New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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:
Herbert H. Lehman High School	320800011405	NYC Geographical District #08	New York Center for Interpersonal Development (NYCID)	Cohort 1	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
Fia Davis	John Powers	08/17/2015	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	09,10,11,12	81.5%	1117	10%	22%	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 before 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 every one of our student's 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.
Multiple Pathways for Reimagining the Student Experience	Green	We are offering four pathways to graduation that provide a coordinated sequence of classes and possible pathways to economic security. All can be combined with the CDOS credential: digital arts, computer science, biomedical science, and engineering. Additionally, we have developed a deeper partnership with Co-op Tech and transfer schools for under-credited students. Our internship program through DYCD, DOE, and Summer Youth (Work Learn, Grow) provides us with a job developer through the CBO.
New Visions Network For School Improvement	Green	As part of the New Visions Network, we are participating in a professional development program designed to increase Algebra success. Part of the Instructional Network for School Improvement (INSI) grant focuses on the following: ● Algebra Curriculum (9th Grade Math) ● Prior research indicates the biggest barrier to graduation is success in the 9th grade and the greatest 9th-grade barrier is Algebra ● Embedded coaching for teachers ● Network Convening Our change ideas for the year are the following: ● Observation of senior Algebra teachers for new teachers, embedded into schedule. ● Use of the "IM Math Flourishing Rubric" to contextualize math learning for students. ● Students move from "problematizing mathematics" to "mathematizing problems"

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 to lead strategies and 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 before** submitting the report.
2021 Total Cohort (10th Graders) Passing Math Regents	Yellow	**Goal:** By August 2023, the percentage of students passing a Math Regents by Year 2 will increase from 81 to 84%**.** **Key Strategies**: ● The school program a dual-certified (Math/Special Education) teacher in the ICT sections to Year 2 Algebra to ensure that students receive both specially designed instruction and appropriate mathematical content support.	**The following data supports continued progress toward meeting this indicator:** Math Benchmark: (71% pass a math Regents by end of Year 2) ● Currently 113 of 287 (39.3%) students in the Year 2 cohort have already passed a Math Regents. ● We resequenced Algebra 1 to provide last year's incoming freshmen more time to master Algebra content due to COVID learning loss. ● We will meet this benchmark in January when our second-year on-track students take the Algebra Regents.

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		• The Math Department planned an integrated series of PD/Inquiry for each course/grade team, focusing on Math Practice Standard 3, and aligning with the schoolwide focus on writing to learn and writing to demonstrate learning, and also involving looking at student work and teacher tasks.	
2020 Total Cohort (11th Graders) Passing ELA Regents	Green	**Goal:** By June 2023, 85% of the third-year cohort will pass the English Regents. **Key Strategies**: • The 9th-grade humanities team integrates English, Social Studies, and the coherent teaching of reading and writing using, as core resources, the Big History Project and Birkenstein's They Say, I Say: The Moves That Matter In Academic Writing. • ILT establish overarching goals for the year – Establish the systems and structures that ensure o A coherent structure for sentence-level and	**The following data supports continued progress toward meeting this indicator:** English Benchmark (64% pass the English Regents by the end of Year 3) • Currently 170 of 268 (63.4%) students in the Year 3 cohort have passed the English Regents. • We are running differentiated sections of Junior English for students who need or don't need the ELA Regents, with strategic teacher assignments. • We will meet this benchmark when students sit for the ELA Regents in January. • We deepened the use of our Writing to Learn and Writing to Demonstrate Learning tools across disciplines to provide

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		paragraph-level writing is applied school-wide • Teachers are individualizing instruction to ensure ELLs, former ELLs, and those who speak another language at home are receiving appropriate support in developing and sustaining an academic vocabulary	students with a common framework and lessen the cognitive load of switching between disciplines

2019 Total Cohort 4-Year Grad Rate - All Students	Green	**Goal:** By June 2023, our total Cohort 4-Year Grad Rate- All Students will increase from 81.5% in August 2022 to 83.5% in August 2023.
		
		Key Strategies:
		• Counselors review transcripts of students in the graduating cohort. Where students are not on track to graduate, they will be programmed for supplementary classes and/or shared instruction with YABC and will also consider alternative settings that might allow for accelerated credit accumulation.
			The following data supports continued progress toward meeting this indicator:
			
			• 4-Year Grad Rate
			  - Cohort: Students: 256
			  - Early Grads: 14
			  - Potential June/Aug grads: 190
			  - Anticipated Grad Rate: 79.7%
			  - Additional students will move from the cohort as we continue to transition some students to transfer schools.
			• 88% of teachers responded favorably: At this school students and staff alike recognize, appreciate, and capitalize on diversity to enrich the overall learning experience.
			• 95% of teachers respondent strongly agree or agree that

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		• Seniors at risk of not graduating receive biweekly check-ins from their counselors and will also be the subject of case conferencing or other collaborative meetings. In many cases, there is an overlap between this activity and the Success Mentoring described in the chronic absentee goal. • The CBO works to ensure that potential grads at risk and their families are well-supported with all the items necessary for student success. • The AP English/ENL and ENL Coordinator evaluate the progress of ELL students and design tutoring/interventions to support credit accumulation and course completion using Title III. Where advisable and feasible, this support could involve participation in online	

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 before** submitting the report.
		courses for credit accumulation, using a platform that allows students to toggle between English and their native language.	
2018 Total Cohort 5-Year Grad Rate - All Students	Green	**Key Strategies**: ● The 9th-grade humanities team integrates English, Social Studies, and the coherent teaching of reading and writing using, as core resources, the Big History Project and Birkenstein's They Say, I Say: The Moves That Matter In Academic Writing. ● ILT establish overarching goals for the year – Establish the systems and structures that ensure o A coherent structure for sentence-level and paragraph-level writing is applied school-wide ● Teachers are individualizing instruction to ensure ELLs, former ELLs, and those who speak another language at home are receiving	**The following data supports continued progress toward meeting this indicator:** ● For students who need additional support, we have developed a closely coordinated shared instruction program with the YABC on our campus, and also have relationships with local transfer schools. ● 5-Year Grad Rate o 9 active in D79 programs o Possible max 86.1% grade rate in August 2023 o Last Year: 81.5%, an increase of 20.5 percentage points since 2014-15.

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		appropriate support in developing and sustaining an academic vocabulary	

HS ELA All Students PI	Yellow	**Goal:** By June 2023, 85% of the third-year cohort will pass the English Regents.
		
		 Key Strategies:
		 • The 9th-grade humanities team integrates English, Social Studies, and the coherent teaching of reading and writing using, as core resources, the Big History Project and Birkenstein's They Say, I Say: The Moves That Matter In Academic Writing.
		 • ILT establish overarching goals for the year – Establish the systems and structures that ensure a coherent structure for sentence-level and paragraph-level writing is applied school-wide.
		 • Teachers are individualizing instruction to ensure ELLs, former ELLs, and those who speak another language at home are
			The following data supports continued progress toward meeting this indicator:
			
			 • All freshman students are uniquely programmed for our double-period Humanities course that allows students to see themselves and the world around them in the curriculum
			
			 • Unconstructed Writing: Assists in meaning-making and serves as preparation for Constructed Writing.
			
			 • Makes students' thinking visible for formative assessment. Content knowledge and skill sets can be assessed. Requires models, scaffolds, and clear step-by-step guidelines for success (Be Sure To).
			     ○ Underlining/Annotating & dialoguing with texts and word problems
			     ○ Note-taking
			     ○ Creating study sheets and guides
			     ○ Responding to end-of-lesson summary (Aim) and or Exit Slips

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		receiving appropriate support in developing and sustaining an academic vocabulary.	• DEJ (Double-Entry Journals) • TAT ("Thinking about Thinking") Templates/Graphic Organizers, etc. • Learning Logs • Noting Significant Passages Charts • Free writes • Graphic Organizers • Story Maps
HS Math All Students PI	Yellow	**Goal:** By June 2023, 71% of the students will pass a math Regents by end of Year 2) **Key Strategies**: • The school program a dual-certified (Math/Special Education) teacher in the ICT sections to Year 2 Algebra to ensure that students receive both specially designed instruction and appropriate mathematical content support.	**The following data supports continued progress toward meeting this indicator:** • Currently 113 of 287 (39.3%) students in the Year 2 cohort have already passed a Math Regents. • We resequenced Algebra 1 to give last year's incoming freshman more time to master Algebra content due to COVID learning loss. • We will meet this benchmark in January when our second-year on-track students take the Algebra Regents.

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 before** submitting the report.
		● The Math Department planned an integrated series of PD/Inquiry for each course/grade team, focusing on Math Practice Standard 3, and aligning with the schoolwide focus on writing to learn and writing to demonstrate learning, and also involving looking at student work and teacher tasks.	

College, Career, and Civic Readiness Index - All Students	Green	**Key Strategies**:
		
		● We strategically programmed students to ensure they are enrolled in the appropriate credit-bearing class.
		● Students get partial credit towards this metric for taking and passing an AP Course, and full credit if they score 3+ on an AP Exam. Students only count once towards this metric.
		● New this year will be SUNY Personal Finance which offers a different entry point for students who may not be qualified to take a SUNY math class at this time. Data
			The following data supports continued progress toward meeting this indicator:
			
			● We offer advanced placement (AP) exams in every discipline, College Now, and have expanded our partnership with SUNY Albany to provide college credit-bearing courses at no cost to students.
			● 21% of our students are enrolled in at least one advanced course this term
			● 4% of our students are enrolled in at least one advanced placement visit
			● We have a new partnership with SUNY New Paltz
			   - English Comp Sequence (7 credits)
			   - Environmental Chem

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		indicated that several students who struggled in upper-level math classes still desired the experience of a quantitative college course	- Statistics & Public Policy
HS Chronic Absenteeism - All Students	Yellow	**Goal:** By June 2022, our Chronic Absenteeism Rate will decrease to 34%. **Key Strategies**: • The Attendance Team will meet weekly to engage in a review of data and to manage caseloads, expectations, and interventions as appropriate. • The Attendance Team will review the impact of Success Mentoring as measured by the improvement in year-over-year attendance of students receiving Success Mentoring and will also change caseloads to reflect students newly at risk of being chronic absenteeism. • The CSD, Attendance Consultant, and AP Attendance will meet to plan the	**The following data supports continued progress toward meeting this indicator:** • Our YTD Attendance is 89%. Our target group for the fall semester consists of 166 students (164 currently active). The current chronically absent data is as follows: - 24% of students are at risk of being chronically absent (259 out of 1094) - 3% of students are at risk of being chronically absent (28 out of 1094) - Target group year to date rate is 62.9% - Year to date rate for students with an IEP is 11.8%. - ELL students' rate is 5.2%. - The STH rate is 5%. • We have successful mentors that track daily "check-in" logs via Google docs. • There were 816 students with perfect attendance for the month of September.

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 before** submitting the report.
		semester's schedule of attendance incentives. ● The Attendance Team will implement a schedule of attendance incentives—some for all students and some for students receiving Success Mentoring. ● The Attendance Team will evaluate the results of the incentives, by analyzing student-level data as well as school-level data for days before and after vacations and other days that were specifically incentivized.	● Our Community-Based Organization, NYCID coordinates the attendance incentives and recognition events. We are continuing with our monthly challenges ● Since the start of the school year, our school counselors are constantly reducing the no-show list and conducting the necessary attendance outreach for their respective caseloads. We have reduced our no-show students from 199 to 21 students.

HS Science All Students PI	Yellow	**Key Strategies**:
		
		● The school administration built 30 minutes weekly for Professional Learning Communities. This allows for time to analyze data and look at how students are progressing and where targeted interventions are necessary.
		
		● Makes students' thinking visible for formative assessment. Content knowledge
			The following data supports continued progress toward meeting this indicator:
			● Students must pass one year of Life Science and on year of Physical Science course to graduate.
			● Science courses include the following:
			   - Chemistry
			   - Earth Science
			   - Physics
			   - AP Biology

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		and skill sets can be assessed. Requires models, scaffolds, and clear step-by-step guidelines for success (Be Sure To).	- Living Environment Our wide range of special interest courses includes but is not limited to cybersecurity, marine sciences, forensics, and data sciences.

HS Social Studies All Students PI	Yellow	**Key Strategies**:
		
		• In addition to school-developed resources, we are using elements of the New Visions Curriculum, the Debating US History, and iCivics curriculums.
		
		• The school administration built 30 minutes weekly for Professional Learning Communities. This allows for time to analyze data and look at how students are progressing and where targeted interventions are necessary.
			The following data supports continued progress toward meeting this indicator:
			
			• Makes students' thinking visible for formative assessment. Content knowledge and skill sets can be assessed. Requires models, scaffolds, and clear step-by-step guidelines for success (Be Sure To).
			
			• Social Studies course includes the following:
			   - Global History (Regents & Honors)
			   - US History
			   - Participation in Government & Economics
			   - AP US Government
			   - AP Macroeconomics

2017 Total Cohort 6-Year Grad Rate - All Students	Green	**Key Strategies**: • Counselors review transcripts of students in the graduating cohort. Where students are not on track to	**The following data supports continued progress toward meeting this indicator:** • 6-Year Grad Rate

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		graduate, they will be programmed for supplementary classes and/or shared instruction with YABC and will also consider alternative settings that might allow for accelerated credit accumulation. ● Seniors at risk of not graduating receive biweekly check-ins from their counselors and will also be the subject of case conferencing or other collaborative meetings. In many cases, there is an overlap between this activity and the Success Mentoring described in the chronic absentee goal. ● The CBO works to ensure that potential grads at risk and their families are well-supported with all the items necessary for student success. ● The AP English/ENL and ENL Coordinator evaluate the progress	- 81.5% graduation rate - 6 students still active in D79 programs - Possible maximum 85% graduation rate

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 before** submitting the report.
		of ELL students and design tutoring/interventions to support credit accumulation and course completion using Title III. Where advisable and feasible, this support could involve participation in online courses for credit accumulation, using a platform that allows students to toggle between English and their native language.	

School Safety - HS	Yellow	**Key Strategies**:
		● Implemented Collaborative Inquiry for weekly student tracking in meeting student responsibilities
		● Implemented Early Warning Intervention System to support consistent responses in a progressive restorative way before traditional punitive responses
			The following data supports continued progress toward meeting this indicator:
			
			● The latest NYC School Survey noted the following:
			  - Overall safety at the school acts as a safe space for students, and classrooms are structured to enhance learning time by minimizing school and classroom disruptions have increased from 82% in 2019 to 83% in 2022
			  - 80% of students say that feel safe outside around this school

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 before** submitting the report.
			- 84% of students feel safe traveling between home and this school - 85% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria of this school - 93% of students feel safe in my classes at this school - 75% of students say that discipline is applied fairly in my school - 89 percent of students say that they feel safe in their classes; 79 % of students say that they feel safe traveling between home and their school, and 71% of students say that they feel safe outside around their school. - 80% of teachers build trust by treating students with respect, matching their words and actions, and maintaining an open dialogue with students.

Part III – *Demonstrable Improvement Indicators-Level 2*

Level 2 Indicators
Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how to lead strategies that 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 before** submitting the report.
Plan for and implement Community School Model	Green	**Key Strategies**: - The new CBO created a calendar of events and a set of caseloads in support of student academic and social-emotional needs - The CBO staff meets weekly with their assigned caseloads and also implements scheduled incentives, clubs, etc.	**The following data supports continued progress toward meeting this indicator:** 5% of our current students reside in temporary housing - Our full-time School-Based Health Center is operated by Montefiore Medical Center and is part of the Montefiore Medical Group. The health center is staffed by Montefiore Medical Center licensed professionals. The health clinic services include the following: complete physical examinations, medications, and prescriptions, medical laboratory tests, after-hours on-call providers, age-appropriate reproductive care, dental and vision services, health education and counseling, mental health counseling, screening for vision, hearing, asthma, obesity, and other medical conditions.

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 before** submitting the report.

			● Monthly meetings
			  - SLT/CET
			  - PA
			● School trips
			  - Broadway, Ice Skating, etc.
			● Kinvolved: increased two-way communication between families and teachers
			● Principal Cafe: One Saturday per month
			● Partnered with NYCID (CBO)
			  - Food Pantry
			  - Adult Education Program (including ENL and ENL/GED)

2018 Total Cohort 5-Year Grad Rate - Black Students	Green	**Key Strategies**:
		● Counselors review transcripts of students in the graduating cohort. Where students are not on track to graduate, they will be programmed for supplementary classes and/or shared instruction with YABC and will also consider alternative settings that might allow for accelerated credit accumulation.
			The following data supports continued progress toward meeting this indicator:
			
			● 5-Year Grad Rate
			  ● 81.5% grad rate
			  ● 9 active in D79 programs
			  ● Possible max 86.1% grade rate
			● CBO Student Advisers are beginning the year evaluating the impact of their work from SY 21-22, and plan with the CSD and AP Guidance

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 before** submitting the report.
		● Seniors at risk of not graduating receive biweekly check-ins from their counselors and will also be the subject of case conferencing or other collaborative meetings. In many cases, there is an overlap between this activity and the Success Mentoring described in the chronic absentee goal. ● The CBO works to ensure that potential grads at risk and their families are well-supported with all the items necessary for student success. ● The AP English/ENL and ENL Coordinator evaluate the progress of ELL students and design tutoring/interventions to support credit accumulation and course completion using Title III. Where advisable and feasible, this support could involve participation in online courses for credit accumulation,	to ensure students receive adequate support at the start of the school year. ● For students who need additional support, we have developed a closely coordinated shared instruction program with the YABC on our campus, and also have relationships with local transfer schools.

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 before** submitting the report.
		using a platform that allows students to toggle between English and their native language.	
Providing 200 Hours of quality Extended Day Learning Time (ELT)	Green	**Goal:** By June 2023, we will provide 200 hours of Extended Day Learning Time (ELT) to meet the DII objectives as outlined in our ELT Rubric **Key Strategies**: ELT is embedded into the school day to ensure optimal instruction and to maximize credit-bearing opportunities	**The following data supports continued progress toward meeting this indicator:** - We have 243 students enrolled in our ELT program - Created ELT for students in need of credits for credit remediation - Created ELT for students in need of credits for skill improvement - Created ELT for ELL students who are considered Entering or Emerging to better support academic language
HS ELA ED PI	Yellow	**Goal:** By June 2023, 64% of students will pass the English Regents by the end of Year 3. **Key Strategies**: The 9th-grade humanities team integrates English, Social Studies, and the coherent teaching of reading and writing using, as core resources, the Big History Project and Birkenstein's They Say, I Say: The Moves That Matter In Academic Writing.	**The following data supports continued progress toward meeting this indicator:** - Currently 170 of 268 (63.4%) students in the Year 3 cohort have passed the English Regents. - We are running differentiated sections of Junior English for students who need or don't need the ELA Regents, with strategic teacher assignments. - We will meet this benchmark when students sit for the ELA Regents in January.

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 before** submitting the report.
		● ILT establish overarching goals for the year – Establish the systems and structures that ensure o A coherent structure for sentence-level and paragraph-level writing is applied school-wide ● Teachers are individualizing instruction to ensure ELLs, former ELLs, and those who speak another language at home are receiving appropriate support in developing and sustaining an academic vocabulary	● Cohort Y, Class of 2023 92% of students have waivers, and 2% have above a 75.
HS Math Hispanic PI	Yellow	**Key Strategies**: ● The school program a dual-certified (Math/Special Education) teacher in the ICT sections to Year 2 Algebra to ensure that students receive both specially designed instruction and appropriate mathematical content support. ● The Math Department planned an integrated series of PD/Inquiry for each course/grade team, focusing on Math Practice Standard 3, aligning with the schoolwide focus on writing to learn and writing to demonstrate learning, and also	**The following data supports continued progress toward meeting this indicator:** ● Cohort Y, Class of 2023: 83% of students have waivers, 12% of students scored between 70-100%, and 4% scored between 65 – 69%.

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

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 before** submitting the report.
		involving looking at student work and teacher tasks.	
College, Career, and Civic Readiness Index - Black Students	Green	**Goal:** By June 2023, the school will have students successfully complete college-credit (CCCRI-eligible) classes in three additional subjects: Chemistry, Computer Science, and Statistics, as compared to 2022. **Key Strategies**: ● AP/SUNY course teachers administer a pre-assessment and identify students who might need additional support in order to be successful. This could include strengthening pre-requisite skills and/or particular course content. The school will also revisit programming, as some AP/SUNY courses do not require specific prerequisites, and may be more accessible to students (e.g., Contemporary Mathematics). ● On-track seniors for either SUNY course (CCCRI = 2.0) or AP course (CCCRI = 1.5	**The following data supports continued progress toward meeting this indicator:** ● 19% of our students are enrolled in at least one advanced course this term ● 3% of our students are enrolled in at least one AP ● New this year will be SUNY Personal Finance which offers a different entry point for students who may not be qualified to take a SUNY math class at this time. Data indicated that several students who struggled in upper-level math classes still desired the experience of a quantitative college course

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		for course credit, 2.0 for AP score of 3+) in an area of strength, particularly for students who have not yet contributed to this metric. • AP/SUNY course teachers offer supplemental tutoring to ensure that students have equitable access to advanced coursework.	

New York State EDUCATION DEPARTMENT
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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

● 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.
The categories of stakeholders that have participated as CET members during this reporting period include: ● Parents ● Teachers ● School leaders ● School Staff The following roles/titles are new members of the CET/SLT: ● Parent's Association President ● Parent Association Co-President ● Parent Association Recording Secretary ● Parent Association Treasurer ● Student reps ● UFT ● Title 1 Chairperson	During our most recent CET meeting, we reviewed the CEP and Title 1 allocations. Additionally, the principal discussed the upcoming public meeting and state of the union address. We conducted the Receivership Public Hearing on Thursday, October 27th. The public hearing was conducted in a hybrid format to enable both virtual and in-person participation. There were comments and recommendations made during the public hearing that requested the removal of the school from Receivership status. Also, translation services were offered.

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 about 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: _____