

## 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:
Herbert H. Lehman High School	320800011405	NYC Geographical District #8	New York Center for Interpersonal Development (NYCID)	Cohort 1	<a href="https://infohub.nyced.org/reports/students-and-schools/school-receivership">https://infohub.nyced.org/reports/students-and-schools/school-receivership</a>

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Fia Davis	John Powers	8/17/2015	Dr. Desmond K. Blackburn, Deputy Chancellor of	09,10,11,12	81.5%	1027	12%	24%	3%

			School Leadership; Sharon Rencher, Senior Executive Director of State/Federal Education Policy; Dr. Tania Rivera, Senior Director of State School Improvement Interventions; Dena Carrocetto, 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*. Applicable links must be made publicly available prior to submitting the report.

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that 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 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.
- Adjusting and updating the DOE website to make it more family-friendly.

***Directions for Parts I, II, and III*** - District and school staff should respond to this document's sections by analyzing and summarizing the steps taken to implement lead strategies during the 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 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.
Multiple Pathways for Reimagining the Student Experience	G	<p>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. These pathways will increase student engagement, which will lead to increased attendance and decreased chronic absenteeism. Among the ninth-grade cohort:</p> <ul style="list-style-type: none"> <li>- 42 students in Biomedical Science</li> <li>- 20 students in Engineering</li> <li>- 71 students in Digital Arts (an additional 26 will join next Fall from self-contained and MLL programs).</li> <li>- 37 students in Computer Science</li> <li>- 92 students on the Honors Track have access to any program's introductory courses.</li> </ul>
New Visions Instructional Network for School Improvement	G	<p>According to our latest benchmark (Marking Period 2), there is a passing rate of 66% for Freshman Algebra classes.</p> <p>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:</p> <ul style="list-style-type: none"> <li>● Algebra Curriculum (9th Grade Math)</li> <li>● Embedded coaching for teachers</li> <li>● Network Convening</li> </ul> <p>Our change ideas for the year are the following:</p> <ul style="list-style-type: none"> <li>● Observation of senior Algebra teachers for new teachers, embedded into the schedule.</li> <li>● Utilization of the "IM Math Flourishing Rubric" to contextualize math learning for students.</li> </ul>

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"> <li>• Students move from “problematizing mathematics” to “mathematizing problems”</li> </ul>

**Part II – Demonstrable Improvement Indicators-Level 1**

**Level 1 Indicators**

*Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how 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"> <li>● 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.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
2021 Total Cohort (10th Graders) Passing Math Regents	G	<p><b>Goal:</b> By August 2023, the percentage of students passing a Math Regents by Year 2 will increase from 81 to 84%.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● The school has added an additional team-taught section of Algebra 10</li> <li>● Implementation of direct and explicit instruction in math</li> <li>● The school programs 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.</li> <li>● The math department planned an integrated series of PD/Inquiry for each</li> </ul>	<p><b>The following data support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>● According to our latest benchmark (Marking Period 2), 48% of students are passing second-year Algebra Regents-preparing classes.</li> <li>● For the 52% who are not on track to pass, teachers are providing small group instruction, one-to-one support, scaffolds such as guided notes, and strategic grouping within the classroom.</li> </ul>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the 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.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		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 involving looking at student work and teacher tasks.	
2020 Total Cohort (11th Graders) Passing ELA Regents	G	<p><b>Goal:</b> By June 2023, 85% of the third-year cohort will pass the English Regents.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● The school has programmed for additional sections of Regents-culminating English 11 in the Spring Term, to reduce class size and allow for individual attention.</li> <li>● A special Regents-prep unit was added</li> </ul>	<p><b>The following data support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>● According to our latest benchmark (Marking Period 2), there is a passing rate of 66% for Junior ELA Regents-culminating classes.</li> <li>● For the 34% of students not on track to pass currently, teachers are providing additional tutoring, and scaffolds including writing support such as TIEPD, and multiple-choice review with embedded metacognitive strategies that emphasize how to determine misconceptions.</li> </ul>



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the 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.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>● The 9<sup>th</sup>-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 They Say, I Say: The Moves That Matter in Academic Writing.</li> <li>● ILT established overarching goals for the year. Establish the systems and structures that ensure:               <ul style="list-style-type: none"> <li>- A coherent structure for sentence-level and paragraph-level writing is applied school-wide</li> </ul> </li> <li>● Teachers are individualizing instruction to ensure ELLs, former ELLs, and those who speak another language at home are receiving appropriate support in</li> </ul>	

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		developing and sustaining an academic vocabulary	
2019 Total Cohort 4-Year Grad Rate - All Students	G	<p><b>Goal:</b> 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.</p> <p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Students at risk of not graduating are individually monitored by guidance counselors.</li> <li>● We are continuing to use partnerships with YABC and transfer schools to facilitate credit accumulation for under-credited students.</li> </ul>	<p><b>The following data support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>● The school anticipates a graduation rate of 86.5%, which is an increase from Q1s anticipated graduation rate of 79.7%.</li> <li>● Some students have transitioned out of the cohort to alternative diploma-granting institutions.</li> <li>● We have developed and embedded into our program courses that embed assistance in skill development for the spring term that will help to re-engage any students who fail graduation-required classes.</li> </ul>

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		<ul style="list-style-type: none"> <li>● 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.</li> <li>● The CBO works to ensure that potential graduates at risk and their families are well-supported with all the items necessary for student success.</li> <li>● The AP English/ESL and ENL Coordinator evaluates ELL students' progress and designs tutoring/interventions to support credit accumulation and course completion using Title III. Where advisable and</li> </ul>	

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		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.	
2018 Total Cohort 5-Year Grad Rate - All Students	G	<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Students at risk of not graduating are individually monitored by guidance counselors.</li> <li>• We are continuing to use partnerships with YABC and transfer schools to facilitate credit accumulation for under-credited students.</li> <li>• The 9<sup>th</sup>-grade humanities team integrates English, Social Studies, and the coherent teaching of reading and</li> </ul>	<p><b>The following data supports continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>• The school anticipates a grad rate of 86.1%</li> <li>• We strategically program fifth year students using shared instruction with YABC.</li> </ul>

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		<p>writing using, as core resources, the Big History Project and Birkenstein They Say, I Say: The Moves That Matter In Academic Writing.</p> <ul style="list-style-type: none"> <li>● ILT established overarching goals for the year.</li> <li>● 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</li> </ul>	
HS ELA All Students PI	Y	<p><b>Goal:</b> By June 2023, 85% of the third-year cohort will pass the English Regents.</p> <p><b>Key Strategies:</b></p>	<p><b>The following data support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>● According to our latest benchmark (Marking Period 2), there is a passing rate of 66% for Junior ELA Regents-culminating classes.</li> </ul>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the 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.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>● 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 They Say, I Say: The Moves That Matter in Academic Writing.</li> <li>● ILT will 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.</li> <li>● Teachers are individualizing instruction to ensure ELLs, former ELLs, and those who speak another language at home are</li> </ul>	<ul style="list-style-type: none"> <li>● For the 34% of students not on track to pass at this time, teachers are providing additional tutoring, scaffolds including writing support such as TIEPD, and multiple-choice review with embedded metacognitive strategies with a highlight on determining misconceptions.</li> </ul>

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HS Math All Students PI	Y	<p><b>Goal:</b> By June 2023, 71% of the students will pass a math Regents by the end of Year 2.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>Students are offered a suite of post-Algebra math classes, including college-level courses in Liberal Arts Math and Computer Science.</li> <li>Math tutoring is offered after school four days per week, using Title I CSI funding.</li> </ul>	<p><b>The following data supports continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>According to our latest benchmark (Marking Period 2), there is a passing rate of 66% for Freshman Algebra classes.</li> <li>According to our latest benchmark (Marking Period 2), there is a passing rate of 48% for Sophomore Algebra classes.</li> <li>For students not passing, teachers are providing small group instruction, one-to-one support, scaffolds such as guided notes and strategic grouping within the classroom.</li> </ul>
College, Career and Civic Readiness Index - All Students	Y	<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>We are offering a full suite of SUNY and AP classes. All students have the option to take at least one such class.</li> </ul>	<p><b>The following data supports continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>Students in all four pathways have access to our full suite of Honors, AP, and SUNY dual enrollment classes. Our newest course offering is Introduction to Data Analytics: Seeking Information in Data with Computation.</li> <li>23% of all students are enrolled in at least one CCCRI course.</li> </ul>

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HS Chronic Absenteeism - All Students	Y	<p><b>Goal:</b> By June 2022, our Chronic Absenteeism Rate will decrease to 34%</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● The attendance team meets weekly to review data and manage caseloads, expectations, and interventions as appropriate.</li> <li>● The attendance team reviews 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 chronic absenteeism.</li> </ul>	<p><b>The following data support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>● According to the New Visions Data Portal, the CA Rate for All Students is 34%, a 4-percentage point decrease from the last state visit.</li> <li>● The focus of our attendance team meetings and agendas for the remainder of the school year will highlight additional support for SWDs and Hispanic students since our data shows that these are the two subgroups with a higher CA rate than all others:</li> <li>● Hispanic CA 39%; SWD CA 49%</li> </ul>



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		<ul style="list-style-type: none"> <li>• The CSD, attendance consultant, and assistant principal of attendance will meet to plan the</li> </ul>	
HS Science All Students PI	Y	<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• The school administration built 30 minutes weekly for Professional Learning Communities. This allows time to analyze data and look at how students are progressing and where targeted interventions are necessary.</li> <li>• 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).</li> </ul>	<p><b>The following data support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>• According to our latest benchmark data (Marking Period 2), 73.09% of all students are passing.</li> </ul>

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HS Social Studies All Students PI	Y	<b>Key Strategies:</b> <ul style="list-style-type: none"> <li>• In addition to school-developed resources, we are using elements of the New Visions Curriculum, the Debating US History, and iCivics curriculums.</li> <li>• The school administration built 30 minutes weekly for Professional Learning Communities. This allows time to analyze data and look at how students are progressing and where targeted interventions are necessary.</li> </ul>	<b>The following data support continued progress toward meeting this indicator:</b> <ul style="list-style-type: none"> <li>• According to our latest benchmark data (Marking Period 2), 73.49% of all students are passing social studies.</li> <li>• Strategies include:               <ul style="list-style-type: none"> <li>○ Makes students' thinking visible for formative assessment.</li> <li>○ Content knowledge and skill sets can be assessed. Requires models, scaffolds, and clear step-by-step guidelines for success (Be Sure To).</li> </ul> </li> </ul>
2017 Total Cohort 6-Year Grad Rate - All Students	Y	<b>Key Strategies:</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<b>The following data supports continued progress toward meeting this indicator:</b> <ul style="list-style-type: none"> <li>• With 7 students still enrolled in D79 programs, we will achieve an 85% graduation rate for the sixth-year cohort.</li> </ul>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide the 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.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		<p>instruction with YABC. They also consider alternative settings that might allow for accelerated credit accumulation.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The CBO works to ensure that potential grads at risk and their families are well-supported with all the items necessary for student success.</li> <li>• The AP English/ENL and ENL Coordinator evaluate the progress of</li> </ul>	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the 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.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		<p>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.</p>	
School Safety - HS	Y	<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● We have emphasized restorative practices and rewritten our referral ladder to refine those practices.</li> <li>● We are planning additional restorative practices for the Spring, including a dedicated space for such restorative practices.</li> </ul>	<p><b>The following data support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>● 27 over 1030 students have been suspended. 5 of the suspended students have been suspended more than once.</li> <li>● Since this is a considerable decrease since last year, when there was a total of 41 suspensions by January 2022, we continue our efforts around the implementation of restorative practices with a highlight on restorative conferences, which</li> </ul>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide the 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.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
			<p>include the dean, guidance counselors, and assistant principals along with the impacted parties as we believe these conferences have been most impactful.</p> <ul style="list-style-type: none"> <li>• Guidance counselor behavior checklists are made aware and shared with students; guidance counselors use student-specific lists when checking in with students</li> </ul>

**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"> <li>● 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.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
Plan for and implement Community School Model	G	<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● We have publicized our Food Pantry and expanded the number of families using it.</li> <li>● We are continuing to refine our ELT and 21st Century offerings and will be offering new groups to increase SEL, given that the CBO recently hired two new social workers.</li> <li>● 5% of our current students reside in temporary housing.</li> <li>● Our full-time School-Based Health Center is operated by Montefiore Medical Center and is part of the</li> </ul>	<p><b>The following data support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>● 244 unique requests have been made for our weekly food pantry, constituting 151 unique families.</li> <li>● Families visit the food pantry weekly and can choose from a wide array of food items such as produce, cereal, and meat.</li> <li>● Currently, 4% of our students are in temporary housing</li> </ul>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>● Provide the 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.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		<p>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.</p>	

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>● Provide the 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.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
2018 Total Cohort 5-Year Grad Rate - Black Students	G	<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● With 2 students currently enrolled but attending other DOE programs, we engage in periodic status checks regarding these students' progress and next steps.</li> </ul>	<p><b>The following data support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>● Graduation rate for black students in the 6<sup>th</sup>-year cohort is currently 76%</li> <li>● 9 students did not graduate, 7 of whom were negative discharges, and 2 are still active in other DOE programs</li> </ul>
Providing 200 Hours of quality Extended Day Learning Time (ELT)	G	<p><b>Goal:</b> 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</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● Extended Day Learning Time is embedded into the school day to ensure optimal instruction and to maximize credit-bearing opportunities</li> </ul>	<p><b>The following data support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>● We are providing ELT credit-bearing classes.</li> <li>● We are also providing enrichment through a 21st-century grant administered by our CBO, and there are 261 students being served during the extended day because of this grant.</li> </ul>



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>● Provide the 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.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
HS ELA ED PI	G	<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● 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 They Say, I Say: The Moves That Matter In Academic Writing.</li> <li>● Teachers are individualizing instruction to ensure ELLs, former ELLs, and those who speak another language at home are given differentiated assistance</li> </ul>	<p><b>The following data support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>● According to our latest benchmark (Marking Period 2), there is a passing rate of 66% for Junior ELA Regents-culminating classes.</li> </ul>
HS Math Hispanic PI	G	<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● Students are offered a suite of post-Algebra math classes, including college-level courses in Liberal Arts Math and Computer Science.</li> </ul>	<p><b>The following data support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>● According to our latest benchmark (Marking Period 2), there is a passing rate of 66% for Freshman Algebra classes.</li> <li>● According to our latest benchmark (Marking Period 2), there is a passing rate of 48% for Sophomore Algebra classes.</li> </ul>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>Provide the 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.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>Math tutoring is offered after school four days per week, using Title I CSI funding.</li> </ul>	
HS Math ED PI	G	<ul style="list-style-type: none"> <li>Students are offered a suite of post-Algebra math classes, including college-level courses in Liberal Arts Math and Computer Science.</li> <li>Math tutoring is offered after school four days per week, using Title I CSI funding.</li> </ul>	<p><b>The following data support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>According to our latest benchmark (Marking Period 2), there is a passing rate of 66% for Freshman Algebra classes.</li> <li>According to our latest benchmark (Marking Period 2), there is a passing rate of 48% for Sophomore Algebra classes.</li> </ul>
College, Career and Civic Readiness Index - Black Students	Y	<ul style="list-style-type: none"> <li>We are offering a full suite of SUNY and AP classes. All students have the option to take at least one such class.</li> </ul>	<p><b>The following data support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>Black students make up 41% of the school population, and 37% of the students enrolled in Advanced Courses.</li> </ul>

**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.*

<ul style="list-style-type: none"> <li>List the constituent categories of stakeholders that have participated as CET members during this reporting period.</li> <li>Include any changes made to the CET’s membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.</li> </ul>	<p>Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan.</p>
<p>The categories of stakeholders that have participated as CET members during this reporting period include:</p> <ul style="list-style-type: none"> <li>Parents</li> <li>Teachers</li> <li>School leaders</li> <li>School Staff</li> </ul> <p>While the role/title for the Title 1 Chairperson on the CET/SLT has not changed, there is a new individual in this role as of January 2023. The following roles/titles are new members of the CET/SLT:</p> <ul style="list-style-type: none"> <li>Parent’s Association President</li> <li>Parent Association Co-President</li> <li>Parent Association Recording Secretary</li> <li>Parent Association Treasurer</li> <li>Student reps</li> <li>UFT</li> <li>Title 1 Chairperson</li> </ul>	<p>The CET has suggested ways to improve attendance and participation at meetings, and as a result, we have:</p> <ul style="list-style-type: none"> <li>Moved the CET meeting to Wednesdays, the same day as the PA meeting, to increase attendance, so parents can attend both meetings in one night.</li> <li>We extend a hybrid option for CET meetings, which has increased attendance since some parents find it easier to attend remotely.</li> </ul>

**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, 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 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