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 Upper School	261600010061	Rochester CSD	University of Rochester	1	https://www.rcsdk12.org/Page/49867

Superintendent	School Principal (*If appointed since the last reporting period, attach resume*)	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	Edward Mascadri	July 1, 2023	Caterina Leone-Mannino, Assistant Superintendent, East EPO Jennifer Rees, Chief Academic Officer, East EPO	Grades 9-12	84% (2018 Cohort, 4 year) 86% (2017 Cohort, 5 year)

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 havel 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 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 3d
_____

Date of Capture: __10/27/23 as of
10/26/23_____

SWD _14.4____ %

Total Current Enrollment/Registrant Counts: N= _791_

SWD/ELL percentage total
__2.5___ %

ELL _14.2_

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	86.9%%	77.8%	79.2%	84.5%
Chronic Absenteeism Rate	NA	63.2%	59.7%	44.8%

Suspension % Rate and Number by Category				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	1.9%/#NA_	21.3%/#151	21.1%/#151	6.9%/#55
Duplicated Suspensions	NA	9.6%/#68	10.3%/#76	1.2%/#10
Unduplicated Suspensions	13.55%/#90	35.2%/#250	24.1%/#178	5.7%/#45
ELL Suspensions	NA	7.7%/#25	8.5%/#28	7.3%/#4
SWD Suspensions	NA	16.7%/#53	18.3%/#60	8.8%/#10

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

*Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August.

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Grad. Rate	78%	84%	78%	5.3%
ELL Grad. Rate	52%	85%	68%	2 ELL's graduated early
SWD Grad. Rate	68%	67%	74%	1 SWD graduated early
NYSAA Grad. Rate*	_NA__%	_NA_%	1 NYSAA student earned a SACC/ 2 NYSAA students who exited program	1 NYSAA is on track to complete a SACC/ 1 NYSAA students who are projected to exit the program

*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.

**Percentages included in NYSAA Graduation Rate are indicative of NYSAA students who earned a Skills and Achievement Commencement Credential (SACC) by August of the reported year. There were limited NYSAA students exiting the NYSAA program within the 2019-20 and 2021-22 school years as the program continues to grow out in the East Upper School.

==Edward Mascadri==can you pull from the cohort tracker for current ytd numbers?

Drop Out Percentage Rates

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Drop Out Rate	15%	12%	12%	5.7 %
ELL Drop Out Rate	41%	12%	21%	2 ELL's have dropped out
SWD Drop Out Rate	17%	26%	15%	3 SWD's have dropped out
NYSAA Drop Out Rate	__0_%	_0_%	_NA_%	_NA_%

Suspension Tracking and Reporting Addendum

Edward Mascadri

<u>Out of School Suspensions #: 55</u>

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

<u>Duplicated Suspensions #: 10</u>

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

<u>**Unduplicated Suspensions #: 45**</u>

Number of students suspended out of school one time.

<u>**English Language Learners (ELL) Suspensions #: 4**</u>

Number of ELL students suspended at least one time.

<u>**Students with Disabilities (SWD) Suspensions #: 10**</u>

Number of students with disabilities suspended at least one time.

<u>***Directions for Parts I, II, and III***</u> - 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.
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		**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. **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. **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

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 (As required under Section 211(f) of NYS Ed. Law)

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.
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.		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. **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. **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. **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 **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.

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		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 URMC 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. **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. **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.
2. Pursuit of a "**guaranteed and viable curriculum**" (a curriculum that is written, enacted, supported, and		**Summary:** ● Leaders have an improvement plan in place that outlines detailed plans for this work related to vertical alignment of the curriculum.

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.
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).**		● 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. ● 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. **Evidence & Analysis**

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.
		- 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. - For each department: - 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: - 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. (Progress is tracked through a Curriculum Writing Update (tool) - inquire for further info.) - 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.

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3. Staff will engage in collaborative inquiry around b as part of lesson design and implementation.
A **continued focus on academic discourse and higher level questioning**, with additional professional learning focused on **student engagement** (Teach Like a Pirate), is planned for the summer.
As noted in the April 2023 OISR Support session, **professional development for higher level questioning will be embedded throughout the year for teachers, teacher leaders and administrators. Instructional walkthroughs and evaluation feedback** will be focused with **specific actionable next steps** for instructional improvement in these focus areas.
		Summary:
		● 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:
		    ○ *Student-Centered Learning Problem:* 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.
		    ○ *Problem of Practice:* 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:
		    ○ *SMARTGoal:* 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:
		    ○ *Change Idea #1:* 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,

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This data will be used to support **differentiation for staff**.		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, ○ *Follow up occurred with teacher leaders* 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. ○ *Follow up occurred with teachers as o*ur 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: *Inspiring Deep Learning with Metacognition: A Guide for Secondary Teaching*. 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. ○ *Follow up occurred with administrators* 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. **Evidence & Analysis:** ● Following the August PL session, evidence of learning indicated that ○ 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!

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		○ 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 ○ 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 ○ 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 administrators, but with all staff, more explicit time during our inquiry is needed to support understanding the difference between cognition and metacognition.

4. **Coordination of the SEL team with community partners and other school structures for support** (i.e., family group, restorative practice, *Leader in Me*) 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.		**Adjustment to plan re: Leader in Me:** Following Summer 2023 Administrator Professional Learning, it was determined that an additional focus on strengthening a school-wide, cohesive approach to socio-emotional learning was necessary. While East Upper School initially explored the use of Leader in Me for the 2023-24 SY, a mid-course correction was needed due to a lack of staff buy-in at the current time. **Current SEL Supports:** There are a variety of SEL supports currently in place for scholars at East Upper 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), Student Lighthouse Team, Restorative Practices, SEL Supports from Community Agencies (Center for Youth/Student Support Center, Hillside Work Scholarship Connection/Youth Development), 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. **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. **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 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. By the end of the 2023-24 school year:

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.
		• 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 **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 *Onward: Cultivating Emotional Resilience in Educators.* The purpose of the PL opportunity is to promote topics such as self-awareness, relationship-building and emotional regulation. **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. **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.

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.
5. Strengthened coordination of the **community school model** with expanded opportunities for **authentic family engagement**.		**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. **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. **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 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. **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

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.
		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. **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. **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. **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 buildinding 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. **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

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.	• 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.

#67: 2022 Total Cohort (10th Graders) Passing Math Regents
     21-22 Baseline: 24
     22-23 Results: 45.1
     23-24 Target: 25
		Smart Goal: 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 the making connections component of the rubric by the end of the school year.	2022 Total Cohort - 1 Year Outcome, Regents Mathematics Data Retrieved from WNYRIC, 10/25/23
			45.1% of all students in the 2022 Cohort have already passed a Math Regents exam.

Percentage of Total Cohort**:Regents Mathema

Not Tested ((b)/(a))*100 (i)	Tested ((c)/(a))*100 (j)	Scoring at level 1 ((d)/(a))*100 (k)	Scoring at level 2 ((e)/(a))*100 (l)	Scoring at level 3 ((f)/(a))*100 (m)	Scoring at level 4 or 5 ((g)/(a))*100 (n)
9.9%	90.1%	21.1%	24.0%	39.8%	5.3%

Receivership, 2023-2024 Q1 Report/OISR_Sept.23
(As required under Section 211(f) of NYS Ed. Law)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
		Change Idea #1: If teachers develop an awareness of their own process for making connections between prior knowledge and the goal of the problem, then they will be better able to model and include students in the process as part of daily learning, and scholars will recognize that their past experiences both within and outside of the classroom are of value within the mathematics classroom. **Primary Drivers:** Students make connections between prior knowledge and the task. Students connect current content to prior content Students connect prior experiences to the current problem **Change Idea #2:** If teachers intentionally design experiences that engage students in making	***Includes students reported with a valid score on a Regents assessment even if they were also reported with an exemption for that assessment.* Current grade distribution for marking period 1 <table><tr><td>Grade</td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td># of Students</td><td>105</td><td>115</td><td>93</td><td>48</td><td>78</td></tr></table> - Saturday Regents review will begin November 4th - There will be 8 Saturday review sessions to help scholars prepare for the January Regents Exam

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	● 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.
		connections and explicitly identify and name where students are engaging in this practice, then scholars will develop their inner voice that considers knowledge of self and knowledge of task and relevant content. **Primary Drivers:** Students develop an awareness of knowledge of self. Students develop an awareness of their knowledge of the task. Students recognize that their past experiences both within and outside of the classroom are of value within the mathematics classroom. Students have a developed "inner voice" that includes self-questioning. **Student Needs:** ● Growth Mindset: Students need to value mistakes, effort, and perseverance as a means to success.	- Common Formative Assessment data was collected for each math course and there are 1-3 data samples from each course that have been analyzed. Teachers meet to discover strengths and error patterns that need to be addressed. - Discussions on how to use the data through individual feedback with scholars is done for improvement purposes. - Teachers collected "Math Biographies" from scholars to understand them as content learners and adjust instruction based on the varying needs that present. - Units are reviewed routinely to make sure they are reflective of CRRSP and problem context is expected to be relatable to our student population.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	● 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.
		● CRRSP: Students need to see value in the work and mathematics as necessary for their future confidence and efficacy: Students need to believe that they are capable and powerful in math class. ● SomeTake Algebra 1 course daily for one semester to review and increase chances of passing.for January Regents. ● Offer Saturday School for the 6 Saturdays before Exams.	

#69: 2021 Total Cohort (11th Graders) Passing ELA Regents
    21-22 Baseline: 35 (2019 Cohort)
    22-23 Results: 53 (2020 Cohort)
    23-24 Target: 37 (2021 Cohort)
		Student-Centered Learning Problem: At East, scholar writing suffers from a lack of focus, depth, and organization, in part due to students not engaging with planning and reflecting throughout the writing process.
		
		 Problem of Practice: At East, educators are not yet consistently engaging students in the process of planning, monitoring, and evaluating, likely due
			2021 Total Cohort - 2 Year Outcome, Regents English Retrieved from WNYRIC, 10/25/23
			 19% of students in the 2021 Cohort have passed the English Regents Exam as of August 2023.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
		to pressure to focus on the end product. At etime scaffolds or aids take this cognitive load off the students in service of increasing the rate and quality of end product writing. **Primary Drivers** Students need to improve their understanding of the "what" and the "why" in terms of tasks in order to be able to engage in metacognition. Students need to learn to strategically gather information as related to a task. **Change Idea 1:** CI1: If teachers provide strategies for breaking down tasks and require students to use those strategies to create a reading plan, students will be more prepared to think strategically and metacognitively. CFAs will be provided 6 times this year: 3 will be on	 Current ELA grade distribution for marking period 1 (grade table below)

Percentage of Total Cohort**: Regents English

	Not Tested ((b)/(a))*100 (i)	Tested ((c)/(a))*100 (j)	Scoring at level 1 ((d)/(a))*100 (k)	Scoring at level 2 ((e)/(a))*100 (l)	Scoring at level 3 ((f)/(a))*100 (m)	Scoring at level 4 or 5 ((g)/(a))*100 (n)
	74.1%	25.9%	4.2%	2.6%	9.5%	9.5%

Grade	A	B	C	D	F
# of Students	9	35	38	16	26

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	- 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.
		demand performance tasks, 3 will be comparable classwork. They will be assessed using the same rubric. CFA #1 (Baseline) given - a formal on demand task that requires reading, writing, and multiple choice responses, aligned with an analytical task. The first CFA revealed students lacked knowledge of task, specifically a robust understanding of the concepts of **central idea** and **analysis.** As a result, the department is taking steps to build silent teachers, strategies, and criteria for success for these central concepts to help focus instruction. Link to Document; Example Silent Teacher Inservice department meetings include professional learning and modeling around how to engage students in the metacognitive process	CFA Data and Debrief CFA data has informed areas to target when breaking down a task. Teachers have developed general strategies to use when addressing tasks with the concepts of central idea and analysis specifically. Learning walks andin service professional learning has indicated the importance of extending the first change idea for an additional 2 weeks. We will assess progress after the next CFA and determine whether we will move on to change idea 2.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	● 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.
		of breaking down a task, identifying purpose, and creating a plan.	

#70 2020 Total Cohort 4 Year Grad Rate – All Students
     21-22 Baseline: 84
     22-23 Results: 78
     23-24 Target: 85
		● Grade tracking by individual on a weekly basis
		 ● Adoptions by staff for any individual not passing all courses. Individualized support provided to enable them to catch up and earn passing grades.
		 ● Regents Prep offered for 8 Saturdays for those still missing Regents exams for graduation.
		 ● Tutoring and Regents Prep offered every Monday and Thursday from 3:30-4:30 since October 12th.
		 ● Multiple reminders to attend Regents, email, letter, counselor, teachers, principal.
			Cohort Tracker is developed and monitored daily to support scholar success
			
			 5.3% of all students enrolled in the 2020 Cohort have already graduated.
			 88.4% of all students in the 2020 Cohort are still enrolled.
			 6.3% of all students enrolled in the 2020 Cohort have dropped out.
			
			 ● 147 have 17+ credits
			 ● 35 enrolled have less than 16 credits
			 ● 70 Still need Regents exams
			
			 ● CAST (Counselor, Administrator, Social Worker Teams) meet at least 4 times per month to review student data related to

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	● 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.
		● Individual Tutoring hours provided for select staff to work with scholars outside of school hours.	academic performance. (additional meetings are held as needed for scholar support)

#88: 2019 Total Cohort 5-Year Grad Rate – All Students
     21-22 Baseline: 86
     22-23 Results: 86 (2018 Cohort, 5 year, August 23)
     23-24 Target: 87
		● There are 13 scholars from the 2019 Cohort still enrolled
		 ● 1 NYSAA Scholar
		 ● 4 attend classes here at East
		 ● 1 attends classes through Virtual Academy
		 ● 7 scholars attend All City High (program)
			Cohort Tracker is developed and monitored daily to support scholar success
			
			 79% of students enrolled in the 2019 Cohort have already graduated as of August 2023.
			 0.5% of students enrolled in the 2019 Cohort received Commencement credentials as of August 2023.
			 11.6% of students enrolled in the 2019 Cohort have dropped out.
			 9.6% of students in the 2019 Cohort are still enrolled as of October 2023.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	● 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.
#120: HS ELA All Students PI 21-22 Baseline: 18.6 22-23 Results: 86.96 23-24 Target: 20.9		**Student-Centered Learning Problem:** At East, scholar writing suffers from a lack of focus, depth, and organization, in part due to students not engaging with planning and reflecting throughout the writing process. **Problem of Practice:** At East, educators are not yet consistently engaging students in the process of planning, monitoring, and evaluating, likely due to pressure to focus on the end product. At time scaffolds or aids take this cognitive load off the students in service of increasing the rate and quality of end product writing. **Primary Drivers** Students need to improve their understanding of the "what" and the "why" in terms of tasks in order to be able to engage in metacognition.	85.7% of students in the 2020 Cohort have taken the Regents English as of August 2023. Given the scores already obtained and the total cohort enrollment, we would have a minimum HS ELA PI (All Students) of 67.12 based on the 3 year outcome data thus far. Date Retrieved from WNYRIC, 2020 Total Cohort - 3 Year Outcome, Oct 25, 2023 CEPT Data ELA MP 1 - In Progress Grade Distribution - 10.27.2023

Percentage of Total Cohort**:Regents English

Not Tested ((b)/(a))*100 (i)	Tested ((c)/(a))*100 (j)	Scoring at level 1 ((d)/(a))*100 (k)	Scoring at level 2 ((e)/(a))*100 (l)	Scoring at level 3 ((f)/(a))*100 (m)	Scoring at level 4 or 5 ((g)/(a))*100 (n)
14.3%	85.7%	17.2%	15.3%	24.1%	29.1%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
		Students need to learn to strategically gather information as related to a task. **Change Idea 1:** CI1: If teachers provide strategies for breaking down tasks and require students to use those strategies to create a reading plan, students will be more prepared to think strategically and metacognitively. CFA #1 (Baseline) given - a formal on demand task that requires reading, writing, and multiple choice responses, aligned with an analytical task. CFAs will be provided 6 times this year: 3 will be on demand performance tasks, 3 will be comparable classwork. They will be assessed using the same rubric. The first CFA revealed students lacked knowledge of task, specifically a robust understanding of the concepts of **central idea** and **analysis.** As a result,	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
		the department is taking steps to build silent teachers, strategies, and criteria for success for these central concepts to help focus instruction. Link to Document Inservice department meetings include professional learning and modeling around how to engage students in the metacognitive process of breaking down a task, identifying purpose, and creating a plan.	
#130: HS Math All Students PI 21-22 Baseline: 68.3 22-23 Results: 25.49 23-24 Target: 72.8		**Smart Goal:** 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 the making connections component of the rubric by the end of the school year.	59.6% of all students enrolled in the 2020 Cohort have received Math Regents scores to date. Given the scores already obtained and the total cohort enrollment, we would have a minimum HS Math PI (All Students) of 32.73 based on the 3 year outcome data thus far. While this minimal projection exceeds last year's results, there is significant focus needed to ensure attainment of the 23-24 SY DI Target. *41.8% were PHE Exempted and not tested and most likely will not retake a Regents from their 9th or 10th grade year.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
		Change Idea #1: If teachers develop an awareness of their own process for making connections between prior knowledge and the goal of the problem, then they will be better able to model and include students in the process as part of daily learning, and scholars will recognize that their past experiences both within and outside of the classroom are of value within the mathematics classroom. **Primary Drivers:** Students make connections between prior knowledge and the task. -Students connect current content to prior content -Students connect prior experiences to the current problem

Date Retrieved from WNYRIC, 2020 Total Cohort - 3 Year Outcome, Oct 25, 2023

- Saturday Regents review will begin November 4th
- There will be 8 Saturday review sessions to help scholars prepare for the January Regents Exam
- Common Formative Assessment data was collected for each math course and there are 1-3 data samples from each course that have been analyzed. Teachers meet to discover strengths and error patterns that need to be addressed. |

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
		Change Idea #2: If teachers intentionally design experiences that engage students in making connections and explicitly identify and name where students are engaging in this practice, then scholars will develop their inner voice that considers knowledge of self and knowledge of task and relevant content. **Primary Drivers:** Students develop an awareness of knowledge of self. Students develop an awareness of their knowledge of the task. Students recognize that their past experiences both within and outside of the classroom are of value within the mathematics classroom. Students have a developed "inner voice" that includes self-questioning.	- Discussions on how to use the data through individual feedback with scholars is done for improvement purposes. - Teachers collected "Math Biographies" from scholars to understand them as content learners and adjust instruction based on the varying needs that present. - Units are reviewed routinely to make sure they are reflective of CRRSP and problem context is expected to be relatable to our student population. Current grade distribution for marking period 1

Current grade distribution for marking period 1

Grade	A	B	C	D	F
# of Students	105	115	93	48	78

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	● 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.
		Student Needs: ● Growth Mindset: Students need to value mistakes, effort, and perseverance as a means to success. ● CRRSP: Students need to see value in the work and mathematics as necessary for their future confidence and efficacy: Students need to believe that they are capable and powerful in math class. ● SomeTake Algebra 1 course daily for one semester to review and increase chances of passing.for January Regents. ● Offer Saturday School for the 8 Saturdays before Exams. ● Metacognition: Develop strategies for planning out the problem solving process when faced with new or challenging tasks..	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.

#140 College, Career, and Civic Readiness Index – All Students
   21-22 Baseline: 117.1
   22-23 Results: 110.20
   23-24 Target: 120.3
 	
CCCR Report Guide
		Scholars have been enrolled in courses to challenge them for both AP and Dual Credit.
		
		Seal of Biliteracy and Civic Pathway candidates have been identified and will be supported to meet the end goal.
			For the 11 Scholars that graduated:
			➔ 7 had CDOS or AP Classes for a **1.5 weighting**
			➔ 4 had a **1.0 weighting**
			For the remainder of scholars still enrolled the goal is for all to leave with a minimum of 1.5 weighting due to having CDOS as one of their exit expectations.

#170 Chronic Absenteeism – All Students
   21-22 Baseline: 63
   22-23 Results: 68.8%
   23-24 Target: 61
		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 outreach and support	354/790 (44.8%) students have missed 10% of instructional days to date (missed >3 days in the 30 instructional days so far) in the 2023-24 SY.
			
			50/790 (6.3%) 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.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
		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.	
#230 HS Science All Students PI 21-22 Baseline: 94.1 22-23 Results: 120.71 23-24 Target: 99.1		**SMART Goal:** Over the 23-24 school year, 80% of students will show growth in accuracy of their self-evaluation of scientific explanations using success criteria and/or exemplars, as measured by formative assessments in which students construct and self-evaluate evidence-based explanations using shared success criteria. **Primary Drivers:**	 Date Retrieved from WNYRIC, 2020 Total Cohort - 3 Year Outcome, Oct 25, 2023

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
		• If students understand the criteria for scientific explanations and have access to appropriate academic language for writing one, then they will be able to write scientific explanations • If students have strategies for monitoring including for managing vulnerability and frustration as they construct scientific explanations, then they will be more able to autonomously and confidently course-correct as they work • If students have strategies for evaluating their explanations, then they will be able to identify next steps and celebrate accomplishments **Change ideas:** • If teachers understand how constructing explanations uses disciplinary core ideas	56.7% of all students enrolled in the 2020 Cohort have received Science Regents scores to date. Given the scores already obtained and the total cohort enrollment, we would have a minimum HS Science PI (All Students) of 1.38 based on the 3 year outcome data thus far. There is significant focus needed to ensure attainment of the 23-24 SY DI Target. **Some barriers to success in this area include:** • Lack of completion of lab activities and write-ups in order to earn lab minutes in order to take the Regents exam. • Student attendance in class • Scheduling conflicts resulting in Support Rooms with a lack of science teachers present. There are only 2 teachers present in 9/10 support twice a week which is equivalent to 1 teacher being present. • Lack of staff availability to teach Summer School science courses. • Removal of science review courses where scholars received target academic intervention and personalized support. Scholars

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
		and builds upon other science practices, then they will use and develop criteria that incorporate academic language to describe the connections between big concepts and evidence • If teachers embed autonomy supportive opportunities to construct and revise relevant explanations, then students will repeatedly engage in applying the strategies • If teachers collaborate on different ways to model vulnerability and frustration tolerance, then they will feel prepared to support students when they face a challenge or need to change their approach	now receive those interventions in Support where there is a lack of Science teachers. **Strategies to support improved Regents Science outcomes:** • Providing Support teachers with student-driven make-up labs to be completed in Support with the goal of increasing the number of lab qualified scholars. • Increase of science teachers (4) in 11/12 support rooms with the goal of providing more opportunities for scholar intervention. • Offering Saturday Regents review beginning on November 4th with the goal of providing scholars with additional opportunities to practice and review Regents questions. • Collecting Common Formative Assessment data for each science course in order to identify strengths and error patterns in constructed-response answers, with the goal of ○ Increased scholar use of metacognitive strategies while attempting open-ended questions

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.

			○ Increased success in answering open-ended and higher-order thinking questions
			
			• Vertically aligning units that focus on constructing explanations, including:
			  ○ Information sharing across grade levels of the content and scope of expectations for students
			  ○ Consistent use of standards-aligned success criteria
			  ○ Ensuring that all units incorporate practice and feedback with constructing explanations
			  ○ Development of a grade appropriate format and language for evidence based explanations for teachers to model and use to provide feedback.
			• Teacher modeling of metacognitive planning strategies for students to use as they incorporate evidence and science concepts into explanations, using knowledge of self, strategies, and task

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
#240 HS Social Studies All Students PI 21-22 Baseline: 18.6 22-23 Results: 83.87 23-24 Target: 21.1		**Smart Goal** 80% of scholars will show growth in their ability to accurately explain historical, geographic, or economic context related to time and place from Sept 2023 to June 2024. **Primary Drivers** Engage in classifying thinking demand (simple version on thinking demands matrix): 1. Recognize certain words are related to particular time periods 2. Categorize / Recognize the time period the doc is addressing 3. Construct a timeline of actions (kids are good at this typically) Engage in & explaining thinking demand:	 Date Retrieved from WNYRIC, 2020 Total Cohort - 3 Year Outcome, Oct 25, 2023 86.2% of all students enrolled in the 2020 Cohort have received Global Regents scores to date. Given the scores already obtained and the total cohort enrollment, we would have a minimum HS Global PI (All Students) of 58.3 based on the 3 year outcome data thus far. While this PI exceeds the minimum target, it does not yet exceed the 2022-23 SY Social Studies PI.

Percentage of Total Cohort**:Regents Global History

Not Tested $((b)/(a))*100$ (i)	Tested $((c)/(a))*100$ (j)	Scoring at level 1 $((d)/(a))*100$ (k)	Scoring at level 2 $((e)/(a))*100$ (l)	Scoring at level 3 $((f)/(a))*100$ (m)	Scoring at level 4 or 5 $((g)/(a))*100$ (n)	Receivi A:
13.8%	86.2%	17.2%	24.6%	34.5%	9.9%	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	● 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.
		4. Then they have to identify what caused this to happen	

Percentage of Total Cohort**: Regents US History

	Not Tested ((b)/(a))*100 (i)	Tested ((c)/(a))*100 (j)	Scoring at level 1 ((d)/(a))*100 (k)	Scoring at level 2 ((e)/(a))*100 (l)	Scoring at level 3 ((f)/(a))*100 (m)	Scoring at level 4 or 5 ((g)/(a))*100 (n)	Rece
	37.9%	62.1%	11.8%	17.2%	15.8%	17.2%	

Date Retrieved from WNYRIC, 2020 Total Cohort - 3 Year Outcome, Oct 25, 2023

62.1% of all students enrolled in the 2020 Cohort have received US History Regents scores to date. Given the scores already obtained and the total cohort enrollment, we would have a minimum HS US History PI (All Students) of 45.2 based on the 3 year outcome data thus far. While this PI exceeds the minimum target, it does not yet exceed the 2022-23 SY Social Studies PI.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
			Examine Instruction (Teacher Practice Data) Questions to consider in our practice: 1. Are we offering high stakes opportunities with an authentic audience in our CEPTS and PTs 2. Are we giving scholars an opportunity to show their understanding in diverse ways? (Non-writing) 3. Are we using support as an opportunity to improve understanding with interventions? 4. Are we over-scaffolding or over simplifying the process in our delivery to scholars? 5. Are we providing clear, grade level models and success criteria for scholars to follow? 6. Are we offering consistent, high quality feedback with opportunities for revision? 7. Are we incorporating culturally relevant opportunities to show understanding? 8. Is our instruction of the material offering opportunities to make meaning?

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	● 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.

#250 2018 Total Cohort 6-Year Grad Rate – All Students
     21-22 Baseline: 80
     22-23 Results: 87.2% (2017 Cohort)
     23-24 Target: 81
		● Communicate with program school to support scholar monthly	86.0 % of students enrolled in the 2018 Cohort have already graduated as of August 2023.
			 1.1% of students enrolled in the 2018 Cohort received Commencement credentials as of August 2023.
			 11.7% of students enrolled in the 2018 Cohort have dropped out.
			 1.1% (n=2) of students in the 2018 Cohort are still enrolled as of October 2023. 1 has dropped out and 1 continues to be enrolled at All City High School for Credit Recovery, but has not been attending regularly.

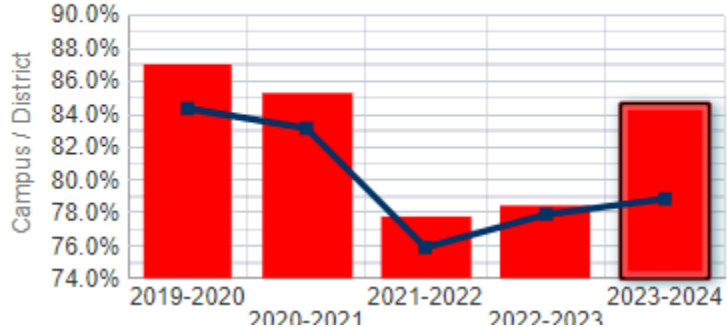**Part III – Demonstrable Improvement Level 2 Indicators**
Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific actions and activities that support goal attainment, and 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.

		Quarterly Report #1 with Reflection on Lead Strategies Utilized during **July 23, 2023 – October 30, 2023**	
Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• 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: Rubric		See strategy and evidence above.	n/a

#3 Student Attendance
      21-22 Baseline: 77%
      22-23 Results: 78.4%
      23-24 Target: 79%
		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	Average Daily Attendance as of 10/24/23 (retrieved from ROC3D) is 84.5%.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• 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.
		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	 Yearly Campus Avg Daily Attendance Compared to District ADA

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• 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.
		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.	
#8 Curriculum Development & Support (DTSDE Tenet 3) 23-24 Target: 90% Implementation of Phase 1 + 40% Implementation of Phase 2		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. 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.	**Results** of the Instructional Council September Self-Assessment can be found here. Results indicate that instructional leaders collectively have: • 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.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• 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.
			• A low-level of confidence that East's curriculum meets 42% of Phase 2 indicators. 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. • 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. • Teachers plan to expose students to learning outside of the classroom through activities such as community outreach, field trips, and guest

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• 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.
			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.

#65 2023 Total Cohort (9th Graders) with 5 or more Credits
   21-22 Baseline: 71
   22-23 Results: 76%
   23-24 Target: 74
		• Total cohort tracker updated weekly; includes all academic data, RTI / CAST notes, RTI requests, Student Reflections and Student Support Team contact logs.
		• Freshman Academy Family Group structure to strengthen SEL skills and promote student leadership.
		• Daily CAST meetings to review student needs.
		• Weekly attendance meetings to review and address absenteeism
		• Biweekly grade progress tracking
			Current Status:
			Total Cohort = 193 (as of 10.27.2023)
			• Students with IEP = 15 of 193
			• ELL students = 29 of 193
			• BIL students = 18 of 193
			• 504 Plans = 5 of 193
			
			Total credit accrual to date:
			• 1 of 193 = 5.5 credits (.5%)
			• 23 of 193 = 4.0 credits (12%)
			• 5 of 193 = 3.5 credits (2.6%)
			• 19 of 193 = 3.0 credits (9.8%)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● 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.
		● Weekly RTI meetings to develop individualized intervention plans ● Literacy for all 9th grade students based upon student specific needs. Quarterly reading inventory assessment for 9th grade students. ● Revamped support room model for 9th & 10th grade students with increased focus on student specific needs. ● Enhanced, weekly communications with families regarding the academic program and ongoing priorities for 9th grade students ● Freshman Academy CPT dedicated to interdepartmental planning around school-wide goals of metacognition and reflection ● Ongoing development of student leadership opportunities - student-led	● 4 of 193 = 2.5 credits (2%) ● 25 of 193 = 2.0 credits (13%) ● 6 of 193 = 1.5 credits (3%) ● 48 of 193 = 1.0 credit (24.9%) Exams passed to date: ● Algebra 46 of 193 scored 65+ or SA = 23.8% ● Living Environment 47 of 193 scored 65+ or SA = 24.4% ● USHG 1 of 193 scored 65+ = .5% ● LOTE B = 15 of 193 = 7.8% 2023 Cohort - Current Grades as of 10.27.2023

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• 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.
		Town Halls, Student Advisory Group, Lighthouse participation. • Promotion of Tutoring, Saturday School, and Paper access. • Students scheduled to prepare and retake exams in January.	

#68 2021 Total Cohort (11th Graders) with 5 or more Credits
    21-22 Baseline: 63
    22-23 Results:
    23-24 Target: 66
		• CAST Tracker meetings weekly
		 • Tutoring offered every Monday and Thursday
		 • Tutoring / Regents prep offered 8 weeks in each Semester
		 • Grade tracking by individual by marking period.
		 • Multiple reminders about academics / Regents Exams, email, letter, counselor, teachers, principal.
		 • Individual Tutoring hours provided for select staff to work with scholars outside of school hours.
			Cohort Tracker
			
			 Every scholar still enrolled in the 2021 Cohort has the opportunity to earn 5+ credits this school year. We will provide a progress update after the first marking period grades come out to indicate how many are passing at minimum, 5 credits.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• 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.
#94 Providing 200 Hours of Quality Extended Day Learning Time (ELT) 23-24 Target: Rubric		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.	n/a

#142: College, Career and Civic Readiness Index – Black Students
     21-22 Baseline: 118.7
     22-23 Results: 111.96
     23-24 Target: 120.3
			9 Black Scholars graduated
			 6/9 were **weighted as 1.5** for CDOS and/or AP classes
			 3/9 were **weighted as 1.0**

#255: 2018 Total Cohort 6 Year Grad Rate ED Students
     21-22 Baseline: 78
     22-23 Results: 86 (2017 Cohort)
     23-24 Target: 79
		• Communicate with program school to support scholar monthly	Cohort Tracker
			
			 83.4% of Economically Disadvantaged Students from the 2018 Cohort have already graduated as of August 2023. There are no students who are still enrolled. We have met this demonstrable indicator.

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

● 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.	● 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.
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. Q1 Events included: Back to School BBQ/Orientation: 776 participants Open House/ Hispanic Heritage Celebration: 386 participants Parent Teacher Conference/ Community Career Fair: 293participants FACE monthly meeting minutes can be found here.	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. 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.

*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.*

ADD #2: Plan for and Implement Community School Model
ADD #3: Student Attendance
ADD #8: Curriculum Development and Support (DTSDE Tenet 3)
ADD #65 2023 Total Cohort (9th graders) with 5 or more credits
ADD #68: 2021 Total Cohort (11th graders) with 5 or more credits
ADD #94: Provide 200 Hours of quality Extended Learning Day Time (ELT)
ADD #142: College, Career, and Civic Readiness Index – Black Students
ADD #255: 2018 Total Cohort 6 year Grad Rate – ED Students

REMOVE # 72, 90, 93, 252 Grad Rate (Black, ED)

 (As required under Section 211(f) of NYS Ed. Law)

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.