New York State EDUCATION DEPARTMENT
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2024-2025 Receivership School Quarterly Report #1
Report Period: *July 23, 2024, to October 30, 2024 (Due October 30, 2024)*

All sections of 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.

Parts I, II, and III of this document are a self-assessment of the *implementation and outcomes of key strategies* related to Receivership and are not considered an evaluation by the New York State Education Department (NYSED). Once this document is finalized, submitted to, and accepted by NYSED, the completed document *must be posted* in a conspicuous 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 verified engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
East Lower School	261600010105	Rochester CSD	University of Rochester	1	https://www.rcsdk12.org/Page/49867
Superintendent	School Principal (*If appointed since the last reporting period, attach resume*)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Marlene Blocker, Superintendent, East EPO	Leandrew Wingo	October 2021	Jennifer Cody, Chief Academic Officer, East EPO	Grades 6-8	n/a

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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 information is complete with accurate 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 SMART Goal Strategies and Actions Towards Attaining Commitments have been completed by building and district leaders, including, but not limited to:
  - Incremental goals towards meeting DI targets.
  - Strategies, actions, and resources towards meeting DI targets.
  - How all goals and strategies will be measured/assessed.

Part I - Lead Strategies for School Improvement

- ☐ Each Lead Strategy is outlined, including how the strategy supports 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)

- ☐ Every prompt is completed and CET implementation meets 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 regulatorily approved CET members who are **not** school administrators

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Executive Summary

Please provide a *plain-language summary* of this Quarterly Report-based Continuation Plan to both reflect the changes and progress made since the last reporting period. Describe the systems and processes utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver during the past quarter have framed a basis for developing a data-informed continuation plan for the next school year.
The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public. Limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.

Since July 1, 2024, East EPO Leaders have been dedicated to enhancing the systems of support within East Lower and Upper Schools, with a strong focus on leadership coaching and collaborative learning. They hold weekly Executive Leadership Team meetings to monitor progress in different school segments, ensuring a balanced approach from broad strategies to specific needs. Principal coaching emphasizes data analysis, instructional leadership, and collaborative problem-solving. Regular meetings among academic leaders, teachers, and counselors enhance communication and curriculum planning, addressing attendance issues and providing mental health support. These efforts create a nurturing and growth-oriented educational atmosphere.

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

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

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

Overview of School Demographic and Four-Year Trend Data

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

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

Data Source: Combination of State LSRPT Roc3D and PowerSchool Report

Date of Capture: 10/15/24

SWD= 14.1% n=52

Total Current Enrollment/Registrant Counts: N= 369

ELL= 18.7% n=62

SWD/ELL percentage total

N= 2.2% n=8

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Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Average Daily Attendance Rate	81.6%	83.9%	80.8%	85.7%
Chronic Absenteeism Rate	66.6%	53.1%	62.0%	45.3%

Data retrieved from ROC 3D 10/15/24, updated as of 10/15/24

Suspension % Rate and Number by Category				
	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Out-of-School Suspensions	14%/#25	68%/#298	35%/#106	.05% n=2
Duplicated Suspensions	NA	22%/#94	21%/#94	6.6% n=24
Unduplicated Suspensions	NA	12%/#54	8%/#24	5.8% n=21
ELL Suspensions	NA	3%/#14_	2%/#5	0% n=0
SWD Suspensions	NA	5%/#24	6%/#17	3.9% n=2

3 - 8 ELA Proficiency Rates

	2021 -2022	2022 - 2023	2023 -2024
Percentage of Students Scoring Level 3 and Above	14.4%	26.2%	20.2%

3 - 8 Math Proficiency Rates

	2021 -2022	2022 - 2023	2023 -2024
Percentage of Students Scoring Level 3 and Above	3.7%	9.3%	6.6%

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Overview of School Demographic and Four-Year Trend Data
Use the template below to provide four-year graduation and Drop-out rate trend data, as applicable.

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

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

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

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

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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*

$$\text{Out of School Suspension Rate \%} = \frac{\text{Number of Students with at Least 1 Day Suspension}}{\text{Total Enrollment as of BEDS day}} \times 100$$

Duplicated Suspensions #: *Number of student(s) suspended out of school more than one time*

$$\text{Duplicated Suspension Rate \%} = \frac{\text{Number of Students Suspended More Than One Time}}{\text{Total Number of Suspensions}} \times 100$$

Unduplicated Suspensions #: *Number of students suspended out of school only one time*

$$\text{Unduplicated Suspension Rate \%} = \frac{\text{Number of Students Out of School Only One Time}}{\text{Total Number of Suspensions}} \times 100$$

English Language Learners(ELL) Suspensions #: *Number of ELL Students Suspended at least one time.*

$$\text{ELL Suspension Rate \%} = \frac{\text{Number of ELL Students Suspended at Least 1 Time}}{\text{Total Number of Suspensions}} \times 100$$

Student with Disabilites (SWD) Suspensions #: *Number of students with disabilities suspended at least one time*

$$\text{SWDSuspension Rate \%} = \frac{\text{Number of SWDs Suspended at Least One Time}}{\text{Total Number of Suspensions}} \times 100$$

Directions for Parts I, II, and III - District and school leadership 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, as well as identify key strategies that were included in the 2024-2025 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning and school improvement. Only salient data that maps to DI target attainment should be included.*

The report should include a clear focus on *how evidence guides decisions* and an outline of explicit, equitably accessible educational supports to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space. Applicable resources and related guidance can be accessed via the *Department's Diversity, Equity, and Inclusion* and *Culturally Responsive-Sustaining (CR-S) Education Frameworks*, (@ DEI Framework and Policy Statement | New York State Education Department (nysed.gov), Culturally Responsive-Sustaining Education | New York State Education Department (nysed.gov), and in via the NY Social Emotional Learning Benchmarks @ NYS SEL Benchmarks (nysed.gov).

When responding to prompts pertaining to the *Quarterly Report #1*, identify processes:

- Applied throughout Quarter 1 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 new school year*

Frame how the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.

- Claims should be evidentiary in nature.
- Reported information and related data should be accessible and able to be reviewed upon request.

To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and school Leadership should *assess the impact* of identified lead strategies on student learning, as aligned to Technical Assistance and Support sessions and diagnostic review feedback.

Data and narrative outlines should be comprised of supporting documentation. Information, data, and supplements not aligned to key tracking towards target attainment should not be included in this report and may result in the need to amend and resubmit for applicable approval.

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 SMART strategies section is to be completed by school and district leadership and should include specific, measurable, achievable, relevant, and time-bound (SMART) goals aligned with Lead Strategies and DII targets. Strategies should include incremental assessment of measurable progress and actions toward meeting each commitment and SMART Goal, while also assessing the status of how these commitments and SMART Goals have been aligned with and support meeting DII target attainment.

- *For example, "ELA proficiency of SWDs will increase 2% by January 2025 and 5% overall by June 2025."*

Building-based Commitments	**SMART Goal Strategies and Actions Towards Attaining Commitments**
1. Collaboration 2. Learning Made Visible 3. Leader In Me School 4. Common Formative Assessment	1. By the end of the 2024-25 school year 80% of East Lower School staff will show evidence of collaboration. Scholars & adults will collaborate with one another as part of highly effective teams in service of improving scholar educational outcomes. 2. By the end of the 2024-25 school year 100% of teachers will display evidence of student learning. 100% of teachers will use instructional strategies to make student learning visible. Goal is measured by admin, TL, and U of R walkthroughs/coaching cycles. "Look fors" include but not limited to: ● Posting, unpacking,evaluating, and referring back to the learning targets throughout the lesson ● Student Genius (Scholar work displayed) ● Use of Metacognition to focus on scholar discourse and higher-level questioning ● Focus on student collaboration and engaging/communicating with their peers ● Use of MAC protocols for scholar engagement 3. By the end of the 2024-25 school year 80% of East Lower School staff will show evidence of integrating the highly effective practices of the 7 Habits into the classroom environment. Goal is measured by : Admin, TL, and U of R

	walkthroughs/coaching cycles. "Look fors" include but not limited to: ● Family group mission statements co-created, posted & referenced ● Student Leadership Roles in Family Group/Classrooms/School ● 7 Habits displayed & referenced in classrooms ● Displays of student genius across the building ● Five defined Lighthouse student action teams ● One united adult and scholar lighthouse team 4. By the end of the 2024-25 school year the ELA & Literacy department will co-create, evaluate, and administer a common formative assessment (CFA).Goal is measured by : ● Principal monitor progress for CFA Co-creation during weekly 1:1 meetings with TL ● By end of October produce rough draft of CFA ● Pilot rough draft of CFA with grade level ● Administer the CFA ● Solicit feedback from ELA and Literacy teachers regarding CFA ● Make changes based on actionable feedback from teachers

District-based Commitments	SMART Goal Strategies, Actions and Resources Towards Supporting Commitment Attainment
• **Continue support of Teacher Leaders** • **Link Teacher Leaders to development of administrators** • **Support professional development for discussion protocols** • **Focus on collaboration in walkthrough feedback** • **Specific, growth focused feedback** • **Deeper look at DIIs and support for ELLs and bilingual students' language acquisition.**	**Tenet 3 (Curriculum) GOAL:** 100% of East curricular units of study aligned with a prioritized transfer goal within each department will demonstrate vertical alignment across all disciplinary courses in Grades 6-12. • **Key Strategies and Actions in Q1:** ○ **Aligned Professional Development for administrators, teacher leaders, and teachers** - In July, we offered a Vertical Alignment Institute, during which 18 teachers and teacher leaders participated in deeper learning related to vertical alignment. Teacher leaders, having started planning work for this year in the Spring, continued this work also throughout the summer, getting clear about prioritized content, skills, and standards for this year's vertical alignment focus and planning to engage their departments in this work during required PL for all staff at the end of August. Administrators were also engaged in related professional learning during a Leadership Retreat Week where they also spent time familiarizing themselves with the prioritized content, skills, and standards for this year's vertical alignment focus and planning to support their teacher leader and teachers in this work throughout the year. In August, we conducted 5 days of professional development with all staff, reviewing the steps to vertical alignment we have conducted in past years as well as delving deeper into the cycles of practice and feedback needed as well as authenticity related to performance tasks. ○ **Curriculum Revision -** During the 5 days of professional development in August, more than half of that time was focused on 6-12 departmental collaboration that included teacher reflection and revision of units for vertical alignment. Most departments were able to meet the first 2-3 indicators of vertical alignment in their units, including revising and prioritizing the desired results and revising the end of unit performance assessments, including revisions to scoring tools/rubrics and the creation of teacher models. Future work in order to meet the goal will include revisions to Stage 3 (the learning plan) to embed robust practice and feedback in the units as well as similar revisions to other units of study that work toward the same prioritized content and skills of focus. ○ **Review & Feedback to Curriculum** - Teacher leaders have engaged in providing feedback both prior to the revisions teachers made in August as well as reviewing the revisions that were made and providing teachers with feedback afterward. This feedback will drive another round of revisions that teachers will engage in making during an upcoming conference day in November, on which departments will have another large chunk of time in 6-12 departments to continue this work. ○ **Linked PL** - In July and August, some administrators and teacher leaders participated in a book study of the text *Leading in Sync: Teacher Leaders and Principals Working Together for Student Learning.* Participants left with strategies to support

	their collaborative leadership of departments throughout the school year. ● **Example Resources used in Q1:** ○ Spring 2024 TL PL (Sample Agenda) ○ July 2024 Admin PL (Slides) ○ Summer Admin/TL PL (Lead in Sync Text) ○ August 2024 Professional Learning for admin, TLs, and teachers ○ September PL for Admin and TLs (Sample Agendas 9.9, 9.11, 9.13) **Tenet 4 (Instruction) GOAL:** All scholars will regularly engage in collaboration as part of daily learning, supporting deeper learning and resulting in an increase of at least 5% in scholars meeting or exceeding standards on all NYS Assessments during the 24-25 school year. ● **Key Strategies and Actions in Q1:** ○ **Aligned Professional Development for administrators, teacher leaders, and teachers** related to beginning of the year community building, the use of norms to support collaboration, and the teaching of core skills related to academic discourse. For teacher leaders and administrators, this included professional learning during a portion of each of their July PL retreats, where each group was engaged in envisioning what high-quality collaboration looks and sounds like in classrooms, identifying specific look-fors, and then delving more deeply into the focus areas for the start of the year (i.e. classroom community building and use of norms). Teachers were engaged in a sessing during August PL related to these focus areas as well and experienced structured and differentiated follow up in collaborative planning time (CPT) in order to plan further for enactment in their classrooms. During the month of September, teachers received follow up PL during the monthly Wednesday PL on their use of norms, including reflecting on implementation and identifying next steps to take in order to identify and overcome challenges as well as extend the practice in their classroom, including increasing ownership among scholars. During this month, teacher leader professional development included time to process challenges surfaced by teachers and collaborate on ways to follow up with differentiated support in CPT, coaching cycles, and/or learning labs. Administrators, in alignment, spent time reviewing case studies, or scenarios of in classroom observations related to the use of norms and practicing crafting growth-focused feedback to be provided during walkthroughs. Similarly, in October, while whole-school teacher PL focused on exposing teachers to the 5 core skills of academic discourse, PL for teacher leaders and upcoming PL for administrators focused on how to differentiate follow up to this work to ensure implementation. Future work in Q2, 3, and 4 will include speaking and listening protocols and group work. ○ **Growth-focused feedback in walkthroughs -** Administrators at East have collectively conducted 79 walkthroughs during the months of September and October, and have begun to provide growth-focused feedback specific to the focus on use of

	norms following the PL teachers received. This will continue throughout the school year with the strategy of 5 walkthroughs a week for each administrator - an area in need of improvement. ○ **Learning Walk #1** - While walkthroughs occur on a regular basis throughout the school year, we also conduct a concentrated "learning walk" 3-4 times a year during which administrators and teacher leaders pair up and visit classrooms with a more specific focus on the "look fors" related to our SMARTGoal - in this case collaboration and in particular the use of classroom norms. The window for this learning walk began October 28 and will continue through November 15. We look forward to sharing out our progress monitoring data with you in the Q2 report as well as our analysis and any plan adjustments based on what we see. ● **Example Resources used in Q1:** ○ July 2024 TL PL (Slides) ○ July 2024 Admin PL (Slides) ○ Summer Admin/TL PL (Lead in Sync Text) ○ August 2024 Professional Learning for admin, TLs, and teachers ○ September PL for all (Slides) and for Admin and TLs ○ October PL for all (Slides) and for Admin (TBD) and TLs

Part I- Lead Strategies for School Improvement
Include 3-4 core lead strategies that are central to the school's improvement plan. Such strategies should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance to serve as overarching approaches for strategically implementing targeted action plans leading to demonstrable improvement.

Quarterly Report #1 - Reflection on Lead Strategies Utilized during
July 23, 2024 – October 30, 2024

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
1.East EPO Superintendent and Assistant Superintendent leadership transitioned effective July 1, 2024.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**		**Tenet Transition Teams:** During Quarter one the EPO District Superintendent, Upper and Lower school Principals along with staff volunteers, RCSD representatives and UR personnel established Tenet transition teams. IN addition, the Superintendent has joined the RCSD Executive cabinet. Monthly meetings are held with the RCSD Superintendent to review practices and policies unique to the East EPO. The objective of the teams is to successfully transition East back to the RCSD in a way that honors the systems and structures that are in place. **Executive Leadership Team Meetings:** During Quarter one, East EPO Leaders continue to hold weekly Executive Leadership Team meetings to review general progress of East Lower, Freshman Academy, and East Upper toward improvement goals outlined in the continuation plan. A rotating schedule of weekly updates by DTSDE Tenet allows for a balance of focus from larger picture strategy to specific needs. Weekly review of operational needs has also ensured adequate communication to ensure seamless integration of both schools on the same campus.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
leaders 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.		**Individual Principal Coaching:** The Superintendent continues to meet individually with each principal a minimum of once per week. These one-to-one meetings include a focus on data review, improvement strategies, and instructional observation/walkthroughs. A shared focus on supporting instructional leadership capacity, increased time in classrooms, and understanding and monitoring the impact of initiatives on school level goals and targets are part of these conversations. Discussions of problems of practice are included to ensure collaborative thought partnership and reflective, growth oriented feedback. In addition, the Superintendent meets with the Assistant Principals bi weekly. **1:1:1 Meetings (Chief Academic Officer: Administrator: Teacher Leader):** East CAO continue to strengthen the relationship, communication, and accountability among administrators who oversee different academic departments, and teacher leaders. A monthly meeting to review curriculum maps, lesson plans, lesson quality, and instructional walk through data provides an opportunity to ensure a shared vision for instructional expectations among the team. This meeting is used to collaborative plan for next steps in professional learning, teacher coaching, and administrative intervention when needed. **Administrative Team Meetings:** Lower School Principal meets weekly with the Assistant Principals to review attendance, behavioral/socio-emotional, and academic data for all students. **Administrator/Teacher Leader/ Departmental Meetings:** Lower School Principal and Assistant Principals meet weekly with their respective teacher leader and departmental teachers to review data including: benchmark testing, common formative assessment, and performance task. Information used from this meeting informs additional student support and priorities for focus during the student support period. Curricular progress and instructional walkthrough data are also reviewed to inform support and plan for next steps. **Collaborative Planning Time (CPT):** Collaborative 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.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		SEL/CAST(Counselor, Administrator, Social Worker Team)/ Mental Health Team Meetings: CAST in collaboration with Mental health team meets bi-weekly. Together the team reviews attendance, socio-emotional, and academic data for scholars on their shared caseload. Plans for individualized outreach and support are planned during this time. Progress is monitored weekly. The Home School Assistant joins these meetings to follow up with individual home visits related to attendance and provide progress updates; the Community School Liaison also attends the meeting to assist with referrals for community. partner and external agency support as needed. The Case Management Tracking Tool data system captures all referrals in one location to enhance the individual student records captured in SMS Attendance Actions. **Attendance Team/Family Support Team:** East Lower Attendance team consist of RCSD Attendance Assistant, Home school Assistant, Community School Liaison, Social Workers, Counselors, Principals and Assistant Principals meet weekly to review school-wide data related to attendance, including record accuracy, average daily attendance, individual student attendance, and chronic absenteeism. When students with Chronic Absenteeism issues are identified the team works to assess root causes through conducting home visits and meetings with scholars and families. Next step is to prioritize scholars who are in danger of being chronically absent. Develop attendance plans for scholars such as attendance contracts, check and connect with trusted adults, group counseling with school counselor or social worker. Future plans also include implementing attendance incentive programs such as raffles, celebrations, and special privileges for students with excellent attendance records. **Professional Learning:** The Summer PL Institute for all staff provided the opportunity to set the focus for Tenet 3 & 4 for the 24-25 SY. 97% of staff was in attendance for at least a portion of the whole school August PL. Wednesday Professional Learning is planned monthly throughout the school year for all teachers. In addition, administrators participate in professional learning twice monthly to support strategies aligned with the improvement plan.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
2. Pursuit of a "**guaranteed and viable curriculum"** (a curriculum that is written, enacted, supported, and learned). This involves 100% of the East faculty in writing, reviewing, assessing, and revising curriculum units. The specific focus area for this upcoming year will be **vertical alignment with a second prioritized department-specific transfer goal (a different one from the previous year).**		**Summary:** ● Leaders have an improvement plan in place that outlines detailed plans for this work related to vertical alignment of the curriculum. ● In the Spring of 2024, work was done with teacher leaders to begin to prepare for vertical alignment of our curriculum this year. Teacher leaders were engaged during Teacher Leader Collaborative Planning Time (TLCPT) in selecting 1 of the Long-Term Transfer Goals (TG) for their content area that would be focused on in the 2024-2025 school year and "unpacking" that TG to get clarity on what we would accept as evidence of success at a graduation level. Standards and outside exemplars were used and teacher leaders were engaged in comparing East's curriculum to those outside exemplars for the purpose of analysis and reflection. Student work was also collected - specifically the end of unit performance task work from units aligned with that transfer goal in all courses Grades 6-12. ● In the Summer of 2024, we held a Vertical Alignment (VA) Institute - a 5-day professional learning series - during which we had small groups of teachers from each content area participate in extending the work done by the teacher leaders in the spring. During the VA institute, participants refined the success criteria related to their prioritized transfer goal, examined the existing student work from units aligned with that transfer goal for evidence of that success criteria at a grade-appropriate level of challenge, and revised units of study as models for their peers. Participants received professional learning on how to evaluate authentic performance tasks for disciplinary practices, real-world issues, personal relevance, and use of an authentic audience outside of East. Participants engaged in an authenticity inquiry using the units from their courses and determined revisions needed. Additional professional learning on embedding practice and feedback cycles throughout a unit was also part of the institute. Participants engaged with research on best practices related to practice and feedback cycles and revised their units as models of this. Participants then planned for how to share this learning with others in their department during our August Professional Learning Week. ● During August Professional Learning Week, teachers and administrators spent 12 hours of professional learning time extending the work that had been done in the spring and in the vertical alignment institute. This included about 3 hours of "input", or professional learning led by the participants of the VA institute, our chief curriculum consultant from the University of Rochester, and East instructional leaders related to designing and implementing authentic performance tasks and embedding practice and feedback cycles throughout units. Teachers spent 7-8 hours revising the units aligned with their prioritized transfer goal, including revising tasks for authenticity and embedding practice and feedback cycles.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		● Teachers have continued to revise their units in alignment with the criteria that we established in our Single Point Vertical Alignment Rubric under the leadership of our teacher leaders during collaborative planning time within the first few months of school. ● Additional follow-up professional learning is being planned for the upcoming Superintendent's Conference Days on ALL full and half days. This follow up will be differentiated and facilitated by teacher leaders and others through both department-specific curriculum writing time as well as choice in-sessions. **Evidence & Analysis** ● Evidence includes plans and agendas for the Vertical Alignment Institute and August PL Week portions related to curriculum development, written feedback in the Single Point Rubrics, as well as resulting revisions to over 80 curriculum units made during August PL Week. ● Criteria for success are below, including indications of current status. ○ For each department: ○ A prioritized transfer goal (TG) has been unpacked & shared criteria for success have been clearly articulated (this is currently true of 100% of departments). ○ A Grade 12 model/exemplar (either teacher– or scholar-created) that demonstrates strong and thorough evidence of the identified criteria for success exists (this is currently true 100% of departments). ○ Criteria for success have been nuanced for clarity and specificity as it relates to both Grade 8 and Grade 12 expectations (this is currently true of 90-100% of departments). ○ For each course, the unit(s) aligned with the department's prioritized TG have been identified and refined to ensure: ○ Alignment of the performance task (PT) with the identified, shared success criteria at a grade-appropriate level of challenge. ○ Identification of critical content & skills (CCAS) in bold in Stage 1. ○ Revision to the performance task to ensure complexity, authenticity, and appropriate scaffolding. ○ Ample opportunities for scholars to learn, practice, and receive feedback including space to act on feedback toward the content, concepts, and skill identified in the CCAS and success criteria throughout Stage 3.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		○ Evidence of scholar work from enactment of the PT in the 2024-2025 school year that demonstrates alignment with the success criteria. (Progress is tracked through a Curriculum Writing Update (tool) - inquire for further info.) ● In reflecting on the work that staff did during August PL week toward the above, we noticed that more explicit attention needs to be given to designing practice and feedback cycles within Stage 3. As such, time has been built into teacher leader collaborative planning time during the second quarter to build teacher leaders' capacity in this area and support forward growth.
3. Staff will engage in collaborative inquiry around **Collaboration** as part of lesson design and implementation.		**Summary:** ● Leaders have an improvement plan in place that outlines detailed plans for this work related to collaboration as a result of collaborative planning done by a group of varied instructional stakeholders (instructional council) led by the CAO throughout Spring 2024. The following student-centered learning problem and problem of practice were identified for further pursuit through collaborative inquiry as a staff during the 24-25 school year: ● ○ *Student-Centered Learning Problem:* At East, scholars do not consistently and effectively contribute to an emotionally safe and respectful classroom environment that supports regular, productive collaboration or engage in classroom collaboration that supports deeper learning, likely due to some combination of a lack of understanding, shared value, and/or the opportunities, skills and strategies needed to do so. ○ *Problem of Practice:* At East, educators have not yet developed a shared understanding of collaboration, its value in supporting scholar learning and growth, and strategies for how best to support its development and use it as part of daily learning. ○ In Summer 2024, strategic planning continued and school leaders were engaged in initial professional development related to collaboration as part of both the Teacher Leader Retreat and Leadership Retreat to prepare leaders to be able to support whole staff learning around collaboration through differentiated professional learning, follow up, and coaching within content areas. This included reviewing baseline data collected in May and June of 2024 to inform the work and resulted in the creation of the following SMARTGoal:

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		○ *SMARTGoal:* All scholars will regularly engage in collaboration as part of daily learning, supporting deeper learning and resulting in an increase of at least 5% in scholars meeting or exceeding standards on all NYS Assessments during the 24-25 school year. ● In Summer 2024, all staff were also engaged in professional learning related to Collaboration during our August Professional Learning Week with focus on 1. Developing intentional practices for collaborative community building to support the development of skills needed for productive collaboration and 2. Identifying and prioritizing practice for effective use of norms to support collaboration (Change Idea #1) ○ *Change Idea #1 Norms: I*f we teach, model, practice,and provide feedback, scholars will own and use norms with one another positively contributing to an environment that allows for vulnerability risk taking and support. ○ This professional learning session engaged staff in understanding existing definitions of collaboration; crosswalking concepts related to collaboration with East's foundational learning principles, instructional practices, and mission/vision to understand alignment to our model; as well as the value that engaging scholars in collaboration can have in terms of increasing student achievement. The staff evaluated their current community building activities for opportunities to build relationships with students and surface value and importance of collaboration early in the school year and in service of laying the foundation for being able to collaborate to learn. In September and October 2024 ○ *Follow up occurred with teacher leaders* during TL collaborative planning time to continue to review evidence of learning from the August PL, "workshop" the strategic plan (including identifying success criteria [look fors] for Change Idea #1), preview September and October PL, and collaborate on as well as differentiate department-specific follow-up to occur through content area collaborative planning time. ○ *Follow up occurred with teachers as o*ur monthly whole-school professional learning session in September was a focused follow-up session to our August session on collaboration norms, specifically focusing on 10 strategies that work toward increasing student ownership of the norms. Following this session, teachers were engaged in additional follow up and application by teacher leaders during collaborative planning time.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		○ Presently we are in the middle of a 3-week intensive learning walk to observe evidence of use of norms to support collaboration related to the initial quarter's PL in classrooms. This data will be shared in the next quarterly report. ○ The October PL session focused on Change Idea #2. ■ *Change Idea #2: If teachers explicitly teach, model, and actively engage scholars in reflecting on their engagement in speaking and listening protocols, then scholars will more equitably contribute and more effectively communicate ideas in order to collaborate to learn.* ○ The October PL session deepened teacher learning related to explicitly teaching and practicing the 5 Core Skills of Academic Conversation that are a prerequisite to engagement in speaking and listening protocol. ■ 5 Core Skills for Academic Conversation ● Paraphrasing ● Elaborating and Clarifying ● Supporting Ideas with Examples ● Building on/Challenging Ideas ● Synthesizing ○ Each content area chose ONE of the 5 core skills to explicitly teach and practice within the next month. Additional follow up and application by teacher leaders during collaborative planning time includes teachers engaged in designing activities and student friendly tools to explicitly teach and practice the pre-identified core skill. ○ Follow up occurred with administrators as the team spent time during their own professional learning sessions in September and October engaging more deeply with the concept of collaboration and how they can further engage and support teacher's learning and growth in this area by calibrating on "look fors" and discussing potential feedback to be given during walkthroughs and observations. Additionally, administrators should be doing at least 20 walkthroughs per month giving feedback specific to this area in September/October.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		Evidence & Analysis: ● Based on the work done with teacher leaders in their collaborative planning time, evidence of their learning indicated that ○ TLs see the need for additional apply time for teachers beyond the whole school PL - need follow up on the Adult Learning Cycle and the way in which PL and learning in CPTs are both parts of that cycle. ○ TLs have many ideas about how to follow up on the PL with their departments in differentiated ways, but continue to struggle with finding the best way to integrate this follow-up coherently vs. feeling like "its own thing." ○ The thinking of the group about success criteria / "look fors" was still general/vague to begin with, although they were able to identify more specific criteria when asked for more specificity. More work may be needed for future change ideas to articulate success criteria at the right grain size and level of specificity. ● Based on the work done with administrators, evidence of their learning indicated that ○ Ability to identify the alignment of collaboration norms "look fors" with the Danielson rubric was a strength. ○ Administrators continue to strive to increase the number of walkthroughs being conducted from years' past, demonstrating a strong and increased presence as instructional leaders in classrooms.
4. Continue building staff capacity and understanding of SEL curriculum: **Leader in Me**		At East Lower School we continue to implement the **Leader in Me (LIM)** curriculum**.** During August Professional Learning week, East Lower School staff received a booster in order to strengthen the understanding of the LIM's implementation processes and procedures. LIM coaches continue to meet with administration and Family Group (FG) coach for embedded monthly professional development. Throughout this process a strategic plan was developed outlining the implementation process and procedures for the 24-25 school year All students continue to receive LIM lesson plans depending on the identified priority objectives in order to strengthen SEL Skills. During Q2, new staff members will receive 7 habits training.

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Members of the East community, including community partners, families and students, will partner to support and reinforce SEL. Faculty and staff will integrate SEL skill building within their daily practice in a way that		During Quarter 1 East Lower School reconvened the Adult Lighthouse Team. Throughout this quarter, 10 student members were elected by their peers (student voice). Five action teams were created to move the building LIM goals. (Week Beat-Beautification-Events-Town Hall- Scholar Ambassadors). Continued collaboration amongst team members occurred in September and October and is included as next steps towards progressing on individual team goals. **Current SEL Supports :** There are a variety of SEL supports currently in place for scholars at East Lower School including: SEL Learning Half-Days/Eagle Days, Lower Counselor/Social Worker Student Ratios, CARE Room, Teacher Leader Support (.5 FTE), Family Group (daily for all students), Adult Lighthouse Team, Restorative Practices, SEL Supports from Community Agencies (Center for Youth/Cool Down/ATS), School Culture/Climate Work Group, Mental Health Services (URMC School Based Health Center), and Substance Abuse Counseling (Center for Youth/OASAS). **SEL Transition Team:** In order to prevent regression with the schoolwide SEL implementation based on the CASEL process, East will be meeting monthly with members of Central Office starting November 7th. *The SEL Transition Team is replacing the SEL Council meetings that occurred during the 2023 - 2024 school year. Monthly meetings with Mental Health (MH) coordinators from both Lower and Upper School and administration in order to increase effectiveness of MH meetings in Lower School. Next steps will be to continue collaborating on MH meeting agenda items and data to prevent an overlap of work amongst the MH team members. During August PL, staff at East Lower School were provided the opportunity to understand the current implementation stages of CASEL's SEL implementation process. **Continued Embedded Professional Learning:** Members of the East LS SEL Team (psychologists, social workers, and school counselors) are continuing their collaborative work on the actionable framework within *Onward: Cultivating Emotional Resilience in Educators.* The purpose of the PL opportunity is to promote topics such as self-awareness, relationship-building and emotional regulation.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
promotes student understanding Throughout the 2024-2025 school year East Lower School will be intentional of the SEL Action Plan, Vision and 4 Key Strategies.		Next Steps: SEL professional learning will be provided to deepen adult understanding during conference days. This includes but not limited to; SEL 3 Signature Practices, Resiliency for Educators, and *The Anxious Generation* **SEL Vision:** At East, social emotional learning (SEL) is at the core of our educational approach. We see SEL as an all-day, everyday practice that fosters a school community for our students, families and staff where: ● Relationships are built, maintained and restored because they are central to student learning ● We collectively cultivate an equitable, socially just and culturally responsive environment where students feel welcomed, affirmed and that they belong ● Every member of our community learns to be tenacious, think purposefully, be aware of and advocate for themselves and others, and make intentional decisions in order to succeed both in and beyond our walls **SEL Strategy:** Over the next three years (2024 - 2027), we will accomplish this vision through 4 core activities that promote comprehensive social and emotional development across our community. 1. All staff will continue to build a greater understanding of their own social and emotional skills and competences in order to implement SEL in their daily practice with scholars. 2. All staff will align and implement SEL with key school initiatives and instructional focuses within their practice 3. All members within the East community, including community partners, families and students, will partner to support and reinforce SEL

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		4. Faculty and staff will integrate SEL skill building within their daily practice in a way that promotes student understanding (SEL skill building is reinforced throughout ALL aspects of East)
5. Strengthened coordination of the **community school model** with expanded opportunities for **authentic family engagement**.		**Community Liaison Specialist:** Our new Community Liaison Specialist (CLS) joined East on September 1, 2024. This position replaces the Community School Coordinator and performs similar functions but is in alignment with RCSD's implementation of the Community School Model. The CLS along with an AmeriCorps VISTA Fellow continues to support peer-to-peer networking, community engagement and communication about the community school model at East. The CLS also supports the implementation of the new Case Management Tracking Tool (CMTT) by overseeing community referrals. This has renewed the focus on strengthening the community school model beyond co-located services to one of trust and integration of services centered on removing obstacles for scholar success. **Case Management Tracking Tool:** As of September 1st, the East staff is using a comprehensive tool to track behavior and attendance referral data. Individual student data can be accessed by all in real time and this data is actively being used to inform support and intervention strategies. All staff can also access a record of service units through community partner services at East. Individual student data related to community partner services can also be accessed and used to inform support and intervention strategies. In quarter 1, 230 total Lower School referrals were made for scholar support (20), community provider (19) and disciplinary (191) reasons. Lower School students received 163 units of service through the community partner services at East.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		Asset Mapping/Needs Assessment: The 2024-25 East Community School Directory is linked here. The Community School Leadership Team is working with Connected Communities and City of Rochester Neighborhood Service Centers to build on already existing local asset mapping to ensure a comprehensive understanding of the assets in the area. Collaboration with Connected Communities' Neighborhood Hub will strengthen our ability to provide a human centered case management approach to each scholar and family; see linked vision here. We utilized the model of the NYC Assets and Needs Assessment to guide next steps in this process; an updated Community Schools Needs Assessment Summary (June 2024) is linked here. **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. Notes from Student Focus Groups from June 2024 are included here as well as recommendations for Tenet 6 Transition Planning for the EPO to RCSD. **Monthly Collaborative Community Partners Meetings:** All Community Partners meet monthly to network and strengthen cross-agency communication and collective efficacy. These meetings include team/trust building activities among partners and staff as well as information sharing about in-house and central agency services with the East Community School Network. **Monthly 1:1 Community Partner Check Ins:** To build trust, transparency, and shared accountability, the Community Liaison Specialist conducts 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.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		Professional Learning about the Community School Model: Professional Learning time has been allocated to support administrators' understanding of the community school model. This is a necessary step in preparation for buildinding shared governance structures that embrace collaborative leadership, shared power, and voice. The key shift is ensuring shared understanding that all elements of the school are part of the community school, not just the co-located partners. **Collective Impact Teams:** Four collective impact teams, co-facilitated by school staff and community leaders, are being formed in the 2024-25 School Year to support key areas for improved communication and coordination of services, community connections, and networking to support scholar success. The teams will be: Family Support, College Navigation, Career & Workforce Development, and Health & Wellness. These teams will be school staff, community partners, families, and scholars who will establish annual shared goals, engage in data analysis for progress monitoring, and coordinate the interventions and activities for East scholars and families. The teams will establish regular meetings supported by East Community School leaders as backbone support. Community members and the co-facilitator are essential in ensuring that we are bringing in expertise and insights related to other efforts focused on the same goals. Through this networking and coordination, we will closely communicate and connect regarding the complex challenges facing our scholars and better be able to serve and support their success. **Community Engagement Events:** Monthly Community Engagement events are opportunities for authentic interaction with families, staff, and community partners. Some examples include the August Back to School BBQ (292 Lower School guests), September Open House (66 Lower School guests), and the October Community Career Fair/ Parent Teacher Conference (27 LS Families, 93 Guests) 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. **Community Cafe:** Last year, East launched, Be Strong Families Parent Cafe model in collaboration with Connected Communities. The community cafe model is a research-based support that promotes safe spaces where community members can provide peer support, learn about protective factors, and raise awareness about community school resources. Stakeholders select the themes for each year. In 2024-25 Community Cafe discussions will include the following

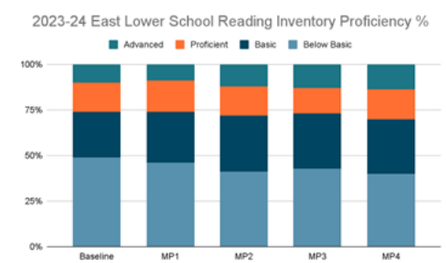
Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		themes:Family Engagement, School Communication, Building Healthy Bonds, Community Issues, and Mental Health. The calendar of Family Engagement Events for the 24-25 SY is linked here. **Parent Leadership/Advocate Training:** East is collaborating with Connected Communities to provide training for families focused on building capacity for advocacy for children, schools and community, as well as peer leadership skills. Trained parents will support the Asset Based Community Development outreach as well as serve as table hosts for Community Cafes. Ibero also provides community based training in this area called *Padres Comprometidos* focused on fostering a strong connection between schools and parents. **Elevating Student Voice:** East Lower School has established Leader in me Student Lighthouse teams(see section 4 SEL Curriculum Leader in Me) to provide opportunities for scholars to voice opinions in planning for school improvement, events, and activities. Town Hall Meetings are conducted monthly with a goal of having them be student-led to build trust, pride, and discuss concerns, propose ideas, and ask questions. Next steps include continued scholar lighthouse team training with LIM coach to elevating student peer to peer communication.

Part II – Demonstrable Improvement Level 1 Indicators

New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

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

Quarterly Report #1 with Reflection on Lead Strategies Utilized during July 23, 2024 – October 30, 2024

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
#33: 3-8 ELA All Students MGP ***ELA NYS Assessment Data*** *23-24: Target: 38.5* *23-24: Results: n/a (as of 10/22/24)* *24-25: Target: 39.6*		***Literacy:*** **During summer and Fall of 2024, student and instructional data was analyzed to identify a specific instructional area for improvement, resulting in the creation of the following Smart Goal:** Literacy scholars grades 6-9 will improve in their use of elaboration on new details and word choice (diction) in writing; resulting in 80% of scholars	**Literacy:** We will be including additional growth focused data in Q2 report. 

demonstrating growth in total score in a rubric over time from September 2024 to June 2025.

https://docs.google.com/document/d/1nT7K_zDbOmhj7zodCk2ozdBqqxFEGkp-rihlLGEPUmY/edit?tab=t.0

The Literacy team will analyze student data and will use it as measured by the success criteria rubric in Literacy.

Word Choice

- *uses 5 or more words to incorporate sophisticated and precise word choice, using a wide range of words to enhance the writing's clarity and depth.*

Elaborate on new details

- *Elaborates on details, providing vivid descriptions, relevant examples, and comprehensive explanations that deepen understanding.*

Grammar & Punctuation

- *Student has no grammar and punctuation errors, Demonstrates mastery of grammar and punctuation, with no errors*

End of Year, Lower School Scholars Reading Goals (Proficient or Advanced)

	2021-2022	*2022 - 2023*	*2023 - 2024*	*2024 - 2025*
6th Grade	*26%*	*5%*	*34%*	*Baseline data will be added in Q2 report do to delay in contract and materials*
7th Grade	*36%*	*41%*	*16%*	
8th Grade	*29%*	*40%*	*41%*	

End of 23-24 school year Reading Inventory Data 23.24 :

- Advancing: 14% (50/358)
- Proficient: 16% (57/358)
- Basic: 30% (108/3358)
- Below Basic 40% (143/358)

Trend:
School wide data indicates 41% of our scholars ended the school year below basic in Literacy. The 8th grade population has more scholars reading at advanced and proficient levels compared to 6th and 7th grade. The 8th grade literacy data indicates scholars growth over time from returning 8th grade scholars versus new incoming 6th and 7th grade scholars.

Continuation plan moving forward:
.Analyze *Report Card/marking period grades/progress reports:*

- *Anticipated November 2024*

<table>
<tr>
<td></td>
<td></td>
<td></td>
<td>Data collection measuring growth, using East CFA Expository Writing Rubric
Baseline CFA 1 to be administered:
● Anticipated October 2024 (Will reflect in Q2 Report)

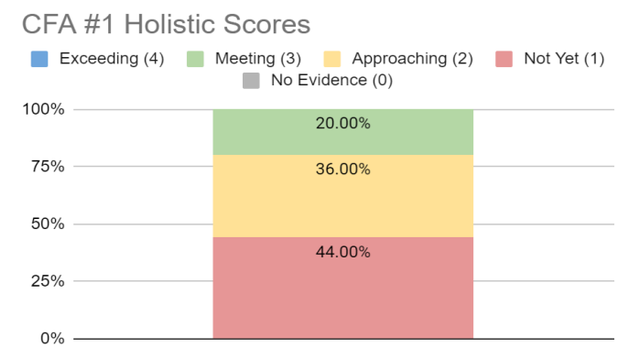
Looking at Student Work Protocols - The Literacy team will engaged in looking at student work (LASW) throughout the school year and prioritize any noticings within the process of their lesson design.
● November 2024</td>
</tr>
<tr>
<td>#39: 3-8 Math All Students MGP
23-24 Target: 41.7
23-24 Results: n/a (as of 10/22/24)
24-25 Target: 42.7</td>
<td></td>
<td>Math:

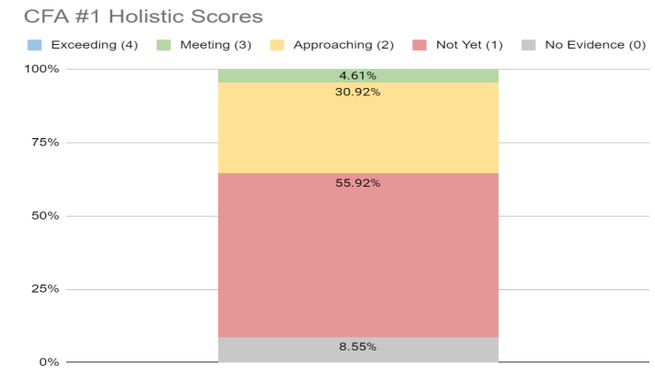
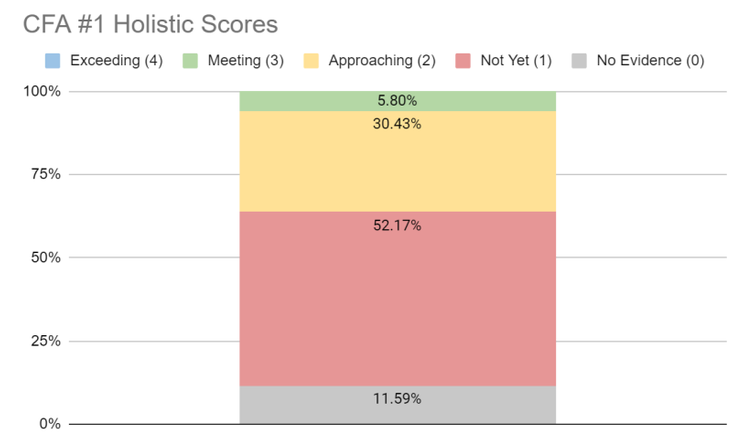
During summer and Fall of 2024, student and instructional data was analyzed to identify a specific instructional area for improvement, resulting in the creation of the following Smart Goal:

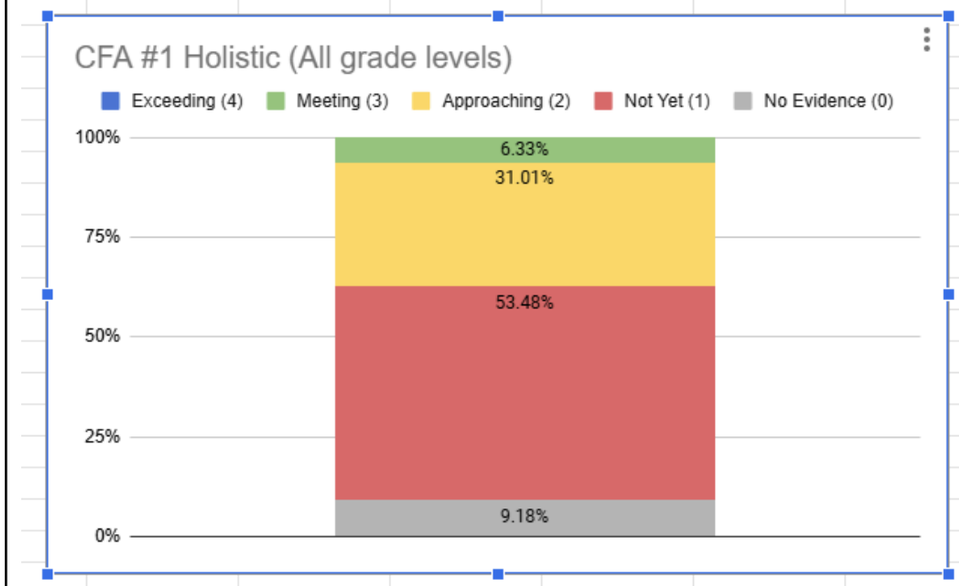
60% of 6th-8th grade scholars will demonstrate their ability to unpack the math problem to aid and building conceptual understanding (May include-strategy or approach) to transfer and apply to solving the current problem as measured by a score of 3 or 4 on the given and goal section of the transfer goal 1 Rubric.

SMART LS Math Goal 24-25</td>
<td>Math:
We will be including additional growth focused information in Q2 report. Graph below indicates BOY Data Comparison.
Math Data 24-25
<table>
<tr><th>Grade</th><th>#</th><th>Level 1
L-M-H = Total</th><th>Level 2
L-M-H = Total</th><th>Level 3
L-M-H = Total</th><th>Level 4
L-M-H = Total</th><th>Not Tested</th></tr>
<tr><td>6th Grade</td><td>32</td><td>1-17-3=21</td><td>3-0-0=3</td><td>1-2-0=3</td><td>0-0-0=</td><td>5/32</td></tr>
<tr><td>7th Grade</td><td>167</td><td>11-63-10=84</td><td>19-18-5=42</td><td>17-4-1=22</td><td>1-1-0=2</td><td>17</td></tr>
<tr><td>8th Grade</td><td>172</td><td>10-64-7=81</td><td>23-13-2=38</td><td>7-9-0=16</td><td>2-0-0=2</td><td>35</td></tr>
<tr><td>Total</td><td>371</td><td>22-144-20=186</td><td>45-31-7=83</td><td>25-15-1=41</td><td>3-1-0=4</td><td>57</td></tr>
</table>
Math Data 23-24
<table>
<tr><th>Grade</th><th>#</th><th>Level 1
L-M-H = Total</th><th>Level 2
L-M-H = Total</th><th>Level 3
L-M-H = Total</th><th>Level 4
L-M-H = Total</th><th>Not Tested</th></tr>
<tr><td>6th Grade</td><td>34</td><td>0-9-13=22</td><td>0-3-1=4</td><td>1-0-0=1</td><td>0-0-0=0</td><td>7/34</td></tr>
<tr><td>7th Grade</td><td>169</td><td>7-40-70=117</td><td>20-9-3=32</td><td>4-2-1=7</td><td>0-0-0=0</td><td>13/169</td></tr>
<tr><td>8th Grade</td><td>151</td><td>0-19-53=72</td><td>12-11-6=29</td><td>7-2-2=11</td><td>1-1-0=2</td><td>37/151</td></tr>
<tr><td>Total</td><td>354</td><td>7-68-136=211</td><td>32-23-10=65</td><td>12-4-3=19</td><td>1-1-0=2</td><td>57</td></tr>
</table>
Data collection measuring growth, using East LS Math Transfer goal Rubric
Baseline CFA 1 to be administered:
● Anticipated October 2024 (Will reflect in Q2 Report)</td>
</tr>
</table>

		The Math team will analyze CFA1 student data and will identify and create the following action steps to address noticings. ***Measuring Scholar Growth:*** ● *Analyze student data from past NYS assessments* ● *Performance Task administered throughout the units* ● *Four Common Formative Assessments administered throughout the school year* ● *Teacher using the Looking at student work protocol to assess scholar trends* ***Differentiated Support:*** ● *Collaboration* ● *Flexible groupings during lesson* ● *Targeted differentiated tasks based on scholar needs.* ***Additional Math Support:*** ● *Tuesday/Thursday skill torturing* ● *Saturday school support* ● *Targeted Support based on* ***Strategies for Closing Gap for ENL:*** ● *Individual Tuesday/Thursday skill enhancing tutoring.* ● *Individual Saturday school support with Bi-Lingual teacher.*	**Trend:** School wide baseline data indicates starting the 2024-2025 SY, 51% of scholars scored at Level 1 compared to 60% of scholars scoring at Level 1 starting the 2023-2024 SY. Of the 51% starting 24-25 SY, 44% of scholars scored at Med. to High Level 1 compared to 58% starting in the 23-24 SY. The 24-25 data indicates a 14% decrease from last school year of students at medium or high level 1's. **Continuation plan moving forward:** .Analyze Report Card/marking period grades/progress reports: ● Anticipated November 2024 **Looking at Student Work Protocols** - The Math team will be engaged in looking at student work (LASW) throughout the school year and prioritize any noticings within the process of their lesson design. ● Anticipated November 2024

		• *Targeted CFA's focused on writing and revisions.* • *Selected pull out instruction with ENL teacher.*	
#100: 3-8 ELA All Students Core Subject PI 23-24 Target: 74 23-24 Results: 72.3 24-25 Target: 79		***ELA:*** **During summer and Fall of 2024, student and instructional data was analyzed to identify a specific instructional area for improvement, resulting in the creation of the following Smart Goal:** ***All students will engage regularly in facilitated collaboration both before (to set a focus and goals for writing) and after (to share peer feedback and revise writing) completing independent writing tasks. As a result, 80% of students will show growth over time on development of a claim, citation of strong and relevant evidence, and analyzing in clear and concise sentences, as measured by CFAs administered five times across the year.*** All East Lower School students receive ELA instruction aligned with grade level standards. The core program is supplemented with additional time for reading intervention. Additional support, including ENL, are embedded in grade level ELA and Social Studies classes. Approx. 40% of scholars have student support built into their daily schedule. After reviewing CFA1 data the ELA team has identified key strategies to address growth. (Change Idea)	***ELA 3-8 Data Results:*** Data collection measured by the Priority Standard 5 week assessment rubric ***Grade 6***  ***Grade 7***

		Change Idea #1 ● *If we repetitively and competently develop, plan for and implement our layered, skills-based writing instructional plan and vision, then students will be able to develop a toolbox of approaches to writing that allow them to build their independence when embarking on academic writing tasks.* ● *Teachers consistently and competently develop and implement an instructional strategic focus on CtEAEAC. (Claim, transition, Evidence1, Analysis1, Evidence2, Analysis2, Conclusion)* ***Change Idea #2*** ● *If teachers plan for and facilitate regular collaboration sessions in class both before and after independent writing tasks, then students can use these collaborative opportunities to help set a clear focus for independent writing tasks as well as, after writing, to share peer feedback and revise their writing accordingly.* **Teacher Leaders have identified key action items for addressing scholar growth and the change ideas** ● *Teachers establish classroom norms for rituals, routines, materials management, organizational structure of google classroom, entry and exit routines* ● *Teachers have a common definition and understanding of the purpose of CtEAEAC*	 ***Grade 8***  **Whole School**

		writing formula, the purpose of each sentence within the whole, and how it applies to worthy academic writing tasks ● *Teachers provide explicit instruction on CtEAEAC writing formula, provide CtEAEAC bookmarks with sentence starters* ● *Teachers provide "silent" teachers in the form of CtEAEAC poster in classroom and student model writing anchor charts with writing examples of holistic 4, 3, 2, 1 on wall* ● *Teachers design regular opportunities to practice collaboration with teacher, peer, and self-feedback* ● *Teachers plan and implement discussion protocols in lessons to make student thinking visible and scaffold reading and writing tasks* ● *Teachers analyze exemplars to build a shared understanding of quality with students* ● *Teachers group students strategically, based on formative assessments*	 **Trend:** School wide CFA1 data indicates starting the 2024-2025 SY 53% (169/316) of scholars grades 6th -8th are not yet meeting standards.(Level 1). Compared to 55% of scholars not yet meeting standards for the 2023-2024 SY. 31% (98/316) approaching standard. for 24-25 (High Level 1 to Level 2),compared to 26% for the 23-24 SY. 6%(20/316) meeting standard. (Level 3) 24-25 SY compared to 8% 23-24SY. **Continuation plan moving forward:** .Analyze Report Card/marking period grades/progress reports: ○ Anticipated November 2024 **Looking at Student Work Protocols** - The Math team will be engaged in looking at student work (LASW) throughout the school year and prioritize any noticings

<table>
<tr>
<td></td>
<td></td>
<td></td>
<td>within the process of their lesson design.
○ November 2024

Strategy:
○ The ELA team will continue to monitor progress towards smart goals and transfer goals for the department.
○ ELA TL will conduct coaching cycles designed to support teachers in instructional practices.
○ Department will work on school wide focus on collaboration
○ Use Collaboration norms and strategies to increase student engagement.</td>
</tr>
<tr>
<td>#110: 3-8 Math All Students Core Subject PI
23-24 Target: 41.9
23-24 Results: 50.2
24-25 Target: 46.9</td>
<td></td>
<td>East Lower School teachers are utilizing Connected Math for inquiry-based learning focused on conceptual understanding, problem-solving skills, and real-life applications, engaging students in meaningful mathematical exploration. After reviewing CFA1 data the Math team will identify key strategies to address scholar growth

Change Idea #1
● If teachers devote time to develop a strategy, plan intentionally, and provide multiple opportunities to unpack a problem, scholars will be able to identify the goal of the problem.

Change Idea #2
● If teachers devote time and intentional effort in supporting scholars to make connections then scholars will create and manipulate mathematical models to accurately represent problems.</td>
<td>Math: To ensure measurable progress, the Math department will continue to utilize the Connected Math CMP4 curriculum. Formative assessments are built into the curriculum and track the progress toward standards.

Math Data 24-25
<table><tr><td>Grade</td><td>#</td><td>Level 1
L-M-H = Total</td><td>Level 2
L-M-H = Total</td><td>Level 3
L-M-H = Total</td><td>Level 4
L-M-H = Total</td><td>Not Tested</td></tr><tr><td>6th Grade</td><td>32</td><td>1-17-3=21</td><td>3-0-0=3</td><td>1-2-0=3</td><td>0-0-0=</td><td>5/32</td></tr><tr><td>7th Grade</td><td>167</td><td>11-63-10=84</td><td>19-18-5=42</td><td>17-4-1=22</td><td>1-1-0=2</td><td>17</td></tr><tr><td>8th Grade</td><td>172</td><td>10-64-7=81</td><td>23-13-2=38</td><td>7-9-0=16</td><td>2-0-0=2</td><td>35</td></tr><tr><td>Total</td><td>371</td><td>22-144-20=186</td><td>45-31-7=83</td><td>25-15-1=41</td><td>3-1-0=4</td><td>57</td></tr></table>
Math Data 23-24
<table><tr><td>Grade</td><td>#</td><td>Level 1
L-M-H = Total</td><td>Level 2
L-M-H = Total</td><td>Level 3
L-M-H = Total</td><td>Level 4
L-M-H = Total</td><td>Not Tested</td></tr><tr><td>6th Grade</td><td>34</td><td>0-9-13=22</td><td>0-3-1=4</td><td>1-0-0=1</td><td>0-0-0=0</td><td>7/34</td></tr><tr><td>7th Grade</td><td>169</td><td>7-40-70=117</td><td>20-9-3=32</td><td>4-2-1=7</td><td>0-0-0=0</td><td>13/169</td></tr><tr><td>8th Grade</td><td>151</td><td>0-19-53=72</td><td>12-11-6=29</td><td>7-2-2=11</td><td>1-1-0=2</td><td>37/151</td></tr><tr><td>Total</td><td>354</td><td>7-68-136=211</td><td>32-23-10=65</td><td>12-4-3=19</td><td>1-1-0=2</td><td>57</td></tr></table>
Data collection measuring growth, using East CFA Expository Writing Rubric
○ Baseline CFA 1 to be administered: October 2024 (Will reflect in Q2 Report)
○ Built in formative assessments in CMP4 curriculum</td>
</tr>
</table>

		Change Idea #3 ● ***If teachers provide multiple opportunities with meaningful feedback, for scholars to unpack the problem, make connections, and create models, then scholars will solve the problem and justify their results as reasonable and appropriate.*** **Teacher Leaders have identified key action items for addressing scholar growth and the change idea(s)** ● *Teachers use Collaboration norms to increase scholar engagement.* ● *Teachers will use CFA & NYS assessment data to strategically group scholars for lesson differentiation.* ● *Teachers will use extra time during lessons to provide scholar conferences regarding assessments.* ● *Teachers will provide opportunities for scholars within daily instruction to practice explaining their thinking on rich mathematical tasks and build in feedback opportunities.* ● *Teachers will evaluate the level of challenge through the questioning.*	**Looking at Student Work Protocols** - ○ The Math team will be engaged in looking at student work (LASW) throughout the school year and prioritize any noticings within the process of their lesson design. ○ November 2024 **Strategy:** ○ The Math team will continue to monitor progress towards smart goals and transfer goals for the department. ○ Math TL and U of R consultant designed professional learning experiences for teachers, ○ Department will work on school wide focus on collaboration ○ Use Collaboration norms and strategies to increase student engagement.
#160: EM Chronic Absenteeism – All Students 23-24 Target: 64% 23-24 Results: 62% 24-25 Target: 61%		A strengthened focus on attendance has included creation of a Principal led attendance team. Team consists of Principal, Assistant Principals, Social Workers, Counselors, Home school assistant and Community Site Coordinator. Continued Individual outreach through structured home visits and follow	70/369 (19%) students have missed 10% to 19.9 % of instructional days year to date (missed >3 days in the 33 instructional days do date) in the 2024-25 SY. 84/369 (23%) students have missed greater than 20% of all days in the instructional year (missed > 7 days in the 33 instructional days to date) in the

		up communication is needed to strengthen the relationship with families and address the underlying causes and barriers that contribute to students missing a significant number of school days. Weekly data analysis is used to provide targeted outreach and support services, including connections with community partners to address root cause of absence. Regular monitoring, data tracking, and continuous evaluation have been built into each Attendance meeting to help monitor the effectiveness of each intervention, document intervention efforts, and ensure a coordinated approach for each scholar.	2023-24 SY. of the 84 scholars 12 scholars are over 18 absences therefore, will not be eligible to be removed from the chronically absent classification. (retrieved from ROC 3D, 10/23/23)

New York State EDUCATION DEPARTMENT
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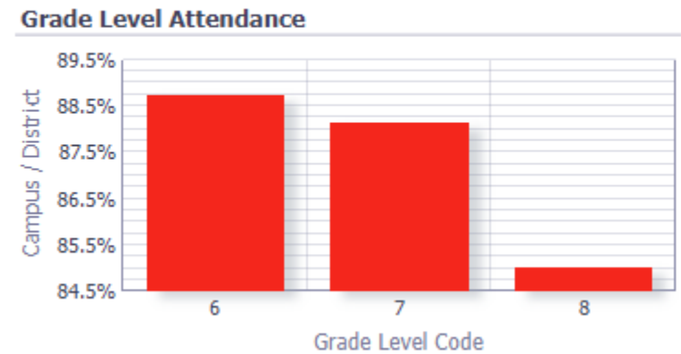
Part III – Demonstrable Improvement Level 2 Indicators
Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific actions and activities that support goal attainment, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement Indicator targets attainment. If any changes in Level 2 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
#2 Plan for and Implement Community School Model 24-25 Target: Community School Model Implementation Rubric		See lead strategy outlined above.	n/a

#3 Student Attendance 23-24 Target: 83% 23-24 Results: 80.9% 24-25 Target: 84%		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 - Attendance team with support of RCSD attendance liaison, meets weekly to review attendance data and plan for additional intervention. Targeted interventions can include success mentoring, trusted adult 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. Personalized attendance improvement plans are developed to address specific barriers to attendance, such as health issues, transportation challenges, or family issues. Regular follow up phone calls and home visits are needed to rebuild the relationship, ensure connection with needed wrap around services, provide transportation assistance, and plan for SEL/mental health needs.	The Average Daily Attendance for the selected school is: 87.3%  The Average Daily Attendance as of 10/23/24 is 87.3% (retrieved from ROC 3D, 10/27/23)
#8 Curriculum Development & Support (DTSDE Tenet 3)		We conducted an initial needs assessment by reviewing our existing curriculum and the DTSDE Phases of Implementation Indicators. Specific indicators related to the work referenced in alignment with our key curriculum	The following indicators have been prioritized for growth. • Teachers adhere to a pacing calendar that ensures all of the standards are covered during the year. There is a logical progression to the pacing calendar regarding when specific topics

24-25 Target: 90% implementation of Phase 1 indicators + 40% of Phase 2 indicators common across the school.		strategy of vertical alignment, including attention to authenticity, practice, and feedback and/or our key instructional focus related to collaboration were identified. Additionally, indicators related to school-specific focus areas like the use of co-teaching were included. All other actions have been described in Part I, Key Strategy #2 and #3 as well as the District Commitments section of this report.	and concepts are introduced. ○ *Example action taken*: A pacing protocol was created and engaged in by each collaborative planning team in order to proactively consider pacing as well as adjustments needed to units. (Link to Pacing Protocol) ● Tasks are interesting from the perspective of the student. ● Teachers provide student choice to extend student understanding and increase student motivation. ● Teachers plan to expose students to learning outside of the classroom through activities such as community outreach, field trips, and guest speakers. ● Teachers plan to utilize technology to expose students to learning outside of the classroom through techniques such as virtual field trips, videos, and communicating with experts. ● Students routinely tackle real-world, open-ended problems where there are no predetermined solutions. ● The curriculum makes regular reference to how the skills being taught are applicable beyond school. ● When applicable, teachers leverage student voice and choice, including when considering real-world issues or problems for students to pursue. ○ *Example action taken:* In relation to the above set of indicators, this year we have developed a Continuum of Authenticity and teachers used this to engage in a self-reflection of their curriculum as well as to inform their revisions throughout the year. Teacher leaders and administrators are also giving feedback using this. ● Lessons include a planned role for all adults in the classroom. ● Lessons include multiple ways for students to practice the concepts introduced. ○ *Example action taken:* A session during August PL week focused specifically on mixed, spaced practice and the provision of high quality feedback. Link to session slides. ● Activities, materials, and questions are planned to promote student collaboration and discussions. ELLs/MLLs are enabled to

			contribute to class discussions in their home language. ○ Example action taken: October PL focused on the 5 core skills for Academic Discourse. Link to session slides. ● Assessments and student work are used to formulate student groupings and to plan future lessons. There are defined roles and responsibilities within groups. ● Group assignments are intentional and based on data. The teacher ensures that all students regularly experience the various roles and responsibilities within groups so that group work is not routinely dominated.
#35 3-8 ELA Black Students MGP 23-24 Target: 37.2 23-24 Results: n/a as of 10/22/24 24-25 Target: 38.3		**Universal Screening**: The NWEA MAP Growth Assessment will be used as a universal assessment tool for all East Lower School students to evaluate reading proficiency. Results inform identifying students' reading strengths and weaknesses and differentiating instructional strategies to individual needs. NWEA is used to identify students in need of targeted interventions including Read 180 and Read 180 Code. When students score far below grade level, the NWEA will diagnostic growth measure to determine specific challenges with decoding. **Differentiation:** Lexile level information is provided to all content area teachers to plan for differentiated supports. Data analysis comparing Lexile scores throughout the year will be used to predict accelerated student growth as compared to national norms. **Longer periods for ELA and Literacy Support:** All East Lower School students receive 144 minutes of ELA and literacy instruction every day. This additional time is differentiated by student need and can include: Read 180	MGP is not yet available. Additional Reading Inventory data will be shared by demographic subgroup in Q2 report.
#36 3-8 ELA Hispanic Students MGP 23-24 Target: 40.9 23-24 Results: n/a as of 10/22/24 24-25 Target: 42.4			MGP is not yet available. Additional Reading Inventory data will be shared by demographic subgroup in Q2 report.
#37 3-8 ELA ELL Students MGP 23-24 Baseline: 45.1 23-24 Results: n/a as of 10/22/24 24-25 Target: 46.4			MGP is not yet available. Additional Reading Inventory data will be shared by demographic subgroup in Q2 report.
#38 3-8 ELA ED Students MGP 22-23 Baseline: 23-24 Results: n/a as of 10/27 24-25 Target:			MGP is not yet available. Additional Reading Inventory data will be shared by demographic subgroup in Q2 report.

		Code, Read 180, Reader's Workshop, and/or stand-alone ENL.	
#94 Providing 200 hours of quality Extended Day Learning Time (ELT) 24-25 Target: ELT Implementation Rubric		Every scholar at East has 1.5 additional hours of learning built into their daily schedule. This includes a 25 minute Family Group period and a Support Period with academic tutoring and/or student support services. Additional literacy periods take the place of support for students who are eligible for Read 180 or Read 180 Code intervention.	n/a

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 2024-2025 Community Engagement Team Plan and membership for the 2024-2025 SY should be included and detailed below.

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

Report Out of 2024-2025 CET Plan Implementation	
● List the constituent categories of stakeholders that have participated as CET members during this reporting period. ● Include any changes made to the CET's membership during this reporting period. Include the role/title of any new members. ● Provide data and related evidence used to measure the impact and efficacy of the CET. ● Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school's improvement plan.	● Outline the process by which new members of the CET will be identified and selected*. ● Include any changes that will be made to CET membership for the 2024-2025 school year. Include the roles/titles of new members. ● An outline of the school's plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported. ● Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.

Parents, students, community partners, administrators and teachers have participated in the East CET, referred to as the FACE Team (Family and Community Engagement.) The new Community Liaison Specialist came on board on the first of September and co-facilitates meetings with the Home School Assistant. The FACE Team meets monthly to review reports from school leaders and plan events for Title I. In quarter one the FACE team discussed events including the BBQ and Orientation, Open House, the Hispanic Heritage celebration, the Community Career Fair and Parent Teacher Conference night. Face was utilized as a way to promote events and get input from stakeholders on activities and communication plans. Additionally the team ensured that parents and families discussed the use of Title I funds, contributing ideas and suggestions. Stakeholders were also informed about key recommendations for Tenets 1 and 2 of the East EPO transition plan to RCSD. Planning for the Collective Impact Networks in priority areas including: college navigation, career & workforce development, family support, and health and wellness occurred with input from community partners working in each domain. The work of the FACE Team advances the implementation of the Community School Model by developing cross-sector feedback networks that promote shared power and voice. Q1 Events included: Back to School BBQ/Orientation: 292 participants Open House: 66 participants Parent Teacher Conference/ Community Career Fair: Will report in Q2 FACE monthly meeting minutes can be found here.	After last year's successful launch of monthly community cafes (following the parent cafe model), the FACE Team plans to continue the practice and leverage parent attendance at these events to expand membership of the FACE team. Our partnership with Connected Communities will help to strengthen this effort.The Community Liaison Specialist and Home School Assistant facilitate the planning of FACE meetings with agendas developed collaboratively with parent leaders, community partners, and administrators. Overall goals will be selected and defined by stakeholders with time devoted in each meeting to monitoring progress. Current FACE team leaders will utilize NYSED's DTDSE Tenet 6-Family and Community Engagement School Inventory to measure progress on the implementation of the Community School Model. Administrators participate in every FACE meeting, providing key performance data and context for progress. Time is dedicated in each community cafe for stakeholders to reflect on progress. Face team leaders also perform quarterly assets mapping and a yearly needs assessment. These results are regularly discussed at FACE meetings. An increased focus on Community Engagement/ FACE will include advancement of Collective Impact core concepts, beginning with a self-assessment to prioritize improvement planning in this area. Current FACE team leaders will utilize NYSED's DTSDE Tenet 6 - Family and Community Engagement School Inventory to strengthen the school's community engagement focus. In addition, a new partnership with Connected Communities will focus on neighborhood engagement within the EMMA and Beechwood neighborhoods. Collaboration with neighboring elementary school programs will help strengthen student recruitment efforts . Outreach is planned to the City of Rochester Neighborhood Development Office to better understand the demographics surrounding East and ensure alignment with youth development programming in the area, as well as City Planning. An intentional approach for student recruitment is planned for the 23-24 SY to strengthen feeder pattern alignment among the surrounding schools. An AmeriCorps VISTA Fellow joined East during the first quarter to support student-student and parent-parent communication about services

	available at East through social media, branding, and marketing techniques. A key focus of this work will be centering student and parent voice in the continuous improvement process, as well as strengthening peer support networks. A shift toward collective action connecting FACE to priority workgroups, incorporation of the Parent Cafe model, and increased opportunities for parental leadership/advocacy are planned for the 23-24 SY.

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

Part V – Powers of the Receiver
Provide a summary of the use of the School Receiver's powers during this reporting period.

● Day to day services and management of East
● Curriculum & Instructional Programs flexibility
● Modified Collective Bargaining Agreements
● Increased salaries, stipend for bilingual teachers
● Expanded school day for all students
● Staffing decisions
● Recommendations to the BOE on additional budgetary requirements and staffing.
● Continue with previously named areas.
● 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 RCSD school #33.
● 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. Lindsey Brown is newly appointed as the Community Coordinator to support the Community School Strategy with Center for Youth as a Lead Agency.

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

Part VI – Assurance and Attestation

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

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

By signing below, I attest that the Community Engagement Team has had the opportunity to provide direct and explicit input into this Quarterly Report and has had the opportunity to review and update, as necessary, its 2024-2025 Community Engagement Team Plan and membership for the current academic year.

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

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