

**2022-2023 Receivership School Final Report and 2023-2024 Continuation Plan**  
Report Period: *April 29, 2023, to June 30, 2023 (Due July 21, 2023)*

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

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered a formal evaluation by 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	Cohort I	<a href="https://www.rcsdk12.org/east">https://www.rcsdk12.org/east</a>

Superintendent	School Principal (If appointed since the last reporting period, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Marlene Blocker	Ed Mascadri	July 1, 2023	Jennifer Rees - Chief Academic Officer Caterina Leone-Mannino - Asst. Supt.	9-12	85.3%

### ***Executive Summary***

Please provide a *plain-language summary* of this combined report and continuation plan to both reflect the changes and progress made since the last reporting period and to describe how actions taken to implement lead strategies, engage the community, and enact Receivership powers during the past quarter will provide a basis for developing a data-informed continuation plan for the next school year.

The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.

East Upper School, in partnership with the University of Rochester East EPO, served approximately 710 students in Grades 9-12 in the 2022-23 SY. At East, we are taking charge of our future by being tenacious, thinking purposefully and advocating for self and others. The EPO is currently under approved contract to continue services through the 2024-25 SY; collaborative review and discussion of future planning is underway for potential continuation.

East Upper has a new principal, Ed Mascadri (formerly East Freshman Academy Director) who was appointed July 1, 2023. In addition, EPO leadership has a new superintendent, Marlene Blocker (formerly East Upper Principal) and assistant superintendent, Caterina Leone-Mannino (formerly a Receivership Principal and RCSD Central Office Administrator); both were appointed effective July 1, 2023. EPO leadership will continue to focus on support of school-wide systems with continuity and consistency across the campus, as well as increasing family and community engagement to support strategic improvement goals.

Data from the 2022-23 SY reflects continued improvements in student achievement, graduation rate, and school climate. Average daily attendance and chronic absenteeism continue to be a challenge post-COVID; additional focus on campus-wide development of a multi-tiered system of support (MTSS) to address attendance through a strengthened community school model is part of the school's continuation plan.

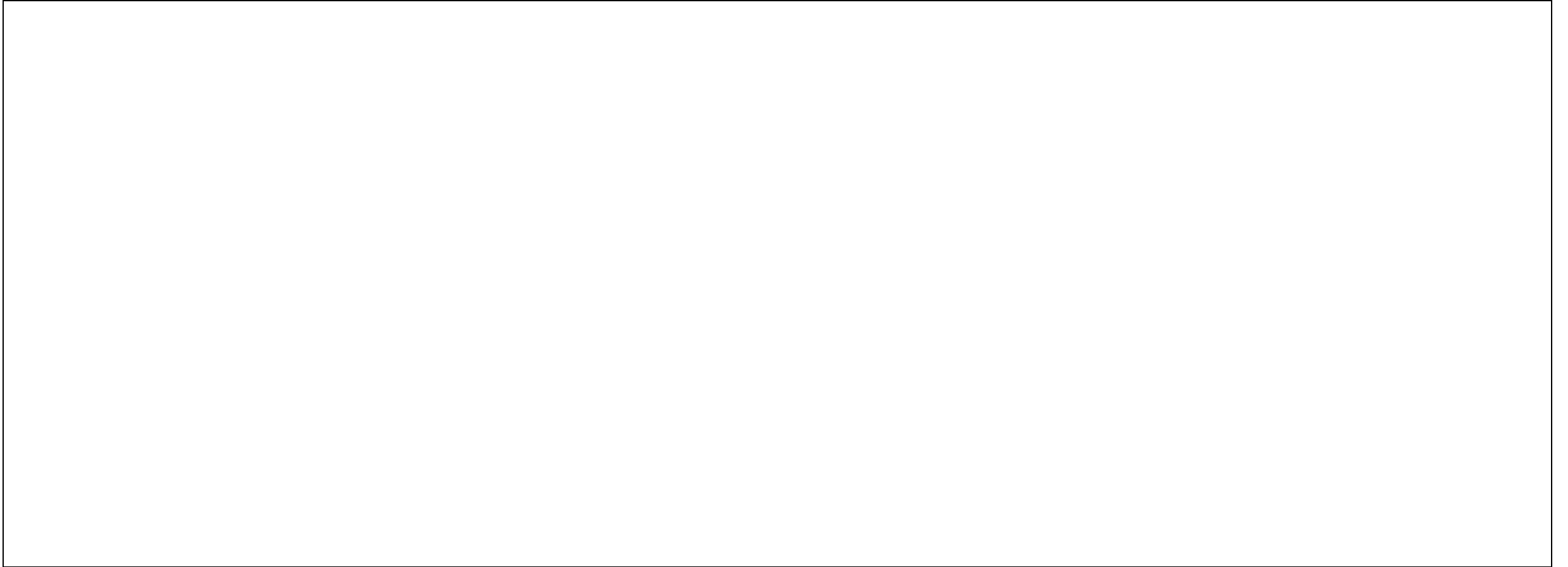
The East EPO continues to support deep change in the area of curricular and instructional practices through strong teacher leadership and collaborative backwards curriculum design which incorporates culturally responsive practice, authenticity and vertical alignment including embedded performance tasks, transfer goals, and spiraling learning standards. Vertical alignment of the curriculum units with a focus on prioritized department specific transfer goals will continue during the 23-24 SY. In addition, revisions will include reference to updated Next Generation Learning Standards and a focus on alignment with the school's mission and vision. Instructional practice and professional learning will focus on developing strategies for higher level questioning, spiraling, and a focus on metacognition and reflection. An enhanced focus on collaborative teacher reflection and growth-focused feedback will provide differentiated support for staff.

A Culture & Climate and Socio-Emotional Learning (SEL) Plan include a focus on ensuring positive communication, staff team building, and positive celebrations. A renewed training for *Leader in Me* will be offered to school staff to ensure implementation fidelity in the 23-24 SY. Family Group, Restorative Practice, and Lighthouse Committee will continue and be incorporated into the MTSS model for SEL support.

A strengthened community school model with data sharing, coordination and integrated services is planned for next school year. Center for Youth has been contracted as Lead Agency for community school coordination for the 23-24 SY; a new Community Coordinator, Luis Zarate, brings eight years of experience in leading community school model in a receivership school. A focus on establishing a human-centered case management model to support attendance, socio-emotional/behavioral supports, and academics within a community school framework is planned for the 2023-24 SY.

In order to ensure that EPO contract continues to be recognized by RCSD, East EPO leadership will continue to strategize with NYSED regarding receivership flexibilities, particularly in the area of budgeting, enrollment, and student placement. Strategic planning for continuation of the East EPO are anticipated areas of focus for the 2023-24 SY.

A Family & Community Engagement Team meeting was held on June 13, 2023 for input and review of this report; a copy of the presentation is linked [here](#).



**Overview of School Demographic and Four-Year Trend Data**

Please provide the demographic and four-year trend data requested below. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum included on page 4 of this template as a resource to determine related calculations.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, the School Demographic and Four-Year Trend Data should be reported as 'point-in-time' for each reporting period.

Data Source: \_\_\_\_\_ROC3D\_\_

Date of Capture: \_\_\_\_\_6/29/23\_\_

Total Current Enrollment/Registrant Counts: N= 762

SWD \_\_17% (n+129)

ELL \_\_16%

SWD/ELL percentage total 3%

<b>Average Daily Attendance and Chronic Absenteeism Rate by Year</b>				
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2021-2022</b>	<b>2022-2023 (YTD)</b>
<b>Average Daily Attendance Rate</b>	84%	86.9%	77.8%	79.2%
<b>Chronic Absenteeism Rate</b>	53.4%	NA%	63.2%	59.7%

<b>Suspension % Rate and Number by Category</b>				
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2021-2022</b>	<b>2022-2023 (YTD)</b>
<b>Out-of-School Suspensions</b>	4.9%/#N/A	1.9%/#N/A	21.3%/#151	21.1%/#156
<b>Duplicated Suspensions</b>	N/A	N/A	9.6%/#68	10.3%/#76
<b>Unduplicated Suspensions</b>	34.8%/#121	13.55%/#90	35.2%/#250	24.1%/#178
<b>ELL Suspensions</b>	N/A	N/A	7.7%/#25	8.5%/#28
<b>SWD Suspensions</b>	N/A	N/A	16.7%/#53	18.3%/#60

**Suspension Tracking and Reporting Addendum**

**Out of School Suspensions #: 156**

Number of students who received at least one day of out of school suspension.

**Duplicated Suspensions #: 76**

Number of the same student(s) suspended more than one time.

**Unduplicated Suspensions #: 178**

Number of students suspended out of school one time.



**English Language Learners (ELL) Suspensions #: 28**

Number of ELL students suspended at least one time.

**Students with Disabilities (SWD) Suspensions #: 60**

Number of students with disabilities suspended at least one time.

**Directions for Parts I, II, and III** - District and school staff should respond to these sections of the document by both analyzing and summarizing the steps taken to implement lead strategies since the third quarter, as well as by identifying key strategies that will be included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and ultimately, the school improvement process*. The report and continuation plan should include a clear focus on *how evidence guides decisions* and an articulation of explicit, equitable educational supports accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space.

- When responding to prompts pertaining to the *Final Report and Reflection*, include processes that were used in Quarter 4 to assess the impact of strategies implemented on student learning outcomes.
- When responding to prompts pertaining to the *2023-2024 School Year Continuation Plan*, include processes for assessing impact on student learning outcomes that will be implemented during the new school year.
- The implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
  - Claims should be evidentiary in nature.
  - Reported information and related data should be accessible and able to be reviewed upon request

- 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 School Improvement**

*Include 3-4 core lead strategies that are central to the school’s improvement plan. The lead strategies included should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.*

**Final Report and Reflection on Lead Strategies Applied during  
April 29, 2023 – June 30, 2023**

**Lead Strategies that will Guide the 2023-2024 School Year  
Continuation Plan**

<p>List the lead strategies that guided the school's improvement work during the 2022-2023 school year, including any that were discontinued.</p>	<p>For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether the lead strategy will be maintained during the next school year.</p>	<p>List the lead strategies that will guide the school's improvement plan during the 2023-2024 school year.</p>	<p>Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year's demonstrable improvement targets.</p>
<p>1. A primary strategy was <b>capacity building of leaders and systems related to strategic planning</b>, including overall school improvement planning across all 6 tenets of the DTSDE as well as department-specific strategic planning and continuous improvement related to SMART-Goals and school-wide instructional improvement goals.</p>	<p>This strategy was selected for both the 21-22 and 22-23 school year due to timing and need. During this time in the East/UR project, the initial 5-year plan finished and leadership of this work transitioned from the UR to the educators at East. In order to ensure continuity of the success of the East Model and consistent impact on scholars for years to come at East and beyond we recognized a need to build capacity in staff and work toward the establishment of lasting, internal school-wide systems and structures that promote continuous improvement through effective implementation, monitoring and adjustment that supports scholar achievement and school growth. Although we made some progress in the 21-22 school year, the lasting effects of COVID on our systems presented challenges that pulled leaders' time and attention away from this work and there were still areas for further development, which led to us retaining this strategy during the 22-23 school year. This year we focused on consistency and more effective implementation with department-specific continuous improvement planning under the leadership of teacher leaders and further developed systems for identifying, collecting, and analyzing data to improve practices across all academic areas throughout the school. <b>While the strategy will be maintained in the school's work for the upcoming year, it will not remain as one of our</b></p>	<p>East EPO Superintendent and Assistant Superintendent leadership transitioned effective July 1, 2023. There will be a renewed focus on <b>establishing school-wide systems, with vertical alignment across campus</b>, to promote continuous improvement and ensure success for all students. This will include <b>regular analysis of school data with school leaders to progress monitor collaboratively with district leadership</b>. EPO district leaders will utilize the Center for Educational Leadership's <a href="#">Principal Support Framework</a> to strengthen the partnership between system leaders and school leaders; the <a href="#">Professional Standards for Educational Leaders</a> (PSEL)</p>	<p>The April 2023 NYSED OISR Onsite Technical Assistance Session identified a need to <b>strengthen the connection of Teacher Leaders to the development of the administrators</b>. An enhanced focus on <b>optimizing systems</b> to support collaboration, communication and coherence through <b>distributive leadership</b> will strengthen shared and consistent expectations of equity and instructional excellence for all scholars. <b>School leaders will meet with district leaders regularly to review progress</b> towards attaining school-wide, grade-level, and content-specific goals to plan for professional development and plan for continuous improvement. <b>Strengthened systems for data-sharing and</b></p>

	<p><b>lead strategies for the purpose of this report, as there are other areas that the school will focus on.</b></p>	<p>will guide coaching and professional learning.</p>	<p><b>communication</b> with support staff, families and community partners will be established to establish a <b>human-centered case management model</b> to support improvements in student attendance, socio-emotional and behavior supports, and academic interventions/enrichment opportunities within a <b>community school framework.</b></p>
<p>2. Another primary strategy includes pursuit of our <b>“guaranteed and viable curriculum”</b> (a curriculum that is written, enacted, supported, and learned). This involves 100% of the East faculty in writing, reviewing, assessing, and revising curriculum units. The specific focus area for this year was <b>vertical alignment</b> with prioritized department-specific transfer goals. This strategy is designed to span the next 4 years as we look 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</p>	<p>This strategy built on the work done previously, adding depth as each department/course team focused deeply on one long-term transfer goal for their department and collectively worked toward vertical alignment that ensures the each course curriculum is at the grade-appropriate level of challenge and that the department curriculum builds intentionally across the grades 6-12. As part of this work, all courses identified critical content and skills related to the transfer goal of focus and revisions were made to units and performance tasks using looking at student work as a key strategy. <b>This will continue to be a key strategy for the next 3 years as indicated previously, as our approach engages teachers in the school in deeper work related to 1 prioritized transfer goal each year and each department as 3-5 transfer goals.</b> We will also continue to design and implement unit-aligned interventions so that, as scholars at East are engaged in challenging curricula, they are also supported in further developing any gap areas. By further developing these 2 components within our curriculum, it is getting closer to being guaranteed and viable and impacting our DIs positively.</p>	<p>2. Pursuit of a “guaranteed and viable curriculum” (a curriculum that is written, enacted, supported, and learned). This involves 100% of the East faculty in writing, reviewing, assessing, and revising curriculum units. The specific focus area for this upcoming year will be <b>vertical alignment with a second prioritized department-specific transfer goal (a different one from the previous year).</b></p>	<p>This strategy is designed to continue to span several years as we look to <b>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.</b></p>

<p>level standards and achievement of our mission and vision.</p>			
<p>3. Staff will engage in collaborative inquiry around <b>engaging scholars at their optimal level of challenge by adjusting various “levers” as part of lesson design and implementation, including: questioning, scaffolding, and differentiation.</b></p> <p>As part of this work, we will continue into our second year of school-wide implementation of Advancing Thinking Through Writing (ATTW) strategies.</p>	<p>As previously mentioned, this strategy was selected as key lever because it is based on John Hattie’s meta-analyses of strategies that have shown to have a large effect size in the classroom. We have not yet gone in depth around several areas of the Lesson Quality Checklist and those are the areas that will be further explored as this strategy is maintained. This strategy was based on East student achievement trends that indicate our scholars are in need of greater attention to their writing instruction as well as deeper thinking and discourse work. Because we were able to dive deeply into teacher clarity on the intended thinking within a lesson and comparative thinking specifically, we have laid a strong foundation to now progress deeply into the varied “levers” that one can manipulate in lesson design to ensure that all scholars are met at their optimal level of challenge, including questioning, scaffolding and differentiation. <b>We will not continue this specific strategy for the upcoming year, but we will delve into yet another research-based strategy that is part of East’s instructional model - reflection and metacognition - and how that supports students’ learning.</b> Strategies for writing instruction support with ATTW at this point are being embedded in specific structures like Support, literacy, ELA, and other curriculum, so this will also not be part of the school-wide strategy.</p>	<p>3. Staff will engage in collaborative inquiry around <b>engaging scholars in reflection and metacognition</b> as part of lesson design and implementation.</p> <p><b>A continued focus on academic discourse and higher order questioning</b>, with additional professional learning.</p> <p>As noted in the April 2023 OISR Support session, <b>professional development for higher level questioning</b> will be embedded throughout the year for <b>teachers, teacher leaders and administrators.</b> <b>Instructional walkthroughs and evaluation feedback</b> will be focused with <b>specific actionable next steps</b> for instructional improvement in these focus areas. This trend data will be used to support <b>differentiation</b> for staff.</p>	<p>As previously mentioned, this strategy was selected as key lever because it is based on John Hattie’s meta-analyses of <b>strategies that have shown to have a large effect size in the classroom.</b> We have not yet gone <b>in depth around 2 remaining areas of East’s instructional model / Lesson Quality Checklist</b> and those are the areas that will be further explored over the next 2 years. One strategy is reflection/metacognition, which we will study together as a staff next year and the other is collaboration, which we anticipate diving deep into during the 2024-2025 school year.</p> <p>As noted in the April 2023 OISR Session, an <b>enhanced focus on teacher reflection</b> will be embedded within Common Planning Time. Teacher Leaders and Administrators will also collaborate to explore</p>

<p><b>4. Tenet 5 Social Emotional Learning (SEL) -</b> 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.</p>	<p>Throughout <i>Quarter 4</i> the following took place for the Tenet 5 SEL Team:</p> <ul style="list-style-type: none"> <li>-Continued to meet during Wednesday Professional Learning time;</li> <li>-Completed the final session of the Trauma, Illness, and Grief Building Crisis Team (TIG) training offered by the RCSD on 4/28/23;</li> <li>-As a Mental Health team continued to review and/or develop Safety Plans or Crisis Plans for scholars determined in need of support;</li> <li>-Developed an SEL Coordination Plan for the 2023-2024 school year;</li> <li>-Submitted the Vendor Information Form, Certificate of Liability Insurance, and Scope of Services to contract with the Children’s Institute for the 2023-2024 school year;</li> <li>-Supported the school-wide Eagle Day (SEL celebration) on July 1<sup>st</sup>;</li> <li>-With supports of the Assistant Superintendent and Community Agencies an SEL Appreciative Inquiry was conducted with over 200 scholars;</li> </ul>	<p><b>Coordination of the SEL team with community partners and other school structures for support</b> (i.e., family group, restorative practice, <i>Leader in Me</i>) is an important next step. In addition, leadership will establish <b>monthly cycles for data review, improvement planning, and shared decision-making</b> related to school wide SEL initiatives.</p> <p>Renewed and initial training for <b>Leader in Me</b> is scheduled for Summer 2023 which will position the school for implementation fidelity in 23-24 SY.</p> <p>The following SEL Coordination Plan titled “<i>2023 – 2024 Tenet 5 SEL Initiatives to Promote SEL for Students</i>” outlines lead strategies to guide school improvement:</p> <p><b>Summer:</b>-Foster a Supportive School Climate by developing</p>	<p><b>spiraling strategies for instruction.</b></p> <p><a href="#">he CASEL Guide to Schoolwide Social and Emotional Learning</a> – has been used as the framework to guide the East SEL Plan. EPO leadership will guide school leaders through use of the <a href="#">CASEL Schoolwide SEL rubric</a> to focus on implementation progress, adjustments, and continuous improvement. The East campus will continue with Focus Area 2 – Strengthen Adult SEL and will then ultimately transition into Focus Area 3 – Promote SEL for Students.</p> <p>The April 2023 NYSED OISR Onsite Technical Assistance Session outlined the need for <b>measuring the impact of SEL on students and staff</b>; this will be accomplished in partnership with Children’s Institute (Staff PD impact), UR (climate survey), and Leader in Me (implementation monitoring).</p>
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	<p>-Attended the SEL National Symposium on June 2<sup>nd</sup>;</p> <p>-Implemented SEL Professional Learning Communities (PLCs) to continue promoting SEL Adult understanding with a focus on the 5 Core Competencies on 5/15/23 during Half-day for scholars;</p> <p>—In addition, Restorative Practices professional learning and SEL End of the Year Self-Assessment was completed on the Half-day.</p>	<p>and aligning SEL work that ensures students receive consistent SEL supports with the following groups:</p> <ul style="list-style-type: none"> <li>--Family Group</li> <li>--Restorative Practices</li> <li>--Lighthouse Committee</li> </ul> <p>-Develop with appropriate stakeholders Tenet 5 Strategic Action Plan.</p> <p><b>Summer:</b> In conjunction with the Children’s Institute Inc.:</p> <ul style="list-style-type: none"> <li>–Align scope of services:</li> <li>—Develop SEL needs &amp; readiness assessment.</li> </ul> <p><b>Summer:</b> Youth Mental Health First Aide (YMHFA training)</p> <p>Staff PL on July 26<sup>th</sup></p> <p>*Based on the University of Rochester – <i>Supporting Our Scholars</i> initiative.</p>	
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		<p><b>Summer: Onward: Cultivating Emotional Resilience in Educators</b></p> <ul style="list-style-type: none"> <li>-Strengthen Adult SEL (CASEL)</li> <li>--August PL Week – Tenet 5 SEL Team</li> </ul> <p><b>Quarter 1: Integrate SEL into Student Supports</b></p> <ul style="list-style-type: none"> <li>-Based on the aligned summer work with Family Group; Restorative Practices, and Lighthouse Committee:</li> <li>*Increase access to internal community entities (Center for Youth, Hillside, Ibero, etc.)</li> <li>**Key Initiative – Elevate Student Voice</li> </ul> <p><b>Quarter 1: Baseline SEL Assessments</b></p> <ul style="list-style-type: none"> <li>-Surveys will be completed with Children’s Institute Inc.</li> </ul>	
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		<p>-- Surveys will be distributed to families, scholars and staff</p> <p>1. Families and Students: Relationship driven focus on perceptions of school, priorities of S/E skill building, and key needs to promote S/E growth in relationship with the building.</p> <p>2. Staff: Experiences with SEL PLC's, and strengths &amp; challenges with SEL implementation/curriculum. In addition, needs to feel supported, develop deeper relationships with staff and students, and ability to foster their student's overall social and emotional development.</p> <p>*Assessments will analyze data collected to determine themes to prepare "findings" that will be shared with the Tenet 5 SEL Team and Administration.</p>	
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		<p>**Results will be correlated with Tenets 3 &amp; 4 in order to understand the complete picture of existing supports as they relate to Tenet 5.</p> <p><b>Summer and Quarter 1:</b> In addition but not limited to are continued SEL Focus Area initiatives: members of the SEL Tenet 5 Team will attend the 2023 SEL Exchange Conference – CASEL from November 7-9; continuation of the SEL PLCs; and SEL Administrative Strategic Planning during Administration Week on July 26<sup>th</sup>.</p>	
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**Part II**  
**Demonstrable**  
**Improvement**  
**Level**  
**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, action steps, goals, and commitments to support progress toward the*

*Demonstrable Improvement Indicator targets.*

<b>Final Report with Reflection on Lead Strategies Utilized during April 29, 2023 – June 30, 2023</b>	<b>2023-2024 School Year Continuation Plan for Meeting this Indicator</b>
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Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>																		
<b>#67 Total 2021 Cohort (10th Graders) Passing Math Regents</b>	<table border="1"> <thead> <tr> <th>Level</th> <th># in Level</th> <th># in Level WITH Exemptions</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>49</td> <td>11</td> </tr> <tr> <td>2</td> <td>58</td> <td>8</td> </tr> <tr> <td>3</td> <td>68</td> <td>6</td> </tr> <tr> <td>4</td> <td>1</td> <td>0</td> </tr> <tr> <td>No Scores</td> <td>13</td> <td>3 (No Score but exemption listed)</td> </tr> </tbody> </table>	Level	# in Level	# in Level WITH Exemptions	1	49	11	2	58	8	3	68	6	4	1	0	No Scores	13	3 (No Score but exemption listed)	Strategies #2 & 3 outlined above.
Level	# in Level	# in Level WITH Exemptions																		
1	49	11																		
2	58	8																		
3	68	6																		
4	1	0																		
No Scores	13	3 (No Score but exemption listed)																		

**Part III – Demonstrable Improvement Level 2 Indicators**

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

Final Report with Reflection on Lead Strategies Utilized during April 29, 2023 – June 30, 2023		2023-2024 School Year Continuation Plan for Meeting this Indicator
Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
<b>2020 Cohort: (11th Graders)</b>	<p><b>Smart goal:</b> In the 2022-2023 school year, all ELA courses will see measurable growth in students' capacity as independent, purposeful readers as measured by:</p> <ul style="list-style-type: none"> <li>Frequency and length of independent reading.</li> </ul>	<p>Based on goals and outcomes from the 2022-23 school year, the 2023-24 school year will begin with full implementation of units <b>vertically aligned to the ELA department's first transfer goal: "Students will engage purposefully with texts in order to achieve learning goals and make</b></p>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
<p><b>Passing ELA Regents</b></p>	<ul style="list-style-type: none"> <li>● Evidence of active reading (annotations)</li> <li>● Self-reported affective responses from students</li> <li>● Outcomes in formal writing*</li> </ul> <p><b>Specific strategies implemented:</b></p> <ul style="list-style-type: none"> <li>● Assessed students reading capacity (9/22)</li> <li>● Determined points in curriculum where explicit instruction, measurement, and feedback will happen in regards to the reading process (9/22)</li> <li>● Collected and organized data around students as readers (9/22)</li> <li>● Delivered explicit instruction around growth mindset. (9/22)</li> <li>● Established with students a collective understanding of “valid” interpretation and the relationship between text, speaker and audience (reader). (9/22)</li> <li>● Designed learning targets around reading outcomes. (10/22)</li> </ul>	<p><b>connections to the larger world. They will use strategies in order to understand the author’s purpose, choices, and impact of those choices.”</b></p> <p>The departmental focus for the 2022-23 school year was around instructing students to independently <b>set the purpose for reading</b> and demonstrate understanding of that purpose through <b>annotations</b>. Through this process, teachers collected and organized data around students as readers. Teams then determined a reader-centered problem based on the data collected. Teams designed and implemented the first instructional strategy around annotation and, throughout the course of the school year, a single point rubric was used to collect <b>walkthrough</b> and <b>learning walk</b> data around <b>purpose, annotation and the connections</b> between the two. Upper and Lower school teachers also had the opportunity to work together for a full day to review and <b>analyze student work</b> from <b>vertically aligned units</b> to ensure that work products grow in complexity over time in service of the</p>

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	<ul style="list-style-type: none"> <li>● Designed focus questions that will help students become more independent with reading (10/22)</li> <li>● Worked with students to establish a purpose for reading every time they read. Practiced connecting and refining purpose to a more granular level. (ongoing)</li> <li>● Strategically instructed on annotation strategies that fit the purpose for reading. Assessed these annotations and worked towards students personalizing these strategies. (ongoing)</li> <li>● Provided space during instructional time for independent reading of class texts and feedback (ongoing)</li> <li>● Assessed students active reading capacity with a single point rubric which includes success criteria for identifying purpose, planning for annotation, and active annotations.(ongoing)</li> <li>● Assessed students reading using RI diagnostic tool</li> </ul>	<p>reading transfer goal. Teacher feedback from this session was positive and participants expressed the need to continue to collaborate to refine practices around <b>common language and release of scaffolds</b> from grade to grade.</p> <p>For the 2023-24 school year, the <b>first unit for each course is now vertically aligned and will be taught at the start of the school year.</b> Data will be collected to measure progress towards the reading goal and adjustments will be made accordingly, if necessary. In addition, the department will begin to <b>unpack and vertically align to the next transfer goal: “Students will argue from an evidence-based perspective, using effective argumentative/persuasive techniques</b> in order to challenge the status quo.” This work will begin in the summer of 2023.</p>

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	<ul style="list-style-type: none"> <li>• TL coaching cycles conducted with each member of the department, focused on supporting teachers with change ideas to address the established reader-centered problem. (ongoing)</li> <li>• Students scoring below the college readiness benchmark of 80% in January were scheduled to retest in June.</li> <li>• Final reading inventory administered to measure growth throughout the school year.</li> </ul> <p><b>2020 Total Cohort = 203</b>  108 = 65%+ = 53.2%  41 = 50-64% = 20.2%  13 = 40-49% = 6.4%  38 = less than 40% = 18.7%  3 = Not Tested = 1.5%</p>	



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### Grade 9 (196 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Advanced	20	10%
Proficient	39	20%
Basic	57	29%
Below Basic	80	41%





### Grade 10 (154 total students)

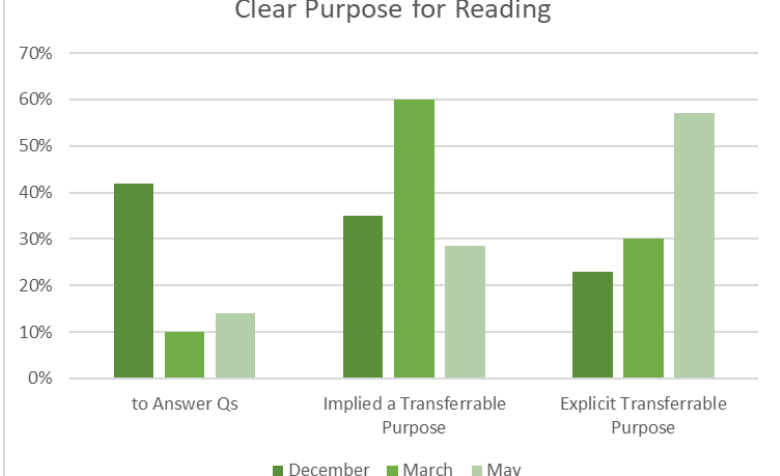
DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Advanced	9	6%
Proficient	50	32%
Basic	44	29%
Below Basic	51	33%

**Grade 11 (150 total students)**

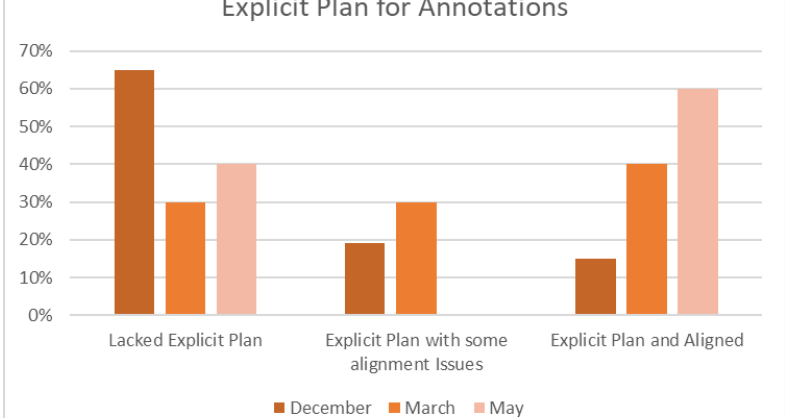
DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Advanced	9	6% 
Proficient	48	32% 
Basic	30	20% 
Below Basic	63	42% 

**Grade 12 (120 total students)**

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Advanced	9	8% 
Proficient	31	26% 
Basic	29	24% 
Below Basic	51	43% 

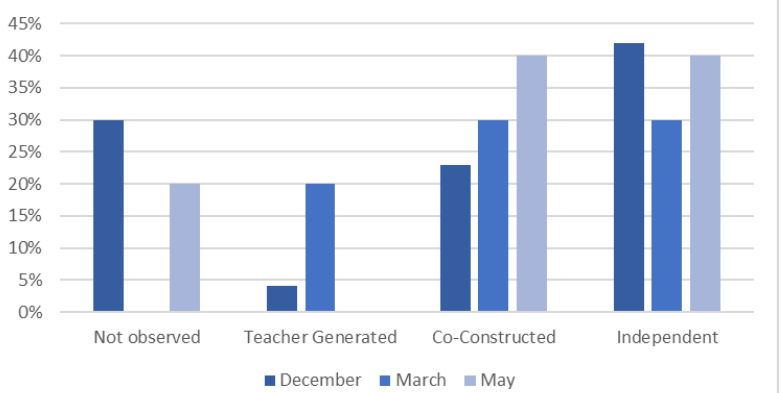
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March	0%	20%	30%	30%																							
May	20%	0	40%	40%																							
#70 –2019 Total Cohort 4-Year Grad Rate – All Students	<p>There were 200 scholars in the 2019 Cohort. Each scholar had specific classes and exams identified that were necessary for completion of high school. Each scholar that was at risk of not graduating was selected by a staff member to be adopted. The final push took place during the last six Saturdays before exams where seniors came into the building to participate in multiple initiatives such as Regents Review, Marking Period Recovery, On-Line Course Recovery and Virtual Academy.</p>	<p>The following strategies will be in place for 23-24</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Non graduates were signed up for <b>Summer School</b></li> <li><input type="checkbox"/> Class schedules for old cohorts and the new 2020 Cohort will be closely scrutinized to create a <b>plan for June graduations 2024</b></li> <li><input type="checkbox"/> <b>Saturday School</b> will take place before January and June exams</li> <li><input type="checkbox"/> Adoptions will take place after January Regents exams.</li> <li><input type="checkbox"/> Marking Period Recovery, OCR and VA will continue to be <b>on-line methods used to earn credits.</b></li> </ul>																									

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<p>7 scholars did not graduate due to not passing the ELA Exam, 6 of those 7 were new entrants from non English speaking places. All other required exams were passed in their native language, only English was the barrier. 150/200 = 75% graduated 24/200 = 12% are still enrolled 26/200 = 13% have officially dropped out.</p>	
<p><b>#88 –2018 Total Cohort 5-Year Grad Rate – All Students</b></p>	<p>We had two new entrants that came since the previous cohort graduated (2018) and in addition we had some remaining. We had a total of 5 still on the books. 1 was NYSSA and exited in June 3 graduated in June (one remaining and 2 brand new this year) 1 was a student that was re-admitted by the RCSD on 3/30 that was a previous drop out and once again never attended. He is the only individual left on the books for the 2018 Cohort.</p>	<p>We do not have anything left to do for this cohort as no scholars are attending.</p>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<p><b>SMART Goal:</b> Over the 2022-2023 school year, 80% of students will show growth in articulating their analysis and interpretation of data, as measured by:</p> <ul style="list-style-type: none"> <li>● Detailed descriptions of data and any patterns or trends that exist, using mathematical reasoning where appropriate</li> <li>● Describing connections to their prior knowledge, the context of the data, and/or scientific principles</li> <li>● Explaining causal relationships within the data</li> </ul>	<p><b>Classroom visits</b> conducted at regular intervals showed improvement in the following instructional practices:</p> <ul style="list-style-type: none"> <li>● Prioritizing which questions or assignments to give feedback to along with more frequent opportunities for feedback and revision</li> <li>● Using questions to gauge what students are thinking about - typically their observations or other starting point</li> <li>● Mix of teacher initiated feedback (Living Environment) and student initiated feedback (Chemistry and some in ES/LE)</li> <li>● Talking through the thought process</li> </ul>

<p>Indicator</p>	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>● Identifying limitations in their sensemaking based on probability and metacognition</li> </ul> <p><b>Specific strategies implemented:</b></p> <ul style="list-style-type: none"> <li>● Assessed students' data analysis formatively (within content-embedded activities) and summatively (using unfamiliar data sets) throughout the year</li> <li>● Teachers engaged in data cycles based on trends in each component of the rubric and trends in student progress to select priority areas for targeted instruction <ul style="list-style-type: none"> <li>○ Making connections to the content of the unit and describing limitations in sensemaking emerged as areas of weakness: students showed the least average growth on these rubric components</li> </ul> </li> </ul>	<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>● Continue with <b>teacher metacognition</b> - how does an expert choose a strategy? How does an expert self-check?</li> <li>● Use <b>strategies</b> in class to validate first attempts, building confidence [competence beliefs], and growth mindset</li> <li>● Have students make connections between the <b>thinking demand or strategy in this task and the approach</b> needed for another task</li> <li>● Additional structured opportunities for <b>reflection/revision of prioritized completed work that did not meet standards</b></li> </ul> <p><b>Grade distribution</b></p> <p>CFA data (averages of all rubric components)</p> <ul style="list-style-type: none"> <li>● Regents Chem: 33/44 improved from the first to last assessment</li> </ul>

<p>Indicator</p>	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>○ Students' proactive use of feedback and resources to revise was noted as a key driver of whether scores and observed confidence improved</li> <li>● Teachers identified opportunities in each unit for practice and specific intervention including exemplars, writing strategies, immediate feedback, and structured revision             <ul style="list-style-type: none"> <li>○ Teachers planned structures for “wise feedback” to encourage students and provide prioritized, actionable feedback on their data sensemaking</li> <li>○ Within each course, consistency in format, expectations, and writing scaffolds (where appropriate) supported students in transferring their learning to new contexts</li> <li>○ Teachers consistently use structures for having students use models and rubrics to support revision of written work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Earth science: 49/105 improved</li> <li>● Gen chem: 48/107 improved</li> <li>● Living Environment: 33/64 improved</li> </ul>

<p>Indicator</p>	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>● Teachers convey the importance of “process over product” (valuing the sensemaking process and thinking demands in addition to the end result) <ul style="list-style-type: none"> <li>○ Positive feedback and emphasis on thinking demands and effort used to develop confidence and reinforce growth mindset</li> <li>○ Consistent use of verbal prompts during formative assessments and written metacognitive questions to support reflection</li> </ul> </li> </ul>	

<p>Indicator</p>	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<p>By the end of the 2022-2023 school year, 80 % of students <b>who attend class 90%</b> 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.</p> <p style="text-align: center;"><b>Change Idea #1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make thinking visible by explicitly teaching social studies skills: contextualization and evidence writing</li> <li><input type="checkbox"/> Focus on 1 element of the writing at a time</li> </ul>	<p>Social Studies Results 2022-2023</p> <p><b>Global I</b> 22 scholars have attendance over 90% 91% of the students showed growth in writing</p> <p><b>Global II</b> 22 scholars have attendance over 90 %</p>



<p>Indicator</p>	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of strategies to improve evidence writing from documents</li> <li><input type="checkbox"/> Model good and better examples</li> <li><input type="checkbox"/> # students independently using strategy to improve their writing. (ATTW, 3-sentence summary, TBD)</li> </ul> <p style="text-align: center;"><b>Change Idea #2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make thinking visible by explicitly teaching social studies skills: contextualization and evidence writing, and ATTW strategies</li> <li><input type="checkbox"/> Focus on ATTW strategies such as appositives, but, because and therefore.</li> <li><input type="checkbox"/> # students independently using strategy to expand their writing.</li> </ul> <p style="text-align: center;"><b>Change Idea #3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make thinking visible by explicitly teaching social studies skills: contextualization and evidence writing</li> </ul>	<p>83% of the scholars have shown growth in writing</p> <p><b>USHG</b></p> <p>10 scholars have attendance over 90%</p> <p>50% of scholars have shown growth in writing</p>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Subordinating Conjunctions to improve analytical thinking</li> <li><input type="checkbox"/> CEA - Claim Evidence Analysis for consistency across subject areas</li> </ul>	

**Part IV – 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 the school and district soliciting input through public engagement.*

*Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school’s Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership. Such should be addressed in response to the prompts below.*

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



Report Out of 2022-2023 CET Plan Implementation	Plan for Use of CET Recommendations in 2023-2024
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<ul style="list-style-type: none"> <li>• List the constituent categories of stakeholders that have participated as CET members during this reporting period.</li> <li>• Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members.</li> <li>• Provide data and related evidence used to measure the impact and efficacy of the CET.</li> <li>• Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Outline the process by which new members of the CET will be identified and selected*.</li> <li>• Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members.</li> <li>• Provide and outline your plan for CET meeting agenda development, action items, follow through, and analysis.</li> <li>• What methods will be used to provide the CET with the necessary information to assess and analyze the impact of lead strategies and/or department-approved intervention model that includes rigorous performance metrics and goals.</li> </ul>
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The East CET, referred to as the FACE Team (Family and Community Engagement Team) met monthly to review reports from school leaders and plan events for Title I Parent Engagement. A survey was conducted to prioritize workshops of interest to parents in supporting their child’s success. A Home School Assistant supported these efforts through his role. FACE was composed of community partners, parents, and school staff. Events included: Participants:

An increased focus on Community Engagement/ FACE will include advancement of **Collective Impact core concepts, beginning with a self-assessment** to prioritize improvement planning in this area. Current FACE team leaders will utilize **[NYSED’s DTSDE Tenet 6 - Family and Community Engagement School Inventory](#)** to strengthen the school’s community engagement focus. In addition, a new partnership with **[Connected Communities](#)** will focus on neighborhood engagement within the EMMA and Beechwood neighborhoods. Collaboration with neighboring elementary school programs, including School 33, will help **strengthen student recruitment efforts**. Outreach is planned to **City of Rochester Neighborhood Development Office** to better understand the demographics surrounding East and ensure alignment with youth development programming in the area, as well as City Planning. An intentional approach for student recruitment is planned for the 23-24 SY to **strengthen feeder pattern alignment** among the surrounding schools.

An AmeriCorps VISTA Fellow will be joining East during the second quarter to support student-student and parent-parent communication about services available at East through social media, branding, and marketing techniques. A key focus of this work will be centering student and parent voice in the continuous improvement process, as well as strengthening peer support networks.

The school will kick-off the 23-24 SY with a Back to School Bash to enhance the traditional student orientation, inclusive of community partners and services to support students and families.

**Part V – Powers of the Receiver**

*Provide a summary of the use of the School Receiver’s powers during 2022-2023 school year.*

*Describe the anticipated use of the School Receiver’s powers during the 2023-2024 school year (pursuant to those identified in Commissioners Regulation §100.19).*

- Day to day services and management of East
- Curriculum & Instructional Programs flexibility
- Modified Collective Bargaining Agreements
- Increased salaries, stipend for bilingual teachers
- Expanded school day for all students
- Smaller class sizes (max. 22 for Freshman Academy; 25 for Gr 10-12)
- Staffing decisions
- Recommendations to the BOE on additional budgetary requirements and staffing.

- Continue with previously named areas.
- Transition in EPO Leadership: Dr. Marlene Blocker was named Superintendent of East EPO and Caterina Leone-Mannino was named Assistant Superintendent for Strategic Planning effective July 1, 2023.
- Assignment of Students to East: Additional focus on Student Placement (enrollment & voluntary transfer requests) to give preference to students residing within 1.5 miles of East, sibling enrollment, and CTE specific enrollment requests; request for quarterly data from RCSD to ensure seat availability is adjusted.
- Exploration of student enrollment feeder pattern with geographically adjacent elementary schools.
- Expand the Community School Model through comprehensive school and community needs assessment. Extended Services to include increased focus on family and community engagement, a renewed Community Engagement Team (CET/FACE) plan including a collective impact structure which promotes more public input from students, families and community members. Luis Zarate is newly appointed as the Community Coordinator to support the Community School Strategy with Center for Youth as a Lead Agency.

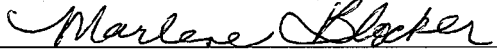


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**Part VI – Assurance and Attestation**


By signing below, I attest to the fact that the information in this Final Report and Continuation Plan is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print): Marlene Blocker, Superintendent, East EPO

Signature of Receiver:   
Date: 7/20/2023

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

Name of CET Representative (Print): Angel Alicea

Signature of CET Representative\*:   
Title of CET Representative: Home School Assistant  
Date: 7/20/2023

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