

2023-2024 Receivership School Final Report and 2024-2025 Continuation Plan
 Report Period: *May 1, 2024, to June 30, 2024 (Due July 22, 2024)*

All sections and related prompts in this document should be completed by the Superintendent Receiver and/or their designee. State Monitor Districts should streamline reporting, drawing from related metrics, data, target status and applicable evidence as outlined in the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor’s Recommendations. Final Reports/Plans should be submitted electronically to OISR@NYSED.gov.

Note that Parts I, II, and III of this document are a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered an evaluation by the New York State Education Department (NYSED). Once finalized and accepted by NYSED, the complete document *must be posted* in a conspicuous accessible location on the district website in applicably dominant languages. All responses should directly align with or be adaptations of previously approved improvement plans and *require explicit engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
East Lower	261600010105	Rochester EPO	University of Rochester	1	https://www.rcsdk12.org/domain/10916
Superintendent	School Principal <i>(If appointed since the last reporting period, attach resume)</i>	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Marlene Blocker, East EPO Superintendent	Leandrew Wingo	10/11/2021	Caterina Leone-Mannino, Asst. Superintendent, East EPO Jennifer Rees, Chief Academic Officer, East EPO	Gr 6-8	n/a

Procedural Checklist for Quarterly Report Completion Review

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

Title Page

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

Executive Summary

☐ The Executive Summary is completed per the related outline.

Data Trend Tables

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

*Suspension Tracking and Reporting Addendum

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

Building- and District-based Commitments and SMART Goal Strategies

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

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

Part I - Lead Strategies for School Improvement

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

Demonstrable Improvement Level 1 Indicators

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

Part III – Demonstrable Improvement Level 2 Indicators

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

Part IV – Community Engagement Team (CET)

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

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

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

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

Executive Summary

Please provide a plain-language summary of this Quarterly Report #4 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.

The East EPO leadership remains steadfast on ensuring that East scholars, families, partners and staff are engaged in realizing the vision of taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others throughout this pivotal period of transition back to RCSD governance.

The East Leadership Team is refining school-wide systems to ensure alignment and coherence in curricular and instructional practices. An enhanced focus on the use of data analysis to guide decision making and monitor continuous improvement is planned for the 24-25 SY in order to ensure a shift from process to performance. Additional structures such as the Case Management Tracking Tool, CAST (Counselor, Admin, Social Worker Team) Protocol, and collaborative Looking at Student Work sessions will maintain an outcomes-driven focus to ensure scholar success and well-being. We will continue to ensure a culture of mutual accountability is supported by leaders through strengthened consistency, collaboration, support and growth-focused feedback at all levels. ABC (Attendance, Behavior, Course Work) data reviews with tiered supports and differentiated progress monitoring will support the development of personalized supports to ensure all scholars have what they need to be successful.

Continued pursuit of a “guaranteed and viable curriculum” will remain focused on vertical alignment of prioritized content-specific transfer goals (3) and increasing sophistication and complexity of learning experiences throughout grades 6-12. Collaborative inquiry around engaging scholars in collaboration is intended to inform lesson design and implementation. Instructional strategies include: establishing a classroom environment and culture that enables collaboration; routines, systems and structures that support collaboration; developmental strategies to support learning to collaborate; and leveraging high quality collaboration to support deeper learning; additional work on discourse and speaking/listening protocols will build on East’s Instructional Model / Lesson Quality Checklist. Learning walks and walkthroughs will ensure identification of strong practice and differentiated coaching and embedded professional learning to support areas of need.

East is also enhancing a focus on Tier 1/ Universal Socio-Emotional Learning Curriculum (Leader in Me / Character Counts) to help support development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This curricula will be incorporated into Family Group and integrated into lesson openers. Continued NYSED SEL Benchmark training will focus on SEL Goal 2: Social Awareness & Interpersonal Skills to enhance the instructional strategy focus on collaboration. Tier 2 & 3 Socio-Emotional Support and Services will be re-envisioned by counselors, social workers, admin, and community partners to ensure a shared vision for tiered scholar support and consistent communication about progress.

East will continue strengthening the coordination of the community school model and authentic opportunities for family engagement. While many resources have been co-located, this year's focus will be on integration of services and data-systems into the heart of school without gaps between school staff and community partners. The East Case Management Tracking Tool will establish automated communication regarding scholar/family needs and service provision among community partners and student support staff. Extended Community Outreach, peer-to-peer learning and leadership opportunities for scholars and family members, and collective impact workgroups are planned for the 24-25 SY. Increased structures for data-driven decision making and accountability are planned for community partners to ensure impact of services. Strengthened cross-agency collaboration with a targeted focus on specific outcomes is planned to ensure alignment with school needs and effectiveness of services.

Ultimately, the transition back to RCSD will involve a year's planning to include the voices of all stakeholders in creating support plans for each of these key strategies beyond the EPO contract.

Overview of School Demographic and Four-Year Trend Data

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

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

Average Daily Attendance and Chronic Absenteeism Rate by Year					Suspension % Rate and Number by Category				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)		2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	90%	90%	84%	84%	Out-of-School Suspensions	14%/#25	68%/#298	35%/#106	28% /#104
Chronic Absenteeism Rate	n/a	67%	52%	61%	Duplicated Suspensions	n/a	22%/#94	21%/#94	15% /#55
					Unduplicated Suspensions	n/a	12%/#54	8%/#24	5% / #19
					ELL Suspensions	n/a	3%/#14	2%/#5	2% / #9
					SWD Suspensions	n/a	5%/#24	6%/#17	5% / #20

Overview of School Demographic and Four-Year Trend Data
Use the template below to provide four-year graduation, drop-out rate, and 3-8 ELA and Math proficiency rates trend data, as applicable.

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

Graduation Percentage Rate

Drop Out Percentage Rates

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Grad. Rate	NA%	NA%	NA%	NA%
ELL Grad. Rate	NA%	NA%	NA%	NA%
SWD Grad. Rate	NA%	NA%	NA%	NA%
NYSAA Grad. Rate	NA%	NA%	NA%	NA%

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Drop Out Rate	NA%	NA%	NA%	NA%
ELL Drop Out Rate	NA%	NA%	NA%	NA%
SWD Drop Out Rate	NA%	NA%	NA%	NA%
NYSAA Drop Out Rate	NA%	NA%	NA%	NA%

3-8 ELA Proficiency Rates

	2021-2022	2022-2023
Percentage of Students Scoring Level 3 and Above	14%	26%

3-8 Math Proficiency Rat

	2021-2022	2022-2023
Percentage of Students Scoring Level 3 and Above	13%	23%

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

Out of School Suspensions #:

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

Duplicated Suspensions #:

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

Unduplicated Suspensions #:

Number of students suspended out of school one time.

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time.

Directions for Parts I, II, and III - District and school leadership frame a summary of the steps taken to implement lead strategies aligned with Building- and District-based Commitments outlined during the most recent session with OISR, as well as identify 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, equitably accessible educational supports 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 *Quarterly Report #4*, identify processes:
 - Applied throughout Quarter 4 to assess the impact of *strategies implemented* to improve student learning outcomes, as aligned to *Building- and District-based Commitments*.
 - Utilized to assess the impact on student learning outcomes that will be newly implemented during the pending new school year.
- Frame how the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
 - Claims should be evidentiary in nature.
 - Reported information and related data should be accessible and able to be reviewed upon request.

To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and School Leadership should *assess the impact* of identified lead strategies on student learning, *as aligned to Building- and District-based Commitments* and Technical Assistance and Support sessions and diagnostic review feedback.

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

At the close of the last touch point, the following commitments were identified by school and district leaders as priorities for ongoing school improvement.

(1) Reflect on the 2023-2024 end-of-year outcomes for each commitment in relation to the SMART goals established and, as appropriate, adjust the commitments and SMART goals such that they support implementation of the strategies and action steps included in the 2024-2025 School Year Continuation Plan.

(2) The strategies section is to be completed by school and district leadership and should include specific, measurable, achievable, relevant, and time-bound (SMART) goals aligned with Lead Strategies that lead to DII target attainment. Strategies should include incremental assessment of measurable progress and actions toward meeting each commitment and SMART Goal. For example, “ELA proficiency of SWDs will increase 2% by January 2025 and 5% overall by June 2025.”

Building-based Commitments

SMART Goal Strategies and Actions Towards Attaining Commitments

<ul style="list-style-type: none"> • Revisit School Wide Expectation • Scholar Learning made visible. • Become a Leader in Me school. • Common Formative Assessment used crossed discipline 	<p>By the end of the 2024-25 school year 100% of East Lower school staff and students will be able to communicate all school wide expectations. Focus areas will including but not limited to:</p> <ul style="list-style-type: none"> • School wide expectations hallway, cafeteria, • Classroom Procedures Classroom expectations. • Common classroom management expectation. <p>By the end of the 2024-25 school year 100% of teachers would display evidence of student learning. 100% of teachers will use instructional strategies to make student learning visible. Including but not limited to:</p> <ul style="list-style-type: none"> • Posting, unpacking,evaluating, and referring back to the learning targets throughout the lesson • Use Metacognition to focus on scholar discourse and higher-level questioning • Focus on student collaboration working and engaging with their peers • Use of MAC protocols for scholar engagement <p>By the end of the 2024-25 school year 80% of East Lower School staff will show evidence of integrating the highly effective practices of the 7 habits into the classroom environment. Goal is measured by :</p> <ul style="list-style-type: none"> • 7 habits posted in hall and classroom • Class mission statements posted and referred to • Identify Lighthouse teams (Adult and Scholar) • Defined roles between the Lighthouse teams
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	By the end of the first Semester(January 24th) the ELA, Social, Studies, ESOL and Literacy departments will collaborate and create a Common Formative assessment that all departments will use to evaluate data and scholar growth.
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SMART Goal Strategies, Actions and Resources Towards

District-based Commitments

Supporting Commitment Attainment

<ul style="list-style-type: none"> ● Continue support for Teacher Leaders. ● Link Teacher Leaders to the development of administrators. ● Support professional development for discussion protocols. ● Focus on collaboration in walkthrough feedback. ● Specific, growth focused feedback. ● Deeper look at DIIs and support for ELLs and bilingual students’ language acquisition. 	<ul style="list-style-type: none"> ● Support for Teacher Leaders and Administrators, including linking their professional development to enhance their collaborative department leadership, has continued and been improved upon throughout the 23-24 school year through strategies including individualized meetings with each trio (admin, TL, CAO), teacher leader collaborative planning time, administrator/teacher leader collaborative calibration sessions around instructional look fors, administrative professional development sessions on Thursdays that parallel teacher leader CPT in deliberate and intentional ways, and CAO support for Principals in working with administrators on consistencies when holding 1:1 meetings with teacher leaders. We have seen growth in this area and plans for continued development throughout Summer 2024 include an administrator/teacher leader collaborative professional learning opportunity around the text <i>Leading In Sync: Teacher Leaders and Principals Working Together for Student Learning</i> by Jill Harrison Berg. ● Professional development that supports the use of discussion protocols was provided through our Wednesday professional development series. This included specific protocols to support the discussion of metacognition, this year’s instructional focus, including protocols like Good, Better, Best. We have seen an increased use of protocols in staff across the building this year and anticipate this continuing to be an area of commitment/support for the 24-25 school year as we focus on supporting high-quality collaboration in classrooms, which protocols support. ● We maintained our focus on metacognition and supporting teachers with specific, growth-focused feedback in walkthroughs and through learning walks. This included intensive work done with administrators in after school professional learning sessions to get clear about what high quality metacognition looks and sounds like as well as calibration and review of feedback to ensure that it is accurate, evidence-based, and actionable. Administrators reported increased feelings of confidence and competence in providing teachers with feedback relative to metacognition throughout the school year and improvements were also observed in evidence of their feedback.
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Final Report and Reflection on Lead Strategies Applied during May 1, 2024 – June 30, 2024		Lead Strategies that Will Guide the 2024-2025 School Year Continuation Plan	
Part I – Lead Strategies for School Improvement <i>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.</i>			
Identify the lead strategies that guided the school’s improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year’s demonstrable improvement targets, as well as whether the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school’s improvement plan during the 2024-2025 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year’s demonstrable improvement targets.
1. There is a continued focus on streamlining and strengthening school-wide systems , with vertical alignment across campus, to promote continuous improvement and ensure success for all students. This will include regular analysis of school data with school leaders to progress monitor collaboratively with district leadership .	Executive Leadership Team focused on use of data to guide planning for strategic supports and interventions for attendance, behavior, and course completion/Regents exam preparation. Common Formative Assessment data was reviewed to support course placement for 24-25 SY. This will be maintained as a lead strategy.	<ul style="list-style-type: none">• Executive Leadership Team: Data Driven Decision Making - progress monitoring towards school-wide, grade-level/ cohort specific, content-specific goals for tiered adult learning supports and school improvement and academic intervention and enrichment programs.<ul style="list-style-type: none">◦ <i>Focus on strengthening data use to monitor community school and student support services through new Case Management Tracking Tool.</i>◦ <i>Scholar led goal setting - WIGS - as part of LIM implementation.</i>◦ <i>Reasons for Chronic Absenteeism Survey/ Interview as part of individualized</i>	Shift from process to performance: Executive Leadership Team provided a rolling agenda and leadership routine during the 23-24 SY; EPO leaders will support school leaders in shifting toward the use of performance metrics for strategic planning and evaluation in the 24-25 SY. Through fostering a culture of continuous improvement, leadership capacity for adaptive learning, change management, and efficient use of resources.

	<p>Principal Coaching / Leadership Development: East EPO Superintendent & Assistant Superintendent will continue to meet individually with principals a minimum of once per week. These meetings will continue to focus on data review and collaborative instructional visits. Additional attention to multi-tiered supports and assessing the impact of support services will be a focus. Growth-focused instructional feedback and supporting difficult communications with accountability will be a targeted focus as well.</p> <p>1:1:1 Meetings (Chief Academic Officer, Administrator, Teacher Leader): Monthly meetings to strengthen relationships and review curricular and instructional data will continue.</p>	<p>attendance improvement plans for 24-25 SY; see attendance strategies below.</p> <ul style="list-style-type: none"> ○ Grading for Equity focuses on accuracy, bias-resistance, and intrinsic motivation to focus on standards-based academic level of performance. <p>Principal Coaching / Leadership Development: A focus for the upcoming school will include enhancing collaborative communication structures and supports for the academic success and well-being of each student, including strengthening coherent systems of academic and social supports, inclusive of staff and community partnerships and the strengthening of mutual accountability for each students' success and the effectiveness of the school as a whole.</p> <p>Focus on Leading in Sync: A collaborative inquiry cycle focused on Leading In Sync: Teacher Leaders and Principals Working Together for Student Learning by Jill Harrison Berg will commence during Summer 2024. Collaboratively with the</p>	<p>Continuous Improvement & Coherence: While many resources (Family Group, Support Period, Student Support - social workers, counselors, and Community Partners) are in place to support scholar success, there is not a clear, coherent system for communication and accountability for each element when examining the holistic lens of multi-tiered supports. Admin will work together to determine the plan for strengthening the coherence among supports, realigning resources with needs, and ensuring an ongoing process of evidence-based inquiry and progress monitoring to promote accountability and efficiency.</p> <p>Consistency, Collaboration, Support, and Accountability: Admin and teachers will continue to strengthen their shared understanding of curricular and instructional expectations. Targeted coaching and</p>
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	<p>Administrative Team Meetings: Progress toward goals is reviewed monthly with a data dive by each school team of administrators. Each principal meets weekly with their leadership team to review attendance, behavioral/ socio-emotional, and academic data for all students. Increased communication and collaboration with Attendance Assistants and Community School/ Student & Family Support Services is beginning to evolve to strengthen coordinated outreach and wrap-around supports.</p> <p>Administrator/Teacher Leader/ Departmental Meetings: Each leader, in turn, meets weekly with their respective teacher leader and departmental teachers to review data including: benchmark testing, common formative assessment, and performance task. Information used from this meeting informs additional student support and priorities for focus during the student support period. Curricular progress and</p>	<p>admin and teacher leaders, we will study, plan, act, and reflect on the key elements of coherence examined in the text and how we can support them at East.</p> <p>ABC Data Reviews with tiered progress monitoring and supports: Increased focus on collaborative progress monitoring and provision of tiered supports for attendance, behavior, and course grades is a focus for the CAST (Counselor, Admin, Social Worker Teams) in the 24-25 SY. Admin will work together to develop a consistent and comprehensive protocol for these meetings, as well as clear expectations for school and community support staff.</p> <p>Targeted focus on Science / Math / ENL: These departments have had higher levels of staff turnover and lower levels of student performance. Additional support and focus in this area will be provided by district staff.</p>	<p>professional learning will be aligned to provide additional support where the expectations re not being met. In addition, administrators will work to ensure teachers are clear about what is expected, evaluate performance with common expectations, and provide constructive feedback to support improved instructional quality.</p> <p>CAST Protocol: There is not currently a consistent approach for the CAST support process. Attendance and family support staff are not currently integrated into meetings regularly. Freshman Academy has a strong model that will be shared during summer professional learning with hopes of expansion and replication with other cohorts.</p> <p>Needs-Assessment and Strategic Improvement Plan: A deep dive into student data related to June 2024 Regents exam performance is needed, as well as focus group interviews, to determine which resources and supports are needed to increase</p>
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	<p>instructional walkthrough data are also reviewed to inform support and plan for next steps.</p> <p>Common Planning Time (CPT): Common Planning Time (CPT) is built into each teacher’s daily schedule; CPT meetings are incorporated twice per week to inform collective lesson planning, learning about instructional strategies, and looking at student work and assessment data.</p> <p>CAST (Counselor, Administrator, Social Worker Team) Meetings: . A goal for Summer 2024 will be for administrators to work together to share best practice in order to create a more streamline approach for CAST meetings and data management campus wide.</p> <p>Attendance Team/Family Support Team: Strengthened practice on attendance monitoring, root cause identification, and support focused home visits will help to create prioritized improvement planning to be developed with CAST teams. The Reasons for Chronic Absence (RCA) meetings will be utilized to examine data and create a tiered protocol of support for attendance improvement.</p>	<p>CPT - Continue...</p> <p>EAST CAST Protocol to be developed collaboratively for pilot in Q1. ‘</p> <p>Strengthening Attendance Supports; next steps will include prioritized attendance improvement plans (for students with 50-75% attendance) to be developed collaboratively with the CAST team with a heavy emphasis on Tier 2 interventions (Success Mentors-NYC, Attendance Contracts, Check-in/Check Out, Group Counseling, Peer Mentoring,</p>	<p>student performance in these areas. Clear goals and expectations for improvement will be collaboratively determined by admin/teachers; 5-week progress monitoring of interim assessment data, aligned with priority standards, will be needed to ensure continuous improvement in these areas.</p> <p>Inconsistent CAST meetings and outcomes</p> <p>Chronic Absenteeism Data & Personalized Supports: indicates this is an area of need. Reasons for absence can be classified into “can’t” (material obstacles to attendance → community school crisis supports) , “won’t” (social phobia, anxiety → SEL team supports) and “don’t” (don’t see value in school → alternative pathways to diploma</p>
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	<p>SEL/ Mental Health Team: Counselors, Social Workers, Community Partners (Center for Youth Services, Ibero), the Attendance Assistant, Community School Coordinator, and Home School Assistant meet weekly to plan for individual (Tier 3) student and family support and progress monitor past cases. The SEL Coordinator and Community School Coordinator support and complete agency referrals as needed. Monroe County FACT Referrals will be reviewed by this team to ensure comprehensive detail and information from all student supports and community partner efforts is indicated.</p>	<p>Progress Monitoring Meetings). Future plans include implementing attendance incentive programs such as raffles, celebrations, and special privileges for students with excellent attendance records. incentive programs such as raffles, celebrations, and special privileges for students with excellent attendance records.</p> <p>SEL/ Mental Health Team: <i>Improved data tracking and communication regarding student progress with CAST.</i></p>	<p>options); each requiring a different kind of support.</p> <p>Duplication of Services: Data indicates that some students are accessing multiple services; it is unclear if there is any coordination among providers. Individualized student plans should be developed to ensure fidelity of intervention and supports as well as collaborative progress monitoring.</p>
<p>2. Pursuit of a “guaranteed and viable curriculum” (a curriculum that is written, enacted, supported, and earned). This involves 100% of the East faculty in writing, reviewing, assessing, and revising curriculum units. The specific focus area for this</p>	<p>This strategy built on work done previously, adding depth as each department/course team focused deeply on a second long-term transfer goal for their department and collectively worked toward vertical alignment that ensures each course curriculum is at the grade-appropriate level of challenge and that the department curriculum builds intentionally across the grades 6-12. As part of this work, all courses identified critical content and skills related to the transfer goal of focus and revisions were made to units and performance tasks using</p>	<p>Pursuit of a “guaranteed and viable curriculum” (a curriculum that is written, enacted, supported, and learned). This involves 100% of the East faculty in writing, reviewing, assessing, and revising curriculum units. The specific focus area for this upcoming year will be vertical alignment with a third (and for</p>	<p>This strategy is designed to continue to span several years as we look to ensure that our curriculum engages scholars in ways that builds their thinking and learning in sophistication and complexity over time throughout grades 6-12</p>

<p>upcoming year will be vertical alignment with a second prioritized department-specific transfer goal (a different one from the previous year).</p>	<p>looking at student work as a key strategy. This will continue to be a key strategy for next year as indicated previously, as our approach engages teachers in the school in deeper work related to 1 prioritized transfer goal each year and each department has 3-5 transfer goals. By further developing the vertical alignment of our curriculum, it is getting closer to being guaranteed and viable and is impacting our DIs positively by supporting scholars with engaging in increased levels of sophistication related to key standards and skills.</p>	<p>some departments final) prioritized department-specific transfer goal (a different one from the previous 2 years).</p>	<p>toward graduation level standards and achievement of our mission and vision.</p>
<p>3. Staff will engage in collaborative inquiry around METACOGNITION as part of lesson design and implementation.</p> <p>A continued focus on academic discourse and higher level questioning, with additional professional learning focused on student engagement (Teach Like a Pirate), is planned for the summer.</p> <p>As noted in the April 2023 OISR Support session, professional development for higher level questioning will be embedded throughout the year for teachers, teacher leaders and administrators.</p> <p>Instructional walkthroughs and evaluation feedback will be focused with specific actionable next steps</p>	<p>As previously mentioned, metacognition and reflection were selected as key levers to be part of East's instructional model based on John Hattie's meta-analyses of strategies that have shown to have a large effect size in the classroom. This strategy was selected because we had not yet as a staff gone in depth around this area of our instructional model and the Lesson Quality Checklist and based on East student achievement trends that indicate our scholars were in need of greater attention to self-awareness, self-regulation, and deeper thinking related to their own learning process. Our further exploration of this element of instruction has demonstrated a positive impact throughout this school year, including increased student awareness of their own ways of thinking; increased student understanding of strategies and increased use of effective strategies to support their learning through planning, monitoring, and reflecting. This, in turn, has demonstrated a positive impact on academic outcomes.</p> <p>We will not continue to focus on this specific strategy for the upcoming year. While teachers will continue to engage scholars in metacognition intentionally as part of our instructional model, we will delve into another research-based strategy that is part of East's instructional</p>	<p>3. Staff will engage in collaborative inquiry around engaging scholars in COLLABORATION as part of lesson design and implementation.</p> <p>This focus will include instructional strategies for establishing a classroom environment and culture that enables collaboration; routines, systems, and structures that support collaboration; how students learn to collaborate; and how students collaborate to learn (i.e. leveraging high quality collaboration to support deeper learning). This will include work on discourse and speaking and listening protocols.</p>	<p>This strategy was selected as a key lever because it is based on John Hattie's meta-analyses of strategies that have shown to have a large effect size in the classroom. We have not yet gone in depth around this 1 remaining area of East's instructional model / Lesson Quality Checklist and this will allow our staff the opportunity to learn this final element in depth. Additionally, this strategy makes sense for selection because it also continues to be an area that we see in need of improvement during classroom learning walks and walkthroughs.</p>

for instructional improvement in these focus areas. This data will be used to support differentiation for staff.	model - the “last” of John Hattie’s instructional elements embedded in our instructional model that we have not yet studied together as a full staff: COLLABORATION.		
4. Coordination of the SEL team with community partners and other school structures for support (i.e., family group, restorative practice, <i>Leader in Me</i>) is an important next step. In addition, leadership will establish monthly cycles for data review, improvement planning, and shared decision-making related to school wide SEL initiatives.	<p>Core SEL Curricula (Leader in Me / Character Counts): East Lower School will continue Year 2 implementation of LIM curriculum in the 24-25 SY; East Upper School will begin Year 1 implementation of Character Counts curriculum. This Tier 1 SEL Curricula will help students develop critical skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The curricula will be implemented during Family Group and integrated into SEL Openers in academic content lessons. This systemic approach will enhance the supportive learning environment, increase positive behavior, and reduce negative behaviors. All community partners should also be included in SEL professional learning moving forward.</p> <p>SEL Council: The SEL Council will continue and include representative leaders from each of the current SEL initiatives. The SEL Council developed the Tenet 5 Strategic Plan during the 23-24 SY and will meet monthly to review implementation progress and provide capacity building support. Next steps will include Building Understanding and Coherence by Crosswalking SEL Benchmarks with East Mission and Learning Principles, developing a 3-5 year strategic plan for campus-wide SEL implementation.</p> <p>NY SEL Benchmarks Training: Ongoing training in SEL Core Competencies and strategies to support development of SEL Competencies, a school-wide focus shifting to collaboration and SEL Goal 2 for the 24-25 SY: Use social</p>	<p>Expand Tier 1 SEL Curriculum & Strengthen Family Group Support</p> <p>Implement Year 1 Tenet 5 (SEL) Strategic Plan</p> <p>Continue SEL Benchmark Training with a focus on SEL Goal 2: Social Awareness & Interpersonal Skills</p>	<p>Review of behavioral referral data, behavioral incident data, and school climate survey; family group walkthrough data; community resource data; and student focus group data</p> <p>Progress monitoring data from SEL Council</p> <p>Level of student engagement in lessons and collaborative work</p>

	<p>awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging will align with Tenet 4 focus on collaboration.</p> <p>Needs Assessment: The School Climate Survey and Leader in Me MRA were administered in Spring 2024, additionally focus interviews were conducted with students to gather feedback about current SEL supports. There is a need to focus attention on the physical environment to support SEL, strengthen communication about available services and supports, and revise the Family Group purpose and structure to ensure a shared vision for the use of this time for personal connection and individual student support. Scholars also expressed a desire to have support in talking with their families about their mental health needs and overall socio-emotional well-being; this is reflected in the Tenet 6 strategy outlined below.</p>	<p>Enhance Tier 2 and Tier 3 support through use of Student Support Staff (Counselors, Social Workers) & Community Partners.</p>	<p>Student focus group data;</p>
<p>5. Strengthened coordination of the community school model with expanded opportunities for authentic family engagement.</p>	<p>Community Coordinator/ SEL Coordinator: An AmeriCorps VISTA Fellow supported East's focus on peer-to-peer networking, community engagement and communication about the community school model at East; he will continue for the 24-25 SY. Through a reframing of responsibilities, the former Student & Family Support Center Coordinator is now able to focus squarely on SEL Support Referrals and attend Mental Health Team meetings to provide additional attention to those referrals; working in collaboration with the Community Coordinator to support all other referrals for scholar/family support.</p>	<ul style="list-style-type: none"> • Capacity Building for Case Management: Planning for year 2 support from the AmeriCorps VISTA fellow to lift Case Management Tracking Tool for 24-25 SY which will improve use of data-driven decision-making as outlined in Strategies 1 & 5 above. • Hire Community Liaison Specialist: The Community Coordinator who served East 	<p>Professional Learning for CMTT</p> <p># of referrals / service units</p> <p>Qualifications of candidates, selection process</p>

	<p>Community School Service Data: 944 students have been served through 6/15/2024 campus-wide</p> <p>People Served, by Agency YTD, 09-2023 -- 06-2024</p> <table><tr><th>Agency</th><th>Only Agency</th><th>Mult. Agencies</th><th>Total</th><th>Total Service Units</th></tr><tr><td>Center for Youth - Cool Down</td><td>90</td><td>67</td><td>157</td><td>15640</td></tr><tr><td>Center for Youth - Other</td><td>123</td><td>141</td><td>264</td><td>17937</td></tr><tr><td>College Prep. Center</td><td>87</td><td>93</td><td>180</td><td>4471</td></tr><tr><td>Hillside Work Scholarship</td><td>23</td><td>84</td><td>107</td><td>3286</td></tr><tr><td>Ibero</td><td>33</td><td>32</td><td>65</td><td>265</td></tr><tr><td>Liberty Partnership</td><td>27</td><td>37</td><td>64</td><td>375</td></tr><tr><td>Pathways to Peace</td><td>12</td><td>37</td><td>49</td><td>513</td></tr><tr><td>Step 2 College</td><td>17</td><td>39</td><td>56</td><td>946</td></tr><tr><td>Urban League of Rochester</td><td>0</td><td>2</td><td>2</td><td>2</td></tr><tr><td>Totals</td><td>412</td><td>532</td><td>944</td><td>43435</td></tr></table>	Agency	Only Agency	Mult. Agencies	Total	Total Service Units	Center for Youth - Cool Down	90	67	157	15640	Center for Youth - Other	123	141	264	17937	College Prep. Center	87	93	180	4471	Hillside Work Scholarship	23	84	107	3286	Ibero	33	32	65	265	Liberty Partnership	27	37	64	375	Pathways to Peace	12	37	49	513	Step 2 College	17	39	56	946	Urban League of Rochester	0	2	2	2	Totals	412	532	944	43435	<p>in the 23-24 SY has resigned from the position; a candidate search is currently underway, with possible conversion to a Civil Service Position (Community Liaison Specialist) to align with RCSD in preparation for the EPO transition.</p> <ul style="list-style-type: none">• Re-envision CFY Student Support Center and CAST Supports for SEL: Redesign of access to Center for Youth SEL supports. <p>The East Case Management Tracking Tool is ready to launch in September 2024. This new system will provide automated referrals and notice of service to the assigned CAST members to ensure strengthened communication between community partners and school staff, with a focus on supporting student’s academic success and well-being. Data will be analyzed to determine any correlation of service with impact on ABCs (attendance, behavior, and/or course grades).</p>	<p>Reduced recidivism of behavioral incidents and crisis interventions; increased proactive, supportive services for students.</p> <p># of students served; impacts on ABC data</p>
Agency	Only Agency	Mult. Agencies	Total	Total Service Units																																																						
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	<p>Case Management Tracking Tool: From September 2023 - June 30, 2024, 845 unique scholars received 43,435 (15 min.) units of service through the community partner services at East. The current data system and practices are set to only capture services provided through partner support, not inclusive of East staff. Additionally, there is a different data tool for tracking behavioral referral data and a separate, individual student data approach for tracking attendance referrals. We are in the process of entering into contract with Coordinated Care Service, Inc. to develop ONE comprehensive tool for all referrals and service provision tracking in the integrated vision of a community school, by school staff and partners.</p> <p>Asset Mapping/Needs Assessment: The 2023-24 East Community School Directory is linked here. The Community School Leadership Team is working with Connected Communities and City of Rochester Neighborhood Service Centers to build on already existing local asset mapping to ensure a comprehensive understanding of the assets in the area. Collaboration with Connected Communities' Neighborhood Hub will strengthen our ability to provide a human centered case management approach to each scholar and family; see linked vision here.</p> <p>Asset Based Community Development: At the forefront of our community schools work, are the principles of the ABCD Framework (Northwestern University) that ensure that this work is being done with the East community rather than for or to the community. As part of this process, East leaders will engage individual guided interviews with diverse stakeholders focused on the following questions: 1) What do you like about what is happening at East? 2) What do you think needs to be</p>	<p><i>An initial Community Schools Assessment was completed in Spring 2024 and is linked here.</i></p> <p><i>Engage in ABCD Neighborhood and Community Outreach 3 x / year with staff, scholars, and families. Utilize this data to support EPO Transition Planning.</i></p>	<p>Self-Assessment Data</p> <p>Interview and Focus Group Data, # of engagements</p>
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	<p>improved at East? 3) What changes would you like to see at East? 4) What could you do to help with those changes? 5) Anything else you would like to talk about with me? The data gathered from these interviews will provide insights and feedback needed for continued improvement planning.</p> <p>Monthly Collaborative Community Partners Meetings: All Community Partners meet monthly to network and strengthen cross-agency communication and collective efficacy. These meetings include team/trust building activities among partners and staff as well as information sharing about in-house and central agency services with the East Community School Network. <i>We will begin to include CAST members in this monthly meeting to increase communication with community partners.</i></p> <p>Monthly 1:1 Community Partner Check Ins: To build trust, transparency, and shared accountability, the Community Coordinator and Asst Superintendent conduct monthly 1:1 check-ins with each community partner. The standing agenda includes a review of monthly data (referrals/enrollment, service units), review of specific student concerns to elevate to a collaborative problem-solving round table, celebrations, areas in need of improvement, upcoming events, general agency news, and action items for follow up. This has proven to be a much needed support structure to ensure continuous improvement as a team.</p> <p>Professional Learning about the Community School Model: Professional Learning time has been allocated to support administrators’ understanding of the community school model. This is a necessary step in preparation for</p>	<p><i>Utilize monthly community partners meeting to review school-wide data trends, organizational updates, and build communication with CAST.</i></p> <p><i>Increase accountability for contracted service providers and ensure coherence with a holistic student centered approach.</i></p> <p><i>Increase staff understanding of the community school model and case-management tracking tool to ensure movement toward integration</i></p>	<p>Increased use of CMTT by school staff, increased communication between community partners and school staff.</p> <p>Partner service data, improved student outcomes</p> <p>Climate Survey Data, CS Survey, Use of CMTT</p>
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	<p>building shared governance structures that embrace collaborative leadership, shared power, and voice. The key shift is ensuring shared understanding that all elements of the school are part of the community school, not just the co-located partners. <i>Additional administrator PL is planned for Summer 2024 to deepen understanding of the CS Model and strengthen the CAST connection to referrals. All staff and partners will also be trained on how to test the Case Management Tracking Tool. School-wide summer professional learning time has been allocated to strengthen teacher understanding of the Community School Model.</i></p> <p>Collective Impact Teams: Four collective impact teams, co-facilitated by school staff and community leaders, are being formed in the 2023-24 School Year to support key areas for improved communication and coordination of services, community connections, and networking to support scholar success. The teams will be: Family Support, College Navigation, Career & Workforce Development, and Health & Wellness. These teams will be school staff, community partners, families, and scholars who will establish annual shared goals, engage in data analysis for progress monitoring, and coordinate the interventions and activities for East scholars and families. The teams will establish regular meetings supported by East Community School leaders as backbone support. Community members and the co-facilitator are essential in ensuring that we are bringing in expertise and insights related to other efforts focused on the same goals. Through this networking and coordination, we will closely communicate and connect regarding the complex challenges facing our scholars and better be able to serve and support</p>	<p><i>of services beyond co-location and co-operation.</i></p> <p><i>Strengthen Cross-Agency Collaboration with targeted focus on specific outcomes; continue with participation in larger collective impact teams, including ROC the Future Alliance Conveners & High School Graduation Outcomes Teams</i></p>	<p>Program inventories, student outcomes</p>
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	<p>their success. <i>Increased focus on Strengthening connections for CTE, Workforce Development and NYSAA Transition Skills for the 24-25 SY. We will also be exploring partnerships for High School Equivalency programs to better serve all students.</i></p> <p>Count me in! ¡Cuenta conmigo!: 100% of East families will participate in an engagement event in the 2023-24 SY. We are tracking family participation at our Community events to provide targeted outreach and support to ensure each family and scholar feels connected, happy, and proud about being part of the East community. <i>YTD Family outreach data included below:</i></p>	<p><i>Dual Capacity Framework for Home/School Connections</i></p>	<p>Home Visit and Supportive Family Engagement Data</p>
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Event	Date	Lower	Upper	Attendance	Guest	Total
HAS Family Contact	Aug. 2023	8	20			28
Open House Hispanic Heritage Dinner	Thur. Setp. 21, 2023	34	57	91	286	377
FACE Meeting	Thur. Sept 28, 2023			13		13
HSA Family Contact	Sept. 2023	30	16			46
FACE Meeting	Thur. Oct. 19, 2023			15		13
PTC/ Community Career Fair	Thur. Oct. 26, 2023	33	95	128	165	293
HSA Family Contact	October 2023	17	7			24
Parent Cafe	Thur. Nov. 9, 2023			40		40
FACE Meeting	Thur. Nov. 16, 2023 (virtual), after FACE Meeting			17		17
Family learning Activities Workshop Graduation Requirements	Thur. Nov. 16, 2023 (virtual), after FACE Meeting			9		9
Freshman Academy Family & Community Engagement	Mon. Nov 20, 2023 (after school)					
HSA Family Contact	Nov-23	8	8	16		16
East Community Parent café	Thur. Dec. 14, 2023			30		30
HSA Family Contact	Dec. 2023	5	2	7		7
Recruitment Event	Thur. Jan. 10, 2024					
FACE Meeting	Thur. Jan. 18, 2024			16		16
HSA Family Contact	Jan. 2024	3	9	12		12
Financial Aid Workshop	Thur. Feb. 11, 2024 - check date					
East Community Parent café	feb. 8			24		24
FACE Meeting	Thr. Feb. 19, 2024			7		7
HSA Family Contact	Feb. 2024	23	23	46		46
East Community Parent café	Thr. Mar. 7, 2024			18		18

PTC/ Black History Dinner / College Readiness	Thur. Mar. 14, 2024	17	36			53
FACE Meeting	Thur. Mar. 21, 2024			9		9
HAS Family Contact	Mar. 2024	19	21	40		40
6th grade Recruitmnet	Wed. April 17, 2024					
Family Learning Activity Workshop Career and Technical Educational (CTE)	Thur. April 18, 2024					
FACE Meeting / Community Café	Thur. April 18, 2024			21		21
ENL Cultural Event	Thur. Apr 25, 2024			29		29
HSA Family Contact	Apr-24	35	20			55
FACE Meeting / Community Café	Thur. May 16, 2024			17		17
HSA Family Contact	May-24	8	12			20
Family Learning Activity Workshop Athletic NCAA Requirements	Thur. May 16, 2024 (virtual), after FACE Meeting					0
FACE Meeting	Thur. June 20, 2024			8		8
Graduation Family Breakfast / Life after high school	TBD					
HSA Family Contact	Jun-24	20	15			35
Lower school summer program scholars & parents celebration	TBD					
BBQ Orientation Night	Wed. Aug. 28, 2024					

Community Engagement Events: Monthly Community Engagement events are opportunities for authentic interaction with families, staff, and community partners. Each event is paired to provide a meal, interaction about academic learning, and additional connection with community partners to support the full scope of community school services. **24-25 SY Family Engagement calendar attached [here](#).**

Continue monthly engagement events, expand staff committee participation in planning with Family Support Team

Event Participation Data, Artifacts

	<p>Community Cafe: The Community Café Project at East EPO represents a transformative approach to community engagement, rooted in authentic dialogue and collaboration, within the framework of our community school. Drawing inspiration from the Be Strong Families Parent Café model, our Community Café at East serves as a sanctuary for fostering genuine connections among scholars, families, staff, and community partners. In the upcoming 24-25 School Year, East will host bi-monthly Community Cafés, marking a shift from traditional parental workshops to a model grounded in authenticity and relationships. At each café table, scholars, family members, staff, and community partners engage in authentic conversations centered around these topics, creating a shared space where no one is an expert, but rather a genuine partner. By strengthening natural bonds and facilitating connections, the Community Cafés serve as a valuable platform to link scholars and families with peers, services, and opportunities within our community. By uplifting the unique strengths of each individual, embracing diverse perspectives, actively listening for patterns and insights, and sharing our discoveries, we cultivate a culture of continuous improvement and mutual support. We empower youth and families to be decision-makers and partners, embodying the East vision of "taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others."</p> <p><i>Continued focus on strengthening protective factors for families and using cafe “idea harvests” as a means for continuous improvement and ensuring parent/student voice are centered in decision-making is planned for 24-25 SY.</i></p>	<p><i>Continue with bi-monthly Community Cafes, train youth/family peer leaders</i></p>	<p>Participation Data, “Harvest” information incorporated into continuous improvement planning</p>
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	<p>Parent Leadership/Advocate Training: East is collaborating with Connected Communities to provide training for families focused on building capacity for advocacy for children, schools and community, as well as peer leadership skills. Trained parents will support the <i>Asset Based Community Development outreach as well as serve as table hosts for Community Cafes</i>. Ibero also provides community based training in this area called <i>Padres Comprometidos</i> focused on fostering a strong connection between schools and parents.</p> <p>Elevating Student Voice: East Upper School has established the Student Lighthouse team to provide opportunities for scholars to voice opinions in planning for school improvement, events, and activities. Town Hall Meetings are conducted monthly with a goal of having them be student-led to build cohort trust, pride, and discuss concerns, propose ideas, and ask questions. <i>Next steps include establishing a campus wide student advisory board, including students in Community Cafe and FACE, and elevating student peer to peer communication through social media. Additionally, adherence to the new Chapter 357 will yield a strengthened focus on peer elected student government to inform campus wide decisions.</i></p>	<p><i>Identify and train teen and parent peer leaders, engage them in events</i></p> <p><i>Establish Campus-Wide Student Government; ensure a shared decision making approach for governance, advocacy, and improvement</i></p>	<p># of trained peer leaders</p> <p># of student representatives, meeting artifacts, 2-3 change projects</p>
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Final Report and Reflection on Lead Strategies Applied during May 1, 2024 – June 30, 2024	2024-2025 School Year Continuation Plan for Meeting this Indicator
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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

Indicator	<p>Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year. 	<p>Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
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#33: 3-8 ELA All
Students MGP

21-22 SY Baseline: 37.5

23-24 Target: 38.5

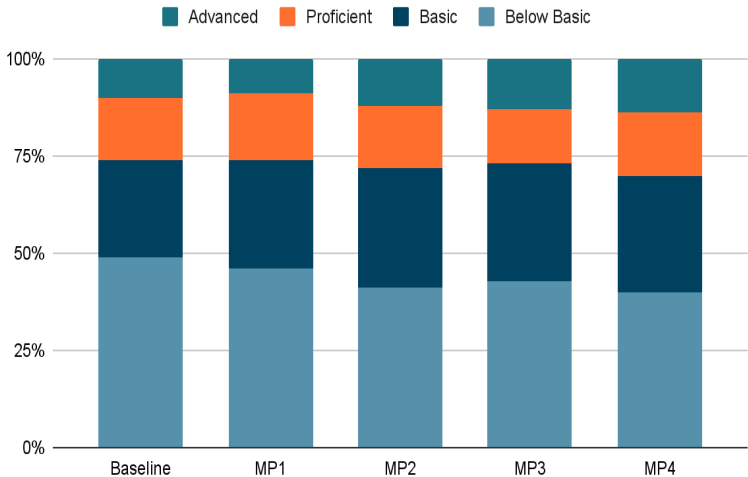
23-24 Actual:

Action steps during 23.24 SY
Administrators & Teacher Leaders continued to analyze instructional data related to our literacy smart goal. Data was collected throughout the year through classroom walkthroughs, teacher observations and assessment data collection.

The Reading Inventory Data indicates that 65% of students enrolled in reading intervention programming met Growth goals; with approximately 30% achieving Basic, Proficient or Advanced levels on the assessment.

Year To Date (YTD) Average Scholar growth +69 points, which indicates 7 months of growth.

2023-24 East Lower School Reading Inventory Proficiency %

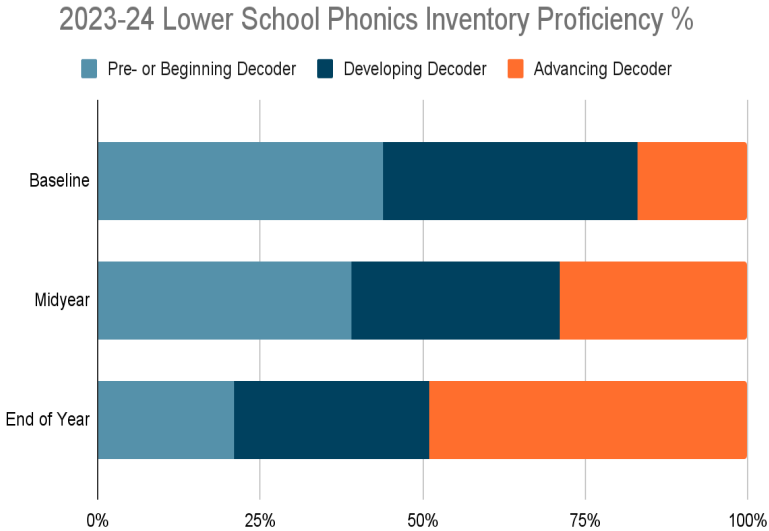


East Lower School will continue to use Read 180 (Every day/ every other day) and System 44 (Every Day) as the tiered literacy intervention programs. To ensure measurable progress, the literacy program has changed assessments from Reading Inventory to NWEA, which will be administered each quarter using the MAP Growth Assessments. Scholar growth will be a main focus for the upcoming school year. We will continue to use the strategic grouping to improve scholars' literacy levels. We will assess scholars on the following transfer goals of learning.

- Strategy:**
- Monitor comprehension and apply reading strategies flexibly.
 - Read for learning and pleasure often and widely from a range of global and diverse texts to understand their own identity and the world around them.
 - Communicate effectively, passionately, and with style in a variety of formats for a variety of purposes and audiences.
 - Strengthen writing by planning, drafting, revising, editing, rewriting, or trying a new approach.
 - Embedded common instructional strategies to focus on collaboration, higher order questioning and academic discourse across content areas.
 - Use of data-driven decision making focused on MAP Growth Skills Areas

- Action Steps:**
- Assess to improve scholar word choice when writing
 - Assess scholars elaborations on new details from text
 - Assess to improve sentence variety
 - Assess to improve scholar grammar and punctuation

The Phonics Inventory Data indicates that 49% of students enrolled in reading intervention programming scored as advancing decoder level with 30% scored as developing decoder.



Data below displays end of the year Proficient or Advanced scholars progress compared to prior school years.

	<table><tr><th colspan="7">End-of-Year Percentage of Lower School Scholars Meeting Lexile Reading Goals ("Proficient" or "Advanced")</th></tr><tr><th></th><th>2019-20 <small>(Q2 vs. EOY due to Covid-19 shutdown)</small></th><th>2020-21</th><th>2021-22</th><th>2022-23</th><th>2023-24</th><th>2024-25</th></tr><tr><td>6th Grade</td><td>22%</td><td>46%</td><td>26%</td><td>5%</td><td>34%</td><td></td></tr><tr><td>7th Grade</td><td>24%</td><td>32%</td><td>36%</td><td>41%</td><td>16%</td><td></td></tr><tr><td>8th Grade</td><td>40%</td><td>31%</td><td>29%</td><td>40%</td><td>41%</td><td></td></tr></table>	End-of-Year Percentage of Lower School Scholars Meeting Lexile Reading Goals ("Proficient" or "Advanced")								2019-20 <small>(Q2 vs. EOY due to Covid-19 shutdown)</small>	2020-21	2021-22	2022-23	2023-24	2024-25	6th Grade	22%	46%	26%	5%	34%		7th Grade	24%	32%	36%	41%	16%		8th Grade	40%	31%	29%	40%	41%		
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<p>#39: 3-8 Math All Students MGP</p> <p>21-22 SY Baseline: 40.7</p> <p>23-24 Target: 41.7</p> <p>23-24 Actual:</p>	<p>Action steps during 23.24 SY <i>The MATH team engaged in looking at student work data protocol to analyze the MATH grades 6-8 common formative assessment data throughout the school year. The team worked to identify targeted change ideas to support instructional practices. The MATH team identified 3 change ideas,</i></p> <p>Change Idea #1: If teachers develop an awareness of their own process for making connections between prior knowledge and the goal of the problem, then they will be better able to model and include students in the process as part of daily learning, and scholars will recognize that their past experiences both within and outside of the classroom are of value within the mathematics classroom.</p> <p>Change Idea #2: If teachers intentionally design experiences that engage students in making connections and explicitly identify and name where students are engaging in this practice, then scholars will develop their inner voice that</p>	<p>To ensure measurable progress, the Math department will continue to engage in data cycles for each quarter. We will continue to use the Looking at Student work protocol,(LASW) while using common rubrics to score these and tracking our progress over the course of the year. We will revise assessment rubrics for each performance task administered during the 24.25 school year. We will continue to assess scholars on the Math 6-12 transfer goals(TG) of learning. Department will focus on vertical alignment on TG 2</p> <p>Strategy:</p> <ul style="list-style-type: none">• The Lower School Math department will focus on looking at student work to find common misunderstanding throughout the grade levels.• The Lower school Math department will look for alignment for unit understanding within the lessons <p>Action Steps:</p> <ul style="list-style-type: none">• Using common lesson assessment for each grade level (exit ticket)• During LASW protocol grade level teams will collect data on common misconceptions.• During LASW protocol grade level teams will create action steps to address misconceptions.• Continued Coaching Cycles to with a focus on Collaboration• Continued Quarterly Learning walks focused on Collaboration																																			

	<p>considers knowledge of self and knowledge of task and relevant content.</p> <p>Change Idea #3: If teachers remove scaffolds within authentic problems and provide multiple opportunities for students to engage in metacognitive thinking then students will be better prepared to connect their own prior knowledge to the goal of the problem while engaging in challenging tasks. Year End Report Card/marking period grades Year End Wholistic Common Formal Assessment Data</p>	
<p>#100: 3-8 ELA All Students Core Subject PI</p> <p>21-22 SY Baseline: 69</p> <p>23-24 Target: 74</p> <p>23-24 Actual:</p>	<p>Action steps during 23.24 SY</p> <p><i>The ELA team engaged in looking at student work data protocol to analyze the ELA grades 6-8 common formative assessment data throughout the school year. The team worked to identify targeted change ideas to support instructional practices. The ELA team identified 3 change ideas(CI),</i></p> <p><i>CI. : If we consistently and competently develop and implement an instructional strategic focus the CtEAEAC (Claim, transition, Evidence1, Analysis1, Evidence2, Analysis2, Conclusion) writing formula, then students will more likely be</i></p>	<p>To ensure measurable progress, the ELA department will continue to engage in data cycles for each quarter. We will continue to use the Looking at Student work protocol, while using common rubrics to score these and tracking our progress over the course of the year. We will revise assessment rubrics for each performance task administered during the 24.25 school year. We will continue to assess scholars on the ELA 6-12 transfer goals(TG) of learning. Department will focus on vertical alignment on TG 4</p> <p>Strategy</p> <ul style="list-style-type: none"> Engage in rich, critical discussions about texts and topics in order to push their own thinking and the thinking of others toward a bigger idea. <p>Action Steps:</p> <ul style="list-style-type: none"> Continued Coaching Cycles to with a focus on Collaboration Continued Quarterly Learning walks focused on Collaboration Continued Daily Collaborative planning time

	<p><i>able to build their independence when responding to text while engaging in academic writing tasks.</i></p> <p><i>CI: If teachers model task analysis and use of relevant evidence, use discussion protocols, and prompt students to reflect then students will make their task planning and reflection visible and use evidence that aligns to claims in discussion and writing.</i></p> <p><i>CI: : If teachers facilitate metacognitive stops during writing instruction, students can begin to capture their metacognitive processes and monitor these during independent on-demand tasks.</i></p> <p>The team continued to work to identify individual scholar strengths and opportunities for growth and support. The team collaborated with our SPED, ENL co-teachers and consultants to develop targeted interventions.</p> <p>Year End Report Card/marking period grades</p> <p>Year End Wholistic Common Formal Assessment Data</p>	<ul style="list-style-type: none"> • Co-Create a rubric with scholars to identify key indicators of effective collaboration in the classroom • Strategic Questioning during scholar collaboration • Implementing MAC Protocols in daily lesson plans • Using Metacognitive Prompts during daily lessons and activities
<p>#110: 3-8 Math All Students Core Subject PI</p> <p>21-22 SY Baseline: 36.9</p> <p>23-24 Target: 41.9</p> <p>23-24 Actual:</p>	<p>Action steps during 22.23 SY</p> <p>The Math team engaged in looking at student work data protocol to analyze grades 6-8 common formative assessment data throughout the school year. The team worked to measure growth-over-time related to department smart goals.(SG) (SG: 75% of scholars will demonstrate their ability to outline relevant connections between prior knowledge and the goal of a problem by considering past experiences, knowledge of the</p>	<p>To ensure measurable progress, the Math department will continue to utilize the Connected Math CMP4 curriculum. Part of this curriculum, the department will receive coaching and feedback. Formative assessments are built into the curriculum and track the progress toward standards. We will continue to work on discourse with high level questioning and metacognition. We have a schoolwide focus on collaboration.</p>

	<p>content, appropriate tools, and/or the big ideas of the unit(metacognition) as measured on Common formative assessments(CFA's)</p> <p>Reflection: Scholar receiving High School credit Passing Algebra I. 34/40 (85%) scholars earned Algebra I credit</p> <p>The Math team identified scholar action steps to improve mathematical thinking. Teachers will provide clear and comprehensive action plan that strategically utilizes mathematical thinking and tools to achieve the goal of the problem. .</p>	<p>Strategy:</p> <ul style="list-style-type: none"> ○ The Math team will continue to monitor progress towards smart goals and transfer goals for the department. ○ Math TL and U of R consultant designed professional learning experiences for teachers, including analyzing transcripts, reading an article, and having whole group discussions ○ Continue to work as a department teaching with equity, ○ Continue to improve metacognitive strategies to ○ Department will work on school wide focus on collaboration
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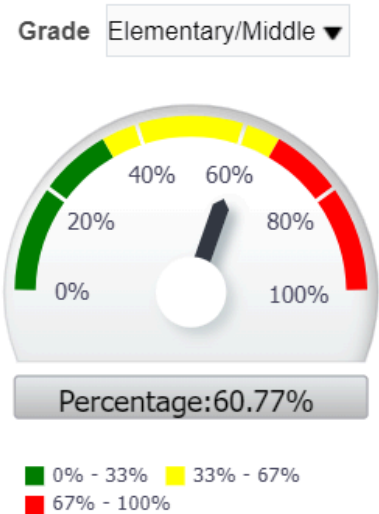
#160: EM Chronic Absenteeism - All Students

21-22 SY Baseline: 67

23-24 Target: 64

23-24 Actual: 60.8%

Percentage Chronic



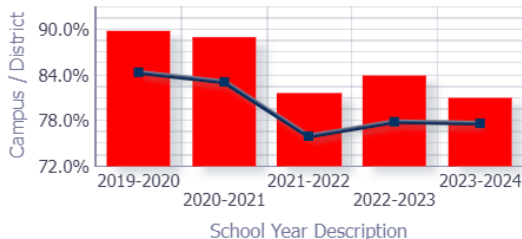
We recognize that chronic absenteeism continues to be a challenge for many of our scholars. With transportation concerns, community violence threats among many others all have had an impact on scholars ability to attend school. We will continue to provide support and break down barriers as needed.

Primary Strategies:

- Work with an attendance assistant to address scholar attendance.
- The attendance & mental health teams will continue to meet and analyze data.
- The attendance & mental health teams will track data using our new case-management tracking tool.
- Homes will be called to identify the reasons for absences. Scholars are classified into our tiered support system where the parent coordinator will contact parents and scholars regarding attendance concerns.
- The Attendance team and School Climate team will create incentives and recognition celebrations to acknowledge students' attendance.
- Our community partners will help support the families with any needs to assist in getting students to school.
- Systems for communication between school staff and community partners will be strengthened utilizing a case-management tracking tool.
- A campus wide community coordinator will work closely with the Asst Sup of Strategic Planning utilizing the national [Coalition for Community Schools/IEL Standards](#) to strengthen the community school system at East.
- A multi-tiered system of support to respond to student attendance is planned for the 24-25 SY

Part III – Demonstrable Improvement Level 2 Indicators <i>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.</i>		
Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. <ul style="list-style-type: none"> ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year. 	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. <ul style="list-style-type: none"> ● Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. ● Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.

<div>#2 Plan for and Implement Community School Model</div> <div>21-22 SY Baseline: NA</div> <div>23-24 Target: See CS Rubric</div> <div>23-24 Actual: See CS Rubric</div>	<div>East CS Rubric</div>																	
<div>#3: Student Attendance</div> <div>21-22 SY Baseline: 82%</div> <div>23-24 Target: 83%</div> <div>23-24 Actual: 80.8%</div>	<div><div>Enrollment and Average Daily Attendance by Grade</div><table><thead><tr><th>Grade Level</th><th># of Students Enrolled</th><th>% of Students Enrolled</th><th>Avg Daily Attendance</th></tr></thead><tbody><tr><td>Grade 6</td><td>32</td><td>8.8%</td><td>89.5%</td></tr><tr><td>Grade 7</td><td>165</td><td>45.6%</td><td>79.8%</td></tr><tr><td>Grade 8</td><td>165</td><td>45.6%</td><td>81.7%</td></tr></tbody></table><div>Refresh - Print - Export</div></div>	Grade Level	# of Students Enrolled	% of Students Enrolled	Avg Daily Attendance	Grade 6	32	8.8%	89.5%	Grade 7	165	45.6%	79.8%	Grade 8	165	45.6%	81.7%	<div>We recognize that student daily attendance was below DI target for the year 23.24 school year. With increased incident occurrence, transportation concerns, unexpected school dismissals, community violence and many others all have had an impact on scholars' ability to attend school. We will continue to provide support and break down barriers as needed.</div> <div>Primary Strategies:</div> <div><ul style="list-style-type: none">Administrative staff will continue to focus and work on alternatives to suspensions to increase scholar attendance.Work with an attendance assistant to address scholar attendance.The attendance & mental health teams will continue to meet and analyze data.The attendance & mental health teams will track data using our new case-management tracking tool.Homes will be called to identify the reasons for absences. Scholars are classified into our tiered support system where the parent coordinator will contact parents and scholars regarding attendance concerns.</div>
Grade Level	# of Students Enrolled	% of Students Enrolled	Avg Daily Attendance															
Grade 6	32	8.8%	89.5%															
Grade 7	165	45.6%	79.8%															
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	<p>Yearly Campus Avg Daily Attendance Compared to District ADA</p>  <table><thead><tr><th>School Year Description</th><th>Campus / District (%)</th></tr></thead><tbody><tr><td>2019-2020</td><td>89.0%</td></tr><tr><td>2020-2021</td><td>88.0%</td></tr><tr><td>2021-2022</td><td>76.0%</td></tr><tr><td>2022-2023</td><td>80.0%</td></tr><tr><td>2023-2024</td><td>78.0%</td></tr></tbody></table>	School Year Description	Campus / District (%)	2019-2020	89.0%	2020-2021	88.0%	2021-2022	76.0%	2022-2023	80.0%	2023-2024	78.0%	<ul style="list-style-type: none">○ The Attendance team and School Climate team will create incentives and recognition celebrations to acknowledge students' attendance.○ Our community partners will help support the families with any needs to assist in getting students to school.○ Systems for communication between school staff and community partners will be strengthened utilizing a case-management tracking tool.○ A campus wide community coordinator will work closely with the Asst Sup of Strategic Planning utilizing the national Coalition for Community Schools/IEL Standards to strengthen the community school system at East.○ A multi-tiered system of support to respond to student attendance is planned for the 24-25 SY
School Year Description	Campus / District (%)													
2019-2020	89.0%													
2020-2021	88.0%													
2021-2022	76.0%													
2022-2023	80.0%													
2023-2024	78.0%													
<p>#8: Curriculum Development and Support (DTSDE Tenet 3)</p> <p>21-22 SY Baseline: NA</p> <p>23-24 Target: 40% Tenet 3 Phase 2, 90% Phase 1</p> <p>23-24 SY Actual: 93% Phase 1, 83% Phase 2 (see Rubric)</p>	<p>East Tenet 3 DTSDE Rubric</p>													
<p>#35: 3-8 ELA Black Students MGP</p> <p>21-22 SY Baseline: 35.3</p> <p>23-24 Target: 37.2</p> <p>23-24 Actual:</p>	<p>Action steps during 23.24 SY</p> <ul style="list-style-type: none">● Continue to use the Support Model● After School Enrichment● Saturday School Enrichment● Summer School Enrichment● PL with staff regarding CRRSP	<p>See additional strategies and action steps described with indicator #33 above</p>												

<p>#36: 3-8 EA Hispanic Students MGP</p> <p>21-22 SY Baseline: 39.4</p> <p>23-24 Target: 40.9</p> <p>23-24 Actual:</p>	<p>Action steps during 23.24 SY</p> <ul style="list-style-type: none"> • Continue to use the Support Model • After School Enrichment • Saturday School Enrichment • Summer School Enrichment • PL with staff regarding CRRSP 	<p>To ensure measurable progress, the ESOL department will continue to identify scholar needs and work with general education teachers to differentiate instruction to address bi-ligual scholars.</p> <p>Primary Strategies:</p> <ul style="list-style-type: none"> • ESOL teachers will collaborate with department TL to co-plan lessons • Teachers participating in collegial book circle on co-teaching • Teachers will engage in professional learning on addressing bi-lingal students • Teachers will engage in professional learning in differentiation and co-teaching
<p>#37: 3-8 ELA ELL Students MGP</p> <p>21-22 SY Baseline: 43.4</p> <p>23-24 Target: 45.1</p> <p>23-24 Actual:</p>	<p>Action steps during 23.24 SY</p> <ul style="list-style-type: none"> • Continue to use the Support Model • After School Enrichment • Saturday School Enrichment • Summer School Enrichment • PL with staff regarding CRRSP 	<p>To ensure measurable progress, the ESOL department will continue to identify scholar needs and work with general education teachers to differentiate instruction to address ELL scholars.</p> <p>Primary Strategies:</p> <ul style="list-style-type: none"> • ESOL teachers will collaborate with department TL to co-plan lessons • Teachers participating in collegial book circle on co-teaching • Teachers will engage in professional learning on addressing bi-lingal students • Teachers will engage in professional learning in differentiation and co-teaching
<p>#38: 3-8 ELA ED Students MGP</p> <p>21-22 SY Baseline: 36.7</p> <p>23-24 Target: 38.4</p> <p>23-24 Actual:</p>		<p>See additional strategies and action steps described with indicator #33 above</p>

<div>#94: Providing 200 Hours of Quality Extended Day Learning Time (ELT)</div> <div>21-22 SY Baseline: NA</div> <div>23-24 Target: See ELT Rubric</div> <div>23-24 Actual: See ELT Rubric</div>	<div>East EPO ELT Rubric</div>	<div><ul style="list-style-type: none">Continue with Family Group (30 minutes), Literacy Period, and 5 x 72 min blocksContinue with targeted After School programming to support struggling studentsContinue with summer program to support incoming students and those who finished the school year below grade level.</div>
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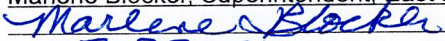
Report Out of 2023-2024 CET Plan Implementation	Plan for Use of CET Recommendations in 2024-2025
<p>Part IV – Community Engagement Team (CET) <i><u>The Community Engagement Team</u> is a representative body designed to foster and support public engagement. The CET serves as an active thought partner contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.</i> <i>Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school’s Continuation Plan and (2) review and update, if necessary, its membership for the 2023-2024 SY should be included and detailed below.</i> <i>*Note: Administrative, teacher, and parent representative members of the CET must be selected through the process as established in Commissioner’s Regulations 100.11(b)</i></p>	
<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*, including action steps to increase participation of parents/family members and students. • Include any changes that will be made to CET membership for the 2024-2025 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.
<p>The East CET, referred to as the FACE Team (Family and Community Engagement Team) meets monthly to review reports from school leaders and plan events for Title I Parent Engagement. A survey was conducted to prioritize workshops of interest to parents in supporting their child’s success. A Home School Assistant supported these efforts through his role. FACE was composed of community partners, parents, and school staff. FACE will connect with Collective Impact Teams to ensure strategic action and advocacy toward key priority areas including: college navigation, career & workforce development, family support, and health and wellness.</p> <p>As outlined above, there are various structures (community partners meeting, community cafe, student government/lighthouse) for stakeholder input into the plan. In addition, quarterly meeting are help specifically to review data in and gather input from FACE team.</p> <p>Event Participation data is included in Part 1, #5; FACE monthly meeting minutes can be found here.</p>	<p>New members are welcome to join the CET; all community partners, families, and student representatives are notified of FACE meetings. Newly trained parent leaders will be strongly encouraged to attend. Community cafes and interview/focus groups at monthly engagement events will also provide input into continuous improvement cycle.</p> <p>LaKeya Hall has joined FACE and is assisting with parent leadership training; she is the Education Chair for Connected Communities - a public/private partnership non-profit that is focused on guiding the transformation of the EMMA and Beechwood neighborhoods adjacent to East.</p> <p>Meeting topics are developed through survey of the community or based on incidents that require debriefing.</p> <p>Data for FACE are presented by EPO and school leaders to ensure progress monitoring and transparency to the community about the school’s progress.</p>

<p>Part V – Powers of the Receiver</p> <p><u>NYS Education Law 211-f</u> and <u>Commissioners Regulation §100.19</u> grant certain powers to the School Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling. Provide a summary of the use of the School Receiver’s powers during this reporting period.</p>	<p><i>Describe the anticipated use of the School Receiver’s powers during the 2024-2025 school year.</i></p>
<p><i>On 3/28/24, the RCSD Board of Education voted to conclude the East EPO contract with the University of Rochester effective June 30, 2025. This has led to increased focus on the East EPO transition back to RCSD Central Office supervision. Current transition efforts include written communication to all constituents, community input meeting through FACE, collaborative planning meetings Supt. Peluso and Supt. Blocker. Deputy Superintendent Strickland has been identified as the RCSD lead and has met with teacher stakeholders. A staff survey was conducted to prioritize requests for continued autonomy beyond the EPO period. A collective bargaining agreement arranging for continued tenure in RCSD has begun. Monthly updates to the Board of Education regarding transition plans have been presented at business meetings and a transition team has been established to include representatives from the EPO and RCSD Senior Leadership. Continued concerns remain about instability in RCSD leadership and the impact that may have on East’s sustainable efforts to maintain innovative approaches established under the EPO; interim Superintendent Demario Strickland was named effective 7/1/24 and will be supporting the East transition planning. Transition teams will be formed for each of the key strategies outlined above to ensure clarity of expectations related to sustainability after the EPO conclusion.</i></p> <p><i>Current and continued challenges exist with student enrollment/placement practices; East leadership is working to ensure that sibling, 1.5 mi, and CTE preferences are afforded to scholars. This is very difficult given the lack of transparency related to school choice lottery, waiting list, and transfer process (all handled by RCSD Central Office).</i></p> <ul style="list-style-type: none"> ● Day to day services and management of East ● Curriculum & Instructional Programs flexibility 	<p><i>Continue as previously established.</i></p> <p><i>Additional focus on transition planning, legacy artifacts, and sustainability beyond June 30 2025.</i></p> <p><i>Increase collaboration and alignment with RCSD staffing and resource allocation to prepare for transition.</i></p>

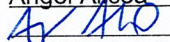
<ul style="list-style-type: none">● Modified Collective Bargaining Agreements● Increased salaries, stipend for bilingual teachers● Expanded school day for all students● Smaller class sizes (max. 22 for Freshman Academy; 25 for Gr 10-12)● Staffing decisions● Recommendations to the BOE on additional budgetary requirements and staffing.● Continue with previously named areas;<ul style="list-style-type: none">● Renewals of Collective Bargaining Agreements through transition period.● Assignment of Students to East: Additional focus on Student Placement (enrollment & voluntary transfer requests) to give preference to students residing within 1.5 miles of East, sibling enrollment, and CTE specific enrollment requests: request for quarterly data from RCSD to ensure seat availability is adjusted.● Exploration of student enrollment feeder pattern with geographically adjacent elementary schools.● Expand the Community School Model through comprehensive school and community needs assessment. Extended Services to include increased focus on family and community engagement, a renewed Community Engagement Team (CET/FACE) plan including a collective impact structure which promotes more public input from students, families and community members.	
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Part VI – Assurance and Attestation

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

Name of Receiver (Print): Marlene Blocker, Superintendent, East EPO
Signature of Receiver: 
Date: 7-22-24

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

Name of CET Representative (Print): Angel Alicea
Signature of CET Representative*: 
Title of CET Representative: FACE Committee Chair, Bilingual Home School Assistant
Date: 7/22/22

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