2022-2023 Receivership School Quarterly Report #2
Report Period: *November 1, 2022 to January 31, 2023 (Due January 31, 2023)*

This document is to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status and related evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor's Recommendations.

The reporting portion of this document is a self-assessment of the *implementation __and__ outcomes of key strategies* related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety __must be posted__ in a conspicuous place on the district website. All responses should directly align with, or be adaptations to, previously approved intervention plans and require explicit engagement and input from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
East Lower School	261600010105	Rochester City School District	University of Rochester		https://www.rcsdk12.org/Page/55853

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Dr. Shaun Nelms	Leandrew Wingo		Jennifer Rees - Chief Academic Officer	6-8	n/a	299	25/299 = 8%	38/299 = 13%	5/299 = .0167

Executive Summary
Please provide a *plain-language summary* of this completed report to reflect changes and progress made during this reporting period and to describe how actions were taken to implement lead strategies, engage the community, and enact Receivership powers. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.

Throughout the duration of the 2022- 2023 academic year, we plan to build upon the designs that were articulated in our Quarter One report with several nuances as we continued to build our capacity to advance our mission and vision with consideration of the challenges associated with the pandemic. We began this year with an intense focus centered on professional development for our administrators, teacher-leaders, and teachers. We have continued to engage in intentional progress monitoring, while making the necessary revisions needed to improve student outcomes.

Our team has continued to incorporate the following elements into our pedagogical framework: 1) looking at student work; 2) increasing the rigor; and 3) differentiating instruction and providing the appropriate scaffolds that are needed to help students access the curricula. We have continued to provide our teachers with specific professional development opportunities, and we designed and implemented collaborative lesson development time to provide a space for teachers to develop techniques centered around writing strategies such as "Advancing Thinking Through Writing", and "Looking at Student Work", while encouraging students to think more broadly.

Moreover, we have redesigned our family-group structure to support our efforts to improve school culture and climate. Along the same lines, we have created a plan to address our students' socio-emotional learnings needs using family group, while establishing ways to imbed social emotional learning into our curricula framework. Additionally, we have galvanized our community partners via monthly meetings, data-sharing, and coordinated strategic planning to ensure that we are adequately servicing our needy families. With that being said, we have continued to monitor students' attendance and have worked to connect our neediest families and students with our community partners.

After a careful review of our student attendance data, we are continuously working to address chronic absenteeism by using creative methods such as leveraging our community partners, Attendance Assistant, our FG Carents resources to improve student attendance.

Directions for Parts I, II, and III - District and school staff should respond to the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies during the first quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #2 is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan, as part of an ongoing process of *continuous and comprehensive planning*. This should include a clear *focus on how evidence* guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.
- The District should ensure that 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.
- District and school staff should *assess the impact* of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth.*

Part I –*Lead Strategies for Improvement*

Lead Strategies for School Improvement
Include 3-4 core lead strategies that are central to the school's improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.

Quarterly Report #2 with Reflection on Lead Strategies Utilized during **November 1, 2022 – January 31, 2023**		

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.

• A primary strategy will continue to be capacity building of leaders and systems related to strategic planning, including overall school improvement planning across all 6 tenets of the DTSDE as well as department-specific strategic planning and continuous improvement related to SMART-Goals and school-wide instructional improvement goals.		**Summary:**
		• Leaders have continued implementation and refinement of the Tenet 1 improvement plan, which outlines detailed plans for this work (See Tenet 1 Plan for 22-23).
		• Administrative strategic planning:
		  ○ **Tenet 2 -**
		  ○ **Tenet 3** - Updates on the Tenet 3 plan are included below with primary strategy #2.
		  ○ **Tenet 4** - Updates on the Tenet 4 plan are included below with primary strategy #3.
		  ○ **Tenet 5 -** The Tenet 5 SEL Team continues to develop a shared vision that includes: common language, a consistent approach, creating policies and procedures, and identifying necessary services to support non-academic needs. Throughout *Quarter 2* the Tenet 5 SEL Team continues to meet during Wednesday Professional Learning time; attend the Supporting Our Students (SOS) Mental Health collaboration with the University of Rochester, meet as a Mental Health team to review and/or develop Safety Plans or Crisis Plans for scholars determined in need of support; and provide continued adult learning through Professional Learning Communities (PLC) based on CASEL's 5 Core Competencies.
		    ■ Next Steps for *Quarter 3*: Members of the Tenet 5 SEL Team will attend the Trauma, Illness, and Grief Building Crisis Team (TIG) training in the Spring 2023, continue to promote adult understanding based on CASEL's 5 Core Competencies through PLCs during half-days and Superintendent's Conference Day, and continue to collaborate with the University of Rochester through the SOS Mental Health trainings.
		• **Tenet 6** - The tenet 6 team will build upon the work outlined in the 2021-2022 year by enhance our systemic approach to bolstering family and community engagement. For example, we will continue to build upon the following:

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
		1. Centralized method of communication via the Community Newsletter: Monthly newsletter that consists of information from the Upper and Lower Schools and our community partners. 2. Family and Community Engagement (FACE) meeting, which are co-led by parents 3. Standing community partners' meetings to foster collaboration and increase the effectiveness of our programming designed to assist the neediest families, while consolidating our efforts regarding parent outreach and parental engagement. • Teacher leader strategic planning: In December, we conducted a school-wide learning walk and then offered a one-day Teacher Leader Retreat, following up on our summer and fall professional development related to leadership of continuous instructional improvement cycles. During this time, teacher leaders were engaged in reviewing the impact of their first change ideas that they acted on with teachers in their departments using the learning walk data. Part of this work included reflecting on their own leadership of the continuous improvement cycle as well as the successful impact of the cycles on teacher practice and student learning. Teacher leaders have also engaged in 1:1 coaching around these cycles (our Lead Teacher Leader and partners from EL education). After reflection, teacher leaders planned out their second change idea / change cycle and began implementation of that cycle in January

Evidence & Analysis:
- Evidence includes plans and agendas for teacher leader retreat, teacher leader collaborative planning time, data analyzed, and resulting improvement plans.
- Administrative: Still 4 of the 6 Tenets have documented & updated plans: <u>Tenet 1</u>, Tenet 2, <u>Tenet 3</u>, <u>Tenet 4</u>, <u>Tenet 5</u>, Tenet 6.
- Teacher Leaders: All 16 content departments have a documented plan. Inquire if interested in access to these plans or one as an example (<u>Art</u>, <u>CTE</u>, <u>ENL</u>, <u>Health</u>, <u>Literacy</u>, <u>LS English</u>, <u>LS Math</u>, <u>Science</u>, <u>LS Social Studies</u>, <u>Music</u>, <u>PE</u>, <u>Special Education</u>, <u>US English</u>, <u>US Math</u>, <u>US Social Studies</u>, <u>World Language</u>). You will also see evidence of the specific goals and plans for content areas related to specific demonstrable indicators below in Part III.
- We have noticed the following throughout Quarter 2 of this work:
  - The need for this as a specific area of focus for improvement has continued to be reinforced as there continues to be among leaders a wide range of comfort, experience, skill, and value placed on this work.
  - We have seen growth in the teacher leaders' understanding of and ability to lead continuous improvement cycles over Quarter 2 and with the transition from their leadership of their initial change idea in the fall and now their second change idea at the start of January. Specifically:
    - Teacher leaders have demonstrated increased understanding and creation of "worthy" change ideas (i.e., high impact, right sized, aligned with school goals, etc.).
    - Teacher leaders were better able to "unpack" their second change idea for both the teacher- and student-specific criteria for success (i.e., new learning and associated observable elements during instruction.)
    - Teacher leaders also showed increased clarity/skill with sketching out a strategic action plan with steps for regular progress monitoring along the way.
  - There is a need for us to continue to work toward ensuring that all teacher leaders get more proficient in the above, as well as ensuring progress monitoring throughout the cycle, considering various data points that can/should be looked at in conjunction to measure success in a variety of ways, and the facilitation of high-quality professional learning experiences in service of improving problems of practice identified.

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.

• Another primary strategy will continue to be pursuit of our "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, using extensive materials developed for this purpose such as the Unit Checklist. The specific focus area for this upcoming year is vertical alignment to ensure that our curriculum engages scholars in ways that builds their thinking and learning in sophistication and complexity over time throughout grades 6-12 toward graduation level standards and achievement of our mission and vision. As part of this work, our teachers will continue looking at student work (LASW) to inform unit revisions and teaching; revising the curriculum to ensure it is culturally relevant, responsive, and sustaining; and ensuring the curriculum is supported through the development of content-specific interventions.		**Summary:**
		• Leaders have an improvement plan in place that outlines detailed plans for this work related to vertical alignment of the curriculum (See Tenet 3 Plan for 22-23).
		• As reported in the Quarter 1 report, we noticed that more explicit attention needed to be given to revising the rubrics associated with performance tasks to ensure that they are also aligned with the revised success criteria and that we needed to engage staff in reflecting on the scaffolding of these tasks. In November during our conference daytime, staff engaged in a professional learning session on the revision of rubrics, include new learning on single point rubrics. They were then given time to continue revising these for their focal units.
		• Curriculum has continued to be worked on under the leadership of teacher leaders in common planning time and curriculum writing time.
		
		Evidence & Analysis:
		• Criteria for success are below, including indications of current status.
		  ○ **For each department:**
		    ■ A prioritized transfer goal (TG) has been unpacked & shared criteria for success have been clearly articulated (this is currently true of 100% of departments).
		    ■ A Grade 12 model/exemplar (either teacher– or scholar-created) that demonstrates strong and thorough evidence of the identified criteria for success exists (currently 100% of departments have models that are being reviewed and feedback is being provided).
		    ■ Criteria for success have been nuanced for clarity and specificity as it relates to both Grade 8 and Grade 12 expectations (this is currently true of 100% of departments).
		  ○ **For each course,** the unit(s) aligned with the department's prioritized TG have been identified and refined to ensure the following:
		    ■ 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.
		    ■ 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 2022-2023 school year that demonstrates alignment with the success criteria.
		• Staff continue to make progress during collaborative planning time and curriculum writing time throughout the year. Progress is tracked through a Curriculum Writing Update (tool) - inquire for further info. We are on track for all revisions to be completed by the end of May 2023.

• Staff will engage in collaborative inquiry around engaging scholars at their optimal level of challenge by adjusting various "levers" as part of lesson design and implementation, including		**Summary:** • Leaders have an improvement plan in place that outlines detailed plans for this work related to questioning, scaffolding, and differentiation (See Tenet 4 Plan for 22-23). • In October 2022, our monthly PL session (as well as some time on our November and December conference day sessions) further engaged staff around this learning as they generated learner profiles for 3 focal students that they teach. These learner profiles will be embedded in our professional learning work throughout Quarters 3 and 4 as we further dig into learning about scaffolding and differentiation - teachers will be asked to plan with these 3 scholars in mind.

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questioning, scaffolding, and differentiation. As part of this work, we will continue into our second year of school-wide implementation of Advancing Thinking Through Writing (ATTW) strategies.		• Additionally, in November we introduced our Quarter 2 focus on questioning, specifically our theory of action was: For learning to be optimal and understanding to be achieved, level of challenge needs to be at the top of but not over the student's zone of proximal development and scholars must be supported through the learning pit, both of which require deliberate attention to the different learners in front of us in any given year and the design of questioning, scaffolding, and differentiation that supports ALL those learners in ways that are culturally relevant, responsive, and sustaining.
		• Our Change Idea was: If teachers design and ask a series of strategic, high-quality questions in equitable/inclusive ways over the course of a lesson, scholar engagement in grappling with those questions will increase and overall learning will improve.
		• Since then, staff have engaged in professional learning activities on the following topics related to questioning:
		  ○ The assessment question is aligned with the learning target AND at a grade-appropriate level of challenge.
		  ○ Teachers plan and ask a series of key questions during instruction that intentionally build from lower to higher levels of thinking or progress along a continuum of less to more complex - that matches the thinking kids need to do throughout the lesson.
		  ○ Teachers ask open-ended questions with multiple possible answers (or multiple approaches when there is a single correct response).
		  ○ Teachers ask higher order thinking questions - that require scholars to make connections among concepts, content, or events previously believed to be unrelated, allowing them to arrive at new understandings of complex material.
		  ○ Teachers use strategies to engage all scholars equitably in thinking through questioning, including making effective use of wait time, posing inclusive questions, calling equitably on scholars, and engaging scholars in asking and responding to questions among one another. Teacher also builds on, elicits further explanation, and uses scholar responses to questions to deepen understanding.

		Evidence & Analysis:
		• In December we conducted a learning walk, administrators and teacher-leaders visiting 106 classrooms in pairs for 12-15 minutes each looking for the following evidence related to knowing one's learners and questioning. Quantitative data related to evidence observed is also included below and qualitative evidence was also collected.
		  ○ There is evidence the teacher knows scholars as individuals.
		    ■ Evidence was found in 73/106 classrooms.
		  ○ There is evidence the teacher knows scholars as learners.
		    ■ Evidence was found in 75/106 classrooms.
		  ○ There is evidence the teacher knows scholars related to the discipline.
		    ■ Evidence was found in 66/106 classrooms.
		  ○ The assessment question is aligned with the learning target.
		    ■ Evidence was found in 76.4% of classrooms.
		  ○ The learning target and assessment are at a grade-appropriate level of challenge.
		    ■ Evidence was found in 84% of classrooms.
		  ○ Teacher plans and asks a series of key questions during instruction that intentionally build from lower to higher levels of thinking or progress along a continuum of less to more complex - that matches the thinking kids need to do throughout the lesson.
		    ■ Evidence was found in 54.7% of classrooms.
		  ○ Teacher asks open-ended questions with multiple possible answers (or multiple approaches when there is a single correct response).
		    ■ Evidence was found in 70.8 of classrooms.
		  ○ Teacher asks higher order thinking questions - that require scholars to make connections among concepts, content, or events previously believed to be unrelated, allowing them to arrive at new understandings of complex material.
		    ■ Evidence was found in 57.5% of classrooms.

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
		• Areas where less evidence was observed included teachers knowing scholars in their discipline, planning a series of key questions that support the building of thinking throughout the lesson, and higher-order questions in lessons. The latter was the focus of our December PL and for some was looked for prior to their engagement in the professional learning. These areas were flagged for future follow up by teacher leaders with their departments, teams, and individuals in CPTs and coaching cycles.
• The attendance team will work with the school culture committee to build upon our **School Climate and Culture.** Based on faculty and student surveys, and student attendance data we have developed the following strategies to address the aforementioned: • Reduce chronic absenteeism. Using historical data, scholars have been identified as "at-risk" for being chronically absent. • Work to ensure that our community partners are working with our neediest students regarding their attendance and social emotional health • Restructuring our Family Group model to build upon the school, climate, and culture and to help to with student attendance Restorative Justices Training		**Summary:** For the school year 2021-2022, the school target Demonstrable Improvement Indicator (DI) for chronic attendance was 38.8 and the actual calculated DI for the 2021-2022 school year was 66.6. The new DI for 2022-2023 school year is 31. **Evidence and Analysis:** The attendance team continued to work with the mental health team consisting of the school's parent liaison, social workers, Center for Youth staff and School Administration. During quarter 2 the teams worked to identify students who are at risk of being chronically absent and of failing multiple classes. The attendance worked with the Upper School's community site coordinator to work with families to create attendance incentives for lower school scholars. **We notice** • Multiple reasons for scholars being chronically absent. (EG. Illness-Housing-Safety) • Additional communication to lower school families expressing why scholar attendance is important. • A need to work with community agencies who may have a connection with the family • A need to hire a lower school community site coordinator to assist LS in home visits/recruitment/attendance incentives. • A need to provide more SEL activities to get students excited to come to school

New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Part II – *Demonstrable Improvement Indicators-Level 1*

Level 1 Indicators
Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.
Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during **November 1, 2022 – January 31, 2023**

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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.	
			- Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

Receivership, Quarterly Report #2 2022 – 2023 School Year
(As required under Section 211(f) of NYS Ed. Law)

| #33 – 3-8 ELA All Student MGP | | **Literacy:**
During quarter two the literacy team continued to analyze instructional data related to Literacy Smart Goal.
• 80% of scholars will show grade-appropriate growth in monitoring comprehension and flexibly applying reading strategies, as evidenced by their performance tasks, and reading log/choice board responses by June 25th
During Quarter two, the Literacy teacher leaders identified two major change ideas in relation to both department Smart Goal and drivers for meeting or exceeding this Smart Goals. These change ideas include:
• Literacy 6-8 Change Idea #1: Teachers provide students with high quality instruction of reading strategies; students will be able to implement the strategies more flexibly and be able to gain a deeper understanding of the text.
• Literacy 6-8 Change Idea #2: Teachers provide multiple opportunities for scholar practice and provide feedback during lessons.
Action Steps during Quarter Two:
• Teachers will use open ended questions to give students opportunities to think deeply about the text. | *Literacy: Quarter 2*
Reading Inventory Data 22.23:
■ Advancing: 09% (22/242)
■ Proficient: 20% (48/242)
■ Basic: 31% (105/242)
■ Below Basic 40% (96/242)

Trend: ELS has 71% of scholars reading below proficient level. This is a 6 percent increase from Quarter 1. During Quarter 2 there were 36 few scholars tested. Literacy teachers and scholars will set and reflect upon specific reading goals regularly, changing or updating goals as needed. |

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#100 – 3-8 ELA All Students Core Subject Performance Index		**During Quarter two, the ELA team engaged in Looking at Student Work (LASW) Data Protocol to analyze ELA 6-8 CFA #2 and CFA #3. The team continued to measure growth-over-time related to the department-specific SMART Goal:** • 80% of students will show growth over time during the 2022-2023 school year in demonstrating their ability to respond in writing by developing a claim, citing strong and relevant evidence, and providing an analysis in clear and concise sentences, as measured by a department-specific rubric five times across the year. **During Quarter two, the ELA teacher leader has identified two major change ideas in relation to both the department-specific Smart Goal and drivers for meeting or exceeding this SMART Goal. These two change ideas include:** • ELA 6 - 8 Change Idea #1: Teachers are focusing on claim writing through instructional strategies and creation of content interventions in lessons. • ELA 6 - 8 Change Idea 2: Teachers are using high-quality models of TDQ writing with CTEAEAC writing formula and sentence starters. **The instructional action steps related to teaching and creating interventions around writing claims & TDQ writing:** • Focus mini lessons with ATTW sentence writing strategies. Ex., why —> because…, How—>by…, etc. comparing/contrasting, specific	**ELA:** For the school year 2021-2022, the school target Demonstrable Improvement Indicator (DI) was 58.6 and the actual DI is 56.7. ELS school missed the target by 1.9 points. The new DI for 2022-2023 school year is 68.6. **Analysis of Marking Period 1 Grades** - The ELA team with Admin, Analyzed *Report Card/marking period grades for quarter 1.* (see table below) **Trends & Noticings:** • Between 70-82% of all scholars are passing ELA • 8/24(33%) Students with Disabilities are failing • 29% of scholar failures are due to attendance. (ABF) ***Common Formative Assessments 1*** - The ELA team administered the Common Formative Assessments 1, Collected Data to create a baseline to measure scholar growth. ELA team used the East CFA Expository Writing Rubric Baseline CFA 1 administered:

Course Grade Analysis - Grades Only Pivot Table

Course Description	# of A	# of B	# of C	# of D	# of F	# of ABF	# of P	# of NE	Total	%A	%B	%C	%D	%F	% of ABF	% Passes	%A&B
ELA - 6 (A)	0	0	2	0	2	0	0	0	4	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	50.0%	0.0%
ELA-6 (Alt.)	1	5	5	3	3	0	0	0	17	5.9%	29.4%	29.4%	17.6%	17.6%	0.0%	82.4%	35.3%
English 7 (Y)	0	0	4	0	2	1	0	1	8	0.0%	0.0%	50.0%	0.0%	25.0%	12.5%	50.0%	0.0%
English 7 (Yr)	22	32	23	15	30	8	0	0	130	16.9%	24.6%	17.7%	11.5%	23.1%	6.2%	70.8%	41.5%
English 8 (Y)	2	1	2	1	4	2	0	0	12	16.7%	8.3%	16.7%	8.3%	33.3%	16.7%	50.0%	25.0%
English 8 (Yr)	19	31	24	16	27	4	0	1	122	15.6%	25.4%	19.7%	13.1%	22.1%	3.3%	73.8%	41.0%

(Each numeric cell labeled "(Action links)")

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		transition words used for certain kinds of sentences • Use a carousel of claims - give students several claims and have them categorize as "better or best." Like a gallery walk of a series of claims - can be from recent TDQs, CFA writing using a combo of student examples, and teacher models • Give student samples of mid, low claims and have them rewrite them to make them stronger and/or more concise. • Create small groupings or multiple groupings for claim interventions based on CFA #1 data in claim dimension. • Create parallel co-teaching, station approach in classroom. • Create small groupings or multiple groupings for claim interventions based on CFA #1 data in claim dimension *Action Steps during Quarter Two:* • Isolate each part of the ELA 6-8 rubric and write a series of claims with the first slice/dimension of the rubric. • Teachers explicitly model the structure and thinking of a high quality TDQ response. • Students will practice the structure and thinking of a different high quality TDQ response. • Students practice writing non-academic claims about sports, pop culture, current events, etc.	○ November/December 2022(See link below) ***Looking at Student Work Protocols*** - The ELA team engaged in looking at student work (LASW) during quarter 1 and prioritized and responded to noticings within the process of their lesson design. (See link below) East Lower DI Data 2022 - 2023 **Trends & Noticings:** • ELA team recognized student growth in writings and citing evidence • Scholars continue to struggle with analysis style sentences • Scholars need Multiple Choice answering strategies.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		• Direct teaching/Teacher models flipping the writing prompt/TDQ into a sentence starter for student claims given an in-class TDQ	
#110 – 3-8 Math All Students Core Subject Performance Index		**During quarter two the Math team engaged in Looking at Student Work (LASW) Data Protocol to analyze Math Performance Task 6-8 #1 The team continued to measure growth-over-time related to the department-specific SMART Goal:** • 75% of the students to score a 3 or 4 on each component of the rubric by the end of the 2022-2023 school year, by demonstrating the ability to provide specific mathematical evidence and explain their thinking, in writing, on tasks that assess grade level standards with appropriate sophistication for the grade and content level. **The Math teacher leader has identified a change idea in relation to both the department-specific Smart Goal and drivers for meeting or exceeding this SMART Goal. The change idea:** • Math 6 - 8 Change Idea #1: Teachers will read Choosing to See to evaluate their own cultural competence and emotional intelligence as it relates to teaching Math. **The instructional action steps related to evaluating cultural competency and emotional intelligence in Math.** • Teachers will evaluate their own cultural competency and emotional intelligence in the context of teaching mathematics.	**Math:** For the school year 2021-2022, the school target Demonstrable Improvement Indicator (DI) was 49.9 and the actual DI is 36.9. East Lower school missed the target by 13 points. The new DI for 2022-2023 school year is 59.9. **Analysis of Marking Period 1 Grades** - The Math team with Admin, Analyzed *Report Card/marking period grades for Marking Period 1.* **Trends & Noticings:** • 88% of Algebra scholars passed MP1 • Between 84-91% of 6th & 7th grade scholars are passing Math • 62% of 8th grade scholars are failing ***Common Formative Assessments 1*** - The Math team administered the Common Formative Assessments 1, Collected Data to create a baseline to measure scholar growth. Math team used the East CFA Expository Writing Rubric Baseline CFA 1 administered: ○ November/December 2022(See link below)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

		• Team discussions about high leverage moves discussed in each chapter.
		• Individual Coaching conversations regarding teacher reflections on each chapter.
		Action Steps during Quarter Two:
		• Educational Learning walks focusing on
		  ○ Big ideas from Choosing to See
		  ○ Intentional Questioning throughout lesson
		  ○ Knowing your Scholar (learning data)
		• Looking at Student Work (LASW)
		  ○ Claim, Evidence, Analysis & Vocabulary
		  ○ Create and Administer CFA 2
			Looking at Student Work Protocols - The Math team engaged in looking at student work (LASW) during quarter 1 and prioritized and responded to noticings within the process of their lesson design. (See link below)
			
			East Lower DI Data 2022 - 2023
			
			Trends & Noticings:
			• Scholar can communicate learning verbally but it's a challenge to explain in writing
			• Scholars were not precise enough when answering questions
			• Team identified scholar stamina for assessment(s) has improve.

#150 – Grade 4 and 8 Science All Students Core Subject Performance Index		**The Science team engaged in Looking at student work for data for quarter 2 to monitor the SMART Goal & Actions set at the beginning of the year.** **Smart Goal:** • 80% of students will show growth in articulating their analysis and interpretation of data by the end of the 2022-2023 school year, as measured six times per year on independent tasks including CEPTs/PTs and unit-embedded tasks, and evaluated using a shared rubric encompassing how they describe their observations and sensemaking of data	**Analysis of Marking Period 1 Grades** - The Science team with Admin, Analyzed Report Card/marking period grades for Marking Period 1. ***Common Formative Assessments 1*** - The Science team continues to work on creating a Common Formative Assessments. Once created the team will administer to scholars to create baseline data.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Teacher Leaders have continued to identify key strategies for addressing the smart goal: Teachers identify specific lessons where Open Sci Ed has intentionally placed a focus on analyzing and interpreting data to LASW and identify areas where scholars need targeted intervention. • *Teachers make sure that the data the scholars interpret and analyze is meaningful and relatable.* • *Teachers provide multiple opportunities to have scholars design investigations and carry them out to allow scholars the ability to collect their own data to use in interpretations and analysis.* ***During quarter one the science team has identified areas of change*** Teacher to metacognitively reflect on their teaching of data analysis and use that to build a bank of strategies and differentiations to inform best practices. Teachers use the results of the Common Formative Assessment results to narrow in the "components" from the Criteria for Success, based on the SMART goal, that scholars struggle with to provide focused lessons and timely interventions.	Baseline CFA 1 administered: o January 2023(See link below) ***Looking at Student Work Protocols*** - The science team engaged in looking at student work (LASW) during quarter 1 and prioritized and responded to noticings within the process of their lesson design. (See link below) East Lower DI Data 2022 - 2023 **Trends & Noticings:** • Scholars performed well in components 1 & 3 • More focus needs to be on components 2 & 4 • Overall scholars performed at 2 - 3 level or low 1 -2 level • Trends of did not finish or absence were challenging scholars who refused to take assessment.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Science TL, Administrator and U of R consultant engage in weekly conversations regarding curriculum and lesson development ensuring we are aligning to the NGSS Standards and are CRRSP to our Scholars here at East. U of R consultant provides coaching and support on multiple venues related to the story line built with in the OSE curriculum and provides feedback at many access points. ***Action Steps:*** • Analysis of all data sets available from 2021 – 2022 school year compared with quarter 1 and 2 2022-2023. • Teachers. will use Equity Moves-Classroom Practices to engage all learners. • Teachers will continue to model thinking strategies of interpreting and analyzing data, giving multiple chances to do so with timely feedback. • *Teachers will engage in using scaffold thinking with note catchers and prompts.* • *Teachers will use data from common formative assessments to drive lesson plans, analyze questions to ensure appropriate level of challenge.*	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#160 – 3-8 Chronic Absenteeism		**During summer and Fall of 2022, Chronic absentee data was analyzed to identify areas of improvement, resulting in the creation of an Attendance Goal.** • East Lower School will decrease scholar chronic absenteeism from 60% to 31% by the end of the 2022-2023 school year. **Attendance team have identified key strategies for addressing the goal:** • The attendance team will meet bi-weekly and analyze attendance data. • LS will hire a community site coordinator to support families in need to improve scholar attendance. • The attendance team will work with the school climate committee to create incentives and recognitions, celebrations to acknowledge students' attendance. • Attendance team and Community site coordinator will conduct home visits for scholars who are in danger of being chronically absent. *Action Steps:* • Create a bi-weekly meeting time schedule	For the school year 2021-2022, the school target Demonstrable Improvement Indicator (DI) was 35% or below. The actual DI is 66.6%. ELS school missed the target by 31.6%. The new DI for 2022-2023 school year is 31%. https://docs.google.com/spreadsheets/d/1hpU6v88JFND6pxhMgFzL4NDVUJG6N5aXg8MxjoavWZE/edit?usp=sharing **Trends & Noticings:** • Multiple reasons why scholars are chronically absent • Currently meeting Chronically Absent Target (at this point) • Many students who are severely at risk of being chronically absent.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		throughout the 2022-2023 school year • Conduct interview and hire a community site coordinator • Create a yearly calendar for built in celebrations for scholar attendance • Identify scholars who are at risk of being chronically absent.	

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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.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

Part III – *Demonstrable Improvement Indicators-Level 2*

Level 2 Indicators

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Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during November 1, 2022 – January 31, 2023			
Indicator	**Status (R/Y/G)**	**What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?**	• Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#102 – 3-8 ELA Black Core Subject Performance Index		• *Continue to use the Support Model* • *After School Enrichment* • *Saturday School Enrichment* • *Summer School Enrichment* • *PL with staff regarding CRRSP*	Quarter 2 collected Data East Lower DI Data 2022 - 2023 **Reflection:** Using Literacy data to identify scholars who may need additional academic support. Continue to use the LASW protocol, to identify trends which will inform instructional practices that will address the educational gap.
#105 – 3-8 ELA ED Core Subject Performance Index		• *Continue to use the Support Model* • *After School Enrichment* • *Saturday School Enrichment* • *Summer School Enrichment* • *PL with staff regarding CRRSP*	Quarter 2 collected Data East Lower DI Data 2022 - 2023 **Reflection:** Using Literacy data to identify scholars who may need additional academic support. Continue to use the LASW protocol, to identify trends which will inform instructional practices that will address the educational gap.
#112 - 3-8 Math Black Core Subject Performance Index		• *Math department reading of Choosing to See to look to improve cultural competency* • *Continue to use the Support Model* • *After School Enrichment* • *Saturday School Enrichment* • *PL with staff regarding CRRSP*	Quarter 2 collected Data East Lower DI Data 2022 - 2023 **Reflection:** Using strategies noticed from reading Choosing to See and the continued use of the LASW protocol, the Math team identifies unit and lesson procedures and questions that will address the educational gap.
#115 – 3-8 Math ED Core Subject Performance Index		• *Math department reading of Choosing to See to look to improve cultural competency* • *Continue to use the Support Model* • *After School Enrichment* • *Saturday School Enrichment* • *PL with staff regarding CRRSP*	Quarter 2 collected Data East Lower DI Data 2022 - 2023 **Reflection:** Using strategies noticed from reading Choosing to See and the continued use of the LASW protocol, the Math team identifies unit and lesson procedures and questions that will address the educational gap.

Part IV – *Community Engagement Team (CET)*

Community Engagement Team (CET)

Receivership, Quarterly Report #2 2022 – 2023 School Year
(As required under Section 211(f) of NYS Ed. Law)

The role of the Community Engagement Team is to serve as an active thought partner in contributing to, and supporting the development of, recommendations for school improvement by the school and district soliciting input through public engagement. Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership. Such should be addressed in response to the prompts below.

Report Out of 2022-23 CET Plan Implementation

• List the constituent categories of stakeholders that have participated as CET members during this reporting period. • Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.	Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.
East Home-School Assistant Upper school grandparent, • US FACE parent co-chair • Upper School Principal • Director of MCC's Liberty Partnerships Program • IBERO Family Services Assistance (FSA) • Upper School Parents Center for Youth • City of Rochester Lower School Parents • Upper School Parent FACE Assistant co-chair • • Connected Communities	The CET team, East's Family and Community Engagement (FACE team, supports the strategies as outlined above and is committed to continuing its mission of aligning school, home, and community resources in ways that support these school goals in service of scholar success. An example of this includes a planned monthly workshop series of professional learning for families with topics chosen by families and which support the school goals. Also, FACE continues to be a vehicle for prioritizing and connecting families with integrated support for scholars that support improvement on the above indicators. This continues to include academic enrichment - using volunteers and/or tutors, college, and career readiness - working with area colleges advising students of application/enrollment requirements as well planning to host a job fair for students, physical and mental health support offerings, or other social services - such as access to our food and resource pantry. Additionally, our CET team supports our current strategic plan. Specifically, they expressed an interest in our plan to focus on school climate and culture by rebuilding our family group structure

Part V - *Receivership Powers*

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

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The following reflect the powers of receivership that were invoked throughout the 2022-2023 school year:
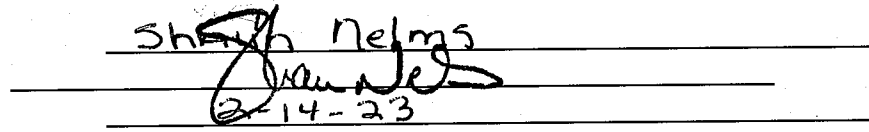
1) We reviewed, altered, or replaced curriculum and program offerings of the school; the curriculum is continually being reviewed and revised. 2) Negotiated a Receivership agreement that modifies the existing collective bargaining agreements).
4) Increased salaries to attract and retain high-quality teachers and leaders; on average teachers receive an approximate 9% increase to work at East- which has assisted us ni providing a consistent cadre of adults to support our scholars daily. Additionally, the EPO has negotiated and implemented an incentive for Bilingual teachers which we do intend to continue in the upcoming year.
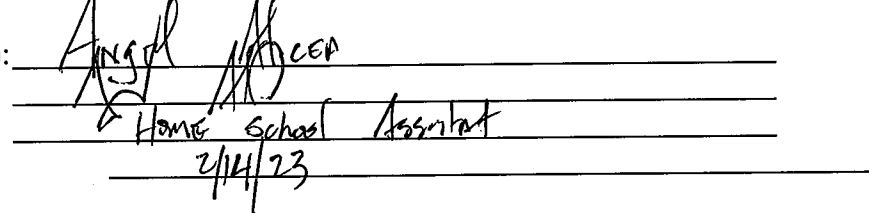5)We expanded the school day; The goal of expanding the school day was to allow for more time for our scholars to receive quality academic programming and to increase student achievement. The extended learning time has been embedded into the school day. Lower School students attend school from 7:30-3pm.

Part VI – *Assurance and Attestation*

By signing below, I attest to the fact that the information in this Receivership 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): Sheila Nelms
Signature of Receiver:
Date: 2-14-23

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

Name of CET Representative (Print): Angel Mercer
Signature of CET Representative:
Title of CET Representative: Home School Assistant
Date: 2/14/23

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

Updated November 2022