

2023-2024 Receivership School Quarterly Report #1
Report Period: July 22, 2023, to October 30, 2023 (Due October 30, 2023)

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:
Northeast College Preparatory High School	261600010073	Rochester City School District	N/A	Cohort 1	https://www.rcsdk12.org/innovation
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):
Dr. Carmine Peluso	Nakia Burrows	1/2022	Lajuan White Chief of Schools	9-12	57.9

Executive Summary

Please provide a *plain-language summary* of this Quarterly Report-based Continuation Plan to both reflect the changes and progress made since the last reporting period. Describe the systems and processes utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver during the past quarter have framed a basis for developing a data-informed continuation plan for the next school year.

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

Northeast staff was engaged and focused over the summer, organizing resources and building capacity to enable what was a smooth and positive first month of school. Efforts over the summers month included:

- aggressive recruiting and hiring such that we opened school with only 5 vacancies, as compared to 13 vacancies for the 2022-23 school year.
- the creation and adoption of a schoolwide unit plan template, based in Understanding by Design, incorporating social justice standards, and making a significant investment in building capacity and providing time for co-teachers to design units.
- early identification of co-teaching teams, and strategic creation of the master schedule to include common planning time for all co-teaching partners
- fundraising and planning for continued community building and Student Voice activities, including the October Cohort Retreats
- several teachers attending the MIKVA Civics in Action summer conference in Kentucky and successful submission and approval of our application for the Seal of Civic Readiness
- re-organization of internal resources and a few key staffing positions to be responsive to the needs that emerged last year
- a three-day Panther Summit in August attended by 69 teaching staff (77%), launching our year-long professional learning
- a 2 day 9th Grade Academy Bootcamp for incoming freshmen
- a Welcome Back Bash for Northeast students, staff and families that was attended by over 200 guests

This work and the emerging culture after a year of intense transition, allowed for the first month of school to have a positive, productive climate. All disciplinary indicators were down from previous years, and more classrooms provided more engaging experiences reflective of District and school expectations.

During September, it was publicly announced that Northeast is being proposed for closure in June, as part of the District's Reconfiguration Plan. The Board of Education will vote on the plan on October 19th. This news hit staff and students hard and absolutely impacts school climate in ways that are difficult to fully explain. While staff remains professional and committed to student success, maintaining morale and managing emotions is paramount.

Against this context, Northeast is receiving a steady stream of new enrollees, with over 95 new students being placed in our school after the first day of school. At the time of this report, we are up to 95 new entrants; most undercredited and students that were chronically absent in their previous schools. Northeast remains committed to students success and looks forward to a great, productive year.

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 5 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.'

SWD238/30.7%

Data Source: _ROC 3D and SIRS

Total Current Enrollment/Registrant Counts: N= 774

Date of Capture: _10/2/23_

ELL 61/7.8_%

**SWD/ELL percentage total
17/2.2%**

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	69.2%	64.1%	59.7%	64.0%
Chronic Absenteeism Rate	68.9%	84.3%	85.2%	72.5%

Suspension % Rate and Number by Category				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	25.2%/#142	36.2%/#232	29.2%/#228	3.34%/#26
Duplicated Suspensions	13.9%/#88	20.7%/#148	12.4%/#104	.7%/#1
Unduplicated Suspensions	33.5%/#189	39.3%/#252	31.1%/#243	3.35%/#26
ELL Suspensions	28.3%/#15	27.8%/#15	18%/#14	.6%/#1
SWD Suspensions	48.7%/#74	46.8%/#95	34.8%/#91	6.75%/#16

Overview of School Demographic and Four-Year Trend Data

Use the template below to provide four-year graduation and Drop-out rate 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				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Grad. Rate	72.3%	64.2%	57.9%	___%
ELL Grad. Rate	66.7%	30%	55.6%	___%
SWD Grad. Rate	61.9%	55.9%	47.9%	___%
NYSAA Grad. Rate	0%	0%	0%	___%

Drop Out Percentage Rates				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Drop Out Rate	1.7%	10.4%	21.5%	___%
ELL Drop Out Rate	0%	20%	22.2%	___%
SWD Drop Out Rate	4.8%	14.7%	29.6%	___%
NYSAA Drop Out Rate	0%	0%	0%	___%

Suspension Tracking and Reporting Addendum

Out of School Suspensions #:

Number of students who received at least one day of out of school suspension.
26

Duplicated Suspensions #:

Number of the same student(s) suspended more than one time.
1

Unduplicated Suspensions #:

Number of students suspended out of school one time.
26

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time.
1

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time.
16

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 during the first 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 #1*, identify processes:
 - Used throughout Quarter 1 to assess the impact of *strategies implemented* to improve student learning outcomes.
 - For assessing the impact on student learning outcomes that will be newly implemented during the 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 Technical Assistance and Support sessions and diagnostic review feedback.

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 #1 - Reflection on Lead Strategies Utilized during
July 22, 2023 – October 30, 2023**

Identify the lead strategies that guided the school’s improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year’s demonstrable improvement targets.
Strategy 1: Embedding Student Voice & Culturally Responsive Pedagogy into units and lessons, including authentic work products / assessments	Green	<p>This strategy requires building capacity over time. Highlights of the work to date include:</p> <ul style="list-style-type: none"> • Adapting a schoolwide unit plan template, based in Understanding by Design, to support more cohesive, grade-level and engaging lessons. Building capacity and providing feedback on units started over the summer and will continue throughout the year with marking period checkpoints. • Prioritizing co-teaching strategies and practice, given that most of Northeast’s classrooms are ICT or self contained special education, requiring the collective efforts of 2 adults in most classrooms. This work encourages and supports teachers beyond their usual “one Teach, One Assist” co-teaching model • Northeast supported the training of 5 staff (admin and teachers) traveling to Kentucky this summer for the MIKVA Civics in Action summer conference, and also successfully started the process for the Seal of Civic Readiness diploma endorsement • The Panther Summer Summit, attended by 69 staff (63 classroom-based staff), provided a meaningful platform to create community as a new, expanded staff; to introduce the year-long foci of professional development, including how our classroom environments promote equity/social justice through an emphasis on grade-level standards and materials, culturally affirming classrooms; authentic assessment opportunities and supporting students to high-quality work products.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		<ul style="list-style-type: none"> • Training our instructional coach in the MIKVA Student Voice Curriculum, and arranging for him to support our Freshman Seminar courses and the three Participation in Government teachers in infusing this curriculum. This will also guide our work to launch the Seal of Civic Readiness. • Our year-long calendar and the first Superintendent's Day stated our intention to do two Presentations of Student Learning, a way to widen and challenge our lens on the work students are capable of producing, when we design authentic assessments. • Social Justice Competencies and Standards are incorporated into all of our lessons, with a focus on identity, diversity, justice and action. https://www.learningforjustice.org/sites/default/files/2022-09/LFJ-Social-Justice-Standards-September-2022-09292022.pdf • Initial conversation with The Antiracist Curriculum Project to facilitate a collegial circle format focused on educators for social justice.
Strategy 2: Creating clearly communicated assessments that are standards-based and involve students in the process. Building capacity to support literacy practices (reading, discussion, writing) across all content areas.	Yellow	<p>This strategy requires building capacity over time. Highlights of the work to date include:</p> <ul style="list-style-type: none"> • Summer Summit modeled and deepened instructional practices around literacy strategies and the use of assessment to drive student learning. 69 faculty attended (77%). Specific focus on the use of learning targets, success criteria and feedback for learning has been established in our fall PLCs thus far. • The newly adopted schoolwide Unit Plan Templates incorporate these priority areas, with the intent of supporting implementation. Unit plans are being shared in a schoolwide shared drive to increase our transparency and make us all more accountable to grade level work, and examination of evidence of student learning. • Refining of the schoolwide walkthrough tool so that we are noting assessment practices, literacy tasks/practices in classrooms, as well as grade-level work/materials. • Summer and job-embedded time has been provided for co-teaching teams. Our review of unit plans in conjunction with walkthrough data allow us to connect teachers to the support of instructional coaches. Through our priority areas, we are also able to provide teacher teams with support when they request it. • The window for both the District's Common Formative Assessments in Math and ELA have just opened.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
Strategy 3: Refined efforts to build structures and systems that foster collegial learning, with an emphasis on co-teaching teams and building common Tier 1 strategies.	Green	<p>The systems that have been launched to support this work are:</p> <ul style="list-style-type: none"> ● Establishing, communicating and facilitating the weekly Panther Professional Learning Communities (PLCs) such that every teacher attends one interdisciplinary group. This is one of the main vehicles through which to drive and support our instructional priorities. This year we were able to have most teachers attend with their co-teachers as a supplemental space for meaningful collaboration and work time. ● Intentionally fostering co-teaching relationships through a mandated co-teaching compact, as well as common planning time. The instructional coach is also being deployed to support teams in implementing our instructional priorities. ● A reconstitution of Instructional Leadership Council has enabled us to begin to widen the team of teachers who are vested in supporting capacity building and professional learning. We are designing new systems to engage them in walkthroughs and create opportunities to have them partner with teachers around strong Tier 1 practices. ● Using surveys and the ILC to gather real time input and be responsive to teacher needs, seeking to provide more action-oriented professional learning.
Strategy 4: Continue to strengthen and expand MTSS, with an emphasis on Tier 1 offerings that are responsive to the needs our data show.	Green	<p>This strategy requires building capacity over time. We are building on the work of last year and making the appropriate additions/changes as we gauge student need for the 2023/2024 school year. Highlights of the work to date include:</p> <ul style="list-style-type: none"> ● Collaborating with district based MTSS coaches to develop a tracking/communication system. ● Updating the MTSS plan each marking period and having it accessible in a shared drive for more transparency. ● Brainstorming Tier 2 and Tier 3 interventions for behavior and academics ● Completed self-assessment tool based on last year's work and creating goals to drive work this year. ● Refining the student referral system; continuing to integrate cohort tracking as part of the MTSS process. ● Creating a dedicated MTSS problem-solving team for the 2023 cohort (new 9th graders) ● Building upon the weekly Advisory structure, with a curriculum that fosters student goal-setting and reflection, social justice through student voice, and a sense of belonging to school. ● Designing and implementing a Tier 3 reading intervention utilizing evidence based strategies and measures to provide support to lowest performing readers in a one-to-one or small group setting in 6-week cycles.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		<ul style="list-style-type: none"> Identifying students in 2021 and 2022 cohorts who need targeted Tier 2/Tier 3 intervention to prepare for the ELA Regents in January and June.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		<ul style="list-style-type: none"> Continuing to revise curriculum for Freshmen Seminar, which is a Tier 1 platform for all freshmen. Freshman Seminar is a specially created course at Northeast that is required for all 9th graders, with a focus on executive functioning, developing study skills/skill building, and Social Justice competencies.

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. If any changes in Level 1 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

**Quarterly Report #1 with Reflection on Lead Strategies Utilized during
July 22, 2023 – October 30, 2023**

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 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 (>=65%)</p> <p>2023-2024 Progress Target: 5%</p>	Green	<p>The following steps and strategies have been implemented to support progress toward this indicator:</p> <ul style="list-style-type: none"> • Master schedule includes a Math Lab attached to the regular period, such that new 9th graders receive more time on task with their Algebra 1 teacher. • Strategic scheduling for the students who were not successful in Algebra 1 last year. 	<p>Northeast High School is utilizing the following data and emerging trends from June and August’s regents testing in Algebra I to ensure continuous progress and growth:</p> <table border="1" data-bbox="1561 1203 2564 1403"> <thead> <tr> <th>Total Cohort</th> <th>Not tested</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3+</th> </tr> </thead> <tbody> <tr> <td>166 students</td> <td>26% (43 students)</td> <td>33% (55 students)</td> <td>27% (45 students)</td> <td>14% (23 students)</td> </tr> </tbody> </table>	Total Cohort	Not tested	Level 1	Level 2	Level 3+	166 students	26% (43 students)	33% (55 students)	27% (45 students)	14% (23 students)
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166 students	26% (43 students)	33% (55 students)	27% (45 students)	14% (23 students)									

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 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"> • The principal is supervising the math department and monthly department time acts as an additional vehicle to support examination of student assessment data and instructional approaches. • Our newly formed Instructional Leadership Council includes 4 math teachers, 2 of whom have release time during the day to work closely and collaboratively with the math department on effective strategies, tiered approaches and efficient planning and preparation. • The schoolwide priorities and instructional focus support all departments and achievement. • The RCSD Common Formative Assessments will be administered in core Regents courses, starting 10/16/23, and the Illustrative Math benchmark testing, also taken in math 9 	<p>While only 14% of the cohort passed the Algebra I exam as freshmen, this data reflects the strong possibility to move 88 students (Level 2s and students not tested), or 53% of the cohort, to passing for the January 2024 testing administration.</p> <p>Efforts to support the math department and student performance thus far have included:</p> <ul style="list-style-type: none"> • The principal works directly with this department, including 2 highly effective TOAs on release, to offer additional support and guidance to the department. • The assessment window for the District’s Algebra 1 and Geometry Regents courses is 10/16- 11/9. This data will be analyzed at department meetings. The implementation goal is that 100% of teachers administer, and that proficiency rates increase to at least 25%. • 5-week progress reports were issued the week of 10/9/23; 51% of students enrolled in Algebra 1 R are passing and 58% of students enrolled in Geometry R are passing. We expect these

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 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. 						
		courses, ends its administration Nov 6th, 2023.	<p>percentages to increase significantly in time for the close of marking period 1.</p> <ul style="list-style-type: none"> • Cohort tracking and MTSS processes are beginning to respond to student needs as trends are identified. 						
<p>#69 2021 Total Cohort (11th Graders) Passing ELA Regents (>=65%) 2023-2024 Progress Target: 25%</p>	Green	<p>Last year all juniors took the ELA Regents in January. This was a successful experience in that 40% of them passed the exam mid-year and has a second opportunity in June to pass or with a higher score. As a result we are offering the same opportunity for our current juniors. CFA data is utilized for instruction as well as identifying specific supports for students. This data then allows teachers to revise plans to meet the needs of our students.</p> <p>This year our teachers are using the curriculum from the district to create equity among classes. By following the district’s curriculum we are able to</p>	<p>Northeast High School is utilizing the following data and emerging trends from June and August’s regents testing in English III to ensure continuous progress and growth:</p> <table border="1" data-bbox="1564 1011 2556 1182"> <thead> <tr> <th>Total Cohort</th> <th>Not tested</th> <th>Tested Prior to 11th grade</th> </tr> </thead> <tbody> <tr> <td>194 students</td> <td>98% (190 students)</td> <td>2% (4 students)</td> </tr> </tbody> </table> <p>As you can see from the data, most of our students have not taken the ELA exam yet, as they will be exposed to the test for the first time in January 2024, and then have a second opportunity to pass in June 2024.</p>	Total Cohort	Not tested	Tested Prior to 11th grade	194 students	98% (190 students)	2% (4 students)
Total Cohort	Not tested	Tested Prior to 11th grade							
194 students	98% (190 students)	2% (4 students)							

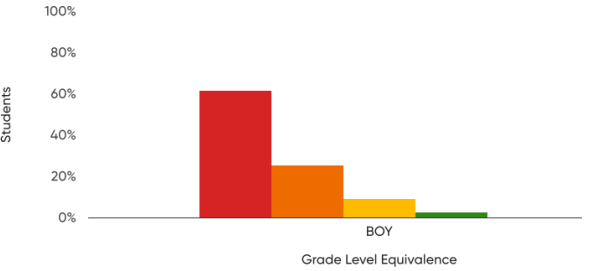
Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress 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.
		address areas of concern and focus more on providing individual feedback.	<p>Efforts to support the ELA department and student performance thus far have included:</p> <ul style="list-style-type: none"> • The Assistant Principal assigned to the ELA department is seasoned and certified in ELA, which allows for department guidance from a solid knowledge base. • Our Intervention Specialist and TOA are both ELA certified, and offer a wealth of knowledge in supporting the department. • The assessment window for the District’s first CFA is 10/16-11/9. This data will be analyzed at department meetings. The implementation goal is that 100% of teachers administer, and that ultimate proficiency rates increase to at least 25%. • 5-week progress reports were issued the week of 10/9/23; 41% of students enrolled in English III are passing currently, but we expect this percentage to increase significantly in time for the close of marking period 1.
#70 2020 Total Cohort 4-Year Grad Rate - All Students	Red	The following steps and strategies have been implemented to support progress toward this indicator:	It should be noted that the 2020 cohort has been disproportionately affected by student transfers, with the total cohort changing daily. The data provided below is presented “as-is”, and reflects a brief snapshot of the total cohort as it stands now.

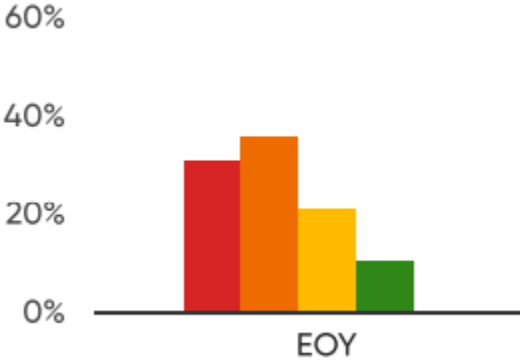
Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress 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.
2023-2024 Progress Target: 66%		<ul style="list-style-type: none"> • Strategic scheduling of a supportive environment for Online Credit Recovery and review courses to help off-track seniors catch up • Preliminary work to schedule and resource “boot camps” for all school breaks. • Expanded opportunities for virtual programming beyond normal school hours • Expanding partnerships with employers and community agencies to provide career and college opportunities. • Providing wrap around supports for this cohort, which was heavily impacted by the Northeast/Leadership Academy merge during the 2021-22 school year. 	<p>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none"> • Currently, 32% of this cohort is solidly “on-track” meaning that they are entering senior year with at least 16 credits and 3-4 exams passed. Please note: the cohort is changing almost daily with the additions of new students and a few withdrawals. The vast majority of new entrants are not on track. This spreadsheet (below) is updated weekly and tracks the new students that have been assigned to Northeast after the start of the year, if they are on/off track for graduation, what their cohort is, SWD status, and the school/district that students are enrolling from. At the time of this report, approximately 20% of our active population is that of newly enrolled students after the start of school, Sept 7th-October 24th. x NE Newly Enrolled Students, after start of school.xlsx • While progress reports have not yet been completely analyzed, the initial review shows that:

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 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"> ○ 23% (45 students) of current Cohort 2020 students are failing 3 or more classes; ○ 25% (44 students) are failing 1 or 2 classes; ○ 18% (31 students) are passing all classes; ○ 30% (53 students) do not have valid progress reports yet • Between the “green” and “yellow” students, there is the possibility for 54% of the cohort to graduate on time, with another 2% possible with intense intervention. This cohort has historically been one of the lowest-achieving in recent years, as evidenced by the dip in potential graduation rate. • This cohort has been disproportionately affected by new entrants; hence the 53 students without valid progress reports.
<p>#88 2019 Total Cohort 5-Year Grad Rate - All Students 2023-2024 Progress Target: 71%</p>	Red	<p>The following steps and strategies have been implemented to support progress toward this indicator:</p> <ul style="list-style-type: none"> • Counselor and administrator working to verify transcripts and graduation plans for this 	<p>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none"> • At the time of writing, there are 36 remaining members of the 2019 cohort. A quick snapshot: <ul style="list-style-type: none"> ■ 4 are enrolled in All City High School

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 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>cohort with an emphasis on the 39 2019 cohort students who remained from Leadership Academy.</p> <ul style="list-style-type: none"> • Strategic scheduling of a supportive environment for Online Credit Recovery and review courses to help off-track seniors catch up. • Preliminary work to schedule and resource “boot camps” for all school breaks. • Expanding partnerships with employers and community agencies to provide career and college opportunities. 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ 3 are enrolled at North S.T.A.R. ■ 5 are attending regularly or sporadically; several are recently re-enrolled drops, and at least 20 are no-shows and the attendance team is working on outreach. ○ 12 have the potential to graduate this year; others we continue to support and help explore options to suit their needs and plans. This is unlikely to meet the progress target, as we needed 27 of the 36 remaining students to graduate to meet the target. <p>Northeast will leverage its partnerships with agencies who can mentor and provide a level of case management to super seniors, and has already implemented additional use of OCR both in-person and through Night School. Targeted break programming will also provide another vehicle for these students.</p>
#120 HS ELA All Students PI	Green	The following action steps and strategies have been implemented to support demonstrable improvement efforts for this indicator:	Northeast High School will utilize the following data and emerging trends to ensure continuous progress and growth:

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 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.
2023-2024 Progress Target: 10.8		<ul style="list-style-type: none"> • Northeast is one of two high schools in the RCSD that is funding a Read 180 literacy program to identify literacy gaps early on and create individualized plans for 9th graders to improve reading and writing mastery. Currently all 9th graders are enrolled in Read 180, and this program has become an essential part of the 9th grade academy at Northeast. • Common formative assessments are administered in English III classes 3 times a year, and data is used to drive instructional focus in the English department. • Professional development supporting literacy across content areas and a focus on assessment practices 	<ul style="list-style-type: none"> • Baseline data is critical to determining areas of growth for future planning. Northeast closely monitors Read 180 data (weekly) and cohort tracking data (every 4 weeks) as early indicators of student progress, and action plans are devised using this data. • Read 180 data, which assessed 9th grade proficiency in literacy in the month of September, indicates that 96% of our incoming 9th graders are below proficiency, with over 60% of our 9th graders being 2+ grade levels below standard. See chart below. This has been the “norm” for the incoming freshman class at Northeast for several years. This justifies our push to have a Freshman Academy that prioritizes wrap around supports, including intense literacy supports for all freshman (Read 180), a required class for extra time on task for skill building, and Freshman Seminar as a course to teach students organizational skills and how to be successful high school students.

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 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"> • Departments meet monthly and co-teaching teams meet weekly with devoted common planning time for each co-teaching team. • Teachers are required to use the district created and approved grade-level curriculum at every grade level creating vertical and horizontal alignment. 	 <ul style="list-style-type: none"> • Current Read 180 baseline data pictured above. Students in red were 2+ grade levels below in proficiency at the start of freshman year, orange students were 2 years below, yellow students were 1 year below, and green students were on grade level, for a total of 96% of Northeast 9th graders entering freshman year below proficiency. These numbers are almost identical to last year's data in September. However, by the end of last year (2021-22 school year), Northeast made significant growth in Read 180 scores. The chart below demonstrates the progress made last year. Although 96% of students started the year below proficiency, by the end of the year 10.5% were

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 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>reading at grade level (green), and another 25% of students moved from being 2 grade levels below proficiency to just 1 grade level below. Additionally, we made progress from 60% of students being 2+ grade levels behind to 35%.</p>  <table border="1" data-bbox="1706 933 2225 1291"> <caption>Student Performance Data at EOY</caption> <thead> <tr> <th>Performance Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2+ grade levels behind</td> <td>60%</td> </tr> <tr> <td>1 grade level below</td> <td>35%</td> </tr> <tr> <td>At grade level</td> <td>10%</td> </tr> <tr> <td>2 grade levels above</td> <td>20%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The first CFA for the District will also be administered between 10/17/23 - 11/9/23. 	Performance Level	Percentage	2+ grade levels behind	60%	1 grade level below	35%	At grade level	10%	2 grade levels above	20%
Performance Level	Percentage												
2+ grade levels behind	60%												
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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 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"> • Walkthroughs are conducted each week, and administrators, TOAs, Intervention Specialists and the Instructional Leadership Council (a total of 18 members) rotate in classrooms to gather data on the frequency and ways in which literacy is being supported in all classrooms. This data will be used to inform future professional learning and instructional coaching. • Using baseline data from a modified ELA regents that was provided to students in Sept, 11th grade teachers are assessing areas of growth. Other grades chose baselines that addressed writing skills and levels of mastery as well.
<p>#130 HS Math All Students PI 2021-2022 Progress Target: 36.9</p>	Green	<p>The following action steps and strategies will be implemented to support demonstrable improvement efforts for this indicator:</p> <ul style="list-style-type: none"> • Use of the RCSD's Common Formative Assessment cycles to raise performance over 	<p>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none"> • Northeast will continue to use Illustrative Math (IM), the District's newest foundational math program, as a supplemental resource to support students with Algebra I

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 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>time. The Math department will utilize the Data Wise process and protocols to unpack data triennially to analyze trends and make data-based decisions to improve instructional practices.</p>	<p>concepts and skills. IM generates personalized action plans for each student, outlining specific skills they should work on to make the most progress for the Regents exam in June. This program is incorporated into the Algebra I Lab course, so students have more time on task to work on their action plans 2-3 times each week.</p> <ul style="list-style-type: none"> • Our current data shows that most students continue to struggle with foundational skills in math and are below standard in attainment. Data points reinforce that the weekly department time and our PD emphasis on literacy strategies and assessment practices are justified. It also highlights the importance of the time for teachers to collaborate, explore and use the item analysis that both platforms provide, and adapt both teaching strategies and interventions. • The addition of the Instructional Leadership Council, consisting of teachers from each department, working collaboratively on school-wide priorities, practices and strategies, allows us to build capacity with staff as a whole to strengthen literacy practices, implementation and common planning effectiveness.

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 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"> • The first CFA for the District will be administered 10/16/23-11/9/23. • Walkthroughs are gathering data on the frequency and ways in which literacy is being supported in all classrooms. This will be used to inform future professional learning and instructional coaching. • Summer unit planning, co-teaching planning, and a focus on quality, collaborative planning and preparation allowed co-teaching teams to dig deeper into grade-level material, authentic assessments and success criteria.
<p>#140 College, Career and Civic Readiness Index - All Students 2021-2022 Progress Target: 70.7</p>	Yellow	<p>Efforts include:</p> <ul style="list-style-type: none"> • Exploring the Seal of Civic Readiness, and piloting the MIKVA Student Voice Curriculum and Soapbox speech. • Inviting the District liaison for the GeWEP program, whereby students can earn elective credit for working outside of school. • Fostering partnerships that support overage-undercredited students. 	<p>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none"> • We currently have a CCCR Index of 65.31 • The school submitted to NYSED to offer the Seal of Civic Readiness and is implementing our year 1 plan. This involves all Participation in Government teachers utilizing the MIKVA Foundation’s Civics in Action curriculum and Soapbox Challenge, as well as exposing all 9th graders to Soapbox this

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 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"> • New graduation pathways implemented in the field of CTE (small business & entrepreneurial studies). 	<p>year. This year’s graduating seniors will be the first class to whom this diploma endorsement is available.</p> <ul style="list-style-type: none"> • GeWEP coordinator is stationed at Northeast, in our College and Career Center, and is recruiting students daily. She and the counselor are working on a plan for all students to have access to taking the career assessment, which would make them eligible for that pathway / credential. • 52 students are enrolled in AP and virtual dual credit courses this semester. • The school is currently working to re-establish a new GED partnership. • The team is also making extensive efforts when working with overage and significantly under-credited students to help pair them with a GED program instead of dropping out. • A sizable portion of eligible students attended our College Fair on 10/6.
#170	Red	The following action steps and strategies are being implemented to support demonstrable improvement efforts for this indicator:	Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:

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 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.
HS Chronic Absenteeism - All Students 2023-2024 Progress Target: 80%		<ul style="list-style-type: none"> • Making attendance a priority in devoting intentional supports to improve daily attendance and engagement (ie: refocusing of the Family Engagement office to include Community Site Coordinator, Home School Assistant and Attendance Assistant) • Promoting and showcasing the visible results of Student Voice, sending a clear invitation to students that we are serious about making school more engaging and relevant to their goals • Increased course offerings for the 2023-24 school year, based on student feedback and input: Driver’s Education, Home Repairs, Entrepreneurship, Marketing, Intro/Criminal Law, and Music Technology, with the addition of a new CTE Entrepreneurship Pathway. 	<ul style="list-style-type: none"> • Current data shows that 128 students of 782 have been chronically absent thus far this year. At the time of this report, Northeast has been assigned 95 new students after the start of the year, many of these students being chronically absent at the time of their enrollment, and under-credited. The influx of new entrants makes it difficult to efficiently address the needs of the school with drastic changes to enrollment each week. Of our current population, 400 students have missed more than 20% of school days. • Northeast is investing efforts in tracking students who have not shown up to school yet, and continuing to work closely with the District and County partners to support families in getting students back to school. • Average Daily Attendance varies by grade level, with the 9th grade being the highest and cohort attendance declining at the upper grades, which has been a common trend at Northeast over the past few years. • 2019 cohort = 10% • 2020 cohort = 59.2%

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 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"> • Summer 8 go 9 program to orient students to expectations and connect them • An increased focus on community building and wellness, aiming to connect students to each other and to school through shared outdoor experiences • Weekly advisory class for every student, connecting each student to a trusted adult, focusing on academics, life skills and post secondary planning • Weekly attendance team meetings with streamlined plans for attendance referrals and making phone calls and home visits on a weekly basis • Monthly letters, phone calls, and emails stressing the importance of attendance • Freshman Seminar Course for all 9th graders to start effective character building skills at the foundation level, encouraging positive 	<ul style="list-style-type: none"> • 2021 cohort = 65.7% • 2022 cohort = 70.9% • 2023 cohort = 73.3% <p>As referenced above, cohorts 2018 and 2018 (repeat seniors, most overaged and undercredited students) have a major bearing on our attendance, and these cohorts and their daily attendance rates are significant in our overall daily attendance number for the school (fluctuates between 62% and 68% each week).</p> <p>In order to adjust to student needs, we have developed the following plans:</p> <ul style="list-style-type: none"> • We are prioritizing devising effective plans for Cohorts 2018 and 2019. Many of these students are No Shows, and dropping these students to appropriate programs will improve their post-secondary standing and our school’s overall daily attendance. • Our Family & Community Connections Office triages attendance needs and facilitates a weekly attendance team

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 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.
		habits that translate to better attendance in the future	<p>meeting to analyze attendance trends, conduct home visits and outreach services.</p> <ul style="list-style-type: none"> • Cohort-based field trips focused on community building, getting in touch with nature and training up student leaders to facilitate the work. Our first “student retreat” for all grade levels took place the week of Oct 16th, 2023 at the Sunshine Rotary Camp in Rush, New York • Monthly cohort town halls have started with each grade-level. These meetings are “family” meetings for the cohort, with embedded reminders for behavior and academic expectations. So far this school year, each cohort has met as a full group, gone over expectations for the year, outlined behavior and academic goals, discussed current status (credits, regents) and have started post-secondary planning • Continued visitation of our 5 therapy dogs through ROC Dog Therapy to provide therapeutic canine support on a weekly basis • Push-in yoga and mindfulness sessions scheduled to begin in November

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 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"> • Launched evening virtual classes 4pm-6pm, such that students who are not attending have fewer barriers to continue engaging in classwork • Alternative options to engage students have already been board approved to kick off at various points of the year to reach transient, homeless, struggling students (ie: Saturday School (starts Oct 21st, 2023), Recess institutes (starts February and April Recess), and Project Turnaround (starts in November for high needs students relative to behavior). Spirt NYS is a special Northeast program that is currently serving 20 homeless students and connects them with resources weekly, including hygiene items, food vouchers, etc.
#230 HS Science All Students PI 2023-2024 Progress Target: 33.4	Green	<p>The following action steps and strategies have been implemented to support demonstrable improvement efforts for this indicator:</p> <ul style="list-style-type: none"> • Professional development supporting literacy across content areas and a focus on assessment practices 	Tracking this data point is complicated by the fact that so many students in this total cohort have exemptions, rather than actual scores on Regents exams. For now, Northeast High School will utilize the following data and emerging trends to ensure continuous progress and growth:

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 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"> • Departments meet monthly and co-teaching teams meet weekly with devoted common planning time for each co-teaching team. • Teachers worked through Understanding by Design unit design with co-teachers throughout July and August • Teachers in each scientific discipline will be provided with a half day of common planning time each semester 	<ul style="list-style-type: none"> • The addition of the Instructional Leadership Council, consisting of teachers from each department, working collaboratively on school-wide priorities, practices and strategies, allows us to build capacity with staff as a whole to strengthen literacy practices, implementation and common planning effectiveness. • The first CFA for the District will be administered 10/16/23-11/9/23. • Walkthroughs are gathering data on the frequency and ways in which literacy is being supported in all classrooms. This will be used to inform future professional learning and instructional coaching. • Summer unit planning, co-teaching planning, and a focus on quality, collaborative planning and preparation
#240 HS Social Studies All Students PI 2023-2024 Progress Target: 4.1	Green	<p>The following action steps and strategies have been implemented to support demonstrable improvement efforts for this indicator:</p> <ul style="list-style-type: none"> • Professional development supporting literacy across content areas and a focus on assessment practices 	<p>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none"> • Walkthroughs are gathering data on the frequency and ways in which literacy is being supported in all classrooms. This will be used to inform future professional learning and instructional coaching.

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 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"> • Departments meet monthly and co-teaching teams meet weekly with devoted common planning time for each co-teaching team • Intentional scheduling / assignment of teachers such that we build capacity in Regents courses 	<ul style="list-style-type: none"> • 4-hour professional development supported co-planning • Instructional coach supporting the Global/US History/PIG & Economics team of teachers. <ul style="list-style-type: none"> • The addition of the Instructional Leadership Council, consisting of teachers from each department, working collaboratively on school-wide priorities, practices and strategies, allows us to build capacity with staff as a whole to strengthen literacy practices, implementation and common planning effectiveness. • New this year, the RCSD is creating common formative assessments for Social Studies to improve consistent assessment practices and framework across all schools, all classrooms, and to better prepare students for social studies regents exams and mastery.
<p>#250 2018 Total Cohort 6-Year Grad Rate - All Students 2023-2024 Progress Target: 77%</p>	Red	<p>Please see Indicator #88 for supports and strategies devoted to the 5, 6 and 7-year seniors.</p>	<p>Northeast High School will utilize the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none"> • Current graduation rate for the 2018 cohort is 64% with 9 students still enrolled. 2 are in program schools. Five of the 9

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 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.
			students have at least 16 credits.

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. If any changes in Level 2 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

**Quarterly Report #1 with Reflection on Lead Strategies Utilized during
July 23, 2023 – October 30, 2023**

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 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>#65 2023 Total Cohort (9th Graders) with 5 or more credits 2023-2024 Progress Target: 47%</p>	Green	<p>The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:</p> <ul style="list-style-type: none"> ● The 9th Grade Academy began with a 2 day informational session this summer to enhance awareness of the high school experience and 9th grade expectations. ● The 9th Grade Academy structure has been established with a devoted floor, administrator, counselor, social worker, security, and team of teachers ● Devoted common planning and meeting time ● Algebra scheduled with Algebra Lab to address learning loss and increase time on task ● Dedicated HelpZone for SEL Support; ● MTSS process for system of supports ● Freshman Seminar (this course is 	<p>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none"> ● Devoted teacher who works with contacting families about attendance in addition to our Home School Assistant ● 5 week progress reports issued every mid-marking period point to inform students and families of updated progress in every class ● An MTSS process that allows observations to gauge student success in class and help implement Tier 1 strategies ● ERLA is being used as a diagnostic for reading level to support instruction, and Read 180 as a reading intervention. This data is being used as a way to identify strategies to support building reading comprehension and fluency in reading. ● Cohort tracking meetings to identify students at risk of failing courses and not attaining 5 credits and at least 1 regents exam passed by June

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 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.
		designed to support executive functioning and other skills) <ul style="list-style-type: none"> • Advisory period every Wednesday • Agendas (planning tool) for all 9th graders to work on executive functioning skills. • Students are able to take educational field trips to Geva and the Genesee Museum as a way to apply their learning. Freshman take part in a retreat to build community and student voice • Read 180 literacy program offered as a required course for all 9th graders 	
#66 2022 Total Cohort (10th Graders) with 5 or more credits July 2023 – June 2024 2023-2024 Progress Target:	Green	The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator: <ul style="list-style-type: none"> • Fourth quarter of last year and summer school provided students in this cohort focused support to help as many as 	At the time of writing, there are 174 students in the 2022 cohort, 101 (58%) of whom have at least 5 credits from their first year of high school. Another 10 students earned 4.5. While we would like to see this share be higher, it does suggest that the majority of students understand the importance of passing classes and earning 5 credits this year. Students are scheduled into a variety of credit recovery options, while maintaining their 10th grade course load.

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 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.
35%		<p>possible earn the critical 5 credits to be deemed sophomores. This included use of Freshman Seminar to consistently progress monitor and work to raise grades prior to failing. It also included aggressive scheduling into summer school.</p> <ul style="list-style-type: none"> ● Providing one devoted counselor and administrator to this cohort allows for active progress monitoring and rapid response. ● The counselor and administrator meet with all 10th grade students during the first 6 weeks, reiterating the goal and connecting to resources. ● 80 members of this cohort will attend the cohort community building retreat on October 18 ● Cohort tracking began with a full faculty cohort team meeting in early October, and 	<ul style="list-style-type: none"> ● 16 selected students are enrolled in 102 OCR courses and placed in a class to support them in recovering these credits. The first 5 weeks of school we are working to establish structures and work habits that motivate them to complete these courses productively. (Often students are not successful in managing the more independent aspects of OCR until they are older; however, we are trying it with these students due to the need to accelerate their credit accrual). ● 32 members of the cohort are enrolled in a semester-based Algebra 1 recovery class; at this time 84% of the students are passing the class. ● 13 students in this cohort are enrolled in a semester-based Living Environment recovery class; at this time 38% are passing. ● 27 students in this cohort are enrolled in a semester-based Spanish recovery class; at this time 48% are passing.

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 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.
		continues at frequent intervals with the counselor, administrator and support staff. This schedule and process allows us to quickly flag attendance, behavior and academic concerns. This will launch officially in the last half of October, based on progress report data.	Given the timing of progress report data just becoming available at the time of writing, detailed analysis is underway, but not able to be reported on at this time.
<p>#68 2021 Total Cohort (11th Graders) with 5 or more credits July - June</p> <p>2023-2024 Progress Target: 47%</p>	Green	<p>The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:</p> <ul style="list-style-type: none"> • Devoted counselor and administrator • Town Hall and initial transcript review held within first five weeks of first marking period; quarterly Town Hall meetings throughout the year. • All students are scheduled into weekly Advisory class in order to ensure a close relationship with a trusted adult as well as incorporate periodic self-reflection on 	<p>A full audit of Cohort 2021's credits and exams was conducted and is updated each marking period. In response to student performance and identified needs, the following interventions are already in place:</p> <ul style="list-style-type: none"> • 25 credits were recovered in summer; • 45 students are scheduled into supportive OCR courses • A significant number of students are enrolled in credit recovery courses to offer students the opportunity to recover credits while staying on track with the cohort for timely graduation • A focus on online credit recovery (OCR) and its effectiveness by staffing the lab with seasoned faculty, to allow for close monitoring of

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 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>progress and goal-setting.</p> <ul style="list-style-type: none"> • Many of the social-emotional supports have been targeted at this cohort, based on needs identified last year and early this new year.. 	<p>progress and weekly status checks</p> <ul style="list-style-type: none"> • Academic goal setting in advisory each month, with grade monitoring incorporated into the class • Cohort tracking for the full cohort, every 5 weeks, to identify struggling students and triage through MTSS to provide specific academic, behavioral and social emotional plans • Night School, starting October 16th, as an additional resource offering more time on task to improve performance in classes and receive extra help in courses
<p>HS ELA Black PI 2023-2024 Progress Target: 10.9</p>	Green	<p>Similar to Indicator #120, Northeast will utilize the following structures, but paying closer attention to subgroups and their performance as compared to the larger school population:</p> <ul style="list-style-type: none"> • Read 180 literacy program to identify literacy gaps early on and create individualized plans for students are early as 9th grader. Northeast is also expanding 	<p>Northeast High School will utilize the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none"> • Baseline data is critical to determining areas of growth for future planning. Northeast closely monitors Read 180 data (weekly) and cohort tracking data (every 4 weeks) as early indicators of student progress, and action plans are devised using this data. • The first CFA for the District will also be administered between 10/17/23 - 11/9/23.

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 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>the program’s usage beyond the freshman year and have begun to enroll students into the program that are 10th and 11th graders needing intensive literacy supports.</p> <ul style="list-style-type: none"> • Common formative assessments in English III classes to drive instructional focus in the English department. • Professional development supporting literacy across content areas and a focus on assessment practices • Departments meet monthly and co-teaching teams meet weekly with devoted common planning time for each co-teaching team. • Teachers are required to use the district created and approved grade-level curriculum at every grade level creating vertical and horizontal alignment. 	<ul style="list-style-type: none"> • Walkthroughs are conducted each week, and administrators, TOAs, Intervention Specialists and the Instructional Leadership Council (a total of 18 members) rotate in classrooms to gather data on the frequency and ways in which literacy is being supported in all classrooms. This data will be used to inform future professional learning and instructional coaching. • Using baseline data from a modified ELA regents that was provided to students in Sept, 11th grade teachers are assessing areas of growth. Other grades chose baselines that addressed writing skills and levels of mastery as well.

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 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>HS ELA ED PI 2023-2024 Progress Target: 10</p>		<p>Similar to Indicator #120, Northeast will utilize the following structures, but paying closer attention to subgroups and their performance as compared to the larger school population:</p> <ul style="list-style-type: none"> • Read 180 literacy program to identify literacy gaps early on and create individualized plans for students are early as 9th grader. Northeast is also expanding the program’s usage beyond the freshman year and have begun to enroll students into the program that are 10th and 11th graders needing intensive literacy supports. • Common formative assessments in English III classes to drive instructional focus in the English department. • Professional development supporting literacy across content areas and a focus 	<p>Northeast High School will utilize the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none"> • Baseline data is critical to determining areas of growth for future planning. Northeast closely monitors Read 180 data (weekly) and cohort tracking data (every 4 weeks) as early indicators of student progress, and action plans are devised using this data. • The first CFA for the District will also be administered between 10/17/23 - 11/9/23.

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 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>on assessment practices</p> <ul style="list-style-type: none"> • Departments meet monthly and co-teaching teams meet weekly with devoted common planning time for each co-teaching team. • Teachers are required to use the district created and approved grade-level curriculum at every grade level creating vertical and horizontal alignment. 	

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 2022-2023 Community Engagement Team Plan and membership for the 2023-2024 SY should be included and detailed below.

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

Report Out of 2023-2024 CET Plan Implementation

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| <ul style="list-style-type: none"> • List the constituent categories of stakeholders that have participated as CET members during this reporting period. • Include any changes made to the CET's membership during this reporting period. Include the role/title of any new members. • Provide data and related evidence used to measure the impact and efficacy of the CET. • Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school's improvement plan. | <ul style="list-style-type: none"> • Outline the process by which new members of the CET will be identified and selected*. • Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members. • An outline of the school's plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported. • Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner. |
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Northeast CET has gotten off to a strong start this year. Similar to the end of last year, the work continues to be a student focus, with the goal to incorporate student-led sessions starting in November. The start of this year has been establishing routines and rituals while revisiting the goals of the team. For October, CET members will focus on sharing their best practices in supporting students and families. The Northeast CET team continues to focus on the vision of a social justice school and what that looks like in their respective roles.


The Northeast CET includes the following members:

Nakia Burrows, Principal
Gina Porretta-Baker, Teacher
Gilbert Rosa, Teacher
Dale Schamback, Teacher on Assignment
Tanika Edwards, Community Site Liaison
Addy Rufa, Counselor
Rachel Mahar, Community Place of Greater Rochester
Andrea Miner, Health Center Services
Sonia Pascoe Lodge, Hillside
Chris Widmaier, Community Partner
Stacey Richards, Planned Parenthood
Francine Martella, Work-based Learning
Alexus Mouzon, Attendance Specialist
Martin Young, Home School Assistant
Chuck Allen, FACT
Lena Fagen, Psychologist
Barbara Lake, Charlotte Business Alliance
Arianna Walter, Student

- 1) The Community School Site Coordinator position has been vacant since July. The position was changed from a certificated position and the hiring process has shifted to be more centrally controlled. At the time of writing this position is still vacant but will be filled next week.
- 2) The proposed closing of our school creates questions and real barriers to proceeding with some of the student-led initiatives as well as longer term strategies. For example, the work to become a social justice school, fundraising, student-led campus projects, and longer-term partnership cultivation are all impacted by the impending closure. The Board votes on the proposed plan Oct 19th, 2023.

Two areas of ongoing work for the CET this summer and early fall:

1. Strengthening school climate through student voice and engagement. Northeast has received two significant grants which are enabling the school to design an off-campus retreat experience for each cohort. The goal is to build community, social-emotional skills and a sense of belonging as we continue to foster the healing and resilience required to come back to school. Student leaders on campus are partnering with members of the CET and staff to design and co-facilitate the experiences for the student body. This work continued this year and continues to be vital to the continuous relationship building between the two communities of Leadership and Northeast. Empowering student leaders from both communities to lead these retreats offered opportunities for the two school communities to continue to build bridges. CET offered feedback and partnerships to support the work of merging the two communities.

2. In the midst of school closure, uplifting student and parent voice, as well as staff morale, will be paramount to maintaining a positive outlook for the next 9 months. Achieving student outcomes and meeting demonstrable improvement will continue to be the focus and priority at Northeast, but we cannot discount the grief, anxiety and pressure that staff members and students are faced with having 7 major transitions at Northeast in the past 10 years (new principals, school move and now school closure). Sept's CET meeting set the pace for this work. Presentation attached:  CET 9.27.23

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

Part V – Powers of the Receiver

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

To date, the Receiver has supported the school by exercising the following:

- Priority hiring during the summer months; Northeast started the 2022-23 school year off with 13 vacancies. We made it a priority to strategize in hiring this year and as a result, were able to start the year with just 5 vacancies. Additionally Northeast was able to maintain specialized positions, addressing our receivership goals. These positions include the addition of three specialized TOAs (MTSS, Student Voice and Social Justice and development), 2 Intervention/Prevention coaches, an additional school counselor, an additional social worker, and Attendance Assistant.
- Offering and compensating for additional monthly professional development for staff. All RTA members are compensated 4 hours a month for department and cohort meetings.
- Able to create a master schedule that allows for all co-teaching teams to have common planning time each day and for the 9th Grade Academy to have an additional period of planning time each day.
- Able to purchase 150 licenses for the Read 180 program. Northeast is one of two schools in the RCSD that offers a reading intervention program to students at the high school level. Unique to Northeast, Read 180 is a class and is required for all freshmen, as data tells us that 96% of Northeast 9th graders are 2-3 grade levels below in reading and writing, some students as low as 3rd grade reading levels.
- Able to purchase 50 chromebook stations for classrooms, each containing 5 chromebooks and a charging station, to provide each class with additional technology access.
- The EWA allows for mandatory weekly Professional Learning Communities, which take place each Tuesday during assigned periods. The EWA was also instrumental in allowing Northeast to enter this year with only 5 teachers transferring out (to out of district placements), as the EWA requires staff members who sign it to commit to Northeast for the 2023-24 school year. This allowed us to build a master schedule well in advance, anticipating that most staff would remain with us.
- Used ARP funds to create several makerspaces to enhance mental health and social emotional outcomes. A new College and Career Center was developed, a new professional learning space with upgraded seats and tables, and a model classroom with dry erase desks and flexible seating options. We also have upgrades coming in November to our library.
- Launching a Night School program, targeting students requiring additional support beyond the traditional school day. Night School takes place Monday-Friday evenings, 4pm-6pm and provides more time on task in an intimate setting, staffed with special education supports. We expect to target 50 students in our Night School program from October 16th-January 30th. Additionally, we have launched a Bridges Program, modified day program, for our highest needs students, often transitioning from residential facilities, detention center and partial programs. Bridges started October 2nd, 2023, and currently serves 15 students. Not yet started, but scheduled for a later launch date includes Saturday School, February Bootcamp, April Bootcamp and Project Turnaround. All of these programs target special needs populations in attendance, behavior and/or academics and offer extra time on task with teachers in an intimate setting (virtual or in person).

DII Selection Addendum – *If applicable, please indicate any changes in DII selection that have occurred after the submission of the Final Report and Continuation Plan and summarize any adjustments made to Lead Strategies based on these selections.*

HS ELA Black PI

HS ELA ED PI

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): _____
 Signature of Receiver: Carmine Peluso
 Date: 10/31/23

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 2022-2023 Community Engagement Team Plan and membership for the current academic year.

Name of CET Representative (Print): _____
 Signature of CET Representative*: Martin Young
 Title of CET Representative: Home School Assistant
 Date: 10/24/23

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