New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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 EPO Upper School	261600010061	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
Shaun C. Nelms, Ed.D.		Marlene Blocker	Jennifer Rees - Chief Academic Officer Dr. Christopher Spence - Asst. Supt.	9-12	85.3%	757	14%	17%	10

			Supt. Dr. Shaun Nelms						

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
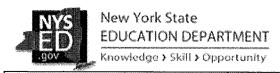**July 21, 2022 – October 31, 2022**

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.		Summary: • 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 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

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		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.
		• 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:
		   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
		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 *Second Step.*
		• 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:
		   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
		• 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.

		Evidence & Analysis: • Evidence includes plans and agendas for administrative PL week and teacher leader retreat, data analyzed, and resulting improvement plans. • Administrative: 5 of the 6 Tenets have documented plans: Tenet 1, Tenet 2, Tenet 3, Tenet 4, Tenet 5, Tenet 6.

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		• 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:
		    ○ 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 purpose such as the Unit Checklist. The specific focus area for this upcoming year is		Summary: • Leaders have an improvement plan in place that outlines detailed plans for this work related to vertical alignment of the curriculum (See Tenet 3 Plan for 22-23). • 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 alignment. Participants then planned for how to share this learning with others in their department during our August Professional Learning Week.

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vertical alignment to ensure that our curriculum engages scholars in ways that builds their thinking and learning in sophistication and complexity over time throughout grades 6-12 toward graduation level standards and achievement of our mission and vision. As part of this work, our teachers will continue looking at student work (LASW) to inform unit revisions and teaching; revising the curriculum to ensure it is culturally relevant, responsive, and sustaining; and ensuring the curriculum is supported through the development of content-specific interventions.		• 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.

		Evidence & Analysis
		• 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.
		  ○ **For each department:**
		    ○ 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:
		    ○ Alignment of the performance task (PT) with the identified, shared success criteria at a grade-appropriate level of challenge.
		    ○ Identification of critical content & skills (CCAS) in bold in Stage 1.
		    ○ Ample opportunities for scholars to learn, practice, and receive plus act on feedback toward the content, concepts, and skill identified in the CCAS and success criteria throughout Stage 3.
		    ○ Evidence of scholar work from enactment of the PT in the 2022-2023 school year that demonstrates alignment with the success criteria.

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		(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.		Summary: • 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. o 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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		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. • 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.

		Evidence & Analysis:
		• 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,
		    ○ 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:
		      ■ 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.
		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.

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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:		Summary: Chronic Absenteeism is still an issue. Community Partners need to be assigned each student represented in the 208 that are over 20% absent and now that we have a new Attendance Assistant hired. This has not been done yet. Calls have been made, letters sent by secretarial staff, and home visits have been made to address this issue and identify barriers.
• Reduce chronic absenteeism. Using historical data, scholars have been identified as "at-risk" for being chronically absent. • Work to ensure that our community partners are working with our neediest students regarding their attendance and social emotional health • Restructuring our Family Group model to build upon the school, climate, and culture and		Evidence and Analysis: 344 scholars (208 @ 20%+, 136 @ 10-19%, 6 @100% absent.) 344/755 = 46% Chronically Absent We noticed: • A need for a coordinate approach to addressing student attendance by engaging all stakeholders groups

Receivership, Quarterly Report #1 2022 – 2023 School Year
(As required under Section 211(f) of NYS Ed. Law)

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to help to with student attendance • 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.	- 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.
#67 – 2020-2021:2020 Total Cohort (10th Graders) Passing Math Regents	61%	During Summer and Fall of 2022, scholar and instructional data was analyzed to identify a specific instructional area for improvement, resulting in the creation of the following **SMART Goal**: Scholars will demonstrate the ability to provide specific mathematical evidence and explain their thinking, in writing, on tasks that assess grade level standards with appropriate sophistication for the grade and content level. To achieve this goal, teachers will provide opportunities for scholars within daily instruction to practice explaining their thinking on rich mathematical tasks and build in feedback opportunities. In addition to the SMART Goal, Teacher Leader and the department have worked on identifying primary drivers (key strategies) for addressing the goal. **The Primary Driver is:** 1. Students need to fully engage in tasks at the appropriate level of challenge. **Change Idea #1:** If teachers support students in exploring their history and identity as math learners,	To achieve this goal, teachers will provide opportunities for scholars within daily instruction to practice explaining their thinking on rich mathematical tasks and build in feedback opportunities. Progress of individual scholars will be measured against a common rubric when scholars complete a performance task during each unit of study. The goal is for 75% of the students to score a 3 or 4 on each component of the rubric by the end of the school year based on scholars that have met a 75% attendance threshold. data will be collected from identified Common Formative Assessments and walkthrough data collected from Teacher Leader -Admin - UR Consultant walkthroughs. Teachers started the year by conducting surveys to assess student feelings toward mathematics and to identify strengths and weaknesses. Teachers administered a <u>Math Learning Styles Inventory</u> In addition, teachers co-created Classroom Norms. Teachers have identified specific questions they will ask and protocols that are created prior to the lesson that require scholar

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the **specific data/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.
		then students will be able to see themselves positively as doers of mathematics and may be more willing to persevere in challenging math tasks. **Student Needs:** • Growth Mindset: Students need to value mistakes, effort, and perseverance to success. • CRRSP: Students need to see value in the work and mathematics as necessary for their future • Confidence and efficacy: Students need to believe that they are capable and powerful in math class. **Action Steps:** Last year showed a need for developing classroom norms and expectations at the start of the year. The start of the year activities and daily SEL openers should include principles of Growth Mindset and opportunities for students to make connections and see value in their math work. If teachers support students in exploring their history and identity as math learners, then students will be able to see themselves positively as doers of	discourse and then explanations either written or verbally. Admin walkthroughs have started that provide feedback targeting evidence seen of scholars doing the thinking and explaining it to others. When Admin, TL and UR Consultant do combined walkthroughs this will be the focus for feedback also. Common Formative Assessments/Performance Tasks will be done 6 times throughout the year in each class to score student explanations against a common rubric. Ex: Algebra 1 Unit 2 Performance Task

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the **specific data/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.
		mathematics and may be more willing to persevere in challenging math tasks. Student collaboration is key whether pairs, small group, or whole group. This gives every student an opportunity to talk and share their ideas during class. **Primary Driver #2** 2. Students need to reflect on their mathematical thinking so that they can communicate that thinking to others. **Change Idea #2:** If teachers support students with feedback and provide multiple opportunities for writing mathematical explanations and critiquing existing explanations, then students will be better prepared to succeed on performance tasks and exam questions that require them to explain their thinking. **Action Steps:** Teachers should be sure to elicit student thinking during class on a daily basis. Increase the level of questioning (less acquisition and more meaning making)	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the **specific data/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.

		Use of protocols where students share their thoughts and work related to math to support students in seeing that they have status and value in the classroom community.
		 Teachers should support students in their thinking but ensure that students are doing the thinking and we are not doing the thinking for them.
		 ATTW strategies used consistently to support students in writing quality explanations of their thought process will be incorporated.
		 Students need to reflect on their mathematical thinking so that they can communicate that thinking to others.
		   • Opportunity: Students need opportunities to practice explaining their thinking during class in low stakes environments.
		   • Feedback: Students need timely and actionable feedback from teachers related to explanations of mathematical thinking referencing their claim, evidence, and analysis.
		   • Strategies: Students need problem solving strategies they can rely on to support them with	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the **specific data/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.
		challenging open ended problems. If teachers support students with feedback and provide multiple opportunities for writing mathematical explanations and critiquing existing explanations, then students will be better prepared to succeed on performance tasks and exam questions that require them to explain their thinking. UR Consultant will provide PL on developing more equitable math classrooms. Book Study: Choosing to See.	
#69 – **2020-2021: 2019 Total Cohort (11th Graders) Passing ELA Regents**	17%	During summer and Fall 2022, student and instructional data was analyzed to identify a specific instructional area for improvement, resulting in the creation of the following **SMARTGoal:** In the 2022-23, school year all ELA courses will see measurable growth in students' capacity as independent, purposeful readers as measured by: • Frequency and length of independent reading • Evidence of active reading (annotations)	**Baseline Data:** Each grade level has developed and implemented an initial assessment designed to get to know their students as readers. Sample Data from ELA I: Students by Band Analysis of LASW: 1. What did you notice about what students were capable of

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the **specific data/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.

		• Self-reported affective responses from students
		• Outcomes in formal writing
		Data used to decide SMARTGoal included:
		• Prior item analysis indicating standards that require understanding of author's purpose are areas of need for students
		• Focus on analysis last year surfaced:
		   ○ Simplified claims around central idea and author's craft
		   ○ A breakdown in analysis around understanding how parts of a piece impact the meaning of the whole.
		   ○ Students are capable of identifying important details but struggle with analysys beyond rephrasing the text.
		• RI Data: 53% of students are at lead at basic proficiency according to the RI data. With scaffolds, many more should be able to access texts independently.
		• Anecdotal notes during coaching and classroom visits revealed students struggling
			doing?
			   ○ Most could summarize sections of the text (Summaries were general)
			   ○ Gists
			   ○ They were used to highlighting what they thought was key evidence.
			   ○ Many could make good connections to themselves
			   ○ Showed awareness of a purpose for reading (implied)
			   ○ A lot of students wanted feedback on whether they were doing it correct
			   ○ Showed pride in their work.
			   ○ Many stuck with it, decent stamina
			   ○ Being aware of vocabulary they didn't know and being curious (what does _____ mean?)
			   ○ Many could make sense of the vocabulary even if they didn't understand - evident in summaries.
			2. What did you notice about areas for growth?
			   ○ Finding evidence to support their claim (evident mainly in written portion)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the **specific data/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.
		with independent reading and analysis of complex texts, leading to off task behaviors and failure to produce. • Hypothesis: A focus on LASW and data cycles based on formal writing has put pressure on getting to the product, which may have short circuited the needed focus on process: what are students thinking and doing? Teacher leaders have also worked on identifying primary drivers (key strategies) for addressing the goal and the following have been identified for this goal: • Teachers prioritizing independent reading as an important outcome. o providing space for independent reading of class texts (and feedback). (curriculum, instruction) o Alleviate pressures of "covering" curriculum and product oriented thinking (curriculum, cpt)	o Underlined important information but did NOT annotate in the margin at all. o Engagement issue, there are some who did not complete task. Why? o Avoiding tasks for multiple days. o SRI data overlaps with those students who are work avoidant. o Level of text too high; (rephrasing led to improved product). o Some students: Instead of summary, they copied and pasted pieces of text. 3. So what: what do you think the next steps are. o Not just select relevant evidence, but be able to do something WITH that text, have them process this while reading / annotating. o They are curious and inquiring. This is something to continue to reinforce. Sample Reader Centered Problem: English I

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		○ providing strategies for active reading (questioning, annotation techniques, etc) cpt, department)
		○ measuring student proficiency in active reading
		○ providing feedback on active reading
		• Increasing student confidence and risk taking.
		  ○ Provide strategies and direct instruction.
		  ○ Establish a growth-based mindset.
		  ○ Address teacher and student beliefs around "right" interpretations. (Dart board analogy)
		  ○ Establish two-way communication.
		  ○ Strategies for generating ideas that are low risk and less "public"
		• Improve connection to "why" we read on the macro and individual level.
			June 2022 Administration Regents Performance Levels

June 2022 Administration Regents Performance Levels

	1	2	3	4	5
2019 Cohort	25	16	29	12	13
	26%	17%	31%	13%	14%
Total	29	21	46	28	26
	19%	14%	31%	19%	17%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide the **specific data/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.
		- Define the general purposes for reading. - Practice connecting and refining purpose to a more granular level. - Provide space for choice. ● Address beliefs about student capacity. - Look at data - Establish and foster an asset-based perspective. - Create a menu of differentiation options that focus on finding where students are and pushing into ZoPD. ● Increase student agency as readers. - Practice finding a personal purpose within the larger purpose. - Teach students to be reflective, metacognitive, and self-aware.	The Reading Inventory is being administered as a universal screener and the baseline data will be used to inform instruction and interventions for scholars. Data will be available at the end of the Marking Period.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide the **specific data/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.
		- Model various modes of reading (reading with, reading against, reading for inquiry). - Empowering students to select strategies and modes based on their self-knowledge and purpose. The two change ideas being worked on are as follows: **Change Idea 1**: If teachers intentionally plan for direct instruction, measurement, and feedback for the reading process, students will be more actively engaged in growing as readers. **Change Idea 2**: If teachers use data to inform what strengths students bring to the table, they can design instruction that "fits" students at the right level of challenge. Students will then be accountable for being more actively engaged, as we know instruction is at the right level. The action steps that have taken place so far this fall as part of this change idea are:	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the **specific data/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.

		• Reviewed Unit 1 and Revised Stage 1 and 2 to:
		   ○ Ensure data is collected around the reading process
		   ○ Success criteria is developed around the reading process
		   ○ Skills and knowledge around the reading process are identified
		 • Designed and implemented baseline assessments to "Know Students as Readers"
		   ○ Important data considered:
		      ■ Close reading strategies applied
		      ■ Capacity to summarize, connect, analyze
		      ■ Student affective relationship with reading
		 • LASW protocol for baseline assessment
		   ○ Discussed in grade level teams
		   ○ Identified Strengths	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the **specific data/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.

		o Areas in need of Growth
		    o Hypothesize Next Steps (to be processed into Reader Centered Problem)
		• Classroom Visits and Coaching Cycles with ELA I and ELA II
		    o Focused on defining the Reader Centered Problem
		    o Discussion around primary and secondary drivers
		    o Deliverable: a change idea targeted to the grade level needs of students as readers.
		
		Next steps include:
		• Finalize change idea for ELA I and ELA II
		• Implement change idea for ELA I and ELA II and monitor data	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the **specific data/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.
		• Replicate process for ELA III, AP, and Senior ELA courses • Report out during department meetings to guide conversation around vertical alignment	
#70 – **2020-2021: 2018 Total Cohort 4-Year Grad Rate – All Students**	10.8%	Student data has been individually and collectively identified for every senior. Each scholar has a schedule created to allow them to graduate in June or August based on where they stand. Scholars that have shown no interest in finishing we continue to identify to offer a GED/TASC option through RCSD OACES. 12 Scholars we have grave concerns about will be adopted after first MP to provide an addition quarter of support. Regents prep will be offered 6 weeks prior to January Exams, especially for all new entrants to be able to take the exam twice. Scholars in need of exams have been identified for additional assistance during their SUPPORT period.	194 in Total Cohort 18 dropped Out 12 Scholars we have grave concerns will cross the finish line in June.They have less than 15 credits. 49 Still need Regents Exams to graduate.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the **specific data/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.
#88 – **2020-2021: 2017 Total Cohort 5-Year Grad Rate – All Students**	84.3%	3 Gen Ed scholars are no longer attending. 1 NYSSA scholar is attending and plans to graduate in June at age 21.	4 Scholars still enrolled: Bryant, Crane (NYSSA). Two are officially in the process of being dropped. One is NYSSA and will graduate at 21 and the other is very sporadically attending and not closer to graduation. Grad rate will most likely stay where it ended at 84.3%

Part III – *Demonstrable Improvement Indicators-Level 2*

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

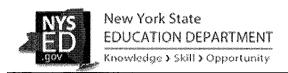| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the **specific data/evidence** used to determine progress and impact on instruction, student learning, and achievement. • Describe how 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.
#130 – **HS Math All Students Performance Index**		See Indicator #67	See Indicator #67

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the **specific data/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.
#140 – **College, Career and Civic Readiness Index – All Students**		Scholars have been enrolled in courses to challenge them for both AP and Dual Credit. Seal Of Biliteracy and Civic Pathway candidates have been identified and will be supported to meet the end goal. CTE Senior Completers will be supported	AP Class attendees have been tracked. Dual Credit attendees have been tracked Seal of Biliteracy and Civic Readiness are being tracked. This school year we have approximately **12** candidates for the Seal of Biliteracy. Students are tracked and are part of a google classroom that provides all the necessary requirements for obtaining the Seal of Biliteracy. CTE Pathways are being tracked for this cohort.
		Seal of Civic Readiness pilot school	20 students graduated with the Seal of Civic Readiness from the pilot held in 2 classes. All students will have the opportunity to graduate with the Seal in 22-23 school year. Created student tracker to help students work towards the Seal. Google form sent to staff to ascertain if students can earn credit for the Civic Participation in different courses offered at East.
		88% passed the Global II regents exam in the Summer	SMART Goal: By the end of the 2022-2023 school year, 80 % of students who attend class 90% will demonstrate improvement in their writing by explicitly teaching and incorporating social studies skills. Evidence will be increasing their standard writing score from 0-5 on essays and paragraphs.

New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	- Provide the **specific data/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.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the **specific data/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.
#170 – **HS Chronic Absenteeism – All Students**	46%	We hired a new Attendance Assistant that is a novice with all systems. He is slowly catching up to speed and is conducting home visits for our chronically truant. Calls have also been made by staff to determine what barriers are present and how we can support families. Locating completely missing scholars has also been the focus so they can be properly removed from our records. Calls Letters Home Visits	344 scholars (208 @ 20%+, 136 @ 10-19%, 6 @100% absent.) 344/755 = 46%

| **#230**

HS Science All Students PI | | During summer and Fall 2022, student and instructional data was analyzed to identify a specific instructional area for improvement, resulting in the creation of the following SMARTGoal:

Over the 2022-2023 school year, 80% of students will show growth in articulating their analysis and interpretation of data, as measured six times per year on independent tasks including CEPTs/PTs and unit-embedded tasks, and evaluated using a shared rubric

Teacher leaders have also worked on identifying primary drivers (key strategies) for addressing the goal and the following have been identified for this goal:

Primary Driver #1:

Students clearly articulate their sensemaking.

The change ideas that are being worked on are:

A. Teachers ask questions that elicit student thinking

   • Including questions that prompt metacognition and welcome acknowledgement of "not knowing yet"

B. Teachers provide appropriate scaffolds/supports/strategies for writing

   • Teachers and students plan for gradual removal of scaffolds

Action Steps: | • Key data that informed our SMARTGoal included overall scores on Regents exams and relative performance on part C and D of each exam; analysis of student work on transfer tasks involving analysis of unfamiliar data; analysis of unit test responses requiring data analysis
• Baseline data collected so far at the start of the school year includes:
   ○ Baseline data measured each Scholar's proficiency in the following areas: observations of data, description of patterns, connections to background knowledge and the context of the data, description of meaning making, identifying the limitations of sensemaking, revision based on feedback, and metacognition.
• What we've noticed from this data (analysis):
   ○ Students generally scored stronger on questions that asked for observations and connections to background knowledge than on questions evaluating their description of patterns or cause and effect relationships
   ○ Student description of their meaning making and reflection upon their thought process or challenges could be improved with added detail and expansion.
• Progress monitoring data that will be collected over the course of the year includes:
   ○ Six assessments per course throughout the year will be evaluated using the data analysis rubric
   ○ Looking at Student Work protocols to analyze student responses to data analysis prompts
   ○ Classroom observations of feedback to students and use of strategies to develop growth mindset |

		A. Teachers use effective questioning strategies	○ Lesson plans and materials describing metacognitive stops and reflection on science practices
		• Teachers know how to plan for questioning and how to have students talk during class	
		• Teachers know how to use student responses to drive instruction and create scaffolds	
		B. Teachers use effective strategies for teaching writing about science:	
		• Teachers have a bank of strategies for teaching writing	
		• Teachers know how to select strategies for teaching writing.	
		Primary driver #2: Students are intrinsically motivated to learn, solve problems, and make sense of data	
		The change ideas that are being worked on are:	
		A. Students have a growth mindset, sense of self-efficacy, and find their learning relevant	
		Action steps:	
		Teachers wil:	
		Develop <u>Structures that support autonomy</u>.	
		Practice culturally relevant and sustaining pedagogy.	

		Supporting self-efficacy through <u>wise feedback</u>.	

#240 –

HS Social Studies All Students Performance Index

Social Studies SMARTGoal: By the end of 2021-2022, (85%) of scholars, who attend class 90% of the time, will demonstrate growth in their ability to write, as measured on a rubric from 1-5. Evidence will include paragraphs, CRQs, and essays as measured by PTs, classwork, and CEPTs. Growth tracking will be recorded by the subject in the Upper School Social Studies Master page materials folders.

- Primary Strategy: improve writing skills by implementing the ATTW strategies and sharing strategies that work, and those that do not.
- Using the LASW protocol to track progress towards SMART goal at the end of the unit.

Curriculum:

- Enduring Issues: Students will connect the past to the present and the concept of continuity over time.

Instruction:

- Incorporated New Visions of Social Studies Practices with the Thinking demand matrix.
- Teachers are sharing strategies that complement the thinking demand. This includes, but is not limited to ATTW strategies, debate, T/charts, BBK, odd one out, and interactive word walls

We await confirmation of our Accountability Cohort to be able to conduct an analysis of this group, specifically, but 3-year outcome Regents results for the 2018 Total Cohort (n=171) are as follows:

Global History:
- PHE Exempt: 151/171 = 88.3%
- Level 4 or 5: 0/171 = 0%
- Level 3: 2/171 = 1.2%
- Level 1 or 2: 0/171 = 0%
- Not Tested: 16/171 = 9.4%

US History & Government:
- PHE Exempt: 106/171 = 62.0%
- Level 4 or 5: 2/171 = 1.2%
- Level 3: 11/171 = 6.4%
- Level 1 or 2: 2/171 = 1.2%
- Not Tested: 50/171 = 29.2%

Looking at Student Work Protocols - The Math team has engaged 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.

Report Card/marking period grades/progress reports:
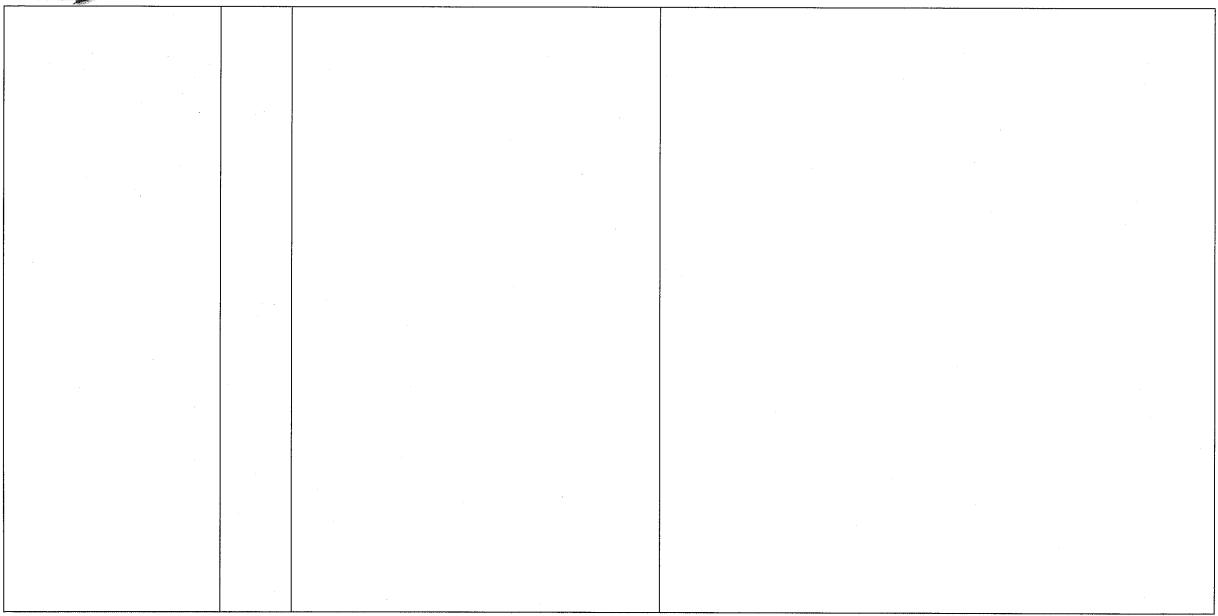- Anticipated November 2021

Building-created Common Formative Assessments -
- Anticipated November 2021

		Programming: - The social studies and ELA departments are offering a Humanities Course in ninth grade. - We are also a pilot school for the Seal of Civic Readiness to promote civic knowledge and activism.	Unit Performance Assessments - Few courses have completed their Unit 1 CEPT or PT for tabulated data yet. - Anticipated November 2021

Receivership, Quarterly Report #1 2022 – 2023 School Year
 (As required under Section 211(f) of NYS Ed. Law)

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

Receivership, Quarterly Report #1 2022 – 2023 School Year
(As required under Section 211(f) of NYS Ed. Law)

• 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.
• 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	The CET team, East's Family and Community Engagement (FACE) team, supports the strategies as outlined above and is committed to continuing its mission of aligning school, home, and community resources in ways that support these school goals in service of scholar success. An example of this includes a planned monthly workshop series of professional learning for families with topics chosen by families and which support the school goals. Also, FACE continues to be a vehicle for prioritizing and connecting families with integrated support for scholars that support improvement on the above indicators. This continues to include academic enrichment - using volunteers and/or tutors, college, and career readiness - working with area colleges advising students of application/enrollment requirements as well planning to host a job fair for students, physical and mental health support offerings, or other social services - such as access to our food and resource pantry. Additionally, our CET team supports our current strategic plan. Specifically, they expressed an interest in our plan to focus on school climate and culture by rebuilding our family group structure.

Part V - *Receivership Powers*

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

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): Shaun Nelms
Signature of Receiver: _____
Date: 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 Alicea
Signature of CET Representative: _____
Title of CET Representative: Home School Assistant
Date: 10/31/2022