

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:
Longwood Preparatory Academy	3208000115 30	NYC Geographical District #08	Replications	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	Dr. Asya Johnson	1/19/2016	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	86%	356	15%	30%	21.45%

Executive Summary

Please provide a plain-language summary of this completed report to reflect changes and progress made during this reporting period and to describe how actions were taken to implement lead strategies, engage the community, and enact Receivership powers. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. **Any links included must be made publicly available prior to submitting the report.**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that each and every one of our students graduates on the pathway to a rewarding career and long-term economic security, equipped to be a positive force for change in our community and city. This vision is grounded in the Chancellor's Four Pillars for Building Trust in NYC Public Schools and focuses on a reimagined school experience that prioritizes student well-being by supporting schools to create an Ecosystem of C.A.R.E. (Connect, Affirm, Respond, Empower) for the whole child that affirms student identity and voice, ensures physical and emotional safety, and supports students in reaching their full potential.

Four Pillars for Building Trust in NYC Public Schools

The four pillars for improving and building trust with our families include:

1. Reimagining the student experience

- Career Pathways Initiative - creating career-connected learning and pathways for all our students to help activate their passion and sense of purpose.
- Ensuring that all students graduate with a strong plan and head start on a pathway to the middle class, including financial literacy and civics skills.
- Supporting our children to become strong readers.
- Making sure every single one of our students is getting strong, phonics-based literacy instruction from the very start.
- Building on the universal screening tools that identify risk for dyslexia to tailor more effective responses at the earliest possible ages, strengthening early childhood education.
- Creating an advisory council on literacy.
- Virtual learning - expanding virtual options for students.

2. Scaling, sustaining, and restoring what works

- Identifying the amazing practices throughout the NYCDOE and sharing via state-of-the-art knowledge-sharing systems so that they become models that other schools can try to emulate.
- Expanding opportunities for accelerated learning in every school.

3. Prioritizing wellness and its link to student success

- Working with the NYC Mayor's office to increase the number of school safety agents.
- Collaborating with community-based partners to support school safety, mental health, attendance, and enrichment.
- Extending learning beyond the four walls of the classroom to feed the souls of our children with visits to museums, parks, and activities in the great outdoors.
- Increasing our school's capacity to provide quality mindfulness practices that are scientifically researched, evidence-based, and culturally responsive.

4. Engaging families to be our true partners

- Ensuring that schools and districts are in close communication with our families, surfacing their expertise to enable all of the staff members to more effectively educate and support our children.
- Engaging with families in policy creation and implementation procedures at all levels.
- Supporting superintendents, school leaders, and other school staff with professional development to find ways to permanently embed families' voices in their particular school communities. That includes supporting governance structures like Parent Associations, PTAs, School Leadership Teams, and Citywide Councils so they can provide policy recommendations that work for all schools and the system as a whole.
- Adjusting and updating the DOE website to make it more family friendly.

Directions for Parts I, II, and III - District and school staff should respond to the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies during the first quarter. Include processes that were **used to assess the impact** of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #1 is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan, as part of an ongoing process of *continuous and comprehensive planning*. This should include a clear **focus on how evidence** guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- The District should ensure that the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- District and school staff should **assess the impact** of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth*.

Part I –Lead Strategies for Improvement

Lead Strategies for School Improvement

Include 3-4 core lead strategies that are central to the school's improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.

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

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
Baseline assessment in ELA and Math	G	All 9th and 10 th -grade scholars received a baseline MAP assessment in reading and math to determine their instructional level. The data was used to create an MTSS structure and provide tiered instructional supports. Scholars will take the MAP assessment two more times throughout this school year and adjustments to the curriculum and MTSS support will be continuous.
Attendance tracking	G	Weekly attendance meetings focused on support for MLLs, SWDs, and scholars in temporary housing. Meetings are focused on resources for Success Mentors and targeted supports for scholars who fall in the chronic absenteeism category
College, Career & Civic Readiness Course Offerings	G	All 11th English classes are AP Language and all 12 th -grade English classes are AP Literature classes. Targeted support for all scholars has been put in place including after-school tutoring and special education and ENL teachers in AP classes with academic support are needed. Dual enrollment courses are offered to every scholar

Part II – Demonstrable Improvement Indicators-Level 1

Level 1 Indicators

Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
2021 Total Cohort (10th Graders) Passing Math Regents	G	<p>Goal: By June 2023, there will be a 17% Increase, from 43% (pre-covid WA) to 60% of all students in the 10th Grade Cohort passing Math Regents, as measured by NYS Math Regents Exams.</p> <p>Goal: By June 2023, there will be a 3% increase from 71% to 75% of SWDs in the 9th-grade cohort meeting or exceeding their projected growth score as measured by the MAP Assessment.</p> <p>Goal: By June 2023, there will be a 4% increase from 86% to 90% of ELLs in the 9th-grade cohort</p>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Currently 75% of 10th graders have either passed the Algebra Regents or received a waiver Scholars who have not passed the Algebra regents will take PM tutoring classes

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		<p>meeting or exceeding their projected growth score as measured by the MAP Assessment.</p> <p><u>Key Activities & Action Steps:</u></p> <ul style="list-style-type: none"> Additional math courses for all 9th graders MAP math assessment to support learning Learning specialist in math class to provide co-teaching support 	
2020 Total Cohort (11th Graders) Passing ELA Regents	G	<p><u>Goal:</u> By June 2023, there will be a 5% increase, from 83% to 88% of all students in the 11th Grade Cohort passing the ELA Regents, as measured by the NYS ELA Regents Exam.</p> <p><u>Goal:</u> By June 2023, there will be a 10% increase from 31% to 41% of all students in the 9th-grade cohort meeting or exceeding their projected growth score as measured by the MAP Assessment.</p> <p><u>Goal:</u> By June 2023, there will be a 10% increase from 35% to 45% of all students in the 10th-grade cohort meeting or exceeding their projected</p>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Scholars who have not received a waiver are being supported with an additional literacy class in ELA skills Through collaboration with Blue Engine, support the 9th grade ICT team in implementing a variety of high-impact coteaching models to ensure full utilization of both teachers so that every scholar is engaged in learning every day.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<p>growth score as measured by the MAP Assessment.</p> <p><u>Key Activities & Action Steps:</u></p> <ul style="list-style-type: none"> School leaders will meet with Instructional coaches to establish goals aligned to supporting teachers with developing a Culturally Responsive Curriculum and teaching practices aligned to the Ready for Rigor framework. ILT will develop Professional Development aligned to Instructional Focus and Core 4 (Based on Zaretta Hammond’s Ready for Rigor Framework) that supports teachers in implementing Culturally Responsive teaching practices that enhance both social-emotional and cognitive aspects of teaching. 	
2019 Total Cohort 4-Year Grad Rate - All Students	G	<p><u>Goal:</u> By August 2023, there will be a 5% increase, from 84% to 85%, of all Students group earning a Regents or Local Diploma, as</p>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> 87% overall daily attendance for all 12th graders

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<p>measured by the August 2023 4-year Graduation Rate.</p> <p>Goal: By August 2023, there will be a 5% increase, from 75% to 80%, of the SWD Students group earning a Regents or Local Diploma, as measured by the August 2023 4-year Graduation Rate</p> <p>Key Activities & Action Steps:</p> <ul style="list-style-type: none"> • Collaborate with the Instructional Leadership team to revise the existing grading policy that is equitable and non-punitive, taking into account blended or remote learning models • Provide Professional Development aligned to Instructional Focus and Core 4 (Based on Zaretta Hammond’s Ready for Rigor Framework) that supports teachers in implementing Culturally Responsive teaching practices that enhance both 	<ul style="list-style-type: none"> • Interim assessments will take place in November for all core subjects • 86% graduation rate for 2022 graduates <ul style="list-style-type: none"> - increase of 4% from 2021 (82%) - increase of 18% from 2020 (68%) - increase of 16% from 2019 (70%) - increase of 23% from 2018 (63%)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		social-emotional and cognitive aspects of teaching. <ul style="list-style-type: none"> Provide Professional Development to all staff on the New Visions portal to increase their access to scholar-level information 	
2018 Total Cohort 5-Year Grad Rate - All Students	G	<u>Key Activities & Action Steps:</u> <ul style="list-style-type: none"> Collaborate with the Instructional Leadership team to revise the existing grading policy that is equitable and non-punitive, taking into account blended or remote learning models Provide Professional Development aligned to Instructional Focus and Core 4 (Based on Zaretta Hammond's Ready for Rigor Framework) that supports teachers in implementing Culturally Responsive teaching practices that enhance both social-emotional and cognitive aspects of teaching. 	The following data supports continued progress toward meeting this indicator: <ul style="list-style-type: none"> 1 student is on track for graduation in January 2023

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> Provide Professional Development to all staff on the New Visions portal to increase their access to scholar-level information 	
HS ELA All Students PI	G	<p>Goal: By June 2023, 85% of all 11th-grade scholars will pass the ELA regents</p> <p>Key Activities & Action Steps:</p> <ul style="list-style-type: none"> MAP reading assessment to assess reading levels and provide intervention Learning specialist to provide in-class support and co-teach content Regional partnership with literacy specialists 	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> We have partnered with Blue Engine for the third year. Blue Engine will optimize co-teaching partnerships by coaching co-teachers through the collaboration process in instructional planning, scholar achievement, and instructional support. Read 180 and Systems 44 to increase reading comprehension and fluency and provide academic recovery to students with disabilities and ELL. No marking period data is currently available.
HS Math All Students PI	G	<p>Goal: By June of 2023, 70% of all 10th-grade scholars will pass algebra or geometry regents</p> <p>Key Activities & Action Steps:</p> <ul style="list-style-type: none"> Additional math courses for all 9th graders MAP math assessment to support learning 	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> We modified the math programming sequence School Leaders to offer 10th-grade scholars Algebra II instead of Geometry. We programmed the math master to teach core 9th-grade math class five times a week in addition to facilitating the math

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> Learning specialist in math class to provide co-teaching support 	<ul style="list-style-type: none"> department meetings to ensure vertical alignment of math skills within the department. No marking period data is currently available
College, Career, and Civic Readiness Index - All Students	G	<p>Goal: By June 2023, there will be a 6-point increase in the CCCRI for Hispanic Students, from 90.4 to 96 CCCRI of the Hispanic student's group as measured by passing an AP Course; Passing a College Now Course or Passing State CTE Exam.</p> <p>Goal: By June 2023, the percentage of All Students earning CTE Endorsement will Increase 29%, from 21% to 50%, as measured by passing CTE courses, CTE exam, and earning WBL hours.</p> <p>Key Activities & Action Steps:</p> <ul style="list-style-type: none"> Transcript reviews and goal-setting activities with scholars and SEL lead Xello college/career prep online resource to identify college and career interests 	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> All 11th and 12th graders are enrolled in AP courses All on-track scholars will have taken and passed at least one college course before graduating Dual enrollment courses offered by Syracuse, Monroe College, CUNY, and Howard University

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> Counselor check-in on career paths interests and exposure to college/career activities 	
HS Chronic Absenteeism - All Students	G	<p>Goal: By June 2023, Chronic Absenteeism for all scholars will decrease by 10% from 44% to 34%, as measured by the Chronic Absenteeism Rate.</p> <p>Key Activities & Action Steps:</p> <ul style="list-style-type: none"> Weekly attendance meetings Home visits Outreach to parents Agency supports Mental health resources Student mentoring Parent meetings 	<p>The following data supports continued progress toward meeting this indicator:</p> <p>DII = 45% Chronic Absenteeism</p> <ul style="list-style-type: none"> 87% Current YTD Attendance 38% at risk of being chronically absent (137/357) 2% are chronically absent (7/357)
HS Science All Students PI	G	<p>Goal: By June of 2023, 70% of scholars who take a science regents exam will score a 70 or higher</p> <p>Key Activities & Action Steps:</p>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Interim assessments will take place in November for all core subjects

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> Content-specific special education teacher in every co-taught class Weekly tutoring 	<ul style="list-style-type: none"> Science marking period data is not currently available Science Department has weekly common planning time in addition to department-wide meetings to engage in vertical planning.
HS Social Studies All Students PI	G	<p>Goal: By June of 2023, 75% of scholars who take a Global and US History regents exam will score a 70 or higher</p> <p>Key Activities & Action Steps:</p> <ul style="list-style-type: none"> Content-specific special education teacher in every co-taught class Weekly tutoring Implementation of school-wide cognitive routines for all Social Studies classes 	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Social Studies marking period data is not currently available
2017 Total Cohort 6-Year Grad Rate - All Students	G	<p>Key Activities & Action Steps:</p> <p>There are currently no 6th-year students enrolled in our school</p>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> There are currently no 6th-year students enrolled in our school.

Part III – Demonstrable Improvement Indicators-Level 2

Level 2 Indicators

Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

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

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
Plan for and implement Community School Model	G	<p><u>Goal:</u> By June 2023, we will plan for and implement the Community School Model to meet the DII objectives as outlined in our Community School Rubric.</p> <p><u>Key Strategies and Action Steps</u></p> <ul style="list-style-type: none"> Replications will strategically partner with post-secondary programs such as NYU College Advising Corps, Geriatric Career Development Program, Good Shepherd Services, Real Dreams Prep, HerStory, 	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Our YTD attendance currently is 87% The class of 2026 and 2025 will be the focus of attendance interventions to instill the importance of attendance in the incoming students to establish a culture of effort and responsibility. CSD monitors targeted data to show progress for English Language Learners and provides one-on-one support based on attendance trends.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		and VIP online academy. LPA will also continue to partner with organizations that strengthen our state-approved Media, Technology, and Design programs and internships.	<ul style="list-style-type: none"> Weekly attendance team monitors daily, weekly, and monthly chronic absenteeism data using the NV data portal including subgroups (ELLs), and implements interventions
2019 Total Cohort 4-Year Grad Rate - Hispanic Students	G	<p>Goal: By June 2023, 86% of Hispanic students will graduate</p> <p>Key Activities & Action Steps:</p> <ul style="list-style-type: none"> Revised Instructional Leadership team to include teachers from across grade bands and content areas to better inform Professional Development Collaborated with the Instructional Leadership team to revise the existing grading policy that is equitable and non-punitive, taking into account blended or remote learning models Provided Professional Development to all staff on the New Visions portal to increase their access to scholar-level information 	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> 85% average daily attendance for all Hispanic students 87% overall daily attendance for all 12th graders No marking period data currently available

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> Provided Professional Development aligned to Instructional Focus and Core 4 (Based on Zaretta Hammond's Ready for Rigor Framework) that supports teachers in implementing Culturally Responsive teaching practices that enhance both social-emotional and cognitive aspects of teaching. School leaders modified the PD plan to include PLC Groups of teachers and staff that will engage in inquiry and professional learning to determine the impact of and make adjustments to school priorities (SWAG, Intervention, coteaching) Partnered with the new visions Network for School Improvement to establish the 9th grade Success Team 	
2019 Total Cohort 4-Year Grad Rate - ED Students	G	<p>Goal: By June 2023, 84% of ED students will graduate</p> <p>Key Activities & Action Steps:</p>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> 87% overall attendance for the 12th grade

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> Revised Instructional Leadership team to include teachers from across grade bands and content areas to better inform Professional Development Collaborated with the Instructional Leadership team to revise the existing grading policy that is equitable and non-punitive, taking into account blended or remote learning models Provided Professional Development to all staff on the New Visions portal to increase their access to scholar-level information Provided Professional Development aligned to Instructional Focus and Core 4 (Based on Zaretta Hammond's Ready for Rigor Framework) that supports teachers in implementing Culturally Responsive teaching practices that enhance both social-emotional and cognitive aspects of teaching. School leaders modified the PD plan to include PLC Groups of teachers and staff that will engage in inquiry and professional 	<ul style="list-style-type: none"> We partnered with Blue Engine, to support the 9th grade ICT team in implementing a variety of high impact coteaching models to ensure full utilization of both teachers so that every scholar is engaged in learning every day.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<p>learning to determine the impact of and make adjustments to school priorities (SWAG, Intervention, Coteaching)</p> <ul style="list-style-type: none"> Partnered with the new visions Network for School Improvement to establish the 9th grade Success Team 	
2018 Total Cohort 5-Year Grad Rate - ED Students	G	<p>Goal: By June 2023, 84% of ED 5th-year students will graduate</p> <p>Key Activities & Action Steps:</p> <ul style="list-style-type: none"> Daily check-ins with the school counselor Transition coordination for post-secondary employment Boy's social group (club) 	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Only 1 scholar is currently on track to graduate in January Currently 83% of scholars in this cohort have graduated
Providing 200 Hours of quality Extended Day Learning Time (ELT)	G	<p>Goal: By June of 2023 all scholars will be involved in ELT</p> <p>Key Activities & Action Steps:</p> <ul style="list-style-type: none"> Enrichment clubs PM school for scholars to make up credits Mental health club 	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> 170 scholars are enrolled in afterschool programs including PM school, clubs, and sports Increase student engagement by offering 20 lunch and after-school clubs: leading to nearly 70% of scholars in a club or sport

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
College, Career, and Civic Readiness Index - Hispanic Students	G	<p>Goal: By June of 2023, 70% of Hispanic scholars will earn college credit, have taken and passed AP exams or CTE exams</p> <p>Key Activities & Action Steps:</p> <ul style="list-style-type: none"> Transcript reviews and goal-setting activities with scholars and SEL lead Xello college/career prep online resource to identify college and career interests Counselor check-in on career paths interests and exposure to college/career activities Support provided by a Bilingual Counselor 	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Marking Period Data not yet available. We partnered with CUNY and local colleges to offer dual enrollment classes. Bi-weekly meetings with college counselors to encourage and motivate scholars to persist in their college courses.
Percent Earning 10 Credits Year 2	G	<p>Goal: By June of 2023, 80% of 10th-grade scholars will earn 10+ credits</p> <p>Key Activities & Action Steps:</p> <ul style="list-style-type: none"> Bi-Weekly kid-talk meeting to create support for scholars who are getting off track 	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Marking Period Data not yet available

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

Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)

*The role of the Community Engagement Team is to serve as an active thought partner in contributing to, and supporting the development of, recommendations for school improvement by **soliciting input through public engagement**. Recommendations made by the CET, including how the school community **and community at-large** were engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team plan and membership, should be addressed in response to the prompts below.*

Report Out of 2022-23 CET Plan Implementation

<ul style="list-style-type: none"> • 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. 	<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 period include the following:</p> <ul style="list-style-type: none"> • Students • Parents • Teachers • School leaders • Community-Based Organization: Replications <p>Our CETs parent membership has changed since the development of the 2023-23 continuation plan.</p> <ul style="list-style-type: none"> • Title 1 Parent 	<p>During the month of October, we held a Receivership public hearing for discussing an update on school receivership and the performance of the school and soliciting input from public engagement regarding recommendations for improving the school. This year, the Receivership public hearing was conducted in a hybrid format to enable both virtual and in-person participation. There were no recommendations made at the public hearing.</p>

Part V - Receivership Powers

Powers of the Receiver

*Provide a summary of the use of the School Receiver's powers **during this reporting period.***

The NYCDOE engages in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. Listed below are any other efforts to utilize the powers of the School Receiver:

- Replace school leadership to help transform a school on an as-needed basis.

- School-level community engagement meetings to discuss Receivership status and solicit public input and recommendations and share school-wide progress.

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

Part VI – Assurance and Attestation

By signing below, I attest to the fact that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and the Community Engagement Teams, as per Commissioner's 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: _____