

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:
Longwood Preparatory Academy	320800011530	NYC Geographical District #8	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	Asya Johnson	1/19/2016	Dr. Desmond K. Blackburn, Deputy Chancellor of School Leadership; Sharon Rencher, Senior Executive Director of State/Federal	09,10,11,12	86%	348	16%	30%	21.45%

			Education Policy; Dr. Tania Rivera, Senior Director of State School Improvement Interventions; Dena Carrocetto, Director of State/Federal Program Implementation						
--	--	--	--	--	--	--	--	--	--

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 the staff members to educate and support our children more effectively.
- 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 the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies during the first quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #2 is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning*. This should include a clear *focus on how evidence* guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

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

Part I –Lead Strategies for Improvement

Lead Strategies for School Improvement

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

**Quarterly Report #2 with Reflection on Lead Strategies Utilized during
November 1, 2022 – January 20, 2023**

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
ELA and math assessments	G	67% of all students are passing ELA and 61% of all students are currently passing mathematics. In addition, we are in process of the second administration of the MAP assessments in ELA and math, for which the window closes on February 10th. Once data is collected from this benchmark, it will be analyzed, and adjustments to the curriculum will be determined based on student progress. This cycle will continue quarterly and be monitored for progress toward demonstrable improvement. Prior to this, 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 support. 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 support for scholars who fall into 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 the lead strategies informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
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 meeting or exceeding their projected growth score as measured by the MAP Assessment.</p>	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • 295 students received passing grades in math for marking period 3 • 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 • Benchmark data from NWEA MAP will be available when the assessment window closes on February 10th. This data will be analyzed, and the curriculum will be adjusted based on outcomes.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p><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</p>	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • 345 students received passing grades in ELA for marking period 3 • 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 co-teaching models to ensure full utilization of

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>projected growth score as measured by the MAP Assessment.</p> <p>Goal: 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 growth score as measured by the MAP Assessment.</p> <p>Key Activities & Action Steps:</p> <ul style="list-style-type: none"> • School leaders 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 develops Professional Development aligned to Instructional Focus and Core 4 (Based on Zaretta Hammond’s Ready 	<p>both teachers so that every scholar is engaged in learning every day.</p> <ul style="list-style-type: none"> • Benchmark data from NWEA MAP Assessments will be available when the assessment window closes on February 10th. This data will be analyzed, and the curriculum will be adjusted based on outcomes.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		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>Goal: By August 2023, there will be a 5% increase, from 84% to 85%, of all Students group earning a Regents or Local Diploma, as 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>	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> ● 85% overall daily attendance for all 12th graders ● 86% graduation rate for 2022 graduates <ul style="list-style-type: none"> - an increase of 4% from 2021 (82%) - an increase of 18% from 2020 (68%) - an increase of 16% from 2019 (70%) - an 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 and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> ● Collaborate with the Instructional Leadership team to revise the existing grading policy that is equitable and non-punitive, considering 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. ● Provide Professional Development to all staff on the New Visions portal to increase their access to scholar-level information. 	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
2018 Total Cohort 5-Year Grad Rate - All Students	G	<p><u>Key Activities & Action Steps:</u></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, considering 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. • Provide Professional Development to all staff on the New Visions portal to increase their access to scholar-level information. 	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • There is 1 student in this cohort and 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 and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
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 support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • 67% of students are currently receiving passing grades in English • We have partnered with Blue Engine for the third year. Blue Engine will optimize co-teaching partnerships by coaching 13 co-teachers through collaboration 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. • MAP Reading assessment window closes on February 10th. At this time, data will be analyzed, and necessary adjustments based on the analysis will be made ELA curriculum and instruction to advance student progress in ELA.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
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 support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • 61% of students are currently receiving passing grades in math • We modified School Leaders' math programming sequence 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 department meetings to ensure vertical alignment of math skills within the department. • MAP math assessment window closes on February 10th, at which time data will be analyzed, and necessary adjustments based on the analysis will be made to math curriculum and instruction to advance student progress in 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 and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
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 the 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 the SEL lead. 	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Currently, 100% of students are on track to leave the school prepared for college and careers, exceeding the DI of 93.7%. • 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 and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> • 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. 	
HS Chronic Absenteeism - All Students	Y	<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 support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • DII = 45% Chronic Absenteeism <ul style="list-style-type: none"> ○ 87% Current YTD Attendance ○ 29% at risk of being chronically absent (102 students) ○ 18% are chronically absent (62 students) • We continue to utilize strategies from Every Student, Every Day, to remove barriers to student attendance and decrease chronic absenteeism. • In addition to a weekly meeting with an attendance team, CBO collaboration with Replications, and clear systems and structures around attendance, we also have all students

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			<p>chronically absent and those at risk for chronic absenteeism assigned to a success mentor who does regular check-ins with them and their families.</p> <ul style="list-style-type: none"> • SEC facilitates monthly engagement workshops focused on SEL and wellness to promote attendance.
HS Science All Students PI	G	<p>Goal: By June 2023, 70% of scholars taking a science regents exam will score 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 	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • 57% of students are receiving passing grades in the sciences • Science assessment administration window is closing on February 20th. • Science department will analyze the results of the assessment and make necessary adjustments to the science curriculum and instruction to advance student progress. • Science Department meets weekly during common planning time in addition to department-wide meetings to engage in vertical planning.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
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 support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> 75% of students are receiving passing grades in Social Studies. Social Studies assessment administration window is closing on February 20th. The Social Studies department will analyze the results of the assessment and make necessary adjustments to the science curriculum and instruction to advance student progress. The Social Studies department meets weekly during common planning time in addition to department-wide meetings to engage in vertical planning.
2017 Total Cohort 6-Year Grad Rate - All Students	G	There are currently no 6 th -year students enrolled in our school.	<p>The following data support continued progress toward meeting this indicator:</p> <p>There are currently no 6th-year students enrolled in our school.</p>

Part III – Demonstrable Improvement Indicators-Level 2

Level 2 Indicators

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

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

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Plan for and implement Community School Model	G	<p>Goal: By June 2023, we will plan for and implement the Community School Model to meet the DII objectives outlined in our Community School Rubric.</p> <p>Key Strategies and Action Steps</p> <ul style="list-style-type: none"> • Replications will strategically partner with post-secondary programs such as NYU College Advising Corps, Geriatric 	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • 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 and establish a culture of effort and responsibility.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> ● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>Career Development Program, Good Shepherd Services, Real Dreams Prep, HerStory, and VIP online academy.</p> <ul style="list-style-type: none"> ● LPA will continue to partner with organizations that strengthen our state-approved Media, Technology, and Design programs and internships. 	<ul style="list-style-type: none"> ● CSD monitors targeted data to show progress for English Language Learners and provides one-on-one support based on attendance trends. ● The year-to-date attendance for current ELLs is 86%. ● 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, as measured by Insight.</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- 	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> ● 86% average daily attendance for all Hispanic students. ● 85% overall daily attendance for all 12th graders. ● The school is on track to meeting the DI of 54% with a projected graduation rate for Hispanic students of 82%.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> ● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>punitive, considering blended or remote learning models.</p> <ul style="list-style-type: none"> ● 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 learning to determine the 	

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> ● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>impact of and adjust school priorities (SWAG, Intervention, co-teaching.</p> <ul style="list-style-type: none"> ● Partnership 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, as measured by Insight.</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- 	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> ● 85% is the daily attendance rate for the 12th grade ED students. ● 86% is the daily attendance rate for all ED students. ● All staff has been provisioned for and are able to access data on the New Visions portal. ● Teams of teachers will be using data from New Visions during common planning meetings to adjust curriculum and instruction based on the results of ELA and math assessments for ED students.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> ● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>punitive, considering blended or remote learning models.</p> <ul style="list-style-type: none"> ● 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 learning to determine the impact of and make adjustments to 	<ul style="list-style-type: none"> ● Results of Benchmark 2 assessments in math and ELA will be available for analysis after February 10th, which is the last day of the assessment window for quarter 2. ● Partnership with Blue Engine, to support the 9th grade ICT team in implementing a variety of high-impact co-teaching 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 and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>school priorities (SWAG, Intervention, Co-Teaching).</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, as measured by Insight.</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 support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Only 1 scholar is currently on track to graduate in January. • 83% of scholars in this cohort have graduated.
Providing 200 Hours of quality Extended Day Learning Time (ELT)	G	<p>Goal: By June 2023, all scholars will be involved in ELT.</p>	<p>The following data support continued progress toward meeting this indicator:</p>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	
		<p><u>Key Activities & Action Steps:</u></p> <ul style="list-style-type: none"> ● Enrichment clubs ● PM school for scholars to make up credits ● Mental health club 	<ul style="list-style-type: none"> ● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. <ul style="list-style-type: none"> ● 170 scholars are enrolled in afterschool programs, including PM school, clubs, and sports. ● 20 lunch and after-school clubs have resulted in increased engagement, leading to nearly 70% of scholars participating in a club or sport.
College, Career, and Civic Readiness Index - Hispanic Students	G	<p><u>Goal:</u> By June of 2023, 70% of Hispanic scholars will earn college credit, and have taken and passed AP exams or CTE exams.</p> <p><u>Key Activities & Action Steps:</u></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 	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> ● Bi-weekly meetings with college counselors to encourage and motivate scholars to persist in their college courses. ● Partnership with CUNY and local colleges to offer dual enrollment classes.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> • Support provided by a Bilingual Counselor 	
Percent Earning 10 Credits Year 2	G	<p>Goal: By June 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 support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • 69% of students are on track to earning 5+ credits. • 75% of students are on track or almost on track to earning 5+ credits.

Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)

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

Report Out of 2022-23 CET Plan Implementation

<ul style="list-style-type: none"> List the constituent categories of stakeholders that have participated as CET members during this reporting period. Include any changes made to the CET’s membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members. 	<p>Describe how recommendations made by the CET during this reporting period were used to inform 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>In collaboration with the parent coordinator, Replications conducted family intake interviews for incoming families to become familiar with Scholar & family needs to best support them. They also implemented an internal family survey, and we are currently in the process of analyzing responses from the survey to use their feedback and plan adjustments that better support all students and their families.</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, 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 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