

2022-2023 Receivership School Quarterly Report #1
Report Period: *July 21, 2022 to October 31, 2022 (Due October 31, 2022)*

This document is to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. **All sections of the report must be completed by fully responding to each prompt.**

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	309	24/309 = 8%	35/309 = 11%	5/309= .016

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*. **Any links included 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 2021-2022 quarterly reports with several nuances as we continued to build our capacity to advance our mission and vision in lieu 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 shape 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. Similarly, we are working to address chronic absenteeism. 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.

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 #1 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 #1 with Reflection on Lead Strategies Utilized during July 21, 2022 – October 31, 2022

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. 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.		<p>Summary:</p> <ul style="list-style-type: none"> • Leaders have an improvement plan in place that outlines detailed plans for this work related to vertical alignment of the curriculum (See <u>Tenet 1 Plan for 22-23</u>). • Administrative strategic planning: In July, we brought together multiple stakeholder groups including administrators, teacher leaders, union representatives, Governance Council Representatives, and University of Rochester faculty to review annual school data to inform school improvement planning for the 2022-2023 school year. After receiving an overview of the data and sources (i.e. January 2022 School Culture and Climate Survey and the April 2022 School Evaluation Survey), small groups further processed the data and prioritized areas that may need to be addressed in the tenet-specific plans for the 2022-2023 school year. School administrators then used this thinking to work on strategic planning over 2 additional days to prioritize issues related to climate and culture, consider root causes, set a goal, and identify primary and secondary drivers (key strategies). This work primarily supported the Tenet 2 school improvement plan, although leaders considered implications for other tenet-specific plans as well. Administrators then continued to develop strategic plans throughout the summer and school goals for the 2022-2023 school year were shared with staff during the launch to our August Professional Learning Week. • Teacher leader strategic planning: In July, we offered a week-long Teacher Leader Retreat, of which 3 days were focused on professional development related to leadership of continuous instructional improvement cycles. During this time, teacher leaders were engaged in reviewing content-specific student learning and instructional data to identify a prioritized learning problem that will

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		<p>positively impact achievement on our external and internal indicators of improvement. They considered root causes, set a goal, and identified primary and secondary drivers (key strategies). In September, Teacher Leaders again, came together for a half day retreat to continue this work as well as through Teacher Leader Collaborative Planning Time (TLCPT) built into the school schedule, during this time, building on the work done over the summer to identify the first change idea that they will act on with teachers in their departments. Part of this work included creating tools to collect instructional data about the problem during learning walks as well as scheduling time with their own coaches (our Lead Teacher Leader and partners from EL education) for coaching through this process.</p> <ul style="list-style-type: none"> • 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 1 the Tenet 5 SEL Team completed a 2-day professional learning opportunity (August 17th and 18th) in which the team created three short-term goals for the 2022-2023 school year: <ol style="list-style-type: none"> 1. Strengthening adult SEL 2. Connecting agencies with the Tenet 5 SEL Strategic Action Plan 3. Continue to build capacity amongst staff and scholars to understand the 5 Core Competencies <p>In addition, based on the Quarter 4 Adult SEL assessment, teachers were introduced and then grouped into Professional Learning Communities (PLCs) during August PL week; the Tenet 5 SEL Team continues to meet during Wednesday PL sessions; Tenet 5 Administrations continue to meet bi-weekly, and Family Group is integrating the 5 Core Competencies into the curriculum through <i>Second Step</i>.</p> • The tenet 6 team will build upon the work outlined in the 2021-2022 year by enhancing our systemic approach to bolstering family and community engagement. For example, we will continue to build upon the following: <ol style="list-style-type: none"> 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. <p>Evidence & Analysis:</p> <ul style="list-style-type: none"> • Evidence includes plans and agendas for administrative PL week and teacher leader retreat, data analyzed, and resulting improvement plans.

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		<ul style="list-style-type: none"> • Administrative: 5 of the 6 Tenets have documented plans: Tenet 1, Tenet 2, Tenet 3, Tenet 4, Tenet 5, Tenet 6. • Teacher Leaders: 15 out of 16 content departments have a documented plan (1 teacher leader is catching up on the work due to inability to participate in the summer work). Inquire if interested in access to these plans or one as an example (Art, CTE, ENL, Health, Literacy, LS English, LS Math, Science, LS Social Studies, Music, PE, Special Education, US English, US Math, US Social Studies, World Language). 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 this work: <ul style="list-style-type: none"> ○ The need for this as a specific area of focus for improvement has been reinforced as there is among leaders a wide range of comfort, experience, skill, and value placed on this work. Because of this, some of the work has processed slower than anticipated as we’ve either not had enough time allocated in existing structures and/or had to slow down the process to provide more depth and support along the way. ○ There is a need for us to continue to work toward ensuring that we have ways to measure growth/impact.
2. 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		<p>Summary:</p> <ul style="list-style-type: none"> • 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). • In the Spring of 2022, work was done with teacher leaders to begin to prepare for vertical alignment of our curriculum this year. Teacher leaders were engaged during Teacher Leader Collaborative Planning Time (TLCPT) in selecting 1 of their Long-Term Transfer Goals (TG) for their content area that would be focused on in the 2022-2023 school year and “unpacking” that TG to get clarity on what we would accept as evidence of success at a graduation level. Outside exemplars were used and teacher leaders were engaged in comparing East’s curriculum to outside exemplars for the purpose of analysis and reflection. Student work was also collected - specifically the performance task work from units aligned with that transfer goal in all courses Grades 6-12. • In the Summer of 2022, we held a Vertical Alignment (VA) Institute - a 3-day professional learning series - during which we had small groups of teachers from each content area participate in extending the work done by the teacher leaders in the spring. During the VA institute, participants received professional learning on what high quality success criteria are, refined the success criteria related to their prioritized transfer goal, examined the existing student work from units aligned with that transfer goal for evidence of that success criteria at a grade-appropriate level of challenge, and made notes/provided feedback to the curriculum writers to support increased

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<p>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</p>		<p>alignment. Participants then planned for how to share this learning with others in their department during our August Professional Learning Week.</p> <ul style="list-style-type: none"> During August Professional Learning Week, teachers and administrators spent 12 hours of professional learning time extending the work that had been done in the spring and in the vertical alignment institute. This included about 3 hours of “input”, or professional learning led by the participants of the VA institute, our chief curriculum consultant from the University of Rochester, and East instructional leaders related to high-quality success criteria, the identification of critical content and skills, and the provision of ample opportunities for practice and feedback throughout the instructional sequence. Teachers spent 7 hours revising the units aligned with their prioritized transfer goal. 2 hours were used for engaging the whole school community in launching and concluding the work with whole-school gallery walks.
		<p>Evidence & Analysis</p> <ul style="list-style-type: none"> Evidence includes plans and agendas for the Vertical Alignment Institute and August PL Week portions related to curriculum development, written feedback provided to curriculum writers by the Vertical Alignment Institute participants, as well as resulting revisions to over 75 curriculum units made during August PL Week. Criteria for success are below, including indications of current status. <ul style="list-style-type: none"> For each department: <ul style="list-style-type: none"> A prioritized transfer goal (TG) has been unpacked and shared criteria for success have been clearly articulated (this is currently true of 100% of departments). A Grade 12 model/exemplar (either teacher– or scholar-created) that demonstrates strong and thorough evidence of the identified criteria for success exists (this is currently true of 90-100% of departments). Criteria for success have been nuanced for clarity and specificity as it relates to both Grade 8 and Grade 12 expectations (this is currently true of 90-100% of departments). For each course, the unit(s) aligned with the department’s prioritized TG have been identified and refined to ensure: <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. 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.

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development of content-specific interventions.		<ul style="list-style-type: none"> ○ Evidence of scholar work from enactment of the PT in the 2022-2023 school year that demonstrates alignment with the success criteria. (Staff made significant progress on these items during time allocated for August PL week and are continuing 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.) ● In reflecting on the work that staff did during August PL week toward the above, we noticed that more explicit attention needs to be given to revising the rubrics associated with performance tasks to ensure that they are also aligned with the revised success criteria and that we need to engage staff in reflecting on the scaffolding of these tasks. As such, time has been built into the professional learning plan for this follow up.
3. 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: 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.		<p>Summary:</p> <ul style="list-style-type: none"> ● Leaders have an improvement plan in place that outlines detailed plans for this work related to vertical alignment of the curriculum (See <u>Tenet 4 Plan for 22-23</u>). ● In Summer 2022, the Teacher Leader retreat and work described above related to continuous improvement cycles was conducted to support teacher leaders specifically in leading this instructional improvement work within their departments with content-specific focus areas. ● In Summer 2022, all staff was engaged in professional learning during our August Professional Learning Week around core principles and practices related to Knowing Our Learners, which is a first step in being able to successfully adjust instruction to meet all scholars at their optimal level of challenge. <ul style="list-style-type: none"> ○ This professional learning session engaged staff in considering what we need to know about our scholars as well as how we can get that information in varied, authentic ways upon the start of the year. All staff developed at least 2 specific instructional activities that they would use to get information on their scholars and implemented these at the start of the school year. ● In September 2022, our monthly professional learning session was a focused follow-up session to our August session on Knowing Our Learners. In response to the evidence of our staff's learning (the activities they shared and conducted), this session was designed to prompt them to think more deeply about how they are getting to know their learners deeply as it relates to their content. ● In September, the administrative team spent time during their own professional learning session engaging more deeply with the idea of teachers knowing their learners and how they can further engage and support teacher's learning and growth in this area by

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		<p>calibrating on “look fors”, drafting questions to elicit evidence during observations, generating reflective questions and discussing potential feedback, and then discussing how to support deeper learning and dialogue related to this learning in their collaborative planning time with teachers during September/October. Additionally, administrators should be doing at least 20 walkthroughs per month giving feedback specific to this area in September/October.</p> <ul style="list-style-type: none"> ● Next Steps: In October 2022, our monthly PL session (as well as some time on our November and December conference day sessions) will further engage staff around this learning as they will be asked to generate learner profiles for at least 3 focal students that they teach. These learner profiles will be embedded in our professional learning work throughout the year as we further dig into learning about scaffolding and differentiation, as teachers will be asked to plan with these 3 particular scholars in mind. <p>Evidence & Analysis:</p> <ul style="list-style-type: none"> ● In our August PL Session on Knowing Your Learners, each staff member was asked to submit 2 examples of activities that they planned during that time and would use to get to know their learners at the start of the year. We had 92 responses. Based on the responses, <ul style="list-style-type: none"> ○ We noticed that this represented about ⅔ of our instructional staff and further analyzed potential root causes for the other ⅓ not being represented - examples include absences from August PL sessions, potential lack of engagement, and potential oversight related to submitting the ideas at the end of the session. ○ We also noticed from our analysis of the responses: <ul style="list-style-type: none"> ■ Wide variety and innovate/creative ideas aligned with East’s principles and philosophies. ■ Many amazing examples of how we get to know our scholars as individuals related to culture and identity. ■ Some examples of how we get to know our scholars generally as learners and related to our mission/vision. ■ Some, but not as many clear examples of how we get to know our scholars as learners in our discipline/content. <p>As indicated above, the September PL Session content was then specifically tailored as follow up on this data, as that session was designed to further engage the staff in thinking more deeply about how they are getting to know their learners deeply as it relates to their content. Additionally, follow-up is being led by teacher leaders as they ensure that their departments are collecting baseline data related to their instructionally focused SMARTGoals.</p>

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<p>4.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:</p> <ul style="list-style-type: none"> ● 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, 		<p>Summary:</p> <p>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 60. The new DI for 2022-2023 school year is 31.</p>
		<p>Evidence and Analysis:</p> <p>During September of the 2022-2023 school year the attendance team joined the mental health team consisting of the school’s parent liaison, social workers, Center for Youth staff, administrative team, to analyze student attendance and instructional to identify families who are in need and how it impacts student attendance.</p> <p>We notice</p> <ul style="list-style-type: none"> ● A need for additional data regarding, why scholars are chronically absent. ● A need to communicate to lower school families, 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 ● A need to provide more SEL activities to get students excited to come to school

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<div>and culture and to help to with student attendance</div> <ul style="list-style-type: none"> Restorative Justices Training 		

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 #1 Reflection on Activities Completed for this Indicator during
July 21, 2022 – October 31, 2022

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 the specific data/evidence used to determine progress and impact 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.
#33 – 3-8 ELA All Student MGP		<p>Literacy</p> <p>During summer and Fall of 2022, student and instructional data was analyzed to identify a specific instructional area for improvement, resulting in the creation of the following Smart Goal:</p> <ul style="list-style-type: none"> 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 <p>The Literacy team analyzed student data and has identified Criteria for success in Literacy.</p> <ul style="list-style-type: none"> Students Define and monitor clear purposes for reading. Students comprehend text through accurate, flexible, and purposeful use of strategies to enhance comprehension and metacognition. 	<p>Literacy: Reading Inventory Baseline Data 22.23:</p> <ul style="list-style-type: none"> Advancing: 08% (22/278) Proficient: 20% (55/278) Basic: 38% (105/278) Below Basic 35% (96/278) <p>Trend: ELS has 73% of scholars reading below proficient level. Literacy teachers and scholars will set and reflect upon specific reading goals regularly, changing or updating goals as needed.</p>

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 the specific data/evidence used to determine progress and impact 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.																																		
		<ul style="list-style-type: none">● <i>Students set and reflect upon specific reading goals regularly, changing or keeping goals as needed</i>● <i>Students Identify and explain strengths as a reader and how they support comprehension and identify areas of growth based on challenges they encounter while reading.</i>																																			
#100 – 3-8 ELA All Students Core Subject Performance Index		<p>During summer and Fall of 2022, student and instructional data was analyzed to identify a specific instructional area for improvement, resulting in the creation of the following Smart Goal:</p> <ul style="list-style-type: none">● <i>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</i>	<p>ELA: NYS 21-22 Assessment Data</p> <table><tr><th rowspan="2">Grade/ Proficient Level</th><th colspan="4">Number of Students</th></tr><tr><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th></tr><tr><td>6</td><td>18</td><td>12</td><td>9</td><td>3</td></tr><tr><td>7</td><td>61</td><td>33</td><td>15</td><td>0</td></tr><tr><td>8</td><td>61</td><td>45</td><td>16</td><td>6</td></tr><tr><td>Sped</td><td>26</td><td>5</td><td>10</td><td>1</td></tr><tr><td>Total Students</td><td>140</td><td>90</td><td>40</td><td>9</td></tr></table>	Grade/ Proficient Level	Number of Students				Level 1	Level 2	Level 3	Level 4	6	18	12	9	3	7	61	33	15	0	8	61	45	16	6	Sped	26	5	10	1	Total Students	140	90	40	9
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7	61	33	15	0																																	
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Sped	26	5	10	1																																	
Total Students	140	90	40	9																																	



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 the specific data/evidence used to determine progress and impact 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.
		<p><i>times across the year.</i></p> <p>Teacher Leaders have identified key strategies for addressing the smart goal:</p> <ul style="list-style-type: none">● <i>Teachers are providing frequent opportunities for students to write in response to fiction and non-fiction</i>● <i>Teachers are providing sufficient, timely and helpful individual feedback related to student writing.</i>● <i>Teachers are providing student-friendly specific and contextualized learning goals and criteria for success.</i>● <i>Teachers are providing meaningful and varied writing scaffolds during instruction and then removing them appropriately to foster student independence.</i>● <i>Teachers are building student confidence with writing and students feel safe in vulnerability with their writing skill levels at multiple stages of mastery.</i>● <i>Teachers will evaluate the level of challenge through the questioning.</i>	<p>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.</p> <p>Trend: Grade 6 and 8 scored the most at level 2, 3, and 4. (57%-6 & 53%-8) Grades 7 has 44% of its scholars performing at level 2,3, and 4. 7th grade scholars will receive targeted support through the after school enrichment program.</p> <p>Continuation plan moving forward:</p> <p>Analyze Report Card/marking period grades/progress reports:</p> <ul style="list-style-type: none">○ Anticipated November 2022 <p>Building created Common Formative Assessments, Data collection measuring growth, using East CFA Expository Writing Rubric</p> <p>Baseline CFA 1 administered:</p> <ul style="list-style-type: none">○ October / November 2022



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 the specific data/evidence used to determine progress and impact 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.
		<p><i>During the months of September and Early October the ELA team has identified areas of change</i></p> <ul style="list-style-type: none">● <i>ELA 6 – 8 creation of Common Formative Assessment system with five administered assessments at key points across the school year to measure growth over time.</i>● <i>Developed a plan for ELA department group scoring, including selection of anchor papers, development of assessment blueprints, and co-created writing rubric.</i>● <i>Developed a data spreadsheet for each grade level to house the data and we will be able to use this to work through a DataWise protocol that creates evidence-based noticings, wonderings, and ultimately targeted interventions for students in an individualized and small group manner.</i> <p><i>Action Steps:</i></p> <ul style="list-style-type: none">● <i>Analysis of all data sets available from 2021 – 2022 school year</i>● <i>Creation of Common Formative Assessment calendar for administration, group grading</i>	<p><i>Looking at Student Work Protocols - The ELA team will engage in looking at student work (LASW) since the start of the school year and prioritized and responded to noticings within the process of their lesson design.</i></p> <ul style="list-style-type: none">○ <i>October / November 2022</i> <p><u>East Lower DI Data 2022 - 2023</u></p>

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 the specific data/evidence used to determine progress and impact 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.																																		
		<p><i>and data cycles five times across 2022 – 2023 school year</i></p> <ul style="list-style-type: none">● <i>Vertical alignment of CFA tasks and format in ELA 6-8</i>● <i>Common Formative Assessment Teacher expectations for assessment creation and administration</i>● <i>Developed group scoring procedures for ELA, ENL, SPED teachers and calibrated with anchor papers and ELA 6-8 rubric</i>● <i>Teachers will review lesson plans, analyze questions to ensure appropriate level of challenge.</i>																																			
#110 – 3-8 Math All Students Core Subject Performance Index		<p>During summer and Fall of 2022, student and instructional data was analyzed to identify a specific instructional area for improvement, resulting in the creation of the following Smart Goal:</p> <ul style="list-style-type: none">● <i>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,</i>	<p>NYS 21-22 Assessment Data</p> <table><tr><th rowspan="2">Grade/ Proficient Level</th><th colspan="4">Number of Students</th></tr><tr><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th></tr><tr><td>6</td><td>29</td><td>08</td><td>07</td><td>0</td></tr><tr><td>7</td><td>86</td><td>08</td><td>05</td><td>0</td></tr><tr><td>8</td><td>78</td><td>23</td><td>14</td><td>2</td></tr><tr><td>Sped</td><td>23</td><td>1</td><td>12</td><td>0</td></tr><tr><td>Total Students</td><td>193</td><td>39</td><td>28</td><td>2</td></tr></table>	Grade/ Proficient Level	Number of Students				Level 1	Level 2	Level 3	Level 4	6	29	08	07	0	7	86	08	05	0	8	78	23	14	2	Sped	23	1	12	0	Total Students	193	39	28	2
Grade/ Proficient Level	Number of Students																																				
	Level 1	Level 2	Level 3	Level 4																																	
6	29	08	07	0																																	
7	86	08	05	0																																	
8	78	23	14	2																																	
Sped	23	1	12	0																																	
Total Students	193	39	28	2																																	

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 the specific data/evidence used to determine progress and impact 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.
		<p><i>on tasks that assess grade level standards with appropriate sophistication for the grade and content level.</i></p> <p>Teacher Leaders have identified key strategies for addressing the smart goal:</p> <ul style="list-style-type: none"> ● <i>Teachers will provide opportunities for scholars within daily instruction to practice explaining their thinking on rich mathematical tasks and build in feedback opportunities.</i> ● <i>Teachers will evaluate their own cultural competency and emotional intelligence in the context of teaching mathematics in a culturally responsive way.</i> ● <i>Teachers will evaluate the level of challenge through the questioning.</i> <p>During the months of September and Early October the Math team has identified areas of change</p> <ul style="list-style-type: none"> ● <i>Math 6 – 8 select unit questions for Common Formative Assessments with four administered assessments at key points across the school year to measure growth over time.</i> ● <i>Developed a data spreadsheet for each grade</i> 	<p>For the school year 2021-2022, the school target Demonstrable Improvement Indicator (DI) was 49.9 and the actual DI is 28.3. ELS school missed the target by 21.6 points. The new DI for 2022-2023 school year is 59.9.</p> <p>Trend: All grade levels are low scoring level 3's and 4's. Grade 6 and 8 scored the most at level 2, 3, and 4.(42%-6, 21%-7, 43%-8) Grades 7 has the lowest percentage of its scholars performing at level 2,3,and 4. 7th grade scholars will receive targeted support through the after school enrichment program.</p> <p>Continuation plan moving forward: Report Card/marking period grades/progress reports: <ul style="list-style-type: none"> ○ Anticipated November 2022 </p> <p>Building created Common Formative Assessments, Data collection measuring growth, using East CFA Expository Writing Rubric</p> <p>Baseline CFA 1 administered: <ul style="list-style-type: none"> ○ October / November 2022 </p> <p>Looking at Student Work Protocols - The Math team will engage in looking at student work (LASW) since the start of the school year and prioritized and responded to noticings within the process of their lesson design.</p>



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 the specific data/evidence used to determine progress and impact 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.
		<p><i>level to house the data and we will be able to use this to use the LASW protocol that creates evidence-based noticings, wonderings, and ultimately targeted interventions for scholars.</i></p> <ul style="list-style-type: none">● <i>Math department will read the book Choosing to See, then teachers will evaluate their own cultural competence and emotional intelligence as it relates to teaching math in a culturally responsive way.</i> <p>Action Steps:</p> <ul style="list-style-type: none">● <i>Analysis of all data sets available from 2021 – 2022 school year</i>● <i>Math department will analyze CMP 4/3 Units, to select questions for the Common Formative Assessments.</i>● <i>Vertical alignment of CFA tasks and format in Math 6-8</i>● <i>Teachers will review lesson plans, analyze questions to ensure appropriate level of challenge.</i>● <i>Bi-Weekly CPT's allocated to Choosing to See book to evaluate cultural competence and emotional intelligence as it relates to teaching</i>	<ul style="list-style-type: none">○ October / November 2022 <p><u>East Lower DI Data 2022 - 2023</u></p>

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 the specific data/evidence used to determine progress and impact 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.																								
		<i>math.</i>																									
#150 – Grade 4 and 8 Science All Students Core Subject Performance Index		<p>During summer and Fall of 2022, student and instructional data was analyzed to identify a specific instructional area for improvement, resulting in the creation of the following Smart Goal:</p> <ul style="list-style-type: none">● <i>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.</i> <p>Teacher Leaders have identified key strategies for addressing the smart goal:</p> <ul style="list-style-type: none">● <i>Teachers regularly use a vertically aligned graphic organizer to support how students interpret data.</i>	<p>NYS 21-22 Assessment Data</p> <table><tr><th rowspan="2">Grade/ Proficient Level</th><th colspan="4">Number of Students</th></tr><tr><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th></tr><tr><td>8</td><td>63</td><td>36</td><td>25</td><td>5</td></tr><tr><td>Sped</td><td>15</td><td>2</td><td>8</td><td>0</td></tr><tr><td>Total</td><td>63</td><td>36</td><td>25</td><td>5</td></tr></table> <p>For the school year 2021-2022, the school target Demonstrable Improvement Indicator (DI) was 94.9 and the actual DI is 68. ELS school missed the target by 26.4 points. The new DI for 2022-2023 school year is 104.9.</p> <p>Trend: Most Scholars are not performing below level in science. Level 1 and 2. Science team will look into new curriculum to make sure its aligned with the NYS assessment.</p> <p>Continuation plan moving forward: Report Card/marking period grades/progress reports:</p> <ul style="list-style-type: none">○ Anticipated November 2022	Grade/ Proficient Level	Number of Students				Level 1	Level 2	Level 3	Level 4	8	63	36	25	5	Sped	15	2	8	0	Total	63	36	25	5
Grade/ Proficient Level	Number of Students																										
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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 the specific data/evidence used to determine progress and impact 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.
		<ul style="list-style-type: none"> <i>Teachers select interesting problems for scholars to “solve”.</i> <i>Teachers build in time for students to read and use feedback to units and lessons</i> <p><i>During the months of September and Early October the science team has identified areas of change</i></p> <ul style="list-style-type: none"> <i>Teachers analyze questioning practices during lessons and lesson planning.</i> <i>Science 6 – 8 creation of Common Formative Assessment system with six administered assessments at key points across the school year to measure growth over time...</i> <i>Developed a data spreadsheet for each grade level to house the data and we will be able to use this to use the LASW protocol that creates evidence-based noticings, wonderings, and, ultimately targeted interventions for scholars.</i> <p>Action Steps:</p> <ul style="list-style-type: none"> <i>Analysis of all data sets available from 2021 – 2022 school year</i> <i>Teachers will review lesson plans, analyze</i> 	<p>Building created Common Formative Assessments, Data collection measuring growth, using East CFA Expository Writing Rubric -</p> <p>Baseline CFA 1 administered:</p> <ul style="list-style-type: none"> October / November 2022 <p>Looking at Student Work Protocols - The Science team will engage in looking at student work (LASW) since the start of the school year and prioritized and responded to noticings within the process of their lesson design.</p> <ul style="list-style-type: none"> October / November 2022 <p><u>East Lower DI Data 2022 - 2023</u></p>

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 the specific data/evidence used to determine progress and impact 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.
		<i>questions to ensure appropriate level of challenge.</i>	
#160 – 3-8 Chronic Absenteeism		<p>During summer and Fall of 2022, Chronic absentee data was analyzed to identify areas of improvement, resulting in the creation of an Attendance Goal.</p> <ul style="list-style-type: none"> <i>East Lower School will decrease scholar chronic absenteeism from 60% to 31% by the end of the 2022-2023 school year.</i> <p>Attendance team have identified key strategies for addressing the goal:</p> <ul style="list-style-type: none"> <i>The attendance team will meet bi-weekly and analyze attendance data.</i> <i>LS will hire a community site coordinator to support families in need to improve scholar attendance.</i> <i>The attendance team will work with the school climate committee to create incentives and recognitions, celebrations to acknowledge students' attendance.</i> <i>Attendance team and Community site</i> 	<p>Data: Current Chronic Rate</p> <ul style="list-style-type: none"> as of 10/14/22 (Grades 6-8) 308 students At Risk of being Chronic Rate 5 % The average daily attendance for grade 6-8 is 86% <p>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%.</p> <p>Trend: Scholar attendance continues to be a challenge coming out of the pandemic. Attendance team with community partners and mental health team will strategically identify scholars who are at risk of being chronically absent.</p> <p>Continuation plan moving forward:</p> <ul style="list-style-type: none"> Attendance team continue to meet bi-weekly Home visit to attendance concern scholars



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 the specific data/evidence used to determine progress and impact 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.
		<p><i>coordinator will conduct home visits for scholars who are in danger of being chronically absent.</i></p> <p>Action Steps:</p> <ul style="list-style-type: none">● <i>Create a bi-weekly meeting time schedule throughout the 2022-2023 school year</i>● <i>Conduct interview and hire a community site coordinator</i>● <i>Create a yearly calendar for built in celebrations for scholar attendance</i>● <i>Identify scholars who are at risk of being chronically absent.</i>	

Part III – Demonstrable Improvement Indicators-Level 2

Level 2 Indicators

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

Quarterly Report #1 Reflection on Activities Completed for this Indicator during July 21, 2022 – October 31, 2022

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact 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		<ul style="list-style-type: none"> Continue to use the Support Model After School Enrichment Saturday School Enrichment Summer School Enrichment PL with staff regarding CRRSP 	<p>Reading Inventory Baseline data (See #33)</p> <p>CFA 1 Data East Lower DI Data 2022 - 2023</p> <p>Reflection: While continuing to use the LASW protocol, the ELA team will identify the educational gaps in ELA concepts. Team will create/modify lesson plans to address identified concepts.</p>
#105 – 3-8 ELA ED Core Subject Performance Index		<ul style="list-style-type: none"> Creation of Resource room for support Continue to use the Support Model After School Enrichment Saturday School Enrichment 	<p>Reading Inventory Baseline data (See #33)</p> <p>CFA 1 Data East Lower DI Data 2022 - 2023</p>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> ● Provide the specific data/evidence used to determine progress and impact 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.
			Reflection: While continuing to use the LASW protocol, the special education team will identify individual students educational gaps in ELA . Team will modify lesson plans and provide support to address individual scholar needs.
#112 - 3-8 Math Black Core Subject Performance Index		<ul style="list-style-type: none"> ● <i>Math department reading of Choosing to See to look to improve cultural competency</i> ● <i>Continue to use the Support Model</i> ● <i>After School Enrichment</i> ● <i>Saturday School Enrichment</i> ● <i>PL with staff regarding CRRSP</i> 	CFA 1 Data <u>East Lower DI Data 2022 - 2023</u> Reflection: While continuing to use the LASW protocol, the Math team will identify unit questions that will address the educational gap within the unit.
#115 – 3-8 Math ED Core Subject Performance Index		<ul style="list-style-type: none"> ● <i>Creation of Resource room for support</i> ● <i>Continue to use the Support Model</i> ● <i>After School Enrichment</i> ● <i>Saturday School Enrichment</i> 	CFA 1 Data <u>East Lower DI Data 2022 - 2023</u> Reflection: While continuing to use the LASW protocol, the special education team will identify individual students educational gaps in Math . Team will modify lesson plans and provide support to address individual scholar needs.

Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)

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 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, should be addressed in response to the prompts below.

Report Out of 2022-23 CET Plan Implementation

<ul style="list-style-type: none"> • List the 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.
<ul style="list-style-type: none"> • East Home-School Assistant • Upper School Parent FACE Assistant co-chair • Connected Communities • 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 	<p>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.</p>

Part V - Receivership Powers

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

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 agreement(s).
- 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 in 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 the Community Engagement Teams, as per Commissioners Regulation §100.19 have been met.

Name of Receiver (Print):

Signature of Receiver:

Date:

Shaun Nelsons
Shaun Nelsons
10-31-22

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, if necessary, its 2022-2023 Community Engagement Team plan and membership.

Name of CET Representative (Print):


Angel Allen



Signature of CET Representative:

Title of CET Representative:

Date:



Denise Short, Ass. Supt.

10/31/2022
