

2023-2024 Receivership School Quarterly Report #1
Report Period: *July 22, 2023, to October 30, 2023 (Due October 30, 2023)*

This document is to be completed by the Superintendent 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, accessible location on the district website. All responses should directly align with or be adaptations to previously approved improvement 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:
East Lower School	261600010105	Rochester CSD	University of Rochester	1	https://www.rcsdk12.org/Page/49867
Superintendent	School Principal <i>(If appointed since the last reporting period, attach resume)</i>	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Marlene Blocker, Superintendent, East EPO	Leandrew Wingo	October 2021	Caterina Leone-Mannino, Assistant Superintendent, East EPO Jennifer Reese, Chief Academic Officer, East EPO	Grades 6-8	n/a

Executive Summary

Please provide a *plain-language summary* of this Quarterly Report-based Continuation Plan to both reflect the changes and progress made since the last reporting period. Describe the systems and processes utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver during the past quarter have framed 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 prior to submitting the report.

Since July 1, 2023, East EPO Leaders have been dedicated to enhancing the systems of support within East Lower and Upper Schools, with a strong focus on leadership coaching and collaborative learning. They hold weekly Executive Leadership Team meetings to monitor progress in different school segments, ensuring a balanced approach from broad strategies to specific needs. Principal coaching emphasizes data analysis, instructional leadership, and collaborative problem-solving. Regular meetings among academic leaders, teachers, and counselors enhance communication and curriculum planning, addressing attendance issues and providing mental health support. These efforts create a nurturing and growth-oriented educational atmosphere.

The faculty at East is committed to improving the curriculum comprehensively, striving for a curriculum that is both "guaranteed and viable." Every teacher actively participates in developing, reviewing, and revising curriculum units. Teacher leaders have been instrumental in selecting Long-Term Transfer Goals for the upcoming school year, aligning them with appropriate success criteria. Professional development sessions and focused learning institutes refine end-of-unit tasks and success criteria. Teachers invest significant time in revising units, ensuring they meet established criteria, and continue refining the curriculum for effective teaching. Teachers at East are collaborating to enhance their teaching methods actively. They encourage deep discussions, ask important questions, and keep students engaged. Recognizing challenges in students' metacognition, they have devised clear goals to improve students' understanding of their learning process. Training sessions help teachers and leaders understand and implement these strategies, fostering better learning experiences.

East prioritizes socio-emotional learning (SEL) initiatives. While various programs like SEL Learning Half-Days and Restorative Practices are in place, the school lacks a cohesive plan. To address this, we have established the SEL Council, aiming to align SEL with school values and provide consistent guidance to staff. Ongoing training focuses on staff confidence in supporting students' emotional growth. Surveys and interviews identify areas needing improvement, leading to plans for a comprehensive SEL strategy, reevaluating existing programs, and implementing peer mentoring initiatives for a holistic approach. East also emphasizes community engagement and coordination of support services. A Community School Coordinator and AmeriCorps VISTA Fellow facilitate service integration and family engagement. A new case management tracking tool is under development for unified data collection. Asset mapping and needs assessments are conducted in collaboration with local organizations. The school actively engages diverse stakeholders through meetings and transparent communication. Monthly events promote family participation, and parental leadership and student voice are encouraged to foster a vibrant community and fulfill the vision of tenacity, purposeful thinking, and advocacy for self and others.

East EPO aligns with NYSED 100.19 Receivership law, implementing flexible curriculum, modified bargaining agreements, extended hours, and smaller classes. Priority is given to local residents, siblings, and specific CTE program requests for student placement. The EPO/Receiver's continuous improvement efforts have significantly enhanced student outcomes over eight years. Crucial decisions about the EPO continuation at East are pending. Collaboration with NYSED and RCSD are vital to draw lessons from East's success and ensure the ongoing benefits for Rochester's students.

Overview of School Demographic and Four-Year Trend Data

Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 5 of this Reporting Document to determine related calculations .

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as ‘point-in-time.’

Data Source: Roc 3 D

Date of Capture:

10-26-23

Total Current Enrollment/Registrant Counts: N= 366 **SWD 14.6**
ELL 14.1% **SWD/ELL percentage total**
28.7%

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	90%	90%	84%	86.8%
Chronic Absenteeism Rate	NA%	67%	52%	40.4%

Data retrieved from ROC 3D 10/27/23, updated as of 10/26/23

Suspension % Rate and Number by Category				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	14%/#25	68%/#298	35%/#106	15.5%/#30
Duplicated Suspensions	NA	22%/#94	21%/#94	1.1%/#4
Unduplicated Suspensions	NA	12%/#54	8%/#24	7.1%/#26
ELL Suspensions	NA	3%/#14_	2%/#5	3.8%/#3
SWD Suspensions	NA	5%/#24	6%/#17	15%/#12

Overview of School Demographic and Four-Year Trend Data

Use the template below to provide four-year graduation and Drop-out rate trend data, as applicable.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, Year-to-Date Data should be reported as 'point-in-time.'

Graduation Percentage Rates				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Grad. Rate	___%	___%	___%	___%
ELL Grad. Rate	___%	___%	___%	___%
SWD Grad. Rate	___%	___%	___%	___%
NYSAA Grad. Rate	___%	___%	___%	___%

**NYSAA programming is a non-Regents pathway for students with severe cognitive, speech/language and adaptive deficits. Alternative means are provided typically through Dynamic Learning Maps assessments that are linked to ELA, math and science.*

Drop Out Percentage Rates				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Drop Out Rate	___%	___%	___%	___%
ELL Drop Out Rate	___%	___%	___%	___%
SWD Drop Out Rate	___%	___%	___%	___%
NYSAA Drop Out Rate	___%	___%	___%	___%

Suspension Tracking and Reporting Addendum

Out of School Suspensions #:

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

30

Duplicated Suspensions #:

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

4

Unduplicated Suspensions #:

Number of students suspended out of school one time.

26

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time.

3

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time.

11

Directions for Parts I, II, and III - District and school leadership should analyze and frame a summary of the steps taken to implement lead strategies during the first quarter, as well as by identifying key strategies that were included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and school improvement*. The report should include a clear focus on *how evidence guides decisions* and an outline 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. Applicable resources and related guidance can be accessed via the *Department's Diversity, Equity, and Inclusion and Culturally Responsive-Sustaining (CR-S) Education Frameworks*, (@ [DEI Framework](#)

[and Policy Statement | New York State Education Department \(nysed.gov\)](#), [Culturally Responsive-Sustaining Education | New York State Education Department \(nysed.gov\)](#), and in support of the NY Social Emotional Learning Benchmarks @ [NYS SEL Benchmarks \(nysed.gov\)](#).

- When responding to prompts pertaining to the *Quarterly Report #1*, identify processes:
 - Used throughout Quarter 1 to assess the impact of *strategies implemented* to improve student learning outcomes.
 - For assessing the impact on student learning outcomes that will be newly implemented during the new school year.
- Frame how 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.
- To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and school Leadership should *assess the impact* of identified lead strategies on student learning, as aligned to Technical Assistance and Support sessions and diagnostic review feedback.

Part I- Lead Strategies for School Improvement

Include 3-4 core lead strategies that are central to the school's improvement plan. Such strategies 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 to serve as overarching approaches for strategically implementing targeted action plans leading to demonstrable improvement.

**Quarterly Report #1 - Reflection on Lead Strategies Utilized during
July 22, 2023 – October 30, 2023**

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
<p>1. East EPO Superintendent and Assistant Superintendent leadership transitioned effective July 1, 2023. There will be a renewed focus on establishing school-wide systems, with vertical alignment across campus, to promote continuous improvement and ensure success for all students. This will include regular analysis of school data with school leaders to progress monitor collaboratively with district leadership. EPO district</p>		<p>Executive Leadership Team Meetings: Since July 1, 2023, East EPO Leaders have established weekly Executive Leadership Team meetings to review general progress of East Lower, Freshman Academy, and East Upper toward improvement goals outlined in the continuation plan. A rotating schedule of weekly updates by DTSDE Tenet allows for a balance of focus from larger picture strategy to specific needs. Weekly review of operational needs has also ensured adequate communication to ensure seamless integration of both schools on the same campus.</p> <p>Individual Principal Coaching: The Superintendent and Assistant Superintendent meet individually with each principal a minimum of once per week. These one-to-one meetings include a focus on data review, improvement strategies, and instructional observation/walkthroughs. A shared focus on supporting instructional leadership capacity, increased time in classrooms, and understanding and monitoring the impact of initiatives on school level goals and targets are part of these conversations. Discussions of problems of practice are included to ensure collaborative thought partnership and reflective, growth oriented feedback.</p> <p>1:1:1 Meetings (Chief Academic Officer: Administrator: Teacher Leader): One of East EPO's commitments in the continuation plan for this year was strengthening the relationship, communication, and accountability among CAO, administrators who oversee different academic departments, and teacher leaders. A monthly meeting to review curriculum maps, lesson plans, lesson quality, and instructional walk through data provides an opportunity to ensure a shared vision for</p>

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<p>leaders will utilize the Center for Educational Leadership's Principal Support Framework to strengthen the partnership between system leaders and school leaders, the Professional Standards for Educational Leaders (PSEL) will guide coaching and professional learning.</p>	<p></p>	<p>instructional expectations among the team. This meeting is used to collaborative plan for next steps in professional learning, teacher coaching, and administrative intervention when needed.</p> <p>Administrative Team Meetings: Progress toward goals is reviewed monthly with a data dive by each school team of administrators. Each principal meets weekly with their leadership team to review attendance, behavioral/socio-emotional, and academic data for all students.</p> <p>Administrator/Teacher Leader/ Departmental Meetings: Each leader, in turn, meets weekly with their respective teacher leader and departmental teachers to review data including: benchmark testing, common formative assessment, and performance task. Information used from this meeting informs additional student support and priorities for focus during the student support period. Curricular progress and instructional walkthrough data are also reviewed to inform support and plan for next steps.</p> <p>Common Planning Time (CPT): Common Planning Time (CPT) is built into each teacher's daily schedule; CPT meetings are incorporated twice per week to inform collective lesson planning, learning about instructional strategies, and looking at student work and assessment data. Jennifer Rees</p> <p>CAST (Counselor, Administrator, Social Worker Team) Meetings: CAST meets once every four days. Together the team reviews attendance, socio-emotional, and academic data for scholars on their shared caseload. Plans for individualized outreach and support are planned during this time. Progress is monitored weekly. The Attendance Assistant joins this meeting to follow up with individual home visits related to attendance and provide progress updates; the Community School Coordinator attends this meeting to assist with referrals for community partner and external agency support as needed. Future plans include documenting best practices and increased sharing opportunities amongst teams to arrive at a standardized campus wide approach and expectation by next school year. Additionally, the future Case Management Tracking Tool data system will support capturing these referrals in one location to enhance the individual student records captured in SMS Attendance Actions.</p>

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		<p>Attendance Team/Family Support Team: The Attendance Assistant, Home school Assistant, Community School Coordinator, and Assistant Superintendent meet bi-weekly to review school-wide data related to attendance, including record accuracy, average daily attendance, individual student attendance, and chronic absenteeism. When students with Chronic Absenteeism issues are identified the team works to assess root causes through conducting home visits and meetings with scholars and families. Examples of recent success include addressing several students' chronic absenteeism related to school anxiety through the creation of an individualized student support plan with the CAST and referral/connection with URM School Based Health Center for Mental Health services. Next steps will include prioritized attendance improvement plans (for students with 50-75% attendance) to be developed collaboratively with the CAST team with a heavy emphasis on Tier 2 interventions (Success Mentors-NYC, Attendance Contracts, Check-in/Check Out, Group Counseling, Peer Mentoring, Progress Monitoring Meetings). Future plans include implementing attendance incentive programs such as raffles, celebrations, and special privileges for students with excellent attendance records.</p> <p>SEL/ Mental Health Team: Counselors, Social Workers, Community Partners (Center for Youth Services, Ibero), the Attendance Assistant, Community School Coordinator, and Home School Assistant meet weekly to plan for individual (Tier 3) student and family support and progress monitor past cases. The SEL Coordinator and Community School Coordinator support and complete agency referrals as needed.</p> <p>Professional Learning: The Summer PL Institute for all staff provided the opportunity to set the focus for Tenet 3 & 4 for the 23-24 SY. 97% of staff was in attendance for at least a portion of the whole school August PL. Wednesday Professional Learning is planned weekly throughout the school year for all teachers. In addition, administrators participate in professional learning twice monthly to support strategies aligned with the improvement plan.</p>

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<p>2. Pursuit of a “guaranteed and viable curriculum” (a curriculum that is written, enacted, supported, and learned). This involves 100% of the East faculty in writing, reviewing, assessing, and revising curriculum units. The specific focus area for this upcoming year will be vertical alignment with a second prioritized department-specific transfer goal (a different one from the previous year).</p>		<p>Summary:</p> <ul style="list-style-type: none"> • Leaders have an improvement plan in place that outlines detailed plans for this work related to vertical alignment of the curriculum. • In the Spring of 2023, work was done with teacher leaders to begin to prepare for vertical alignment of our curriculum this year. Teacher leaders were engaged during Teacher Leader Collaborative Planning Time (TLCPT) in selecting 1 of the Long-Term Transfer Goals (TG) for their content area that would be focused on in the 2023-2024 school year and “unpacking” that TG to get clarity on what we would accept as evidence of success at a graduation level. Standards and outside exemplars were used and teacher leaders were engaged in comparing East’s curriculum to those outside exemplars for the purpose of analysis and reflection. Student work was also collected - specifically the end of unit performance task work from units aligned with that transfer goal in all courses Grades 6-12. • In the Summer of 2023, we held a Vertical Alignment (VA) Institute - a 5-day professional learning series - during which we had small groups of teachers from each content area participate in extending the work done by the teacher leaders in the spring. During the VA institute, participants received professional learning on ensuring complexity, authenticity, and appropriate scaffolds in end of unit performance tasks, refined the success criteria related to their prioritized transfer goal, examined the existing student work from units aligned with that transfer goal for evidence of that success criteria at a grade-appropriate level of challenge, and revised units of study as models for their peers. Participants then planned for how to share this learning with others in their department during our August Professional Learning Week. • During August Professional Learning Week, teachers and administrators spent 15 hours of professional learning time extending the work that had been done in the spring and in the vertical alignment institute. This included about 3 hours of “input”, or professional learning led by the participants of the VA institute, our chief curriculum consultant from the University of Rochester, and East instructional leaders related to complexity, authenticity, and appropriate scaffolding for end of unit performance tasks. Teachers spent 7-8 hours revising the units aligned with their prioritized transfer goal. • Teachers have continued to revise their units in alignment with the criteria that we established in our Single Point Vertical Alignment Rubric under the leadership of our teacher leaders during collaborative planning time within the first few months of school.

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		<ul style="list-style-type: none"> ● Additional follow-up professional learning is being planned for the upcoming Superintendent's Conference Day on November 7 - this follow up will be differentiated and facilitated by teacher leaders and others through both department-specific curriculum writing time as well as choice in-sessions. <p>Evidence & Analysis</p> <ul style="list-style-type: none"> ● Evidence includes plans and agendas for the Vertical Alignment Institute and August PL Week portions related to curriculum development, written feedback in the Single Point Rubrics, as well as resulting revisions to over 80 curriculum units made during August PL Week. ● Criteria for success are below, including indications of current status. <ul style="list-style-type: none"> ○ For each department: <ul style="list-style-type: none"> ○ A prioritized transfer goal (TG) has been unpacked & shared criteria for success have been clearly articulated (this is currently true of 100% of departments). ○ A Grade 12 model/exemplar (either teacher- or scholar-created) that demonstrates strong and thorough evidence of the identified criteria for success exists (this is currently true 100% of departments). ○ Criteria for success have been nuanced for clarity and specificity as it relates to both Grade 8 and Grade 12 expectations (this is currently true of 90-100% of departments). ○ For each course, the unit(s) aligned with the department's prioritized TG have been identified and refined to ensure: <ul style="list-style-type: none"> ○ Alignment of the performance task (PT) with the identified, shared success criteria at a grade-appropriate level of challenge. ○ Identification of critical content & skills (CCAS) in bold in Stage 1. ○ Revision to the performance task to ensure complexity, authenticity, and appropriate scaffolding. ○ Ample opportunities for scholars to learn, practice, and receive plus act on feedback toward the content, concepts, and skill identified in the CCAS and success criteria throughout Stage 3. ○ Evidence of scholar work from enactment of the PT in the 2023-2024 school year that demonstrates alignment with the success criteria. <p>(Progress is tracked through a Curriculum Writing Update (tool) - inquire for further info.)</p>

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		<ul style="list-style-type: none"> In reflecting on the work that staff did during August PL week toward the above, we noticed that more explicit attention needs to be given to what appropriate scaffolding looks like for end of unit assessments. As such, time has been built into teacher leader collaborative planning time during the second quarter to build teacher leaders' capacity in this area and support forward growth.
<p>3. Staff will engage in collaborative inquiry around metacognition as part of lesson design and implementation.</p>		<p>Summary:</p> <ul style="list-style-type: none"> Leaders have an improvement plan in place that outlines detailed plans for this work related to metacognition as a result of collaborative planning done by a group of varied instructional stakeholders (instructional council) led by the CAO throughout Spring 2023. The following student-centered learning problem and problem of practice were identified for further pursuit through collaborative inquiry as a staff during the 23-24 school year: <ul style="list-style-type: none"> <i>Student-Centered Learning Problem:</i> At East, scholar lightbulbs (deep understanding) are not consistently lighting up because scholars are not regularly reflecting and engaging with metacognition, likely due to some combination of a lack of understanding, shared value, and/or the skills and strategies needed to do so. <i>Problem of Practice:</i> At East, educators have not yet developed a shared understanding of reflection and metacognition, its value in supporting scholar learning and growth, and strategies for how to best utilize it as part of daily learning. In Summer 2023, strategic planning continued and school leaders were engaged in initial professional development related to metacognition as part of both the Teacher Leader Retreat and Leadership Retreat to prepare leaders to be able to support whole staff learning around metacognition through differentiated professional learning, follow up, and coaching within content areas. This included reviewing baseline data collected in May and June of 2023 to inform the work and resulted in the creation of the following SMARTGoal: <ul style="list-style-type: none"> <i>SMARTGoal:</i> All scholars will regularly engage in reflection and metacognition as part of daily learning, resulting in at least 80% of scholars demonstrating growth over time on identified department-specific learning goals (SMARTGoals) from September 2023 to June 2024. In Summer 2023, all staff was also engaged in professional learning related to metacognition during our August Professional Learning Week to support our first change idea:

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		<ul style="list-style-type: none"> ○ <i>Change Idea #1</i>: If we develop a common understanding and shared value of metacognition as a school, then metacognition will more likely be used as part of daily teaching and learning, and scholars will begin to move from a “tacit” to “aware” level of metacognition. ○ This professional learning session engaged staff in understanding existing definitions of metacognition; crosswalking concepts related to metacognition with East’s foundational learning principles, instructional practices, and mission/vision to understand alignment to our model; as well as the value that engaging scholars in metacognition can have in terms of increasing student achievement. ● In September and October of 2023, <ul style="list-style-type: none"> ○ <i>Follow up occurred with teacher leaders</i> during TL collaborative planning time to continue to review evidence of learning from the August PL, “workshop” the strategic plan (including identifying success criteria [look fors] for Change Idea #1), preview September and October PL, and collaborate on as well as differentiate department-specific follow-up to occur through content area collaborative planning time. ○ <i>Follow up occurred with teachers</i> as our monthly whole-school professional learning session in September was a focused follow-up session to our August session on metacognition, specifically focusing on strategies to begin to make metacognition visible in the classroom using concepts from Nathan Burns’ text: <i>Inspiring Deep Learning with Metacognition: A Guide for Secondary Teaching</i>. Following this session, teachers were engaged in additional follow up and application by teacher leaders during collaborative planning time. The October PL session built upon September’s session, specifically deepening teacher learning related to modeling metacognition as a one way to make it visible in the classroom and similarly, teachers are being engaged in additional follow up and application by teacher leaders during collaborative planning time. ○ <i>Follow up occurred with administrators</i> as the team spent time during their own professional learning sessions in September and October engaging more deeply with the concept of metacognition and how they can further engage and support teacher’s learning and growth in this area by calibrating on “look fors” and discussing potential feedback to be given during walkthroughs and observations. Additionally, administrators should be doing at least 20 walkthroughs per month giving feedback specific to this area in September/October. ● Presently we are in the middle of a 2-week intensive learning walk to observe evidence of metacognitive look fors related to the initial quarter’s PL in classrooms. This data will be shared in the next quarterly report.

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		<p>Evidence & Analysis:</p> <ul style="list-style-type: none"> ● Following the August PL session, evidence of learning indicated that <ul style="list-style-type: none"> ○ Teachers demonstrated understanding that: metacognition is more than thinking about one's thinking; we need to explicitly teach metacognition if we expect scholars to do it successfully; reflection is part of metacognition vs. something different. ○ Additionally, teacher responses indicated that they collectively value metacognition as part of the learning process and are VERY eager for specific strategies! ○ Based on the above information, the decision was made to move more quickly toward explicit strategies in September's whole-school PL session. ● Based on the work done with teacher leaders in their collaborative planning time, evidence of their learning indicated that <ul style="list-style-type: none"> ○ TLs see the need for additional apply time for teachers beyond the whole school PL - need follow up on the Adult Learning Cycle and the way in which PL and learning in CPTs are both parts of that cycle. ○ TLs have many ideas about how to follow up on the PL with their departments in differentiated ways, but continue to struggle with finding the best way to integrate this follow-up coherently vs. feeling like "its own thing." ○ The thinking of the group about success criteria / look fors was still general/vague to begin with, although they were able to identify more specific criteria when asked for more specificity. More work may be needed for future change ideas to articulate success criteria at the right grain size and level of specificity. ● Based on the work done with administrators, evidence of their learning indicated that <ul style="list-style-type: none"> ○ Ability to identify the alignment of metacognitive look fors with the Danielson rubric was a strength. ○ Administrators have significantly increased the number of walkthroughs being conducted from years' past, demonstrating a strong and increased presence as instructional leaders in classrooms. ○ More discussion and calibration is needed on the difference between cognition and metacognition as well as the team providing consistent feedback during walkthroughs. ● Following the September and October PL sessions, both process data as well as teacher practice data is collected using an exit ticket. Summaries of evidence of learning from September PL Exit Tickets and October PL Exit Tickets can be found at those links respectively. Evidence demonstrates that as everyone settled into the school year, more conversations and learning have been happening in CPT related to metacognition and also that not just with

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		<p>administrators, but with all staff, more explicit time during our inquiry is needed to support understanding the difference between cognition and metacognition.</p>
<p>4. Coordination of the SEL team with community partners and other school structures for support (i.e., family group, restorative practice, <i>Leader in Me</i>) is an important next step. In addition, leadership will establish monthly cycles for data review, improvement planning, and shared decision-making related to school wide SEL initiatives.</p>		<p>Leader in Me: East Lower School is moving forward with Leader in Me implementation, including monthly coaching sessions to ensure implementation fidelity. The team has engaged in 7 Habits training, Lighthouse Team Training, and Core 1 Implementation training. Leader in Me lessons are incorporated into the daily Family Group lesson plan and referred to by all teachers. In addition, the adult Lighthouse team has reviewed how current SEL efforts fit into the LIM framework as part of important alignment and buy-in building.</p> <p>Current SEL Supports: There are a variety of SEL supports currently in place for scholars at East Lower School including: SEL Learning Half-Days/Eagle Days, Lower Counselor/Social Worker: Student Ratios, CARE Room, Teacher Leader Support (.5 FTE), Family Group (daily for all students), Adult Lighthouse Team, Restorative Practices, SEL Supports from Community Agencies (Center for Youth/Cool Down/ATS), School Culture/Climate Work Group, Mental Health Services (URMC School Based Health Center), and Substance Abuse Counseling (Center for Youth/OASAS); yet, there is not consistent understanding of how these initiatives are coordinated into a comprehensive strategic plan for SEL/Tenet 5.</p> <p>SEL Council: As such, in September 2023, we formed the SEL Council with representative leaders from each of the current initiatives. Prior focus work on Tenet 5 was limited to the Student Support Team and did not provide a comprehensive picture of all the work happening. The SEL Council meets monthly to inform the development of the Tenet 5 Strategic Plan. Beyond conducting an inventory of all SEL initiatives and resources currently in place, the SEL Council has conducted a prioritized self-assessment utilizing the DTSDE Tenet 5; they have identified the following prioritized goals for the next quarter: 1) Align the vision for SEL to support East's values and non-academic needs; 2) Ensure adequate support for necessary services to students. This will also be addressed in the Community School Asset Mapping and Needs Assessment Process; 3) Provide guidance for all staff to help them understand their role in promoting students' SEL Learning; 4) Develop a Common Language and Consistent Approach for SEL.</p> <p>NY SEL Benchmarks Training: Ongoing training in SEL Core Competencies and strategies to support development of SEL Competencies, particularly as relate to SEL Goal 1: Self-Awareness and the connection to Culturally Relevant, Responsive and</p>

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		<p>Sustaining Pedagogy (CRRSP) for the 23-24 SY. Utilizing the NY SEL Benchmarks (Nov 2022), East is working with the Children's Institute Whole Child Connection to create a strategic arc of learning to support approximately 6 hours of professional learning with the goal of supporting the adult learning related to supporting, teaching and modeling skills related to supporting students in achieving Goal 1: Develop self-awareness that nurtures and affirms a strong sense of identity, informs decisions about personal actions, and builds a sense of agency.</p> <p>By the end of the 2023-24 school year:</p> <ul style="list-style-type: none"> • 100% of staff will report clear understanding of NYSED SEL Benchmark Goal 1 and its relationship with metacognition as measured by a pre/post survey administered during the PLC • 70% of staff will report increased confidence with supporting students' goal setting, reflection on identity, and/or understanding of emotions as measured by a pre/post survey administered during the PLC • 70% of staff will report implementing 3 or more new practices that promote goal setting, reflection on identity, and/or understanding of emotions <p>Continued Embedded Professional Learning: Members of the Student Support Team (psychologists, social workers, and school counselors) are participating in a year long training based on the actionable framework within <i>Onward: Cultivating Emotional Resilience in Educators</i>. The purpose of the PL opportunity is to promote topics such as self-awareness, relationship-building and emotional regulation.</p> <p>Needs Assessment: The School Climate Survey and Leader in Me MRA were administered in Spring 2023, additionally over 200 focus interviews were conducted with students to gather feedback about current SEL supports. There is a need to focus attention on the physical environment to support SEL, strengthen communication about available services and supports, and revise the Family Group purpose and structure to ensure a shared vision for the use of this time for personal connection and individual student support. Scholars also expressed a desire to have support in talking with their families about their mental health needs and overall socio-emotional well-being; this is reflected in the Tenet 6 strategy outlined below.</p>

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		<p>Next Steps: SEL Council will create a comprehensive Tenet 5 Strategic Plan by February 2024, concurrent with a decision about next steps for identifying a consistent campus-wide approach for SEL Curriculum. Lower School restarted implementation of Leader in Me with coaching for implementation fidelity; review of their learning by Freshman Academy is recommended to inform this decision. Consideration will be given to developing peer mentoring and peer to peer support programs as part of a tiered support model. Current SEL resources will be organized into a tiered system of supports as part of the asset/needs assessment process. Additional collaboration with the Student Support Team is needed to focus on regular student data analysis, targeted tiered SEL interventions, and ensuring appropriate feedback from scholars, staff and families about the effectiveness of current practices to ensure adjustments and future improvements.</p>
<p>5. Strengthened coordination of the community school model with expanded opportunities for authentic family engagement.</p>		<p>Community Coordinator/ SEL Coordinator: Our new Community School Coordinator joined East on July 1, 2023 along with an AmeriCorps VISTA Fellow to support peer-to-peer networking, community engagement and communication about the community school model at East. This has renewed the focus on strengthening the community school model beyond co-located services to one of trust and integration of services centered on removing obstacles for scholar success. Through a reframing of responsibilities, the former Student & Family Support Center Coordinator is now able to focus squarely on SEL Support Referrals and attend Mental Health Team meetings to provide additional attention to those referrals; working in collaboration with the Community Coordinator to support all other referrals for scholar/family support.</p> <p>Case Management Tracking Tool: In September 2023, 296 unique scholars received 2236 (15 min.) units of service through the community partner services at East. The current data system and practices are set to only capture services provided through partner support, not inclusive of East staff. Additionally, there is a different data tool for tracking behavioral referral data and a separate, individual student data approach for tracking attendance referrals. We are in the process of entering into contract with Coordinated Care Service, Inc. to develop ONE comprehensive tool for all referrals and service provision tracking in the integrated vision of a community school, by school staff and partners. The contract is currently delayed; initial projections were that the tool would be ready for pilot by Jan 2024 - we are adjusting that to the completion target of June 2024.</p> <p>Asset Mapping/Needs Assessment: The 2023-24 East Community School Directory is linked here. The Community School Leadership Team is working with Connected Communities and City of Rochester Neighborhood Service Centers to build on already existing local asset mapping to ensure a comprehensive understanding of the assets in the area. Collaboration with</p>

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		<p>Connected Communities' Neighborhood Hub will strengthen our ability to provide a human centered case management approach to each scholar and family; see linked vision here. We will also be utilizing the model of the NYC Assets and Needs Assessment to guide next steps in this process.</p> <p>Asset Based Community Development: At the forefront of our community schools work, are the principles of the ABCD Framework (Northwestern University) that ensure that this work is being done with the East community rather than for or to the community. As part of this process, East leaders will engage individual guided interviews with diverse stakeholders focused on the following questions: 1) What do you like about what is happening at East? 2) What do you think needs to be improved at East? 3) What changes would you like to see at East? 4) What could you do to help with those changes? 5) Anything else you would like to talk about with me? The data gathered from these interviews will provide insights and feedback needed for continued improvement planning.</p> <p>Monthly Collaborative Community Partners Meetings: All Community Partners meet monthly to network and strengthen cross-agency communication and collective efficacy. These meetings include team/trust building activities among partners and staff as well as information sharing about in-house and central agency services with the East Community School Network.</p> <p>Monthly 1:1 Community Partner Check Ins: To build trust, transparency, and shared accountability, the Community Coordinator and Asst Superintendent conduct monthly 1:1 check-ins with each community partner. The standing agenda includes a review of monthly data (referrals/enrollment, service units), review of specific student concerns to elevate to a collaborative problem-solving round table, celebrations, areas in need of improvement, upcoming events, general agency news, and action items for follow up. This has proven to be a much needed support structure to ensure continuous improvement as a team.</p> <p>Professional Learning about the Community School Model: Professional Learning time has been allocated to support administrators' understanding of the community school model. This is a necessary step in preparation for building shared governance structures that embrace collaborative leadership, shared power, and voice. The key shift is ensuring shared understanding that all elements of the school are part of the community school, not just the co-located partners.</p>

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		<p>Collective Impact Teams: Four collective impact teams, co-facilitated by school staff and community leaders, are being formed in the 2023-24 School Year to support key areas for improved communication and coordination of services, community connections, and networking to support scholar success. The teams will be: Family Support, College Navigation, Career & Workforce Development, and Health & Wellness. These teams will be school staff, community partners, families, and scholars who will establish annual shared goals, engage in data analysis for progress monitoring, and coordinate the interventions and activities for East scholars and families. The teams will establish regular meetings supported by East Community School leaders as backbone support. Community members and the co-facilitator are essential in ensuring that we are bringing in expertise and insights related to other efforts focused on the same goals. Through this networking and coordination, we will closely communicate and connect regarding the complex challenges facing our scholars and better be able to serve and support their success.</p> <p>Count me in! ¡Cuenta conmigo!: 100% of East families will participate in an engagement event in the 2023-24 SY. We are tracking family participation at our Community events to provide targeted outreach and support to ensure each family and scholar feels connected, happy, and proud about being part of the East community.</p> <p>Community Engagement Events: Monthly Community Engagement events are opportunities for authentic interaction with families, staff, and community partners. Some examples include the August Back to School BBQ (776 guests), September Open House/ Hispanic Heritage Celebration (400 guests), and the October Community Career Fair/ Parent Teacher Conference. Each event is paired to provide a meal, interaction about academic learning, and additional connection with community partners to support the full scope of community school services.</p> <p>Community Cafe: The Community Café Project at East EPO represents a transformative approach to community engagement, rooted in authentic dialogue and collaboration, within the framework of our community school. Drawing inspiration from the Be Strong Families Parent Café model, our Community Café at East serves as a sanctuary for fostering genuine connections among scholars, families, staff, and community partners. In the upcoming 2023-24 School Year, East will host a minimum of four Community Cafés, marking a shift from traditional parental workshops to a model grounded in authenticity and relationships. Each Community Café focuses on essential protective factors while delving into pertinent themes such as Building Relationships through the Café Approach, Supporting Social-Emotional Health, The Journey through Middle and High</p>

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		<p>School, Preparing for the Future, and Understanding Your Teen. At each café table, scholars, family members, staff, and community partners engage in authentic conversations centered around these topics, creating a shared space where no one is an expert, but rather a genuine partner. By strengthening natural bonds and facilitating connections, the Community Cafés serve as a valuable platform to link scholars and families with peers, services, and opportunities within our community. By uplifting the unique strengths of each individual, embracing diverse perspectives, actively listening for patterns and insights, and sharing our discoveries, we cultivate a culture of continuous improvement and mutual support. We empower youth and families to be decision-makers and partners, embodying the East vision of "taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others."</p> <p>Parent Leadership/Advocate Training: East is collaborating with Connected Communities to provide training for families focused on building capacity for advocacy for children, schools and community, as well as peer leadership skills. Trained parents will support the Asset Based Community Development outreach as well as serve as table hosts for Community Cafes. Ibero also provides community based training in this area called <i>Padres Comprometidos</i> focused on fostering a strong connection between schools and parents.</p> <p>Elevating Student Voice: East Upper School has established the Student Lighthouse team to provide opportunities for scholars to voice opinions in planning for school improvement, events, and activities. Town Hall Meetings are conducted monthly with a goal of having them be student-led to build cohort trust, pride, and discuss concerns, propose ideas, and ask questions. Next steps include establishing a campus wide student advisory board, including students in Community Cafe and FACE, and elevating student peer to peer communication through social media.</p>

Part II – Demonstrable Improvement Level 1 Indicators

Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies, action steps, goals, and commitments to support progress toward meeting Demonstrable Improvement Indicator targets. If any changes in Level 1 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

**Quarterly Report #1 with Reflection on Lead Strategies Utilized during
July 22, 2023 – October 30, 2023**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . Describe how the data trends for this reporting cycle will inform future action steps. Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report. 															
<p>#33: 3-8 ELA All Students MGP ELA NYS Assessment Data 21-22 Baseline: 37.5 22-23 Results: n/a (as of 10/27/23) 23-24 Target: 38.5</p>		<p>Literacy:</p> <p>During summer and Fall of 2023, student and instructional data was analyzed to identify a specific instructional area for improvement, resulting in the creation of the following Smart Goal:</p> <ul style="list-style-type: none"> 80% of scholars will show growth in writing by revising sentence complexity as measured by CFA's by June 2024 <p>The Literacy team analyzed student data and has identified and created criteria for success rubric in Literacy.</p> <p>Word Choice</p>	<p>Literacy: We will be including additional growth focused data in Q2 report.</p> <p>Reading Inventory Baseline Data 23.24 :</p> <ul style="list-style-type: none"> Advancing: 16% (54/329) Proficient: 09% (29/329) Basic: 26% (86/329) Below Basic 49% (161/329) <p>Grade 6 (34 total students)</p> <table border="1" data-bbox="1540 1094 2333 1287"> <thead> <tr> <th>DEMOGRAPHIC</th> <th>STUDENTS</th> <th>PERFORMANCE STANDARD</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>6</td> <td>18%</td> </tr> <tr> <td>Proficient</td> <td>2</td> <td>6%</td> </tr> <tr> <td>Basic</td> <td>9</td> <td>26%</td> </tr> <tr> <td>Below Basic</td> <td>17</td> <td>50%</td> </tr> </tbody> </table>	DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD	Advanced	6	18%	Proficient	2	6%	Basic	9	26%	Below Basic	17	50%
DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD																
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- Students will demonstrate precise sophisticated vocabulary using a wide range of words to enhance writing clarity and depth.
- Chooses words effectively, displaying a strong vocabulary, and contributes to overall understanding.

Elaborate on new details

- Students will elaborate on new details, providing vivid descriptions and relevant examples.
- Effectively elaborates on key points with relevant details and examples that enhance the reader's comprehension.

Sentence Variety & Length

- Students set and reflect upon specific reading goals regularly, changing or keeping goals as needed
- Students Identify and explain strengths as a reader and how they support comprehension, and identify areas of growth based on challenges they encounter while reading.

Grammar & Punctuation

- Demonstrates mastery of grammar and punctuation, with virtually no errors, enhancing overall writing quality.

Grade 7 (151 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Advanced	9	6%
Proficient	10	7%
Basic	35	23%
Below Basic	97	64%

Grade 8 (144 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Advanced	17	12%
Proficient	39	27%
Basic	41	28%
Below Basic	47	33%

Trend:

School wide data indicates 49% of our scholars are below basic in Literacy. The 8th grade population has more scholars reading at advanced and proficient levels compared to 6th and 7th grade. The 8th grade literacy data indicates scholars growth over time from returning 8th grade scholars versus new incoming 6th and 7th grade scholars.

Continuation plan moving forward:

.Analyze Report Card/marking period grades/progress reports:

- Anticipated November 2023

Data collection measuring growth, using East CFA Expository Writing Rubric Baseline CFA 1 to be administered:

- Anticipated October 2023

Looking at Student Work Protocols - The Literacy team will be engaged in looking at student work (LASW) throughout the school year and prioritize any

	<ul style="list-style-type: none"> Exhibits solid control over grammar and punctuation, with occasional minor errors that do not impede comprehension. 	<p>noticings within the process of their lesson design.</p> <ul style="list-style-type: none"> November 2023 																														
<p>#39: 3-8 Math All Students MGP 21-22 Baseline: 40.7 22-23 Results: n/a (as of 10/27/23) 23-24 Target: 41.7</p>	<p>Math: During summer and Fall of 2023, student and instructional data was analyzed to identify a specific instructional area for improvement, resulting in the creation of the following Smart Goal:</p> <ul style="list-style-type: none"> 75% of scholars will demonstrate their ability to outline relevant connections between prior knowledge and the goal of a problem by considering past experiences, knowledge of the content, appropriate tools, and/or the big ideas of the unit (metacognition), as measured on Common Formative Assessments (CFAs), and evidenced by a score of 3 or 4 on each component of the rubric by the end of the school year. <p>The Math team analyzed CFA1 student data and has identified and created the following action steps to address noticings.</p> <p>Measuring Scholar Growth:</p> <ul style="list-style-type: none"> Analyze student data from past NYS assessments Performance Task administered throughout the units Four Common Formative Assessments 	<p>Math: We will be including additional growth focused information in Q2 report.</p> <p>CFA Baseline Data 23.24 (CFA represent EOY prioritized standards for the current Grade Level of enrollment):</p> <ul style="list-style-type: none"> Meeting Standards: 0% (1/295) Approaching Standards: .07% (22/295) Not Approaching Standards: 23 % (68/295) No Evidence of knowledge of Standard 67% (200/295) <p>Grade 6 (28 total students)</p> <table border="1"> <thead> <tr> <th>DEMOGRAPHIC</th> <th># of STUDENTS</th> <th>PERFORMANCE STANDARD</th> </tr> </thead> <tbody> <tr> <td>Meeting</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Approaching</td> <td>1</td> <td>4% </td> </tr> <tr> <td>Not Approaching</td> <td>2</td> <td>7% </td> </tr> <tr> <td>No Evidence</td> <td>25</td> <td>89% </td> </tr> </tbody> </table> <p>Grade 7 (154 total students)</p> <table border="1"> <thead> <tr> <th>DEMOGRAPHIC</th> <th># of STUDENTS</th> <th>PERFORMANCE STANDARD</th> </tr> </thead> <tbody> <tr> <td>Meeting</td> <td>1</td> <td>1%</td> </tr> <tr> <td>Approaching</td> <td>5</td> <td>3% </td> </tr> <tr> <td>Not Approaching</td> <td>36</td> <td>23% </td> </tr> <tr> <td>No Evidence</td> <td>109</td> <td>70% </td> </tr> </tbody> </table>	DEMOGRAPHIC	# of STUDENTS	PERFORMANCE STANDARD	Meeting	0	0%	Approaching	1	4% 	Not Approaching	2	7% 	No Evidence	25	89% 	DEMOGRAPHIC	# of STUDENTS	PERFORMANCE STANDARD	Meeting	1	1%	Approaching	5	3% 	Not Approaching	36	23% 	No Evidence	109	70% 
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- administered throughout the school year*
- *Teacher using the Looking at student work protocol to assess scholar trends*
- Differentiated Support:**
- *Flexible groupings during lesson*
 - *Targeted differentiated tasks based on scholar needs.*
- Additional Math Support:**
- *Tuesday/Thursday skill tutoring*
 - *Saturday school support*
 - *Targeted Support based on*
- Strategies for Closing Gap for ENL:**
- *Individual Tuesday/Thursday skill enhancing tutoring.*
 - *Individual Saturday school support with Bi-Lingual teacher.*
 - *Targeted CFA's focused on writing and revisions.*
 - *Selected pull out instruction with ENL teacher.*

Grade 8 (79 total students)

DEMOGRAPHIC	# of STUDENTS	PERFORMANCE STANDARD
Meeting	0	0%
Approaching	0	0%
Not Approaching	14	17% 
No Evidence	64	81% 

Grade 8 Algebra (34 total students)

DEMOGRAPHIC	# of STUDENTS	PERFORMANCE STANDARD
Meeting	0	0%
Approaching	16	47% 
Not Approaching	16	47% 
No Evidence	2	5% 

Trend:
School wide data indicates 67% of scholars show no evidence of knowledge of the NYS math standard. 8th grade algebra scholars represent 16/22 scholars who are approaching the standard.

Continuation plan moving forward:
Analyze Report Card/marking period grades/progress reports:
○ Anticipated November 2023

Data collection measuring growth, Based on using Looking at student work protocol and a four point rubric to measure growth.

Baseline CFA 1 to be administered:
○ Anticipated October 2023

Looking at Student Work Protocols - The Math team will be engaged in looking at student work (LASW) throughout the school year and prioritize any noticings

			<p>within the process of their lesson design.</p> <ul style="list-style-type: none"> November 2023 																								
<p>#100: 3-8 ELA All Students Core Subject PI 21-22 Baseline: 69 22-23 Results: 85.66 23-24 Target: 74</p>		<p>All East Lower School students receive ELA instruction aligned with grade level standards. The core program is supplemented with additional time for reading intervention. Additional support, including ENL, are embedded in grade level ELA and Social Studies classes. Approx. 40% of scholars have student support built into their daily schedule. After reviewing CFA1 data the ELA team has identified key strategies to address growth. (Change Idea)</p> <p>Change Idea #1</p> <ul style="list-style-type: none"> Teachers consistently and competently develop and implement an instructional strategic focus on CtEAEAC. (Claim, transition, Evidence1, Analysis1, Evidence2, Analysis2, Conclusion) <p>Change Idea #2</p> <ul style="list-style-type: none"> Teachers regularly make their invisible thinking visible and give scholars opportunities to use strategic discussion protocols. Scholars will to do the same with their classmates at key points within the writing process to capture the metacognition of planning {pre-writing}, 	<p>2023 NYS ELA 3-8 Data Results: As students stay at East, their performance on NYS Assessments improves.</p> <p>All Grades (extracted from WNYRIC, refresh date 10/7/23)</p> <table border="1" data-bbox="1513 751 2386 932"> <thead> <tr> <th>Level 1 (i)</th> <th>Level 2 (j)</th> <th>Level 3 (k)</th> <th>Level 4 (l)</th> <th>Estimated Weighted Average Index $((j+2k+2.5l)/h)*100$ (m)</th> <th>Estimated Core Subject Index $((j+2k+2.5l)/g)*100$ (n)</th> </tr> </thead> <tbody> <tr> <td>115</td> <td>72</td> <td>57</td> <td>14</td> <td>81.25</td> <td>85.66</td> </tr> </tbody> </table> <p>Grade 6</p> <table border="1" data-bbox="1513 1024 2400 1205"> <thead> <tr> <th>Level 1 (i)</th> <th>Level 2 (j)</th> <th>Level 3 (k)</th> <th>Level 4 (l)</th> <th>Estimated Weighted Average Index $((j+2k+2.5l)/h)*100$ (m)</th> <th>Estimated Core Subject Index $((j+2k+2.5l)/g)*100$ (n)</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>3</td> <td>3</td> <td>1</td> <td>54.76</td> <td>54.76</td> </tr> </tbody> </table> <p>Grade 7</p>	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index $((j+2k+2.5l)/h)*100$ (m)	Estimated Core Subject Index $((j+2k+2.5l)/g)*100$ (n)	115	72	57	14	81.25	85.66	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index $((j+2k+2.5l)/h)*100$ (m)	Estimated Core Subject Index $((j+2k+2.5l)/g)*100$ (n)	14	3	3	1	54.76	54.76
Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index $((j+2k+2.5l)/h)*100$ (m)	Estimated Core Subject Index $((j+2k+2.5l)/g)*100$ (n)																						
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14	3	3	1	54.76	54.76																						

monitoring {during writing}, and evaluating/reflection

Teacher Leaders have identified key action items for addressing scholar growth and the change ideas

- *Teachers provide explicit instruction on CtEAEAC writing formula, provide CtEAEAC bookmarks with sentence starters and create scaffolded materials for students including sentence starters and CtEAEAC writing formula on TDQ student materials*
- *Teachers understand and design learning opportunities for metacognition along the continuum of explicit teaching to transfer - what it is / is not. (ex. I do, we do, you do). This includes:*
 - *Teachers provide explicit instruction on cognition and regulation.*
 - *Teachers intentionally plan for and model metacognitive thinking.*
 - *Teachers design regular opportunities for practice of metacognition with teacher, peer, and self-feedback.*
 - *Teachers support early practice with appropriate metacognitive scaffolds (e.g. questioning, planning documents, lesson segmenting, or graphics)*

Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index $((j+2k+2.5l)/h)*100$ (m)	Estimated Core Subject Index $((j+2k+2.5l)/g)*100$ (n)
66	29	21	7	70.24	71.95

Grade 8

Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index $((j+2k+2.5l)/h)*100$ (m)	Estimated Core Subject Index $((j+2k+2.5l)/g)*100$ (n)
35	40	33	6	97.58	106.14

Literacy:

Reading Inventory Baseline Data 23.24 :

- *Advancing: 16% (54/329)*
- *Proficient: 09% (29/329)*
- *Basic: 26% (86/329)*
- *Below Basic 49% (161/329)*

<p>#110: 3-8 Math All Students Core Subject PI 21-22 Baseline: 37 22-23 Results: 56.85 23-24 Target: 42</p>		<p>East Lower School teachers are utilizing Connected Math for inquiry-based learning focused on conceptual understanding, problem-solving skills, and real-life applications, engaging students in meaningful mathematical exploration. After reviewing CFA1 data the Math team has identified key strategies to address scholar growth</p> <p>Change Idea #1</p> <ul style="list-style-type: none"> Teachers regularly make their invisible thinking visible and give scholars opportunities to use strategic discussion protocols. Align with School wide focus Metacognition <p>Change Idea #2</p> <ul style="list-style-type: none"> Teachers develop an awareness of their own process for making connections between prior knowledge and the goal of the problem. Then they will model and include students in the 	<p>NYS Math 3-8 Performance Data (retrieved from WNYRIC, refresh 10/7/23) As students stay at East, their performance on NYS Assessments improves.</p> <p>All Students</p> <table border="1"> <thead> <tr> <th>Level 1 (j)</th> <th>Level 2 (i)</th> <th>Level 3 (k)</th> <th>Level 4 (l)</th> <th>Estimated Weighted Average Index $((j+2k+2.5l)/h)*100$ (m)</th> <th>Estimated Core Subject Index $((j+2k+2.5l)/g)*100$ (n)</th> </tr> </thead> <tbody> <tr> <td>139</td> <td>70</td> <td>26</td> <td>6</td> <td>50.37</td> <td>56.85</td> </tr> </tbody> </table> <p>Grade 6</p> <table border="1"> <thead> <tr> <th>Level 1 (j)</th> <th>Level 2 (i)</th> <th>Level 3 (k)</th> <th>Level 4 (l)</th> <th>Estimated Weighted Average Index $((j+2k+2.5l)/h)*100$ (m)</th> <th>Estimated Core Subject Index $((j+2k+2.5l)/g)*100$ (n)</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>3</td> <td>1</td> <td>0</td> <td>23.81</td> <td>23.81</td> </tr> </tbody> </table> <p>Grade 7</p>	Level 1 (j)	Level 2 (i)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index $((j+2k+2.5l)/h)*100$ (m)	Estimated Core Subject Index $((j+2k+2.5l)/g)*100$ (n)	139	70	26	6	50.37	56.85	Level 1 (j)	Level 2 (i)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index $((j+2k+2.5l)/h)*100$ (m)	Estimated Core Subject Index $((j+2k+2.5l)/g)*100$ (n)	17	3	1	0	23.81	23.81
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	<p><i>process as part of daily learning. Align with school wide focus Metacognition</i></p> <p>Teacher Leaders have identified key action items for addressing scholar growth and the change idea(s)</p> <ul style="list-style-type: none"> • <i>Teachers will use the six strategies for modeling metacognitive thinking for scholars.</i> • <i>Teachers will use CFA & NYS assessment data to strategically group scholars for lesson differentiation.</i> • <i>Teachers will use extra time during lessons to provide scholar conferences regarding assessments.</i> • <i>Teachers will provide opportunities for scholars within daily instruction to practice explaining their thinking on rich mathematical tasks and build in feedback opportunities.</i> • <i>Teachers will evaluate the level of challenge through the questioning.</i> 	<table border="1"> <thead> <tr> <th>Level 1 (i)</th> <th>Level 2 (ii)</th> <th>Level 3 (k)</th> <th>Level 4 (l)</th> <th>Estimated Weighted Average Index $((j+2k+2.5)/h)*100$ (m)</th> <th>Estimated Core Subject Index $((j+2k+2.5)/g)*100$ (n)</th> </tr> </thead> <tbody> <tr> <td><u>70</u></td> <td><u>28</u></td> <td><u>10</u></td> <td><u>3</u></td> <td>44.05</td> <td>50.00</td> </tr> </tbody> </table> <p>Grade 8</p> <table border="1"> <thead> <tr> <th>Level 1 (i)</th> <th>Level 2 (ii)</th> <th>Level 3 (k)</th> <th>Level 4 (l)</th> <th>Estimated Weighted Average Index $((j+2k+2.5)/h)*100$ (m)</th> <th>Estimated Core Subject Index $((j+2k+2.5)/g)*100$ (n)</th> </tr> </thead> <tbody> <tr> <td><u>52</u></td> <td><u>39</u></td> <td><u>15</u></td> <td><u>3</u></td> <td>61.69</td> <td>70.18</td> </tr> </tbody> </table> <p>Math:</p> <p>CFA Baseline Data 23.24 (CFA represent EOY prioritized standards for the current Grade Level of enrollment):</p> <ul style="list-style-type: none"> ■ Meeting Standards: 0% (0/295) ■ Approaching Standards: .07% (22/295) ■ Not Approaching Standards: 23 % (68/295) ■ No Evidence of knowledge of Standard 67% (200/295) 	Level 1 (i)	Level 2 (ii)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index $((j+2k+2.5)/h)*100$ (m)	Estimated Core Subject Index $((j+2k+2.5)/g)*100$ (n)	<u>70</u>	<u>28</u>	<u>10</u>	<u>3</u>	44.05	50.00	Level 1 (i)	Level 2 (ii)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index $((j+2k+2.5)/h)*100$ (m)	Estimated Core Subject Index $((j+2k+2.5)/g)*100$ (n)	<u>52</u>	<u>39</u>	<u>15</u>	<u>3</u>	61.69	70.18
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<p>#160: EM Chronic Absenteeism – All Students</p> <p>21-22 Baseline: 67</p> <p>22-23 Results: 53.1</p> <p>23-24 Target: 64</p>	<p>A strengthened focus on attendance has included individualized coaching and training for the attendance assistant as well as new structures for collaboration and communication with the CAST team. Individual outreach through structured home visits and follow up communication is need to strengthen the relationship with families and address the underlying causes and barriers that contribute to students missing a significant number of school days. Weekly data analysis is used to provide targeted</p>	<p>148/366 (40.4%) students have missed 10% of instructional days to date (missed >3 days in the 30 instructional days so far) in the 2023-24 SY.</p> <p>16/366 (4.4%) students have missed more than 10% of all days in the instructional year (missed > 18 days to date) in the 2023-24 SY, therefore, will not be eligible to be removed from the chronically absent classification.</p>																								

		<p>outreach and support services, including connections with community partners to address root cause of absence. Regular monitoring, data tracking, and continuous evaluation have been built into each CAST structure to help monitor the effectiveness of each intervention, document intervention efforts, and ensure a coordinated approach for each scholar.</p>	
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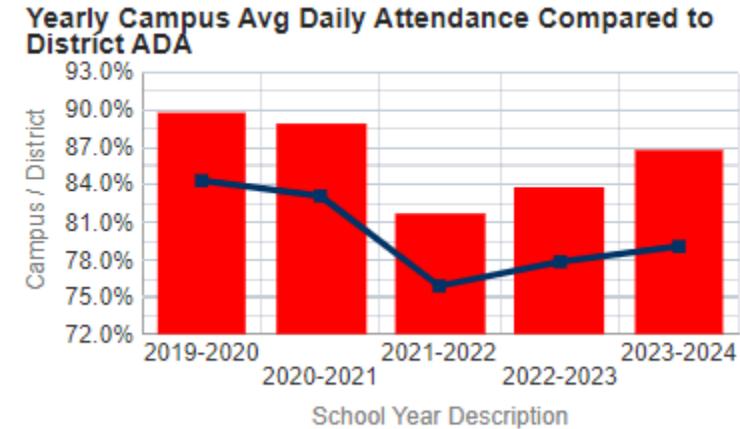
Part III – Demonstrable Improvement Level 2 Indicators

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 actions and activities that support goal attainment, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement Indicator targets attainment. If any changes in Level 2 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
#2 Plan for and Implement Community School Model 23-24 Target: Community School Model Implementation Rubric		See lead strategy outlined above.	n/a

#3 Student Attendance
 21-22 Baseline: 82
 22-23 Results:
 23-24 Target: 83

Tiered supports for student attendance include:
 Tier 1 - Family Group - Family group teachers have a low ratio of students in their daily FG period. “Carents” are expected to reach out to students who are absent to help determine the reason why so that an appropriate referral for student support can be triggered, if appropriate. Planning for time management, individual goal setting, and progress monitoring can be built into the family group lesson. Additionally, the overall positive relationships and school climate, as well as engaging learning opportunities contribute to improved student attendance.
 Tier 2 - CAST meets weekly to review attendance data and plan for additional intervention. Targeted interventions can include success mentoring, check in/check out, and group check ins supported by the social worker/counselor are beneficial.
 Tier 3 - After conducting a home visit to determine the root cause of the attendance issue, the attendance assistant works closely with the student and their family as a bridge to reconnect with the CAST and any necessary community school support. Personalized attendance improvement plans are developed to address specific barriers to attendance, such as health issues, transportation challenges, or family issues. Regular follow up phone calls and home visits are needed to rebuild the relationship, ensure connection with needed wrap around services, provide transportation assistance, and plan for SEL/mental health needs.



The Average Daily Attendance as of 10/26/23 is 86.8% (retrieved from ROC 3D, 10/27/23)

<p>#8 Curriculum Development & Support (DTSDE Tenet 3) 23-24 Target: 90% implementation of Phase 1 indicators + 40% of Phase 2 indicators common across the school.</p>	<p>After selecting this as a new Level 2 indicator recently, we conducted an initial needs assessment by engaging members of our Instructional Council (administrators and teacher leaders) in self-assessing using their knowledge of our existing curriculum and the DTSDE Phases of Implementation Indicators.</p> <p>Following the IC's self-assessment, results were discussed with a smaller group of leaders at the Instructional Council Steering Committee and items self-rated as "not yet" were prioritized for additional focus.</p>	<p>Results of the Instructional Council September Self-Assessment can be found here. *Please note that this data is from whole school reflection, not limited to East Lower School.</p> <p>Results indicate that instructional leaders collectively have:</p> <ul style="list-style-type: none"> • A high-level of confidence that East's curriculum meets 53% of Phase 1 indicators. • A mid-level of confidence that East's curriculum meets 40% of Phase 1 indicators. • A low-level of confidence that East's curriculum meets 7% of Phase 1 indicators. • A high-level of confidence that East's curriculum meets 29% of Phase 2 indicators. • A mid-level of confidence that East's curriculum meets 29% of Phase 2 indicators. • A low-level of confidence that East's curriculum meets 42% of Phase 2 indicators. <p>We prioritized the following indicators for growth. Some align with existing focus areas (e.g. authenticity) and others might be able to be improved upon as quick wins or through other professional learning efforts. An anticipated challenge will be integrating these as areas of improvement with some semblance of coherence and not overwhelming staff by splitting their focus across one more thing.</p> <ul style="list-style-type: none"> • Students know what to do if they finish a task or assignment early. • Lessons include extension activities connected to the lesson objective for those that finish assignments early. • Teachers routinely present open-ended problems that require students to consider the pros and cons of multiple possible solutions. • Teachers use assessment data to plan what is taught next and to determine when the whole class is ready to proceed. • Assessments and student work are used to formulate student groupings and to plan future lessons. There are defined roles and responsibilities within groups.
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			<ul style="list-style-type: none"> Teachers plan to expose students to learning outside of the classroom through activities such as community outreach, field trips, and guest speakers. Teachers plan to utilize technology to expose students to learning outside of the classroom through techniques such as virtual field trips, videos, and communicating with experts. Activities, materials, and questions are planned to promote student collaboration and discussions. ELLs/MLLs are enabled to contribute to class discussions in their home language.
#35 3-8 ELA Black Students MGP 21-22 Baseline: 35 22-23 Results: n/a as of 10/27 23-24 Target: 37		<p>Universal Screening: The HMH Reading Inventory is used as a universal assessment tool for all East Lower School students to evaluate reading proficiency. Results inform identifying students' reading strengths and weaknesses and differentiating instructional strategies to individual needs. The HMH Reading Inventory is used to identify students in need of targeted interventions including Read 180 and System 44. When students score far below grade level, the Phonics Inventory is used to determine specific challenges with decoding.</p> <p>Differentiation: Lexile level information is provided to all content area teachers to plan for differentiated supports. Data analysis comparing Lexile scores throughout the year will be used to predict accelerated student growth as compared to national norms.</p> <p>Longer periods for ELA and Literacy Support: All East Lower School students receive 144 minutes of ELA and literacy instruction every day. This additional time is differentiated by student need and can include: System 44, Read 180, Reader's Workshop, and/or stand-alone ENL.</p>	<p>MGP is not yet available.</p> <p>Additional Reading Inventory data will be shared by demographic subgroup in Q2 report.</p>
#36 3-8 ELA Hispanic Students MGP 21-22 Baseline: 39 22-23 Results: n/a as of 10/27 23-24 Target: 41			<p>MGP is not yet available.</p> <p>Additional Reading Inventory data will be shared by demographic subgroup in Q2 report.</p>
#37 3-8 ELA ELL Students MGP 21-22 Baseline: 43 22-23 Results: n/a as of 10/27 23-24 Target: 45			<p>MGP is not yet available.</p> <p>Additional Reading Inventory data will be shared by demographic subgroup in Q2 report.</p>
#38 3-8 ELA ED Students MGP 21-22 Baseline: 37 22-23 Results: n/a as of 10/27 23-24 Target: 38			<p>MGP is not yet available.</p> <p>Additional Reading Inventory data will be shared by demographic subgroup in Q2 report.</p>

<p>#94 Providing 200 hours of quality Extended Day Learning Time (ELT) 23-24 Target: ELT Implementation Rubric</p>		<p>Every scholar at East has 1.5 additional hours of learning built into their daily schedule. This includes a 30 minute Family Group period and a Support Period with academic tutoring and/or student support services. Additional literacy periods take the place of support for students who are eligible for Read 180 or System 44 literacy intervention.</p>	<p>n/a</p>

Part IV – Community Engagement Team (CET)

[The Community Engagement Team](#) is a representative body designed to foster and support public engagement. The CET serves as an active thought partner contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.

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 for the 2023-2024 SY should be included and detailed 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 2023-2024 CET Plan Implementation

<ul style="list-style-type: none"> • List the constituent categories of stakeholders that have participated as CET members during this reporting period. • Include any changes made to the CET’s membership 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 the 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. • An outline of the school’s plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported. • Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.
<p>The East CET, referred to as the FACE Team (Family and Community Engagement Team) meets monthly to review reports from school leaders and plan events for Title I Parent Engagement. A survey was conducted to prioritize workshops of interest to parents in supporting their child’s success. A Home School Assistant supported these efforts through his role. FACE was composed of community partners, parents, and school staff. FACE will connect with Collective Impact Teams to ensure strategic action and advocacy toward key priority areas including: college navigation, career & workforce development, family support, and health and wellness.</p> <p>Q1 Events included: Back to School BBQ/Orientation: 776 participants Open House/ Hispanic Heritage Celebration: 386 participants Parent Teacher Conference/ Community Career Fair: 293 participants</p> <p>FACE monthly meeting minutes can be found here.</p>	<p>An increased focus on Community Engagement/ FACE will include advancement of Collective Impact core concepts, beginning with a self-assessment to prioritize improvement planning in this area. Current FACE team leaders will utilize NYSED’s DTSDE Tenet 6 - Family and Community Engagement School Inventory to strengthen the school’s community engagement focus. In addition, a new partnership with Connected Communities will focus on neighborhood engagement within the EMMA and Beechwood neighborhoods. Collaboration with neighboring elementary school programs, will help strengthen student recruitment efforts . Outreach is planned to the City of Rochester Neighborhood Development Office to better understand the demographics surrounding East and ensure alignment with youth development programming in the area, as well as City Planning. An intentional approach for student recruitment is planned for the 23-24 SY to strengthen feeder pattern alignment among the surrounding schools.</p> <p>An AmeriCorps VISTA Fellow joined East during the first quarter to support student-student and parent-parent communication about services available at East through social media, branding, and marketing techniques. A key focus of this work will be centering student and parent voice in the continuous improvement process, as well as strengthening peer support networks. A shift toward collective action connecting FACE to priority workgroups, incorporation of the Parent Cafe model, and increased opportunities for parental leadership/advocacy are planned for the 23-24 SY.</p>

*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)

Part V – Powers of the Receiver

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

- Day to day services and management of East
- Curriculum & Instructional Programs flexibility
- Modified Collective Bargaining Agreements
- Increased salaries, stipend for bilingual teachers
- Expanded school day for all students
- Smaller class sizes (max. 22 for Freshman Academy; 25 for Gr 10-12)
- Staffing decisions
- Recommendations to the BOE on additional budgetary requirements and staffing.
- Continue with previously named areas.
- Transition in EPO Leadership: Dr. Marlene Blocker was named Superintendent of East EPO and Caterina Leone-Mannino was named Assistant Superintendent for Strategic Planning effective July 1, 2023.
- Assignment of Students to East: Additional focus on Student Placement (enrollment & voluntary transfer requests) to give preference to students residing within 1.5 miles of East, sibling enrollment, and CTE specific enrollment requests: request for quarterly data from RCSD to ensure seat availability is adjusted.
- Exploration of student enrollment feeder pattern with geographically adjacent elementary schools.
- Expand the Community School Model through comprehensive school and community needs assessment. Extended Services to include increased focus on family and community engagement, a renewed Community Engagement Team (CET/FACE) plan including a collective impact structure which promotes more public input from students, families and community members. Luis Zarate is newly appointed as the Community Coordinator to support the Community School Strategy with Center for Youth as a Lead Agency.

DII Selection Addendum – *If applicable, please indicate any changes in DII selection that have occurred after the submission of the Final Report and Continuation Plan and summarize any adjustments made to Lead Strategies based on these selections.*

NEW LEVEL 1 DII # 39: 3-8 Math All Students MGP

REMOVED LEVEL 1 DII #150: Grade 4-8 Science All Students Core Subject PI - eliminated Science testing

ADDED #2: Plan for and implement Community School Model - aligned with lead strategy for improvement

ADDED #3: Student Attendance - aligned with lead strategy for improvement

ADDED #8: Curriculum Development & Support (DTSDE Tenet 3) - aligned with lead strategy for improvement

ADDED #94: Providing 200 hours of quality Extended Learning Time - aligned with lead strategy for improvement, including Family Group and Support Period/Intervention support

SWITCHED 3-8 ELA Subgroup Core Subject PI (#101,102,103,104,105) TO 3-8 ELA Subgroup MGP (#35,36,37,38): We feel that MGP is more representative for measuring the impact of our intervention programs due to the fact that many 6th graders and 7th graders are new entrants to East Lower School. Given the impact of COVID 19 pandemic and the public health emergency disruption of schooling, many students fell far behind and the Performance Index could potentially be lower than grade level.

REMOVED 3-8 Math Subgroup Core Subject PI (#111,112, 113, 114, 115): We feel that MGP is more representative for measuring the impact of our intervention programs due to the fact that many 6th graders and 7th graders are new entrants to East Lower School. Given the impact of COVID 19 pandemic and the public health emergency disruption of schooling, many students fell far behind and the Performance Index could potentially be lower than grade level.

Part VI – Assurance and Attestation

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

Name of Receiver (Print): _____
Signature of Receiver: _____
Date: _____

By signing below, I attest that the Community Engagement Team has had the opportunity to provide direct and explicit input into this Quarterly Report and has had the opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership for the current academic year.

Name of CET Representative (Print): _____
Signature of CET Representative*: _____
Title of CET Representative: _____
Date: _____

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