

2023-2024 Final Report for Schools Exiting Receivership
 Report Period: *May 1, 2024, to June 30, 2024 (Due July 22, 2024)*

All sections and related prompts in this document should be completed by the Superintendent Receiver and/or their designee. State Monitor Districts should streamline reporting, drawing from related metrics, data, target status and applicable evidence as outlined in the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor’s Recommendations. Final Reports/Plans should be submitted electronically to OISR@NYSED.gov.

Note that Parts I, II, and III of this document are a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered an evaluation by the New York State Education Department (NYSED). Once finalized and accepted by NYSED, the complete document *must be posted* in a conspicuous accessible location on the district website in applicably dominant languages. All responses should directly align with or be adaptations of 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	261600010061	Rochester EPO	University of Rochester	1	https://www.rcsdk12.org/domain/10916
Superintendent	School Principal <i>(If appointed since the last reporting period, attach resume)</i>	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Marlene Blocker, Superintendent, East EPO	Edward Mascadri	July 1, 2023	Caterina Leone-Mannino, Asst. Superintendent, East EPO Jennifer Rees, Chief Academic Officer, East EPO	Grades 9-12	73.6% (as of June 26, 2024 - Cohort 2020)

Procedural Checklist for Quarterly Report Completion Review

As the report is completed and reviewed, use the checklist below to confirm completion of each part by placing your initials in the related box.

Title Page

☐ All boxes are fully completed with accurate and point-in-time information.

Executive Summary

☐ The Executive Summary is completed per the related outline.

Data Trend Tables

☐ All tables have been completed with the most recent point-in-time data.

****Suspension Tracking and Reporting Addendum***

☐ *The *Suspension Tracking and Reporting Addendum* is a process outline only. No data is entered on this page.

Building- and District-based Commitments and SMART Goal Strategies

☐ The Outcomes of *SMART Goal Strategies and Actions Towards Attaining Commitments* have been completed by the building and district leaders, including, but not limited to:

- ☐ End of year outcomes of each goal aligned with Lead Strategies and DII targets.
- ☐ Strategies, actions, and resources towards meeting targets.
- ☐ Methods of assessment for each goal and strategy implemented.

Part I - Lead Strategies for School Improvement

☐ Each Lead Strategy is outlined, including how the strategy supported meeting achievement-based progress towards this year's DII targets.

Demonstrable Improvement Level 1 Indicators

☐ Each Level 1 Indicator that has been assigned for the current school year is identified. For each indicator, each bullet point has been fully addressed.

Part III – Demonstrable Improvement Level 2 Indicators

☐ Each Level 2 Indicator that has been assigned for the current school year is identified. For each indicator, each bullet point has been fully addressed.

Part IV – Community Engagement Team (CET)

☐ Prompts in each column are completed with the understanding that CET implementation is guided by *Commissioner's Regulations §100.11(b)*.

Part V- Powers of the Receiver & Part VI – Assurance and Attestation

☐ A clear summary of the application of the Powers of the Receiver is provided.

☐ Required signatures have been obtained from regulatory approved CET members who are **not** school administrators.

Executive Summary

Please provide a *plain-language summary* of this final report 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.

The East EPO leadership remains steadfast on ensuring that East scholars, families, partners and staff are engaged in realizing the vision of taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others throughout this pivotal period of transition back to RCSD governance.

The East Leadership Team is refining school-wide systems to ensure alignment and coherence in curricular and instructional practices. An enhanced focus on the use of data analysis to guide decision making and monitor continuous improvement is planned for the 24-25 SY in order to ensure a shift from process to performance. Additional structures such as the Case Management Tracking Tool, CAST (Counselor, Admin, Social Worker Team) Protocol, and collaborative Looking at Student Work sessions will maintain an outcomes-driven focus to ensure scholar success and well-being. We will continue to ensure a culture of mutual accountability is supported by leaders through strengthened consistency, collaboration, support and growth-focused feedback at all levels. ABC (Attendance, Behavior, Course Work) data reviews with tiered supports and differentiated progress monitoring will support the development of personalized supports to ensure all scholars have what they need to be successful.

Continued pursuit of a “guaranteed and viable curriculum” will remain focused on vertical alignment of prioritized content-specific transfer goals (3) and increasing sophistication and complexity of learning experiences throughout grades 6-12. Collaborative inquiry around engaging scholars in collaboration is intended to inform lesson design and implementation. Instructional strategies include: establishing a classroom environment and culture that enables collaboration; routines, systems and structures that support collaboration; developmental strategies to support learning to collaborate; and leveraging high quality collaboration to support deeper learning; additional work on discourse and speaking/listening protocols will build on East’s Instructional Model / Lesson Quality Checklist. Learning walks and walkthroughs will ensure identification of strong practice and differentiated coaching and embedded professional learning to support areas of need.

East is also enhancing a focus on Tier 1/ Universal Socio-Emotional Learning Curriculum (Leader in Me / Character Counts) to help support development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This curricula will be incorporated into Family Group and integrated into lesson openers. Continued NYSED SEL Benchmark training will focus on SEL Goal 2: Social Awareness & Interpersonal Skills to enhance the instructional strategy focus on collaboration. Tier 2 & 3 Socio-Emotional Support and Services will be re-envisioned by counselors, social workers, admin, and community partners to ensure a shared vision for tiered scholar support and consistent communication about progress.

East will continue strengthening the coordination of the community school model and authentic opportunities for family engagement. While many resources have been co-located, this year’s focus will be on integration of services and data-systems into the heart of school without gaps between school staff and community partners. The

East Case Management Tracking Tool will establish automated communication regarding scholar/family needs and service provision among community partners and student support staff. Extended Community Outreach, peer-to-peer learning and leadership opportunities for scholars and family members, and collective impact workgroups are planned for the 24-25 SY. Increased structures for data-driven decision making and accountability are planned for community partners to ensure impact of services. Strengthened cross-agency collaboration with a targeted focus on specific outcomes is planned to ensure alignment with school needs and effectiveness of services.

Ultimately, the transition back to RCSD will involve a year's planning to include the voices of all stakeholders in creating support plans for each of these key strategies beyond the EPO contract.

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 6 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.’

Average Daily Attendance and Chronic Absenteeism Rate by Year					Suspension % Rate and Number by Category				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)		2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	86.9%	77.8%%	79.2%	78.9%	Out-of-School Suspensions	1.9%/#n/a	21.3%/#151	21.1%/#151	4.9 %/ #38
Chronic Absenteeism Rate	n/a%	63.2%	59.7%	60.1%	Duplicated Suspensions	n/a	9.6%/#68	10.3%/#76	2.2% / #17
					Unduplicated Suspensions	13.55%/#90	35.2%/#250	24.1%/#178	0.003% / # 2
					ELL Suspensions	n/a	7.7%/#25	8.5%%/#28	0%/ # 0
					SWD Suspensions	n/a	16.7%/#53	18.3%/#60	0.004% / # 3

Overview of School Demographic and Four-Year Trend Data
Use the template below to provide four-year graduation, drop-out rate, and 3-8 ELA and Math proficiency rates 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

Drop Out Percentage Rate

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Grad. Rate	78%	84%	78%	73.6% as of 6/2024
ELL Grad. Rate	52%	85%	68%	72.7%
SWD Grad. Rate	68%	67%	74%	67.7%
NYSAA Grad. Rate	n/a	n/a	1 NYSAA student earned a SACC/ 2 NYSAA students who exited program	1 NYSAA student exited program

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Drop Out Rate	15%	12%	12%	9.1%
ELL Drop Out Rate	41%	12%	21%	10.6%
SWD Drop Out Rate	17%	26%	15%	22.6%
NYSAA Drop Out Rate	0%	0%	n/a	n/a

3-8 ELA Proficiency Rates

	2021-2022	2022-2023
Percentage of Students Scoring Level 3 and Above	____%	____%

3-8 Math Proficiency Rates

	2021-2022	2022-2023
Percentage of Students Scoring Level 3 and Above	____%	____%

Suspension Tracking and Reporting Addendum *The definitions and formulas below are to assist in completing the data tables on page 4. No data should be entered here.*

Out of School Suspensions #:

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

Duplicated Suspensions #:

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

Unduplicated Suspensions #:

Number of students suspended out of school one time.

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time.

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time.

Directions for Parts I, II, and III – District and school leadership should frame a summary of the steps taken to implement lead strategies aligned with Building- and District-based Commitments outlined during the most recent session with OISR. This part of the document should equally be used for district and school leadership to provide a summary of actions, strategies, and process adaptations that were leveraged during the 2023-2024 school year that map to sustainable strategic practices that will bridge the next phase of ongoing *continuous and comprehensive planning* for school improvement.

The report should include a clear focus on *how evidence guides decisions*, providing an outline of explicit, equitable educational supports accessible to all students. Such shall ensure the maintenance of positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space for all. 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 *Final Report*, identify processes:
 - Applied throughout Quarter 4 to assess the impact of strategies implemented to improve student learning outcomes, as aligned to Building- and District-based Commitments.
 - Utilized to assess the impact on student learning outcomes that will be newly implemented during the pending new school year.

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 Building- and District-based Commitments* and Technical Assistance and Support sessions and diagnostic review feedback.

- 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.

As such, leadership must identify targeted supports the district will provide to ensure the school persists in demonstrating aggregate as well as subgroup increased student performance, progress, growth and proficiency in a sustainable manner.

Building- and District-based Commitments and SMART Goal Strategies: Specific/Measurable/Achievable/Relevant/Time-bound

At the close of the last touch point, the following commitments were identified by school and district leaders as priorities for ongoing school improvement. The strategies section is to be completed by school and district leadership and should include the end of year outcomes of each SMART goal as aligned with Lead Strategies and DII targets.

Building-based Commitments

- Ensure teachers, Teacher Leaders and administrators are not working in isolation.
- Improve attendance.
- Instructional focus on collaboration.

District-based Commitments

- Reinforce higher-level questioning strategies through Teacher Leaders.
- Differentiation of PD for staff.
- More reflection in CPT.
- Create spiraling strategies for instruction.
- Create and improve systems and structures for continuity/sustainability.

Outcomes of SMART Goal Strategies and Actions Toward Attaining Commitments

- Administrators took leadership in supporting East's curriculum and instructional focus areas. Administrators engaged in professional learning bi-weekly to support the growth of Teacher Leaders and Teachers. They partnered and worked alongside Teacher Leaders to transfer knowledge to their respective departments to ensure consistency and alignment in our curricular and instructional goals. The collaboration and communication among all stakeholders remained fluid.
- Attendance Assistant worked closely with CAST teams to review data and provide outreach and additional referral support through the community school model once the root cause of attendance challenges were identified. Collaboration with Monroe County FACT to ensure appropriate referrals and documentation of support. Supportive home visit and outreach model utilized.
- Instructional focus on reflection and metacognition showed growth through:
 - Evidence of scholars or teachers modeling metacognitive thinking grew from 32.5% of the classrooms in the fall to 68.5% of the classrooms in the late spring.
 - Evidence of Scholars engaged in responding to metacognitive questions was observed in 50.5% of classrooms in January and 71.7% of classrooms in the late spring.

Outcomes of SMART Goal Strategies and Actions Taken toward attaining Commitments

- We maintained our focus on metacognition and supporting teachers with specific, growth-focused feedback in walkthroughs and through learning walks. This included intensive work done with administrators in after school professional learning sessions to get clear about what high quality metacognition looks and sounds like as well as calibration and review of feedback to ensure that it is accurate, evidence-based, and actionable. Administrators reported increased feelings of confidence and competence in providing teachers with feedback relative to metacognition throughout the school year and improvements were also observed in evidence of their feedback.
- Support for Teacher Leaders and Administrators, including linking their professional development to enhance their collaborative department leadership, has continued and been improved upon throughout the 23-24 school year through strategies including individualized meetings with each tri(admin, TL, CAO), teacher leader collaborative planning time, administrator/teacher leader collaborative calibration sessions around instructional look fors, administrative professional development sessions on Thursdays that parallel teacher leader CPT in deliberate and intentional ways, and CAO support for Principals in working with administrators on consistencies when holding 1:1 meetings with teacher leaders. We have seen growth in this area and plans for continued development throughout Summer 2024 include an administrator/teacher leader collaborative professional learning opportunity around the text *Leading In Sync: Teacher Leaders and Principals Working Together for Student Learning* by Jill Harrison Berg.
- Professional development that supports the use of discussion protocols was provided through our Wednesday professional development series. This included specific protocols to support the discussion of metacognition, this year's instructional focus, including protocols like Good, Better, Best. We have seen an increased use of protocols in staff across the building this year and anticipate this continuing to be an area of commitment/support for the 24-25 school year as we focus on supporting high-quality collaboration in classrooms, which protocols support.

Part I – Lead Strategies for School Improvement

Include 3-4 core lead strategies that have been central to the school’s improvement plan and identified based on trends in student performance data and served as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.

Identify the lead strategies that guided the school’s improvement work during the 2023-2024 school year, including any that were discontinued and rationale for doing so.	Outline how each lead strategy supported the school’s broader improvement plan to advance achievement-based progress in meeting this year’s demonstrable improvement targets.	Reflecting on each lead strategy, describe how the strategy will serve as a mechanism for sustaining and further advancing the school’s continuous improvement goals. Identify targeted supports the district will provide to ensure persistence in progress and proficiency across subgroups.
<p>1. East EPO Superintendent and Assistant Superintendent leadership transitioned effective July 1, 2023. There will be a renewed focus on establishing school-wide systems, with vertical alignment across campus, to promote continuous improvement and ensure success for all students. This will include regular analysis of school data with school leaders to progress monitor collaboratively with district leadership. EPO district leaders will utilize the Center for Educational Leadership’s Principal Support Framework to strengthen the partnership between system leaders and school leaders, the Professional Standards for Educational Leaders (PSEL) will guide coaching and professional learning.</p>	<p>Executive Leadership Team focused on use of data to guide planning for strategic supports and interventions for attendance, behavior, and course completion/Regents exam preparation. Common Formative Assessment data was reviewed to support course placement for 24-25 SY. This will be maintained as a lead strategy.</p> <p>Principal Coaching / Leadership Development: East EPO Superintendent & Assistant Superintendent will continue to meet individually with principals a minimum of once per week. These meetings will continue to focus on data review and collaborative instructional visits. Additional attention to multi-tiered supports and assessing the impact</p>	<p>Shift from process to performance: Executive Leadership Team provided a rolling agenda and leadership routine during the 23-24 SY; EPO leaders will support school leaders in shifting toward the use of performance metrics for strategic planning and evaluation in the 24-25 SY. Through fostering a culture of continuous improvement, leadership capacity for adaptive learning, change management, and efficient use of resources.</p> <p>Continuous Improvement & Coherence: While many resources (Family Group, Support Period, Student Support - social workers, counselors, and Community Partners) are in place to support scholar success, there is not a clear, coherent system for communication and accountability for each element when examining the holistic lens of multi-tiered</p>

	<p>of support services will be a focus. Growth-focused instructional feedback and supporting difficult communications with accountability will be a targeted focus as well.</p> <p>1:1:1 Meetings (Chief Academic Officer, Administrator, Teacher Leader): Monthly meetings to strengthen relationships and review curricular and instructional data will continue.</p> <p>Administrative Team Meetings: Progress toward goals is reviewed monthly with a data dive by each school team of administrators. Each principal meets weekly with their leadership team to review attendance, behavioral/ socio-emotional, and academic data for all students. Increased communication and collaboration with Attendance Assistants and Community School/ Student & Family Support Services is beginning to evolve to strengthen coordinated outreach and wrap-around supports.</p> <p>Administrator/Teacher Leader/ Departmental Meetings: Each leader, in turn, meets weekly with their respective teacher leader and departmental teachers to review data including: benchmark testing, common formative assessment, and performance task. Information used from this meeting informs additional</p>	<p>supports. Admin will work together to determine the plan for strengthening the coherence among supports, realigning resources with needs, and ensuring an ongoing process of evidence-based inquiry and progress monitoring to promote accountability and efficiency.</p> <p>Consistency, Collaboration, Support, and Accountability: Admin and teachers will continue to strengthen their shared understanding of curricular and instructional expectations. Targeted coaching and professional learning will be aligned to provide additional support where the expectations re not being met. In addition, administrators will work to ensure teachers are clear about what is expected, evaluate performance with common expectations, and provide constructive feedback to support improved instructional quality.</p> <p>ABC Data Reviews with tiered progress monitoring and supports: Increased focus on collaborative progress monitoring and provision of tiered supports for attendance, behavior, and course grades is a focus for the CAST (Counselor, Admin, Social Worker Teams) in the 24-25 SY. Admin will work together to develop a consistent and comprehensive protocol for these meetings, as well as clear expectations for school and community support staff.</p> <p>Needs-Assessment and Strategic Improvement Plan: A deep dive into student data related to June 2024 Regents exam performance is needed, as well as focus group interviews, to determine which resources and supports are needed to increase student performance in these areas. Clear goals and expectations for improvement will be</p>
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	<p>student support and priorities for focus during the student support period. Curricular progress and instructional walkthrough data are also reviewed to inform support and plan for next steps.</p> <p>Common Planning Time (CPT): Common Planning Time (CPT) is built into each teacher’s daily schedule; CPT meetings are incorporated twice per week to inform collective lesson planning, learning about instructional strategies, and looking at student work and assessment data.</p> <p>CAST (Counselor, Administrator, Social Worker Team) Meetings: . A goal for Summer 2024 will be for administrators to work together to share best practice in order to create a more streamline approach for CAST meetings and data management campus wide.</p> <p>Attendance Team/Family Support Team: Strengthened practice on attendance monitoring, root cause identification,and support focused home visits will help to create prioritized improvement planning to be developed with CAST teams. The Reasons for Chronic Absence (RCA) meetings will be utilized to examine data and create a tiered protocol of support for attendance improvement.</p>	<p>collaboratively determined by admin/teachers; 5-week progress monitoring of interim assessment data, aligned with priority standards, will be needed to ensure continuous improvement in these areas.</p> <p>CPT - Continue...</p> <p>EAST CAST Protocol to be developed collaboratively for pilot in Q1. ‘</p> <p>Strengthening Attendance Supports; 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. incentive programs such as raffles, celebrations, and special privileges for students with excellent attendance records.</p>
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	<p><i>SEL/ Mental Health Team:</i> Counselors, Social Workers, Community Partners (Center for Youth Services, Ibero), the Attendance Assistant, Community School Coordinator, and Home School Assistant meet weekly to plan for individual (Tier 3) student and family support and progress monitor past cases. The SEL Coordinator and Community School Coordinator support and complete agency referrals as needed.</p> <p><i>Monroe County FACT Referrals will be reviewed by this team to ensure comprehensive detail and information from all student supports and community partner efforts is indicated.</i></p>	<p><i>SEL/ Mental Health Team:</i> Improved data tracking and communication regarding student progress with CAST.</p>
<p>2. Pursuit of a “guaranteed and viable curriculum” (a curriculum that is written, enacted, supported, and earned). This involves 100% of the East faculty in writing, reviewing, assessing, and revising curriculum units. The specific focus area for this upcoming year will be vertical alignment with a second prioritized department-specific transfer goal (a different one from the previous year).</p>	<p>This strategy built on work done previously, adding depth as each department/course team focused deeply on a second long-term transfer goal for their department and collectively worked toward vertical alignment that ensures each course curriculum is at the grade-appropriate level of challenge and that the department curriculum builds intentionally across the grades 6-12. As part of this work, all courses identified critical content and skills related to the transfer goal of focus and revisions were made to units and performance tasks using looking at student work as a key strategy. This will continue to be a key strategy for next year as indicated previously, as our approach engages teachers in the school in deeper work related to 1 prioritized transfer goal each year and each department has 3-5 transfer goals. By further developing the vertical alignment of our</p>	<p>This strategy will serve as a mechanism for sustaining and further advancing the school’s continuous improvement goals because the work done built both staff capacity and the capacity of our curriculum to support higher levels of thinking and deeper learning to support student achievement. We will continue to provide curriculum supports that have been in place throughout receivership including professional development, concentrated curriculum writing time, curriculum coaching, and feedback to curriculum designers. Additionally, teachers will continue to receive support in their enactment of the curriculum through our embedded professional learning model that includes collaborative planning time and individualized coaching. Protocols have been established for looking at student work at the end of curricular units and using that to drive reflections, curriculum revisions, and future</p>

	curriculum, it is getting closer to being guaranteed and viable and is impacting our DIs positively by supporting scholars with engaging in increased levels of sophistication related to key standards and skills.	planning - these protocols will continue. This is a strong foundation on which we can continue to build success and grow.
3. Staff will engage in collaborative inquiry around METACOGNITION 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. This data will be used to support differentiation for staff .	<p>As previously mentioned, metacognition and reflection were selected as key levers to be part of East's instructional model based on John Hattie's meta-analyses of strategies that have shown to have a large effect size in the classroom. This strategy was selected because we had not yet as a staff gone in depth around this area of our instructional model and the Lesson Quality Checklist and based on East student achievement trends that indicate our scholars were in need of greater attention to self-awareness, self-regulation, and deeper thinking related to their own learning process. Our further exploration of this element of instruction has demonstrated a positive impact throughout this school year, including increased student awareness of their own ways of thinking; increased student understanding of strategies and increased use of effective strategies to support their learning through planning, monitoring, and reflecting. This, in turn, has demonstrated a positive impact on academic outcomes.</p> <p>We will not continue to focus on this specific strategy for the upcoming year. While teachers will continue to engage scholars in metacognition intentionally as part of our instructional model, we will delve into another research-based strategy that is part of East's instructional model - the "last" of John Hattie's instructional elements embedded in</p>	This strategy will serve as a mechanism for sustaining and further advancing the school's continuous improvement goals because it is part of our established instructional model. As indicated, teachers will continue to engage scholars in metacognition intentionally as part of our instructional model, in addition to the other elements of our instructional model that have been studied and implemented throughout our time in receivership. This includes elements such as clear learning intentions (targets), high quality assessments, use of models and feedback, deliberate practice, the right level of challenge, and collaboration (which we will study more deeply next school year). This strong, established instructional model based in John Hattie's work leverages research-based best practices with demonstrated high effect size as foundational bricks upon which we can continue to stand in supporting student achievement while we keep monitoring and reflecting and adding in strategies aligned with any problems of practice we identify moving forward. This layering and development from a strong foundation will make the work doable and sustainable.

	<p>our instructional model that we have not yet studied together as a full staff: COLLABORATION.</p> <p>Core SEL Curricula (Character Counts): East Upper School will begin Year 1 implementation of Character Counts curriculum. This Tier 1 SEL Curricula will help students develop critical skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The curricula will be implemented during Family Group and integrated into SEL Openers in academic content lessons. This systemic approach will enhance the supportive learning environment, increase positive behavior, and reduce negative behaviors. All community partners should also be included in SEL professional learning moving forward.</p> <p>SEL Council: The SEL Council will continue and include representative leaders from each of the current SEL initiatives. The SEL Council developed the Tenet 5 Strategic Plan during the 23-24 SY and will meet monthly to review implementation progress and provide capacity building support. Next steps will include Building Understanding and Coherence by Crosswalking SEL Benchmarks with East Mission and Learning Principles, developing a 3-5 year strategic plan for campus-wide SEL implementation.</p> <p>NY SEL Benchmarks Training: Ongoing training in SEL Core Competencies and strategies to support development of SEL Competencies, a school-wide focus shifting to collaboration and SEL Goal 2 for the 24-25 SY: Use social awareness and interpersonal</p>	
<p>4. Coordination of the SEL team with community partners and other school structures for support (i.e., family group, restorative practice, <i>Leader in Me</i>) is an important next step. In addition, leadership will establish monthly cycles for data review, improvement planning, and shared decision-making related to school wide SEL initiatives.</p>		<p>Expand Tier 1 SEL Curriculum & Strengthen Family Group Support</p> <p>Implement Year 1 Tenet 5 (SEL) Strategic Plan</p> <p>Continue SEL Benchmark Training with a focus on SEL Goal 2: Social Awareness & Interpersonal Skills</p>

	<p>skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging will align with Tenet 4 focus on collaboration.</p> <p>Needs Assessment: The School Climate Survey and Leader in Me MRA were administered in Spring 2024, additionally focus interviews were conducted with students to gather feedback about current SEL supports. There is a need to focus attention on the physical environment to support SEL, strengthen communication about available services and supports, and revise the Family Group purpose and structure to ensure a shared vision for the use of this time for personal connection and individual student support. Scholars also expressed a desire to have support in talking with their families about their mental health needs and overall socio-emotional well-being; this is reflected in the Tenet 6 strategy outlined below.</p>	<p><i>Enhance Tier 2 and Tier 3 support through use of Student Support Staff (Counselors, Social Workers) & Community Partners.</i></p>
<p>5. Strengthened coordination of the community school model with expanded opportunities for authentic family engagement.</p>	<p>Community Coordinator/ SEL Coordinator: An AmeriCorps VISTA Fellow supported East's focus on peer-to-peer networking, community engagement and communication about the community school model at East; he will continue for the 24-25 SY. 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</p>	<ul style="list-style-type: none"> • Capacity Building for Case Management: Planning for year 2 support from the AmeriCorps VISTA fellow to lift Case Management Tracking Tool for 24-25 SY which will improve use of data-driven decision-making as outlined in Strategies 1 & 5 above. • Hire Community Liaison Specialist: The Community Coordinator who served East in the 23-24 SY has resigned from the position; a candidate search is currently underway, with

Community Coordinator to support all other referrals for scholar/family support.

Community School Service Data: 944 students have been served through 6/15/2024 campus-wide

People Served, by Agency YTD, 09-2023 -- 06-2024

Agency	Only Agency	Mult. Agencies	Total	Total Service Units
Center for Youth - Cool Down	90	67	157	15640
Center for Youth - Other	123	141	264	17937
College Prep. Center	87	93	180	4471
Hillside Work Scholarship	23	84	107	3286
Ibero	33	32	65	265
Liberty Partnership	27	37	64	375
Pathways to Peace	12	37	49	513
Step 2 College	17	39	56	946
Urban League of Rochester	0	2	2	2
Totals	412	532	944	43435

Case Management Tracking Tool: From September 2023 - June 30, 2024, 845 unique scholars received 43,435 (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

possible conversion to a Civil Service Position (Community Liaison Specialist) to align with RCSD in preparation for the EPO transition.

- **Re-envision CFY Student Support Center and CAST Supports for SEL:** Redesign of access to Center for Youth SEL supports.

The East Case Management Tracking Tool is ready to launch in September 2024. This new system will provide automated referrals and notice of service to the assigned CAST members to ensure strengthened communication between community partners and school staff, with a focus on supporting student’s academic success and well-being. Data will be analyzed to determine any correlation of service with impact on ABCs (attendance, behavior, and/or course grades).

	<p>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.</p> <p>Asset Mapping/Needs Assessment: The 2023-24 East Community School Directory is linked here. The Community School Leadership Team is working with Connected Communities and City of Rochester Neighborhood Service Centers to build on already existing local asset mapping to ensure a comprehensive understanding of the assets in the area. Collaboration with 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.</p> <p>Asset Based Community Development: At the forefront of our community schools work, are the principles of the ABCD Framework (Northwestern University) that ensure that this work is being done with the East community rather than for or to the community. As part of this process, East leaders will engage individual guided interviews with diverse stakeholders focused on the following questions: 1) What do you like about what is happening at East? 2) What do you think needs to be improved at East? 3) What changes would you like to see at East? 4) What could you do to help with those changes? 5) Anything else you would like to talk about with me? The data gathered from these interviews will provide insights and feedback needed for continued improvement planning.</p>	<p><i>An initial Community Schools Assessment was completed in Spring 2024 and is linked here.</i></p> <p><i>Engage in ABCD Neighborhood and Community Outreach 3 x / year with staff, scholars, and families. Utilize this data to support EPO Transition Planning.</i></p>
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	<p>Monthly Collaborative Community Partners Meetings: All Community Partners meet monthly to network and strengthen cross-agency communication and collective efficacy. These meetings include team/trust building activities among partners and staff as well as information sharing about in-house and central agency services with the East Community School Network. <i>We will begin to include CAST members in this monthly meeting to increase communication with community partners.</i></p> <p>Monthly 1:1 Community Partner Check Ins: To build trust, transparency, and shared accountability, the Community Coordinator and Asst Superintendent conduct monthly 1:1 check-ins with each community partner. The standing agenda includes a review of monthly data (referrals/enrollment, service units), review of specific student concerns to elevate to a collaborative problem-solving round table, celebrations, areas in need of improvement, upcoming events, general agency news, and action items for follow up. This has proven to be a much needed support structure to ensure continuous improvement as a team.</p> <p>Professional Learning about the Community School Model: Professional Learning time has been allocated to support administrators’ understanding of the community school model. This is a necessary step in preparation for building shared governance structures that embrace collaborative leadership, shared power, and voice. The key shift is ensuring</p>	<p><i>Utilize monthly community partners meeting to review school-wide data trends, organizational updates, and build communication with CAST.</i></p> <p><i>Increase accountability for contracted service providers and ensure coherence with holistic student centered approach.</i></p> <p><i>Increase staff understanding of the community school model and case-management tracking tool to ensure movement toward integration of services beyond co-location and co-operation.</i></p>
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	<p>shared understanding that all elements of the school are part of the community school, not just the co-located partners. <i>Additional administrator PL is planned for Summer 2024 to deepen understanding of the CS Model and strengthen the CAST connection to referrals. All staff and partners will also be trained on how to test the Case Management Tracking Tool. School-wide summer professional learning time has been allocated to strengthen teacher understanding of the Community School Model.</i></p> <p>Collective Impact Teams: Four collective impact teams, co-facilitated by school staff and community leaders, are being formed in the 2023-24 School Year to support key areas for improved communication and coordination of services, community connections, and networking to support scholar success. The teams will be: Family Support, College Navigation, Career & Workforce Development, and Health & Wellness. These teams will be school staff, community partners, families, and scholars who will establish annual shared goals, engage in data analysis for progress monitoring, and coordinate the interventions and activities for East scholars and families. The teams will establish regular meetings supported by East Community School leaders as backbone support. Community members and the co-facilitator are essential in ensuring that we are bringing in expertise and insights related to other efforts focused on the same goals. Through this networking and coordination, we will closely communicate and connect regarding the complex challenges facing our</p>	<p><i>Strengthen Cross-Agency Collaboration with targeted focus on specific outcomes; continue with participation in larger collective impact teams, including ROC the Future Alliance Conveners & High School Graduation Outcomes Teams</i></p>
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scholars and better be able to serve and support their success. ***Increased focus on Strengthening connections for CTE, Workforce Development and NYSAA Transition Skills for the 24-25 SY. We will also be exploring partnerships for High School Equivalency programs to better serve all students.***

Count me in! ¡Cuenta conmigo!: 100% of East families will participate in an engagement event in the 2023-24 SY. We are tracking family participation at our Community events to provide targeted outreach and support to ensure each family and scholar feels connected, happy, and proud about being part of the East community. ***YTD Family outreach data included below:***

Dual Capacity Framework for Home/School Connections

Event	Date	Lower	Upper	Attendance	Guest	Total
HAS Family Contact	Aug. 2023	8	20			28
Open House Hispanic Heritage Dinner	Thur. Setp. 21, 2023	34	57	91	286	377
FACE Meeting	Thur. Sept 28, 2023			13		13
HSA Family Contact	Sept. 2023	30	16			46
FACE Meeting	Thur. Oct. 19, 2023			15		13
PTC/ Community Career Fair	Thur. Oct. 26, 2023	33	95	128	165	293
HSA Family Contact	October 2023	17	7			24
Parent Cafe	Thur. Nov. 9, 2023			40		40
FACE Meeting	Thur. Nov. 16, 2023 (virtual), after FACE Meeting			17		17
Family learning Activities Workshop Graduation Requirements	Thur. Nov. 16, 2023 (virtual), after FACE Meeting			9		9
Freshman Academy Family & Community Engagement	Mon. Nov 20, 2023 (after school)					
HSA Family Contact	Nov-23	8	8	16		16
East Community Parent café	Thur. Dec. 14, 2023			30		30
HSA Family Contact	Dec. 2023	5	2	7		7
Recruitment Event	Thur. Jan. 10, 2024					
FACE Meeting	Thur. Jan. 18, 2024			16		16
HSA Family Contact	Jan. 2024	3	9	12		12
Financial Aid Workshop	Thur. Feb. 11, 2024 - check date					
East Community Parent café	feb. 8			24		24
FACE Meeting	Thr. Feb. 19, 2024			7		7
HSA Family Contact	Feb. 2024	23	23	46		46
East Community Parent café	Thr. Mar. 7, 2024			18		18

PTC/ Black History Dinner / College Readiness	Thur. Mar. 14, 2024	17	36			53
FACE Meeting	Thur. Mar. 21, 2024			9		9
HAS Family Contact	Mar. 2024	19	21	40		40
6th grade Recruitmnet	Wed. April 17, 2024					
Family Learning Activity Workshop Career and Technical Educational (CTE)	Thur. April 18, 2024					
FACE Meeting / Community Café	Thur. April 18, 2024			21		21
ENL Cultural Event	Thur. Apr 25, 2024			29		29
HSA Family Contact	Apr-24	35	20			55
FACE Meeting / Community Café	Thur. May 16, 2024			17		17
HSA Family Contact	May-24	8	12			20
Family Learning Activity Workshop Athletic NCAA Requirements	Thur. May 16, 2024 (virtual), after FACE Meeting					0
FACE Meeting	Thur. June 20, 2024			8		8
Graduation Family Breakfast / Life after high school	TBD					
HSA Family Contact	Jun-24	20	15			35
Lower school summer program scholars & parents celebration	TBD					
BBQ Orientation Night	Wed. Aug. 28, 2024					

Community Engagement Events: Monthly Community Engagement events are opportunities for authentic interaction with families, staff, and community partners. Each event is paired to provide a meal, interaction about academic learning, and additional connection with community partners to support the full scope of community school services. **24-25 SY Family Engagement calendar attached [here](#).**

Continue monthly engagement events, expand staff committee participation in planning with Family Support Team

Final Report and Reflection on Activities Completed during
May 1, 2024 – June 30, 2024

Part II – Demonstrable Improvement Level 1 Indicators <i>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.</i>			
Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Describe any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment. Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made as 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 school-based action steps and targeted supports the district will provide to ensure persistence in progress and proficiency in DI target areas. 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 SY Baseline: 24% 23-24 SY Target: 25% 23-24 SY Actual: 47.5%		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, 07/15/24 47.7% of all students in the 2022 Cohort have already passed a Math Regents exam.

	<p>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.</p> <p>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</p> <p>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.</p> <p>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.</p>	<table><tr><th>Not Tested ((b)/(a))*100 (i)</th><th>Tested ((c)/(a))*100 (j)</th><th>Scoring at level 1 ((d)/(a))*100 (k)</th><th>Scoring at level 2 ((e)/(a))*100 (l)</th><th>Scoring at level 3 ((f)/(a))*100 (m)</th><th>Scoring at level 4 or 5 ((g)/(a))*100 (n)</th></tr><tr><td>12.1%</td><td>87.9%</td><td>14.1%</td><td>26.1%</td><td>41.7%</td><td>6.0%</td></tr></table> <p>Date Retrieved from WNYRIC, 2020 Total Cohort - 4 Year Outcome, July 17, 2024</p> <ul style="list-style-type: none">- 8 Saturday review sessions were held to help scholars prepare for the June 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 met to discover strengths and error patterns that need to be addressed.- Discussions on how to use the data through individual feedback with scholars was 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. <p>Math SMART Goal Data Algebra 1: 14.6% have met the SMART Goal target (22/151) Geometry: 49.5% have met the SMART Goal target (54/109) Algebra 2: 75.5% have met the SMART Goal target (40/53) Math 3: 6.6% have met the SMART Goal target (9/137)</p>	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)	12.1%	87.9%	14.1%	26.1%	41.7%	6.0%
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12.1%	87.9%	14.1%	26.1%	41.7%	6.0%									

		Student Needs: <ul style="list-style-type: none">• 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 6 Saturdays before Exams.	Precalculus: 62.1% have met the SMART Goal target (18/29) Transition to College Math: 63.6% have met the SMART Goal target (14/22) Statistics: 56.3% have met the SMART Goal target so far this year (9/16) Overall: 32.1% have met the SMART Goal target at the mid year point (166/517)																					
#69: 2021 Total Cohort (11th graders) Passing English Regents 21-22 SY Baseline: 35% 23-24 SY Target: 37% 23-24 SY Actual: 65.07% as of June 2024			<div>REGENTS DATA</div> <div>Lexile Bands to ELA Pass Rate</div> <table><tr><th>Lexile</th><th>Jan 24 ELA Pass Rate</th><th>June 24 ELA Pass Rate</th></tr><tr><td>0-500</td><td>4.55%</td><td>13.33%</td></tr><tr><td>500-600</td><td>14.29%</td><td>20.00%</td></tr><tr><td>600-700</td><td>12.5%</td><td>66.67%</td></tr><tr><td>700-800</td><td>21.43%</td><td>44.44%</td></tr><tr><td>800-900</td><td>26.09%</td><td>45.45%</td></tr><tr><td>900-1000</td><td>69.23%</td><td>58.82%</td></tr></table>	Lexile	Jan 24 ELA Pass Rate	June 24 ELA Pass Rate	0-500	4.55%	13.33%	500-600	14.29%	20.00%	600-700	12.5%	66.67%	700-800	21.43%	44.44%	800-900	26.09%	45.45%	900-1000	69.23%	58.82%
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			<table><tr><td>1000-1100</td><td>64.71%</td><td>58.33%</td></tr><tr><td>1100-1200</td><td>66.67%</td><td>71.43%</td></tr><tr><td>1200+</td><td>82.35%</td><td>92.59%</td></tr></table> <p>Active 2021 Cohort Passing ELA Regents</p> <table><tr><td>As of January 2024</td><td>As of June 2024</td></tr><tr><td>43.44%</td><td>65.07%</td></tr></table> <p>January to June Regents Results</p> <table><tr><th></th><th>Historical Average (prior 5 admins)</th><th>January 2024</th><th>June 2024</th></tr><tr><td>Part 1 (M/C - out of 24)</td><td>13.91</td><td>13.25</td><td>14.32</td></tr><tr><td>Part 2 (Argument - out of 6)</td><td>3.31</td><td>2.96</td><td>3.16</td></tr><tr><td>Part 3 (Lit. Analysis - out of 4) (aligns with SMART Goal)</td><td>2.09</td><td>1.48</td><td>2.20</td></tr></table>	1000-1100	64.71%	58.33%	1100-1200	66.67%	71.43%	1200+	82.35%	92.59%	As of January 2024	As of June 2024	43.44%	65.07%		Historical Average (prior 5 admins)	January 2024	June 2024	Part 1 (M/C - out of 24)	13.91	13.25	14.32	Part 2 (Argument - out of 6)	3.31	2.96	3.16	Part 3 (Lit. Analysis - out of 4) (aligns with SMART Goal)	2.09	1.48	2.20
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SMART GOAL DATA

SMART Goal Results - Growth on Wholistic Analysis Writing Rubric (Part 3 of Regents)

Result	Raw Count	Percent of Valid Scores
Growth	451	72.04%
Same	106	16.93%
Regression	69	11.02%
N/A (1 or fewer results)	162	20.56%

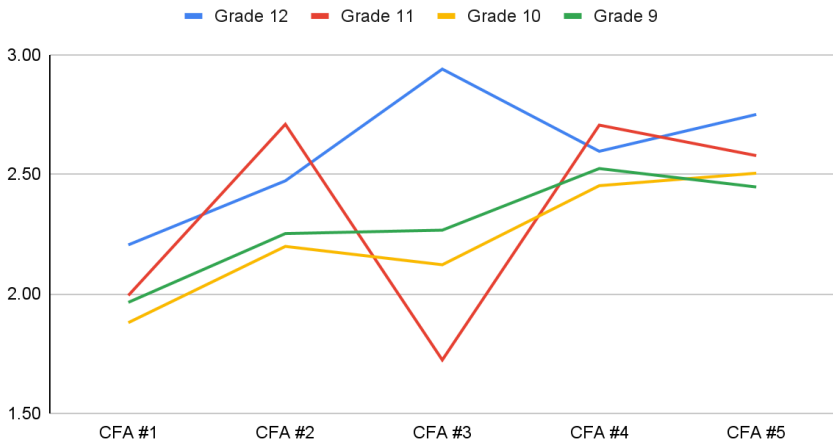
Average Grade Level Score Across CFAs

Grade 12

Grade 11

Grade 10

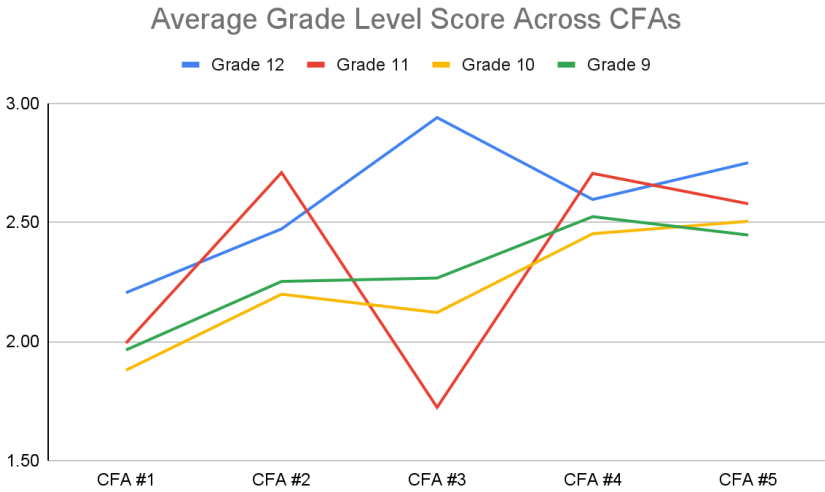
Grade 9



CHANGE IDEA WORK

			<p>Most Effective Strategies as self reported by teachers: Small, frequent tasks with feedback (4.0) Use of Models to help guide planning (4.0) Connecting tasks to a real audience (4.3)</p> <p>GOALS FOR NEXT YEAR</p> <p>Instructional: Provide direct, aligned feedback to analysis: specifically what students do WITH evidence. There would be 4 areas of feedback and instruction:</p> <ol style="list-style-type: none"> Analysis as contextualization: How does this evidence fit into the bigger picture? Analysis as categorization: What is this evidence an example of? (Writing strategy, unit concept, etc) Analysis as describing impact: what is the significance of this evidence to... (an argument, the characters or story as a whole, the central idea of a story, etc.)? Final check: Is the analysis connected to your claim? <p>Curricular: Vertically align around Transfer Goal 4: Engage in rich, critical discussions about texts and topics in order to push their own thinking and the thinking of others toward a bigger idea.</p>
<p>#70: 2020 Total Cohort 4-Year Graduation Rate (All Students) 21-22 SY Baseline: 84% 23-24 SY Target: 85% 23-24 SY Actual: 73.6%</p>		<ul style="list-style-type: none"> 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. 	<p>Cohort Tracker is developed and monitored daily to support scholar success</p> <p>153/208 - 73.6% - of all students in the 2020 cohort have graduated.</p> <p>There are 21 students who have the potential to graduate in August 2024. If all make it, 2020 4 year cohort rate would be 83.7%.</p>

		<ul style="list-style-type: none">Multiple reminders to attend Regents, email, letter, counselor, teachers, principal.																				
#88: 2019 Cohort 5-Year Graduation Rate (All Students) 21-22 SY Baseline: 86% 23-24 SY Target: 87% 23-24 SY Actual: 78.7%		<ul style="list-style-type: none">Grade tracking by individual on a weekly basisAdoptions 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 155/197 - 80% of students enrolled in the 2019 Cohort have graduated as of June 2024. There are 4 scholars still enrolled at East from the 2019 Cohort.																			
#120: HS ELA All Student PI 21-22 SY Baseline: 18.6 23-24 SY Target: 20.9 23-24 SY Actual: 20.7 as of June 2024		<div>SMART GOAL DATA</div> <div>SMART Goal Results - Growth on Wholistic Analysis Writing Rubric (Part 3 of Regents)</div> <table><thead><tr><th>Result</th><th>Raw Count</th><th>Percent of Valid Scores</th></tr></thead><tbody><tr><td>Growth</td><td>451</td><td>72.04%</td></tr><tr><td>Same</td><td>106</td><td>16.93%</td></tr><tr><td>Regression</td><td>69</td><td>11.02%</td></tr><tr><td>N/A (1 or fewer results)</td><td>162</td><td>20.56%</td></tr></tbody></table>	Result	Raw Count	Percent of Valid Scores	Growth	451	72.04%	Same	106	16.93%	Regression	69	11.02%	N/A (1 or fewer results)	162	20.56%	<div>$(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Cohort Members}]) \times 100$</div> <div>ELA Results as of June 2024: Total cohort = 208 Level 4 = 68 Level 3 = 59 Level 2 = 42</div> <div>$(42) + 2(59) + 3(68) / 208 \times 100 = 20.7$</div> <div>Active 2021 Cohort Passing ELA Regents<table><thead><tr><th>As of January 2024</th><th>As of June 2024</th></tr></thead><tbody><tr><td>43.44%</td><td>65.07%</td></tr></tbody></table></div>	As of January 2024	As of June 2024	43.44%	65.07%
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CHANGE IDEA WORK

Most Effective Strategies as self reported by teachers:

- Small, frequent tasks with feedback (4.0)
- Use of Models to help guide planning (4.0)
- Connecting tasks to a real audience (4.3)


GOALS FOR NEXT YEAR

Instructional: Provide direct, aligned feedback to analysis: specifically what students do WITH evidence. There would be 4 areas of feedback and instruction:

- a. Analysis as **contextualization**: How does this evidence fit into the bigger picture?
- b. Analysis as **categorization**: What is this evidence an example of? (Writing strategy, unit concept, etc)
- c. Analysis as describing **impact**: what is the significance of this evidence to... (an argument, the

		<p>characters or story as a whole, the central idea of a story, etc.)?</p> <p>d. Final check: Is the analysis connected to your claim?</p> <p>Curricular: Vertically align around Transfer Goal 4: Engage in rich, critical discussions about texts and topics in order to push their own thinking and the thinking of others toward a bigger idea.</p>																						
#130: HS Math All Students PI 21-22 SY Baseline: 68.3 23-24 SY Target: 72.8 23-24 SY Actual: 106.7* (Algebra 1) Exempt students (n=70) were excluded from the denominator	<p>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.</p> <p>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.</p> <p>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</p>	<p>$(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Cohort Members}]) \times 100$</p> <p>$(28) + 2(49) + 2(9) / 135 \times 100 = 106.7$</p> <table><tr><td>Not Tested (b)</td><td>Tested (c)</td><td>Scoring at level 1 (d)</td><td>Scoring at level 2 (e)</td><td>Scoring at level 3 (f)</td><td>Scoring at level 4 or 5 (g)</td></tr><tr><td>82</td><td>123</td><td>37</td><td>28</td><td>49</td><td>9</td></tr></table> <table><tr><td>PHE Exempt Total (p)</td><td>Number PHE Exempt & Tested (q)</td><td>Number PHE Exempt & Not Tested (r)</td><td>Percent PHE Exempt & Tested (s)=(q/p)*100</td><td>Percent PHE Exempt & Not Tested (t)=(r/p)*100</td></tr><tr><td>164</td><td>94</td><td>70</td><td>57.3%</td><td>42.7%</td></tr></table> <p>Date Retrieved from WNYRIC, 2020 Total Cohort - 4 Year Outcome, July 18, 2024</p> <p>- Saturday Regents review began April 13th</p>	Not Tested (b)	Tested (c)	Scoring at level 1 (d)	Scoring at level 2 (e)	Scoring at level 3 (f)	Scoring at level 4 or 5 (g)	82	123	37	28	49	9	PHE Exempt Total (p)	Number PHE Exempt & Tested (q)	Number PHE Exempt & Not Tested (r)	Percent PHE Exempt & Tested (s)=(q/p)*100	Percent PHE Exempt & Not Tested (t)=(r/p)*100	164	94	70	57.3%	42.7%
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164	94	70	57.3%	42.7%																				

		<p>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.</p> <p>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.</p> <p>Student Needs:</p> <ul style="list-style-type: none"> • 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.. 	<ul style="list-style-type: none"> - There were 8 Saturday review sessions to help scholars prepare for the June Regents Exam - Discussions on how to use the data through individual feedback with scholars was 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 were reviewed routinely to make sure they are reflective of CRRSP and problem context is expected to be relatable to our student population. <p>Math SMART Goal Data Algebra 1: 14.6% have met the SMART Goal target (22/151) Geometry: 49.5% have met the SMART Goal target (54/109) Algebra 2: 75.5% have met the SMART Goal target (40/53) Math 3: 6.6% have met the SMART Goal target (9/137) Precalculus: 62.1% have met the SMART Goal target (18/29) Transition to College Math: 63.6% have met the SMART Goal target (14/22) Statistics: 56.3% have met the SMART Goal target so far this year (9/16) Overall: 32.1% have met the SMART Goal target at the mid year point (166/517)</p>
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#140: College, Career, & Civic Readiness Index - All Students 21-22 SY Baseline: 117.1 23-24 SY Target: 120.3 23-24 SY Actual:			
#170: HS Chronic Absenteeism - All Students 21-22 SY Baseline: 63% 23-24 SY Target: 61% 23-24 SY Actual: 60.1%		A strengthened focus on attendance 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 was conducted to strengthen the relationship with families and address the underlying causes and barriers that contributed to students missing a significant number of school days. Weekly data analysis was used to provide targeted outreach and support services, including connections with community partners to address the root cause of absence. Regular monitoring, data tracking, and continuous evaluation were built into each CAST structure to help monitor the effectiveness of each intervention, document intervention efforts, and ensure a coordinated approach for each scholar.	<div> <div>Percentage Chronic</div> <div> Grade Secondary ▼ </div>  <div>Percentage:60.10%</div> </div>
#230: HS Science All Students PI 21-22 SY Baseline: 94.1 23-24 SY Target: 99.1 23-24 SY Actual:		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: <ul style="list-style-type: none"> If teachers understand how constructing explanations uses disciplinary core ideas and builds upon other science practices, then they will use and develop criteria that 	$\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Cohort Members}]} \times 100$

		<p>incorporate academic language to describe the connections between big concepts and evidence</p> <ul style="list-style-type: none">• 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• If students have strategies for evaluating their explanations, then they will be able to identify next steps and celebrate accomplishments	<table><tr><th>Not Tested (b)</th><th>Tested (c)</th><th>Scoring at level 1 (d)</th><th>Scoring at level 2 (e)</th><th>Scoring at level 3 (f)</th><th>Scoring at level 4 or 5 (g)</th></tr><tr><td>78</td><td>127</td><td>73</td><td>28</td><td>24</td><td>2</td></tr></table> <table><tr><th>PHE Exempt Total (p)</th><th>Number PHE Exempt & Tested (q)</th><th>Number PHE Exempt & Not Tested (r)</th><th>Percent PHE Exempt & Tested (s)= (q/p)*100</th><th>Percent PHE Exempt & Not Tested (t)= (r/p)*100</th></tr><tr><td>150</td><td>84</td><td>66</td><td>56.0%</td><td>44.0%</td></tr></table> <p>Science SMART goal data Bioethics: 62% met the SMART goal target Anatomy: 43% met the SMART goal target Living Environment: 42% met the SMART goal target Chemistry: 40% met the SMART goal target Overall: 46% met the SMART goal target</p> <p>Action steps toward the SMART goal include:</p> <ul style="list-style-type: none">• Feedback to students’ responses to monitoring and reflection prompts• If appropriate, modeling several ways of completing the organizer (using growth mindset language and normalizing productive struggle).	Not Tested (b)	Tested (c)	Scoring at level 1 (d)	Scoring at level 2 (e)	Scoring at level 3 (f)	Scoring at level 4 or 5 (g)	78	127	73	28	24	2	PHE Exempt Total (p)	Number PHE Exempt & Tested (q)	Number PHE Exempt & Not Tested (r)	Percent PHE Exempt & Tested (s)= (q/p)*100	Percent PHE Exempt & Not Tested (t)= (r/p)*100	150	84	66	56.0%	44.0%
Not Tested (b)	Tested (c)	Scoring at level 1 (d)	Scoring at level 2 (e)	Scoring at level 3 (f)	Scoring at level 4 or 5 (g)																				
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150	84	66	56.0%	44.0%																					

			<ul style="list-style-type: none"> • More opportunities to compare and contrast, annotate, and revise scientific explanations • Prompting students to think about how they would use monitoring self-questions as they work • Teacher modeling of metacognitive strategies for students to use as they incorporate evidence and science concepts into explanations, using knowledge of self, strategies, and task <ul style="list-style-type: none"> ○ Providing exemplars, discussion prompts, and feedback to scholars on their self-evaluations and use of evidence within their reflections ○ Providing opportunities for revision of both reflections and evidence-based explanations based on feedback ○ Learning walks showed evidence of success in the following areas: <ul style="list-style-type: none"> ■ Using the “self-evaluation organizer” repeatedly throughout the unit - modeling for the class how to identify medals and missions for each success criterion ■ Annotating the text of prompts to construct an explanation ■ Multiple opportunities within each unit to construct explanations ■ Teachers anticipating where students will struggle (as measured by planned pause points, timing of annotations/scaffolds, and encouragement to scholars as they work) • Vertically aligning units that focus on constructing explanations, including: <ul style="list-style-type: none"> ○ Information sharing across grade levels of the content and scope of expectations for students ○ Consistent use of standards-aligned success criteria ○ Use of external exemplars to calibrate tasks and rubrics for both formative and summative assessment
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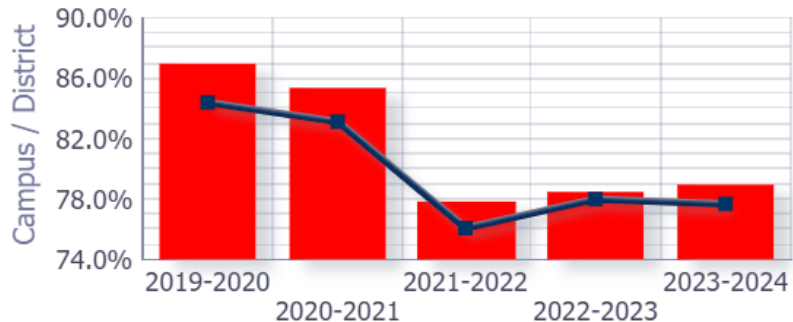
			<ul style="list-style-type: none">Ensuring that all units incorporate practice and feedback with constructing explanationsDevelopment of a grade appropriate format and language for evidence based explanations for teachers to model and use to provide feedback.																																														
#240: HS Social Studies All Students PI 21-22 SY Baseline: 18.6 23-24 SY Target: 21.1 23-24 SY Actual:		<p>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.</p> <p>Primary Drivers Engage in classifying thinking demand (simple version on thinking demands matrix):</p> <ol style="list-style-type: none">Recognize certain words are related to particular time periodsCategorize / Recognize the time period the doc is addressingConstruct a timeline of actions (kids are good at this typically)	<table><tr><th colspan="6">Regents Global History: Number of Student</th></tr><tr><th>Not Tested (b)</th><th>Tested (c)</th><th>Scoring at level 1 (d)</th><th>Scoring at level 2 (e)</th><th>Scoring at level 3 (f)</th><th>Scoring at level 4 or 5 (g)</th></tr><tr><td>23</td><td>182</td><td>31</td><td>56</td><td>72</td><td>23</td></tr></table> <table><tr><th>PHE Exempt Total (p)</th><th>Number PHE Exempt & Tested (q)</th><th>Number PHE Exempt & Not Tested (r)</th><th>Percent PHE Exempt & Tested (s)= (q/p)*100</th><th>Percent PHE Exempt & Not Tested (t)= (r/p)*100</th></tr><tr><td>1</td><td>1</td><td>0</td><td>100.0%</td><td>0.0%</td></tr></table> <table><tr><th colspan="6">Regents US History: Number of Students</th></tr><tr><th>Not Tested (b)</th><th>Tested (c)</th><th>Scoring at level 1 (d)</th><th>Scoring at level 2 (e)</th><th>Scoring at level 3 (f)</th><th>Scoring at level 4 or 5 (g)</th></tr><tr><td>57</td><td>148</td><td>24</td><td>43</td><td>47</td><td>34</td></tr></table>	Regents Global History: Number of Student						Not Tested (b)	Tested (c)	Scoring at level 1 (d)	Scoring at level 2 (e)	Scoring at level 3 (f)	Scoring at level 4 or 5 (g)	23	182	31	56	72	23	PHE Exempt Total (p)	Number PHE Exempt & Tested (q)	Number PHE Exempt & Not Tested (r)	Percent PHE Exempt & Tested (s)= (q/p)*100	Percent PHE Exempt & Not Tested (t)= (r/p)*100	1	1	0	100.0%	0.0%	Regents US History: Number of Students						Not Tested (b)	Tested (c)	Scoring at level 1 (d)	Scoring at level 2 (e)	Scoring at level 3 (f)	Scoring at level 4 or 5 (g)	57	148	24	43	47	34
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			Public Health Emergency (PHE) Exempt***				
			PHE Exempt Total (p)	Number PHE Exempt & Tested (q)	Number PHE Exempt & Not Tested (r)	Percent PHE Exempt & Tested (s)= (q/p)*100	Percent PHE Exempt & Not Tested (t)= (r/p)*100
			24	6	18	25.0%	75.0%
			Date Retrieved from WNYRIC, 2020 Total Cohort - 4 Year Outcome, July 22, 2024				
			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.				
			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.				

#250: 2018 Total Cohort - 6 Year Graduation Rate - All Students 21-22 SY Baseline: 80% 23-24 SY Target: 81% 23-24 SY Actual: 86.5%		<ul style="list-style-type: none"> Communicate with program school to support scholar monthly 	86.5% or 155/179 of students enrolled in the 2018 Cohort have graduated as of July 2024. 1.1% of students enrolled in the 2018 Cohort earned IEP Diplomas & Commencement Credentials. 12.4% of students enrolled in the 2018 Cohort have dropped out.
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Final Report and Reflection on Activities Completed during
May 1, 2024 – June 30, 2024

Part III – Demonstrable Improvement Level 2 Indicators <i>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.</i>			
Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Describe any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment. Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made as 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 school-based action steps and targeted supports the district will provide to ensure persistence in progress and proficiency across subgroups. 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 21-22 SY Baseline: NA 23-24 SY Target: See CS Rubric 23-24 SY Actual: See CS Rubric		East CS Rubric	

<div>#3: Student Attendance</div> <div>21-22 ST Baseline: 77%</div> <div>23-24 SY Target: 79%</div> <div>23-24 SY Actual: 78.9%</div>	<div><ul style="list-style-type: none">• Tiered supports for student attendance include:• Tier 1 - Family Group - Family group teachers have a low ratio of students in their daily FG period. “Carents” are expected to reach out to students who are absent to help determine the reason why so that an appropriate referral for student support can be triggered, if appropriate. Planning for time management, individual goal setting, and progress monitoring can be built into the family group lesson. Additionally, the overall positive relationships and school climate, as well as engaging learning opportunities contribute to improved student attendance.• Tier 2 - CAST meets weekly to review attendance data and plan for additional intervention. Targeted interventions can include success mentoring, check in/check out, and group check ins supported by the social worker/counselor are beneficial.• Tier 3 - After conducting a home visit to determine the root cause of the attendance issue, the attendance assistant works closely with the student and their family as a bridge to reconnect with the CAST and any necessary community school support. Personalized attendance improvement plans are developed to address specific barriers to attendance, such as health issues, transportation challenges, or family issues. Regular follow up phone calls and home visits are needed to rebuild the relationship, ensure connection with needed wrap around services, provide transportation assistance, and plan for SEL/mental health needs.</div>	<div><div>Yearly Campus Avg Daily Attendance Compared to District ADA</div><div><table><tr><th>Year</th><th>Campus / District</th></tr><tr><td>2019-2020</td><td>86.0%</td></tr><tr><td>2020-2021</td><td>84.0%</td></tr><tr><td>2021-2022</td><td>78.0%</td></tr><tr><td>2022-2023</td><td>79.0%</td></tr><tr><td>2023-2024</td><td>78.9%</td></tr></table></div><div><div>Grade Level ▾</div><table><tr><th>Grade Level</th><th># of Students Enrolled</th><th>% of Students Enrolled</th><th>Avg Daily Attendance</th></tr><tr><td>Grade 9</td><td>195</td><td>24.9%</td><td>83.2%</td></tr><tr><td>Grade 10</td><td>200</td><td>25.6%</td><td>79.6%</td></tr><tr><td>Grade 11</td><td>201</td><td>25.7%</td><td>77.3%</td></tr><tr><td>Grade 12</td><td>186</td><td>23.8%</td><td>74.4%</td></tr></table></div></div>	Year	Campus / District	2019-2020	86.0%	2020-2021	84.0%	2021-2022	78.0%	2022-2023	79.0%	2023-2024	78.9%	Grade Level	# of Students Enrolled	% of Students Enrolled	Avg Daily Attendance	Grade 9	195	24.9%	83.2%	Grade 10	200	25.6%	79.6%	Grade 11	201	25.7%	77.3%	Grade 12	186	23.8%	74.4%
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<p>#8: Curriculum Development & Support (DTSDE Tenet 3) 21-22 SY Baseline: NA 23-24 SY Target: 40% of Tenet 3 Phase 2; 90% of Phase 1 23-24 SY Actual: 93% Phase 1, 83% Phase 2 (see Rubric)</p>		East Tenet 3 DTSDE Rubric	
<p>#65: 2023 Total Cohort (9th graders) with 5 or more credits 21-22 SY Baseline: 71% 23-24 SY Target: 74% 23-24 SY Actual: 75.6% (143 of 189)</p>		<ul style="list-style-type: none"> • Intervention plans were in place for at risk scholars to include MP recovery, Regents exam preparation, and Saturday school programming. Individual parent outreach was conducted to support credit attainment. • • Counselors engaged weekly with parents to provide frequent progress monitoring updates and encouragement. 	
<p>#68: 2021 Total Cohort (11th graders) with 5 or more credits earned this SY 21-22 SY Baseline: 63% 23-24 SY Target: 66% 23-24 SY Actual: 81.9% or 168/205 earned 5 or more credits during the 2023-2024 SY</p>		<ul style="list-style-type: none"> • 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. 	<p>2021 Cohort Tracker 166/205 have already earned 15 credits as of July 2024. 3/203 have dropped out as of April 2024.</p>

<p>#94: Providing 200 Hours of high quality Extended Day Learning Time (ELT) 21-22 SY Baseline: NA 23-24 SY Target: See ELT Rubric 23-24 SY Actual: See ELT Rubric</p>		<p>East EPO ELT Rubric</p> <ul style="list-style-type: none"> • Family Group • Support Period • Double Literacy & Math periods (6-9) • 54 Athletic Teams • After-School Programming • College Access (Gear Up, TRiO/Upward Bounds, Step to College). 	<ul style="list-style-type: none"> • 100% of students in attendance participate in a longer learning day (+1.5 hours) for each instructional school day. • Data included in Part 1, #5
<p>#142: College, Career, and Civic Readiness Index - Black Students 21-22 SY Baseline: 118.7 23-24 SY Target: 120.3 23-24 SY Actual:</p>			<p>2020 4 year cohort data (all students) 153/208 Graduates as of June 2024: 36 Still Enrolled 19 Dropped Out 30 Advanced diplomas 10 Local diplomas 41 Seal of Civic Readiness 20 Seal of Biliteracy 21 CTE Endorsement</p>
<p>#255: 2018 Total Cohort 6-Year Graduation Rate - ED Students 21-22 SY Baseline: 78% 23-24 SY Target: 79% 23-24 SY Actual: 83.8%</p>		<ul style="list-style-type: none"> • Communicate with program school to support scholar monthly 	<p>119 out of 142 graduates from the 2018 Cohort were Economically Disadvantaged. This represents 77.8% of the total graduates</p>

Part IV – Community Engagement Team (CET)

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

Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its membership for the 2023-2024 school year should be included and detailed below.

**Note: Administrative, teacher, 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.

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.

As outlined above, there are various structures (community partners meeting, community cafe, student government/lighthouse) for stakeholder input into the plan. In addition, quarterly meeting are help specifically to review data in and gather input from FACE team.

Event Participation data is included in Part 1, #5

FACE monthly meeting minutes can be found [here](#).

Part V – Powers of the Receiver

[NYS Education Law 211-f](#) and [Commissioners Regulation §100.19](#) grant certain powers to the School Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling. Provide a summary of the use of the School Receiver’s powers during this reporting period. If Powers of the Receiver were not utilized, indicate as such.

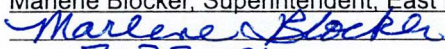
On 3/28/24, the RCSD Board of Education voted to conclude the East EPO contract with the University of Rochester effective June 30, 2025. This has led to increased focus on the East EPO transition back to RCSD Central Office supervision. Current transition efforts include written communication to all constituents, community input meeting through FACE, collaborative planning meetings Supt. Peluso and Supt. Blocker. Deputy Superintendent Strickland has been identified as the RCSD lead and has met with teacher stakeholders. A staff survey was conducted to prioritize requests for continued autonomy beyond the EPO period. A collective bargaining agreement arranging for continued tenure in RCSD has begun. Monthly updates to the Board of Education regarding transition plans have been presented at business meetings and a transition team has been established to include representatives from the EPO and RCSD Senior Leadership. Continued concerns remain about instability in RCSD leadership and the impact that may have on East’s sustainable efforts to maintain innovative approaches established under the EPO; interim Superintendent Demario Strickland was named effective 7/1/24 and will be supporting the East transition planning. Transition teams will be formed for each of the key strategies outlined above to ensure clarity of expectations related to sustainability after the EPO conclusion.

Current and continued challenges exist with student enrollment/placement practices; East leadership is working to ensure that sibling, 1.5 mi, and CTE preferences are afforded to scholars. This is very difficult given the lack of transparency related to school choice lottery, waiting list, and transfer process (all handled by RCSD Central Office).

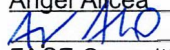
- Day to day services and management of East
- Curriculum & Instructional Programs flexibility
- Modified Collective Bargaining Agreements
- Increased salaries, stipend for bilingual teachers
- Expanded school day for all students
- Smaller class sizes (max. 22 for Freshman Academy; 25 for Gr 10-12)
- Staffing decisions
- Recommendations to the BOE on additional budgetary requirements and staffing.
- Continue with previously named areas;
 - Renewals of Collective Bargaining Agreements through transition period.
- 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.

Part VI – Assurance and Attestation

By signing below, I attest that the information in this Final Report for Schools Exiting Receivership 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): Marlene Blocker, Superintendent, East EPO
Signature of Receiver: 
Date: 7-22-24

By signing below, I attest that the Community Engagement Team has had the opportunity to provide direct and explicit input into this Final Report for Schools Exiting Receivership and has had the opportunity to review and update, as necessary, its 2023-2024 Community Engagement Team Plan and membership for the current academic year.

Name of CET Representative (Print): Angel Alicea
Signature of CET Representative*: 
Title of CET Representative: FACE Committee Chair, Bilingual Home School Assistant
Date: 7/22/22

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