Receivership

Quarterly Report *and* Continuation Plan (2016-17)

3rd Quarter - January 18, 2016 to April 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP, and Cohort/Model
EAST EPO – Lower School EAST EPO – Upper School	261600010105 261600010061	Persistently Struggling School- Rochester City School District		
Superintendent	**School Principal**	**Additional District Personnel Responsible for Program Oversight and Report Validation**	**Grade Configuration**	**Number of Students**
Shaun C. Nelms, Ed.D	Marlene Blocker	Steve Uebbing- Project Director Lorna Washington- Spec. Asst to EPO Superintendent	6-12	1278

Executive Summary

Please provide a *plain-language summary* of the current reporting quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. 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*.

The EAST Educational Partnership Organization (EPO) plan has identified several key strategies that must be implemented in an effort to improve the academic progress of our scholars. This quarterly report provides a summary of the current work that is being done in each of the identified areas. During this third quarter there has been more of an emphasis on analyzing data on the strategies being implemented, (especially Family Group, The Support Model and Collaborative Planning Time) the results that are anticipated, and the adherence to the original precepts of the EPO plan. These actions have resulted in our staff making necessary adjustments and assessing needs for additional training opportunities before the next school year.

This report includes a continuation plan component which allows us to detail some of the work that we have planned for next year such as: the enhanced implementation of literacy curriculum, interventions, and services, creation of a five week common formative assessment plan (to occur during Summer 2016 and be carried out during the 2016-2017 school year) to progress monitor and measure growth over time in prioritized ELA Common Core standards areas, additional coaching in Managing the Active Classroom for nontenured teachers and enhanced implementation of the Support Model for all students.

This quarter has allowed us an opportunity to better focus on the impact of our current strategies on the learning of all students. We have also had more opportunity to gain feedback from our parents and community partners that will help in the development of revisions to our plans for the upcoming school year.

The EAST EPO continues to systematically review and revise the school curriculum, provide increased salaries and hire staff who embrace the "all-in" philosophy. Additionally, we have reallocated the budget based on best practices, and, continue to clarify with staff the intent and expectations of the collective bargaining agreements (CBA) to incorporate best practices and implementation of strategies to improve scholar achievement levels.

In regards to data, the State provided Level 1 indicators which for Lower School focused on performance on the 3-8 ELA and Math assessments and for Upper School focused on 2011 and 2012 Cohorts passing the ELA/Math Regents exams and the 4 & 5 year graduation rates. With the results of the NYS exams, we will be able to actually see the impact of the work and identify where scholars continue to need support in grades 6-8 and to know how to better prepare for the upper grades and the requirements of the Regents exams to ultimately increase graduation rates.

Finally, a projected budget for the next school year has been provided with this report along with a narrative that identifies the major expenditures and an explanation and justification for the costs.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should *not* be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the progress review report for schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds.

Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety *must be posted* on the district web-site.

Please note - This document serves as the *continuation plan* for Receivership schools for the 2016-17 school year. All prompts submitted under the *"2016-17 School Year Plan"* heading should directly align with approved 2015-16 interventions plans (SIG, SIF or SCEP), and *must* have input from community engagement teams.

Directions - District and school staff should respond to the *Analysis/Report Out* sections of this document by both analyzing and summarizing the key strategies of the third quarter in light of their realized level of implementation and their impact on student learning outcomes. *2016-17 Continuation Plan* sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. District and school staff should consider the impact of proposed key strategies on student learning, as well as their long-term sustainability and connectivity to diagnostic review feedback.

Part I – *Demonstrable Improvement Indicators*

LEVEL 1 – Indicators
Please list the school's Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
#1 Priority Schools Make Yearly Progress (LS & US)		NA	Make Progress	See other Math, ELA, and Graduation Rate related data indicators and initiatives.	See specific information included throughout this third quarterly report.
#9 3-8 ELA All Students Level 2 and Above (LS)		17%	40%	**SRI (Rounds 1-3) and ELA Grades for MP 1-2** **Fall 2015 SRI** • Advanced: 3% (13 scholars) • Proficient: 8% (31 scholars) • Basic: 22% (90 scholars)	Plan to have teachers connect with scholars to better understand how the SRI test informs their learning. To include: • Professional development for staff • Timely administration at the start of the year

				• Below Basic: 61% (247 scholars) • Not Tested: 6% (25 scholars) **Winter 2015 SRI** • Advanced: 3% (12 scholars) • Proficient: 8% (31 scholars) • Basic: 19% (81 scholars) • Below Basic: 60% (241 scholars) • Not Tested: 10% (42 scholars) **Spring 2016 SRI** • Advanced: 4% (15 students) • Proficient: 9% (36 students) • Basic: 22% (90 students) • Below Basic: 58% (233 students) • Not Tested: 7% (29 students) **Marking Period 1 ELA Grades:** • Grade 6 Passing Rate: 61% • Grade 7 Passing Rate: 47% • Grade 8 Passing Rate: 63% **Marking Period 2 ELA Grades:** • Grade 6 Passing Rate: 68% • Grade 7 Passing Rate: 63% • Grade 8 Passing Rate: 63% **Marking Period 3 ELA Grades:** • Grade 6 Passing Rate: 71% • Grade 7 Passing Rate: 66% • Grade 8 Passing Rate: 61%	• Increased scholar buy-in and optimizing assessment conditions Enhanced implementation of literacy curriculum, interventions, and services: • Year 2 Implementation of System 44 and Read 180 for scholars reading below grade level, including refresher professional development during Summer 2016 and continued coaching for teachers throughout the 2016-2017 school year. We will start with the Chromebooks, which were implemented part way through the year. • Year 2 implementation of Workshop model for scholars reading at grade level, including additional professional development during Summer 2016 and continued coaching for teachers throughout the 2016-2017 school year. • Reduced class sizes for literacy. • Increased focus on lesson planning and use of data protocols in CPT. Increase consultant support for implementation of the English Language Arts modules 6-12, including additional professional development during Summer 2016 and continued coaching and co-planning for teachers by Expeditionary Learning for the 2016-2017 school year. Creation of a five week common formative assessment plan (to occur during Summer 2016 and be carried out during the 2016-2017 school year) to progress monitor and measure growth over time in prioritized ELA Common Core standards areas.

					Additional coaching in Managing the Active Classroom for nontenured teachers. Enhanced implementation of the Support Model.
#15 3-8 Math All students Level 2 and Above (LS)		21%	38%	**NWEA (Rounds 1-2) and Math Grades MP 1-2** **Fall 2015 NWEA** • High: 0% (0 scholars) • High Average: 5% (23 scholars) • Average: 10% (42 scholars) • Low Average: 24% (98 scholars) • Low: 51% (212 scholars) • Not Tested: 10% (41 scholars) **Winter 2015 NWEA** • High: 1.5% (6 scholars) • High Average: 5.5% (22 scholars) • Average: 10.0% (40 scholars) • Low Average: 18.2% (73 scholars) • Low: 56.5% (227 scholars) • Not Tested: 8.5% (34 scholars) **Marking Period 1 Math Grades:** • Grade 6 Passing Rate: 61% • Grade 7 Passing Rate: 79% • Grade 8 Passing Rate: 62% **Marking Period 2 Math Grades:** • Grade 6 Passing Rate: 59% • Grade 7 Passing Rate: 66% • Grade 8 Passing Rate: 54% **Marking Period 3 Math Grades:** • Grade 6 Passing Rate: 82%	All students will continue to have double periods of math grades six through nine (72 minute periods per day). Continuation of five year curriculum development plan implementing new math curriculum (CMP3) with credit accrual possibilities in grade 8. All students except accelerated) have scheduled support periods which include math teachers and special education teachers. Students in need will add support periods depending on need across the year. Curriculum and coaching support by consultants from The Center for Professional Development and Reform at Warner. Teacher coach for lower school math. Instructional coaching cycles with all math teachers. Creation of a five week common formative assessment plan (to occur during Summer 2016 and be carried out during the 2016-2017 school year) to progress monitor and measure growth over time in prioritized Math Common Core standards areas. Special (additional) review sessions. Add: vacation boot camp.

				• Grade 7 Passing Rate: 73% • Grade 8 Passing Rate: 62%	
#33 3-8 ELA All Students MGP (LS)		42.17	50.72	SRI (Rounds 1-3) and ELA Grades for MP 1-2 (see indicator #9)	(See continuation plans for indicator #9)
#39 3-8 Math All Students MGP (LS)		47.14	51.17	NWEA (Rounds 1-2) and Math Grades MP 1-2 (see indicator #15)	(See continuation plans for indicator #15)
#85 Grades 4 and 8 Science All Students Level 3 and Above(LS)				**Science Grades for MP 1-2** • Marking Period 1 Grade 8 Passing Rate: 76% • Marking Period 2 Grade 8 Passing Rate: 70% • Marking Period 3 Grade 8 Passing Rate: 72%	All students have scheduled support periods which include science teachers and special education teachers. Students in need will add support periods depending on need across the year. Curriculum and coaching support by consultants from The Center for Professional Development and Reform at Warner. Continuation of five year curriculum development plan implementing new science sequence and curriculum (It's About Time) with credit accrual possibilities in grade 8. Curriculum and coaching support by consultants from The Center for Professional Development and Reform at Warner. Teacher coach for lower school science. Instructional coaching cycles with all science teachers.
#5 School Safety (US)		59	<7 Serious Incidents	2015-2016 school year: At least 9 (as of 4.18.16) 2014-2015 school year: 53 2013-2014 school year: 59	Continue implementing Restorative Practices and provide ongoing training for staff, parents and scholars.

#67 2012 Total Cohort Passing Math Regents (Score>=65) (US)		38%	56%	**2012 Total Cohort Math Regents Results:** • 65 or Above: 51.7% • 55-64: 15.4% • 0-54: 14.2% • Not Tested: 18.7% **Students still enrolled:** • 55-64: 10.5% (28 scholars) • 0-54: 5.6% (15 scholars) • Not Tested: 2.2% (6 scholars) Total Possible: 70%	Continuation of five year curriculum development plan implementing new math curriculum (Meaningful Math). All students except accelerated) have scheduled support periods which include math teachers and special education teachers. Students in need will add support periods depending on need across the year. Embedded curriculum and coaching support by consultants from The Center for Professional Development and Reform at Warner. Teacher coach for lower school math. Instructional coaching cycles with all math teachers. Additional training for instructional coaches. Creation of a five week common formative assessment plan (to occur during Summer 2016 and be carried out during the 2016-2017 school year) to progress monitor and measure growth over time in prioritized Math Common Core standards areas. Special (additional) review sessions. Add: vacation boot camp. Students in need have scheduled support periods which include math teachers. Continuation of five year curriculum development plan implementing Meaningful Math curriculum 9-12. Curriculum and coaching support by consultants from The Center for professional development and Reform at Warner. Teacher leader professional development, collegial circle, and instructional coaching.

					Ongoing evidence-based instruction professional learning. Collaborative planning time focused on lesson planning or looking at student work, posting of daily lesson plans. Increased focus on protocols for CPT. Credit recovery through East Evening Regents review classes. Special (additional) review sessions.
#69 2011 Total Cohort Passing ELA Regents (Score>=65) (US)		30%	51%	**2011 Total Cohort ELA Regents Results:** • 65 or Above: 42.3% • 55-64: 9.3% • 0-54: 12.5% • Not Tested: 35.9% **Students still enrolled:** • 55-64: 3.5% (11 scholars) • 0-54: 4.2% (13 scholars) • Not Tested: 1.9% (6 scholars) Total Possible: 51.9%	Increase consultant support for implementation of the English Language Arts modules 9-12, including additional professional development during Summer 2016 and continued coaching and co-planning for teachers by consultant for the 2016-2017 school year. Teacher coach for lower school math. Instructional coaching cycles with all math teachers. Additional training for instructional coaches. Creation of a five week common formative assessment plan (to occur during Summer 2016 and be carried out during the 2016-2017 school year) to progress monitor and measure growth over time in prioritized ELA Common Core standards areas. All students except accelerated) have scheduled support periods which include English teachers and special education teachers. Students in need will add support periods depending on need across the year. Creation of a five week common formative assessment plan (to occur during Summer 2016 and be carried out during the 2016-2017 school year) to progress monitor and measure growth over time in prioritized Math Common Core standards areas.

					Special (additional) review sessions. Add: vacation boot camp. Ongoing evidence-based instruction professional learning to follow an embedded model for 2016-2017 utilizing CPT. Collaborative planning time focused on lesson planning or looking at student work, posting of daily lesson plans. Increased focus on protocols for CPT. Credit recovery through East Evening Regents review classes. Special (additional) review sessions.
#70 Total Cohort 4-Year Grad Rate- All Students (US)		41%	55%	**2012 Total Cohort Current Breakdown:** • Graduated: 1.5% • Dropped Out: 35.2% • Those who have 16 or more credits and have passed 4 or 5 Regents exams = 29.9% Baseline data makes it difficult to meet the target based on the number of previous drop outs and students who have not met the threshold indicated in bullet three above	The elements of the EPO plan have been designed with the major goal of increasing graduation. This is an outline of major elements: **Selected EPO Plan elements** *means increased focus for year two Structure Added grade six, lower school separate, upper school, freshmen academy* Special freshmen academy, separate focus, activities, assemblies, programs, staff* Extended school day (7.5 hours) Staggered start times (lower school vs upper school) Daily collaborative planning time (CPT) for departments and teams* Block schedule Alternative programs for grade nine repeaters (Quest)

					Big Picture alternative school; Freedom School Expanded CTE offerings (health professions)* Students to select CTE or major by grade 10* Dual language (Spanish) program* <u>Curriculum</u> *Understanding by Design* model for original curriculum New curriculum in math and science grades 6-12 Implementation of NYS curriculum English 6-12 Writing original curriculum social studies* Phasing in new curriculum other subject areas* Addition of literacy program*revising External consultant support for curriculum* Culturally relevant curriculum* Inquiry based, authentic projects and problems, Student engagement in civic activities* Teacher early credit earning potential (up to 4 credits grade 8) Teacher coaches in all core areas Instructional coaching cycles for all core teachers (additional coaches year two)* Special training for instructional coaches Collaborative planning time with protocols to co-plan, analyze student work, write/revise curriculum* Additional hours for curriculum writing Saturdays and holidays <u>Instruction</u> Evidence based practice founded on learning principles: including daily learning targets, embedded assessment, feedback, level of challenge, collaboration and reflection (metacognition) Year two to be embedded in CPT*

					Looking at student work: data informed instruction (through collaborative planning time) using the DataWise model* Classrooms as communities of learners Build on prior knowledge*, universal design* Flexible Support Model additional periods: rooms fully staffed by special education teachers and core content teachers for additional time in core content areas; coordinated support with documented interventions* Standards based grading*, eventually new reporting system Embedded five week assessment cycle for growth in prioritized standards areas* Cross content area instruction in literacy* and best practices for working with ELLS* Student-led parent conferences expanded Social emotional Family group, daily lesson plans, 30 minutes a day Seven habits of highly effective teens (Covey) Active citizens: goal to increase agency* and voice* Schoolwide commitment to restorative practices All staff trained in peace circles Trauma informed care: introduced; some professional learning*
#76 Total Cohort 4-Year Grad Rate with Adv. Designation – All Students (US)		3%	9%	2012 Cohort - anticipated Advanced Designation 1.9% *This does not take into consideration new graduation requirements that just went into effect a few weeks ago.	Counselors are still looking through individual student records to determine if there are additionally eligible students based on the new requirements. As students meet with counselors to examine their academic plans, counselors inform them of the benefits of an advanced designation and encourage them to enroll in the appropriate coursework.

					There are also proactive plans in place to develop summer school plans for sophomores and juniors who need to make up credits.
#88 Total Cohort 5-Year Grad Rate- All Students (US)		48%	61%	**2011 Total Cohort Current Breakdown:** • Graduated: 34.2% • Dropped Out: 48.1% • Still Enrolled: 17.3% (of these, those who have 16 or more credits and have passed 4 or 5 Regents exams is 10 scholars = 3.2%)	N/A

LEVEL 2 Indicators

Please list the school's Level 2 indicators below Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
#2 Plan for and Implement Community School Model (LS)		N/A	Develop Implementation plan with targets; conduct needs assessment, convene community engagement team, designation of Coordinator	We are in conversation with the district, community members and elementary schools in the area to discuss the P-12 continuum and expansion needs for the on site health center.	A budget for visiting Community Schools in either NYC or Atlanta has been submitted for approval. Conversations to continue regarding needs for the expansion of the on site health center and possible inclusion of a dental facility. The FACE committee is also in the planning process of setting up a food pantry for next year.
#6 Family and Community		N/A	Developing Rating	We are using our Let's Talk portal as a level 2 indicator for family and community engagement.	We plan to continue using Let's Talk but with increased communication to parents about its availability. Cards

Engagement (DTSDE Tenet 6) (LS)				To date we have received a total of 300 dialogues of which approximately 10% are from parent/guardians.	in both English and Spanish will be distributed during home visits and available at all East events. Teachers will also have the ability to embed a link to the "Let's Talk" app on their web pages.
#10 3-8 ELA SWD Level 2 and Above (LS)		6%	17%	**SRI (Rounds 1-3) and ELA Grades for MP 1-2 for SWD ONLY** **Fall 2015 SRI** Advanced: 0% (0 scholars) Proficient: 1% (1 scholar) Basic: 10% (6 scholars) Below Basic: 70% (44 scholars) Not Tested: 19% (12 scholars) **Winter 2015 SRI** Advanced: 0% (0 scholars) Proficient: 1% (1 scholar) Basic: 14% (9 scholars) Below Basic: 73% (46 scholars) Not Tested: 11% (7 scholars) **Spring 2016 SRI** Advanced: 0% (0 scholars) Proficient: 5% (3 scholars) Basic: 19% (12 scholars) Below Basic: 69% (43 scholars) Not Tested: 6% (4 scholars) **Marking Period 1 ELA Grades:** Grade 6 Passing Rate: 0% Grade 7 Passing Rate: 28% Grade 8 Passing Rate: 55% **Marking Period 2 ELA Grades:**	Plan to increase the use and presence of the Scholastic Reading Inventory grades 6-12. Increase consultant support for implementation of the English Language Arts modules 6-12. (See continuation plans for indicator #9) The EPO plan was developed to address issues that all students face. The plans that have been listed above are applicable for this group of students as well.

				Grade 6 Passing Rate: 83% Grade 7 Passing Rate: 56% Grade 8 Passing Rate: 73% **Marking Period 3 ELA Grades:** Grade 6 Passing Rate: 100% Grade 7 Passing Rate: 50% Grade 8 Passing Rate: 70%	
#11-3-8 ELA Black Students Level 2 and Above (LS)		18%	35%	**SRI (Rounds 1-3) and ELA Grades for MP 1-2 for Black students ONLY** **Fall 2015 SRI** Advanced: 1% (3 scholars) Proficient: 7% (15 scholars) Basic: 20% (46 scholars) Below Basic: 68% (153 scholars) Not Tested: 4% (8 scholars) **Winter 2015 SRI** Advanced: 3% (7 scholars) Proficient: 8% (18 scholars) Basic: 23% (51 scholars) Below Basic: 60% (136 scholars) Not Tested: 6% (13 scholars) **Spring 2016 SRI** Advanced: 3% (7 scholars) Proficient: 21% (44 scholars) Basic: 38% (81 scholars) Below Basic: 33% (70 scholars) Not Tested: 4% (9 scholars) **Marking Period 1 ELA Grades:** Grade 6 Passing Rate: 59%	(See continuation plans for indicator #9) The EPO plan was developed to address issues that all students face. The plans that have been listed above are applicable for this group of students as well.

				Grade 7 Passing Rate: 49% Grade 8 Passing Rate: 60% **Marking Period 2 ELA Grades:** Grade 6 Passing Rate: 69% Grade 7 Passing Rate: 64% Grade 8 Passing Rate: 62% **Marking Period 3 ELA Grades:** Grade 6 Passing Rate: 71% Grade 7 Passing Rate: 66% Grade 8 Passing Rate: 56%	
#16 3-8 Math SWD Level 2 and Above (LS)		1%	18%	**NWEA (Rounds 1-2) and Math Grades MP 1-2 for SWD ONLY** **Fall 2015 NWEA** High: 0% (0 students) High Average: 2% (1 student) Average: 0% (0 students) Low Average: 16% (10 students) Low: 71% (45 students) Not Tested: 11% (7 students) **Winter 2015 NWEA** High: 0% (0 scholars) High Average: 5% (3 scholars) Average: 0% (0 scholars) Low Average: 5% (3 scholars) Low: 81% (50 scholars) Not Tested: 10% (6 scholars) **Marking Period 1 Math Grades:** Grade 6 Passing Rate: 0% Grade 7 Passing Rate: 64%	The EPO plan was developed to address issues that all students face. The plans that have been listed above are applicable for this group of students as well.

				Grade 8 Passing Rate: 42% **Marking Period 2 Math Grades:** Grade 6 Passing Rate: 0% Grade 7 Passing Rate: 48% Grade 8 Passing Rate: 50% **Marking Period 3 Math Grades:** Grade 6 Passing Rate: 67% Grade 7 Passing Rate: 67% Grade 8 Passing Rate: 67%	
#17 3-8 Math Black Students Level 2 and Above (LS)		24%	32%	**NWEA (Rounds 1-2) and Math Grades MP 1-2 for Black students ONLY** **Fall 2015 NWEA** High: 0% (0 students) High Average: 4% (10 students) Average: 10% (22 students) Low Average: 27% (60 students) Low: 50% (113 students) Not Tested: 9% (20 students) **Winter 2015 NWEA** High: 0% (0 scholars) High Average: 5% (10 scholars) Average: 10% (20 scholars) Low Average: 24% (50 scholars) Low: 58% (121 scholars) Not Tested: 4% (9 scholars) **Marking Period 1 Math Grades:** Grade 6 Passing Rate: 59% Grade 7 Passing Rate: 86% Grade 8 Passing Rate: 66%	The EPO plan was developed to address issues that all students face. The plans that have been listed above are applicable for this group of students as well.

				Marking Period 2 Math Grades: Grade 6 Passing Rate: 59% Grade 7 Passing Rate: 72% Grade 8 Passing Rate: 50% **Marking Period 3 Math Grades:** Grade 6 Passing Rate: 84% Grade 7 Passing Rate: 78% Grade 8 Passing Rate: 58%	
#3 Student Attendance (US)		81%	88%	**2015-2016 Current ADA: 79.4%** (up from 77% last school year, but down from baseline from 13-14) • Grade 9: 73% (up from 69% last school year) • Grade 9 (new): 86% • Grade 9 (continuing): 59% • Grade 10: 83% (up from 77% last school year) • Grade 11: 86% (up from 82% last school year) • Grade 12: 83% (up from 79% last school year)	We are in the process of reviewing the allocations for Social Workers and the work of the Attendance Clerk. The parent liaison and attendance clerk will continue to reach out to families to determine barriers to student attendance. Robocalls will continue to be sent for each class that students miss. We will continue with home visits, telephone calls, working with agency partners, etc.
#21 HS ELA All Students Level 2 and Above (US)		70%	72%	**2012 Accountability Cohort ELA Regents Results** • 65 and Above: 50.3% • 55-64: 13.1% • 0-54: 23.6% • Not Tested: 12.0% • NYSAA: 1.0% 89.5% of the 2012 Accountability Cohort is still actively enrolled. Numbers updated to reflect all 2012 Cohort students enrolled at East on BEDS day.	See above ELA continuation plan.
#27 HS Math All Students Level 2 and Above (US)		74%	79%	**2012 Accountability Cohort Math Regents Results** • 65 and Above: 69.6% • 55-64: 15.7%	See above math continuation plan.

				• 0-54: 10.5% • Not Tested: 3.1% • NYSAA: 1.0% 89.5% of the 2012 Accountability Cohort is still actively enrolled. Numbers updated to reflect all 2012 Cohort students enrolled at East on BEDS day.	
#71 Total Cohort 4-Year Grad Rate-SWD Students (US)		17%	33%	**2012 Total Cohort SWD Current Breakdown:** Graduated: 0.0% Dropped Out: 26.1% Still Enrolled: 73.9% Those who have 16 or more credits and have passed 4 or 5 Regents exams is 11 scholars = 23.9% Lowest: 23.9% Highest: 73.9%	The EPO plan was developed to address issues that all students face. The plans that are being implemented would apply to this group of students as well.
#82 Drop Out Rate (US)		14%	<=8%	**Drop Out Stats:** • *Transferred to other high school equivalency (GED) preparation program* - ***18 scholars*** • *Left school: first-time dropout* - ***112 scholars*** • *Left school: previously counted as a dropout* - ***15 scholars*** ***145*** students have ***dropped out*** between July 1 and April 18 of this school year.	(See continuation plan for Indicator #70)

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Attention – Please contact the Office of Accountability with any questions, concerns or points of clarification regarding Demonstrable Improvement Indicators for the 2015-16 and 2016-17 school years at accountinfo@nysed.gov. In addition, all SIG and SIF schools must submit an updated Attachment B no later than August 31, 2016. This may be found at http://www.p12.nysed.gov/turnaround/SIGOnlineToolkit.html.

Part II – *Key Strategies*

Key Strategies

As applicable, identify any key strategies being implemented during the current reporting period that are *not described above*, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.

List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).		Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
1.	Lessons will have clear learning targets and opportunities for students to see the value of what they are asked to learn, how it relates to past learning and how it will relate to future learning		All teachers have received professional learning about using daily learning targets. Teachers are required to write and post daily lesson plans, which contain five components: unit understanding, daily learning target, the assessment of that target, activities for the lesson, and a rating of "acquisition" "meaning making" or "transfer" for the lesson as a whole. As of 3-9-16, 58 percent of teachers were completing daily lesson plans for all or most of the time, with 37 percent completing daily lesson plans some of the time. 3 percent were not completing daily lesson plans, which include the daily learning target. This spring we introduced Learning Target Trackers, which are being used by social studies teachers primarily, but are now spreading to other departments. The walk through tool (Google) includes "look fors" that were collectively determined by the staff	Leadership will create a plan for spot-checking reading and responding to daily lesson plans and CPT minutes systematically. Walk through data needs to be collated by look fors. Ongoing professional development will be embedded in CPT and turn keyed by teachers. Increased professional learning (through Center at Warner) and staffing for teacher coaches. Increased coaching cycles. -

			attending Instructional Foundations. These prompt the administrator to look for and comment on these practices when doing walk throughs. The Look fors are posted in the Teaching and Learning Bulletin, which is written by the Chief Academic Officer and comes out about every three weeks. They include: *September:* Learning target, activity, and assessment are aligned. *October:* Learning targets are posted, referenced, and used throughout the lesson. *November:* Learning target is assessed within the lesson *January*: A balance between acquisition and meaning making will be shown in our learning targets (Use the verbs from the AMT handout) *February:* We will focus on students, and students will be observed making meaning, e.g. making inferences & generalizations or coming to conclusions and being able to explain why with appropriate evidence and reasons. *March*: Learning target is assessed within the lesson – individually – and students receive feedback on their learning.	

2.	Teachers and coaches collaborate daily focusing on evidence of student learning for the purpose of informing ongoing instruction, curriculum planning and giving feedback to students on their progress		Our schedule includes 72 minutes a day for Collaborative Planning Time (CPT). Teachers have been provided protocols for talking about students and for looking at student work. Teachers have received training in the data cycle. They are farther along with their planning in CPT than in their area of student feedback. Teachers post CPT minutes regularly. Administrators either facilitate or visit CPTs intermittently; the Teacher Coaches are the primary facilitators of these sessions. The Chief Academic Officer has observed CPTs in all subject areas and the Ninth Grade Academy. A recent survey of teacher leaders about CPT showed mixed feelings about the effectiveness of various protocols for CPTs, with subject-specific CPTs being most highly regarded. The grades 10-12 student-specific CPT is least effective because the teachers share neither the same subject or the same students. For the CPTs focused on students, the Ninth Grade Academy is currently most fully implementing the protocols. Relative to subject specific CPTs, social studies 6-8 and 9-12 CPTs stand out for its consistent use of CPT for professional learning and most other subjects primarily work together on lesson planning, looking at student work, and problem solving.	Leadership and consultants through professional learning committee will examine the CPT protocols and processes for scheduling, cycling through, and conducting CPTs that systematically move all staff through similar content. Leadership will create a plan for spot-checking reading and responding to daily lesson plans and CPT minutes systematically. Summer 2016 leadership in collaboration with others will plan for new protocols for CPTs where teachers do not share the same students or the same subject area.
3.	Required participation of staff in up to 20 days of professional learning to develop curriculum and		In addition to the extensive professional development from Summer 2015, social studies and science teachers are participating in curriculum writing on	PL Committee is planning the PL for the summer to include increased emphasis on assessment in the curriculum development process. Instructional

	assessment practices, develop initial unit plans and deliver high quality data-driven instructional practices.		Saturdays and over breaks. Instructional Foundations meets every three weeks to teach evidence based practices. The PL Committee meets every two weeks and is currently planning the April 22 Supt Conference Day and the Summer 2016 PD. Social studies wrote curriculum for 20 hours each and science for 16 hours each, for up to 18 staff members per department, using Saturdays and recess days. Attendance at Instructional Foundations every three weeks is between 35 and 60 teachers. All teachers will participate in a full day of PL on April 22 and in a minimum of ten days (required) of PL summer 2016. Additional voluntary PL will be offered.	Foundations across next year will occur during CPT and not after school. More teachers will be solicited as co facilitators of Foundations for year two. Increased emphasis and support will be put on teacher coaches and coaching cycles. Administration and teacher coaches will work to coordinate coaching cycles so teachers receive coaching by differentiated level of need.
4.	Data will be collected and utilized to inform staff and support service providers to allow for adjustments to supports.		Collaborative planning times (CPTs) consist of 72 minutes every day and include a data cycle of looking at student work, evaluating student learning problems, creating new teaching practices, and re evaluating student work. Additionally, grade levels collect data on which students are failing, borderline, and succeeding, and conduct CPTs to plan interventions. The data cycle has been observed in social studies and English CPTs. The individual student CPT model has been observed in the Ninth Grade Academy. Data is collected through the student referral process and shared with agencies to determine which	Using data reviewed by Director of Special Programs, adjustments to agency contracts are made to ensure that resources are maximized and directed to areas of most significant need. Leadership will continue to devise data systems for documenting interventions for students in need of support. External evaluators have been directed to focus on the functioning and impact of the Support Model and recommendations are expected to drive changes year two and year three.

			individual students require additional support services.	
5.	Learning experiences to be carefully sequenced to engage students in acquisition of knowledge, meaning making with content that connects to their lives and the world outside of school		Teachers post lesson plans must denote predominant level of each lesson (Acquisition, Meaning-making, or Transfer). Summer 2015 professional development work (five days for each department) required the creation of a completed unit plan (6-8 weeks), an overview of major understandings and long term goals, and the demarcation of major assessments. Course Unit Plans were required to culminate in a performance assessment. The major subject areas use CPT to craft lesson plans together. Units 1 & 2 with performance assessments are complete for all courses representing each teacher's major assignments for those courses writing curriculum. Most teachers have completed units beyond unit 2. Some courses, for example, in science, have completed all units and performance assessments. Drop ins and walk throughs show a balance of acquisition and meaning-making, with more acquisition at this time. Connections to the world outside of school are attempted in most lessons.	Year two curriculum writing will continue the development of the UbD model for each curricular area: *see five year plan*. All departments should have completed multiple units, overviews, and unit performance assessments by September 2016. Unit performance assessments will connect to world outside of school. All departments will have a five week assessment plan for 2016-2017 by September 2016. All curriculum documents to be posted on the website.
6.	Student-Led Family Conferences		We piloted the first student-led family conferences on March 1 with 2 family group leaders and 20 students participating. Teachers and students reported some hurdles to preparing materials for the conferences.	Based on our experiences with the pilot phase of implementation, we will stagger student-led conferences next year. We will alternate a student-led conference with a traditional parent-teacher conference so that the labor

		Yellow	Additionally, teachers reported this preparation as being work intensive. Some content area teachers were unsure of what products students needed; using learning targets to assemble the portfolio needed a lot of support. Post conference, however, all reported a very meaningful experience. Students felt confident and proud and their family members learned how their child was doing in a way that was deeply meaningful. Videotapes were made for families that could not attend and at least one conference was held in a family's home. An extension of this pilot will occur May 5.	intensive preparation for student-led conferences does not become burdensome for students and families. We also recognize other challenges encountered this year such as transportation being a key factor for parents not attending the pilot and difficulty in getting some teachers to give students' work to share at the conference. To address these issues, we are working on better communication methods for both staff and parents as well as devising a plan to assist parents with transportation to these events.
7.	Family Group	Yellow	Family Group Intervention team established the Family Group Mission: Family Group will enable the successful transition to adulthood for all our students because it provides a forum for consistent, thoughtful practice and support in the development of habits that contribute to responsible citizenship, in belongingness to a community, and in the explicit development of each student's voice. We are in the process of collecting data relative to this mission from our schoolwide climate survey.	We are changing the schedule for Upper School Family Group to improve attendance. Evaluation of Family Group needs to be integrated with other school wide data collection systems, e.g. school wide climate survey. The three primary goals (seven habits, voice, feeling of belonging) of FG will be assessed explicitly.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy ***with impact***.	**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – *Community Engagement Team and Receivership Powers*

Community Engagement Team (CET)
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
	The Family and Community Engagement (FACE) committee meets monthly at which committee members follow an agenda that focuses on three areas: 1) discussion/update on FACE events; 2) reviewing school data, including data about parent/family engagement; and, 3) agency updates. FACE sponsored 2 events since the second quarterly report. On February 25th, we held the second Family Dinner night. This event was co-sponsored with the PTSA. PTSA held a Movie night with two films aligned with Black History Month. Attendance was average with 40 families attending. East culinary students prepared an excellent meal. On March 1, we piloted student-led conferences with 2 family group leaders and 20 students participating. Reports indicate that preparation for the conferences was difficult, but that the conferences themselves were meaningful for both the students and their families. Student presentations were videotaped for families who were unable to attend and at least one conference was held is a family's home. A second pilot will be held on May 5. East staff have conducted 885 home visits this year. Most visits focus on attendance while some addressed student behavior issues.	The FACE committee will continue to meet monthly and to coordinate with PTSA. We will develop a calendar of events that takes advantage of existing events (e.g. parent-teacher conferences, sports events, plays, etc.) so that more families attend. Based on the increased attendance we saw when we combined family dinner night with parent-teacher conferences, this plan makes sense. Furthermore, parents reported that too many separate events do not engender attendance. We will continue to develop ways to account for family engagement beyond attendance (e.g. event based engagement) to focus more on relation-based engagement. Home visits, phone calls, spontaneous conversations with parents or family members at events or when they come to pick up their child will be included as part of our documentation. Community engagement, particularly with area agencies and the University of Rochester, has been strong so we will continue to build these relationships.

	We currently partner with 14 local community agencies to serve East students: Center for Youth, YWCA of Rochester and Monroe County, Hillside Work Scholarship, IBERO American Action League, Monroe County Probation, Monroe County Family Access and Connection Team (FACT), UR School-based Health Center, Upward Bound, MCC Liberty Partnerships Program, Educational Talent Search, JASCO, Northeast Area Development, Hillside's Reinvesting in Youth program, and the Urban League of Rochester. We continue to have a strong volunteer component made up of community members, University of Rochester undergraduate students, parents, business professionals, etc. Over 80 people have applied to volunteer through our online system. We have 36 volunteers who are actively paired and volunteering. A total of 612 volunteer hours have been served. We are also tracking communication via our Let's Talk platform which is being used to facilitate conversations between East EPO and staff, parents/families, students and other members of the community. To date we have received 300 dialogues of which approximately 10% are from parent/guardians. Even though the number of parent dialogues could be higher because there are many dialogues that are entered anonymously, this percentage is not what we hoped for. On April 9, 2016, three East parents and their children presented about our work at a major educational research conference: American Educational Research Association. Parents and students shared to an audience of over 50 people about why they chose East. Access to the third quarterly report was shared with the committee at the April 20th monthly meeting at which time committee members were given the opportunity to provide feedback and/or suggestions for improving communication, via telephone, e-mail or the Let's Talk communication tool.	We plan to deepen our marketing of the Let's Talk portal for parents and family members. We will more effectively distribute information that the portal exists through mailings and personal communication during home visits. We will continue to find venues for East students and their families to present the work we are doing at East at national conferences.

Powers of the Receiver

Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner's Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
	Many of the powers of the receiver were utilized in the development and first year implementation of the East EPO plan. 1) *Review, alter or replace curriculum and program offerings of the school*; the curriculum is continually being reviewed and revised and has been ongoing throughout the year. 2) *Replace teachers and administrators-*. We have found that the vast majority of staff who were hired were truly staff that embraced the "all-in" philosophy and culture we are looking to build. Increased student attendance and decreased student suspensions are proof that we are moving toward positive change in culture and expectations. 3) *Increase salaries to attract and retain high-quality teachers and leaders;* on average teachers received an @9% increase to work at East- which has assisted us in providing a consistent cadre of adults to support our scholars on a daily basis. Additionally, the EPO has negotiated an incentive for Bilingual teachers. 4) *Establish steps to improve hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure;* The EAST EPO conducted over 600 interviews, and @275 classroom observations of the candidates who applied for open positions. There were over 12,000 hours of summer PD/curriculum writing attended by staff. Teacher leadership positions were established in all subject areas. The organizational structure and new school culture is being developed through targeted team building activities, clear expectations and accountability. 5) *Reallocate the existing school budget;* The budget has been approved by the RCSD based on implementation of best practices. 6) *Expand 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	*Review, alter or replace curriculum and program offerings of the school*; the full school curriculum is being systematically reviewed and revised. We anticipate this process to continue for several years. We will continue to screen and hire staff who subscribe to the "All In" philosophy of East. Where staff need support, we will continue to provide appropriate training and coaching and needed. We plan to review current positions and where applicable, make changes that best support the academic environment and promotes student learning. We will continue to provide increased salaries which will allow us to retain and attract staff who exemplify qualities that support the academic and social culture we are building at EAST. We plan to continue analyzing the results of the strategies used when expanding the school day to determine if and how they have supported student learning. Adjustments based on this analysis will be implemented during the upcoming school year. At this point the EPO does not anticipate needing to supersede any decision, policy or regulation of the superintendent of schools, chief school officer, or of the board of education.

	student achievement. The extended learning time was embedded into the school day. Lower School students attend school from 7:30-3pm and upper school from 8-3:30 pm. 7) *Negotiate a Receivership agreement that modifies the existing collective bargaining agreement(s);* The goal of the modified collective bargaining agreements was to allow the staff and school leaders at East to aspire to attain greater achievement levels by implementing strategies and requiring the use of best practices within this building. For example, teachers' unit and daily lesson plans are posted and visible to other staff and administrators via a share-point site and collaborative planning time is being utilized more impact-fully, resulting in adjustments to instruction. 8) *Supersede any decision, policy or regulation of the superintendent of schools, chief school officer, or of the board of education.* At this point, the EPO has not identified any decision, policy or regulation that required supersession.	

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – *Title I Schoolwide Program (SWP) Plan Required Components (As applicable)*

2016-17 School Year Plan

As applicable, please provide additional information to describe 2016-17 school year plans and rationale for required components of a Title I Schoolwide Program plan. If a required component has already been addressed in one or more section above, please use the "2016-17 School Year Plan" column to indicate which sections contain this information. A brief rationale should be included for *each* required component.

Ten Required Components of SWP		2016-17 School Year Plan	Rationale
1.	Comprehensive Needs Assessment	Diagnostic Tool School and District Effectiveness (DTSDE), both state-led and district-led satisfy this requirement.	N/A

2.	Schoolwide Reform Strategies	The EPO Plan is a schoolwide reform model. The major elements are outlined in #70 indicator above, plus our commitment to family engagement.	In #70 above the starred elements will receive increased focus for the 2016-2017 school year.
3.	Instruction by Highly Qualified Teachers	Ensuring quality instruction this year included the creation of an extensive teacher quality rubric to guide the hiring process, and then a two tiered committee process for all hiring, which included classroom observations, committee interviews, and recommendations. Teachers were then active participants in the professional learning experiences described below. We created an additional salary incentive for bilingual teachers.	Because of late teacher hiring and some turnover, all the hiring processes and professional learning from Summer 2015 will need to be repeated for a significant number of teachers. In addition to hiring, we will add a new teacher orientation and a leadership component across the summer. We will have an increased emphasis on hiring bilingual teachers.
4.	High Quality and On-going Professional Development	Summer, 2015, over 1700 hours of EPO initiated professional learning involving 185 teachers and 14 administrators and focused on the following required areas. Core required programs were UbD Curriculum development, Instructional Foundations, Restorative Practices including peace circles, the Support Model, and Leader in Me. Year one standards-based-grading consisted of exploration of the concepts, including a collegial circle book read. Additional hours included coaching training for all instructional teacher coaches and selected training for classroom teachers in our schoolwide classroom management model (Managing the Active Classroom, from ELLearning).	All teachers (185) will participate in ten full (six hour) days EPO initiated professional learning Summer 2016, with many teachers choosing additional EPO generated days from an extensive list voluntary programs to be determined by the PL Committee. Required programs will continue to include: UbD Curriculum with an emphasis on assessment, Instructional Foundations, Restorative Practices, the Support Model, Family Group, Managing the Active Classroom, and Leader in Me. Additionally we will add training to enhance our work with ELLs and to increase the cultural sensitivity of our curriculum. We will begin to explore Universal Design. We will initiate some elements of standards based grading.
5.	Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools	The EPO has partnered with several quality institutions of higher learning and are placing competent student teachers and interns with our most capable staff. There is a focus on bringing in candidates with notable strengths and abilities in the content areas of greatest needs; and retaining these candidates for potential employment opportunities.	The EPO plans to continue partnering with area colleges and universities and providing feedback to these institutions on areas of strength and those that candidates require more training.
6.	Strategies to Increase Parental Involvement	We will design and implement strategies to move from event-based engagement to relationship based engagement. Plans include developing ways for teachers to authentically document the varying ways they work with parents (personal phone calls, home visits) that tend to be more personal than what is required in Attend Action.	We have found that attendance at school based events is not an authentic measure of parent engagement. Parents engage in a variety of ways such as providing a space for doing homework, personal calls with teachers, ad hoc conversations with admins or teachers when they pick up their student, among other things. We need a way to document these

			informal connections and relationship based engagement to more robustly measure engagement.
7.	Transition Plans to Assist Pre-school Children from Early Childhood Programs to the Elementary School Program	NA	Potentially looking to partner with an area P-6 elementary school to create a K-12 continuum.
8.	Measures to Include Teachers in Decisions Regarding the Use of Academic Assessment Data to Inform Instruction	This spring over 22 meetings were held with every subject area regarding the writing and use of the five week assessments (required of all teachers). Teachers were asked for their input on the most valuable use of five week assessments and were encouraged to design common formative assessments that will show progress over time in prioritized standards. Summer 2016 during curriculum writing time, all departments will create their five week common formative assessment plan to show growth over time in prioritized standards areas. Subsequent years will refine the CFAs for vertical alignment. Several CPTs had embedded training in Looking at Student Work and using the discoveries there to make change (see the Datawise Model, Harvard University).	Summer, 2016, all teachers will design their five-week assessments. These assessments must be in a priority standards area and must be designed to show growth over time. Teachers will be led by teacher coaches and have considerable discretion in the design and implementation of this and other elements of curriculum. Further, new protocols for looking at data using the DataWise Model will be developed by teacher teams and then across school year 2016-2017 will be facilitated by teachers during CPT
9.	Activities to Ensure the Students Who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance	Students' schedules are changed to add support upon request. Teachers provide Support teachers with materials and information to enable assistance for students in targeted areas. Interventions in support are documented. All students are scheduled for support (except advanced students). Additional support can be added throughout the year. Documentation of interventions was initiated in year one.	For 16-17: Plan for summarizing, reporting, and evaluating interventions documented in Support. Further refine scheduling of students for Support so school year 16-17 does not require the schedule changes that we experienced in year one. Continue to work on improving communication between classrooms and support rooms. Continue conversations and training of support teachers.
10.	Coordination and Integration of Federal, State and Local Services and Programs -	Multiple agencies have current contracts within the RCSD and are located at East EPO. Additional contracts with service providers that are unique to the EPO have been created to fill the student and family need gaps that were left by previous	For 2016-2017: As programs are evaluated for efficacy and results, shifts in funding will correspond to demonstrations of student success, including the increase in student achievement

		programs. Programs have been examined by a single point person to ensure that services are streamlined and services are not duplicated.	scores and student attendance and engagement in the school community.

Part V – *Best Practices (Optional)*

Best Practices

The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

List the best practice currently being implemented in the school.		Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	Family Group	These practices all need to continue to work to have impact data. The Family Group Intervention Team is working on strategies to assess the effectiveness of Family Group. Attendance at Family Group remains a problem in the Upper School. However, progress toward the goals of all students feeling listened to and cared for can be found in preliminary climate survey data. Anecdotal evidence includes that students feel cared for, feel part of a group, and feel that people notice them.
2.	The Support Model	While we do not have impact measurement strategies yet for Support, anecdotal evidence for Support is strong. Students request Support periods, asking their counselors to change their schedules to increase the amount of Support they have. Most students have at least 72 minutes every other day.
3.	Collaborative Planning Time	All faculty have at least 40 minutes a day of CPT and most have 72 minutes a day. Staff are using this time primarily for common planning. However, some departments do extensive professional

		learning, including looking at student work and evaluating lesson plans. Next year we will move professional learning (Instructional Foundations) 100% into CPT.

Part VI – *Fiscal*

Budget Analysis/Narrative and Budget Documents – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school's initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. Please note, separate budget narratives and FS-10's must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.		
Design Element	Status (R/Y/G)	Analysis of 2015-16 School Year
Provide an analysis of the current implementation period expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.	*Green*	*The East budget is operating with a small surplus which we anticipate continuing for the remainder of the 15-16 school year.* *We have hired 188.25 of the original 194.5 teaching staff, implemented off-site programs through Big Picture Learning and Freedom School as well as an in house program geared towards course recovery- Encompass/Quest. All of the initial program initiatives of the EPO proposal have been implemented on time with the exception of East Evening, a further school day extension, which we started in February. Extended day costs for administrators, teachers and support staff has been implemented on time and aligned to desired outcomes of increasing student achievement.*
Additionally, under separate attachment, the LEA/school must provide a **Budget Narrative** *and* an **FS-10** for the upcoming 2016-17 implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the 2016-17 Continuation Plan and/or Persistently Struggling Schools (PSS) grant. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and		

district implementation of its intervention plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need. Schools no longer receiving SIG or SIF funds need not submit budget narratives and FS-10's.

Part VII – *Attestation*

RECEIVER: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): Shaun Nelms

Signature of Receiver: ________ Date: 4/29/16

COMMUNITY ENGAGEMENT TEAM: By signing below, I certify that the community engagement team (CET) was directly consulted in the preparation of this document.

Name and Position of CET Representative (Print): Renee' Judkins

Signature of Receiver: ________ Date: 4/29/16

Continuation Plan Cover Page

District Name EAST EDUCATIONAL PARTNERSHIP ORG (EPO) / RCSD	
School Name EAST LOWER SCHOOL / EAST UPPER SCHOOL	
Contact Person Shaun Nelms	**Telephone ( )** 585-324-3651
E-Mail Address Shaun.Nelms@RCSDK12.ORG	
I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer Superintendent
Typed Name: Shaun Nelms	Date: 4/29/16