

2022-2023 Receivership School Quarterly Report #1

Report Period: July 21, 2022 to October 31, 2022

All sections of the report must be completed by fully responding to each prompt.

The reporting portion of this document is a self-assessment of the **implementation and outcomes of key strategies** related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety **must be posted** in a conspicuous place on the district website. All responses should directly align with, or be adaptations to, previously approved intervention plans and **require explicit engagement and input from community engagement teams.**

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
12X480 - Bronx Regional High School	321200011480	NYC Geographic District #12	East Side House Settlement	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	Colin Thomas	10/19/2007	Dr. Desmond K. Blackburn, Deputy Chancellor of School Leadership Sharon Rencher, Senior Executive Director of State/Federal Education Policy Dr. Tania Rivera, Senior Director of SIG Implementation & Quality Assurance Daniel Atkins, Director of State/Federal Program Implementation	10-12	67.9% (6-year & HSE)	128	11%	26%	5.3%

Executive Summary

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

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

Four Pillars for Building Trust in NYC Public Schools

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

1. Reimagining the student experience

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

2. Scaling, sustaining, and restoring what works

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

3. Prioritizing wellness and its link to student success

- Working with the NYC Mayor's office to increase the number of school safety agents.

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

4. Engaging families to be our true partners

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

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

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

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

Part I –Lead Strategies for Improvement

Lead Strategies for School Improvement

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

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

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
1. Restorative Practices	Green	<p>The expanded learning time (ELT) strategy helps us achieve progress toward demonstrable improvement targets and we have addressed the following over the past quarter:</p> <ul style="list-style-type: none"> • We implement restorative practices as a key evidence-based strategy that offers tools and strategies for supporting success, fostering safe, trauma-informed environments, and providing structures that help to greatly limit the number of suspensions. • All staff members are aware of how we implement restorative practices and have undergone training in restorative justice (RJ) practices and social-emotional learning (SEL). • Our staff meetings start each class period aligned with an opening and closing activity that honors either RJ or SEL. • Our CIT (crisis intervention team) is trained to respond to a broad range of issues, and we encourage all students to alert the staff member they are assigned to if they have any concerns. This approach allows us to address any potential strife. • Our guidance team meets with students that are unable to see eye-to-eye and most of our disagreements are quickly resolved. • We use a Google Classroom called Restorative Circles to house the tools we use to address student discord. This class is managed by our social worker and is updated proactively throughout the year.
2. Educational Technology	Green	<p>The educational technology strategy helps us achieve progress toward demonstrable improvement targets by implementing the following:</p> <ul style="list-style-type: none"> • This year, we will strive to use technological tools to better support our instructional focus. • All classrooms are equipped with Smartboards and our teachers have been trained in using this tool to enhance their lessons. • Students are encouraged to use their DOE-provided iPads to reinforce all concepts taught in the classroom. • We are currently administering computer-based Map Growth assessments to learn more about our students' mathematics and reading skills.
3. Comprehensive School Support (CSS)	Green	<p>The CSS strategy helps us achieve progress toward demonstrable achievement targets by implementing the following:</p> <ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> 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. The science department is working on enhancing living environment curricula. The Instructional Leadership Team (ILT) will collaborate to fashion professional development sessions that best support our teachers as they differentiate instruction.
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Part II – Demonstrable Improvement Indicators-Level 1

Level 1 Indicators

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

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

Indicator	Status (R/Y/G)	<p>Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.</p>	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Total Cohort 6-Year Grad Rate - All Students <ul style="list-style-type: none"> Progress Target: 40 Indicator code: 250 	Green	<p>2022-23 Goal: By August 2023, 40% of all students will meet the 6-year graduation rate.</p> <p>Key Strategies:</p>	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Data from the Student Information Repository System (SIRS) shows our 2016 Total Cohort 6-year outcome is 55.9%. 47/84 students graduated in 6 years with either their Regents or Local Diplomas.

		<ul style="list-style-type: none"> We will implement the research-based cohort tracking system: Early Warning and Intervention System (NYSED Evidence-Based Intervention). We will provide opportunities for students to pursue the CDOS Pathway, including career exploration and paid internships. We will provide alternative programs for students, as needed, to pursue their HSE diploma. 	<ul style="list-style-type: none"> 67.9% or 57/84 students graduated with a Regents, Local Diploma, or HSE Diploma. 66.7% of Hispanic students also graduated with a Regents, Local Diploma, or HSE Diploma. Hispanic students comprise our PTSI (Potential Targeted Support and Improvement) subgroup. Our NYCDOE School Quality Report shows a 60.2% graduation rate. Please note: This data point does not include students who earned HSE Diplomas but includes all those who graduated in at least seven years.
School Safety – HST	Green	<p>2022-23 Goal: By August 2023, the school safety metric will improve to 1.15 by implementing restorative justice practices to reduce incident rates.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> As a NYSED Evidence-Based Intervention, our Restorative Justice (RJ) Team will ensure all staff is trained in RJ practices. School leaders will continue to implement alternative strategies to suspension. We will re-launch our Respect for All Initiative, which builds upon ongoing programs to help students, staff, and communities gain a better understanding of diversity. 	The following data support continued progress toward meeting this indicator: <ul style="list-style-type: none"> We had zero (0) principal or superintendent suspensions over the past quarter. According to the 2021-22 NYC School Survey, 82% of students agree that they are given the necessary tools to engage in non-violent conflict resolution. 83% of students agree that the school acts as a safe space for students, and classrooms are structured to enhance learning time by minimizing school and classroom disruptions. 84% of students say this school is effective at preventing bullying. This is a 12-point increase from the prior survey. Our YTD student attendance rate is currently 60%, a 6-point increase from 2020-21.
Credits Earned: Students Starting 11 to 22	Green	<p>2022-23 Goal By August 2023, students who currently have between 11 and 22 credits will earn an average of 6.7 credits.</p>	The following data support continued progress toward meeting this indicator:

<ul style="list-style-type: none"> Indicator code: u2 		<p>Key Strategies:</p> <ul style="list-style-type: none"> We will continue to implement the research-based cohort tracking system: Early Warning and Intervention System (NYSED Evidence-Based Intervention). We will provide opportunities for students to pursue the CDOS Pathway, including career exploration and paid internships. We will set progress monitoring targets within our CEP that reflect expected student credit accumulation after each trimester. 	<ul style="list-style-type: none"> Preliminary data from the 2021-22 NYC School Quality Report shows students in the 11 to 22 credit buckets earned 9.96 credits on average. We increased our average credit accumulation rate in this credit bucket by 60.8% from a year earlier, moving from 6.21 to 9.96. This year, we have 16.6% more students in the 11 to 22 credit buckets. Last year, we had 30 students in this credit bucket; this year we have 35 students. 85% of the students surveyed in this credit bucket agree that adults in this school communicate with them in a language they can understand.
<p>Credits Earned: Students Starting 22 to 33</p> <ul style="list-style-type: none"> Progress Target: 7.5 Indicator code: u3 	Green	<p>2022-23 Goal</p> <p>By August 2023, students who currently have between 22 and 33 credits will earn an average of 7.5 credits.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> We will continue to implement the research-based cohort tracking system: Early Warning and Intervention System (NYSED Evidence-Based Intervention). We will provide opportunities for students to pursue the CDOS Pathway, including career exploration and paid internships. We will set progress monitoring targets within our CEP that reflect expected student credit accumulation after each trimester. 	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Preliminary data from the 2021-22 NYC School Quality Report shows students in the 22 to 33 credit bucket earned 10.56 credits on average. We increased our average credit accumulation rate in this credit bucket by 67.9% from a year earlier, moving from 6.29 to 10.56. This year, we have 17.6% more students in the 22 to 33 credit bucket. Last year, we had 34 students in this credit bucket; this year we have 40 students. We consistently survey all students across all credit buckets to find new ways to personalize the learning experience. 87% of the students surveyed in this credit bucket agree that teachers explain things a different way if they don't understand something in class.

Credits Earned: Students Starting 33 to 38 <ul style="list-style-type: none"> • Progress Target: 9.4 • Indicator code: u4 	Green	<p>2022-23 Goal By August 2023, students who currently have between 33 and 38 credits will earn an average of 9.4 credits.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • We will continue to implement the research-based cohort tracking system: Early Warning and Intervention System (NYSED Evidence-Based Intervention). • We will provide opportunities for students to pursue the CDOS Pathway, including career exploration and paid internships. • We will set progress monitoring targets within our CEP that reflect expected student credit accumulation after each trimester. 	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Preliminary data from the 2021-22 NYC School Quality Report shows students in the 33 to 38 credit bucket earned 7.78 credits on average. • We increased our average credit accumulation rate in this credit bucket by 5.9% from a year earlier, moving from 7.35 to 7.78. • Our student N-Count remained the same from last year to this year at 16. • We survey all students across all credit buckets to find new ways to personalize the learning experience. • 83% of the students surveyed in this credit bucket agree that teachers check in with them frequently about how they are doing both personally and academically.
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Part III – Demonstrable Improvement Indicators-Level 2

Level 2 Indicators

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

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

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.
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			<ul style="list-style-type: none"> 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 August 2023, the school safety metric will improve to 1.15 by implementing restorative justice practices to lower incident rates.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Restorative Justice Team will train the staff and ensure any all-staff members are fully trained. (NYSED EBS) Administration will implement alternative strategies to suspension. Our CBO will work collaboratively with our Parent Association to expand community school efforts including ELT, parent workshops, and our food pantry. 	<p>Our lead partner East Side House Settlement supports the school with a range of school-based and school-linked programs to improve student learning that include:</p> <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 achievement through individualized support, referrals, and parental engagement. One-on-one interventions, group therapy, and family therapy to promote the social/emotional growth of children so they can thrive in school. Our CBO also coordinates the services of Minnie's Pantry. We have had over 100 visits to Minnie's Pantry during the first month to provide necessary food and snacks to our school community. We had zero (0) suspensions during the first quarter. Our student attendance rate currently stands at 60%.
DTSDE Tenet 6: Family Engagement <ul style="list-style-type: none"> Progress Target: See the DTSDE Phases of Implementation (Tenet 6) Indicator Code: 6 	Green	<p>2022-23 Goal: 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>Key Strategies:</p>	<p>The following data support 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.

		<ul style="list-style-type: none"> Our CBO will increase Parental Outreach by working with our various departments and Parent Association to support and develop community workshops on multiple topics. Our established school leadership team comprised of the members from our community engagement team will share in decisions of substance pertaining to curriculum, instruction, professional development, and family engagement. 	<ul style="list-style-type: none"> Displays (e.g., 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 Extended Day Learning Time (ELT)</p> <ul style="list-style-type: none"> Progress Target: See the ELT Implementation Rubric Indicator Code: 94 	Green	<p>2022-23 Goal: By June 2023, the school will analyze student performance data to identify student groups in need of targeted instruction to be programmed for at least 200 hours of ELT.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> We will increase student outcomes by offering ELT courses that capture student interest and strengthen student learning. We will integrate academic, enrichment, and skill development through hands-on ELT experiences. All ELT programs will continue to be offered beyond the normal school day, including on weekends, and during holiday breaks. Upgraded technology, including Smart Boards, iPads, and laptops, will be made available to enhance on-site after-school offerings. 	<p>The following data support 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. We are in the process of administering MAP Growth computer-based assessments to track academic progress across math and ELA. 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 course corrections as needed.

<p>Transfer HS Grad Rate: Most at Risk OA-UC</p> <ul style="list-style-type: none"> • Progress Target: 30 • Indicator code: b1 	Green	<p>2022-23 Goal: By August 2023, the 6-year Transfer HS graduation rate OA-UC will increase to 30%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Community Based Organization (CBO) partner Brooklyn Community Services (BCS) will provide ongoing and consistent behavioral counseling, academic guidance, and post-secondary planning for all students. • We will offer Career Development and Occupational Studies (CDOS) opportunities to increase pathways to a local or Regents diploma. • We will implement the AP for All initiative that offers AP Statistics and AP US History for interested students seeking college credits while still in high school. • Guidance staff will review transcripts to determine outstanding graduation requirements and create individual student plans for graduation. 	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • We had 28 students in our most at-risk, over-age, and under-credited (OA-UC) subgroup. • Preliminary data from the School Quality Report shows 42.9% or 12/28 students in this subgroup graduated as of August 2022. • Seven (7) students in this cohort received a voluntary withdrawal or discharge from school. • Five (5) students in this cohort received a HSE (High School Equivalency) Diploma. • Five (5) students in this cohort earned a Local Diploma. • Seven (7) students in this cohort earned a Regents Diploma. • We have at least one student in this cohort who is over 21 years old.
<p>NYC School Survey: Collaborative Teachers</p> <ul style="list-style-type: none"> • Progress Target: 2.81 • Indicator code: k3 	Green	<p>2021-22 Goal: By June 2023, there will be a 2% increase from 79% to 81% of students who agree or strongly agree that there is a positive school culture where students feel respected and listened to. (Q6)</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • We will implement restorative justice (RJ) circles that focus on how to support our 	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Our subject area teams devote one of their three weekly meetings for the express purpose of analyzing and interpreting data to inform differentiated lesson development and drive instruction. • School leaders review the agendas and minutes from weekly team meetings and provide written actionable feedback. • District staff, including but not limited to the Director of Continuous Improvement (DCI) and Teacher Development and Evaluation Coach

		<p>students with credit accumulation and graduation while mediating any conflicts that may arise.</p> <ul style="list-style-type: none"> • We will build students' awareness of post-secondary pathways and provide early planning opportunities. • We will administer internal surveys to students and interview students regularly to ensure we are meeting social and emotional needs. • We will engage all stakeholders in equity self-reflections to support CR-SE. • We identify new school priorities based on information solicited through ongoing student interviews. 	<p>(TDEC), guide teachers in identifying instructional strategies to improve student achievement.</p> <ul style="list-style-type: none"> • Student focus groups noted that instructional rigor has improved across classrooms due to the ongoing use of educational technology. • Student focus groups also pointed out that teachers deliberately plan to incorporate restorative justice practices into daily lessons which have helped to improve social-emotional learning.
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Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)

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

Report Out of 2022-23 CET Plan Implementation

<ul style="list-style-type: none"> • List the categories of stakeholders that have participated as CET members during this reporting period. • Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members. 	<p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.</p>
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Our CET membership remains unchanged since the first quarter report. Categorical CET membership currently includes but is not limited to:

- 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 attending the school

CET members may be modified at any time on the basis of recommendations made periodically to the school leadership and, as applicable, the receiver.

During the quarterly reporting period, we held a public hearing to update our school community on our receivership status and to solicit recommendations for the improvement of the school. Our hearing took place on October 13, 2022. The hearing was live streamed for those who were unable to attend. Twenty-six (26) community participants were present. Public comments and/or recommendations were provided by three speakers. Translations in the community's most prevalent languages were made available to all participants upon request.

The Superintendent Team is still in the process of reviewing feedback from the hearing and determining if any recommendations will be used to inform planning as reflected in the Comprehensive Educational Plan (CEP). At this time, there are no formal recommendations based on public input from the hearing, but we expect CET recommendations to be forthcoming.

Our CET meets on a monthly basis and CET recommendations are presented periodically to school leadership. Over the past quarter, CET topics included, but were not limited to:

- Cohort V and Cohort W
- Purpose of the Crisis Intervention Team
- Assembly topics
- Chancellor's Regulations – A-831, A-832, Digital Citizenship
- Cellphone lockers
- Intake
- CEP
- LTW
- Graduation Expectations
- College and Careers

Discussion of the aforementioned topics has resulted in ongoing adjustments to our Comprehensive Education Plan (CEP) to ensure it includes rigorous performance metrics and goals. Additionally, we strive to ensure that our CEP addresses school

	leader practices and decisions, curriculum development and support, teacher practices, and decisions, student social and emotional developmental health, and family and community engagement.
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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. NYCDOE is considering any elements of the revised CEP plan that require changes to the collective bargaining agreements, for example, mandatory participation of all school staff in summer professional development activities. We are planning and conducting engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.

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 the Receivership status and solicit public input and recommendations.

Part VI – Assurance and Attestation

By signing below, I attest to the fact that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and the Community Engagement Teams, as per Commissioners Regulation §100.19 have been met.

Name of Receiver (Print): John Sullivan
Signature of Receiver:

Date:

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report, and has had the opportunity to review and update, if necessary, its 2022-2023 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____
Signature of CET Representative:

Title of CET Representative:

Date:
