

2022-2023 Receivership School Quarterly Report #2

Report Period: November 1, 2022 to January 20, 2023

Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status, and related evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor's Recommendations.

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	Cohort 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	9-12	35%	166	8%	34%	3%

			State/Federal Education Policy; Dr. Tanicia Rivera, Senior Director of State School Improvement Interventions; Daniel Atkins, Director of State/Federal Program Implementation						
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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*. **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 #2 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 #2 with Reflection on Lead Strategies Utilized during
November 1, 2022 – January 20, 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.
Expanded Learning Time (ELT)	Y	<p>The following data support continued progress toward meeting this indicator:</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 has provided 306 ELT hours over Q2. 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 ● 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.

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"> ● We currently have 41 students in our ELT program, and we average five to seven students a night and have provided 148 hours during Q2. ● Our current CBO lead Work Based Learning program includes Learn to Work (LTW) and Learn and Earn, in which: <ul style="list-style-type: none"> ○ LTW <ul style="list-style-type: none"> ▪ 56 student participants ▪ Provided 120 hours ○ Learn and Earn <ul style="list-style-type: none"> ▪ 14 student participants ▪ Provided 38 workshop hours
Professional Learning Communities (PLC)	Yellow	<p>The following supports helped achieve progress during the past quarter:</p> <ul style="list-style-type: none"> ● Lead and Master Teachers support school wide initiatives, including: <ul style="list-style-type: none"> ○ Coordination of weekly Monday PDs sessions. Examples of PD sessions include discussion techniques, gradebook support, and assessment review ○ Creation of PD Calendar ○ Participation in District PDs throughout the semester ○ On-going coaching with teachers with feedback ○ Participation in the ILT (Instructional Learning Team) and visitations of teachers with feedback ○ Leading Student Government and supporting restorative justice 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.
Focused School Support (FSS)	Y	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> ● The district team lead meets with our administration three times a month to engage in the following: <ul style="list-style-type: none"> ○ Cohort W and Cohort X monitoring meetings take place twice a month to monitor students' progress toward graduation, identify areas of struggle, and co-construct support plans for individual students. ○ Classroom observations and feedback are provided during live visits from district support staff. ○ We examine attendance trends. ○ We review data for current graduation rate status for state-identified subgroups as well as school-identified subgroups and note progress toward CEP Goals. ○ We identify students for targeted support. ○ We discuss support plans for each student.

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 the lead strategies informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

**Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during
November 1, 2022 – January 20, 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 1 and Quarter 2. 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 	Yellow	<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 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 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Our Progress to Graduation Tracker (PTGT) shows a 35% 6-year graduation rate as of 1/13/23. We anticipate a 50% 6-year graduation rate predicted midyear with a local diploma. A 55% graduation rate is predicted for local diplomas and HSE. 60% of graduates/predicted graduates with diplomas have IEPs. 28.5% of graduates/predicted graduates are in temporary housing. 2 of 28 graduates/predicted graduates are ELL, one of which has an IEP. 2 students currently in HSE programs.

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 1 and Quarter 2. 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.
		requirements and create individual student plans for graduation.	
Credits Earned: Students Starting 0 to 11 <ul style="list-style-type: none"> Progress Target: 4.6 Indicator Code: u1 	Yellow	<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) will provide 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. 	The following data trends show continued progress toward meeting this indicator: <ul style="list-style-type: none"> 30 students are in the 0-11 credit bucket. We have a 39% attendance rate for the 0-11 credit bucket. We had 1 suspension in this credit bucket during Q2. Q2 student sentiment based on student interviews in this credit bucket include: “I have a good relationship with teachers. My favorite class is Broadcast Journalism. We get to tell stories about our lives and make videos about current school events.”

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 1 and Quarter 2. 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 review transcripts to determine outstanding graduation requirements and create individual student plans for graduation. 	
<p>Credits Earned: Students Starting 22 to 33</p> <ul style="list-style-type: none"> Progress Target: 8.4 Indicator Code: u3 	Yellow	<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) 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) 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> 51 students are in the 22 to the 33-credit bucket. Over half of the students in this credit bucket are passing their courses. The attendance rate for the 22 to 33 credit bucket is 53%. We had 4 suspensions in this credit bucket during Q2. Q2 student sentiment based on student interviews in this credit bucket includes: “Classes are going well. Teachers understand me and help me a lot with content. My favorite class is art. I get to express my feelings. I am challenged in my classes and can work with teachers during tutoring.”

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 1 and Quarter 2. 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>opportunities to increase pathways to a local or Regents diploma.</p> <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 	Yellow	<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) will provide ongoing and consistent behavioral counseling, academic guidance, and post-secondary planning for all students. 	<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 to 38 credit bucket. • We have a 48% attendance rate for 33 to 38 credit bucket. • We had 3 incidences regarding students in this credit bucket, none of which resulted in suspension. • 54% or 7/13 students are expected to graduate. • Student sentiment based on student interviews in this credit bucket include comments such as: “My favorite class was Economics. I felt challenged in that class and it taught me about real life situations. My classes challenged me and teachers were available for support.”

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 1 and Quarter 2. 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"> We will provide 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 	
Transfer HS Persistence (non-dropout) <ul style="list-style-type: none"> Progress Target: 53 Indicator Code: w 	Yellow	<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 will be facilitated by Assistant Principal and include key stakeholders from DOE and CBO staff 	The following data trends show continued progress toward meeting this indicator: <ul style="list-style-type: none"> Our THS Persistence Rate is currently 50%. We have 56 students in cohort W: <ul style="list-style-type: none"> 20 students have graduated 31 are still active 2 in HSE programs 1 Discharged as long-term absent (LTA) 2 Over 21 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 1 and Quarter 2. 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"> ● 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. 	<ul style="list-style-type: none"> ● 6 active students have over 50% attendance ● We have a 65% attendance rate for 6 active students. ● 3 students are scheduled for January Regents Exams. ● 1 student passed all Regents Exams. ● We have a 35% graduation rate among these students as of 1/13/23. ● 50% graduation rate predicted midyear with a local diploma ● 55% graduation rate predicted for local diploma and HSE ● 60% of graduates/predicted graduates with diplomas have IEPs

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 the 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 #2 Reflection on Activities Completed for this Indicator Level during
November 1, 2022 – January 20, 2023**

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"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. 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 	Yellow	<p>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.</p>	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.

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"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. 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><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Attendance improvement/dropout prevention (AIDP) services to increase student attendance, sustain participation and enhance achievement through individualized support, referrals, and parental engagement. • One-on-one interventions, group therapy, and family therapy to promote the social/emotional growth of children so they can thrive in school. • We had no more than 14 incidences during Q2, and 6 resulted in either principal or superintendent suspension.
Family and Community Engagement (DTSDE Tenet 6)	Yellow	<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</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

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"> Progress Target: See the DTSDE Phases of Implementation (Tenet 6) Indicator Code: 6 		<p>will be common across the school; four Tenet 6 Phase 3 indicators will be common across the school.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. 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>regularly check in with the principal, and when applicable, share the feedback other parents have provided.</p> <ul style="list-style-type: none"> Our students discuss the quality of their work during parent-teacher conferences. 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.

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"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. 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>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 	Yellow	<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><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • 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, 	<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. • 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.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	
		<p>including on weekends, and during holiday breaks.</p> <ul style="list-style-type: none"> Technology, including Smart Boards, iPads, and laptops, will be available to enhance on-site ELT offerings. 	<ul style="list-style-type: none"> Students are provided LTE-enabled technology as needed to support completing assignments after school. We have provided 306 ELT hours in total over the first two quarters; this includes 158 of CBO-driven WBL (Work Based Learning) and 148 hours of ELT (in Q2).
<p>Transfer HS Grad Rate: Most at Risk OA-UC</p> <ul style="list-style-type: none"> Progress Target: 22 Indicator Code: b1 	Yellow	<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> <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. 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> We currently have 142 students who are Most and Risk (MAR) and overaged and under-credited <ul style="list-style-type: none"> 81 are MAR 61 are overaged, under-credited Of our 142 MAR and overaged, under-credited: <ul style="list-style-type: none"> 3 of 12 of our sixteen years old students in this category have not passed any Regents.

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"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. 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"> • 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. 	<ul style="list-style-type: none"> ○ 8 of our 41 seventeen-year-old students in this category have under 22 credits with zero regents passed ○ 11 of our 26 eighteen-year-old students in this category have under 22 credits with three or fewer regents passed ○ 8 of our 28 nineteen-year-old students in this category have under 22 credits, and one or fewer Regents passed
<p>NYC School Survey: Supportive Environment</p> <ul style="list-style-type: none"> • Progress Target: 3.14 • Indicator Code: I3 	Yellow	<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 there is a positive school culture where students feel respected and listened to. (Q6).</p>	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Our most recent NYC School Survey for Supportive Environment indicates: <ul style="list-style-type: none"> ○ Preventing Bullying: greatest increase since 2019 by 16% ○ Safety: 89% of students answered favorably, which was 3% higher than our score in 2019 ○ Conflict Resolution: 95% of students answered favorably to the following prompt: Students have the opportunity to

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"> ● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. 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><u>Key Strategies:</u></p> <ul style="list-style-type: none"> ● 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. ● 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. 	<ul style="list-style-type: none"> ○ share their perspectives collaboratively when making decisions on how to address conflict. <ul style="list-style-type: none"> ○ Guidance: 100% of teachers and staff answered favorably. ○ Safety: 90% of teachers and staff answered favorably. ● Daily Restorative Circle advisory for all students continues to be implemented. ● Our register increased from 117 in September 2022 to 166 in January 2023.

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 2022-23 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 implementation of the school’s improvement plan.</p>
<p>Our CET membership has remained unchanged since the first quarter report, except for a new PTA president. Categorical CET membership currently includes but is not limited to the following:</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 <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>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:</p> <ul style="list-style-type: none"> ● Reviewing Receivership Hearing feedback ● Discussing data and attendance ● Discussing ELT scheduling ● Discussing ongoing school activities to support attendance ● Surveying all constituencies for attendance support <p>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.</p>

<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 implementation of the school's improvement plan.</p>
	<p>Agendas for November and December are linked below: CET team 11.9.22 .12 20.22 .docx.pdf</p>

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 plan 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 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 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.***

Updated November 2022