

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:
New Directions Secondary School	320900011350	NYC Geographic District #09	Wediko	Cohort 2	https://infohub.nyced.org/reports/students-and-schools/school-receivership

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
John Sullivan	James Waslawski	3/31/2015	Dr. Desmond K. Blackburn, Deputy Chancellor of School Leadership	9-12	53.6% (6-year & HSE)	147	50%	22%	11.3%

			Sharon Rencher, Senior Executive Director of State/Federal Education Policy Dr. Tania Rivera, Senior Director of State School Improvement Interventions Daniel Atkins, Director of State/Federal Program Implementation						
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Executive Summary

Please provide a *plain-language summary* of this completed report to reflect changes and progress made during this reporting period and to describe how actions were taken to implement lead strategies, engage the community, and enact Receivership powers. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. 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 each and every one of our students graduates on the pathway to a rewarding career and long-term economic security, equipped to be a positive force for change in our community and city. This vision is grounded in the Chancellor’s Four Pillars for Building Trust in NYC Public Schools and focuses on a reimagined school experience that prioritizes student well-being by supporting schools to create an Ecosystem of C.A.R.E. (Connect, Affirm, Respond, Empower) for the whole child that affirms student identity and voice, ensures physical and emotional safety, and supports students in reaching their full potential.

Four Pillars for Building Trust in NYC Public Schools

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

1. Reimagining the student experience

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

2. Scaling, sustaining, and restoring what works

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

3. Prioritizing wellness and its link to student success

- Working with the NYC Mayor’s office to increase the number of school safety agents.
- Collaborating with community-based partners to support school safety, mental health, attendance, and enrichment.

- Extending learning beyond the four walls of the classroom to feed the souls of our children with visits to museums, parks, and activities in the great outdoors.
- Increasing our school’s capacity to provide quality mindfulness practices that are scientifically researched, evidence-based, and culturally responsive.

4. Engaging families to be our true partners

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

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

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

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

Part I –Lead Strategies for Improvement

Lead Strategies for School Improvement

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

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

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
Attendance Outreach Team	Green	<p>The following supports helped achieve progress during the past quarter:</p> <ul style="list-style-type: none"> • During the Q2 reporting period, continual attendance incentives for on-time arrival to 1st period class have been offered. These have included trips to Radio City, Broadway shows, ice skating, and New York Knicks tickets. • Success mentors are assigned to every student and convene bi-weekly group meetings with the students. Success mentors represent the cases (of problematic situations) and causes (programs and interests students wish to pursue) of their students at weekly attendance team and school culture committee meetings. • Our OCS (Office of Community Schools) social worker coordinates weekly meetings and daily check-ins with success mentors around overall YTD attendance concerns, on-time arrivals, and significant time in school spent outside of classes. The social worker coordinates with the Pupil Personnel Team regarding student academic success in specific subject areas. • Group meetings and administrative one-on-ones have been conducted by the school's administrative team and parent coordinator to address parent concerns that directly impact student attendance and progress. • The attendance team continues with the full support of school guidance/social work staff, CBO staff members (two advocate counselors, one clinical social worker, and the Learning To Work coordinator), and administration, who review student attendance data daily, and academic data bi-weekly to determine which additional academic and social-emotional interventions and supports need to be directed at specific students.
Educational Technology	Green	<p>The following supports helped achieve progress during the past quarter:</p> <ul style="list-style-type: none"> • We maintain a 2 Chromebook to student ratio. • Chromebooks are made available to students in classes every day. Chromebooks are currently used in English, AP Spanish, Global and US Histories, Art, Earth and Life Sciences, mathematics, and Coding class (through which all work is done on the computer).

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
		<ul style="list-style-type: none"> • Technology continues to be integrated into everyday instruction across the curriculum, with daily student access to web tools and supports created during the pandemic. • The Flipped curriculum is being initiated within the Coding Class and in other instructional settings (earth science and art). • ENL instruction for entering ELL students is primarily done through a web portal.
Expanded Learning Time (ELT)	Green	<p>The following supports helped achieve progress during the past quarter:</p> <ul style="list-style-type: none"> • We host extended day supports three times per week. • Extended day supports occur during the 9th period, and 63 students have been attending regularly. • Students who are entering and emerging ELLs are prioritized for period 9 instruction, and these students also attend an additional community-based ENL course two days a week, for a total of five days of ENL support. • Our ELT program provides time for teachers to effectively engage Tier 2 and Tier 3 literacy support. Our reading specialists are able to conduct reading intervention sessions for students using Wilson, Just Words, STARI, and REWARDS reading programs.
Focused School Support (FSS)	Green	<p>The following supports helped achieve progress during the past quarter:</p> <ul style="list-style-type: none"> • In addition to providing essential emergent literacy practices for all students in our school needing them, the New York City Public Schools Literacy Collaborative maintains as its central SY 2023 focus to ensure teacher practices that develop ELL supports for multilingual learners in all literacy-focused courses within the English Science and Social Studies departments. • Our ELA/ENL team continues to meet weekly for instructional and planning development and support, focusing on providing access and scaffolds for ENL students • The district Director of Continuous improvement meets biweekly with the school to review and disaggregate student data. During the first month of school, data disaggregation focused on student YTD (year-to-date) attendance. The DCI also supports school leaders in closely monitoring Cohort W. • Our principal and assistant principal receive ongoing job-embedded implementation support from Teacher Development and Evaluation Coaches (TDECs) to support teachers with understanding the Danielson rubric and developing their practice. This CSS support also helps guide school leaders through the process of teacher evaluation.

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.
Transfer HS Grad Rate: Regular OA-UC <ul style="list-style-type: none"> • Progress Target: 20 • Indicator Code: b2 	Yellow	<p><u>2022-23 Goal:</u> By August 2023, the school graduation rate (Transfer HS Regular OA-UC) will increase to 20%.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Track students across all cohorts, grade levels, and subgroups for full attendance and academic progress using the New 	The following data trends show continued progress toward meeting this indicator. <ul style="list-style-type: none"> • The Progress to Graduation Tracker (PTGT) indicates we are projected to have four mid-year graduates by January 31, 2023. • We are currently tracking 8 students in grade 12 who are designated as overage, or under-credited (OA/UC). • The YTD average attendance rate for these 8 students is 70%. • We continue to support all students in the 6-year cohort who wish to earn their High School Equivalency (HSE) Diploma. So far, 2

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>Visions tool with Office of Community School (OCS) supports.</p> <ul style="list-style-type: none"> Use Apex Learning’s Courseware to increase graduation rates with flexible, high-quality 6-12 core, CTE, world languages, and elective courses. Community-Based Organization (CBO) Wediko will form success monitoring partnerships among target HS students and available CBO partner staff. 	<p>students, in Cohort W have earned their HSE Diploma, and 8 have transferred to approved HSE programs.</p> <ul style="list-style-type: none"> HST (Transfer High School) SQR data indicates that our graduation rate has improved by 19.3 points year-over-year. The HST rate takes into account students who have up to
<p>2019 Total Cohort (10th Graders) Passing Math Regents</p> <ul style="list-style-type: none"> Progress Target: 20 Indicator Code: 67 	Yellow	<p><u>2022-23 Goal:</u> By August 2023, the school will increase the proficiency rate of the 10th-grade cohort on the Algebra Regents Exam to 20%.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> Provide four semesters of Algebra I for students to ready themselves for the NYS 	<p>The following data trends show continued progress toward meeting this indicator.</p> <p>As no cycle of Regents Exams has been administered in Q2, I reiterate the following Q1 Narrative and analysis:</p> <ul style="list-style-type: none"> 57.1% or 16/28 of the students who took the Algebra I Regents Exam in June 2022 scored 50 or higher.

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>Algebra I exam at the end of their 10th-grade year.</p> <ul style="list-style-type: none"> Create and maintain data streams on all HS math standards in Algebra, organized by school administration and our math team. Administer MAP Growth assessments to monitor student growth in math. 	<ul style="list-style-type: none"> The 32.1% or 9/28 students scored between 50-64 on the Algebra I Regents Exam, allowing these students to meet eligibility conditions to earn a diploma through a special appeal. From 2019 to 2022, thirty-two (32) students took the Algebra I Regents Exam (Common Core) <ul style="list-style-type: none"> 23 attained a Level 1 9 attained a Level 2 0 attained a Level 3 0 attained a Level 4 An Algebra I accountability Level 2 includes scores ranging from 65 to 79.
<p>Credits Earned: Students Starting 0 to 11</p> <ul style="list-style-type: none"> Progress Target: 5.3 Indicator Code: u1 	Green	<p><u>2022-23 Goal:</u> By August 2023, the average credits earned for students starting with 0 to 11 credits will increase to 5.3.</p> <p><u>Key Strategies:</u></p>	<p>The following data trends show continued progress toward meeting this indicator. Since no final grades have been issued since the last Q1 report, I defer to the prior narrative and analysis from November:</p> <ul style="list-style-type: none"> The 0 to 11 credit bucket currently has 51 students. This credit bucket currently has an 82% YTD attendance rate.

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"> • Provide weekly attendance intervention and academic support to this entering group of students via the actions of our Success Mentors and coordinated teams. • Continue to celebrate students engaged in learning (physical attendance) and avail themselves of enhanced academic achievement supports. • School leaders will track students and subgroups across all cohorts for full attendance and academic progress using tools provided by the Office of Community Schools (OCS). 	<ul style="list-style-type: none"> • We surveyed students in the 0 to 11 credit bucket for Q2, and 90% of the students surveyed in this credit bucket agreed “they’re learning a lot in their classes, and this school is preparing them for the next grade level.” • 63% of students in this credit bucket are passing their English classes. • 85% of these students regularly attend our ELT program.
<p>Credits Earned: Students Starting 11 to 22</p> <ul style="list-style-type: none"> • Progress Target: 6.9 • Indicator Code: u2 	Green	<p><u>2022-23 Goal:</u> By August 2023, the average credits earned for students starting with 11 to 22 credits will improve to 6.9.</p>	<p>The following data trends show continued progress toward meeting this indicator. Since no final grades have been issued since the last Q1 report, I defer to the prior narrative and analysis from November:</p> <ul style="list-style-type: none"> • We currently have 43 students in the 11 to 22-credit bucket.

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 Strategies:</u></p> <ul style="list-style-type: none"> • The Academic Accreditation and Instructional Model teams will re-map core content courses to ensure elective courses are unique and appealing to students’ intellectual curiosity. • School leaders provide program APEX and link YABC options to identified students to provide more options to make up credit gaps. • School leaders track students and subgroups across all cohorts for full attendance and academic progress using tools provided by the Office of Community Schools (OCS). 	<ul style="list-style-type: none"> • The attendance rate for the 11 to 22 credit bucket is currently 84%. • The course pass rate for students in this credit bucket is 73% for E3 (English 3) and 81% for Algebra I. • 89% of the students surveyed in this credit bucket for Q2 agree that teachers recognize, appreciate, and capitalize on diversity to enrich the overall learning experience
<p>Regents Completion Rate – HST</p> <ul style="list-style-type: none"> • Progress Target: 13 • Indicator Code: q2 	Yellow	<p><u>2022-23 Goal:</u> By August 2023, the Regents Completion Rate – HST will increase for all students to 13%.</p>	<p>The following data trends show continued progress toward meeting this indicator: As no cycle of Regents Exams has been administered in Q2, I reiterate the following Q1 Narrative and analysis:</p>

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 Strategies:</u></p> <ul style="list-style-type: none"> • The ILT will re-map core content courses to ensure current courses are designed to reinforce Regents preparation and completion. • Extended Learning Time is programmed for all students leading into Regents exams 3 days a week. • Enhanced educational technology innovations and supports for every student in every class. 	<ul style="list-style-type: none"> • 31 students are registered to take the January 2023 Regents exam. • Among the 31 students taking Regents exams in January, fifteen are 10th graders. • The PI (Performance Index) of students at New Directions Secondary School was 70.6 in 2021-2022, which is 48.6 points higher than the PI at the time of CSI identification (2017-2018). • For the January 2023 Regents Administration: (all students registered are passing their terminal course for the sequence) <ul style="list-style-type: none"> ○ 37 students are registered for the English exam ○ 6 students are registered for the Living Environment exam ○ 31 students are registered for the algebra I exam ○ 2 students are registered for the Global History exam ○ 12 students are registered for the Earth science exam • Course pass rates are as follows for: <ul style="list-style-type: none"> ○ English: 63% for E1, 73% for E3, 54% for E5, and 100% for E7. ○ Algebra I: 80% ○ Geometry: 90%

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"> ○ Living Env: 80% ○ Earth Science: 76% ○ Global History: 91% ○ US History: 62%

Part III – Demonstrable Improvement Indicators-Level 2

Level 2 Indicators

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

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

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Plan for and implement Community School Model <ul style="list-style-type: none"> • Progress Target: See the Community School Model Implementation Rubric • Indicator Code: 2 	Green	<p>2022-23 Goal: By June 2023, we will continue to address the social, health, and mental health needs of students and families through the development of collaborative partnerships with the school community designed to improve the capacity of all stakeholders as measured by our community school rubric.</p>	Our lead partner, Wediko at The Home, supports the school with a range of school-based and school-linked programs to improve student learning that include: <ul style="list-style-type: none"> • Workforce development services that focus on preparing participants for careers in growing industries through education services, skills and certification training, job placement, and financial literacy. • Attendance improvement/dropout prevention (AIDP) services to increase student attendance, sustain participation and enhance

		<p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • We implement NYCDOE’s Every Student, Every Day (ESED) campaign, which calls upon all New York City schools to take strategic actions to reduce chronic absenteeism (CA) and help students reach their potential. • We educate students and parents about emotional wellness and early identification of children and/or teenagers in need of mental health services. • Community-Based Organization (CBO) Wediko conducts a comprehensive assessment of school and community needs and assets. • We assign adult or peer success mentors to high school students with a history of chronic absenteeism. 	<p>achievement through individualized support, referrals, and parental engagement.</p> <ul style="list-style-type: none"> • One-on-one interventions, group therapy, and family therapy to promote the social/emotional growth of children so they can thrive in school. • Restorative Justice practices are made available to all students as per the training and experience of Wediko staff members. • Our STH social worker and our Office of Community Schools social worker conduct direct one-on-one counseling sessions, complete Attendance Improvement Plans, and use weekly data to set attendance team goals and meeting agendas. • Our combined social work and school guidance team join efforts to ensure that every student has a viable and realistic wellness and graduation plan into which, students are required to provide essential input and ideas.
<p>Family and Community Engagement (DTSDE Tenet 6)</p> <ul style="list-style-type: none"> • Progress Target: See the DTSDE Phases of Implementation (Tenet 6) • Indicator Code: 6 	<p>Green</p>	<p><u>2022-23 Goal:</u> By June 2023, at least 90% of Phase 1 from DTSDE Tenet 6 will be common across the school; 50% of Phase 2 indicators for parent and community engagement will be common across the school; four Tenet 6 Phase 3 indicators will be common across the school.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • We offer regular workshops and information sessions that help families understand how children learn and are being taught. 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • The parent coordinator solicits the perspectives of various parents to understand their sentiments and concerns, and the school has a system in place for parent representatives to regularly check in with the principal, and, when applicable, share the feedback other parents have provided. • Our students discuss the quality of their work during parent-teacher conferences. • We are in the second year of conducting student-led IEP conferences, which permit students a unique opportunity to speak to their strengths, likes, and needs with school staff and family.

		<ul style="list-style-type: none"> We provide families with guidance on questions to ask the school regarding their child’s progress and placement. We host multiple cultural events during the year that are jointly led by families and school staff. 	<ul style="list-style-type: none"> Displays (e.g., hallway TV monitor displays, bulletin boards, showcases, student work) within the school reflect the different cultures and languages of the student population. Translators in the most prevalent languages are available at school functions and events. Families regularly share their perceptions and provide feedback to the school. Survey results are routinely shared with families.
<p>Providing 200 Hours of quality Extended Day Learning Time (ELT)</p> <ul style="list-style-type: none"> Progress Target: See the ELT Implementation Rubric. Indicator Code: 94 	Green	<p><u>2022-23 Goal:</u> By June 2023, we will provide at least 200 hours of quality extended-day learning time (ELT).</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> We program ELT for all students 3 to 4 days per week. We provide targeted support for students completing NX grades (courses in progress) from September to October. CBO Wediko form success mentoring partnerships among target HS students and available CBO partner staff. 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Our school year calendar currently reflects an additional 200 student contact hours to the compulsory school year of 990 hours per year in secondary school. Our ELT program includes the following components: Academic Programming, Enrichment Programming, and Teacher Collaboration time. Our guidance counselors have reviewed student programs to determine students who need to make up credits and these students have been programmed for ELT. The School Leadership Team (SLT), Community Engagement Team (CET), Community School Director (CSD), and partner organizations meet regularly to review ELT programming data and make adjustments as needed.
<p>NYC School Survey: Collaborative Teachers – HST</p> <ul style="list-style-type: none"> Progress Target: 2.24 Indicator code: k3 	Green	<p><u>2022-23 Goal:</u> By June 2023, the school will improve its overall index score on the NYC School Survey in the area of Collaborative Teachers to 2.24.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> We engage teacher department teams in a rigorous review of feedback to students in all courses and how it can be enhanced to 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Teachers in departments meet with consultants (science), District supported coaches (math, literacy, and English), and professional development efforts of other campus schools (Claremont International HS). The New York City Public Schools Literacy Collaborative, which supports ELA and ELL teachers in implementing State

		<p>positively impact class discussion and student revision.</p> <ul style="list-style-type: none"> We align professional responsibilities with the school’s instructional goals. We engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. 	<p>Standards and embedding literacy skill development throughout text-intensive content area curriculum.</p> <ul style="list-style-type: none"> During Q2, we surveyed our teacher teams, who stated that they, “make a conscious effort to coordinate their teaching with instruction at other grade levels.”
<p>NYC School Survey: Supportive Environment – HST</p> <ul style="list-style-type: none"> Progress Target: 2.27 Indicator code: I3 	<p>Green</p>	<p><u>2022-23 Goal:</u> By June 2023, the school will improve its overall index score on the NYC School Survey in the area of Supportive Environment to 2.27.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> We ensure that students and adults treat each other respectfully and student voice is welcome and valued. We strengthen our structures that allow for dedicated support staff to help personalize attendance supports and social-emotional learning (SEL). We partner with families to convey expectations around college and career readiness, and progressive school / academic success. 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> On-going activities of the School Culture Committee, Attendance Team and Pupil Personnel Team coordinate school and CBO efforts to provide social emotional supports across the school day from wake-up calls to morning entry on-time attendance rewards, to large group activities conducted as “giveaways” to students in need or shown great improvement with attendance and academic outcomes. All school staff members recommend students for improvement awards, rapid and consistent progress acknowledgments, features on our hallway shout-out video displays, and afternoon announcements. From November to January 20th, approximately 85% (125 students) of our students received support in this form on a weekly basis. 100% of our students have been positively impacted by our efforts to create a robust supportive environment for students this school year.

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>CET support this school year has come from the following constituencies:</p> <ul style="list-style-type: none"> Teachers – both content and specialty Support staff (school aides, guidance counselors, social workers, CBO staff) <p>Our CET membership has remained unchanged since the first quarter. Categorical CET membership currently includes but is not limited to the following:</p> <ul style="list-style-type: none"> School Principal Lead Partner Agency Other School Leaders or Key Staff Teachers Relevant Community Agencies Social Services and Youth-Serving Agencies, including Health and Behavioral Health Services Parents of or persons in parental relation to students attending the school Students <p>Please see CET agenda link below:</p> <p>CET Agenda link</p>	<p>The CET team was charged with the continuing implementation of the school’s improvement plan from the 2021 – 2022 school year.</p> <p>CET stakeholders placed special emphasis on full school day attendance five days a week with full access to 9th-period extra instruction</p> <p>CET stakeholders modified our school’s tech use policy to emphasize firsthand practice of students successfully completing regents exam tasks – without the support of technology.</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