 43.</li> <li>We consistently survey all students across all credit buckets to find new ways to personalize the learning experience.</li> <li>85% of the students surveyed in this credit bucket agree that teachers build trust by treating students with respect, matching their words and actions, and maintaining an open dialogue with students.</li> </ul>
<p>Regents Completion Rate – HST</p> <ul style="list-style-type: none"> <li>Progress Target: 13</li> <li>Indicator Code: q2</li> </ul>	Yellow	<p><b><u>2022-23 Goal:</u></b> By August 2023, the Regents Completion Rate – HST will increase for all students to 13%.</p> <p><b><u>Key Strategies:</u></b></p>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> <li>Preliminary data from the 2021-22 NYC School Quality Report shows results from 120 students in the HST Regents Completion Rate category.</li> </ul>



		<ul style="list-style-type: none"> <li>• The ILT will re-map core content courses to ensure current courses are designed to reinforce Regents preparation and completion.</li> <li>• Extended Learning Time is programmed for all students leading into Regents exams 3 days a week.</li> <li>• Enhanced educational technology innovations and supports for every student in every class.</li> </ul>	<ul style="list-style-type: none"> <li>• Early results show our Regents Completion rate is currently 1.8%. Please note: This number does not account for students who were granted waivers and only accounts for students who earned a 65 or better on regents exams.</li> <li>• 24% or 29/120 students received a Special Appeal for their June 2022 regents performance.</li> <li>• 94% or 31/33 students in US History received a June 2022 waiver for the canceled exam.</li> </ul>
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### Part III – Demonstrable Improvement Indicators-Level 2

Level 2 Indicators			
<i>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.</i>			
Quarterly Report #1 Reflection on Activities Completed for this Indicator during July 21, 2022 – October 31, 2022			
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>• Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be <b>made publicly available prior</b> to submitting the report.</li> </ul>

<p>Plan for and implement Community School Model</p> <ul style="list-style-type: none"> <li>Progress Target: See the Community School Model Implementation Rubric</li> <li>Indicator Code: 2</li> </ul>		<p><b><u>2022-23 Goal:</u></b> By June 2023, we will continue to address the social, health and mental health needs of students and families through the development of collaborative partnerships with the school community designed to improve the capacity of all stakeholders as measured by our community school rubric.</p> <p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>We will implement NYCDOE’s Every Student, Every Day (ESED) campaign which calls upon all New York City schools to take strategic actions to reduce chronic absenteeism (CA) and help students reach their potential.</li> <li>We will educate students and parents about emotional wellness and early identification of children and/or teenagers in need of mental health services.</li> <li>Community Based Organization (CBO) Wediko will conduct a comprehensive school and community needs and assets assessment.</li> <li>We will assign adult or peer success mentors to high school students with a history of chronic absenteeism.</li> </ul>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> <li>Our school has a dedicated full-time Community School Director (CSD) and other Wediko staff who works with the Principal, Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students.</li> <li>Recent NYC School Survey results show 86% of students agree that this school (including CBO Wediko, teachers, administrators, counselors, and the principal) help them to plan for how to meet their future career goals.</li> <li>Our YTD attendance rate is currently 85%.</li> </ul> <p>Our lead partner Wediko supports the school with a range of school-based and school-linked programs to improve student learning that include:</p> <ul style="list-style-type: none"> <li>Offering learn-to-work paid internships across our local community.</li> <li>Providing after-school programs for the purpose of both enrichment and academic support</li> <li>Improving the personal development of all students through social-emotional learning, managing challenging behaviors, bullying prevention, trauma-informed approaches, and culturally responsive practices.</li> </ul>
<p>Family and Community Engagement (DTSDE Tenet 6)</p>	<p>Green</p>	<p><b><u>2022-23 Goal:</u></b> By June 2023, at least 90% of the Phase 1 from DTSDE Tenet 6 will be common across the school; 50% of Phase 2 indicators for parent and</p>	<p>The following data supports continued progress toward meeting this indicator:</p>

<ul style="list-style-type: none"> <li>Progress Target: See the DTSDE Phases of Implementation (Tenet 6)</li> <li>Indicator Code: 6</li> </ul>		<p>community engagement will be common across the school; four Tenet 6 Phase 3 indicators will be common across the school.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>We will offer regular workshops and information sessions that help families understand how children learn and are being taught.</li> <li>We will provide families with guidance on questions to ask the school regarding their child’s progress and placement.</li> <li>We will host multiple cultural events during the year that are jointly led by families and school staff.</li> </ul>	<ul style="list-style-type: none"> <li>Displays (e.g., bulletin boards, showcases, student work) within the school reflect the different cultures and languages of the student population.</li> <li>Translators in the most prevalent languages are available at school functions and events.</li> <li>Families regularly share their perceptions and provide feedback to the school. Survey results are routinely shared with families.</li> <li>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 regularly check in with the principal, and when applicable, share the feedback other parents have provided.</li> <li>Our students discuss the quality of their work during parent-teacher conferences.</li> </ul>
<p>Providing 200 Hours of quality Extended Day Learning Time (ELT)</p> <ul style="list-style-type: none"> <li>Progress Target: See the ELT Implementation Rubric.</li> <li>Indicator Code: 94</li> </ul>	<p>Green</p>	<p><b>2022-23 Goal:</b> By June 2023, we will provide at least 200 hours of quality extended-day learning time (ELT).</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>We will program ELT for all students 3 to 4 days per week.</li> <li>We will provide targeted support for students completing NX grades (courses in progress) from September to October.</li> <li>CBO Wediko will form success mentoring partnerships among target HS students and available CBO partner staff.</li> </ul>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Our ELT program includes the following components: Academic Programming, Enrichment Programming, and Teacher Collaboration time.</li> <li>Our guidance counselors have reviewed student programs to determine students who need to make up credits and these students have been programmed for ELT.</li> <li>We are in the process of administering MAP Growth computer-based assessments to track academic progress across math and ELA.</li> <li>The School Leadership Team (SLT), Community Engagement Team (CET), Community School Director (CSD), and partner organizations</li> </ul>

			meet regularly to review ELT programming data and make course corrections as needed.
<p>NYC School Survey: Collaborative Teachers – HST</p> <ul style="list-style-type: none"> <li>Progress Target: 2.24</li> <li>Indicator code: k3</li> </ul>	Green	<p><b><u>2022-23 Goal:</u></b> By June 2023, the school will improve its overall index score on the NYC School Survey in the area of Collaborative Teachers to 2.24.</p> <p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>We will engage teacher department teams in a rigorous review of feedback to students in all courses and how it can be enhanced to positively impact class discussion and student revision.</li> <li>We will align professional responsibilities with the school’s instructional goals.</li> <li>We will engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.</li> </ul>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> <li>Our ELA and ELL teachers participate in the Literacy Design Collaborative (LDC) which supports teachers in implementing State Standards and embedding literacy skill development throughout the content area curriculum.</li> <li>Our 2022 NYC School Survey indicates that 83% of teachers surveyed believe that teachers at this school influence how other teachers enact their daily instruction and engage with colleagues with a specific focus on student learning.</li> <li>We have improved year-over-year survey results in the area where teachers agree that their professional development experiences include enough time to think carefully about, try, and evaluate new ideas.</li> <li>School leaders review the agendas and minutes from weekly team meetings and provide written actionable feedback.</li> <li>District staff, including but not limited to the Director of Continuous Improvement (DCI) and Teacher Development and Evaluation Coach (TDEC), guide teachers in identifying instructional strategies to improve student achievement.</li> </ul>
<p>NYC School Survey: Supportive Environment – HST</p> <ul style="list-style-type: none"> <li>Progress Target: 2.27</li> <li>Indicator code: l3</li> </ul>	Green	<p><b><u>2022-23 Goal:</u></b> By June 2023, the school will improve its overall index score on the NYC School Survey in the area of Supportive Environment to 2.27.</p> <p><b><u>Key Strategies:</u></b></p>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> <li>Our YTD attendance rate is currently 85%.</li> <li>Our 2022 NYC School Survey results show a 16 point improvement in the area where students agree that their teachers given them specific suggestions about how they can improve their work in class.</li> <li>81% of students agree that when a behavior incident arises, school staff use questions to encourage reflection and resolve conflicts.</li> </ul>

		<ul style="list-style-type: none"> <li>• We will ensure that students and adults treat each other respectfully and student voice is welcome and valued.</li> <li>• We will strengthen our structures that allow for dedicated support staff to help personalize attendance supports and social-emotional learning (SEL).</li> <li>• We will partner with families to convey expectations around college and career readiness.</li> </ul>	<ul style="list-style-type: none"> <li>• Our NYC School Survey showed the greatest increase (22 points) in the methods the school is using to prevent bullying.</li> <li>• Student focus groups noted that they have the opportunity to share perspectives collaboratively on a regular basis.</li> </ul>
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#### **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 **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, should be addressed in response to the prompts below.*

##### **Report Out of 2022-23 CET Plan Implementation**

<ul style="list-style-type: none"> <li>• List the categories of stakeholders that have participated as CET members during this reporting period.</li> <li>• 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.</li> </ul>	<p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan.</p>
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Our CET membership remains unchanged in the first quarter. Categorical CET membership currently includes but is not limited to:

- School Principal
- Lead Partner Agency
- Other School Leaders or Key Staff
- Teachers
- Relevant Community Agencies
- Social Services and Youth-Serving Agencies, including Health and Behavioral Health Services
- Parents of or persons in parental relation to students attending the school
- Students attending the school

CET members may be modified at any time on the basis of recommendations made periodically to the school leadership and, as applicable, the receiver.

During the quarterly reporting period, we held a public hearing to update our school community on our receivership status and to solicit recommendations for the improvement of the school. Our hearing took place on October 18, 2022. The hearing was live-streamed for those who were unable to attend. Translations in the community's most prevalent languages were made available to all participants upon request.

The Superintendent Team is still in the process of reviewing feedback from the hearing and determining if any recommendations will be used to inform planning as reflected in the Comprehensive Educational Plan (CEP). At this time, there are no formal recommendations based on public input from the hearing but we expect CET recommendations to be forthcoming.

Our CET meets on a monthly basis and CET recommendations are presented periodically to school leadership. Over the past quarter, CET topics included, but were not limited to:

- August Graduation Rate Updates
- Updated Technology Use Policy for SY 2023
- 9<sup>th</sup> Period Extended Day Instruction
- After-school Enrichment Activities
- New 1<sup>st</sup> Period Attendance Initiatives
- Upcoming Receivership Hearing

Discussion of the aforementioned topics has resulted in ongoing adjustments to our Comprehensive Education Plan (CEP) to ensure it includes rigorous performance metrics and goals. Additionally, we strive to ensure that our CEP addresses school leader practices and decisions, curriculum development and support, teacher practices, and decisions, student social and emotional developmental health, and family and community engagement.

## **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. 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 Receivership status and solicit public input and recommendations and share school-wide progress.

If necessary, THE NYCDOE will plan and conduct engagement activities with the UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.

**Part VI – Assurance and Attestation**

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

Name of Receiver (Print): \_\_\_\_\_ John Sullivan \_\_\_\_\_  
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, if necessary, its 2022-2023 Community Engagement Team plan and membership.

Name of CET Representative (Print): \_\_\_\_\_  
Signature of CET Representative: \_\_\_\_\_  
Title of CET Representative: \_\_\_\_\_  
Date: \_\_\_\_\_