

2023-2024 Receivership School Quarterly Report #3
Report Period: *February 1, 2024, to April 30, 2024 (Due April 30, 2024)*

This document is to be completed by the Superintendent Receiver and/or their designee and submitted electronically to OISR@NYSED.gov.

Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status and 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, accessible location on the district website. All responses should directly align with or be adaptations to previously approved improvement 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 Upper School	261600010061	Rochester EPO	University of Rochester	1	https://www.rcsdk12.org/domain/10916
Superintendent	School Principal <i>(If appointed since the last reporting period, attach resume)</i>	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Marlene Blocker, Superintendent, East EPO	Edward Mascadri	July 1, 2023	Caterina Leone-Mannino, Assistant Superintendent, East EPO Jennifer Rees, Chief Academic Officer, East EPO	Grades 9-12	79% (2019 Cohort, 5 year) 86% (2018 Cohort, 6 year)

Procedural Checklist for Quarterly Report Completion Review

As the report is completed and reviewed, use the checklist below to confirm completion of each part by placing your initials in the related box.

Title Page

All boxes are fully completed with accurate and point-in-time information.

Executive Summary

The Executive Summary is completed per the related outline.

Data Trend Tables

All tables have been completed with the most recent point-in-time data.

****Suspension Tracking and Reporting Addendum***

*The *Suspension Tracking and Reporting Addendum* is a process outline only. No data is entered on this page.

Building- and District-based Commitments and SMART Goal Strategies

The *SMART Goal Strategies and Actions Towards Attaining Commitments* have been completed by the building and district leaders, including, but not limited to:

- Incremental goals towards meeting targets.
- Strategies, actions, and resources towards meeting targets.
- How all goals and strategies will be measured/assessed.

Part I - Lead Strategies for School Improvement

Each Lead Strategy is outlined, including how the strategy supported meeting achievement-based progress towards this year's DII targets.

Demonstrable Improvement Level 1 Indicators

Each Level 1 Indicator that has been assigned for the current school year is identified. For each indicator, each bullet point has been fully addressed.

Part III – Demonstrable Improvement Level 2 Indicators

Each Level 2 Indicator that has been assigned for the current school year is identified. For each indicator, each bullet point has been fully addressed.

Part IV – Community Engagement Team (CET)

Prompts in each column are completed with the understanding that CET implementation is guided by *Commissioner's Regulations §100.11(b)*.

Part V- Powers of the Receiver & Part VI – Assurance and Attestation

A clear summary of the application of the Powers of the Receiver is provided.

Required signatures have been obtained from regulatory approved CET members who are **not** school administrators.

Executive Summary

East Upper School continues to focus on efforts to provide multi-tiered support to all scholars for attendance, behavior, on-time course credit accrual, and improved graduation rate and advanced diploma attainment. A strengthened focus on vertical alignment and differentiated support for students has yielded improvements in on-time credit accrual. Data systems have been strengthened to include inquiry into alignment of curricular, instructional, and assessment. Chronic absenteeism continues to be an area of concern; supportive home visits have been established to provide supportive connection to community agencies with a holistic focus on scholar and family support.

School-wide systems and structures for distributed leadership drive data-driven decision making related to attendance, socio-emotional learning, and academic support. A spirit of continuous improvement and capacity building is embedded in the school culture and time allocations for team meetings, common planning time, and professional learning. Refinement of a “guaranteed and viable curriculum” with a heavy focus on ensuring vertical alignment and transfer goals, as well as curriculum embedded performance tasks has continued throughout the 23-24 SY. A year-long professional learning focus includes higher level questioning and collaborative inquiry around metacognition; collaborative instructional walkthroughs help guide specific actionable next steps and support.. A strengthened and coordinated approach to socio-emotional learning and coordinated student and family support continues as an area of improvement, particularly as students are presenting with more intensive mental health needs and challenges outside of school. Strengthened coordination of the community school model and authentic opportunities for family engagement are also a priority for the 23-24 SY; data regarding connections in these areas demonstrate significant growth and improvement to date.

Consistent with NY Education Law §211-E, the Educational Partnership Organization (EPO) - University of Rochester - has served as the superintendent of schools for East and been able to bring the focused attention, stability, and consistent support for necessary interventions needed to ensure successful attainment of the DIIs. On 3/28/24 the RCSD Board of Education voted to conclude the EPO partnership with the University of Rochester effective June 30, 2025. Transition planning has begun with RCSD to ensure continuity for families and scholars and continuation of the continuous improvement efforts that have yielded improved student outcomes. Support will be sought from NYSED to support continued success at East amidst major transitions at the Rochester City School District level. A transition plan will be presented to the RCSD Board of Education on May 23, 2024. Furthermore, East Upper School is slated to exit Receivership Status, effective June 30, 2024.

Overview of School Demographic and Four-Year Trend Data

Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 6 of this Reporting Document to determine related calculations .

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as ‘point-in-time.’

Average Daily Attendance and Chronic Absenteeism Rate by Year

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	86.9%	77.8%%	79.2%	80.2_%
Chronic Absenteeism Rate	n/a%	63.2%	59.7%	_57.1_%

Suspension % Rate and Number by Category

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	1.9%/#n/a	21.3%/#151	21.1%/#151	_18%/#_47
Duplicated Suspensions	n/a	9.6%/#68	10.3%/#76	_38.7%/#_55
Unduplicated Suspensions	13.55%/#90	35.2%/#250	24.1%/#178	_61.3%/#_87
ELL Suspensions	n/a	7.7%/#25	8.5%%/#28	_8.5%/#_12
SWD Suspensions	n/a	16.7%/#53	18.3%/#60	_16.2%/#_23

Overview of School Demographic and Four-Year Trend Data

Use the template below to provide four-year graduation, drop-out rate, and 3-8 ELA and Math proficiency rates trend data, as applicable.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, Year-to-Date Data should be reported as 'point-in-time.'

Graduation Percentage Rates

Drop Out Percentage Rates

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Grad. Rate	78%	84%	78%	6.2%
ELL Grad. Rate	52%	85%	68%	2 ELL's graduated early
SWD Grad. Rate	68%	67%	74%	1 SWD graduated early
NYSAA Grad. Rate	n/a	n/a	1 NYSAA student earned a SACC/ 2 NYSAA students who exited program	1 NYSAA is on track to complete a SACC/ 1 NYSAA students who is projected to exit the program

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Drop Out Rate	15%	12%	12%	<u>6.2</u> %
ELL Drop Out Rate	41%	12%	21%	2 ELL's have dropped out
SWD Drop Out Rate	17%	26%	15%	3 SWD's have dropped out
NYSAA Drop Out Rate	0%	0%	n/a	<u>0</u> %

**NYSAA programming is a non-Regents pathway for students with severe cognitive, speech/language and adaptive deficits. Alternative means are provided typically through Dynamic Learning Maps assessments that are linked to ELA, math and science.*

***Percentages included in NYSAA Graduation Rate are indicative of NYSAA students who earned a Skills and Achievement Commencement Credential (SACC) by August of the reported year. There were limited NYSAA students exiting the NYSAA program within the 2019-20 and 2021-22 school years as the program continues to grow out in the East Upper School.*

3-8 ELA Proficiency Rates

	2021-2022	2022-2023
Percentage of Students Scoring Level 3 and Above	___%	___%

3-8 Math Proficiency Rates

	2021-2022	2022-2023
Percentage of Students Scoring Level 3 and Above	___%	___%

Suspension Tracking and Reporting Addendum *The definitions and formulas below are to assist in completing the data tables on page 4. No data should be entered here.*

Out of School Suspensions #:

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

Duplicated Suspensions #:

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

Unduplicated Suspensions #:

Number of students suspended out of school one time.

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time.

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time.

Directions for Parts I, II, and III - District and school leadership should analyze and frame a summary of the steps taken to implement lead strategies aligned with Building- and District-based Commitments outlined during the most recent touchpoint with OISR for the third quarter, as well as by identifying key strategies that were included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and school improvement*. The report should include a clear focus on *how evidence guides decisions* and an outline 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. Applicable resources and related guidance can be accessed via the *Department's Diversity, Equity, and Inclusion and Culturally Responsive-Sustaining (CR-S) Education Frameworks*, (@ [DEI Framework and Policy Statement | New York State Education Department \(nysed.gov\)](#)), [Culturally Responsive-Sustaining Education | New York State Education Department \(nysed.gov\)](#), and in support of the NY Social Emotional Learning Benchmarks @ [NYS SEL Benchmarks \(nysed.gov\)](#).

- When responding to prompts pertaining to the *Quarterly Report #3*, identify processes:
 - Applied throughout Quarter 3 to assess the impact of strategies implemented to improve student learning outcomes, as aligned to Building- and District-based Commitments.
 - Utilized to assess the impact on student learning outcomes that will be newly implemented during the pending new school year.
- Frame how 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.
- To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and School Leadership should *assess the impact* of identified lead strategies on student learning, *as aligned to Building- and District-based Commitments* and Technical Assistance and Support sessions and diagnostic review feedback.

Building- and District-based Commitments and SMART Goal Strategies: Specific/Measurable/Achievable/Relevant/Time-bound

At the close of the last touch point, the following commitments were identified by school and district leaders as priorities for ongoing school improvement. The strategies section is to be completed by school and district leadership and should include specific, measurable, achievable, relevant, and time-bound (SMART) goals aligned with Lead Strategies and DII targets. Strategies should include incremental assessment of measurable progress and actions toward meeting each commitment and SMART Goal, while also assessing the status of how these commitments and SMART Goals have been aligned with and support meeting DII target attainment.

- *For example, “ELA proficiency of SWDs will increase 2% by January 2024 and 5% overall by June 2024.”*

Building-based Commitments

SMART Goal Strategies and Actions Towards Attaining Commitments

- Ensure teachers, Teacher Leaders and administrators are not working in isolation.
- Improve attendance.
- Instructional focus on reflection and metacognition.

- Administrators continue to take leadership in supporting East's curriculum and instructional focus areas. Administrators engage in professional learning bi-weekly to support the growth of Teacher Leaders and Teachers. They partner and work alongside Teacher Leaders to transfer knowledge to their respective departments to ensure consistency and alignment in our curricular and instructional goals. The collaboration and communication among all stakeholders remains fluid.
- Attendance Assistant is working closely with CAST teams to review data and provide outreach and additional referral support through the community school model once the root cause of attendance challenges are identified. Collaboration with Monroe County FACT to ensure appropriate referrals and documentation of support. Supportive home visit and outreach model utilized.
- **August - November Metacognition Rewind** - Throughout the first 4 months of school, we have collectively explored the first 2 change ideas within our instructional improvement plan related to metacognition, including prioritized strategies within change idea #2 related to important types of metacognitive thinking to model. (Change Idea #1 - If we develop a common understanding and shared value of metacognition as a school, then metacognition will more likely be used as part of daily teaching and learning) (Change Idea #2 - If metacognition is regularly modeled, scholars will become more familiar with the language and thinking of one's "inner voice")
December - June Metacognition Preview - We are shifting from change idea #2 (modeling) into change idea #3 (student engagement in metacognition). Upcoming PL will provide opportunities to think more about and refine engaging scholars in metacognition, especially as it relates to questioning and discussion.

District-based Commitments

Supporting Commitment Attainment

SMART Goal Strategies, Actions and Resources Towards

- Reinforce higher-level questioning strategies through Teacher Leaders.
- Differentiation of PD for staff.
- More reflection in CPT.
- Create spiraling strategies for instruction.
- Create and improve systems and structures for continuity/sustainability.

- See below Part I, lead strategies #2 and #3.

Part I – Lead Strategies for School Improvement

Include 3-4 core lead strategies that are central to the school’s improvement plan. Such strategies 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 to serve as overarching approaches for strategically implementing targeted action plans leading to demonstrable improvement.

**Quarterly Report #3 - Reflection on Lead Strategies Utilized during
February 1, 2024 – April 30, 2024**

Identify the lead strategies that guided the school’s improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year’s demonstrable improvement targets.
<p>1. East EPO Superintendent and Assistant Superintendent leadership transitioned effective July 1, 2023. There will be a renewed focus on establishing school-wide systems, with vertical alignment across campus, to promote continuous improvement and ensure success for all students. This will include regular analysis of school data with school leaders to progress monitor collaboratively with district leadership. EPO district</p>		<p>Executive Leadership Team Meetings: Weekly Executive Leadership Team meetings are held to review general progress of East Lower, Freshman Academy, and East Upper toward improvement goals outlined in the continuation plan. A rotating schedule of weekly updates by DTSDE Tenet allows for a balance of focus from larger picture strategy to specific needs. Weekly review of operational needs has also provided adequate communication to ensure seamless integration of both schools on the same campus. <i>A focus on strengthening multi-tiered systems of student support and arranging for intensive Tier 3 holistic supports for students who have demonstrated severe academic and/or behavioral challenges is planned for Q4. An East Virtual Option (EVO) was designed to support students during Out of School Suspension beginning Q3; the EVO is staffed by a certified teacher; Socio-Emotional Counseling is also provided by Center for Youth ATS staff.</i></p> <p>Individual Principal Coaching: The Superintendent and Assistant Superintendent meet individually with each principal a minimum of once per week. These one-to-one meetings include a focus on data review, improvement strategies, and instructional observation/walkthroughs. A shared focus on supporting instructional leadership capacity, increased time in classrooms, and understanding and monitoring the impact of initiatives on school level goals and targets are part of these conversations. Discussions of problems of practice are included to ensure collaborative thought partnership and reflective, growth oriented feedback. <i>Additional attention on establishing and providing multi-tiered SEL supports and engaging in</i></p>

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<p>leaders will utilize the Center for Educational Leadership's Principal Support Framework to strengthen the partnership between system leaders and school leaders, the Professional Standards for Educational Leaders (PSEL) will guide coaching and professional learning.</p>		<p><i>problem-solving for student who exhibit patterns of behavioral challenge and assessing the impact of wrap-around intervention support will be continued in Q4 focus. Additional focus on instructional walkthroughs and improving growth-focused feedback is planned for Q4 and Summer 2024.</i></p> <p>1:1:1 Meetings (Chief Academic Officer: Administrator: Teacher Leader): One of East EPO's commitments in the continuation plan for this year was strengthening the relationship, communication, and accountability among CAO, administrators who oversee different academic departments, and teacher leaders. A monthly meeting to review curriculum maps, lesson plans, lesson quality, and instructional walk through data provides an opportunity to ensure a shared vision for instructional expectations among the team. This meeting is used to collaborative plan for next steps in professional learning, teacher coaching, and administrative intervention when needed.</p> <p>Administrative Team Meetings: Progress toward goals is reviewed monthly with a data dive by each school team of administrators. Each principal meets weekly with their leadership team to review attendance, behavioral/socio-emotional, and academic data for all students. Increased communication and collaboration with Attendance Assistants and Community School/ Student & Family Support Services is beginning to evolve to strengthen coordinated outreach and wrap-around supports.</p> <p>Administrator/Teacher Leader/ Departmental Meetings: Each leader, in turn, meets weekly with their respective teacher leader and departmental teachers to review data including: benchmark testing, common formative assessment, and performance task. Information used from this meeting informs additional student support and priorities for focus during the student support period. Curricular progress and instructional walkthrough data are also reviewed to inform support and plan for next steps.</p> <p>Common Planning Time (CPT): Common Planning Time (CPT) is built into each teacher's daily schedule; CPT meetings are incorporated twice per week to inform collective lesson planning, learning about instructional strategies, and looking at student work and assessment data.</p>

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		<p>CAST (Counselor, Administrator, Social Worker Team) Meetings: CAST meets once every four days. Together the team reviews attendance, socio-emotional, and academic data for scholars on their shared caseload. Plans for individualized outreach and support are planned during this time. Progress is monitored weekly. The Attendance Assistant joins this meeting to follow up with individual home visits related to attendance and provide progress updates; the Community School Coordinator attends this meeting to assist with referrals for community partner and external agency support as needed. Future plans include documenting best practices and increased sharing opportunities amongst teams to arrive at a standardized campus wide approach and expectation by next school year. Additionally, the future Case Management Tracking Tool data system will support capturing these referrals in one location to enhance the individual student records captured in SMS Attendance Actions. <i>Q4 will include pilot testing and refinement East Case Management Tracking Tool (to be fully launched in Fall 2024), which will incorporate attendance, behavior, and community school supports into one data management system (under development); this system will allow CAST to best determine the impact of interventions and effectively progress monitor students. A goal for Summer 2024 will be for administrators to work together to share best practice in order to create a more streamline approach for CAST meetings and data management campus wide.</i></p> <p>Attendance Team/Family Support Team: The Attendance Assistant, Home school Assistant, Community School Coordinator, and Assistant Superintendent meet bi-weekly to review school-wide data related to attendance, including record accuracy, average daily attendance, individual student attendance, and chronic absenteeism. When students with Chronic Absenteeism issues are identified the team works to assess root causes through conducting home visits and meetings with scholars and families. Examples of recent success include addressing several students' chronic absenteeism related to school anxiety through the creation of an individualized student support plan with the CAST and referral/connection with UPMC School Based Health Center for Mental Health services. Next steps will include prioritized attendance improvement plans (for students with 50-75% attendance) to be developed collaboratively with the CAST team with a heavy emphasis on Tier 2 interventions (Success Mentors-NYC, Attendance Contracts, Check-in/Check Out, Group Counseling, Peer Mentoring, Progress Monitoring Meetings). Future plans include implementing attendance incentive programs such as raffles, celebrations, and special privileges for students with excellent attendance records. <i>Q4 focus will include additional training for attendance assistants, family</i></p>

<p>Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.</p>	<p>Status (R/Y/G)</p>	<p>For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.</p>
		<p><i>and community support staff, and social workers on community-based and county based services and systems of care. Attendance data and outreach efforts will be incorporated into the design of the case management tracking tool. Strengthened connections are in the works with Monroe County FACT to support students and families experiencing chronic attendance challenges.</i></p> <p>SEL/ Mental Health Team: Counselors, Social Workers, Community Partners (Center for Youth Services, Ibero), the Attendance Assistant, Community School Coordinator, and Home School Assistant meet weekly to plan for individual (Tier 3) student and family support and progress monitor past cases. The SEL Coordinator and Community School Coordinator support and complete agency referrals as needed. <i>Monroe County FACT Referrals will be reviewed by this team to ensure comprehensive detail and information from all student supports and community partner efforts is indicated.</i></p>
<p>2. Pursuit of a “guaranteed and viable curriculum” (a curriculum that is written, enacted, supported, and earned). 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 vertical alignment with a second prioritized department-specific transfer goal (a different one from the previous year).</p>		<p>Year-Long Focus / Goal:</p> <ul style="list-style-type: none"> ● Goal: All East units of study aligned with a prioritized transfer goal within each department will demonstrate vertical alignment across all disciplinary courses in Grades 6-12, including attention to complexity, authenticity, and appropriate scaffolding in CEPTs/PTs. ● Theory of Action / Change Ideas: <ul style="list-style-type: none"> ○ If educators have a common understanding of “the game” the discipline specific transfer goal is inviting our scholars to play, it is going to be easier to design curriculum and assessment that builds toward and fosters independent engagement in that transfer goal. ○ If educators design curriculum and assessment that builds toward and fosters independent engagement in the transfer goal, scholars will be able to achieve our mission/vision and compete in a global world. ● Performance Benchmarks: Implementation Priorities: <ul style="list-style-type: none"> ○ Graduation level model for each disciplinary transfer goal ○ Common 6-12 success criteria defined for assessing PT's aligned to transfer goal ○ Models of PTs for each grade level aligned with transfer goal ○ Unit Plans are fully revised for criteria on the Vertical Alignment Rubric

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		<p>Quarter 3 Summary:</p> <ul style="list-style-type: none"> ● Leaders have been implementing and monitoring an improvement plan that outlines detailed plans for this work related to vertical alignment of the curriculum. ● Teachers have continued to revise their units in alignment with the criteria that we established in our Single Point Vertical Alignment Rubric under the leadership of our teacher leaders during collaborative planning time within Quarter 3. For each course, the unit(s) aligned with the department's prioritized TG have been identified and have been further refined to ensure: <ul style="list-style-type: none"> ○ Alignment of the performance task (PT) with the identified, shared success criteria at a grade-appropriate level of challenge. ○ Identification of critical content & skills (CCAS) in bold in Stage 1. ○ Revision to the performance task to ensure complexity, authenticity, and appropriate scaffolding. ○ 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 2023-2024 school year that demonstrates alignment with the success criteria. ● Progress is monitored through a Curriculum Development Tracking tool (database) and in 1:1 conversations with administrators and teacher leaders with follow up support as needed to action plan for the continued work of teachers in collaborative planning time and curriculum writing time. ● Follow-up professional learning to support deeper learning, application, and refinement of the vertical alignment of our curriculum beyond activities in Quarter 1 & 2 has included the following: <ul style="list-style-type: none"> ○ Support in Teacher Leader Collaborative Planning Time to build TLs' capacity for facilitating high-quality curriculum development and professional learning, including supported time to assess the status of units using our Single Point Rubric for Vertical Alignment and craft agendas informed by an analysis of the progress made to vertical alignment of units during the winter months. ○ Superintendent's Conference Day - We recently had differentiated, department-based half day curriculum-focused sessions facilitated by teacher leaders on April 22.

<p>Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.</p>	<p>Status (R/Y/G)</p>	<p>For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.</p>
		<ul style="list-style-type: none"> ○ Support in Teacher Leader Collaborative Planning Time to follow up on the Superintendent's Conference Day to identify areas needing to be finalized to meet the goal and prioritize these for upcoming conference day time in May. ● Efforts have continued to have a small, well-trained group of administrators, consultants, teacher leaders, and teachers review and provide feedback to existing curriculum units to be used by curriculum writers to support revisions. During this quarter, at least 45 curriculum units were reviewed with feedback provided to curriculum writers. ● Many teachers continue to opt into additional curriculum work outside of the contractual day. Resources have been allocated accordingly and continue to support advancement toward this goal. ● Based on the above work, we are seeing growth in both the completeness as well as the quality of our existing curriculum. ● As we are coming to the end of the year, our focus for Quarter 4 will be making final revisions to units and conducting an End of Year Vertical Looking at Student Work Protocol within departments on May 17. During this time, teachers will be engaged in looking at work aligned with similar standards/transfer goals across all grade levels in 6-12 and then engaging in further reflection and refinement in service of vertical alignment.
<p>3. Staff will engage in collaborative inquiry around METACOGNITION as part of lesson design and implementation. A continued focus on academic discourse and higher level questioning, with additional professional learning focused on student engagement (Teach Like a Pirate), is planned for the summer.</p>		<p>Year-Long Focus / Goal:</p> <ul style="list-style-type: none"> ● Student-Centered Learning Problem: At East, scholar lightbulbs (deep understanding) are not consistently lighting up because scholars are not regularly reflecting and engaging with metacognition, likely due to some combination of a lack of understanding, shared value, and/or the skills and strategies needed to do so. ● Problem of Practice: At East, educators have not yet developed a shared understanding of reflection and metacognition, its value in supporting scholar learning and growth, and strategies for how to best utilize it as part of daily learning. ● SMARTGoal: All scholars will regularly engage in reflection and metacognition as part of daily learning, resulting in at least 80% of scholars demonstrating growth over time on identified department-specific learning goals (SMARTGoals) from September 2023 to June 2024. <ul style="list-style-type: none"> ○ Change Idea #1: If we develop a common understanding and shared value of metacognition as a school, then metacognition will more likely be used as part of daily teaching and learning, and scholars will begin to move from a "tacit" to "aware" level of metacognition. ○ Change Idea #2: If teachers regularly model metacognition, students will become more familiar with the language and thinking of one's "inner voice", demonstrating "awareness" and moving toward a "strategic" level of

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
<p>As noted in the April 2023 OISR Support session, professional development for higher level questioning will be embedded throughout the year for teachers, teacher leaders and administrators. Instructional walkthroughs and evaluation feedback will be focused with specific actionable next steps for instructional improvement in these focus areas. This data will be used to support differentiation for staff.</p>		<p>metacognition.</p> <ul style="list-style-type: none"> ○ Change Idea #3: If teachers deliberately plan regular opportunities that require scholars to practice metacognition using research-based strategies that include questioning and discussion, scholars will more fully develop their own “inner voice” and engage in metacognition with increasing independence (will become “strategic” and move toward “reflective” in their metacognition). <p>Quarter 3 Summary:</p> <ul style="list-style-type: none"> ● Leaders have an improvement plan in place that outlines detailed plans for this work related to metacognition and are deeply engaged with implementation and monitoring of the plan. ● During Quarter 3, we focused primarily on Change Idea #3: <ul style="list-style-type: none"> ○ <i>Change Idea #3:</i> If teachers deliberately plan regular opportunities that require scholars to practice metacognition using research-based strategies that include questioning and discussion, scholars will more fully develop their own “inner voice” and engage in metacognition with increasing independence (will become “strategic” and move toward “reflective” in their metacognition)., ● Professional learning follow up in February, March, and April included: <ul style="list-style-type: none"> ○ <i>Follow up occurred with teachers as our monthly whole-school professional learning sessions focused on the following:</i> <ul style="list-style-type: none"> ■ February: Discussion Strategies for Student Ownership of Metacognition - Self-Questioning Cards and Protocols ■ March: Consultancy Protocol - Teachers at East discuss new practices that they are trying with peers. ■ April: Good, Better, Best Discussion Strategy Protocol ■ Other items to note: <ul style="list-style-type: none"> ● We continue to using concepts from Nathan Burns' text: <i>Inspiring Deep Learning with Metacognition: A Guide for Secondary Teaching</i> alongside additional best practices. ● Following the PL sessions, both process data as well as teacher practice data is collected using an exit ticket. This data is reviewed, analyzed, and used to inform follow up provided.

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		<ul style="list-style-type: none"> ○ <i>Following each whole-school professional learning session, teachers are engaged in additional follow up and application by teacher leaders during collaborative planning time. Each teacher leader has been leading follow up with their departments differentiated to meet the needs of their teams of and individual teachers.</i> ○ <i>Support for teacher leaders during TL collaborative planning time to</i> <ul style="list-style-type: none"> ■ Preview February, March, and April. PL and collaborate on as well as differentiate department-specific follow-up to occur through content area collaborative planning time. ■ Reflect on and learn more about the varied levels of follow-up that support the adult learning cycle, including the importance of engaging teachers with multiple opportunities along a continuum of learning. They learned to consider planning activities that develop awareness, deepen understanding, support initial implementation, extend implementation, and help teachers to eventually refine practice. ○ <i>Follow up occurred with administrators as the team spent time during their own professional learning sessions in Quarter 3 engaging more deeply with the strategy of questioning and discussing metacognition and how they can further engage and support teacher's learning and growth in this area by calibrating on "look fors" and discussing potential feedback to be given during walkthroughs and observations as well as feedback given during the learning walk.</i> ○ Participation of Teacher Leaders in an off-site full-day retreat focused on building capacity with leading data-driven, continuous instructional improvement. Topics of study during the retreat days included ensuring systems to monitor progress using practice and process data at the department level and how to look at multiple data sources to make evidence-based noticings and stronger inferences/conclusions about impact. ● We have conducted 3 learning walks focused on metacognition as of the end of Quarter 3 to monitor progress in teacher practice. The links below provide access to documents that include context, evidence-based observations, and analysis in the form of celebrations, quick wins, and areas for more significant consideration as well as identified next steps. <ul style="list-style-type: none"> ○ October Learning Walk Summary of Data / Debrief Notecatcher ○ January Learning Walk Summary of Data / Debrief Notecatcher ○ March Learning Walk Summary of Data / Debrief Notecatcher

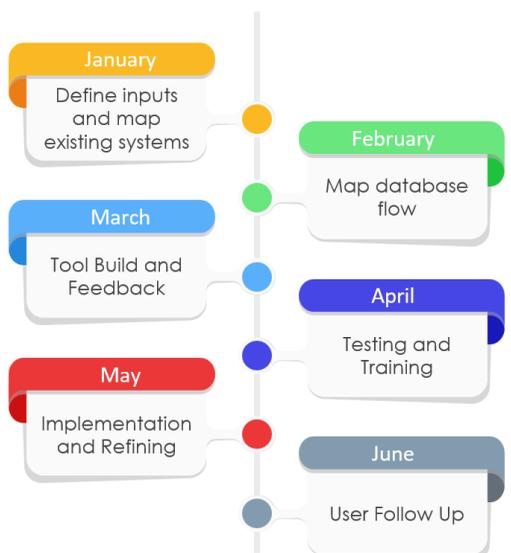
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		<ul style="list-style-type: none"> Quarter 3 will bring with it an increase in our follow-up support and deeper implementation of high-quality metacognitive discourse, as well as pre-planning for our 24-25 focus on collaboration.
<p>4. Coordination of the SEL team with community partners and other school structures for support (i.e., family group, restorative practice, <i>Leader in Me</i>) is an important next step. In addition, leadership will establish monthly cycles for data review, improvement planning, and shared decision-making related to school wide SEL initiatives.</p>		<p>SEL Council: As such, in September 2023, we formed the SEL Council with representative leaders from each of the current initiatives. Prior focus work on Tenet 5 was limited to the Student Support Team and did not provide a comprehensive picture of all the work happening. The SEL Council meets monthly to inform the development of the Tenet 5 Strategic Plan. Beyond conducting an inventory of all SEL initiatives and resources currently in place, the SEL Council has conducted a prioritized self-assessment utilizing the DTSDE Tenet 5; they have identified the following prioritized goals for the next quarter: 1) Align the vision for SEL to support East's values and non-academic needs; 2) Ensure adequate support for necessary services to students. This will also be addressed in the Community School Asset Mapping and Needs Assessment Process; 3) Provide guidance for all staff to help them understand their role in promoting students' SEL Learning; 4) Develop a Common Language and Consistent Approach for SEL. <i>In Q3, the SEL Council met monthly to review the priorities for the 23-24 SY, including: Building Understanding and Coherence by Crosswalking SEL Benchmarks with East Mission and Learning Principles, developing a 3-5 year strategic plan for campus-wide SEL implementation. Planning for implementation of Character Strong in Freshman Academy to strengthen family group consistency and SEL focus.</i></p> <p><u>Timeline and Plan for the Tenet 5 SEL - Council Meetings</u></p> <p><i>April – Develop set of action steps associated with each goal and assignments for who is responsible</i></p> <p><i>May – Finalize action/strategic plan, report out on progress, identify key professional development</i></p> <p><i>June – Next steps on implementation and planning for next year, finalize Summer PL and plan 24-25 PL opportunities, new support for Character Strong curriculum (Freshman Academy)</i></p> <p>NY SEL Benchmarks Training: Ongoing training in SEL Core Competencies and strategies to support development of SEL Competencies, particularly as relate to SEL Goal 1: Self-Awareness and the connection to Culturally Relevant, Responsive and Sustaining Pedagogy (CRRSP) for the 23-24 SY. Utilizing the NY SEL Benchmarks (2022), East is working with the Children's</p>

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		<p>Institute Whole Child Connection to create a strategic arc of learning to support approximately 6 hours of professional learning with the goal of supporting the adult learning related to supporting, teaching and modeling skills related to supporting students in achieving Goal 1: Develop self-awareness that nurtures and affirms a strong sense of identity, informs decisions about personal actions, and builds a sense of agency. <i>Q4 will shift into completing the strategic plan for SEL; a school-wide focus shifting to collaboration and SEL Goal 2 for the 24-25 SY: Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging.</i></p> <p style="text-align: center;">How East Implements SEL in Key Areas</p> <ul style="list-style-type: none"> ✓ Explicit instruction- social emotional skill building through explicit SEL curriculum and lessons <ul style="list-style-type: none"> • Family Group SEL Designated lessons ✓ Classroom practices (5A DTSDE) - reinforcement of core social emotional skills through teacher practices in the classroom <ul style="list-style-type: none"> • Develop curriculum through the UbD model that promotes the 3 signature practices playbook • Inquiry-based instruction that promotes relationship skills and responsible decision-making (reflecting) • Teachers explicitly model essential learning within the lesson by being self-aware of how they socially impact their audience (class) through a metacognitive approach. • Teachers promote SEL skills through instructional practices (e.g., during small group work, have scholars develop goals for working together; help scholars identify interests for projects/essays connected to identity markers, etc.) ✓ Core content infusion - Embedding of SEL skill building into the curriculum <ul style="list-style-type: none"> • Teachers promote SEL skills through curriculum content (e.g., using literature to cultivate discussion – inquiry-based) • Teachers will check-in and checkout with scholars

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		<p>✓ Schoolwide culture/climate Practices (5A/5B DTSE) - Embedding of SEL across the school and outside the classroom</p> <ul style="list-style-type: none"> • Eagle Days promote relationship skills and social awareness • Restorative practices • Service learning • Lighthouse • Freshman Academy <p>✓ Policy/procedure change (5C DTSE) – Reinforcing importance of SEL by creating policies and practices that explicitly support it</p> <ul style="list-style-type: none"> • Vision of an East Graduate – College and Career Readiness • Parent/family engagement • Community school services – food pantry, clothing closet <p>By the end of the 2023-24 school year:</p> <ul style="list-style-type: none"> • 100% of staff will report clear understanding of NYSED SEL Benchmark Goal 1 and its relationship with metacognition as measured by a pre/post survey administered during the PLC • 70% of staff will report increased confidence with supporting students' goal setting, reflection on identity, and/or understanding of emotions as measured by a pre/post survey administered during the PLC • 70% of staff will report implementing 3 or more new practices that promote goal setting, reflection on identity, and/or understanding of emotions <p>Continued Embedded Professional Learning: Members of the Student Support Team (psychologists, social workers, and school counselors) are participating in a year long training based on the actionable framework within <i>Onward: Cultivating</i></p>

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		<p><i>Emotional Resilience in Educators.</i> The purpose of the PL opportunity is to promote topics such as self-awareness, relationship-building and emotional regulation.</p> <p>Needs Assessment: The School Climate Survey and Leader in Me MRA were administered in Spring 2023, additionally over 200 focus interviews were conducted with students to gather feedback about current SEL supports. There is a need to focus attention on the physical environment to support SEL, strengthen communication about available services and supports, and revise the Family Group purpose and structure to ensure a shared vision for the use of this time for personal connection and individual student support. Scholars also expressed a desire to have support in talking with their families about their mental health needs and overall socio-emotional well-being; this is reflected in the Tenet 6 strategy outlined below.</p> <p>Next Steps: SEL Council will create a comprehensive Tenet 5 Strategic Plan by May 2024 (extended from Feb), concurrent with a decision about next steps for identifying a consistent campus-wide approach for SEL Curriculum. Beginning in the 24-25 School Year, Freshman Academy will begin implementation of Character Strong curriculum to provide an enhanced focus on successful attainment of the SEL benchmarks. Consideration will be given to developing peer mentoring and peer to peer support programs as part of a tiered support model. Current SEL resources will be organized into a tiered system of supports as part of the asset/needs assessment process. Additional collaboration with the Student Support Team is needed to focus on regular student data analysis, targeted tiered SEL interventions, and ensuring appropriate feedback from scholars, staff and families about the effectiveness of current practices to ensure adjustments and future improvements.</p>
5. Strengthened coordination of the community school model with expanded opportunities for authentic family engagement .		<p>Community Coordinator/ SEL Coordinator: East's Community School Coordinator joined East on July 1, 2023 along with an AmeriCorps VISTA Fellow to support peer-to-peer networking, community engagement and communication about the community school model at East. This has renewed the focus on strengthening the community school model beyond co-located services to one of trust and integration of services centered on removing obstacles for scholar success. Through a reframing of responsibilities, the former Student & Family Support Center Coordinator is now able to focus squarely on SEL Support Referrals and attend Mental Health Team meetings to provide additional attention to those referrals; working in collaboration with the Community Coordinator to support all other referrals for scholar/family support. Q3 included strengthening</p>

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		<p><i>communication and accountability structures for on-site community partners; Q4 includes planning for contracted services and adjustments in the service provision model. Planning for year 2 support from the AmeriCorps VISTA fellow to lift Case Management Tracking Tool for 24-25 SY.</i></p> <p>Community School Service Data: 845 students have been served through 4/1/2024 campus-wide</p> <table border="1" data-bbox="747 695 2064 1312"> <thead> <tr> <th>Agency</th> <th>Only Agency</th> <th>Mult. Agencies</th> <th>Total</th> <th>Total Service Units</th> </tr> </thead> <tbody> <tr> <td>Center for Youth - Cool Down</td> <td>99</td> <td>58</td> <td>157</td> <td>8790</td> </tr> <tr> <td>Center for Youth - Other</td> <td>115</td> <td>122</td> <td>237</td> <td>12079</td> </tr> <tr> <td>College Prep. Center</td> <td>59</td> <td>69</td> <td>128</td> <td>1958</td> </tr> <tr> <td>Hillside Work Scholarship</td> <td>30</td> <td>76</td> <td>106</td> <td>2572</td> </tr> <tr> <td>Ibero</td> <td>36</td> <td>29</td> <td>65</td> <td>201</td> </tr> <tr> <td>Liberty Partnership</td> <td>30</td> <td>34</td> <td>64</td> <td>375</td> </tr> <tr> <td>Pathways to Peace</td> <td>11</td> <td>20</td> <td>31</td> <td>396</td> </tr> <tr> <td>Step 2 College</td> <td>24</td> <td>31</td> <td>55</td> <td>376</td> </tr> <tr> <td>Urban League of Rochester</td> <td>0</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Totals</td> <td>404</td> <td>441</td> <td>845</td> <td>26749</td> </tr> </tbody> </table>	Agency	Only Agency	Mult. Agencies	Total	Total Service Units	Center for Youth - Cool Down	99	58	157	8790	Center for Youth - Other	115	122	237	12079	College Prep. Center	59	69	128	1958	Hillside Work Scholarship	30	76	106	2572	Ibero	36	29	65	201	Liberty Partnership	30	34	64	375	Pathways to Peace	11	20	31	396	Step 2 College	24	31	55	376	Urban League of Rochester	0	2	2	2	Totals	404	441	845	26749
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		<p>Case Management Tracking Tool: From September 2023 - March 30, 2024, 845 unique scholars received 26,749 (15 min.) units of service through the community partner services at East. The current data system and practices are set to only capture services provided through partner support, not inclusive of East staff. Additionally, there is a different data tool for tracking behavioral referral data and a separate, individual student data approach for tracking attendance referrals. We are in the process of entering into contract with Coordinated Care Service, Inc. to develop ONE comprehensive tool for all referrals and service provision tracking in the integrated vision of a community school, by school staff and partners. The contract is currently delayed; initial projections were that the tool would be ready for pilot by Jan 2024 - we are adjusting that to the completion target of June 2024. Q3 updates: Case Management Tracking Tool v. 1 complete; Pilot Testing will begin in Q4. Full roll out expected for the 24-25 SY.</p> 

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		<p>Asset Mapping/Needs Assessment: The 2023-24 East Community School Directory is linked here. The Community School Leadership Team is working with Connected Communities and City of Rochester Neighborhood Service Centers to build on already existing local asset mapping to ensure a comprehensive understanding of the assets in the area. Collaboration with Connected Communities' Neighborhood Hub will strengthen our ability to provide a human centered case management approach to each scholar and family; see linked vision here. We will also be utilizing the model of the NYC Assets and Needs Assessment to guide next steps in this process. <i>Q4 will include finalization of the updated East Asset Map and Needs Assessment; this information will be pivotal in making refinements to service delivery and availability for the 24-25 SY.</i></p> <p>Asset Based Community Development: At the forefront of our community schools work, are the principles of the ABCD Framework (Northwestern University) that ensure that this work is being done with the East community rather than for or to the community. As part of this process, East leaders will engage individual guided interviews with diverse stakeholders focused on the following questions: 1) What do you like about what is happening at East? 2) What do you think needs to be improved at East? 3) What changes would you like to see at East? 4) What could you do to help with those changes? 5) Anything else you would like to talk about with me? The data gathered from these interviews will provide insights and feedback needed for continued improvement planning.</p> <p>Monthly Collaborative Community Partners Meetings: All Community Partners meet monthly to network and strengthen cross-agency communication and collective efficacy. These meetings include team/trust building activities among partners and staff as well as information sharing about in-house and central agency services with the East Community School Network.</p> <p>Monthly 1:1 Community Partner Check Ins: To build trust, transparency, and shared accountability, the Community Coordinator and Asst Superintendent conduct monthly 1:1 check-ins with each community partner. The standing agenda includes a review of monthly data (referrals/enrollment, service units), review of specific student concerns to elevate to a collaborative problem-solving round table, celebrations, areas in need of improvement, upcoming events, general agency news,</p>

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		<p>and action items for follow up. This has proven to be a much needed support structure to ensure continuous improvement as a team.</p> <p>Professional Learning about the Community School Model: Professional Learning time has been allocated to support administrators' understanding of the community school model. This is a necessary step in preparation for building shared governance structures that embrace collaborative leadership, shared power, and voice. The key shift is ensuring shared understanding that all elements of the school are part of the community school, not just the co-located partners. <i>Additional administrator PL is planned for May 2024 to deepen understanding of the CS Model and strengthen the CAST connection to referrals. Admin will also be trained on how to test the Case Management Tracking Tool. School-wide summer professional learning time has been allocated to strengthen teacher understanding of the Community School Model.</i></p> <p>Collective Impact Teams: Four collective impact teams, co-facilitated by school staff and community leaders, are being formed in the 2023-24 School Year to support key areas for improved communication and coordination of services, community connections, and networking to support scholar success. The teams will be: Family Support, College Navigation, Career & Workforce Development, and Health & Wellness. These teams will be school staff, community partners, families, and scholars who will establish annual shared goals, engage in data analysis for progress monitoring, and coordinate the interventions and activities for East scholars and families. The teams will establish regular meetings supported by East Community School leaders as backbone support. Community members and the co-facilitator are essential in ensuring that we are bringing in expertise and insights related to other efforts focused on the same goals. Through this networking and coordination, we will closely communicate and connect regarding the complex challenges facing our scholars and better be able to serve and support their success. <i>Q3: College Navigation and Family Support meetings have focused heavily of FAFSA support and college access/applications. Q4: Strengthening connections for CTE, Workforce Development and NYSAA Transition Skills ar</i></p> <p>Count me in! iCuenta conmigo!: 100% of East families will participate in an engagement event in the 2023-24 SY. We are tracking family participation at our Community events to provide targeted outreach and support to ensure each family and</p>

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		scholar feels connected, happy, and proud about being part of the East community. <i>YTD Family outreach data included below:</i>

<i>Event</i>	<i>Date</i>	<i>Lower</i>	<i>Upper</i>	<i>Attendance</i>	<i>Guest</i>	<i>Total</i>
HAS Family Contact	Aug. 2023	8	20			28
Open House Hispanic Heritage Dinner	Thur. Setp. 21, 2023	34	57	91	286	377
FACE Meeting	Thur. Sept 28, 2023			13		13
HAS Family Contact	Sept. 2023	30	16			46
FACE Meeting	Thur. Oct. 19, 2023			15		13
PTC/ Community Career Fair	Thur. Oct. 26, 2023	33	95	128	165	293
HAS Family Contact	October 2023	17	7			24
Parent Cafe	Thur. Nov. 9, 2023			40		40
FACE Meeting	Thur. Nov. 16, 2023 (virtual), after FACE Meeting			17		17
Family learning Activities Workshop Graduation Requirements	Thur. Nov. 16, 2023 (virtual), after FACE Meeting			9		9
Freshman Academy Family & Community Engagement	Mon. Nov 20, 2023 (after school)					
HAS Family Contact	Nov-23	8	8	16		16
East Community Parent café	Thur. Dec. 14, 2023			30		30
HAS Family Contact	Dec. 2023	5	2	7		7
Recruitment Event	Thur. Jan. 10, 2024					
FACE Meeting	Thur. Jan. 18, 2024			16		16
HAS Family Contact	Jan. 2024	3	9	12		12
Financial Aid Workshop	Thur. Feb. 11, 2024 - check date					
East Community Parent café	feb. 8			24		24
FACE Meeting	Thr. Feb. 19, 2024			7		7
HAS Family Contact	Feb. 2024	23	23	46		46
East Community Parent café	Thr. Mar. 7, 2024			18		18
PTC/ Black History Dinner / College Readiness	Thur. Mar. 14, 2024	17	36			53
FACE Meeting	Thur. Mar. 21, 2024					
HAS Family Contact	Mar. 2024	19	21	40		40
Family Learning Activity Workshop Career and Technical Educational (CTE)	Thur. April 18, 2024					
FACE Meeting	Thur. April 18, 2024					
ENL Cultural Event	Thur. Apri 25, 2024					
HAS Family Contact	April 2024					
FACE Meeting / Community Café	Thur. May 16, 2024					
End of Year FACE/Parent Celebration	Thur. June 20, 2024					
Graduation Family Breakfast / Life after high school	TBD					
Lower school summer program scholars & parents celebration	TBD					
BBQ Orientation Night	Thursday. Aug. 29, 2024					

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		<p>Community Engagement Events: Monthly Community Engagement events are opportunities for authentic interaction with families, staff, and community partners. Some examples include the August Back to School BBQ (776 guests), September Open House/ Hispanic Heritage Celebration (400 guests), and the October Community Career Fair/ Parent Teacher Conference. Each event is paired to provide a meal, interaction about academic learning, and additional connection with community partners to support the full scope of community school services. Q3: Parent/Community Engagement Events included monthly FACE meetings, East Community Cafe: Advocacy, East Community Cafe: East EPO Transition Planning, Parent Teacher Conferences, CTE Open House, and ELL Cultural Night. Q4: Community Cafe: Asset Mapping/Needs Assessment/ East's Community School Model, Moving Up, Awards Night, planning for Back to School BBQ/ Student Orientation. Recruitment efforts for Grade 6 are still underway. Increased parent communication regarding voluntary transfer process is underway to support families who were "split up" by district school choice lottery. Priority will be afforded to scholars requesting to transfer to East who have siblings attending.</p> <p>Community Cafe: The Community Café Project at East EPO represents a transformative approach to community engagement, rooted in authentic dialogue and collaboration, within the framework of our community school. Drawing inspiration from the Be Strong Families Parent Café model, our Community Café at East serves as a sanctuary for fostering genuine connections among scholars, families, staff, and community partners. In the upcoming 2023-24 School Year, East will host a minimum of four Community Cafés, marking a shift from traditional parental workshops to a model grounded in authenticity and relationships. Each Community Café focuses on essential protective factors while delving into pertinent themes such as Building Relationships through the Café Approach, Supporting Social-Emotional Health, The Journey through Middle and High School, Preparing for the Future, and Understanding Your Teen. At each café table, scholars, family members, staff, and community partners engage in authentic conversations centered around these topics, creating a shared space where no one is an expert, but rather a genuine partner. By strengthening natural bonds and facilitating connections, the Community Cafés serve as a valuable platform to link scholars and families with peers, services, and opportunities within our community. By uplifting the unique strengths of each individual, embracing diverse perspectives, actively listening for patterns and insights, and sharing our discoveries, we cultivate a culture of continuous improvement and mutual support. We empower youth and families to be decision-makers and</p>

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		<p>partners, embodying the East vision of "taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others."</p> <p><i>In Q3, we collaborated with Connected Communities to offer Leadership/Advocacy Training related to the East EPO Decision. Q4 will expand this outreach to include EPO transition planning and Asset Mapping/Needs Assessment input to inform continuous improvement of East's Community School Model.</i></p> <p>Parent Leadership/Advocate Training: East is collaborating with Connected Communities to provide training for families focused on building capacity for advocacy for children, schools and community, as well as peer leadership skills. Trained parents will support the Asset Based Community Development outreach as well as serve as table hosts for Community Cafes. Ibero also provides community based training in this area called <i>Padres Comprometidos</i> focused on fostering a strong connection between schools and parents.</p> <p>Elevating Student Voice: East Upper School has established the Student Lighthouse team to provide opportunities for scholars to voice opinions in planning for school improvement, events, and activities. Town Hall Meetings are conducted monthly with a goal of having them be student-led to build cohort trust, pride, and discuss concerns, propose ideas, and ask questions. Next steps include establishing a campus wide student advisory board, including students in Community Cafe and FACE, and elevating student peer to peer communication through social media.</p>

Part II – Demonstrable Improvement 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, action steps, goals, and commitments to support progress toward meeting Demonstrable Improvement Indicator targets.

**Quarterly Report #3 with Reflection on Lead Strategies Utilized during
February 1, 2024 – April 30, 2024**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report. 																		
<p>#67: 2022 Total Cohort (10th Graders) Passing Math Regents 21-22 Baseline: 24 22-23 Results: 45.1 23-24 Target: 25</p>		<p>Smart Goal: 75% of scholars will demonstrate their ability to outline relevant connections between prior knowledge and the goal of a problem by considering past experiences, knowledge of the content, appropriate tools, and/or the big ideas of the unit (metacognition), as measured on Common Formative Assessments (CFAs), and evidenced by a score of 3 or 4 on the making connections component of the rubric by the end of the school year.</p>	<p>2022 Total Cohort - 1 Year Outcome, Regents Mathematics Data Retrieved from WNYRIC, 04/25/24 46.5% of all students in the 2022 Cohort have already passed a Math Regents exam.</p> <table border="1" data-bbox="1507 1130 2341 1354"> <thead> <tr> <th colspan="6">Percentage of Total Cohort** : Regents Mathem.</th> </tr> <tr> <th>Not Tested ((b)/(a))*100 (i)</th> <th>Tested ((c)/(a))*100 (j)</th> <th>Scoring at level 1 ((d)/(a))*100 (k)</th> <th>Scoring at level 2 ((e)/(a))*100 (l)</th> <th>Scoring at level 3 ((f)/(a))*100 (m)</th> <th>Scoring at level 4 or 5 ((g)/(a))*100 (n)</th> </tr> </thead> <tbody> <tr> <td>8.0%</td> <td>92.0%</td> <td>20.3%</td> <td>25.1%</td> <td>40.6%</td> <td>5.9%</td> </tr> </tbody> </table>	Percentage of Total Cohort** : Regents Mathem.						Not Tested ((b)/(a))*100 (i)	Tested ((c)/(a))*100 (j)	Scoring at level 1 ((d)/(a))*100 (k)	Scoring at level 2 ((e)/(a))*100 (l)	Scoring at level 3 ((f)/(a))*100 (m)	Scoring at level 4 or 5 ((g)/(a))*100 (n)	8.0%	92.0%	20.3%	25.1%	40.6%	5.9%
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		<p>Change Idea #1: If teachers develop an awareness of their own process for making connections between prior knowledge and the goal of the problem, then they will be better able to model and include students in the process as part of daily learning, and scholars will recognize that their past experiences both within and outside of the classroom are of value within the mathematics classroom.</p> <p>Primary Drivers: Students make connections between prior knowledge and the task. Students connect current content to prior content Students connect prior experiences to the current problem</p>	<p><i>**Includes students reported with a valid score on a Regents assessment even if they were also reported with an exemption for that assessment.</i></p> <p>Marking Period 3 - Grade Distribution NOT AVAILABLE YET</p> <ul style="list-style-type: none"> - 8 Saturday review sessions are being held to help scholars prepare for the Juney Regents Exam - Common Formative Assessment data was collected for each math course and there are 1-3 data samples from each course that have been analyzed. Teachers meet to discover strengths and error patterns that need to be addressed. - Discussions on how to use the data through individual feedback with scholars is done for improvement purposes. - Teachers collected “Math Biographies” from scholars to understand them as content learners and adjust instruction based on the varying needs that present.

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		<p>Change Idea #2: If teachers intentionally design experiences that engage students in making connections and explicitly identify and name where students are engaging in this practice, then scholars will develop their inner voice that considers knowledge of self and knowledge of task and relevant content.</p> <p>Primary Drivers: Students develop an awareness of knowledge of self. Students develop an awareness of their knowledge of the task. Students recognize that their past experiences both within and outside of the classroom are of value within the mathematics classroom. Students have a developed “inner voice” that includes self-questioning.</p> <p>Student Needs:</p>	<ul style="list-style-type: none"> - Units are reviewed routinely to make sure they are reflective of CRRSP and problem context is expected to be relatable to our student population. <p>Math SMART Goal Data (Mid Year) Algebra 1: 14.6% have met the SMART Goal target so far (22/151) Geometry: 47.7% have met the SMART Goal target so far (52/109) Algebra 2: 75.5% have met the SMART Goal target so far this year (40/53) Math 3: 6.6% have met the SMART Goal target so far this year (9/137) Precalculus: 62.1% have met the SMART Goal target so far this year (18/29) Transition to College Math: 63.6% have met the SMART Goal target so far this year (14/22) Statistics: 43.8% have met the SMART Goal target so far this year (7/16) Overall: 31.3% have met the SMART Goal target at the mid year point (162/517)</p>

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		<ul style="list-style-type: none"> • Growth Mindset: Students need to value mistakes, effort, and perseverance as a means 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. • SomeTake Algebra 1 course daily for one semester to review and increase chances of passing for January Regents. • Offer Saturday School for the 6 Saturdays before Exams. 	
#69: 2021 Total Cohort (11 th Graders) Passing ELA Regents		Student-Centered Learning Problem: At East, scholar writing suffers from a lack of focus, depth, and organization, in part due to students	Cohort 2021 ELA Exam (Highest Recorded Score) with Jan 2024 Updates

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<p>21-22 Baseline: 35 (2019 Cohort) 22-23 Results: 53 (2020 Cohort) 23-24 Target: 37 (2021 Cohort)</p>		<p>not engaging with planning and reflecting throughout the writing process.</p> <p>Problem of Practice: At East, educators are not yet consistently engaging students in the process of planning, monitoring, and evaluating, likely due to pressure to focus on the end product. At time scaffolds or aids take this cognitive load off the students in service of increasing the rate and quality of end product writing.</p> <p>Primary Drivers Students need to improve their understanding of the “what” and the “why” in terms of tasks in order to be able to engage in metacognition.</p> <p>Students need to learn to strategically gather information as related to a task.</p>	<p>3rd MP Grades: 77.5% of students enrolled in ELA classes earned a passing grade in the 3rd quarter.</p> <p>RI Lexile Scores: 3rd and final RI will be given at the end of May.</p> <p>CFA data reported below:</p> <p>Change Idea #2: If we provide strategies so the students break down the task in a way that makes the connection to the real world clear, then students will be able to more independently and deeply engaged with a task.</p> <table border="1" data-bbox="1499 1219 2532 1386"> <tr> <td style="background-color: #c5cae9;">Criteria for Success</td> <td style="background-color: #c5cae9;">Learning Walk 1 Data</td> <td style="background-color: #c5cae9;">Learning Walk 2 Data</td> <td style="background-color: #c5cae9;">Learning Walk 3 Data</td> </tr> </table>	Criteria for Success	Learning Walk 1 Data	Learning Walk 2 Data	Learning Walk 3 Data
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		<p>Change Idea 1: CI1: If teachers provide strategies for breaking down tasks and require students to use those strategies to create a reading plan, students will be more prepared to think strategically and metacognitively.</p> <p>CFAs will be provided 6 times this year: 3 will be on demand performance tasks, 3 will be comparable classwork. They will be assessed using the same rubric.</p> <p>CFA #1 (Baseline) given - a formal on demand task that requires reading, writing, and multiple choice responses, aligned with an analytical task.</p> <p>The first CFA revealed students lacked knowledge of task, specifically a robust understanding of the concepts of central idea and analysis. As a result, the department is taking steps to build silent teachers, strategies, and criteria for success for these central concepts to help focus instruction. Link</p>	Task Explicitly shared with Students	50%	88.9%	78.9%
			Task Broken Down in Class	0%	88.9%	88.9%
			Plan Created based on Task	20%	77.7%	66.7%
			Metacognitive Strategy Used	80%	77.7%	N/A

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		<p>to Document; Example Silent Teacher</p> <p>CFA #2 Classwork CFA - informal, unobtrusive Teachers identify and collect a classwork assignment that requires students to write using a CEA structure. Scored using rubric around claim, evidence, analysis + process rubric for planning and reflection. Regents Prep offered for 8 Saturdays for those students still missing Regents graduation requirements. A total of 33 practice sessions were completed by students.</p> <p>Inservice department meetings include professional learning and modeling around how to engage students in the metacognitive process of breaking down a task, identifying purpose, and creating a plan, review of learning walk data. Meetings are currently dedicated to</p>	<table border="1"> <tr> <td>(new) Explicit Strategies used to Create a Plan</td> <td>N/A</td> <td>N/A</td> <td>66.7%</td> </tr> </table>	(new) Explicit Strategies used to Create a Plan	N/A	N/A	66.7%					
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			<p>CFA Growth Data (between CFA 2 and 4)</p> <table border="1"> <thead> <tr> <th></th> <th>% Overall (After CFA 2)</th> <th>% Overall (After CFA 4)</th> </tr> </thead> <tbody> <tr> <td>Increased</td> <td>57.64%</td> <td>67.34%</td> </tr> </tbody> </table>					% Overall (After CFA 2)	% Overall (After CFA 4)	Increased	57.64%	67.34%
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		the review of CFA #2 data, along with the development of change idea #2.	<table border="1" data-bbox="1499 717 2032 932"> <tr> <td data-bbox="1499 717 1645 824">Same</td> <td data-bbox="1645 717 1852 824">19.30%</td> <td data-bbox="1852 717 2032 824">20.14%</td> </tr> <tr> <td data-bbox="1499 824 1645 932">Decreased</td> <td data-bbox="1645 824 1852 932">23.06%</td> <td data-bbox="1852 824 2032 932">12.52%</td> </tr> </table>	Same	19.30%	20.14%	Decreased	23.06%	12.52%
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<p>#70 2020 Total Cohort 4 Year Grad Rate – All Students</p> <p>21-22 Baseline: 84</p> <p>22-23 Results: 78</p> <p>23-24 Target: 85</p>		<ul style="list-style-type: none"> • Grade tracking by individual on a weekly basis • Adoptions by staff for any individual not passing all courses. Individualized support provided to enable them to catch up and earn passing grades. • Regents Prep offered for 8 Saturdays for those still missing Regents exams for graduation. • Tutoring and Regents Prep offered every Monday and Thursday from 3:30-4:30 since October 12th. 	<p>Cohort Tracker is developed and monitored daily to support scholar success</p> <p>14/209/6.2% of all students enrolled in the 2020 Cohort have graduated.</p> <p>196/209/93.8 % of all students in the 2020 Cohort are still enrolled</p> <p>13/209/6.2% of all students enrolled in the 2020 Cohort have dropped out.</p> <p>53/209/25.4% Still need Regents exams</p> <ul style="list-style-type: none"> • CAST (Counselor, Administrator, Social Worker Teams) meet at least 4 times per month to review student data related to academic 						

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		<ul style="list-style-type: none"> • Multiple reminders to attend Regents, email, letter, counselor, teachers, principal. 	<p>performance. (additional meetings are held as needed for scholar support)</p>																																				
<p>#88: 2019 Total Cohort 5-Year Grad Rate – All Students 21-22 Baseline: 86 22-23 Results: 86 (2018 Cohort, 5 year, August 23) 23-24 Target: 87</p>		<ul style="list-style-type: none"> • There are 7 scholars from the 2019 Cohort still enrolled 	<p>Cohort Tracker is developed and monitored daily to support scholar success</p> <p>79% of students enrolled in the 2019 Cohort have already graduated as of January 2024. 0.5% of students enrolled in the 2019 Cohort received Commencement credentials as of August 2023. 16% of students enrolled in the 2019 Cohort have dropped out. 4.5% of students in the 2019 Cohort are still enrolled as of January 2024</p>																																				
<p>#120: HS ELA All Students PI 21-22 Baseline: 18.6 22-23 Results: 86.96 23-24 Target: 20.9</p>		<p>ELA Results as of January 2024:</p> <p>2021 Cohort = 198 65+ = 84 students (42%) 55+ and SA = 118 students (60%)</p>	<table border="1"> <thead> <tr> <th>Level</th> <th># students</th> <th>"points"</th> <th>% students</th> <th># ELL</th> <th>%ELL</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>40</td> <td>0</td> <td>25.00%</td> <td>13</td> <td>34.21%</td> </tr> <tr> <td>2</td> <td>34</td> <td>34</td> <td>21.25%</td> <td>12</td> <td>31.58%</td> </tr> <tr> <td>3</td> <td>46</td> <td>92</td> <td>28.75%</td> <td>9</td> <td>23.68%</td> </tr> <tr> <td>4</td> <td>28</td> <td>70</td> <td>17.50%</td> <td>3</td> <td>7.89%</td> </tr> <tr> <td>5</td> <td>12</td> <td>30</td> <td>7.50%</td> <td>1</td> <td>2.63%</td> </tr> </tbody> </table>	Level	# students	"points"	% students	# ELL	%ELL	1	40	0	25.00%	13	34.21%	2	34	34	21.25%	12	31.58%	3	46	92	28.75%	9	23.68%	4	28	70	17.50%	3	7.89%	5	12	30	7.50%	1	2.63%
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#130: HS Math All Students PI 21-22 Baseline: 68.3 22-23 Results: 25.49 23-24 Target: 72.8		<p>Smart Goal: 75% of scholars will demonstrate their ability to outline relevant connections between prior knowledge and the goal of a problem by considering past experiences, knowledge of the content, appropriate tools, and/or the big ideas of the unit (metacognition), as measured on Common Formative Assessments (CFAs), and evidenced by a score of 3 or 4 on the making connections component of the rubric by the end of the school year.</p> <p>Change Idea #1: If teachers develop an awareness of their own process for making connections between prior knowledge and the goal of the problem, then they will be better able to model and include students in the process as part of daily learning, and scholars will</p>	<p>59.2% of all students enrolled in the 2020 Cohort have received Math Regents scores to date. Given the scores already obtained and the total cohort enrollment, we would have a minimum HS Math PI (All Students) of 32.73 based on the 3 year outcome data thus far. While this minimal projection exceeds last year's results, there is significant focus needed to ensure attainment of the 23-24 SY DI Target. *41.8% were PHE Exempted and not tested and most likely will not retake a Regents from their 9th or 10th grade year.</p> <table border="1" data-bbox="1507 1198 2341 1424"> <thead> <tr> <th colspan="6">Percentage of Total Cohort** :Regents Mathem</th> </tr> <tr> <th>Not Tested ((b)/(a))*100 (i)</th> <th>Tested ((c)/(a))*100 (j)</th> <th>Scoring at level 1 ((d)/(a))*100 (k)</th> <th>Scoring at level 2 ((e)/(a))*100 (l)</th> <th>Scoring at level 3 ((f)/(a))*100 (m)</th> <th>Scoring at level 4 or 5 ((g)/(a))*100 (n)</th> </tr> </thead> <tbody> <tr> <td>40.8%</td> <td>59.2%</td> <td>19.4%</td> <td>12.1%</td> <td>23.3%</td> <td>4.4%</td> </tr> </tbody> </table>	Percentage of Total Cohort** :Regents Mathem						Not Tested ((b)/(a))*100 (i)	Tested ((c)/(a))*100 (j)	Scoring at level 1 ((d)/(a))*100 (k)	Scoring at level 2 ((e)/(a))*100 (l)	Scoring at level 3 ((f)/(a))*100 (m)	Scoring at level 4 or 5 ((g)/(a))*100 (n)	40.8%	59.2%	19.4%	12.1%	23.3%	4.4%
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		<p>Primary Drivers: Students develop an awareness of knowledge of self. Students develop an awareness of their knowledge of the task. Students recognize that their past experiences both within and outside of the classroom are of value within the mathematics classroom. Students have a developed “inner voice” that includes self-questioning.</p> <p>Student Needs:</p> <ul style="list-style-type: none"> • Growth Mindset: Students need to value mistakes, effort, and perseverance as a means to success. • CRRSP: Students need to see value in the work and mathematics as necessary for their future confidence and efficacy: 	<p>Algebra 2: 75.5% have met the SMART Goal target so far this year (40/53) Math 3: 6.6% have met the SMART Goal target so far this year (9/137) Precalculus: 62.1% have met the SMART Goal target so far this year (18/29) Transition to College Math: 63.6% have met the SMART Goal target so far this year (14/22) Statistics: 43.8% have met the SMART Goal target so far this year (7/16) Overall: 31.3% have met the SMART Goal target at the mid year point (162/517)</p>

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		<p>Students need to believe that they are capable and powerful in math class.</p> <ul style="list-style-type: none"> • SomeTake Algebra 1 course daily for one semester to review and increase chances of passing.for January Regents. • Offer Saturday School for the 8 Saturdays before Exams. • Metacognition: Develop strategies for planning out the problem solving process when faced with new or challenging tasks.. 	
<p>#140 College, Career, and Civic Readiness Index – All Students 21-22 Baseline: 117.1 22-23 Results: 110.20 23-24 Target: 120.3</p> <p>CCCR Report Guide</p>			<p>65 Scholars have a projected weight of 2.0 85 have a projected weight of 1.5</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
<p>#170 Chronic Absenteeism – All Students</p> <p>21-22 Baseline: 63 22-23 Results: 68.8% 23-24 Target: 61</p>		<p>A strengthened focus on attendance has included individualized coaching and training for the attendance assistant as well as new structures for collaboration and communication with the CAST team. Individual outreach through structured home visits and follow up communication is need to strengthen the relationship with families and address the underlying causes and barriers that contribute to students missing a significant number of school days. Weekly data analysis is used to provide targeted outreach and support services, including connections with community partners to address root cause of absence. Regular monitoring, data tracking, and continuous evaluation have been built into each CAST structure to help monitor the effectiveness of each intervention, document intervention efforts,</p>	<p>180/784 (22.9%) students have missed 10-19.9%% of instructional days to date (missed >14 days in the 143 (as of 4/29/24) instructional days so far) in the 2023-24 SY.</p> <p>266/784 (33.9%) students have missed more than 20% of all 180 days in the instructional year (missed > 18 days to date) in the 2023-24 SY, therefore, will not be eligible to be removed from the chronically absent classification.</p> <p>In Q2, Attendance Assistants have been piloting a “Supportive Home Visits” model to engage in conversations with students and families when students are absent or late. Instead of focusing on threats or negative consequences, the conversations are focused on caring relationships, problem solving, building trust, and referrals for assistance.</p> <p>In Q3, the development of the Case Management Tracking Tool will be guided by the need to look at patterns of student attendance to create strategic outreach and support for similar needs. The current data system</p>

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		and ensure a coordinated approach for each scholar.	for attendance only allows individual case management as the intervention data cannot be aggregated.
#230 HS Science All Students PI 21-22 Baseline: 94.1 22-23 Results: 120.71 23-24 Target: 99.1		<p>SMART Goal: Over the 23-24 school year, 80% of students will show growth in accuracy of their self-evaluation of scientific explanations using success criteria and/or exemplars, as measured by formative assessments in which students construct and self-evaluate evidence-based explanations using shared success criteria.</p> <p>Primary Drivers:</p> <ul style="list-style-type: none"> • If teachers understand how constructing explanations uses disciplinary core ideas and builds upon other science practices, then they will use and develop criteria that incorporate academic language to describe the connections between big concepts and evidence • If teachers embed autonomy supportive opportunities to construct and revise relevant explanations, then students will repeatedly engage in applying the strategies 	<p>2020 Total Cohort - 3 Year Outcomes</p> <p>On their most recent CFA, which measures reflection on evidence-based explanations, 46% of scholars in all science courses showed growth or remained at the highest level of accuracy. Teachers will continue with or add the following action steps:</p> <ul style="list-style-type: none"> • Teacher modeling of metacognitive strategies for students to use as they incorporate evidence and science concepts into explanations, using knowledge of self, strategies, and task <ul style="list-style-type: none"> ○ Providing exemplars, discussion prompts, and feedback to scholars on their self-evaluations and use of evidence within their reflections ○ Providing opportunities for revision of both reflections and evidence-based explanations based on feedback ○ Learning walks showed evidence of success in the following areas: <ul style="list-style-type: none"> ■ Using the “self-evaluation organizer” repeatedly throughout the unit - modeling for the class how to identify medals and missions for each success criterion

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		<ul style="list-style-type: none"> • If teachers collaborate on different ways to model vulnerability and frustration tolerance, then they will feel prepared to support students when they face a challenge or need to change their approach 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Annotating the text of prompts to construct an explanation ■ Multiple opportunities within each unit to construct explanations ■ Teachers anticipating where students will struggle (as measured by planned pause points, timing of annotations/scaffolds, and encouragement to scholars as they work) • Vertically aligning units that focus on constructing explanations, including: <ul style="list-style-type: none"> ○ Information sharing across grade levels of the content and scope of expectations for students ○ Consistent use of standards-aligned success criteria ○ Use of external exemplars to calibrate tasks and rubrics for both formative and summative assessment ○ Ensuring that all units incorporate practice and feedback with constructing explanations ○ Development of a grade appropriate format and language for evidence based explanations for teachers to model and use to provide feedback. <p>MP $\frac{2}{3}$ Grades</p> <p>Lab minutes: 94% of Regents Chemistry students and 50% of Living Environment and Earth Science students are on track for lab qualification.</p>

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			<p>Some barriers to success in this area include:</p> <ul style="list-style-type: none"> • Lack of completion of lab activities and write-ups in order to earn lab minutes in order to take the Regents exam. • Student attendance in class • Scheduling conflicts resulting in Support Rooms with a lack of science teachers present. There are only 2 teachers present in 9/10 support twice a week which is equivalent to 1 teacher being present. • Lack of staff availability to teach Summer School science courses. • Removal of science review courses where scholars received target academic intervention and personalized support. Scholars now receive those interventions in Support where there is a lack of Science teachers. <p>Strategies to support improved Regents Science outcomes:</p> <ul style="list-style-type: none"> • Providing Support teachers with student-driven make-up labs to be completed in Support with the goal of increasing the number of lab qualified scholars. • Increase of science teachers (4) in 11/12 support rooms with the goal of providing more opportunities for scholar intervention. • Offering Saturday Regents review in the fall and spring semesters with the goal of providing scholars with additional opportunities to practice and review Regents questions.

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			<ul style="list-style-type: none"> • During January Recovery week Scholars were offered an opportunity during Regents week to make up lab minutes or makeup assignments. Scholars received individualized interventions or opportunities to revise previous work based on their lab minute totals, assessment results, and course grades. • Teachers in CPT completed data analysis protocols of the June 2023 Regents data to find patterns and trends in order to further improve Regents performance. <ul style="list-style-type: none"> ○ Trends identified in Living Environment: <ul style="list-style-type: none"> ■ Scholars did poorly on questions related to analyzing the results of the Diffusion through a Membrane lab, identifying examples of maintaining homeostasis, and constructing explanations ■ Teachers identified action steps including increasing the amount of practice with graph analysis within each unit, adding lessons to reinforce specific challenging content including the role of molecule shape and size, and additional practice with texts related to conceptual understandings within each unit ○ Trends identified in Earth Science: <ul style="list-style-type: none"> ■ Scholars struggled with questions related to predicting the results of the movement of the Earth, drawing isolines, and interpreting questions to identify the appropriate section of the Reference Table to utilize

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			<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Action steps included modifying an existing lab to better illustrate the impact of insolation, additional practice with mapping skills earlier in the year, and practice interpreting questions (such as “explain” vs. “describe” prompts) ○ Trends identified in Chemistry: <ul style="list-style-type: none"> ■ Scholars did poorly on questions that asked for a numerical setup for gas law calculations, explanations of heat flow and chemical and physical properties, and calculations related to concentration ■ Next steps will include targeted practice with setting up equations and defining variables from word problems, revamping heat flow lessons to reinforce key concepts, and focus on scholars’ use of metacognitive strategies to identify their own needs for support and review. ■ Collecting Common Formative Assessment data for each science course in order to identify strengths and error patterns in students’ ability to use metacognitive strategies, in order to increase success in answering open-ended and higher-order thinking questions <ul style="list-style-type: none"> ● As of January 2024, 46.7% of scholars with 2 or more CFA scores recorded had improved their ability to self-evaluate their explanations by identifying evidence

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			<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ from their work and describing its level of alignment with the success criteria. ○ Action steps in response to this data will include: <ul style="list-style-type: none"> ■ Feedback to students' responses to monitoring and reflection prompts ■ If appropriate, modeling several ways of completing the organizer (using growth mindset language and normalizing productive struggle). ■ More opportunities to compare and contrast, annotate, and revise scientific explanations ■ Prompting students to think about how they would use monitoring self-questions as they work • Vertically aligning units that focus on constructing explanations, including: <ul style="list-style-type: none"> ○ Information sharing across grade levels of the content and scope of expectations for students ○ Consistent use of standards-aligned success criteria ○ Ensuring that all units incorporate practice and feedback with constructing explanations ○ Development of a grade appropriate format and language for evidence based explanations for teachers to model and use to provide feedback.

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			<ul style="list-style-type: none"> • Teacher modeling of metacognitive strategies for students to use as they incorporate evidence and science concepts into explanations, using knowledge of self, strategies, and task <ul style="list-style-type: none"> ○ Learning walks showed evidence of success in the following areas: <ul style="list-style-type: none"> ■ Using the “self-evaluation organizer” repeatedly throughout the unit - modeling for the class how to identify medals and missions for each success criterion ■ Annotating the text of prompts to construct an explanation ■ Multiple opportunities within each unit to construct explanations ■ Teachers anticipating where students will struggle (as measured by planned pause points, timing of annotations/scaffolds, and encouragement to scholars as they work) ○ Next steps related to metacognitive strategies will include <ul style="list-style-type: none"> ■ Teachers modeling frustration tolerance and identifying possible strategies that may help ■ Incorporating discussion prompts to prompt students to use success criteria to monitor their work, and providing feedback to their responses

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<p>#240 HS Social Studies All Students PI</p> <p>21-22 Baseline: 18.6 22-23 Results: 83.87 23-24 Target: 21.1</p>		<p>Smart Goal 80% of scholars will show growth in their ability to accurately explain historical, geographic, or economic context related to time and place from Sept 2023 to June 2024.</p> <p>Primary Drivers Engage in classifying thinking demand (simple version on thinking demands matrix):</p> <ol style="list-style-type: none"> 1. Recognize certain words are related to particular time periods 2. Categorize / Recognize the time period the doc is addressing 3. Construct a timeline of actions (kids are good at this typically) <p>Engage in & explaining thinking demand:</p> <ol style="list-style-type: none"> 4. Then they have to identify what caused this to happen 	<table border="1" data-bbox="1507 722 2435 959" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d9ead3;"> <th colspan="7">Percentage of Total Cohort** : Regents Global History</th> </tr> <tr style="background-color: #d9ead3;"> <th>Not Tested ((b)/(a))*100 (i)</th> <th>Tested ((c)/(a))*100 (j)</th> <th>Scoring at level 1 ((d)/(a))*100 (k)</th> <th>Scoring at level 2 ((e)/(a))*100 (l)</th> <th>Scoring at level 3 ((f)/(a))*100 (m)</th> <th>Scoring at level 4 or 5 ((g)/(a))*100 (n)</th> <th>Receiv Ag</th> </tr> </thead> <tbody> <tr style="background-color: #fff2cc;"> <td>13.8%</td> <td>86.2%</td> <td>17.2%</td> <td>24.6%</td> <td>34.5%</td> <td>9.9%</td> <td></td> </tr> </tbody> </table> <p>Date Retrieved from WNYRIC, 2020 Total Cohort - 3 Year Outcome, Oct 25, 2023</p> <p>86.2% of all students enrolled in the 2020 Cohort have received Global Regents scores to date. Given the scores already obtained and the total cohort enrollment, we would have a minimum HS Global PI (All Students) of 58.3 based on the 3 year outcome data thus far. While this PI exceeds the minimum target, it does not yet exceed the 2022-23 SY Social Studies PI.</p> <p>The Social Studies department developed a Common Formative Assessment to collect data and to achieve their Smart Goal. The teacher leader and teachers have developed a</p>	Percentage of Total Cohort** : Regents Global History							Not Tested ((b)/(a))*100 (i)	Tested ((c)/(a))*100 (j)	Scoring at level 1 ((d)/(a))*100 (k)	Scoring at level 2 ((e)/(a))*100 (l)	Scoring at level 3 ((f)/(a))*100 (m)	Scoring at level 4 or 5 ((g)/(a))*100 (n)	Receiv Ag	13.8%	86.2%	17.2%	24.6%	34.5%	9.9%	
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			<p>vertically aligned CFA and CFA rubric for scholars to show growth in their ability to explain historical, geographic, and economic context. The growth from Q1 to Q2 is shown in the tables below.</p> <p>Common Formative Assessment #3</p> <table border="1" data-bbox="1521 927 2561 1252"> <tbody> <tr> <td>Level 0</td> <td>67</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Level 1</td> <td>24</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Level 2</td> <td>0</td> <td>41</td> <td>0</td> <td>0</td> </tr> <tr> <td>Level 3</td> <td>0</td> <td>0</td> <td>35</td> <td>0</td> </tr> <tr> <td>Level 4</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Total</td> <td>91</td> <td>41</td> <td>35</td> <td>1</td> </tr> </tbody> </table> <p>Common Formative Assessment #4</p>	Level 0	67	0	0	0	Level 1	24	0	0	0	Level 2	0	41	0	0	Level 3	0	0	35	0	Level 4	0	0	0	1	Total	91	41	35	1
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			<ul style="list-style-type: none"> ○ Ensuring that all units incorporate historical thinking practices and feedback ○ Development of a grade appropriate format and language for evidence based explanations for teachers to model and use to provide feedback. ○ Social studies teacher provide individualized support to scholars at Saturday School to support with regents exam preparedness ○ Provide after school tutoring 2x/week <p>Questions to consider in our practice:</p> <ol style="list-style-type: none"> 1. Are we offering high stakes opportunities with an authentic audience in our CEPTS and PTs 2. Are we giving scholars an opportunity to show their understanding in diverse ways? (Non-writing) 3. Are we using support as an opportunity to improve understanding with interventions? 4. Are we over-scaffolding or over simplifying the process in our delivery to scholars? 5. Are we providing clear, grade level models and success criteria for scholars to follow? 6. Are we offering consistent, high quality feedback with opportunities for revision? 7. Are we incorporating culturally relevant opportunities to show

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			<p>understanding? 8. Is our instruction of the material offering opportunities to make meaning?</p> <p>2020 Total Cohort Outcomes Report - Global, US History</p> <p>Some barriers to success in this area include:</p> <ul style="list-style-type: none"> • Student attendance in class • Scheduling conflicts resulting in Support Rooms with a lack of social studies teachers present. <p>Strategies to Support Improved Outcomes: Vertically aligning units that focus on constructing explanations, including:</p> <ul style="list-style-type: none"> ○ Information sharing across grade levels of the content and scope of expectations for students ○ Consistent use of standards-aligned transfer goals and success criteria ○ Ensuring that all units incorporate historical thinking practices and feedback ○ Development of a grade appropriate format and language for evidence based explanations for teachers to model and use to provide feedback. ○ Social studies teacher provide individualized support to scholars at Saturday School to support with regents exam preparedness ○ Provide after school tutoring 2x/week <p>Examine Instruction (Teacher Practice Data)</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			<p>Questions to consider in our practice:</p> <ol style="list-style-type: none"> 1. Are we offering high stakes opportunities with an authentic audience in our CEPTS and PTs 2. Are we giving scholars an opportunity to show their understanding in diverse ways? (Non-writing) 3. Are we using support as an opportunity to improve understanding with interventions? 4. Are we over-scaffolding or over simplifying the process in our delivery to scholars? 5. Are we providing clear, grade level models and success criteria for scholars to follow? 6. Are we offering consistent, high quality feedback with opportunities for revision? 7. Are we incorporating culturally relevant opportunities to show understanding? 8. Is our instruction of the material offering opportunities to make meaning? <ul style="list-style-type: none"> ○

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
#250 2018 Total Cohort 6-Year Grad Rate – All Students 21-22 Baseline: 80 22-23 Results: 87.2% (2017 Cohort) 23-24 Target: 81		<ul style="list-style-type: none"> • Communicate with program school to support scholar monthly 	86% of students enrolled in the 2018 Cohort have already graduated as of April 2024. 1.1% of students enrolled in the 2018 Cohort earned IEP Diplomas & Commencement Credentials. 12.4% of students enrolled in the 2018 Cohort have dropped out.

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 actions and activities that support goal attainment, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement Indicator targets attainment.

**Quarterly Report #3 with Reflection on Lead Strategies Utilized during
February 1, 2024 – April 30, 2024**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
#2 Plan for and Implement Community School Model 23-24 Target: Rubric		See Part I #5	<ul style="list-style-type: none"> • Full time Community Coordinator • Monthly CET Meetings • Needs assessment under way • Key informants have been identified through Collective Impact Teams/ CET • Surveys to be administered April - May 2024 • Increase in data tracking and increased partner accountability • Coordination with Families in Transition Team, Monroe County FACT, and Attendance Department - all Social Workers included in meeting

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			<ul style="list-style-type: none"> • Attendance strategy outlined above

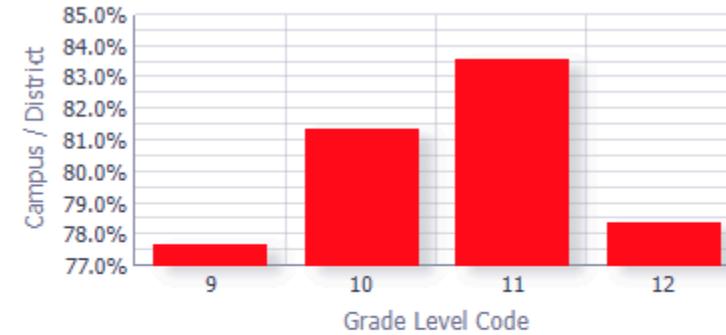
#3 Student Attendance

21-22 Baseline: 77%
 22-23 Results: 78.4%
 23-24 Target: 79%

- Tiered supports for student attendance include:
- Tier 1 - Family Group - Family group teachers have a low ratio of students in their daily FG period. “Carents” are expected to reach out to students who are absent to help determine the reason why so that an appropriate referral for student support can be triggered, if appropriate. Planning for time management, individual goal setting, and progress monitoring can be built into the family group lesson. Additionally, the overall positive relationships and school climate, as well as engaging learning opportunities contribute to improved student attendance.
- Tier 2 - CAST meets weekly to review attendance data and plan for additional intervention. Targeted interventions can include success mentoring, check in/check out, and group check ins supported by the social worker/counselor are beneficial.
- Tier 3 - After conducting a home visit to determine the root cause of the attendance issue, the attendance assistant works closely with the student and their family as a bridge to reconnect with the CAST and any necessary community school support. Personalized attendance improvement plans are developed to address specific barriers to attendance, such as health issues, transportation

The Average Daily Attendance for the selected school is: **80.2%**

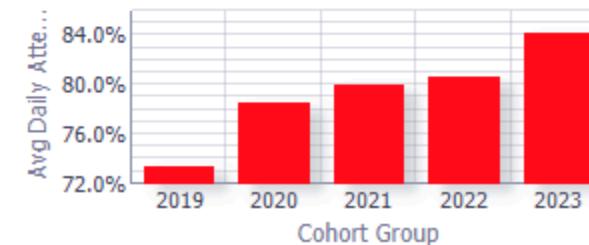
Grade Level Attendance



Click on a grade level value to drill to a detail roster.

[Refresh](#) - [Print](#) - [Export](#)

Attendance by Cohort



	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020
Attendance	Avg Daily Attendance	Avg Daily Attendance	Avg Daily Attendance	Avg Daily Attendance	Avg Daily Attendance
Avg Daily Attendance	80.1%	78.4%	77.8%	85.2%	86.9%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<p>challenges, or family issues. Regular follow up phone calls and home visits are needed to rebuild the relationship, ensure connection with needed wrap around services, provide transportation assistance, and plan for SEL/mental health needs.</p>	
<p>#65 2023 Total Cohort (9th Graders) with 5 or more Credits 21-22 Baseline: 71 22-23 Results: 76% 23-24 Target: 74</p>			<p>As of MP3, 196 (6 NYSAA) 132 on track to earn 5 credits in 9th grade = ~70%</p> <p>Intervention plans are in place for 20 additional scholars to include MP recovery, Regents exam preparation, and Saturday school programming. Individual parent outreach has been conducted to support credit attainment.</p> <p>Counselors are engaging weekly with parents to provide frequent progress monitoring updates and encouragement.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
#68 2021 Total Cohort (11 th Graders) with 5 or more Credits 21-22 Baseline: 63 22-23 Results: 23-24 Target: 66		<ul style="list-style-type: none"> • CAST Tracker meetings weekly • Tutoring offered every Monday and Thursday • Tutoring / Regents prep offered 8 weeks in each Semester • Grade tracking by individual by marking period. • Multiple reminders about academics / Regents Exams, email, letter, counselor, teachers, principal. • Individual Tutoring hours provided for select staff to work with scholars outside of school hours. 	<p>Cohort Tracker</p> <p>115/203 have already earned 15 credits as of April 2024. 2/203 have dropped out as of April 2024. 40/203 are currently on track to earn 15 credits by the end of the 23/24 SY</p> <p>76% are anticipated to have 15 or more credits by the end of 23/24 SY.</p> <p>Every scholar still enrolled in the 2021 Cohort has the opportunity to earn 5+ credits this school year. We will provide a progress update after the first marking period grades come out to indicate how many are passing at minimum, 5 credits.</p>
#94 Providing 200 Hours of Quality Extended Day Learning Time (ELT) 23-24 Target: Rubric		<ul style="list-style-type: none"> • Family Group • Support Period • Double Literacy & Math periods (6-9) • 54 Athletic Teams • After-School Programming 	<ul style="list-style-type: none"> • 100% of students in attendance participate in a longer learning day (+1.5 hours) for each instructional school day. • Data included in Part 1, #5

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> • College Access (Gear Up, TRiO/Upward Bounds, Step to College). 	
#142: College, Career and Civic Readiness Index – Black Students 21-22 Baseline: 118.7 22-23 Results: 111.96 23-24 Target: 120.3			24 have a projected weight of 2.0 41 have a projected weight of 1.5
#255: 2018 Total Cohort 6 Year Grad Rate ED Students 21-22 Baseline: 78 22-23 Results: 86 (2017 Cohort) 23-24 Target: 79		<ul style="list-style-type: none"> • Communicate with program school to support scholar monthly 	Cohort Tracker 83.8% of Economically Disadvantaged Students from the 2018 Cohort have already graduated as of August 2023. There are no students who are still enrolled. We have met this demonstrable indicator.

Part IV – Community Engagement Team (CET)

The [Community Engagement Team](#) is a representative body designed to foster and support public engagement. The CET serves as an active thought partner contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.

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 membership for the 2023-2024 SY should be included and detailed below.

**Note: Administrative, teacher, 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 2023-2024 CET Plan Implementation

The East CET, referred to as the FACE Team (Family and Community Engagement Team) meets 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. FACE will connect with Collective Impact Teams to ensure strategic action and advocacy toward key priority areas including: college navigation, career & workforce development, family support, and health and wellness.

Event Participation data is included in Part 1, #5

FACE monthly meeting minutes can be found [here](#).

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. A connection has been established with the 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. Amidst RCSD reconfiguration, East will remain a city-wide draw for both Lower and Upper School. A shift toward collective action connecting FACE to priority workgroups, incorporation of the Parent Cafe model, and increased opportunities for parental leadership/advocacy are planned for the 23-24 SY. A focus on community input into EPO transition planning will be planned for the remainder of 23-24 SY.

Part V – Powers of the Receiver

[NYS Education Law 211-f](#) and [Commissioners Regulation §100.19](#) grant certain powers to the School Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling. Provide a summary of the use of the School Receiver’s powers during this reporting period.

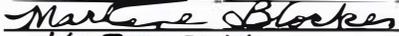
On 3/28/24, the RCSD Board of Education voted to conclude the East EPO contract with the University of Rochester effective June 20, 2025. This has led to increased focus on the East EPO transition back to RCSD Central Office supervision. Current transition efforts include written communication to all constituents, community input meeting through FACE, collaborative planning meetings Supt. Peluso and Supt. Blocker. Deputy Superintendent Strickland has been identified as the RCSD lead and has met with teacher stakeholders. A staff survey was conducted to prioritize requests for continued autonomy beyond the EPO period. A collective bargaining agreements arranging for continued tenure in RCSD has begun. Monthly updates to the Board of Education regarding transition plans have been presented at business meetings and a transition team has been established to include representatives from the EPO and RCSD Senior Leadership; continued concerns remain about instability in RCSD leadership and the impact that may have on East’s sustainable efforts to maintain innovative approaches established under the EPO. A transition plan will be presented to the BOE on 5/23/24.

Current and continued challenges exist with student enrollment/placement practices; East leadership is working to ensure that sibling, 1.5 mi, and CTE preferences are afforded to scholars. This is very difficult given the lack of transparency related to school choice lottery, waiting list, and transfer process (all handled by RCSD Central Office).

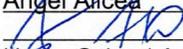
- Day to day services and management of East
- Curriculum & Instructional Programs flexibility
- Modified Collective Bargaining Agreements
- Increased salaries, stipend for bilingual teachers
- Expanded school day for all students
- Smaller class sizes (max. 22 for Freshman Academy; 25 for Gr 10-12)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

Part VI – Assurance and Attestation

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

Name of Receiver (Print): Marlene Blocker Superintendent-East EPO
Signature of Receiver: 
Date: 4-30-24

By signing below, I attest that the Community Engagement Team has had the opportunity to provide direct and explicit input into this Quarterly Report and has had the opportunity to review and update, as necessary, its 2023-2024 Community Engagement Team Plan and membership for the current academic year.

Name of CET Representative (Print): Angel Alicea
Signature of CET Representative*: 
Title of CET Representative: Home School Assistant, FACE Committee
Date: 4-30-24

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