2022-2023 Receivership School Quarterly Report #1
Report Period: *July 21, 2022 to October 31, 2022 (Due October 21, 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:
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 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	Georgia Serves	11/19/2008	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	53.3% (6-year & HSE)	162	8%	36%	3%

Receivership, Quarterly Report #1 2022 – 2023 School Year
 (As required under Section 211(f) of NYS Ed. Law)

Executive Summary

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. Expanded Learning Time (ELT)	Green	The expanded learning time (ELT) strategy helps us achieve progress toward demonstrable improvement targets by providing the following: • We piloted DOE Work Based Learning (WBL) program in the summer 2022, in which 8 Work Based Learning students completed 150 hours of WBL for a total of 1200 hours; 6 of the students also participated in summer school, passing 12 classes and earning 10.5 credits. • Summer school commenced on our campus through Brooklyn Community Arts and Media (BCAM) high school, in which 9 students passed 18 classes and earned a total of 16.5 credits. • 30 students are currently either in CBO internships (21) or have pending applications (9). • Our fall ELT outreach and tutoring schedule is scheduled daily as follows: Mondays and Tuesdays 5:00 PM to 6:00 PM, and 9:00 PM - 10:00 PM; Wednesdays 2:45- 3:45 (Live), 5:00 PM to 7:00 PM, 9:00 PM to10:00 PMM; Thursdays and Fridays 2:45- 3:45 (Live), 5:00 PM to 6:00 PM, and 9:00PM to10:00 PMM • Regents results show 79% of students passed the June 2022 English Regents Exam with appeal (Common Core). 50% scored over a 65% • Regents results show 72% of students passed the June 2022 Algebra Regents Exam with appeal (Common Core). 55.5% scored over a 65% • We have met with 35 parents during our virtual outreach since the start of the school year

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.
		• We have 11 students enrolled for in-person tutoring, 60 hours of in-person tutoring, and virtual outreach has been provided since the start of the school year • In general, attendance for tutoring averages 3-5 students. • ELT academic programs being offered this year include ELA, math, social studies, gym, and college and careers. • We consistently remind students and families of recurring tutoring opportunities through Kinvolved, email, and text messages. • We offer online courses through Edmentum to accelerate credit accumulation. • Our CBO pays students for their participation in our Learn to Work (LTW) programs.

2. Professional Learning Communities (PLC)	Green	The professional learning communities (PLC) strategy helps us achieve progress toward demonstrable improvement targets by implementing the following:
		• Our PLC is two-pronged and consists of our departmental teacher teams driven by our master teacher, peer collaborative teacher (PCT), and our Instructional Leadership Team (ILT) who identifies instructional priorities and consults with other teams while developing and monitoring our Comprehensive Education Plan (CEP).
		• Administration met with PCT and master teacher in the summer to create a PD plan and calendar.
		• In order to differentiate support, we divided the teacher teams into humanities and STEM.
		• Current PLC findings from classroom observations show that more coaching on student-to-student discussion protocols is needed. Instructional expectations were reviewed with teachers.
		• To provide further support for teachers, the PCT, and the master teacher:
		    o created inter-visitation schedules and visit classrooms weekly
		    o submit weekly coaching logs to the administration that highlight instructional support with teacher
		    o push into classes to model best practices
		    o collaborate with the district to create PDs
		    o developed model classrooms
		• In September and October, our Monday PDs focused on our grading policy, new attendance system, school rubrics, and examined restorative justice slides and our unit plan format.

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.
		• Our Tuesday PDs focused on attendance data, insight, looking at survey to support students attending school. We brainstormed an action plan to implement. • Our PCT was selected to be a district literacy leader.

3. Comprehensive School Support (CSS)	Green	The CSS strategy helps us achieve progress towards demonstrable achievement targets by implementing the following:
		• Attendance is our current CSS focus.
		• Year to date attendance rate is currently 52%, 15 points higher than last year's rate.
		• Our CSS team engaged in summer receivership support meetings with district staff to review our attendance intervention plan, SEL support, instructional model, and teaching expectations.
		• Administrative team met in summer to create student activities calendar to support attendance
		• Our Central District Attendance Supervisor met with the Principal, Administrative team and grade advisor on the first day of school to identify attendance strategies.
		• The "Call Center" attendance strategy targets absent students who are called each morning. This approach was shared at Transfer High School principal's meeting, was implemented in September 2022, and continues daily.
		• Our Attendance Team meets weekly and reviews:
		    ○ Attendance data from Insight, including data across grade levels, Cohort W, special education students, English Language Learners (ELL), students in temporary housing (STH), and attendance buckets.
		    ○ Year to date attendance rate, as it compares to the transfer school superintendency.
		    ○ Student needs and potential barriers to attendance
		    ○ Interventions and next steps based on student needs. Interventions, including home visits from our central attendance teacher, are turn-keyed to staff.
		• Plan professional development (PD) in collaboration with PCT and Master Teacher.
		• Principal and AP met with AP for all Coordinator and the Director of Advanced Academic Access to develop a school-wide unit planning template that ensures the inclusion of supports for ELLs and students with IEPs.

		For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
		• Our Social Emotional Team helped coordinate the Fall Festival, Senior Breakfast, September and October Award Ceremony, Operation Green Smoothie competition, and attendance incentive challenge to provide laptops to students who have high attendance. • We created a student-run television news show titled "What's Up Leadership," which is shown in our advisory classes. • Our instructional team has been working on scheduling classroom intervisitations, weekly coaching of teachers, and weekly professional development.

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.	• Provide the **specific data/evidence** used to determine progress and impact 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.
Total Cohort 6-Year Grad Rate - All Students • Progress Target: 35 • Indicator Code: 250	Green	**2022-23 Goal:** By August 2023, the 6-year graduation rate will increase to 35%. **Key Strategies:** • 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.	The following data supports continued progress toward meeting this indicator: • Thirty-two (32) students or 53.3% of Cohort V earned either a Local Diploma, a Regents Diploma, or a High School Equivalency (HSE) Diploma. • 60% of Cohort V students with an IEP, earned either a Local Diploma, a Regents Diploma, or a High School Equivalency (HSE) Diploma • 50% of students in Cohort V earned a Regents Diploma. • These graduates were comprised of 6 out of 10 (60%) SWDs, 20 out of 48 (42%) economically disadvantaged students, 6 out of 9 (67%) homeless students, and 2 out of 4 ELL students (50%). • 84.2% of our non-overaged/under-credited cohort V students graduated.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the **specific data/evidence** used to determine progress and impact 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 • Progress Target: 4.6 • Indicator Code: u1	Green	**2022-23 Goal:** By August 2023, all students with 0 to 11 credits will earn an average of 4.6 credits. **Key Strategies:** • 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. • 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 • Guidance staff will review transcripts to determine outstanding graduation requirements and create individual student plans for graduation.	The following data supports continued progress toward meeting this indicator: • Current data shows that students in the 0-11 credit bucket earned a weighted 6.7 credits on average. • 6.7 is slightly higher than our preliminary data, which showed students in the 0 to 11 credit bucket earning 5.9 credits on average. • This credit bucket earned 2 credits over the target with 6.7 credits earned. • Credits earned for students starting in the 0 to 11 credit bucket after Term 1 was 3.5; credits earned after Term 2 were 6.7. • Students in this credit bucket earned 1.4 credits higher than they did the previous year in high school. • Students earned the most credits (1.38) on average in English courses.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the **specific data/evidence** used to determine progress and impact 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 22 to 33 ● Progress Target: 8.4 ● Indicator Code: u3	Green	**2022-23 Goal:** By August 2023, all students with 22 to 33 credits will earn an average of 8.4 credits. **Key Strategies:** ● 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. ● 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 ● Guidance staff will review transcripts to determine outstanding graduation requirements and create individual student plans for graduation.	The following data supports continued progress toward meeting this indicator: ● We had 47 students in the 22 to 33-credit bucket. ● 38% of the students in this credit bucket graduated. ● Current data shows that students in the 22-33 credit bucket earned a weighted 9 credits on average. ● This is 1.6 credits higher than our preliminary data which showed students in the 22 to 33 credit bucket earned 7.4 credits on average. ● Credits earned for students starting in the 22 to 33 credit band after Term 1 was 4.0; credits earned after Term 2 were 9.0. ● Students earned the most credits (2.15) on average in English courses.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the **specific data/evidence** used to determine progress and impact 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 33 to 38 • Progress Target: 9.4 • Indicator Code: u4	Green	**2022-23 Goal:** By August 2023, all students with 33 to 38 credits will earn an average of 9.4 credits. **Key Strategies:** • 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. • 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 • Guidance staff will review transcripts to determine outstanding graduation requirements and create individual student plans for graduation.	The following data supports continued progress toward meeting this indicator: • We had 9 students in the 33 to a 38-credit bucket. • Current data shows that students in the 22-33 credit. bucket earned a weighted 12.2 credits on average • This is 1.2 credits higher than our preliminary data which showed students in the 33 to 38 credit bucket earned 11 credits on average. • The number of credits earned after Term 1 was 5.8; credits earned after Term 2 were 12.2. • Students earned the most credits (3.1) on average in social studies courses. • 88% or 8 of 9 students in this credit bucket graduated.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the **specific data/evidence** used to determine progress and impact 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.
Transfer HS Persistence (non-dropout) ● Progress Target: 53 ● Indicator Code: w	Green	**2022-23 Goal:** By June 2023, the high school persistence rate for all students will be at least 53%. **Key Strategies:** ● Weekly data-driven attendance meetings will be facilitated by Assistant Principal and include key stakeholders from DOE and CBO staff ● We will implement attendance incentives monitored by tracking data using NYC DOE data systems Insight and ATS ● Our CBO Brooklyn Community Services will institute services to address student disengagement, academic challenges, and behavioral challenges due to mental health issues, medical care, and being in foster care. ● Advocate Counselors will meet weekly with students in danger of chronic absenteeism to create goals and action plans and monitor all subgroup attendance data for improved attendance.	The following data supports continued progress toward meeting this indicator: ● Our transfer high school persistence rate (non-dropout) remains above our target (53) with 63.3% (38 of 60) students receiving a SACC diploma or better. ● 48% (13/ 27) of our 2021-22 June graduates (non-HSE) across different cohorts received a CDOS credential. ● Thirty-two (32) students or 53.3% of Cohort V earned either a Local Diploma, a Regents Diploma, or a High School Equivalency (HSE) Diploma. ● 50% of students in Cohort V earned a Regents Diploma. ● 60% of Cohort V students with an IEP, earned either a Local Diploma, a Regents Diploma, or a High School Equivalency (HSE) Diploma. ● 1 Cohort S student graduated in September from YABC/

Part III – Demonstrable Improvement Indicators-Level 2

<table>
<tr>
<td colspan="4">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></td>
</tr>
<tr>
<td colspan="4" align="center">Quarterly Report #1 Reflection on Activities Completed for this Indicator during
July 21, 2022 – October 31, 2022</td>
</tr>
<tr>
<td align="center">Indicator</td>
<td>Status (R/Y/G)</td>
<td>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</td>
<td>

Provide the specific data/evidence used to determine progress and impact 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.

</td>
</tr>
</table>

| Plan for and implement Community School Model

 ● Progress Target: See the Community School Model Implementation Rubric
 ● Indicator Code: 2 | Green | **2022-23 Goal:**
 By June 2023, our school will promote access to services in the school community to promote a safe and secure learning environment.

 Key Strategies:
 ● Our CBO Brooklyn Community Services will institute services to address student disengagement, academic challenges, and behavioral challenges due to mental health issues, medical care, and being in foster care.
 ● Teachers will receive ongoing instructional coaching on restorative practice as an evidence based strategy.
 ● Teachers will receive professional development on Culturally Responsive Sustaining Education.
 ● Each student will be assigned to a student advocate counselor. | The following data supports continued progress toward meeting this indicator:
 ● Collaborated with the Office of Community Schools to plan the next steps in transitioning to a Community School
 ● Our School Based Interview Committee (SBIC), interviewed three potential CBO lead partner agencies
 ● The Office of Community Schools, school interview rubric, was used to review potential lead partners':
   1. Community school vision
   2. Assets and Needs Assessment approach
   3. Collaborative leadership and practice
   4. Family and community engagement
   5. Expanded learning time
   6. Wellness and integrated supports
   7. Staffing and organizational management

 ● 100% of teachers received ongoing instructional coaching on how to use restorative practices.
 ● DOE and CBO staff work in partnership to facilitate daily Call Center outreach to students who are not present by 9:00 AM.
 ● To support student disengagement, academic challenges, and behavioral challenges due to mental health issues, medical care, and being in foster care, our current CBO staffed an additional four social work interns and a art therapist intern |

Family and Community Engagement (DTSDE Tenet 6)	Green	**2022-23 Goal:**	The following data supports continued progress toward meeting this indicator:
• Progress Target: See the DTSDE Phases of Implementation (Tenet 6) • Indicator Code: 6		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. **Key Strategies:** • Our CBO Brooklyn Community Services will institute services to address student disengagement, academic challenges, and behavioral challenges due to mental health issues, medical care, and being in foster care. • Teachers will receive ongoing instructional coaching on restorative practice as an evidence-based strategy. • Teachers will receive professional development on Culturally Responsive Sustaining Education. • Each student will be assigned to a student advocate counselor.	• Parent Coordinator supervised 8 students and piloted DOE Work Based Learning (WBL) program during summer school • Parent Coordinator meets all potential students and families during the admissions process • Our Current PTA president, a student representative, a Parent Coordinator, 2 Assistant Principals, a teacher, and our UFT chapter leader, are members of the School-Based Interview Committee (SBIC), charged with interviewing our new Community School Lead Partner • Our School Based Interview Committee (SBIC), interviewed three potential CBO lead partner agencies in September and October • Daily phone calls at 9:00 AM for absent students • Our Parent Coordinator collaborated with our CBO, Brooklyn Community Services, to host a Paint and Pizza night in September • 100% of teachers received ongoing instructional coaching on how to use restorative practices. • Parent Teacher conference commenced in September • Daily messages sent home through Kinvolved • All students assigned to an advocate counselor

Providing 200 Hours of Extended Day Learning Time (ELT) ● Progress Target: See the ELT Implementation Rubric ● Indicator Code: 94	Green	**2022-23 Goal:** 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. **Key Strategies:** ● We will increase student outcomes by offering ELT courses that capture student interest and strengthen student learning. ● We will integrate academic, enrichment, and skill development through hands-on ELT experiences. ● All ELT programs will 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.	The following data supports continued progress toward meeting this indicator: ● 8 Work Based Learning students completed 150 hours each during summer school, for a total of 1200 hours; 6 of the students also participated in summer school, passing 12 classes and earning 10.5 credits. ● 9 students participated in summer school on our campus with Brooklyn Community Arts and Media (BCAM), passing 18 classes and earning a total of 16.5 credits. ● 30 students are currently either in CBO internships (21) or have pending applications (9). ● Our current ELT outreach and tutoring schedule is scheduled daily as follows: Mondays and Tuesdays 5:00 PM to 6:00 PM, and 9:00 PM - 10:00 PM; Wednesdays 2:45- 3:45 (Live), 5:00 PM to 7:00 PM, 9:00PM to 10:00PM; Thursdays and Fridays 2:45- 3:45 (Live), 5:00 PM to 6:00 PM, and 9:00PM to 10:00PM. ● Regents results show that 79% of students passed the June 2022 English Regents Exam with an appeal (Common Core). 50% scored over a 65% ● Regents results show 72% of students passed the June 2022 Algebra Regents Exam with an appeal (Common Core). 55.5% scored over a 65% ● All ELT classrooms have smart boards and laptops.

Transfer HS Grad Rate: Most at Risk OA-UC	Green	**2022-23 Goal:**	The following data supports continued progress toward meeting this
 ● Progress Target: 22 ● Indicator Code: b1		By August 2023, our Transfer HS Grad Rate for Most at Risk OA-UC will increase to 22%. **Key Strategies:** ● 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.	indicator: ● The Transfer HS Grad Rate: Most at Risk OA-UC is currently 26.4%, which is 16% points higher than our preliminary data (10%). ● 48% (13/ 27) of our 2021-22 June graduates (non-HSE) across different cohorts received a CDOS credential. ● Thirty-two (32) students or 53.3% of Cohort V earned either a Local Diploma, a Regents Diploma, or a High School Equivalency (HSE) Diploma. ● 60% of Cohort V students with an IEP, earned either a Local Diploma, a Regents Diploma, or a High School Equivalency (HSE) Diploma. ● 50% of students in Cohort V earned a Regents Diploma. ● 1 Cohort S student graduated in September from YABC
NYC School Survey: Supportive Environment	Green	**2022-23 Goal:**	The following data supports continued progress toward meeting this

● Progress Target: 3.14
● Indicator Code: l3
		By June 2023, there will be a 2% increase from 79% to 81% of students who agree or strongly agree that there is a positive school culture where students feel respected and listened to. (Q6)
		
		Key Strategies:
		● We will 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.
			indicator:
			• Our current Year to Date (YTD) student attendance rate is 52% and improved by 15 percentage points from last year, which averaged 37%
			• Our register increased from 117 in September to 162 in October
			• Our most recent NYC School Survey indicates
			   o Preventing Bullying: greatest increase since 2019 by 16%
			   o Academic Press: 77% of students answered favorably, which was 2% higher than the superintendency and one of our greatest strengths
			   o Cultural Awareness: 97% of teachers and staff answered

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 #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?	● Provide the **specific data/evidence** used to determine progress and impact 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.

		● We will build students' awareness of post-secondary pathways and provide early planning opportunities.
		● We will administer internal surveys to students and interview students regularly to ensure we are meeting social and emotional needs.
		● We will engage all stakeholders in equity self-reflections to support CR-SE.
		● We will identify new school priorities based on information solicited through ongoing student interviews.
			favorably, which was 2% higher than the superintendency
			   ○ Guidance: 100% of teachers and staff answered favorably, which was 2% higher than the superintendency
			   ○ Safety: 90% of teachers and staff answered favorably, which was 2% higher than the superintendency
			● Daily Restorative Circle advisory for all students
			● 100% of teachers received ongoing instructional coaching on how to use restorative practices.

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	
● List the 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.	Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school's improvement plan.

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 online hearing took place on October 25, 2022. Translations in the community's most prevalent languages were made available to all participants upon request.
	
	 We are in the process of reviewing feedback from the hearing to determine 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 but we expect 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:
	 ● Reviewing potential lead CBO partners, and discussion of:
	    ○ Community School Vision
	    ○ Family and Community Engagement
	    ○ Expanded Learning Time

	- Reviewed how potential community school partners will work with school and community stakeholders to meet our attendance, register and state goals - Mental health services provided by potential lead Community School partners 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 agreement.

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): _____

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: _____