

2022-2023 Receivership School Final Report and 2023-2024 Continuation Plan
Report Period: *April 29, 2023, to June 30, 2023 (Due July 21, 2023)*

This document is to be completed by the Superintendent/School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status, and applicable 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 by 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:
Northeast College Preparatory High School	261600010073	Rochester City School District	N/A	1	https://www.rcsdk12.org/Page/43515

Superintendent	School Principal (If appointed since the last reporting period, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Dr. Carmine Peluso	Nakia Burrows	January 2022	Brenda Torres- Santana <i>Chief of Schools</i>	9-12	64.2% expected (cohort 2018)

Executive Summary

Please provide a *plain-language summary* of this combined report and continuation plan to both reflect the changes and progress made since the last reporting period and to describe how actions taken to implement lead strategies, engage the community, and enact Receivership powers during the past quarter will provide a basis for developing a data-informed continuation plan for the next school year.

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 before submitting the report.

This year at Northeast was rich in worthwhile experiences but also filled with tenacity and major transition. The combined impact of moving to a new building in a different region of the city; integrating 250 new students (most from the closed Receivership school); facing 18 teaching and several other significant vacancies (Assistant Principal, 3 clerical, Athletic Director, Head Custodian); supporting collective grief of two tragic student deaths; and essentially merging two school cultures is hard to underestimate. Additionally, Northeast saw the enrollment of 82 new students after the start of the year, with the last new student enrolling with Northeast on the last day of classes in June. Stabilizing and nurturing the school community required a good deal of energy and resources.

Despite the massive transition and the continued impacts of the pandemic, Northeast is proud of the progress made to create a shared vision and continue to build systems and habits that focus on instruction, with plans for continued progression at our new campus home. Undoubtedly, COVID's impacts are real and lingering, leading to increased stressors for our students. Northeast expects an August graduation rate of 63%, which is below average but represents an improvement from where the cohort was, and is a reflection of an all-hands-on-deck approach with a senior class persisting through the pandemic and a tough merge of two struggling receivership schools. Despite the intensity of mental and behavioral health, as well as community violence that was at an all-time high this year in the city of Rochester, the Northeast state community at large cemented many of the improvement strategies that were committed to.

We focused on improving literacy and assessment practices to improve student performance and engagement. Highlights of this work included: 1) launching Read 180 literacy intervention for all 9th graders, in which 97% of our freshman class entered the class reading below grade level; 2) implementing 2 cycles of the Datawise process to strengthen an instructional strategy with 96% participation from teachers; and 3) hosting two Presentations of Student Learning, showcasing the range of work products (essays, photography displays, videos, panel discussions, pamphlets, etc.) that students created when provided with engaging learning experiences. Our work to build a culture of professional growth that collectively offers students a more engaging, relevant, and challenging learning experience, and helps them build their stamina and willingness to work hard, continues. We are refining our proactive supports such as the 9th grade academy including a new Freshman Seminar, which prepared 9th graders on high school success and executive functioning. Additionally, Advisory was required for all students as a way to build relationships while enriching the student experience, providing students with a safe place (and adult) to connect and participate in social-emotional learning driven by student input. Partnerships with the Anti-Racist Curriculum Project and the MIKVA Foundation, as well as with instructional coaches for co-teaching are building capacity in our faculty.

As we continue to shift toward a social justice focus, we work to amplify student voices and increase opportunities. Student Voice has taken off within the school community, expanding in both membership and opportunities and has become a driver for continuous improvement and engagement in the school. Highlights of this work included

students applying and being granted several funding sources to build a peace garden in path on the building's side courtyard, having 2 students represent the region in Albany, advocating for more CTE course offerings and mental health supports, 10 of our students presenting their Soapbox speeches to the school board, local legislators and changemakers, and two of our seniors traveling to the National Youth Summit in Washington and presenting speeches on mental health and preventive systems to improve their student experience. The MIKVA curriculum is being implemented in all PIG classes and is anchoring our application for the Seal of Civic Readiness. JROTC became a unifying force in the community, exposing students to real-life experiences, traveling outside the state each month for color guard, and bringing a racially polarized community together through service learning and volunteerism. Students identified the need of strengthening our culture, reducing violence, and focusing on mental health for improved academic performance; they were then supported by the school community, including the Community Engagement Team, in bringing their proposed solutions to fruition. This included building a community peace garden, painting a mural, providing professional development to staff, and hosting a community block party.

The Instructional Leadership Team has, and will continue to refine the systems that allow us to monitor and improve instruction, and to widen the teacher-leadership that helps to drive this work.

Overview of School Demographic and Four-Year Trend Data

Please provide the demographic and four-year trend data requested below. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum included on page 4 of this template as a resource to determine related calculations.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, the School Demographic and Four-Year Trend Data should be reported as 'point-in-time' for each reporting period.

Data Source: SIRS 111

Date of Capture: July 17, 2023

Total Current Enrollment/Registrant Counts: N= 780

SWD 33.6%

ELL 10%

SWD/ELL percentage total

 3%

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Average Daily Attendance Rate	73%	69.2%	64.1%	64.7%
Chronic Absenteeism Rate	66.4%	N/A SIRS 107	83.6%	85.7%

Suspension % Rate and Number by Category				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Out-of-School Suspensions	10.4%/#59	25.2%/#142	36.2%/#232	29.2%/#228
Duplicated Suspensions	21.7%/#123	61.8%/#348	90.9%/#583	54.9%/#428
Unduplicated Suspensions	12.9%/#73	33.6%/#189	39.3%/#252	31.0%/#242
ELL Suspensions	10.9%/#7	28.3%/#15	27.8%/#15	17.9%/#14
SWD Suspensions	18.2%/#22	48.7%/#74	46.8%/#95	34.4%/#90

Suspension Tracking and Reporting Addendum

Out of School Suspensions #: 228

Number of students who received at least one day of out of school suspension.

Duplicated Suspensions #: 110

Number of the same student(s) suspended more than one time.

Unduplicated Suspensions #: 228

Number of students suspended out of school one time.

English Language Learners (ELL) Suspensions #: 14

Number of ELL students suspended at least one time.

Students with Disabilities (SWD) Suspensions #:90

Number of students with disabilities suspended at least one time.

Directions for Parts I, II, and III - District and school staff should respond to these sections of the document by both analyzing and summarizing the steps taken to implement lead strategies since the third quarter, as well as by identifying key strategies that will be included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and ultimately, the school improvement process*. The report and continuation plan should include a clear focus on *how evidence guides decisions* and an articulation of explicit, equitable educational supports accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space.

- When responding to prompts pertaining to the *Final Report and Reflection*, include processes that were used in Quarter 4 to assess the impact of strategies implemented on student learning outcomes.
- When responding to prompts pertaining to the *2023-2024 School Year Continuation Plan*, include processes for assessing the impact on student learning outcomes that will be implemented during the new school year.
- 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.
 - Claims should be evidentiary in nature.
 - Reported information and related data should be accessible and able to be reviewed upon request
- 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 School Improvement

Include 3-4 core lead strategies that are central to the school's improvement plan. The lead strategies included should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.

Final Report and Reflection on Lead Strategies Applied during April 29, 2023 – June 30, 2023		Lead Strategies that will Guide the 2023-2024 School Year Continuation Plan	
List the lead strategies that guided the school's improvement work during the 2022-2023 school year, including any that were discontinued.	For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school's improvement plan during the 2023-2024 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year's demonstrable improvement targets.
<p>Strategy 1: Embedding Student Voice & Culturally Responsive Pedagogy into units and lessons, including authentic work products/assessments.</p> <p>This strategy included:</p> <ul style="list-style-type: none"> professional learning and support for authentic assessments that were more connected to our local and real-world contexts. Two mandatory showcases of student learning resulting from the authentic assessments 	<p>This strategy was initially selected in response to our classroom observation data coupled with student demands for more engaging, relevant classroom experiences, and research on how authentic assessment practices drive students toward producing high-quality work. Beyond the wide research base on relevant and culturally sustaining pedagogy and curriculum, in 2022-23SY, our own walkthrough data, equity and climate surveys; and analysis of two Celebrations of Learning (student work exhibitions) reveal that this is an area we can continue to leverage to make significant improvements.</p> <p>This strategy is anchored in our work to become a school for social justice. Students continue to report wanting to see more relevance, to have a sense that they have input into curriculum and learning and that</p>	<p>1. Support planning of culturally responsive units/lessons that center standards, student voice, literacy, and authentic assessments to deepen learning and produce high-quality work. This work will include:</p> <ul style="list-style-type: none"> Launching a schoolwide unit planning template and providing support during the planning process. Integrating student voice, action-oriented civics, and social justice habits into all units, as well as into curriculum structures Supporting teachers in two Celebrations of Learning, and the planning required for these. 	<p>This strategy continues as it is multi-year work. For the 2023-24 school year, Northeast is committed to:</p> <ul style="list-style-type: none"> Developing and supporting the use of a common template for unit planning, which integrates social justice standards and authentic assessment components. This was approved by School-Based Planning Team and will have 24 hours of compensated time devoted to supporting planning. These needs are supported by the teacher survey as well as our observations. The leadership team is developing systems for accountability and monitoring. Expanding the MIKVA civics in action Soapbox Challenge platform, as we work to take it from a one-time project in PIG/ECO to a more permanent fixture in the school. We are integrating this into the Freshman Seminar in response to feedback from graduating seniors. This will essentially double the number of students and teachers affected.

<ul style="list-style-type: none"> • Training and infusion of the MIKVA curriculum including the Soapbox protocol. • Continued expansion of the Student Voice program, which yielded student problem-identification, responsive actions and launched student-led professional learning for teachers. 	<p>their opinions and ideas matter in and beyond classrooms. Staff report that student ownership of work and learning increases through some of the more authentic assessments/learning experiences. Therefore, we continue to find ways to promote, and strengthen this strategy.</p>	<ul style="list-style-type: none"> • Finding ways to explicitly link Student Voice to classroom practices • Devoting instructional coaching and PD resources to this work. 	<ul style="list-style-type: none"> • Student Voice will continue to expand, with creative scheduling to allow for more direct contact with the curriculum throughout the school day. (Participation grew from 50 to over 200 students this year.) • The Celebration of Learning (focus on authentic assessments) will continue and become a permanent expectation and culminating activity for staff, and next year, students. • We will provide more opportunities for faculty and students to examine issues of anti-racism, privilege and power as we work to become more socially just. We will partner more with the Anti-Racist Curriculum Project. • We are refining the master schedule and the PD Plan to support rigorous co-planning. PD is monitored through walkthroughs, observations, and staff surveys.
<p>Strategy 2: Create clearly communicated assessments that are standards-based and involve students in the process. Building capacity to support literacy practices (reading, discussion, writing) across all content areas.</p>	<p>Based on the Data Wise process, we pinpointed students' ability to independently explain/justify their thinking in writing as an area of need across content areas. Our plan included the adoption of the QuickWrite strategy to provide an additional opportunity for students to explain their thinking in writing, master priority standards, and build student confidence and stamina with writing tasks. In our first few cycles, 96% of teachers implemented the strategy consistently, and looking at student work protocols shows an increase in writing</p>	<p>2. Continue to strengthen assessment and literacy practices across all content areas.</p>	<p>This strategy continues as it is multi-year work, with an emphasis on systems to build capacity and monitor implementation. For the 2023-24 school year, Northeast is committed to:</p> <ul style="list-style-type: none"> • Refining a system of curriculum mapping/unit planning that makes standards and assessments more transparent, and holds us all accountable for grade-level work and examining evidence of learning. • Hosting and assessing a Presentation of Student Learning twice a year. There, thoughtful, intentional, and collaboratively planned presentations of student work allow teachers to reflect on the ways that students can

	<p>stamina as well as other benefits. We are refining the strategy this year.</p>		<p>demonstrate mastery of standards, as well as on our own assessment design and practices.</p> <ul style="list-style-type: none"> ● Refining internal systems that provide responsive professional learning and monitor application. Specifically, continuing to align the District's new TeachBoost observation tracking and monitoring tool into our data dive, which provides walkthrough data and trends. ● Launching An Instructional Leadership Council has been developed, which consists of 12 teachers and administrators, to implement the Datawise process, roll out school-wide strategies, conduct collegial walkthroughs, and provide in-class support to targeted classrooms starting in September. ● Continuing to explicitly promote selected literacy and assessment practices that teachers will refine and assess in classrooms, through the Datawise action research cycles.
<p>Strategy 3: Refined efforts to build structures and systems that foster collegial learning, with an emphasis on co-teaching teams and building common Tier 1 strategies.</p>	<p>Strengthening structures that prioritize collegial development and co-teaching efficiency continued to be paramount to our success. As the 22-23SY opened, we had about 1/3 of our faculty who were new to us, and we moved into a school community that was grieving being closed. Furthermore, with Northeast's growing student population, steady special education rate of 33-34%, and proficiency levels of incoming 9th graders averaging under 10% each year, over 90% of our classrooms are co-taught. This requires a high level of staff</p>	<p>3. Foster collegial learning and systems that promote interpersonal accountability as we seek to become a school for social justice.</p>	<p>For the 2023-24 school year, Northeast will continue to:</p> <ul style="list-style-type: none"> ● Facilitate weekly Panther PLCs for teaching staff, focused specifically on our commitments to assessment and literacy practices, in the context of social justice. ● Use resources to provide release time and other avenues for teacher collaboration, specifically on the unit design that incorporates our priorities. ● Reflect on planning and assessment design through 2 Presentations of Student Learning each year, which allows us to see the range of expertise and expectations. This will drive instructional coaching support starting this

	<p>development, training, and intentionality in planning and preparation to be effective. Lastly, as we work to transition to a school focused on social justice, a community spirit must be fostered.</p>		<p>summer and provide additional evidence to support areas of focus for co-teaching teams.</p> <ul style="list-style-type: none"> ● Establishing and building capacity through an Instructional Council. ● Offering a robust professional learning approach that provides staff with effective adult learning in areas of schoolwide focus. Utilizing book studies, partnerships, and student leaders to learn collectively about equity, anti-racism, and social justice. ● Collaborating with District-level co-teaching coaches to support stronger collaboration and co-teaching practices.
<p>Strategy 4: Continue to strengthen and expand MTSS, with an emphasis on Tier 1 offerings that are responsive to the needs our data show.</p>	<p>The fourth strategy was to establish a strengthened and expanded MTSS process. Each year, the entering 9th-grade cohort at Northeast consists of less than 10% of students proficient in ELA and math, with 30-35% of the cohort requiring special education services at the time of enrollment. Additionally, the 10th-12th grade cohorts average 50%-60% of students starting the year off track for graduation. Establishing an effective MTSS monitoring system, that fully encompasses the academic, behavioral, and social-emotional needs of struggling students and providing staff with effective classroom strategies to address these needs, is paramount to success and improved outcomes.</p>	<p>4. Strengthen and expand the MTSS system, including both the Tier 1 offerings embedded into the school and the responsive interventions.</p>	<p>In response to data such as 90% of incoming 9th graders reading significantly below grade level, and approximately 50% of students earning 5 credits, Northeast continues to invest in both Tier 1 universal supports and responsive interventions. For example:</p> <ul style="list-style-type: none"> ● Scheduling all new 9s into Read180, unless they place out of it. ● Supporting teachers in planning for differentiation through varied co-teaching models such as parallel and station teaching.

Part II – Demonstrable Improvement Level 1 Indicator

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 specific strategies, action steps, goals, and commitments to support progress toward the Demonstrable Improvement Indicator targets.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	Drawing from the information provided in the Final Report and Reflection on Activities , what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?
<p>#67: Total Cohort (10th Grade) Passing Math Regents (>=65%) 2022-2023 Progress Target: 60%</p>	<p>In March of 2023, it was communicated to UCSD's receivership schools that exam exemptions would not count toward this progress target. That significantly impacted our likelihood of meeting this indicator. Nonetheless, the following steps and strategies were implemented:</p> <ul style="list-style-type: none"> • Strategic scheduling for the students who were not successful in Algebra 1 for the 2021-22 school year. This allowed 95 students to have built-in reviews to prepare for the June regents. • The principal is supervising the math department and coaches the department to 	<p>Strategy Specific to Math: Teachers will continue to implement school-wide Datawise cycles to help students interpret, analyze and form independent thoughts and responses on short answer questions. Consistent literacy and assessment strategies will be implemented in all classes that are derived from the Data Wise Continual Improvement/action research process. These strategies provide additional opportunities for students to explain their thinking in writing, serving as evidence of mastery of priority standards.</p> <p>Strategy Specific to Math: Teachers will provide more opportunities for students to identify and correct math errors independently, and be able to explain their thinking using error identification/explanation and revision as a common in-class strategy.</p> <p>Rationale: This enables students to be active participants in discussion and writing, with the use of academic vocabulary, and reinforces mathematical thinking. It also</p>

<p>Indicator</p>	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • 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>support the examination of student assessment data and instructional approaches.</p> <ul style="list-style-type: none"> • The administrator and counselor assigned to this cohort looped with this cohort to allow for continued relationships and deep knowledge and rapport with students. • The schoolwide priorities and instructional focus support all departments and achievement. • Common Formative Assessment data from Q2 guided the math department’s intervention efforts and called for more intense support on multi-step equations. • Cohort tracking (i.e., frequent review of student progress) continued into Q4 and expanded to include agency partners, social workers, a psychologist, and the Home School Assistant in targeted interventions. 	<p>builds the mindset of assessment, feedback, and revision, which is a culture we are working to build across all content areas. Using the CFA data more actively and collaboratively will mirror this same process for teachers.</p> <p>Goal: Increase student performance on each CFA from single-digit proficiency to at least 25% for each cycle.</p> <p>Lead Measure I: 100% of core Mathematics courses will implement common formative assessments and analyze student results for 3 CFA cycles.</p> <p>Lead Measure II: Student short-responses will show improvement in the ability to explain answers in writing from fall to spring.</p> <p>At the time of writing, Northeast has successfully implemented 2 Datawise cycles, focused on school-wide assessment and feedback protocols to improve analysis and written expression in all classes. June regents data suggest the need for school-wide strategies, in which the Algebra I passing rate on the regents was 15%, Geometry was 2% and Algebra 2 was 18%.</p> <p>Schoolwide Strategies that will Support this work (more detail provided in other sections):</p>

<p>Indicator</p>	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • 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>At the time of writing, Northeast improved from 16% of the cohort passing the math regents in January to getting an additional 30 members of the cohort to pass in June. Students with regents exemptions significantly skewed the data, as many students with COVID exemptions refused to retake the exam in June, while other students continued to struggle from learning gaps that expanded during the pandemic. Additionally, of the students that did not pass the exam, 51% are registered to attend summer school, with an emphasis on Algebra I over the summer.</p>	<ul style="list-style-type: none"> • Continued professional collaboration, instructional support, and academic walkthroughs to strengthen Tier 1 instruction in the areas of literacy across content areas/academic language and assessment practices. • Refining the MTSS system, including a proactive and expanded 9th Grade Academy model. • Aggressive approach to enrolling students in summer school, and use of master schedule to maximize credit recovery/exam review for the 2021 cohort as they rise to 11th grade. • Continued refinement of a comprehensive approach to Social-Emotional Learning and mental health grounded in transformational SEL and student voice. • Math department meets 4 hours a month, maintaining a weekly rolling agenda with guidance from the Instructional Leadership Team, Leadership, and the Datawise team. There have been 7 Panther PLCs this quarter and two Half-Day Superintendent Conference Days allowing for job-embedded professional learning. Our focus in department meetings and common planning time has been structured around teachers collaborating around the data and building student stamina as they prepare for the June regents

Indicator	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • 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>#69: Total Cohort (11th Grade) Passing ELA Regents (>=65%) 2022-2023 Progress Target: 48%</p>	<p>The ultimate measure of this work was the January and June Regents exams, where 52 of the 147 students in the 2020 cohort passed with at least a 65%. There are an additional 10 students who are eligible for Special Appeals. Unfortunately, this means that 35% of the cohort has passed this exam, which falls short of the 48% progress target.</p> <p>Unpacking the results will continue over the summer and early fall. It was advantageous for the school to require all juniors to take the exam in January, as it provided an additional opportunity for the 2020 cohort to pass the exam, which 8 students did. The overall pass rate was 48% in January, and 20% in June. Upon deeper investigation, we also see a strong correlation between attendance/course effort and pass rate when we look student by student for this exam.</p>	<p>Strategy: Northeast will implement consistent literacy and assessment strategies in all classes that are derived from the Data Wise Continual Improvement/action research process. For example, in the 2022-2023 school year, Quick Writes were selected based on the data generated during MP1. These quick writes provided additional opportunities for students to explain their thinking in writing, served as evidence towards mastery of priority standards, built confidence and stamina in writing tasks, and encouraged students to generate independent thought. As we engage in the Data Wise process for the 2023-2024 school year, we will implement a new literacy strategy based on student needs. Relatedly, we will continue to focus on collaborative and job-embedded professional development aimed at strengthening authentic assessment practices.</p> <p>Rationale: Northeast will use this strategy to norm academic expectations within planning, promote literacy instruction, enhance assessment practices, and provide feedback and revision cycles. Our data show that students need more practice explaining their thinking through writing.</p>

<p>Indicator</p>	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● 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>Strategies that were in place in the past quarter:</p> <ul style="list-style-type: none"> ● Continued collaboration between the English 3 teachers as well as co-teachers in this course. These will be continued; generally, students who actively participated in these did better on the exam. ● The integration of additional opportunities to explain student thinking through writing via a Quick Write protocol designed through the Data Wise process, and administered at least 3 times per week. ● Saturday School was offered for all Saturdays during the last marking period ● After-school tutoring was offered weekly in ELA during the last marking period ● Marking Period Recovery was offered virtually in ELA during the last marking period ● Virtual School was offered during the last marking period 	<p>Goal: By Spring 2024, 95% of teachers will utilize the identified literacy and assessment strategies in all of their unit plans. We will also reduce the number of Level 1 scores on the ELA exam by 10% compared to the June 2023 testing cycle (50.7% Level 1's).</p> <p>Lead Measure: 70% of students will utilize the literacy strategy in the classroom at least three times per week.</p> <p>Lead Measure II: 90% of teachers will utilize classroom and CFA data to revise lesson/unit plans that continually push student thinking, seek to improve student literacy practices, and enhance student learning opportunities.</p> <p>Ultimately, improving student literacy skills and thereby scoring higher on the performance index is directly tied to the school's ability to continually strengthen its own instructional capacity. Increasing the level of cognitive demand, providing additional opportunities for students to explain thinking through writing, and supporting students through productive academic struggle will foster lifelong learning skills in the students as well as continue to build a culture of strong academics at the building level.</p>

<p>Indicator</p>	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • 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>Schoolwide Strategies to Support This Work:</p> <ul style="list-style-type: none"> • Continued professional collaboration, instructional support, and academic walkthroughs to strengthen Tier 1 instruction in the areas of literacy across content areas/academic language and assessment practices • Continued professional collaboration and support to weave student voice into our core curriculum in the form of responsive & relevant texts and learning activities, discussion protocols, and authentic work products. • Refining the MTSS system, including drawing from a richer data set, specifically Read 180 data from the rising 10th-grade students • Aggressive approach to enrolling students in summer school, and use of the master schedule to maximize credit recovery and exam preparation. • Continued refinement of a comprehensive approach to Social-Emotional Learning and mental health centered on transformational SEL and student voice.
<p>#70: Total Cohort</p>	<p>Cohort tracking continued to be the guiding force for frequent progress monitoring and intervening to disrupt failure, either through mentoring, community supports, or accelerated credit recovery opportunities. The ability</p>	<p>Strategy: Northeast will refine and implement its cohort tracking and MTSS strategy for the 2023-2024 school.</p>

Indicator	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. 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>4 Year Grad Rate - All Students</p> <p>2022-2023 Progress Target: 60%</p>	<p>to devote an administrator and counselor to each cohort has greatly contributed to the success of this model, which was especially critical as we integrated students from the closed Leadership Academy for Young Men.</p> <p>The 2019 cohort started this school year with 43% of students on track for graduation, and with the addition of 39 students that merged into the class from Leadership Academy for Young Men. It is also important to note that 89 of the 210 members of this cohort joined Northeast after the 9th-grade year, with a total of 44 of them joining in this “senior” year.</p> <p>Through support structures such as credit and marking period recovery; intervention for exams; and senior mentoring, the class of 210 students had 108 graduates (51.43%) in June. There are another 26-29</p>	<p>Rationale: By expanding proactive monitoring of attendance, behavior, and grades and widening the number of people who participate in the monitoring and goal-setting, outcomes will improve.</p> <p>Goal: By February 2024, 60% of students in the 2020 cohort will be on track with 16 credits.</p> <p>Lead Measure I: 100% of students and families will have a detailed understanding of their status provided by the end of September.</p> <p>Lead Measure II: 100% of students will have access to credit recovery options with the 2023-2024 school year through semester-based review courses, Online Credit Recovery, and enrichment programming (after-school tutoring, Saturday School, Night School).</p> <p>Lead Measure III: 100% of “yellow” students and families will receive status reports at least every 6 weeks.</p> <p>Additional Information: As this is the culminating indicator of success in a high school, all strategies outlined in other sections contribute to and drive the graduation rate. Specific to the 2020 cohort, support in place will include:</p>

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	<p>graduates possible in August, which will raise the graduation rate over the 60% target.</p> <p>This cohort were 9th graders when Covid hit, and spent much of their high school career in transition due to the pandemic and a school move/merge in their senior year. They struggled mightily with the majority of students being directly impacted by the death of a loved one, community violence, and major mental health traumas including loss of a parent, homelessness, etc. Learning and attendance were both problematic for many of the cohort, and 46 of them have dropped out or are considered no-shows. While some are reaching out this month to re-engage, there is a large share of them for whom the pandemic truly disrupted their educational trajectory beyond repair.</p>	<ul style="list-style-type: none"> ● Intentional scheduling in summer school, progress monitoring of attendance in order to maximize the opportunity for students to enter the 23-24SY to be on track with credits and exams; ● Summer work to refine graduation plans; building alternative schedules and plans to accelerate the large share of off-track students. ● Efforts to expand AP offerings and partner with community agencies and colleges for enrichment opportunities; ● Continued work to foster Social-Emotional Learning that is shaped by student's voice ● Continuing to build partnerships with employers and community partners so that students see relevance and have access to post-secondary options. ● Refined and accelerated schedule for cohort tracking and student conferencing.

Indicator	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • 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>#88: Total Cohort (Cohort 2017) 5 Year Grad Rate - All Students 2022-2023 Progress Target: 70%</p>	<p>In prior years, Northeast has met this metric, and in fact, our cohort tracking system, responsive supports, and strong relationships have made this a strength as we provide students the necessary time to re-engage and complete high school. At this time last year, we would have expected to meet this indicator. However, this year was different, in part due to the merging of schools.</p> <p>In June, 1 additional member of the 2018 cohort graduated while there are 4 more that will ideally graduate in August. This will raise the 5-year rate by a few percentage points, but it will not meet the 70% progress target.</p>	<p>One of the lingering effects of Covid is that more students than typical are choosing to pursue a GED or to work. At the time of writing, the 2019 cohort has 46/210 students who have dropped out. While some students are reaching out to try and re-engage and catch up, the reality is that this limits the ability to raise the 5-year graduation rate to the levels we typically do.</p> <p>Strategy: Strengthened and expanded MTSS: 5-year graduation rate will be supported by MTSS structures that include wrap-around support for over-age, under-credited students.</p> <p>Rationale: By monitoring social-emotional needs, attendance, and grades at the same time we are able to develop very individualized plans for our 5th year students.</p> <p>Goal: By June 2024, the 5-year graduation rate will be at 70%.</p> <p>Lead Measure: 100% of families of students with two or more Fs will be contacted every 2 weeks</p> <p>Lead Measure II: 100% of students will have access to credit recovery options during the 2023-2024 school year through semester-based review courses, Online Credit Recovery, and enrichment programming (after-school tutoring, Saturday School, Night School).</p>

Indicator	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • 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>Additional Information: Northeast devotes considerable efforts to keeping students engaged, and to re-engaging students, and supporting them to a diploma. We continue to refine these supports, recognizing that we no longer have as many devoted resources to offer specialized programming for over-age under-credited students. However, we utilize a variety of credit-recovery, and case-management supports, as well as continuing to foster partnerships with Access-VR and CTE-focused partnerships that help us keep students persisting.</p>
#120: HS ELA All Students Performance Index 2022-2023 Progress Target: 77.8	Essentially, the work to improve the performance index rests on Northeast’s ability to steadily strengthen the instructional program, increasing the level of cognitive demand and supporting more students in both skill-building and in building an academic mindset. Based on the results of the June ELA the department will be focussing on the implementation of more non-fiction texts into the curriculum. Throughout the year teachers spent time identifying more culturally relevant texts as a way to increase engagement and more opportunities for critical thinking. Having all	Strategy: Through the Datawise process and agreed upon in our Instructional Team meetings we implemented quick writes as a schoolwide practice as a way to measure a student’s level of mastery in content as well as skill showing their thinking in writing. These quick writes were completed in the Spring of 2023 in two different cycles as a way to guide teachers in supporting them to integrate more writing into their curriculum and having students demonstrate their thinking by writing. As a whole, we had approximately 99% completion building-wide. As a result of this practice it was agreed upon that including writing in all areas did in fact increase students' ability to read, write, and demonstrate their thinking. We also saw that students were better able to answer the question and follow standard conventions for writing.

<p>Indicator</p>	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • 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>teachers participate in year two of our presentation of learning, teachers pushed themselves to showcase authentic assessments that involved more than just the writing process. Teachers took the opportunity to showcase student work at different stages to address the range of mastery that students achieved at each grade level.</p> <p>The English department continues to draw conclusions from CFA data and has compiled action items in terms of what type of texts we expose students to and how to provide more frequent opportunities for revision of oral and written analysis so that students deepen their ability to explain their thinking in academic ways. The CFA aligns to the district-based curriculum for teachers and addresses pacing, skills, and strategies. This work is critical as we continue to work as a department to vertically and horizontally align.</p>	<p>Rationale: Northeast will use this strategy to norm academic expectations, promote literacy instruction, and provide feedback and revision cycles. Our data show that students need more practice explaining their thinking through writing.</p> <p>Goal: We will increase the percentage of students writing in all core classes in the spring of 2023. As a department, we are looking to reduce the share of Level 1 scores on the ELA exam.</p> <p>Lead Measure: 100% of students will complete two rotations of quick writes in the Spring. 100% of all teachers will use quick writes to assess student understanding of a particular content or skill.</p> <p>Essentially, the work to improve the performance index rests on Northeast’s ability to steadily strengthen the instructional program, increasing the level of cognitive demand and supporting more students in both skill-building and building an academic mindset.</p> <p>Schoolwide Strategies:</p> <ul style="list-style-type: none"> • Continued professional collaboration, instructional support, and academic walkthroughs to strengthen Tier 1 instruction in the areas of literacy across content areas/academic language and assessment practices

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		<ul style="list-style-type: none"> • Continued professional collaboration and support to support the core content in the form of responsive & relevant texts and learning activities, discussion protocols, authentic work products, and assessments. • Utilizing the MTSS team as a way to hone in tier 1 interventions in classes and identify students who need additional support. • Aggressive approach to enrolling students in summer school focussed on the use of the master schedule to maximize credit recovery and exam preparation.
<p>#130: HS Math All Students Performance Index 2022-2023 Progress Target: 66.9</p>	<p>Please refer to the narrative in earlier sections for more context. Essentially, the work to improve the performance index rests on Northeast’s ability to steadily strengthen the instructional program, increasing the level of cognitive demand and supporting more students in both skill-building and building academic mindsets.</p> <p>The decision to invest additional time on- task in Algebra I is aimed at building students’ conceptual understandings, fluency with algebraic thinking, and confidence in math, and ultimately in raising</p>	<p>Strategy: Northeast will implement IXL math, the District’s newest foundational math program, as a supplemental resource to support students with Algebra I concepts and skills. IXL generates personalized action plans for each student, outlining specific skills they should work on to make the most progress for the Regents exam in June. This program is incorporated into the Algebra I Lab course, so students have more time on task to work on their action plans 2-3 times each week.</p> <p>Rationale: Northeast will use this strategy IXL math to norm academic expectations and pacing in Algebra I, promote literacy instruction, and provide feedback and revision cycles. Our data show that students need more practice explaining their thinking through writing.</p>

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	<p>achievement. For the last 2 years, the cancellation of the Regents exams precluded Northeast from monitoring impact. This year, the Rochester City School District’s passing rate for the Algebra I regents exam was 25.2%. The passing rate for the Algebra I Regents for Northeast High School was 19.5%. Of the students tested in the Algebra I regents at Northeast, 29.5% of the students were level 2 (scoring between 50% - 64%), which qualified these students for the Special Appeal with New York State, and contributed to students’ reluctance to retake the exam.</p>	<p>Goal: We will increase the percentage of students meeting the standard on short-response questions and multiple choice for semester 1 by 20%.</p> <p>Lead Measure: 70% of students will utilize the short-answer response checklist and participate in the Fall benchmark.</p> <p>Lead Measure II: 80% of teachers will use IXL data to collaboratively adjust instruction.</p> <ul style="list-style-type: none"> ● Our current data show that most students continue to struggle with foundational skills in math and are below standard in attainment. ● Data points reinforce that the weekly department time and our PD emphasis on literacy strategies and assessment practices are justified. It also highlights the importance of the time for teachers to collaborate, explore and use the item analysis that both platforms provide, and adapt both teaching strategies and interventions in the Fall. We will adjust a few supports to strengthen the effectiveness of the Department and common planning time.

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<p>#140: College, Career and Civic Readiness Index - All Students 2022-2023 Progress Target: 70.8</p>	<p>As part of our work to become a school of social justice that is built upon student voice, our school is seeking to expand the notion of what college, career and civic readiness looks like in school. Under the umbrella of increasing access to opportunities and fostering civic readiness, we have focused on the following in addition to working to increase dual and AP offerings over time. Efforts included</p> <ul style="list-style-type: none"> • Expanding participation in Student Voice from approximately 50 to over 200 students and supporting student leaders in building outdoor space and mental health awareness. • Training 4 staff in the MIKVA curriculum and launching the Soapbox Challenge in all Participation in Government Classes. • Working with a team to research and write the application for the Seal of Civic Readiness, which will be submitted this month to NYSED. 	<p>Strategy: Northeast will continue to research and design a social justice program that increases opportunities and access to the following possible opportunities: CDOS credential, Seal of Civic Readiness, Seal of Biliteracy, and Dual Credit courses</p> <p>Rationale: In the past, Northeast has not utilized a systemic approach for identifying students who could be eligible for various pathways, and has not had an articulated focus.</p> <p>Goal: To improve performance on the College, Career, and Civic Readiness Index from 80 in 2018-2019 to 85</p> <p>Lead Measure: To have our Seal of Civic Readiness proposal approved by NYSED and launch our plan. To have 4 teachers trained in the MIKVA curriculum.</p> <p>Lead Measure II: To increase the number of students who secure either the CDOS or the Seal of Civic Readiness.</p> <p>Additional Information: In looking over year-end course completion rates and considering the need to rebuild core competencies with many students, as well as address the desires/needs our students are voicing, Northeast has made a difficult decision to focus on fewer AP</p>

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		<p>courses while also continuing to listen to student interest and revitalize our course offerings. Thus, we are focused on:</p> <ul style="list-style-type: none"> ● Training a new teacher in AP Language, researching dual-credit opportunities, and pursuing online opportunities such as AP African American Studies. ● Ensuring that our Participation in Government teachers (as well as the Social Studies dept) become more deeply immersed in the Student Voice curriculum and foundational habits of mind. The goal is to have students more involved in community-oriented civic experiences, as well as to develop opportunities for them to be involved in true decision-making at school. ● Ensuring that the new Social Justice focus (which will go “live” for the 2023-24 school year) is gradually exposed to students for the 2022-23 school year through our new Freshman Seminar course (9th grade) and English and Social Studies classes (10th-12th grade) ● Cultivating more work-based learning opportunities that can position students for both the diploma pathways and post-secondary success. ● Developing a CTE pathway based on student and family input
<p>#170:</p>	<p>A full 85% of the student body (566 students) were chronically absent this past school year. Attendance is simply defined and addressed differently during</p>	<p>Strategy: Embedding Student Voice & Culturally Responsive Pedagogy into units and lessons: Northeast plans to expand course offerings, including Acting & Theater, Music Technology, enhanced Freshmen Seminar (student voice & social justice</p>

Indicator	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● 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>HS Chronic Absenteeism - All Students 2022-2023 Progress Target: 54%</p>	<p>post-COVID instruction, as students and families continue to be impacted. Community violence and the geographical location of Northeast (as compared to other high schools in our district) also contributed to our daily attendance percentage, as families made the difficult decision to keep their children home during points of the school year for safety concerns, or struggled to get students to school due to its distance from the public transportation center. Therefore, much of the efforts to counter chronic absenteeism are really focused on mitigating its effect through the provision of alternate, flexible opportunities to make up missed learning. For example, Northeast provided virtual evening school for two hours a night, 5 days a week, every week since November; 48 students were registered, although attendance averaged roughly 15 students a week. Additionally, Northeast hosted a Bridges modified day program, which gradually exposed high-needs students to traditional schooling at</p>	<p>infusion course), and Intro & Criminal Law, Civil Rights & Rochester’s History (as a part of the social justice program). In addition, we will utilize student voice to engage students in redesigning the school community and environment including a focus on monthly attendance incentives and mental health supports. All students will continue to be scheduled into Advisory which will foster a sense of belonging and enable individual progress monitoring.</p> <p>Rationale: Including student voice in shaping their environment will increase overall student buy-in and academic engagement.</p> <p>Goal: By June 2024, we will reduce chronic absenteeism from 85% to 75%.</p> <p>Lead Measure: A system including more staff members being accountable for monitoring chronic absence, and a regular reporting and meeting cycle will be established by September 2023. This system will include agency partners & community agencies.</p> <p>Lead Measure II: 100% of students will be scheduled into advisory with a focus on building a sense of belonging to the school and student voice in creating the school</p> <p>Additional Information: Northeast had 82 students transfer into the school after the start of school, with the last new entrant transferring in on the last day of instruction (June 13th). This rotating</p>

Indicator	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● 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>a gradual pace. Most of these students were from incarceration, medical facilities, mental health programs, or other high-needs facilities.</p> <p>Northeast also continued to refine the systems to promote attendance and intervene in absence. Efforts to promote and reward attendance included field trip incentives, monthly attendance recognition activities, in-class attendance incentives, and a spring awards ceremony. Intervening continued to happen on a student-by-student basis, and also through referrals made through the joint County/District and school team.</p> <p>This spring, Northeast continued to engage students and families in our long-range planning on how to provide a responsive and stimulating school environment, based on what students tell us they need and want.</p>	<p>door of new entrants has contributed to our chronic absenteeism, as 80% of our new entrants were chronically absent at the time of their enrollment. In addition to the typical systems in place to monitor, connect, intervene and problem solve, Northeast’s efforts will be on:</p> <ul style="list-style-type: none"> ● Welcoming the addition of a Home School Assistant to the team (May 2023) ● Capitalizing on the addition of an Attendance Specialist, joining the team October 2022 to focus solely on improving daily attendance, targeted interventions and parent engagement ● Promoting and showcasing the visible results of Student Voice, sending a clear invitation to students that we are serious about making school more engaging and relevant to their goals ● Increased course offerings where students’ voices are centered and published: Music Technology, Acting/Drama, Modern Band, Law, and Social Justice courses ● Summer 8 go 9 programs to orient students to expectations and connect them. ● An increased focus on community building and wellness, aiming to connect students to each other and to school through shared outdoor experiences

<p>Indicator</p>	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • 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"> • Surveying students on interests, beginning the visioning and planning process for year 2 of social justice. • Community Block party with over 200 students, families, and community partners in attendance to celebrate the closure of a year of transition and two school communities unifying • Project Turnaround program targeted 30 students (multiple suspensions with struggling attendance) 	
<p>#230: HS Science All Students Performance Index</p> <p>2021-2022 Progress Target: 105.5</p>	<p>Due to the extraordinarily high number of COVID-19 exceptions within the accountability cohort, this progress target was unable to be met.</p> <p>Despite this result, the school remained focused on high-quality instruction for all cohorts. The second semester saw our first presentation of student work, which allowed staff to collaboratively see the range of</p>	<p>Strategy: Northeast will implement consistent literacy and assessment strategies in all classes that are derived from the Data Wise Continual Improvement/action research process. For example, in the 2022-2023 school year, quick writes were selected based on the data generated during MP1. These quick writes provided additional opportunities for students to explain their thinking in writing, served as evidence towards mastery of priority standards, built confidence and stamina in writing tasks, and encouraged students to generate independent thought. As we engage in the Data Wise process for the 2023-2024 school year, we will implement a</p>

<p>Indicator</p>	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • 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>what students are asked to think about, and also the levels of quality work that students are capable of producing. This then stimulated reflection on how we design tasks and support students in creating high-quality work products.</p> <p>An analysis and unpacking of June Regents results will come over the summer and early fall as we look to improve the performance index score for subsequent cohorts.</p> <ul style="list-style-type: none"> • The overall pass rate for Living Environment was 16%. 70% of students scored a Level 1. • The overall pass rate for Earth Science was 10%. 72% of students scored a Level 1. • The overall pass rate for Chemistry was 0%. 76% of students scored a Level 1. <p>The results from this Regents testing cycle point to several needs, which are noted below:</p>	<p>new literacy strategy based on student needs. Relatedly, we will continue to focus on collaborative and job-embedded professional development aimed at strengthening authentic assessment practices.</p> <p>Rationale: Northeast will use this strategy to norm academic expectations within planning, promote literacy instruction, enhance assessment practices, and provides feedback and revision cycles. Our data show that students need more practice explaining their thinking through writing.</p> <p>Goal: By Spring 2024, 95% of teachers will utilize the identified literacy and assessment strategies in all of their unit plans. We will also reduce the share of Level 1 scores on the ELA exam by 10% compared to the June 2023 testing cycle (84% Level 1's).</p> <p>Lead Measure: 70% of students will utilize the literacy strategy in the classroom at least three times per week</p>

<p>Indicator</p>	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ol style="list-style-type: none"> 1. Increased time and support in planning high-quality, learning-focused units and lessons 2. An in-depth understanding of Regents' trends in the sciences 3. More exposure to Regents-styled questions and prompts <p>Time and resources will be dedicated in the following school year to address all three needs, particularly during PLC's and department meetings. In addition, we will continue to explore how student voice can inform our curriculum and instruction such that we plan more engaging, culturally responsive units that give students opportunities to create more authentic products.</p>	<p>Lead Measure II: 90% of teachers will utilize classroom and CFA data to revise lesson/unit plans that continually push student thinking, seek to improve student literacy practices, and enhance student learning opportunities.</p> <p>Ultimately, improving student literacy skills and thereby scoring higher on the performance index is directly tied to the school's ability to continually strengthen its own instructional capacity. Increasing the level of cognitive demand, providing additional opportunities for students to explain thinking through writing, and supporting students through productive academic struggle will foster lifelong learning skills in the students as well as continue to build a culture of strong academics at the building level.</p> <p>Schoolwide Strategies to Support This Work:</p> <ul style="list-style-type: none"> • Continued professional collaboration, instructional support, and academic walkthroughs to strengthen Tier 1 instruction in the areas of literacy across content areas/academic language and assessment practices • Continued professional collaboration and support to weave student voice into our core curriculum in the form of responsive & relevant texts and learning activities, discussion protocols and authentic work products.

<p>Indicator</p>	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● 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"> ● Refining the MTSS system, including drawing from a richer data set, specifically Read 180 data from the rising 10th-grade students ● Aggressive approach to enrolling students in summer school, and use of the master schedule to maximize credit recovery and exam preparation. ● Continued refinement of a comprehensive approach to Social-Emotional Learning and mental health centered on transformational SEL and student voice.
<p>#240: HS Social Studies All Students Performance Index 2021-2022 Progress Target: 90.8</p>	<p>This spring brought a focus on preparing for Regents exams; the US History exam was canceled, so there are no results to share. Global 2 results will be fully analyzed this summer and fall, especially since we are incorporating students and faculty, who will “bring” their data with them.</p> <p>Northeast’s pass rate for Global 2 was 28%, 12 points below the District average. About a third of students scored a Level 1, and 38% scored a Level 2, potentially making them eligible for an appeal.</p>	<p>Strategy: Northeast will implement common (across content areas) short-response rubrics that include a heavy emphasis on academic and content-specific vocabulary and Fall and Spring benchmark assessments. Relatedly, we will continue to focus on collaborative and job-embedded professional development aimed at strengthening authentic assessment practices.</p> <p>Rationale: Northeast will use this strategy to norm academic expectations, promote literacy instruction, and provide feedback and revision cycles. Our data show that students need more practice explaining their thinking through writing.</p> <p>Goal: We will increase the percentage of students meeting the standard on short-response rubrics from Fall 2022 to Spring 2023 by 20%</p>

<p>Indicator</p>	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● 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>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</p>	<p>Lead Measure: 70% of students will utilize the short-answer response checklist and participate in the Fall benchmark</p> <p>Lead Measure II: 70% of walkthroughs will demonstrate evidence of students writing/using academic language in core content areas.</p> <p>In addition, the Social Studies Department will have a role in researching and proposing the Seal of Civic Readiness as we plan for our social justice emphasis. An instructional coach is receiving training from Mikva Foundation this summer, and will partner with the department as to how this work can inform the way in which we teach social studies.</p> <p>Essentially, the work to improve the performance index rests on Northeast’s ability to steadily strengthen the instructional program, increasing the level of cognitive demand and supporting more students in both skill-building and in building an academic mindset. This work Schoolwide Strategies that will Support this work (more detail provided in other sections):</p>

Indicator	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● 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"> ● Continued professional collaboration, instructional support and academic walkthroughs to strengthen Tier 1 instruction in the areas of literacy across content areas/academic language and assessment practices ● Continued professional collaboration and support to weave student voice into our core curriculum in the form of responsive & relevant texts and learning activities, discussion protocols and authentic work products. ● Refining the MTSS system, including a proactive and expanded 9th Grade Academy model. ● Aggressive approach to enrolling students in summer school, and use of the master schedule to maximize credit recovery and exam preparation. ● Continued refinement of a comprehensive approach to Social-Emotional Learning and mental health centered on transformational SEL and student voice.
#250: Total Cohort	Supporting 6th-year students requires a very individualized approach, and Northeast utilizes the following data and emerging trends to ensure continuous progress and growth:	<p>Strategy: 6-year graduation rate will be supported by MTSS structures that include wrap-around support for over-age credited students</p> <p>Rationale: By monitoring social emotional needs, attendance, and grades at the same time we will emphasize focus and tracking on credit recovery and academics</p> <p>Goal: By June 2024, Northeast will graduate 65% of Cohort 2018 students</p>

Indicator	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. 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>6-Year Grad Rate All Students 2021-2022 Progress Target: 60%</p>	<ul style="list-style-type: none"> At the end of last school year, the graduation rate for the 2017 cohort was 72.3% (89 out of 123 students). By the time school opened, the cohort had 9 new members. This school year, three additional students from the 2017 cohort graduated, bringing the 6-year rate to 69.6%. 	<p>Lead Measure: Administrator and/or counselor will have made contact with 100% of 2018 cohort students by the second week of September and devised an effective, measurable plan for success.</p> <p>Lead Measure II: 100% of students will have access to credit recovery options with the 2022-2023 school year through semester-based review courses, Online Credit Recovery, and after-school programming</p> <p>Additional Information: Northeast devotes considerable efforts to keeping students engaged, and to re-engaging students and supporting them to a diploma. Since the pandemic, more students are opting to pursue GED, JobCorps, and/or workforce options. We support them in these plans, although they could negatively impact our graduation rates. We are also working to increase our CTE-focused partnerships which will help us keep students persisting.</p>

Part III – Demonstrable Improvement 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, action steps, goals, and commitments to support progress toward the Demonstrable Improvement Indicator targets.

Final Report with Reflection on Lead Strategies Utilized during April 29, 2023 – June 30, 2023		2023-2024 School Year Continuation Plan for Meeting this Indicator
Indicator	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. 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>#65</p> <p>Total Cohort (9th Graders) with 5 or more credits July - June</p> <p>22-23 Progress</p>	<p>Unfortunately due to post-Covid conditions, students being kept home for safety reasons, and overall chronic absenteeism we were unable to meet the metric of 59% of the cohort attaining 5 or more credits. We were able to remain steady at 52% all year and with an aggressive scheduling process and communication to families 62 students are registered for summer school.</p> <p>The following steps and strategies have been implemented to support progress toward this indicator:</p> <ul style="list-style-type: none"> Continued support for students in after-school tutoring, virtual school, boot camps, and Saturday school. 	<p>Strategy: Northeast will continue to refine its systems and procedures to enhance the 9th Grade Academy.</p> <p>Rationale: More consistent structures with devoted attention to social-emotional learning and progress monitoring will build academic habits. A focus on integrating literacy practices across all disciplines as a way to increase student success.</p> <p>Goal: For the 2023-2024 school year at least 59% of the cohort will be on track to earn 5 or more credits by June.</p>

<p>Indicator</p>	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● 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>Target: 59%</p>	<ul style="list-style-type: none"> ● Cohort Tracking to monitor student data. ● Use of IXL in Algebra 1 for skill building ● Read 180 Data ● Freshman Seminar, a new course this year designed to support students academically, behaviorally, and socially-emotionally, is devoted time with 9th grade students and a trusted adult to build executive functioning(effective note-taking, organization, and advocacy) skills through research-based strategies. ● Mock regents for Algebra 1 and Living Environment in January provided 9th-grade students with exposure to rigor and stamina needed for regents testing in June and this will be continued. ● Created an item analysis from midterm data to improve instruction. ● Completion of the first round of Datawise with a focus on school-wide assessment practices via quick writes and feedback 	<p>Lead Measure 1: 95% of 9th Grade Academy teachers will utilize the Student Agendas, specific literacy practices of annotating texts, class protocols, and associated routines that are built as a floor, and participate in grade-level meetings.</p> <p>Lead Measure 2: 80% of walkthroughs will show routine use of Learning Targets, literacy skills aligned with standards, differentiated materials to address student needs, and opportunities for students to critically think.</p> <p>Reflecting on the past year’s systems and data, the bottom line is that only 52%% of the cohort earned the critical 5 credits by June necessitates an extra investment of efforts and resources. Hence, a redoubled focus on a 9th grade Academy model that will include:</p> <ul style="list-style-type: none"> ● A devoted administrator, counselor, PPR staff member, and a social worker ● A geographically separated hallway/floor in the building where the majority of classes will be held; ● Regular meeting time for the core devoted teachers that can link to cohort tracking and MTSS problem-solving ● Year two of the course Freshmen Seminar elective to teach common academic habits and reinforce individual goal-setting, as well as serve to engage students in

Indicator	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • 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"> • Continued Professional Development around literacy practices. • Grade-level meetings to address areas of concern and adjustment. • Utilize district resources to address our co-teaching dynamics and what we could improve upon to have more success in ICT classrooms, especially in the planning and execution of lessons. 	<p>the emerging social justice strand. This course will use data and address some of the literacy practices that are being used in all core classes.</p> <ul style="list-style-type: none"> • Creation of a 9th-grade survival guide for students, parents, and teachers to help navigate the expectations and systems. • Some common instructional structures such as the use of an agenda, headings, and class protocols will foster executive functioning and help transition students into high school. • A two-day August experience that will bridge students into high school, assess reading levels and create a sense of community for students and families. In addition, new ninth graders will benefit from the schoolwide strategies for improvement outlined in other sections.
#66 Total Cohort (10th Graders) with 5 or more credits July - June	<p>The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:</p> <ul style="list-style-type: none"> • Devoted counselor and administrator, and newly added house office with clerical support 	<p>Strategy: Northeast will refine its cohort tracking and MTSS strategy for the 2022-2023 school. Rationale: By expanding proactive monitoring of attendance, behavior, and grades and widening the number of people who participate in the monitoring and goal-setting, outcomes will improve.</p>

Indicator	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● 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>22-23 Progress Target: 60%</p>	<ul style="list-style-type: none"> ● Town Hall and initial transcript review held early in the year, but status reports and progress reports are disseminated to students and families every 5 weeks ● Cohort tracking meeting taking place every month with counselor, social worker, attendance and behavior teams ● All students are scheduled into weekly Advisory class in order to ensure a close relationship with a trusted adult as well as incorporate periodic self-reflection on progress and goal-setting. ● Many of the social-emotional supports have been targeted at this cohort, based on needs identified last year and per student surveys ● Project Turnaround started in March for students with high suspensions and chronic absenteeism ● Saturday School continues to run each week, and is scheduled to shift focus from credit and marking period recovery to regent preparation in April ● Marking Period Recovery programs will run during school breaks beginning in February/April Breaks 	<ul style="list-style-type: none"> ● Goal: By February 2023, at least 50% of this cohort will be on track to earn 5 or more credits by June. ● Lead Measure: 100% of families of students with two or more Fs will be contacted every 2-3 weeks ● Lead Measure II: 100% of students will have access to credit recovery options through semester-based review courses, Online Credit Recovery, and enrichment experience such as after-school programming, Saturday School and recess institutes <p>Lead Measure III: 80% of students will participate in goal-setting during Advisory during Semester 1.</p> <p>Additional Information: The year-end data is still being analyzed both for patterns and for individual plans. However, we continue to see the impact of essentially missing the first two years of traditional high school due to the pandemic on this cohort. This demands:</p> <ul style="list-style-type: none"> ● Shifting to provide each cohort with a devoted counselor ● Holding regular Town Halls and designing outdoor experiences to build community and sense of belonging at school ● Strategically scheduling students into AIS and credit-recovery options for next year

<p>Indicator</p>	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● 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"> ● Night school and afterschool tutoring 	<ul style="list-style-type: none"> ● Implementing all of the strategies outlined above to promote student voice and make school more relevant and responsive to student interests and goals.
<p>#68</p> <p>Total Cohort (11th Graders) with 5 or more credits July - June</p> <p>22-23 Progress Target: 76%</p>	<p>Data from 2022-2023:</p> <p>As of 6/30/23, 69 of the 147 students in the 2020 cohort earned 5 or more credits this school year (47%). There are an additional 24 students who are within a credit or two of meeting it and of those students, 19 students are enrolled in summer school. Of the students who earned fewer than 2.5 credits, 11 are enrolled in summer school. While summer school credits will not count towards this Progress Target, it will nonetheless position students to get closer to graduation as they enter their senior years.</p> <p>Action Steps Taken During 2022-2023:</p> <p>The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:</p>	<p>Strategy: Northeast will refine its cohort tracking and MTSS strategy for the 2022-2023 school, specifically by retaining a dedicated counselor at that specific grade level, rather than having counselors move with the cohort.</p> <p>Rationale: By expanding proactive monitoring of attendance, behavior and grades and widening the number of people who participate in the monitoring and goal-setting, outcomes will improve. Additionally, having a single counselor that is familiar with the specific challenges and highlights of that grade level will be best able to put students on the correct path to success.</p> <p>Lead Measure: 100% of families of students with two or more Fs will be contacted every 2-3 weeks</p> <p>Lead Measure II: 100% of students will have access to credit recovery options through semester-based review courses, Online Credit Recovery, and enrichment</p>

<p>Indicator</p>	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● 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"> ● Devoted counselor and administrator ● Town Hall and initial transcript review held the week of 10/3 ● All students are scheduled into weekly Advisory class in order to ensure a close relationship with a trusting adult as well as incorporate periodic self-reflection on progress and goal-setting. ● Many of the social-emotional supports have been targeted at this cohort, based on needs identified last year. ● Saturday School began meeting in earnest during February and will continue through June ● Marking Period Recovery programs were run during both February and April breaks <p>Based on the data collected during the school year, it became evident that attendance was the single greatest factor in prohibiting students from successfully accruing 5 or more credits. Now with a new Home School Assistant, the school will be able to more effectively re-engage students and families that we previously had</p>	<p>experiences such as after-school programming, Saturday School and recess institutes.</p> <p>Lead Measure III: 80% of students will participate in goal-setting during Advisory during Semester 1.</p> <p>Additional Information: Schoolwide strategies outlined in previous sections support this work. Also, supporting the 11th-grade year effectively demands:</p> <ul style="list-style-type: none"> ● Retaining a specific “11th-grade counselor” who is an expert at that particular grade level. <p>Leveraging our new Home School Assistant to re-engage students and families who had not regularly connected with the school</p> <ul style="list-style-type: none"> ● Holding regular Town Halls and designing outdoor experiences to build community and a sense of belonging at school. ● Strategically scheduling students into credit-recovery options for the following year. ● Implementing all of the strategies outlined above to promote student voice and make school more relevant and responsive to student interests and goals.

Indicator	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	been unable to connect with.	

<p>#89</p> <p>Total Cohort 5-Year Grad Rate - SWD Students</p> <p>22-23 Progress Target: 46</p>	<p>There are a total of 35 Students with Disabilities in the 2018 cohort, 17 had previously graduated, and 2 more graduated this school year, finishing in June. This brings the 5-year rate for SWDs to 54%, which exceeds the progress target.</p> <p>Northeast continues to utilize its regular and extensive cohort-tracking process to ensure the success of students, into and through their 5th year if required. The system of case managers and specialized support also partners with us.</p>	<p>Strategy: 5-year graduation rate for students with disabilities will be supported by MTSS and cohort tracking structures that include wrap-around support for over-age under-credited students, in accordance with supports outlined in all previous graduation rate indicators.</p> <p>Rationale: By monitoring social-emotional needs, attendance, and grades at the same time we will emphasize focus and tracking on credit recovery and academics</p> <p>Goal: By June 2024, Northeast will graduate at least 4 more students, raising the graduation rate to 52%.</p> <p>Lead Measure: 100% of enrolled students with disabilities will have individualized plans created with students, family, and school and receive 5-week updates.</p> <p>Lead Measure II: 100% of students will have access to credit recovery options through summer and school year through semester-based review courses, Online Credit Recovery, and after-school programming</p> <p>Additional Information:</p> <ul style="list-style-type: none"> • There are 73 SWD in the 2019 cohort, 35 of whom graduated in June; this is a graduation rate of 47.9%. At least 5 students are enrolled in summer programming, with 2-3 being viable August graduates. <p>Northeast continues to refine and strengthen its special education program, which is critically important given our high share of students with disabilities. While we would hit targets in this area, we are focused on the following, in addition to our overall priorities:</p> <ul style="list-style-type: none"> • building a reading program into our self-contained classrooms; • supporting co-teaching models and teams; • working to elevate the role and expertise of case managers
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Indicator	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● 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>#253</p> <p>Total Cohort 6-Year Grad Rate - Hispanic Students</p> <p>22-23 Progress Target: 60</p>	<ul style="list-style-type: none"> ● There are 46 Hispanic students in the 2017 cohort, 30 of whom have graduated. ● One additional Hispanic student graduated in June, bringing this rate to 67.39% which exceeds the target. 	<p>Strategy: 6-year graduation rate for Hispanic students will be supported by MTSS and cohort tracking structures that include wrap-around support for over-age under-credited students, in accordance with supports outlined in all previous graduation rate indicators.</p> <p>Rationale: By monitoring social emotional needs, attendance, and grades at the same time we will emphasize focus and tracking on credit recovery and academics</p> <p>Goal: By June 2024, Northeast will graduate 45% of Cohort 2018 Hispanic students</p> <p>Lead Measure: 100% of enrolled students with disabilities will have individualized plans created with students, family, and school and receive 5-week updates.</p> <p>Lead Measure II: 100% of students will have access to credit recovery options through summer and school year through semester-based review courses, Online Credit Recovery, and after-school programming</p> <ul style="list-style-type: none"> ● Currently 13 out of the 31 Hispanic students in the 2018 cohort have graduated, and 5 remain actively attending. ● 13/31 grads = 41.9%

Indicator	<p>What specific strategies and action steps were 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 period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● 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"> ● 4 active still <p>Please see all other sections to see how Northeast will support this metric. However, we highlight the following as especially relevant:</p> <ul style="list-style-type: none"> ● Expansion of student voice and more relevant course offerings; ● Emphasis on a more culturally sustaining curriculum;

Part IV – 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.

**Note: Administrative, teachers, and parent representative members of the CET must be selected through the process as established in Commissioner’s Regulations 100.11(b)*

Report Out of 2022-2023 CET Plan Implementation	Plan for Use of CET Recommendations in 2023-2024
<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 during this reporting period. Include the role/title of any new members. • Provide data and related evidence used to measure the impact and efficacy of the CET. • Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan. 	<ul style="list-style-type: none"> • Outline the process by which new members of the CET will be identified and selected*. • Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members. • Provide and outline your plan for CET meeting agenda development, action items, follow through, and analysis. • What methods will be used to provide the CET with the necessary information to assess and analyze the impact of lead strategies and/or department-approved intervention model that includes rigorous performance metrics and goals.

Northeast CET continued to meet monthly during Q4, but the work transitioned to more of a student focus, with student-led sessions from April-June. Student Voice members proposed to build a peace garden and peace path, and CET members and community supports joined in unison to fund several student projects. In addition, agencies presented the work they are conducting in supporting students and families. CET also directed its focus to support the vision of a social justice school and what that looks like in their respective roles.

The Northeast CET includes the following members:

- Gina Porretta-Baker, Teacher
- Jessica Nordquist, Community Site Coordinator
- Adie Rufa, Counselor
- Chris Widmaier, Community Partner
- Chuck Allen, FACT
- Lena Fagen, Psychologist
- Jorge Jimenez, Student
- Suzan Rodriguez, Student
- Justin Morris, Untrapped Ministries
- Clayton Lyons, Center for Dispute Settlement
- Jose Peo, Rochester Councilman
- Gilbert Rosa, teacher on assignment social justice
- Sarah Clark, NY assemblywoman
- Clayton Lyons, Untrapped Ministries
- Barbara Lake, Charlotte Business Association
- Patti O'Brien, Charlotte Neighborhood Association
- Jonathan Hardin, Mayor's Office
- Quiana Ogden, Center for Youth
- Nakia Burrows, Principal

Three areas of ongoing work for the CET leading into the 2023-24 school year:

1. Continued work and problem-solving around barriers to parent engagement. In support of the student voice proposal, parents and partners will come together to expand this year's constructed peace garden and peace path. The 2023-24 school year will see decorative fencing, a fountain, and additional outdoor games and activities being added to the peace area. This project will serve in creating buy-in for students and families, but also in unifying the neighborhood, as our facilities are open to the community throughout the year and after school hours. Additionally, we will continue to expand Parent Voice by inviting guardians to the table to plan events, attend field trips and learning experiences with our students and staff, and training parents to be advocates in their children's educations. The Parent and Community Voice program rollout was postponed during the 2022-23 school year due to the loss of our home school assistant. The program will continue to grow next year, with school attendance and engagement at the center of the charge.
2. Strengthening school climate through student voice and engagement, Northeast student voice members will be working on their three identified projects in the coming quarter: expanding the peace path/meditation space, and facilitating relationship-building activities with teachers. They are working with Teen Empowerment and other mental health professionals to research and present their proposal to have access to grants and funding.
3. Students will continue to work with CET members to further provide relationship-building professional learning in the PLCs with teachers. This aligns with lifting the student voice curriculum at Northeast to continue to improve the climate and culture of the building.

<p>Several community and family engagement events were held this quarter which brought community partners, members of the CET team, and faculty/staff of Northeast together. These events included our annual Family Block Party, Staff Appreciation Day, Family Awards Night, and Field Day.</p>	<ol style="list-style-type: none"> 4. Students presented their project idea to the participatory budgeting committee and were awarded \$10,000 to further build their vision for a community space on school grounds further advocating for peace. Students will have an opportunity next year to implement phase 2 of this project in developing another proposal. 5. CET and student voice will work and collaborate to facilitate the race summit in May 2024 with neighboring suburban schools.
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<p>Part V – Powers of the Receiver Provide a summary of the use of the School Receiver’s powers during 2022-2023 school year.</p>	<p>Describe the anticipated use of the School Receiver’s powers during the 2023-2024 school year (pursuant to those identified in Commissioners Regulation §100.19).</p>
<ul style="list-style-type: none"> ● Monthly mandatory full-faculty professional development/work time (4 hours per month, August - June) to advance collective agendas. ● Regular, mandatory job-embedded Professional Learning Communities (PLCs) and department meetings (rolling agendas and all materials housed in Google Drive for school). ● Aggressive filling of staff vacancies as they emerged, and continuing now as the faculty expands due to an increase in student population for the 2023-24 school year. ● Resources invested in additional supports: Saturday School, Bridges transition program for high-needs students, Virtual Evening School and break week programs to provide increased access to marking period and credit recovery. ● Additional resource deployment of co-teaching supports to build capacity in Northeast staff, in which 30 of 80 teachers are special education teachers, serving the needs of our high special needs population (33%). 	<p>As we transition into the 2023-24 school year, year 2 of our Social Justice transition, there may be powers that we propose to enact in order to support the emerging vision/program, which would go live the following year. In the meantime, we anticipate continuing our partnership with the Receiver to aggressively fill our staff vacancies, using Receivership to prioritize getting the highest quality staff in place as soon as possible. We also anticipate continuing to exercise the powers utilized during the 2022-23 school year.</p>

Part VI – Assurance and Attestation

By signing below, I attest to the fact that the information in this Final Report and Continuation Plan 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:

Caryine Peluso
[Signature]
7/10/23

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Final Report and Continuation Plan, 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:

Jessica Nordquist
[Signature]
Community Site Coordinator
7/14/23

***The CET Attestation must be signed by a CET member other than a school administrator.**