

2024-2025 Receivership School Quarterly Report #2

Report Period: *October 31, 2024, to January 31, 2025 (Due January 31, 2025)*

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	District website hyperlink to this Report	
East Lower School	261600010105	Rochester EPO	University of Rochester	1	https://www.rcsdk12.org/Page/49867	
Superintendent	School Principal <i>(If appointed since the last reporting period, attach resume)</i>	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	<i>High Schools Only</i> Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Marlene Blocker	Lee Wingo	October 2021	Jennifer Cody, Chief Academic Officer, East EPO	Grades 6-8	June NA	August NA

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.

Executive Summary

Please provide a *plain-language summary* of this Quarterly Report to both reflect the changes and progress made since the last reporting period. Describe the systems and processes utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver during the past quarter that have framed a basis for developing a data-informed continuation plan for the academic 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.

East Lower School is proud to have achieved 100% of the 2023-24 Demonstrable Improvement Indicators (DII) for Schools in Receivership. However, the school remains in Comprehensive Support and Improvement (CSI) status due to overall student performance. Notable successes include accelerated growth in Lexile levels, improvements in literacy program practices, and increased 8th-grade Algebra 1 Regents pass rates. Despite these achievements, challenges persist, particularly in supporting incoming scholars' growth in ELA and Math.

During Quarter 2, East Lower School focused on addressing the socio-emotional needs and numeracy levels of incoming scholars. Strategies for improvement include implementing tiered supports for socio-emotional learning, enhancing data collection and analysis of support services, and coordinating with community support organizations. School-wide systems and distributed leadership structures drive data-driven decision-making in key areas such as attendance, socio-emotional learning, and academic support. A culture of continuous improvement and capacity building is reinforced through team meetings, common planning time, and professional learning opportunities.

Efforts to refine a "guaranteed and viable curriculum" continue, with an emphasis on vertical alignment, transfer goals, and curriculum-embedded performance tasks. Professional learning this year focuses on co-teaching strategies and fostering collaboration among students and staff. Instructional walkthroughs provide actionable feedback to guide teaching practices. Additionally, the school is strengthening its approach to socio-emotional learning and family support, particularly as students present with more intensive mental health needs and external challenges.

A key priority for the 2024-25 school year is enhancing the community school model and creating authentic opportunities for family engagement. Data shows significant growth in these areas, driven by initiatives such as the establishment of an SEL Council and Scholar Lighthouse Teams, which align socio-emotional learning with the school's Leader in Me values. Programs like SEL Half-Days and Restorative Practices offer consistent guidance to scholars and staff.

The school's community engagement efforts are led by a Community School Coordinator and an AmeriCorps VISTA Fellow, who facilitate the integration of services and promote family involvement. A case management tracking tool is used for data collection, and asset mapping and needs assessments are conducted in collaboration with local organizations. East Lower School engages diverse stakeholders through regular meetings, transparent communication, and monthly events that encourage family participation. Parental leadership and student voice are also prioritized, fostering a vibrant community aligned with the school's vision of tenacity, purposeful thinking, and advocacy for self and others.



Overview of School Demographic and Four-Year Trend Data

Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 6 of this Reporting Document to determine related calculations.

To ensure the Department frames school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as 'point-in-time.'

State L2RPT, ROC3D & Power
Data Source: School
Date of Capture: 1/7/25

Total Current Enrollment/Registrant Counts: N = 67
SWD: 14.4%
ELL: 18.3%

SWDs who are also ELLs:
N = 8 % / 2.2%

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 %	83.6 %
Chronic Absenteeism Rate	66.6 %	53.1 %	62.0 %	50.1 %

Suspension % Rate and Number by Category

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Out-of-School Suspensions	36.1 %/# 129	34.9 %/# 106	20.4 %/# 74	.06 %/# 23
Duplicated Suspensions	121.0 %/# 432	130.6 %/# 397	109.1 %/# 396	13 %/# 03
Unduplicated Suspensions	41.2 %/# 147	39.5 %/# 120	40.5 %/# 147	91 %/# 21
ELL Suspensions	26.2 %/# 11	20.8 %/# 5	35.3 %/# 18	17.3 %/# 04
SWD Suspensions	44.6 %/# 25	40.5 %/# 15	51.7 %/# 30	.09 %/# 02

Overview of School Demographic and Four-Year Trend Data

Use the template below to provide four-year graduation, drop-out rate, and 3-8 ELA and Math proficiency rates trend data, as applicable.

To ensure the Department frames school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as 'point-in-time.'

Graduation Percentage Rates

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Total Cohort Grad. Rate	NA %	NA %	NA %	NA %
ELL Grad. Rate	NA %	NA %	NA %	NA %
SWD Grad. Rate	NA %	NA %	NA %	NA %
NYSAA Grad. Rate	NA %	NA %	NA %	NA %

Drop Out Percentage Rates

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Total Cohort Drop Out Rate	NA %	NA %	NA %	NA %
ELL Drop Out Rate	NA %	NA %	NA %	NA %
SWD Drop Out Rate	NA %	NA %	NA %	NA %
NYSAA Drop Out Rate	NA %	NA %	NA %	NA %

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 %

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.

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

English Language Learners (ELL) Suspensions #: Number of ELL students suspended at least one time.

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

Students with Disabilities (SWD) Suspensions #: Number of students with disabilities suspended at least one time.

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

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 *Quarter 2 Report*, identify processes:
 - Applied throughout Quarter 2 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 *Building- and District-based Commitments** and 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

- Collaboration
- Learning Made Visible
- Leader In Me School
- 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. During Quarter 2 Admin walkthroughs and learning walks provided feedback on:
 - Scholar collaboration
 - Collaboration Norms
 - Scholar Engagement (MAC protocols to create collaboration)
 - See below Part I, lead strategies #2 and #3.
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. During Quarter 2 Admin walkthroughs and “Look for” included
 - Teacher Clarity (Scholars able to answer the following)
 - What am I learning?
 - Why am I learning?
 - How will I know I’ve learned it?
 - Why is learning relevant? (Authentic to audience)
 - Student Genius
 - (Scholar work displayed)
 - Silent Teachers created by scholars (posted)
 - Use of Metacognition to focus on scholar discourse and higher-level questioning
 - Focus on student collaboration and engaging/communicating with their peers
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

District-based Commitments

- 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.

SMART Goal Strategies, Actions and Resources Towards

Supporting Commitment Attainment

- 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

- 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 monitors progress for CFA co-creation during weekly 1:1 meeting with TL
- Produce rough draft of CFA by end of October
- 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
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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.

**Quarter 2 Report - Reflection on Lead Strategies Utilized during
October 31, 2024 – January 31, 2025**

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and the rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
<p>1. East EPO Superintendent and Assistant Superintendent leadership transitioned effective July 1, 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 leaders to progress monitor collaboratively with district leadership. EPO district leaders will utilize the Center for Educational Leadership's</p>		<p>Tenet Transition Teams: During Quarter Two the EPO District Superintendent, Upper and Lower School Principals along with staff volunteers, RCSD representatives, and UR personnel continued to meet with the RCSD superintendent to transition East back into the district. The objective of the 5 Tenet transition teams is to successfully transition East back to the RCSD in a way that honors the systems and structures that are in place. In addition, the East EPO Superintendent has joined the RCSD Executive cabinet. Continued Monthly meetings are held with the RCSD Superintendent to review practices and policies unique to the East EPO.</p> <p>Executive Leadership Team Meetings: During Quarter Two, 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.</p> <p>Individual Principal Coaching: During Quarter Two the Superintendent continued to meet individually with each principal and assistant Principals once per week. These one-to-one meetings include a focus on data review, improvement strategies, and instructional observation/walkthroughs. The Superintendent continues to 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</p>

<p>Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and the rationale for doing so.</p>	<p>Status (R/Y/G)</p>	<p>For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.</p>
<p>Principal Support Framework to strengthen the partnership between system leaders and school leaders, the Professional Standards for Educational Leaders (PSEL) will guide coaching and professional learning.</p>	<p style="background-color: #92d050;"></p>	<p>part of these conversations. Discussions of problems of practice are included to ensure collaborative thought partnership and reflective, growth-oriented feedback.</p> <p>1:1:1 Meetings (Chief Academic Officer: Administrator: Teacher Leader): During Quarter 2, East CAO continued to strengthen the relationship, communication, and accountability among ELS administrators who oversee different academic departments, and teacher leaders. The CAO has bi-weekly meetings with East Lower and East Upper School Principals to discuss curriculum maps, lesson plans, lesson quality, and instructional walk-through data to provide collaboration amongst the two schools to ensure a shared vision for instructional expectations. This meeting is used to collaborative plan for next steps in professional learning, teacher coaching, and administrative intervention when needed.</p> <p>Administrative Team Meetings: Lower School Principal continues to meet weekly with the Assistant Principals to review attendance, behavioral/socio-emotional, and academic data for all students.</p> <p>Administrator/Teacher Leader/ Departmental Meetings: Lower School Principal and Assistant Principals continue to meet weekly with their respective teacher leader and departmental teachers to review data including benchmark testing, common formative assessments, and unit level performance tasks. Information used from this meeting informs additional student support and priorities for focus during the student support period. Curricular progress and instructional walkthrough data are also reviewed to inform support and plan for next steps.</p> <p>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.</p> <p>SEL/CAST (Counselor, Administrator, Social Worker Team)/ Mental Health Team Meetings: During Quarter 2, The Tenant 5 SEL transition team continues to work with the RCSD monthly to outline recommendations based upon the DTSDE framework.</p>

<p>Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and the rationale for doing so.</p>	<p>Status (R/Y/G)</p>	<p>For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.</p>
		<p>Meetings are to align current practices at East Lower School with the RCSD. Prior to meeting with the district, the Tenant 5 SEL team has outlined current practices based on the DTSDE framework. The CAST team in collaboration with Mental Health Team continues to meet 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 created during this time. Progress is monitored weekly. During Quarter 2, progress has been shared with grade level (IDCPT). 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.</p>
<p>2. Pursuit of a “guaranteed and viable curriculum” (a curriculum that is written, enacted, supported, and learned). This involves 100% of the East faculty in writing, reviewing, assessing, and revising curriculum units. The specific focus area for this upcoming year will be vertical alignment with a second prioritized department-specific transfer goal (a different one from the previous year).</p>		<p>Year-Long Focus / Goal: Goal: All East units of study are aligned with a prioritized transfer goal within each department. Each department will demonstrate vertical alignment across all disciplinary courses in Grades 6-12, including attention to complexity, authenticity, appropriate scaffolding in Curriculum Embedded Performance Tasks/Performance Task (CEPTs/PTs) and designing for embedded cycles of practice and feedback aligned to the skills identified in the success criteria of the CEPTs/PTs.</p> <ul style="list-style-type: none"> • Theory of Action / Change Ideas: <ul style="list-style-type: none"> ○ If educators have a common understanding of “the game” the discipline specific transfer goal is inviting our scholars to play, it is going to be easier to design curriculum and assessment that builds toward and fosters independent engagement in that transfer goal. ○ If educators design curriculum and assessment that builds toward and fosters independent engagement in the transfer goal, scholars will be able to achieve our mission/vision and compete in a global world. _ • Performance Benchmarks: Implementation Priorities: <ul style="list-style-type: none"> ○ Graduation level model for each disciplinary transfer goal ○ Common 6-12 success criteria defined for assessing Performance Tasks aligned to transfer goal ○ Models of Performance Tasks for each grade level aligned with transfer goal

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and the rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		<ul style="list-style-type: none"> ○ Unit Plans are fully revised for criteria on the Vertical Alignment Rubric <p>Quarter 2 Summary:</p> <ul style="list-style-type: none"> • Leaders have been implementing and monitoring an improvement plan that outlines detailed plans for this work related to vertical alignment of the curriculum. • 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 Quarter 2. For each course, the unit(s) aligned with the department's prioritized TG have been identified and have been further refined to ensure: <ul style="list-style-type: none"> ○ Alignment of the performance task (PT) with the identified, shared success criteria at a grade-appropriate level of challenge. ○ Identification of critical content & skills (CCAS) in bold in Stage 1. ○ Revision to the performance task to ensure complexity, authenticity, and appropriate scaffolding. ○ Ample opportunities for scholars to learn, practice, and receive plus act on feedback toward the content, concepts, and skill identified in the CCAS and success criteria throughout Stage 3. ○ Evidence of scholar work from enactment of the PT in the 2024-2025 school year that demonstrates alignment with the success criteria. • Follow-up professional learning to support deeper learning, application, and refinement of the vertical alignment of our curriculum beyond activities in Quarter 1 has included the following: <ul style="list-style-type: none"> ○ Support in Teacher Leader Collaborative Planning Time to build TLs' capacity for facilitating high-quality curriculum development and professional learning, including self- and peer-feedback, as well as supported time to assess the status of units using our Single Point Rubric for Vertical Alignment and craft agendas informed by an analysis of the progress made to vertical alignment of units during the summer curriculum writing sessions and Quarter 1 curriculum writing. ○ Superintendent's Conference Day: Differentiated, department-based half day curriculum-focused sessions facilitated by teacher leaders.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and the rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		<ul style="list-style-type: none"> ○ Support in Teacher Leader Collaborative Planning Time: To follow up on Superintendent's Conference Day by , assessing the status of units using our Single Point Rubric for Vertical Alignment to reflect on progress made during the half day curriculum work session. ○ Progress monitoring: Surfaced as a need for additional follow up support on ensuring cycles of practice and feedback are aligned to the skills identified in the success criteria. The CEPTs/PTs are intentionally designed in Stage 3, so additional support in Teacher Leader Collaborative Planning Time was provided in the form of a professional learning sessions facilitated by our chief curriculum consultant for how to support teachers in a deeper understanding of how to plan for and implement the practice & feedback cycles. Additional sessions are planned for Q3 to build their capacity with engaging in curriculum-coaching conversations about practice & feedback cycles. Each TL will be engaging in coaching conversations between now and Quarter 3 to move the work forward. ○ Based on the above work: we are seeing growth in both the completeness as well as the quality of our existing curriculum. ○ In reflection: The evidence of learning and progress relates to the above action steps and our instructional goals. We have noticed the challenges continues to be Teacher Leaders and teachers balancing curriculum work with day-to-day responsibilities. ELS supports this challenge through coaching and feedback. As indicated above, additional focus on embedded cycles of practice and feedback, we will continue to engage TLs in capacity building to coach around this and look for opportunities to directly support teachers during upcoming conference days. This will be a focus for Q3.
3. Staff will engage in collaborative inquiry around Collaboration as part of lesson design and implementation.		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.

<p>Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and the rationale for doing so.</p>	<p>Status (R/Y/G)</p>	<p>For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.</p>
		<p>Year-Long Focus / SMART 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.</p> <p>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:</p> <p>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.</p> <ul style="list-style-type: none"> • 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 to best to support its development and use it as part of daily learning. • SMART Goal • Change Idea #1: If teachers explicitly teach, co-create, model, and actively engage scholars in reflecting on their <u>use of classroom norms</u> that support collaborative learning, then scholars will more likely own and use the norms with one another, positively contributing to an environment that allows for vulnerability, risk taking, and support. • Change Idea #2: If teachers explicitly teach, model, and actively engage scholars in reflecting on their engagement in <u>speaking and listening protocols</u>, then scholars will more equitably contribute and more effectively communicate ideas in order to collaborate to learn. • Change Idea #3: If teachers intentionally plan for and explicitly teach, model, and actively engage scholars in <u>group work</u> and reflecting on their group work, then scholars will have more opportunities to practice and refine collaboration skills and be exposed to more diverse ideas in order to collaborate to learn. <p>Quarter 2 Summary:</p>

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and the rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		<ul style="list-style-type: none"> • During Quarter 2, we went in more depth with Change Idea #2. <ul style="list-style-type: none"> ◦ <i>Change Idea #2</i>: If teachers explicitly teach, model, and actively engage scholars in reflecting on their engagement in <u>speaking and listening protocols</u>, then scholars will more equitably contribute and more effectively communicate ideas in order to collaborate to learn. • Professional learning follow up in November, December, and January included: <ul style="list-style-type: none"> ◦ <i>Follow up occurred with teachers as our monthly whole-school professional learning sessions focused on the following:</i> <ul style="list-style-type: none"> ▪ November: Explicitly Teaching Core Academic Discussion Skills in Content Areas <ul style="list-style-type: none"> ▪ This included each content area selecting ONE of the 5 core discussion skills to explicitly teach so by December content areas have shared the responsibility of introducing and explicitly teaching all the 5 core discussion skills. In this session, teachers used the text, <i>Academic Conversations</i>, Chapter 3 Lesson Activities, to determine how to explicitly teach the skill and design the instruction. ▪ December: Building Practice Opportunities for Core Academic Discussion Skills <ul style="list-style-type: none"> ▪ This included engaging teams of interdisciplinary teachers in 2 rounds of the Spider Web Protocol. Round 1 allowed teacher to share their approach to explicitly teaching one of the 5 core skills, successes, and remaining challenges. In round 2, teachers analyzed content specific lesson examples focused on <i>how to create more PRACTICE opportunities for scholars to apply ALL the core skills</i>. • January: “Tuning up” Academic Discussions • This included content specific groups of teachers, including co-teaching teams, were paired up and engaged with analyzing academic discussion in upcoming lessons, tuning the lesson to ensure the academic discussion prompts are open-ended and cognitively high. Teachers “tuned up” the lesson design leading into academic discussion ensuring we are getting visible evidence of individual thinking, tuning their process for giving feedback to the academic discussions while they are occurring, and tuning engaging scholars in a debrief/reflection of the impact of the academic discussion on their learning. • Other items to note:

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		<ul style="list-style-type: none"> ○ We continue to use concepts from Zwierns & Crawford text: Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understanding alongside additional best practices. ○ Following the PL sessions, both process data as well as teacher practice data is collected using an exit ticket. This data is reviewed, analyzed, and used to inform follow up provided. ● <i>Following each whole-school professional learning session, teachers are engaged in additional follow up and application by teacher leaders during collaborative planning time. Each teacher leader has been leading follow up with their departments differentiated to meet the needs of their teams of and individual teachers.</i> ● <i>Support for teacher leaders during TL collaborative planning time to</i> <ul style="list-style-type: none"> ○ Preview November, December, and January PL and collaborate on as well as differentiate department-specific follow-up to occur through content area collaborative planning time. ○ Reflect on and learn more about the varied levels of follow-up that support the adult learning cycle, including the importance of engaging teachers with multiple opportunities along a continuum of learning. They learned to consider planning activities that develop awareness, deepen understanding, support initial implementation, extend implementation, and help teachers to eventually refine practice. ○ Generate content-specific examples related to implementing academic discussion using the 5 core skills in preparation for using their examples as models for their peers. ● <i>Follow up occurred with administrators as the team spent time during their own professional learning sessions in Quarter 2 engaging more deeply with the instructional practices that support 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.</i> ● Participation of Teacher Leaders in 1 off-site full-day retreat focused on building their capacity with leading data-driven, continuous instructional improvement. Topics of study during the retreat days included ensuring systems to monitor progress using practice and process data at the department level and how to look at multiple data sources to make evidence-based noticing and stronger inferences/conclusions about impact. ● We have conducted one learning walk focused on collaboration, specifically Change Idea #1, during the span of Quarter 2 to monitor progress improvements in teacher practice. We are now in the process of engaging in second learning walk

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		<p>to progress monitor the instructional and academic impact of Change Idea #1 and #2. The links below provide access to documents that include context, evidence-based observations, and analysis in the form of celebrations, quick wins, and areas for more significant consideration as well as identified next steps.</p> <ul style="list-style-type: none"> • We are noticing that although evidence of teacher practice shows a slightly longer lag in strategy implementation than anticipated, the majority of staff are actively applying professional learning in ways that impact their practice and student learning within 2-3 months of the initial PL session, likely because it takes time and deeper learning in other structures like collaborative planning time, coaching, and individual planning to deepen understanding, practice, and refine. • Quarter 3 will bring an increase in our follow-up support and deeper implementation of high-quality planning and implementation of academic discourse. As these 2 areas support scholar engagement and increased independence when collaborating with peers as well as a transition into our third and final change idea related to collaborating through group work.
4. Continue building staff capacity and understanding of SEL curriculum: Leader in Me		<p>SEL Transition Team: Since November 7th, the Tenet 5 team has been meeting with Central Office on a regular basis in order to identify components of the SEL curriculum that need to be preserved and those areas that need improvement.</p> <p>2024-2025 Goals: Have been set, shared with staff and progress monitored they are:</p> <ul style="list-style-type: none"> • Design a LIM School by establishing a strategic plan to support implementation at East <ul style="list-style-type: none"> ◦ This goal is complete • 100% of Carents will teach the 7 habits through direct lessons and modeling. • This goal is being revisited. Progress monitoring of this data point shows room for improvement and a PL plan has been put into place • 80% of Carents will engage student voice by establishing mission statements & leadership roles in Family Group <ul style="list-style-type: none"> ◦ This goal is in progress, currently PL has been given to all staff, and opportunities to share resource amongst staff has been given. Initial walkthrough data shows about 50% of staff has met this goal and the focus will now be on the remaining 50%

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		<ul style="list-style-type: none"> • 80% of hallways, offices, and other shared school spaces will be leadership environments by including artifacts that communicate worth and potential through the physical space. <ul style="list-style-type: none"> ◦ This is the new focus area for Semester 2. PL was recently given whole school and follow up in subsequent IDCPT Meetings. Teachers have been given time to create displays of genius and subsequent progress monitoring will occur in February. <p>Whole School Curriculum: All students have received LIM Modules on the following topics which were chosen based on the MRA Results: Overview of LIM Habits 1-8, Abundance Mindset and Consideration for Others. This curriculum is differentiated by grade level and reinforced in Monthly Town Hall Meetings, and in "Week Beat" School Broadcasts.</p> <p>Lighthouse Team: The Adult Lighthouse Team has been reimagined as an Adult-Student Lighthouse Team and the 10 student members, who were elected by their peers have been taking a larger role in the discussion topics, direction of progression and outcome decisions of the team. Efforts are now focused on increasing an aligned course of action, increasing student voice, and mid-range planning of individual Action Team Goals. Each Action Team has made reasonable progress on each of their initiatives:</p> <ul style="list-style-type: none"> • Town Hall: Hosted monthly meetings with all grade levels to make school wide announcements, introduce the SEL topics, and build student voice by engaging students in both the planning and implementation of the monthly meetings • Beautification: Installed a school wide "Everyone Has Genius" Bulletin Board to showcase the worth and potential of students in our building • Ambassadors: Lead community and state representatives around the building when visits are required. In addition, the members are hosting news students on the day of their entry • Week Beat: Produced a monthly student created news broadcast which is incorporated into the Family Group Lesson Plans with student facing content

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		<ul style="list-style-type: none"> • Events: Developed and implemented several student lead events such as a Pep Rally, Fall Dance, and are currently planning a Valentine's Day event. <p>Continued Embedded Professional Learning: Since August PL additional opportunities for staff to better implement components of the LIM program and meet our year one goals. For instance:</p> <ul style="list-style-type: none"> • 10/2: Whole Staff PL: Roll out of Mission Statements examples and work time • 11/6: 6th, 7th, 8th Grade IDCPT PL: Roll out of Leadership roles examples and work time • 12/4: Whole Staff PL: Impact Journeys - Leadership Roles • 1/8: 6th,7th,8th Grade IDCPT PL: Personal Mission Statements and Displays of Student Genius <p>In addition to whole staff professional learning, small group professional learning occurred in the following ways:</p> <ul style="list-style-type: none"> • Action Team meetings with the LIM consultant to reestablish goals and timeline to achieve them with Town Hall and Beautification • Morning Meetings on Consultant Days with Building Leadership • 1:1 Debrief and plenary meetings with the FG Teacher Leader • Pre and Post consultant meeting calls with the FG Teacher Leader
5. Strengthened coordination of the community school model with expanded opportunities for authentic family engagement .		<p>Community Liaison Specialist: The Community Liaison Specialist (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.</p> <p>Case Management Tracking Tool: As of September 1st, the East staff uses a comprehensive tool to track behavior and attendance referral data. Individual student data is accessed by all in real time and this data is actively being used to inform</p>

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		<p>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. So far this year, there have been 541 total Lower School referrals made for scholar support (36), community providers (34), and disciplinary (471) reasons. In the year to date, Community Partners have delivered 6,286 units of service (1 unit = 15 min) to 257 unique Upper and Lower School scholars at East EPO.</p> <p>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. 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.</p> <p>Asset Based Community Development: 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.</p> <p>Monthly Collaborative Community Partners Meetings: All Community Partners meet monthly to network and strengthen cross-agency communication and collective efficacy. These meetings include team/trust building activities among partners and staff as well as information sharing about in-house and central agency services with the East Community School Network.</p> <p>Monthly 1:1 Community Partner Check Ins: To build trust, transparency, and shared accountability, the Community Liaison Specialist conducts monthly 1:1 check-in with each community partner. The standing agenda includes a review of monthly data</p>

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		<p>(referrals/enrollment, service units), review of specific student concerns to elevate to a collaborative problem-solving round table, celebrations, areas in need of improvement, upcoming events, general agency news, and action items for follow up. This has proven to be a much-needed support structure to ensure continuous improvement as a team</p> <p>Professional Learning about the Community School Model: Professional Learning time has been allocated to support administrators' understanding of the community school model. This is a necessary step in preparation for building shared governance structures that embrace collaborative leadership, shared power, and voice. The key shift is ensuring shared understanding that all elements of the school are part of the community school, not just the co-located partners.</p> <p>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 include school staff, community partners, families, and scholars. Their roles include establishing annual shared goals, engaging in data analysis for progress monitoring, and coordinating the interventions and activities for East scholars and families. The teams will establish regular meetings supported by East Community School leaders as backbone support. Community members and the co-facilitator are essential in ensuring that we are bringing in expertise and insights related to other efforts focused on the same goals. Through this networking and coordination, we will closely communicate and connect regarding the complex challenges facing our scholars and better be able to serve and support their success.</p> <p>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), community cafes in November (30 participants) and December (15 participants), and Parent/Teacher Conference Night in January (8 families, 14 individuals). Each event includes interaction about academic learning, and additional</p>

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		<p>connection with community partners to support the full scope of community school services. The calendar of Family Engagement Events for the 24-25 SY is linked here.</p> <p>Community Cafe: Last year, East launched “Be Strong,” Families Parent Café 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 themes: Family Engagement, School Communication, Building Healthy Bonds, Community Issues, and Mental Health.</p> <p>Parent Leadership/Advocate Training: East is collaborating with Connected Communities to provide training for families focused on building capacity for advocacy for children, schools and community, as well as peer leadership skills. Trained parents will support the Asset Based Community Development outreach as well as serve as table hosts for Community Cafes. Ibero also provides community-based training in this area called <i>Padres Comprometidos</i> focused on fostering a strong connection between schools and parents.</p> <p>Elevating Student Voice: East 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 related to 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 elevate student peer to peer communication.</p>

Part II – Demonstrable Improvement Level 1 Indicators

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.

**Quarter 2 Report with Reflection on Lead Strategies Utilized during
October 31, 2024 – January 31, 2025**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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 related documents. Such must be made publicly available prior to submitting this report.
<p>#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</p>		<p>During Q2, the Literacy Department continued to analyze student and instructional data related to our SMART goal: Literacy scholars’ grades 6-9 will improve in their use of voice in writing, resulting in 80% of scholars demonstrating growth in total score in a rubric over time from September 2024 to June 2025. During Q2, the Literacy Department administered CFA #2-3 and analyzed student progress and instructional strategies using Data Wise Protocol.</p>	

During Q2, Literacy Department administered--1 cycle of the NWEA assessment as a growth measure for reading

The following action steps resulted from data analysis of the NWEA assessment: continued implementation of literacy as an instructional class in every student 6-9 schedule, tiered literacy model giving tier 1,2, and 3 instruction in reading comprehension and vocabulary, writing, and phonics. 72-minute model with 3 rotations that include small group instruction based on reading levels and needs as well as independent reading choice, and a leveled software component that students can access independently at their reading level and tailored to their specific skill needs.

The following action steps resulted from data analysis of both assessments, CFAs (Success Criteria: Word choice, voice (adding new details), grammar and punctuation

Noticed:

CFA 1 vs CFA2, displayed growth with:

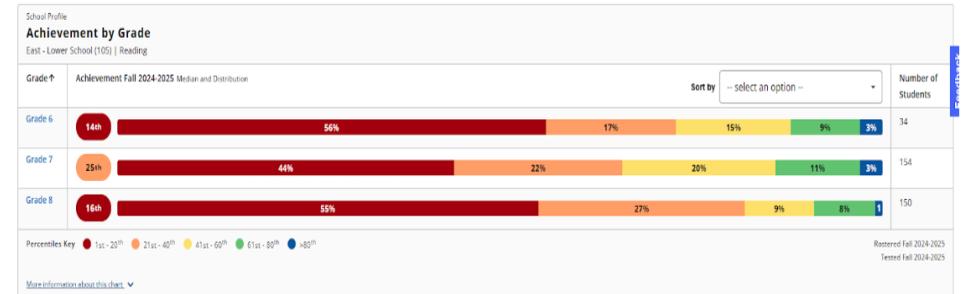
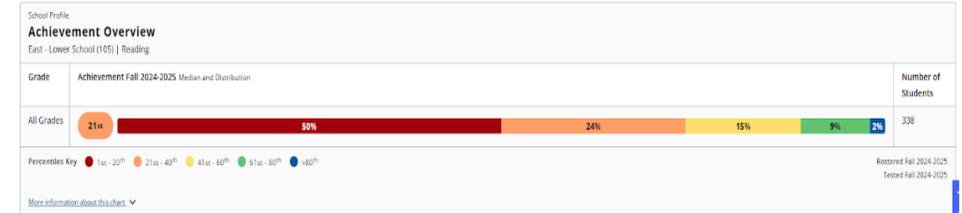
- word choice
- adding new details
- grammar and punctuation.

Areas for continued growth include:

- grammar and punctuation as their sentences become more complex,
- continued practice towards adding new details

East Lower School MAP Reports- 11.2024

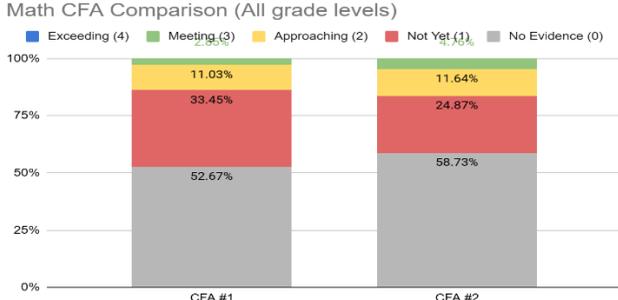
Single-Term Achievement



Growth & Achievement... NA (Single administration at East to date)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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 related documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> • high level vocabulary in order to increase efficacy in writing. <p>Students were able to revise and expand kernel sentences to expand them to showcase their own voice through their writing, incorporating content vocabulary.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Teachers continue to explicitly teach, give time for practice, and feedback towards writing strategies as well as vocabulary instruction to expose scholars to higher level vocabulary. • Teachers will explicitly teach strategies to write and incorporate their own high-level thinking. 	<p>Data</p> <ul style="list-style-type: none"> • Display is NWEA Data (1 test) • CFA Data (1,2) <p>Trends & Noticing:</p> <ul style="list-style-type: none"> • Grade 6 Lit # of students with total score of “approaching” increased by double digits (8 to 18) from CFA 1 to CFA 2 • Grade 6 Lit # of students with sub score in “Word Choice” increased from CFA 1 to CFA 2 by 3 times (7 to 21) • Grade 7 Lit # of students increase from CFA 1 to CFA 2 by total score (7 to 30) “meeting”, specifically in word choice. • Grade 8 # of students increased from CFA 1 to CFA 2 by total score (12 to 29), specifically in word choice category increase is from 10 to 30 “meeting” • Grade 6 and 8 struggling with grammar and punctuation • Improvements with more complex sentences • Using more appositives, and phrases and using a comma <p>Action Steps: <u>Action Steps Grades 6-8</u> Prioritizing/ (Themes that surfaced in the Brainstorm List)</p> <ol style="list-style-type: none"> 1. Conferencing/student feedback

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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 related documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> • Teacher explicitly modeling reading/writing strategies • Student practice with multiple strategies and receive feedback to their use • Students collaborate with peers to give each other feedback using discussion strategies in order to clarify their thinking and build on their ideas and processes. • Teachers develop clear success criteria and exemplars to engage scholars in ways that support revision to writing and use of writing strategies to enhance their ideas. <p>Teachers create a classroom--Culture of revision to writing</p> <ul style="list-style-type: none"> • Students set and reflect on specific writing goals regularly. 	<ul style="list-style-type: none"> 2. More grammar and punctuation practice 3. Increase amount of writing daily; balance writing on hard copy and learning to use tech tools <p>Brainstorm List:</p> <ul style="list-style-type: none"> • Conferencing with individual students on CFAs; use small group, review this CFA a week prior to next one, goal set what are you going to improve on in the next CFA • Helping scholars see their growth; build on the successful experiences • Incorporating more grammar practice in class and do now's • Increase amount of writing • How to use tech tools that are out there; both AND... • Encourage students to use typing tools for practice <p>Continuation plan moving forward:</p> <ul style="list-style-type: none"> • Implement change idea #2 instructional action plan, content-focused coaching cycles • Analyze report Card/marking period grades/progress reports <p>Looking at Student Work Protocols:</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Provide point in time trend 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 related documents. Such must be made publicly available prior to submitting this report. 																		
			<ul style="list-style-type: none"> The Literacy team engaged in looking at student work (LASW) protocol during quarter 2 and noted implications for the process of their lesson design. <p>Continuation plan moving forward:</p> <ul style="list-style-type: none"> <i>Software Data protocols</i> <i>NWEA class and school reports</i> 																		
<p>#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</p>		<p>During Quarter 2, the Math Department continued to analyze student and instructional data related to our Smart Goal:</p> <p>60% of Grade 6-8 students will demonstrate their ability to unpack the math problem to aid in building conceptual understanding (which might include strategy or approach) to transfer and apply to solving the current problem as</p>	<p>Math CFA Comparison (All grade levels)</p>  <table border="1"> <caption>Math CFA Comparison Data</caption> <thead> <tr> <th>Category</th> <th>CFA #1 (%)</th> <th>CFA #2 (%)</th> </tr> </thead> <tbody> <tr> <td>Exceeding (4)</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Meeting (3)</td> <td>2.95%</td> <td>4.73%</td> </tr> <tr> <td>Approaching (2)</td> <td>11.03%</td> <td>11.64%</td> </tr> <tr> <td>Not Yet (1)</td> <td>33.45%</td> <td>24.87%</td> </tr> <tr> <td>No Evidence (0)</td> <td>52.67%</td> <td>58.73%</td> </tr> </tbody> </table>	Category	CFA #1 (%)	CFA #2 (%)	Exceeding (4)	0%	0%	Meeting (3)	2.95%	4.73%	Approaching (2)	11.03%	11.64%	Not Yet (1)	33.45%	24.87%	No Evidence (0)	52.67%	58.73%
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No Evidence (0)	52.67%	58.73%																			

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		<p>measured by a level 3 or 4 on the <u>Given and Goal section of the rubric</u></p> <p><u>SMART LS Math Goal 24-25</u></p> <p>During Q2, the Math Department administered CFA #2 and analyzed student progress towards the 5/6 priority standards for each grade level.</p> <p><i>The Math team analyzed CFA2 student data and has identified and created the following action steps to address noticing.</i></p> <p>Noticed</p> <ul style="list-style-type: none"> • Scholar absence impacted CFA2 results • Scholar applied prior knowledge to new concepts. • Scholars attempt to answer questions and have trouble identifying what to do to start. 	<p>Data:</p> <ul style="list-style-type: none"> • Display is Math Data from CFA1,2 • 189/366 scholars completed CFA 2 <p>Trends & Noticing</p> <ul style="list-style-type: none"> • Teachers noticed some gains in overall holistic scores based on grade level guide see example (<u>8th Grade Guide</u>) • More scholars completed CFA1 vs. CFA2 (281/189) • School wide % growth for scholars meeting standards CFA1 to CFA2 (2.85% / 4.76%) • School wide percentage decrease in scholars not yet approaching standards CFA1 to CFA2 (33.45% / 24.87%) <p>Action Steps</p> <p><i>Continuation plan moving forward:</i></p> <ul style="list-style-type: none"> • Implement <u>Change Idea #1</u> when planning lesson • Analyze daily assessments, report cards, marking period grades, progress reports

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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 related documents. Such must be made publicly available prior to submitting this report.
		<p>Action Steps Measuring Scholar Growth:</p> <ul style="list-style-type: none"> • Teacher plan to administer CFA 2 to scholars who were absent • Start scheduled review days to address misconceptions • Students continue to create silent teachers posted within the classroom • During CPT teachers are researching unpacking strategies, to apply within the classroom to help scholar mathematical understanding. 	<p>Looking at Student Work Protocols:</p> <ul style="list-style-type: none"> • The Math team engaged in looking at student work (LASW) protocol during quarter 2 and responded to noticing with our instructional action plan, implementing these within the process of our lesson design

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Provide point in time trend 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 related documents. Such must be made publicly available prior to submitting this report. 																				
#100: 3-8 ELA All Students Core Subject PI 23-24 Target: 74 23-24 Results: 72.3 24-25 Target: 79		All East Lower School students receive an ELA instructional program 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. Approx. --% of scholars have student support built into their daily schedule. The ELA Department developed the following SMART Goal 2024 - 2025: <i>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</i>	<div style="text-align: center;"> <p>ELA 6 - 8 Common Formative Assessments 2024 - 2025 LASW Instructional Action Steps</p> <p>CFA: 1 2 3 4 5 6</p> <p>Grade levels: 6 7 8</p> </div> <table border="1" style="width: 100%; text-align: center;"> <caption>CFA 2 Holistic Scores 6-8:</caption> <thead> <tr> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> </tr> </thead> <tbody> <tr> <td>0% (0)</td> <td>9.8% (31)</td> <td>36% (116)</td> <td>40.7% (128)</td> <td>12.4% (39)</td> </tr> </tbody> </table> <table border="1" style="width: 100%; text-align: center;"> <caption>CFA 1 Holistic Scores 6-8:</caption> <thead> <tr> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> </tr> </thead> <tbody> <tr> <td>0% (0)</td> <td>6.2% (20)</td> <td>30.3% (98)</td> <td>53.9% (174)</td> <td>9.6% (31)</td> </tr> </tbody> </table> <div style="border: 1px solid gray; padding: 5px; font-size: small; margin-top: 10px;"> <p>The task description: <i>At each grade level 6th through 8th, students read a nonfiction text, annotate, answer a series of multiple choice questions and then write a well-developed paragraph based on a given writing prompt.</i></p> </div> <p style="text-align: center; margin-top: 10px;"> https://docs.google.com/document/d/17bqllGu5kuVS0xNMuuaaJGZh9WJrWSuL7bleXS_COTv0/edit?usp=sharing </p>	4	3	2	1	0	0% (0)	9.8% (31)	36% (116)	40.7% (128)	12.4% (39)	4	3	2	1	0	0% (0)	6.2% (20)	30.3% (98)	53.9% (174)	9.6% (31)
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Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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 related documents. Such must be made publicly available prior to submitting this report.
		<p><i>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.</i> During Q2, the ELA department reviewed CFA 2 data. After review and analysis, the team has identified the change idea #2: If teachers skillfully facilitate regular collaboration sessions within daily lessons, then students can use these collaborative opportunities to refine their thinking and writing. We then created the following action steps to address noticings:</p> <p>Action Steps: What will students learn or be able to do?</p> <ul style="list-style-type: none"> • Students use CtEAEAC writing formula and sentence starters in their writing 	<p>Data:</p> <ul style="list-style-type: none"> • Display is ELA Data from CFA1,2 • 323/366 scholars completed CFA 2 <p>Trends & Noticing</p> <ul style="list-style-type: none"> • Teachers noticed some gains in overall holistic scores based on ELA 6-8 writing rubric • Important to note is that we moved to electronic assessment (Edulastic/PearDeck) administration for CFA2 for the first time and did not see as many gains as we would have liked. This factor is being addressed by teachers for the administration of CFA3 • Less scholars completed CFA2 vs. CFA1 (323/314) • School wide growth for scholars meeting standards CFA1 to CFA2 (20/31) • School wide decrease in scholars not yet approaching standards CFA1 to CFA2 (205/167) <p>Action Steps Continuation plan moving forward:</p> <ul style="list-style-type: none"> • Implement change idea #2 instructional action plan, content-focused coaching cycles, • Analyze daily assessments, report cards, marking period grades, progress reports <p>Looking at Student Work Protocols:</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Provide point in time trend 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 related documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> <ul style="list-style-type: none"> CtEAC explanations and sentence starters Students implement ideas from instances when teachers provide explicit instruction and modeling, including: <ul style="list-style-type: none"> flip questions into sentence starters for a claim and couple it with an appropriate transition sentence citing evidence (direct quotes) that supports a given claim properly with sentence starter and quotation marks in evidence sentence of CtEAC Students will build on each other's ideas as a result of discussion protocols Students participate in discussion protocols to identify and cite relevant evidence to support a claim 	<ul style="list-style-type: none"> The ELA team engaged in looking at student work (LASW) protocol during quarter 2 and responded to noticing with our instructional action plan, implementing these within the process of our lesson design

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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 related documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> • Students participate in discussion protocols in order to determine the difference between relevant and irrelevant and strength of text evidence related to a claim • Students will become comfortable in working in various styles of small groups or pairs • Students begin to use EL Education’s Goal 1: Conversation Cues and sentence frames to support themselves and others in their discussions. See teacher side for specifics ←----- • Students will participate in discussion protocols to make their thinking about reading and writing visible • Students begin to provide specific feedback to each other and take it 	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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 related documents. Such must be made publicly available prior to submitting this report.
		<p>from others to incorporate it into their own work</p> <p>What will teachers learn or be able to do?</p> <ul style="list-style-type: none"> • Teachers provide explicit instruction and modeling the use of CtEAEAC writing formula, including: <ul style="list-style-type: none"> ○ how to flip question/writing prompt into sentence starters for their claim ○ citing evidence (direct quotes) that supports a given claim properly with sentence starter and quotation marks in evidence sentence of CtEAC • Teachers plan and implement one discussion protocol in each lesson to make student thinking visible, scaffold reading and/or writing tasks <ul style="list-style-type: none"> ○ This could look like turn and talks, elbow partners, back to 	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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 related documents. Such must be made publicly available prior to submitting this report.
		<p>back and face to face protocol, etc.</p> <ul style="list-style-type: none"> ○ Reflect on instances within daily lesson plan that could be turned into a protocol vs. direct instruction, whole group/one student responding ○ If it's a new protocol for students, be sure to explicitly teach it to them ○ Incorporate discussion protocols around identifying and citing relevant evidence to support a claim ○ Incorporate discussion protocols around dealing with relevant and irrelevant text evidence related to a claim ○ EL Education's Conversation Cues Goal 1: Help all students talk and be 	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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 related documents. Such must be made publicly available prior to submitting this report.
		understood. Help all students process language internally	
#110: 3-8 Math All Students Core Subject PI 23-24 Target: 41.9 23-24 Results: 50.2 24-25 Target: 46.9		East Lower School teachers are utilizing Connected Math for inquiry-based learning focused on conceptual understanding, problem-solving skills, and real-life applications, engaging students in meaningful mathematical exploration. After reviewing CFA1 data the Math team has identified key action steps to address scholar growth. Action Steps Differentiated Math Support: <ul style="list-style-type: none"> • <i>Teachers are working collaboratively to identify within lessons on how to incorporate Collaboration strategies.</i> 	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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 related documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> • <i>Continued flexible groupings during lesson</i> • <i>Targeted differentiated tasks based on scholar needs CFA 2 data.</i> <p>Additional Math Support:</p> <ul style="list-style-type: none"> • team identified scholars High 1 & High 2 • Tuesday/Thursday skill tutoring • Saturday school support <p>Strategies for Closing Gap for ENL:</p> <ul style="list-style-type: none"> • <i>Based on student need teachers work with scholars to provide differentiated instructional practices (Collaboration)</i> • <i>Implement google translate during lessons to help with vocabulary and understanding.</i> • <i>All materials provided in preferred language as well as English</i> • <i>Individual Tuesday/Thursday skill enhancing tutoring.</i> 	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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 related documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> • <i>Individual Saturday school support with Bi-Lingual teacher.</i> • <i>Selected pull out instruction with ENL teacher</i> 	
<p>#160: EM Chronic Absenteeism – All Students 23-24 Target: 64% 23-24 Results: 62% 24-25 Target: 61%</p>		<p>A continued focus on attendance has included bi-weekly attendance team meetings led principal.</p> <ul style="list-style-type: none"> • 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 up communication. <p>During Quarter 2</p> <ul style="list-style-type: none"> • Data tracker, created and used to input communication with scholars and families. 	<p>Data from Roc 3D</p> <p>86/368 (23.3%) 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.</p> <p>97/368 (26.3%) 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</p> <p>Chronic Absenteeism 183/368 (49.7%) 2024-25 YTD.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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 related documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> • Regular monitoring, data tracking, and continuous evaluation have been built into each Attendance meeting to help monitor the effectiveness of each intervention. • Weekly data analysis is used to provide targeted outreach and support services, including connections with community partners to address root cause of absence. • Snack with the Principal for identified scholars who maintained attendance for the two weeks. <p>Continuous Improvement</p> <ul style="list-style-type: none"> • Need to strengthen the relationship with families and address the underlying causes and barriers that 	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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 related documents. Such must be made publicly available prior to submitting this report.
		contribute to students missing a significant number of school days.	

Part III – Demonstrable Improvement Level 2 Indicators

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 that support sustainable progress toward Demonstrable Improvement Indicator targets attainment.

**Quarter 2 Report with Reflection on Lead Strategies Utilized during
October 31, 2024 – January 31, 2025**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide point in time trend 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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend 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. 								
#3 Student Attendance 23-24 Target: 83% 23-24 Results: 80.9% 24-25 Target: 84%		<p>See lead strategy outlined above for Chronic Absenteeism as well as continued strategies below.</p> <p>Continued Tiered supports for student attendance include:</p> <ul style="list-style-type: none"> • 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 	<p>The Average Daily Attendance for the selected school is: 84.1%</p> <p>Grade Level Attendance</p>  <table border="1"> <caption>Grade Level Attendance Data</caption> <thead> <tr> <th>Grade Level Code</th> <th>Campus / District Attendance</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>~86.2%</td> </tr> <tr> <td>7</td> <td>~85.0%</td> </tr> <tr> <td>8</td> <td>~81.0%</td> </tr> </tbody> </table> <p>The Average Daily Attendance as of 1/23/24 is 87.3% (retrieved from ROC 3D)</p>	Grade Level Code	Campus / District Attendance	6	~86.2%	7	~85.0%	8	~81.0%
Grade Level Code	Campus / District Attendance										
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Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<p>positive relationships and school climate, as well as engaging learning opportunities contribute to improved student attendance.</p> <ul style="list-style-type: none"> • 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. 	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend 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. 																																																																																	
		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																																																																																		
#8 Curriculum Development & Support (DTSDE Tenet 3) 24-25 Target: 90% implementation of Phase 1 indicators + 40% of Phase 2		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 strategy of vertical alignment, including attention to authenticity, practice, and feedback and/or our key instructional	<p>23-24 Curriculum Development & Support Results (See Link below)</p> <table border="1" data-bbox="1239 1226 2171 1417"> <thead> <tr> <th>District</th> <th>School Name</th> <th>Cohort</th> <th>Rubric</th> <th>Question 1</th> <th>Question 2</th> <th>Question 3</th> <th>Question 4</th> <th>Question 5</th> <th>Question 6</th> <th>Question 7</th> <th>Question 8</th> <th>Question 9</th> <th>Question 10</th> <th>Question 11</th> <th>Question 12</th> <th>Complie</th> <th>Extended Learning Time</th> <th>Rubric: Pass</th> <th>Met Rubric</th> <th>Notes</th> </tr> <tr> <td></td> <td></td> <td>Year</td> <td></td> <td>nt Count</td> <td>Criteria</td> <td>Criteria?</td> <td></td> </tr> <tr> <td></td> <td>(differentiated by Cohort)</td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td>ROCHESTER EPD</td> <td>EAST LOWER SCHOOL</td> <td>1</td> <td>1</td> <td>Compliant</td> <td>Compliant</td> <td>Compliant</td> <td>Compliant</td> <td>Compliant</td> <td>Developing</td> <td>Compliant</td> <td>Compliant</td> <td>Compliant</td> <td>Compliant</td> <td>Compliant</td> <td>Compliant</td> <td>10</td> <td>4 "Compliant" rating for questions 1, 3, 7, and 8.</td> <td>Y</td> <td>06: The provided description is generalized and lacks detail(s) about what assessments are used, how the data analysis process is carried out, and applied. 09: Students and families MUST be involved in</td> </tr> </tbody> </table>	District	School Name	Cohort	Rubric	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Question 10	Question 11	Question 12	Complie	Extended Learning Time	Rubric: Pass	Met Rubric	Notes			Year														nt Count	Criteria	Criteria?																			(differentiated by Cohort)			ROCHESTER EPD	EAST LOWER SCHOOL	1	1	Compliant	Compliant	Compliant	Compliant	Compliant	Developing	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	10	4 "Compliant" rating for questions 1, 3, 7, and 8.	Y	06: The provided description is generalized and lacks detail(s) about what assessments are used, how the data analysis process is carried out, and applied. 09: Students and families MUST be involved in
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<p>#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</p>		<p>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</p>	<p>23-24 (# 33 - 36 - 37- 38 - 94 DI Results) See Link Below</p> <table border="1" data-bbox="1239 1003 2376 1214"> <tbody> <tr> <td>ROCHESTER EPO</td> <td>1</td> <td>261800010105</td> <td>EAST LOWER SCHOOL</td> <td>2</td> <td>2</td> <td>Plan for and implement Community School Model</td> <td>NA</td> <td>not available</td> <td>See the Community School Model Implementation Rubric</td> <td>Y (Met Rubric Criteria)</td> <td>Y</td> <td>1.00%</td> </tr> <tr> <td>ROCHESTER EPO</td> <td>1</td> <td>261800010105</td> <td>EAST LOWER SCHOOL</td> <td>2</td> <td>3</td> <td>Student Attendance</td> <td>82</td> <td>84</td> <td>83</td> <td>80.9</td> <td>N</td> <td>9.40%</td> </tr> <tr> <td colspan="13">40% of the Tenet 3 Phase 2 indicators are common across the school. In addition, the school must also have 90% of the Phase 1 indicators common across the school.</td> </tr> <tr> <td>ROCHESTER EPO</td> <td>1</td> <td>261800010105</td> <td>EAST LOWER SCHOOL</td> <td>2</td> <td>8</td> <td>Curriculum Development and Support (DTSD Tenet 8)</td> <td>NA</td> <td>not available</td> <td>81% P1</td> <td>Y</td> <td>Y</td> <td>1.00%</td> </tr> <tr> <td>ROCHESTER EPO</td> <td>1</td> <td>261800010105</td> <td>EAST LOWER SCHOOL</td> <td>2</td> <td>35</td> <td>3-8 ELA Black Students MGP</td> <td>35.3</td> <td>50.3</td> <td>37.2</td> <td>46.9</td> <td>Y</td> <td>9.40%</td> </tr> <tr> <td>ROCHESTER EPO</td> <td>1</td> <td>261800010105</td> <td>EAST LOWER SCHOOL</td> <td>2</td> <td>36</td> <td>3-8 ELA Hispanic Students MGP</td> <td>39.4</td> <td>47.6</td> <td>40.9</td> <td>53.1</td> <td>Y</td> <td>9.40%</td> </tr> <tr> <td>ROCHESTER EPO</td> <td>1</td> <td>261800010105</td> <td>EAST LOWER SCHOOL</td> <td>2</td> <td>37</td> <td>3-8 ELA ELL Students MGP</td> <td>43.4</td> <td>48.8</td> <td>45.1</td> <td>48.9</td> <td>Y</td> <td>9.40%</td> </tr> <tr> <td>ROCHESTER EPO</td> <td>1</td> <td>261800010105</td> <td>EAST LOWER SCHOOL</td> <td>2</td> <td>38</td> <td>3-8 ELA ED Students MGP</td> <td>36.7</td> <td>47.9</td> <td>38.4</td> <td>50</td> <td>Y</td> <td>9.40%</td> </tr> <tr> <td>ROCHESTER EPO</td> <td>1</td> <td>261800010105</td> <td>EAST LOWER SCHOOL</td> <td>2</td> <td>94</td> <td>Providing 200 Hours of quality Extended Day Learning Time (ELT)</td> <td>NA</td> <td>not available</td> <td>See the ELT Implementation Rubric</td> <td>Y (Met Rubric Criteria)</td> <td>Y</td> <td>1.00%</td> </tr> </tbody> </table> <p>https://docs.google.com/document/d/1gNkqY2skku_pYCEsQTRIEwL6ghhelQyzCPfeyO_SByI/edit?usp=sharing</p>	ROCHESTER EPO	1	261800010105	EAST LOWER SCHOOL	2	2	Plan for and implement Community School Model	NA	not available	See the Community School Model Implementation Rubric	Y (Met Rubric Criteria)	Y	1.00%	ROCHESTER EPO	1	261800010105	EAST LOWER SCHOOL	2	3	Student Attendance	82	84	83	80.9	N	9.40%	40% of the Tenet 3 Phase 2 indicators are common across the school. In addition, the school must also have 90% of the Phase 1 indicators common across the school.													ROCHESTER EPO	1	261800010105	EAST LOWER SCHOOL	2	8	Curriculum Development and Support (DTSD Tenet 8)	NA	not available	81% P1	Y	Y	1.00%	ROCHESTER EPO	1	261800010105	EAST LOWER SCHOOL	2	35	3-8 ELA Black Students MGP	35.3	50.3	37.2	46.9	Y	9.40%	ROCHESTER EPO	1	261800010105	EAST LOWER SCHOOL	2	36	3-8 ELA Hispanic Students MGP	39.4	47.6	40.9	53.1	Y	9.40%	ROCHESTER EPO	1	261800010105	EAST LOWER SCHOOL	2	37	3-8 ELA ELL Students MGP	43.4	48.8	45.1	48.9	Y	9.40%	ROCHESTER EPO	1	261800010105	EAST LOWER SCHOOL	2	38	3-8 ELA ED Students MGP	36.7	47.9	38.4	50	Y	9.40%	ROCHESTER EPO	1	261800010105	EAST LOWER SCHOOL	2	94	Providing 200 Hours of quality Extended Day Learning Time (ELT)	NA	not available	See the ELT Implementation Rubric	Y (Met Rubric Criteria)	Y	1.00%
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23-24 Results: n/a as of 10/22/24 24-25 Target: 42.4	Yellow	NWEA will diagnostic growth measure to determine specific challenges with decoding.	
#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	Yellow	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.	See Link Above
#38 3-8 ELA ED Students MGP 22-23 Baseline: 23-24 Results: n/a as of 10/27 24-25 Target:	Yellow	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	See Link Above
#94 Providing 200 hours of quality Extended Day Learning Time (ELT)	Green		See Link Above

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend 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.
24-25 Target: ELT Implementation Rubric		See Strategies listed above for <ul style="list-style-type: none"> • Universal Screening • Differentiation • Longer Periods for ELA & Literacy 	

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.

Identify 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, update as applicable, and provide a list of CET membership for the 2024-2025 SY.

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

Report Out of 2024-2025 CET Plan Implementation

<ul style="list-style-type: none"> • List the constituent categories of stakeholders that have participated as CET members during this reporting period. • Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members. • Provide data and related evidence used to measure the impact and efficacy of the CET. • Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan. 	<ul style="list-style-type: none"> • Outline the process by which new members of the CET will be identified and selected*, including action steps to increase participation of parents/family members and students. • 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.
<p>The CET (or FACE–Family and Community Engagement) team is composed of community partners, parents, and school staff. 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. FACE connects with Collective Impact Teams to ensure strategic action and advocacy toward key priority areas including college navigation, career & workforce development, family support, and health and wellness. In Quarter 2, parents, students, community partners, administrators and teachers have participated in the East CET, referred to as the FACE Team (Family and Community Engagement.) The Community Liaison Specialist 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 two, FACE highlighted events including the December Community Cafe that focused on the topic of home/school communication. FACE was utilized to promote events and get input from stakeholders on activities and communication plans. Stakeholders were also informed about key recommendations for Tenets 1 and 2 of the East EPO transition plans to RCSD. Additionally, the FACE team functions as the transition team for Tenet 6. The team composed, reviewed, and discussed recommendations related to Tenet 6 in the transition plan and advanced key recommendations to the Core Transition Team.</p> <p>Quarter 2 events included:</p>	<p>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. East’s partnership with Connected Communities focuses on neighborhood engagement within the EMMA and Beechwood neighborhoods. The Principal and Community Liaison Specialist participate in the Connected Communities Education Committee, a committee that represents a cross-section of stakeholders in the EMMA and Beechwood community. The City of Rochester Neighborhood Development Office is represented on the school’s FACE team and East is committed to strengthening collaboration with neighboring elementary school programs. An AmeriCorps VISTA fellow supports 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.</p>

Community Career Fair (27 Families, 93 Participants)
 November Community Cafe (30 Participants)
 December Community Cafe (15 Participants)
 Parent/Teacher Conference (8 Families, 14 Individuals)
 FACE monthly meeting minutes can be found [here](#).

Part V – Powers of the Receiver

NYS Education Law 211-f and Commissioners Regulation §100.19 grant certain powers to the School Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling.

Provide a summary of the use of the School Receiver’s powers during this reporting period. If Powers of the Receiver were not utilized, indicate such.

- 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.

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.**