

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

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

Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status and applicable evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor’s Recommendations.

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered a formal evaluation by the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous, accessible location on the district website. All responses should directly align with or be adaptations to previously approved improvement plans and *require explicit engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
East Lower School	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	Leandrew Wingo	10/11/2021	Caterina Leone Mannino, Assistant 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

East Lower School continues to focus on efforts to accelerate literacy growth and support numeracy development. A strengthened focus on supporting English Language Learners have yielded growth in lexile levels and improvements in Algebra 1 pass rates. A focus on tiered SEL supports and increased SEL intervention is planned for Spring 2024. Data systems have been strengthened to include inquiry into alignment of curricular, instructional, and assessment. Chronic absenteeism continues to be an area of concern; supportive home visits have been established to provide supportive connection to community agencies with a holistic focus on scholar and family support.

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

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

Overview of School Demographic and Four-Year Trend Data

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

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

Average Daily Attendance and Chronic Absenteeism Rate by Year

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	90%	90%	84%	81.5%
Chronic Absenteeism Rate	n/a	67%	52%	59.4%

Suspension % Rate and Number by Category

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	14%/#25	68%/#298	35%/#106	37% #69/185
Duplicated Suspensions	n/a	22%/#94	21%/#94	22%/#41
Unduplicated Suspensions	n/a	12%/#54	8%/#24	32%/#60
ELL Suspensions	n/a	3%/#14	2%/#5	6.4%/#12
SWD Suspensions	n/a	5%/#24	6%/#17	13.5%/#25

Overview of School Demographic and Four-Year Trend Data

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

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

Graduation Percentage Rates

Drop Out Percentage Rates

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Grad. Rate	_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 Rates

	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.

70

Duplicated Suspensions #:

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

41

Unduplicated Suspensions #:

Number of students suspended out of school one time.

60

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time.

12

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time.

23

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

- When responding to prompts pertaining to the *Quarterly Report #3*, identify processes:
 - Applied throughout Quarter 3 to assess the impact of *strategies implemented* to improve student learning outcomes, as aligned to Building- and District-based Commitments.
 - Utilized to assess the impact on student learning outcomes that will be newly implemented during the pending new school year.

- Frame how the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
 - Claims should be evidentiary in nature.
 - Reported information and related data should be accessible and able to be reviewed upon request.
- To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and School Leadership should *assess the impact* of identified lead strategies on student learning, *as aligned to Building- and District-based Commitments* and Technical Assistance and Support sessions and diagnostic review feedback.

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

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

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

Building-based Commitments

- Book reading for staff - “Teach Like A Pirate”.
- Continue to adjust and adapt focus on discourse and higher-level questioning.
- Track student data in ELA, Literacy, and Math
- Measure the impact of SEL on students and staff.

SMART Goal Strategies and Actions Towards Attaining Commitments

- By the end of the 2023-2024 school year 80% of East Lower School teachers will use MAC protocols, discussion techniques and interactive activities to engage scholars, observed and measured by administrator walkthroughs and department learning walks.
- By the end of the 2023-2024 school year 80% of East Lower School teachers' lesson plans will display pre-planned, open-ended questions observed and measured by administrator walkthroughs and department learning walks.
- By the end of the 2023-2024 school year a data collection system will be created and implemented to track scholar academic progress throughout the school year. Goal will be measured by an annual review with core department supervisor and teacher leader.
- By the end of the 2023-2024 school year East Lower School will create a strategic plan to support Leader in Me school implementation. Goal is measured by completion and communication of the LIM strategic plan.

SMART Goal Strategies, Actions and Resources Towards

District-based Commitments

Supporting Commitment Attainment

- Continue support for Teacher Leaders.
- Link Teacher Leaders to the development of administrators.
- Support professional development for discussion protocols.
- Focus on metacognition in walkthrough feedback.
- Specific, growth focused feedback.
- Deeper look at DIIs and support for ELLs and bilingual students' language acquisition.

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

Part I – Lead Strategies for School Improvement

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

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

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

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

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

<p>Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.</p>	<p>Status (R/Y/G)</p>	<p>For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.</p>
		<p><i>and community support staff, and social workers on community-based and county based services and systems of care. Attendance data and outreach efforts will be incorporated into the design of the case management tracking tool. Strengthened connections are in the works with Monroe County FACT to support students and families experiencing chronic attendance challenges.</i></p> <p>SEL/ Mental Health Team: Counselors, Social Workers, Community Partners (Center for Youth Services, Ibero), the Attendance Assistant, Community School Coordinator, and Home School Assistant meet weekly to plan for individual (Tier 3) student and family support and progress monitor past cases. The SEL Coordinator and Community School Coordinator support and complete agency referrals as needed. <i>Monroe County FACT Referrals will be reviewed by this team to ensure comprehensive detail and information from all student supports and community partner efforts is indicated.</i></p>
<p>2. Pursuit of a “guaranteed and viable curriculum” (a curriculum that is written, enacted, supported, and earned). This involves 100% of the East faculty in writing, reviewing, assessing, and revising curriculum units. The specific focus area for this upcoming year will be vertical alignment with a second prioritized department-specific transfer goal (a different one from the previous year).</p>		<p>Year-Long Focus / Goal:</p> <ul style="list-style-type: none"> ● Goal: All East units of study aligned with a prioritized transfer goal within each department will demonstrate vertical alignment across all disciplinary courses in Grades 6-12, including attention to complexity, authenticity, and appropriate scaffolding in CEPTs/PTs. ● Theory of Action / Change Ideas: <ul style="list-style-type: none"> ○ If educators have a common understanding of “the game” the discipline specific transfer goal is inviting our scholars to play, it is going to be easier to design curriculum and assessment that builds toward and fosters independent engagement in that transfer goal. ○ If educators design curriculum and assessment that builds toward and fosters independent engagement in the transfer goal, scholars will be able to achieve our mission/vision and compete in a global world. ● Performance Benchmarks: Implementation Priorities: <ul style="list-style-type: none"> ○ Graduation level model for each disciplinary transfer goal ○ Common 6-12 success criteria defined for assessing PT's aligned to transfer goal ○ Models of PTs for each grade level aligned with transfer goal ○ Unit Plans are fully revised for criteria on the Vertical Alignment Rubric

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

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

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

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

<p>Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.</p>	<p>Status (R/Y/G)</p>	<p>For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.</p>
		<ul style="list-style-type: none"> • Quarter 3 will bring with it an increase in our follow-up support and deeper implementation of high-quality metacognitive discourse, as well as pre-planning for our 24-25 focus on collaboration.
<p>4. Coordination of the SEL team with community partners and other school structures for support (i.e., family group, restorative practice, <i>Leader in Me</i>) is an important next step. In addition, leadership will establish monthly cycles for data review, improvement planning, and shared decision-making related to school wide SEL initiatives.</p>		<p>Leader in Me: East Lower School continues to move forward with Leader in Me implementation, including monthly coaching sessions to ensure implementation fidelity. During Quarter 3 the Adult Lighthouse Team worked with LIM coach to develop action items for the 24.25 school year. Leader in Me lessons continue to be incorporated into the daily Family Group lesson plan and referred to by all teachers. In addition, the adult Lighthouse team has reviewed how current SEL efforts fit into the LIM framework as part of important alignment and buy-in building. During quarter 3 the Lower school participated in additional core 1 training providing teaching strategies on how to teach the 7 habits, implementing student voice, and creating a LIM environment. Lower School also participated in professional development emphasizing best practice for cultivating a leadership environment in both the classroom and family group. To measure growth we are utilizing the Measurable Results Assessment(MRA) to capture quantitative student, staff, and family voice. Lowschool measured the MRA results against the LIM lighthouse rubric which resulted in a plan for improvement and growth for LIM implementation. Q3 action steps for implementation included:</p> <ul style="list-style-type: none"> • LIM Coaching for Principal and Vice Principal • Principal School visit to other LIM schools • Creation of a multi year strategic plan • Creating a LIM school environment(80% of hallways, offices and shared spaces display artifacts for LIM) • 100% of family group parents teaching the 7 habits through direct lessons and modeling <p>During Quarter 3 Principal allocated time for Lower School staff to participate in LIM training with the coach.</p> <ul style="list-style-type: none"> • January - LIM team delved into impactful stories of classroom leadership environment practices and our upcoming • February - LIM team looked to illustrate alignment and explore how the LIM Program can be used as a tool to accomplish our already existing building-wide goals rather than as a standalone initiative. • March- LIM TOA and Admin conducted family group walkthroughs to monitor LIM implementation. <p>The progress in Social Emotional Learning (SEL) at East Lower School Year-to-Date has been enriched with a primary focus on integrating the Leader in Me (LIM) program into the existing curriculum and overall school structure.</p>

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		<p>Over the summer, the LIM/Family Group TOSA spearheaded the curriculum design process to seamlessly integrate the 7 Habits/LIM Program into existing Family Group initiatives. This involved careful review and revision of LIM lessons which were then tailored to be taught within our existing Family Groups, fostering a cohesive SEL approach. This ongoing process commenced in the summer and continued throughout the academic year, ensuring a unified approach to SEL.</p> <p>To support the implementation of the 7 Habits, training sessions were strategically added to the Professional Learning calendar. As a result, summer 2023 dates were included, providing three optional sessions tailored to both experienced and new-to-LIM staff. Flexibility was incorporated to accommodate those teaching summer school, reflecting a responsive approach to staff needs. During this time, all East staff engaged in 7 Habits Training and adjustments were promptly made mid-summer based on feedback, highlighting a commitment to refining the quality of training for subsequent groups.</p> <p>Enacting the 7 Habits curriculum involves Parents accessing prepared Family Group lessons on the dedicated website while still fostering active engagement and maintaining the integrity of learning intentions. In order to ensure staff members were ready for this challenge, Core 1 Training, encompassing the teaching of the 7 Habits, student voice, and creating a leadership environment, was conducted on October 27 for Lower School Staff. Later in the year, key professional development sessions, including the IDCPT PL on December 6, emphasized best practices for cultivating a leadership environment in both classrooms and Family Groups. Further support and guidance for Lower School staff continued to take place, including the IDCPT PL on December 6, focusing on best practices for creating a leadership environment in the classroom/Family Group. In order to measure our progress, we are utilizing the Measurable Results Assessment (MRA) to capture quantitative student, staff, and family voices regarding SEL needs. While qualitative data is was collected and compared to the LIM Lighthouse Rubric. As such, a LIM self-assessment was conducted by LS Implementation Action Team to benchmark our progress. Currently, most areas of the rubric indicate "No Evidence", "Basic" Or "Developing" scores, providing a clear roadmap for improvement and growth in implementation. Subsequent to these initial evaluations and the commencement of the PL plan, Family Group walkthroughs began on a monthly cycle, ensuring an insightful "dipstick" to measure LIM Lesson Plan implementation and quality.</p>

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		<p>Looking ahead, collaborative efforts with building leadership will be instrumental in developing strategies to support Parents who need additional support and aligning with the overarching SEL goals at Lower School. Moreover, a comprehensive five-year strategic plan for LIM program implementation, currently undergoing refinement based on stakeholder feedback, underscores the commitment to a sustainable approach to SEL integration. This plan includes specific goals such as:</p> <p>Designing a LIM School by establishing a strategic plan to support implementation at East (Core 1 Leadership Goal 1).</p> <ul style="list-style-type: none"> ● Ensuring 100% of Parents teach the 7 habits through direct lessons and modeling (Core 1 Leadership Goal 2). ● Engaging 80% of Parents in student voice by establishing mission statements & leadership roles in Family Group (Core 1 Culture Goal 3). ● Creating leadership environments in 80% of hallways, offices, and shared school spaces by including artifacts that communicate worth and potential (Core 2 Culture Goal 4). ● Demonstrating evidence of integrating highly effective practices of the 7 Habits into the classroom environment by 80% of staff (Core 2 Academics Goal 5). ● Ensuring 80% of staff have a classroom goal posted, referenced, and current in 4DX format (Core 2 Academics Goal 6). ● Facilitating 60% of students to prepare a leadership portfolio (Core 2 Academics Goal 7). <p>Current SEL Supports: There are a variety of SEL supports currently in place for scholars at East Lower School including: SEL Learning Half-Days/Eagle Days, Lower Counselor/Social Worker: Student Ratios, CARE Room, Teacher Leader Support (.5 FTE), Family Group (daily for all students), Adult Lighthouse Team, Restorative Practices, SEL Supports from Community Agencies (Center for Youth/Cool Down/ATS), School Culture/Climate Work Group, Mental Health Services (URMC School Based Health Center), and Substance Abuse Counseling (Center for Youth/OASAS); yet, there is not consistent understanding of how these initiatives are coordinated into a comprehensive strategic plan for SEL/Tenet 5.</p>

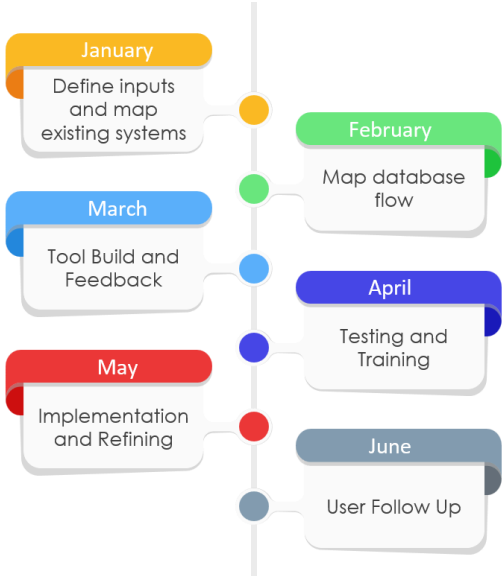
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		<p>SEL Council: As such, in September 2023, we formed the SEL Council with representative leaders from each of the current initiatives. Prior focus work on Tenet 5 was limited to the Student Support Team and did not provide a comprehensive picture of all the work happening. The SEL Council meets monthly to inform the development of the Tenet 5 Strategic Plan. Beyond conducting an inventory of all SEL initiatives and resources currently in place, the SEL Council has conducted a prioritized self-assessment utilizing the DTSDE Tenet 5; they have identified the following prioritized goals for the next quarter: 1) Align the vision for SEL to support East's values and non-academic needs; 2) Ensure adequate support for necessary services to students. This will also be addressed in the Community School Asset Mapping and Needs Assessment Process; 3) Provide guidance for all staff to help them understand their role in promoting students' SEL Learning; 4) Develop a Common Language and Consistent Approach for SEL. <i>In Q3, the SEL Council met monthly to review the priorities for the 23-24 SY, including: Building Understanding and Coherence by Crosswalking SEL Benchmarks with East Mission and Learning Principles, developing a 3-5 year strategic plan for campus-wide SEL implementation.</i></p> <p><u>Timeline and Plan for the Tenet 5 SEL - Council Meetings</u></p> <p><i>April – Develop set of action steps associated with each goal and assignments for who is responsible</i></p> <p><i>May – Finalize action/strategic plan, report out on progress, identify key professional development</i></p> <p><i>June – Next steps on implementation and planning for next year, finalize Summer PL and plan 24-25 PL opportunities, continue support for LIM</i></p> <p>NY SEL Benchmarks Training: Ongoing training in SEL Core Competencies and strategies to support development of SEL Competencies, particularly as relate to SEL Goal 1: Self-Awareness and the connection to Culturally Relevant, Responsive and Sustaining Pedagogy (CRRSP) for the 23-24 SY. Utilizing the NY SEL Benchmarks (2022), East is working with the Children's Institute Whole Child Connection to create a strategic arc of learning to support approximately 6 hours of professional learning with the goal of supporting the adult learning related to supporting, teaching and modeling skills related to supporting students in achieving Goal 1: Develop self-awareness that nurtures and affirms a strong sense of identity, informs decisions about personal</p>

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

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

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		<p>Needs Assessment: The School Climate Survey and Leader in Me MRA were administered in Spring 2023, additionally over 200 focus interviews were conducted with students to gather feedback about current SEL supports. There is a need to focus attention on the physical environment to support SEL, strengthen communication about available services and supports, and revise the Family Group purpose and structure to ensure a shared vision for the use of this time for personal connection and individual student support. Scholars also expressed a desire to have support in talking with their families about their mental health needs and overall socio-emotional well-being; this is reflected in the Tenet 6 strategy outlined below.</p> <p>Next Steps: SEL Council will create a comprehensive Tenet 5 Strategic Plan by May 2024 (extended from Feb), concurrent with a decision about next steps for identifying a consistent campus-wide approach for SEL Curriculum. Lower School restarted implementation of Leader in Me with coaching for implementation fidelity; review of their learning by Freshman Academy is recommended to inform this decision. Consideration will be given to developing peer mentoring and peer to peer support programs as part of a tiered support model. Current SEL resources will be organized into a tiered system of supports as part of the asset/needs assessment process. Additional collaboration with the Student Support Team is needed to focus on regular student data analysis, targeted tiered SEL interventions, and ensuring appropriate feedback from scholars, staff and families about the effectiveness of current practices to ensure adjustments and future improvements.</p>
5. Strengthened coordination of the community school model with expanded opportunities for authentic family engagement .		<p>Community Coordinator/ SEL Coordinator: East's Community School Coordinator joined East on July 1, 2023 along with an AmeriCorps VISTA Fellow to support peer-to-peer networking, community engagement and communication about the community school model at East. This has renewed the focus on strengthening the community school model beyond co-located services to one of trust and integration of services centered on removing obstacles for scholar success. Through a reframing of responsibilities, the former Student & Family Support Center Coordinator is now able to focus squarely on SEL Support Referrals and attend Mental Health Team meetings to provide additional attention to those referrals; working in collaboration with the Community Coordinator to support all other referrals for scholar/family support. Q3 included strengthening communication and accountability structures for on-site community partners; Q4 includes planning for contracted services and adjustments in the service provision model. Planning for year 2 support from the AmeriCorps VISTA fellow to lift Case Management Tracking Tool for 24-25 SY.</p>

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		<p>Community School Service Data: 845 students have been served through 4/1/2024 campus-wide</p> <table border="1" data-bbox="747 584 2064 1201"> <thead> <tr> <th>Agency</th> <th>Only Agency</th> <th>Mult. Agencies</th> <th>Total</th> <th>Total Service Units</th> </tr> </thead> <tbody> <tr> <td>Center for Youth - Cool Down</td> <td>99</td> <td>58</td> <td>157</td> <td>8790</td> </tr> <tr> <td>Center for Youth - Other</td> <td>115</td> <td>122</td> <td>237</td> <td>12079</td> </tr> <tr> <td>College Prep. Center</td> <td>59</td> <td>69</td> <td>128</td> <td>1958</td> </tr> <tr> <td>Hillside Work Scholarship</td> <td>30</td> <td>76</td> <td>106</td> <td>2572</td> </tr> <tr> <td>Ibero</td> <td>36</td> <td>29</td> <td>65</td> <td>201</td> </tr> <tr> <td>Liberty Partnership</td> <td>30</td> <td>34</td> <td>64</td> <td>375</td> </tr> <tr> <td>Pathways to Peace</td> <td>11</td> <td>20</td> <td>31</td> <td>396</td> </tr> <tr> <td>Step 2 College</td> <td>24</td> <td>31</td> <td>55</td> <td>376</td> </tr> <tr> <td>Urban League of Rochester</td> <td>0</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Totals</td> <td>404</td> <td>441</td> <td>845</td> <td>26749</td> </tr> </tbody> </table> <p>Case Management Tracking Tool: From September 2023 - March 30, 2024, 845 unique scholars received 26,749 (15 min.) units of service through the community partner services at East. The current data system and practices are set to only capture services provided through partner support, not inclusive of East staff. Additionally, there is a different data tool for tracking</p>	Agency	Only Agency	Mult. Agencies	Total	Total Service Units	Center for Youth - Cool Down	99	58	157	8790	Center for Youth - Other	115	122	237	12079	College Prep. Center	59	69	128	1958	Hillside Work Scholarship	30	76	106	2572	Ibero	36	29	65	201	Liberty Partnership	30	34	64	375	Pathways to Peace	11	20	31	396	Step 2 College	24	31	55	376	Urban League of Rochester	0	2	2	2	Totals	404	441	845	26749
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		<p>behavioral referral data and a separate, individual student data approach for tracking attendance referrals. We are in the process of entering into contract with Coordinated Care Service, Inc. to develop ONE comprehensive tool for all referrals and service provision tracking in the integrated vision of a community school, by school staff and partners. The contract is currently delayed; initial projections were that the tool would be ready for pilot by Jan 2024 - we are adjusting that to the completion target of June 2024. Q3 updates: Case Management Tracking Tool v. 1 complete; Pilot Testing will begin in Q4. Full roll out expected for the 24-25 SY.</p>  <pre> graph TD subgraph January A[Define inputs and map existing systems] end subgraph February B[Map database flow] end subgraph March C[Tool Build and Feedback] end subgraph April D[Testing and Training] end subgraph May E[Implementation and Refining] end subgraph June F[User Follow Up] end A --- B B --- C C --- D D --- E E --- F </pre>

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

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

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

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

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

Part II – Demonstrable Improvement Level 1 Indicators

Please list the school’s Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies, action steps, goals, and commitments to support progress toward meeting Demonstrable Improvement Indicator targets.

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

#33: 3-8 ELA All Students MGP
ELA NYS Assessment Data
 21-22 Baseline: 37.5
 22-23 Results: 49.3
 23-24 Target: 38.5

During quarter 3, the literacy department continued to analyze student and instructional data related to our Smart Goal.
80% of scholars will show growth in writing by revising sentence complexity as measured by CFA’s by June 2024

During quarter 3, the Literacy department created, implemented and analyzed Common Formative Assessments(CFA) with the focus on writing and revision.

During quarter 3 the Literacy department continued to analyze Reading Inventory(RI).

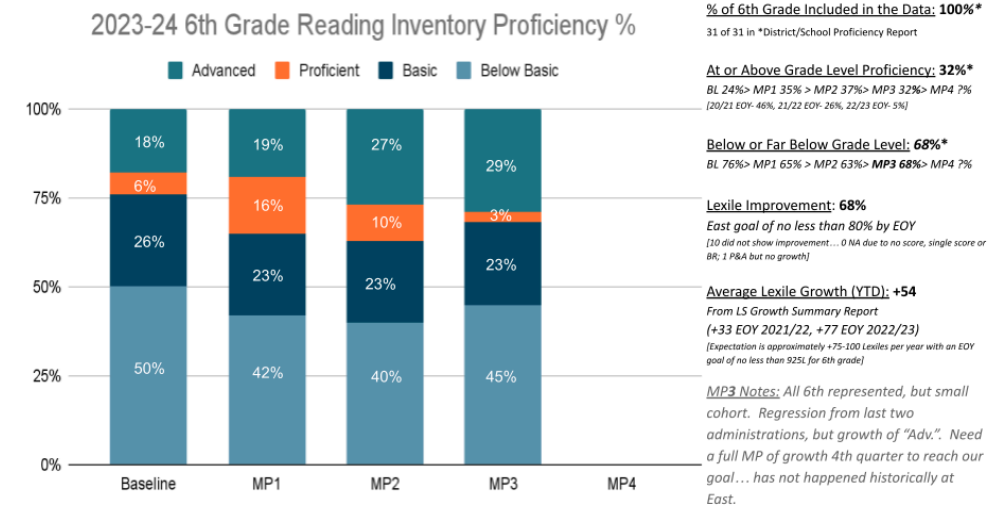
The two above data points were analyzed and measured by the criteria for success rubric and has identified the following action steps to address noticings.

Word Choice

Noticed:

- Students showing growth from CFA#3-CFA#4 in vocabulary, using higher level word choice

Action Steps:

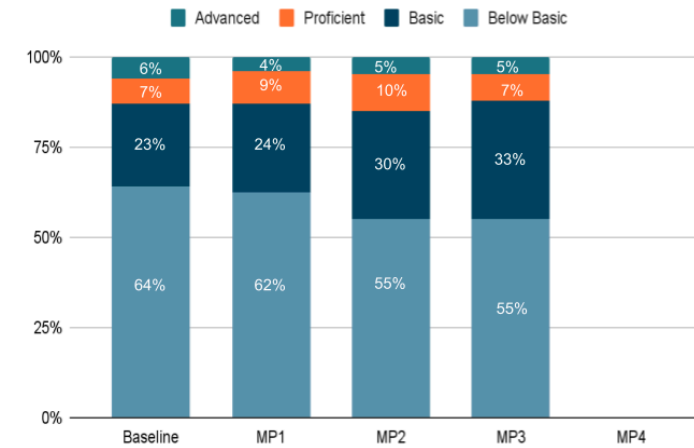


- *Teachers are continuing to expose students to higher level word choice*
- *Word Walls*
- *Exposure to multiple types of text*
- *Vocabulary study*
- *Teachers will model using a wide range of words to enhance writing clarity and depth.*
- *Teachers will help students choose words effectively, displaying a strong vocabulary, and contributing to overall understanding.*
- *Teachers understand and engage scholars with more practice with multiple strategies for*
 - *revision specifically to word choice*
 - *Teachers create a classroom that normalizes work in progress, thinking, and revision around word choice.*
- *Teachers model their metacognitive thinking around revising writing for higher level word choice and expose them to a wide range of texts and strategies in order to grow their vocabulary*

Elaborate on new details Noticed

- *Many scholars are able to give independent thought and elaborate on new details based on their background knowledge and self efficacy in the revision process.*

2023-24 7th Grade Reading Inventory Proficiency %



% of 7th Grade Included in the Data: 96%*
 158 of 165 in *District/School Proficiency Report

At or Above Grade Level Proficiency: 12%*
 BL 13%> MP1 13% > MP2 15%> MP3 12%> MP4 7%
 [20/21 EOY: 32%, 21/22 EOY: 36%, 22/23 EOY: 41%]

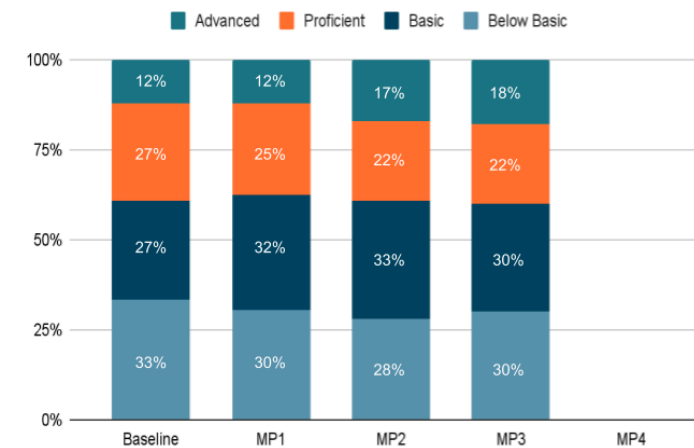
Below or Far Below Grade Level: 88%*
 BL 87%> MP1 86% > MP2 85%> MP3 88%> MP4 7%

Lexile Improvement: 70%
 East goal of no less than 80% by EOY
 [49 did not show improvement ... 9 NA due to no score, single score or BR*; 4 P&A but no growth] *e.g. NYSAA

Average Lexile Growth (YTD): +99
 From LS Growth Summary Report
 (+29 EOY 2021/22, +88 EOY 2022/23)
 [Expectation is approximately +75-100 Lexiles per year with an EOY goal of no less than 970L for 7th grade]

MP3 Notes: Most grade level growth (outperforming EOY from past two years already), but proficiency percentages stagnant. Averaging 36% proficiency past three years, but only at 12%. I plan on helping with MP4 administration in hopes scholars put in best efforts.

2023-24 8th Grade Reading Inventory Proficiency %



% of 8th Grade Included in the Data: 96%*
 158 of 164 in *District/School Proficiency Report

At or Above Grade Level Proficiency: 40%*
 BL 39%> MP1 37% > MP2 39%> MP3 40%> MP4 7%
 [20/21 EOY: 31%, 21/22 EOY: 29%, 22/23 EOY: 40%]

Below or Far Below Grade Level: 60%*
 BL 60%> MP1 62% > MP2 61%> MP3 60%> MP4 7%

Lexile Improvement: 61%
 East goal of no less than 80% by EOY
 [64 did not show improvement ... 13 NA due to no score, single score or BR*; 14 P&A but no growth] *e.g. NYSAA

Average Lexile Growth (YTD): +43
 From LS Growth Summary Report
 (+64 EOY 2021/22, +76 EOY 2022/23)
 [Expectation is approximately +75-100 Lexiles per year with an EOY goal of no less than 1010L for 8th grade]

MP3 Notes: Have surpassed EOY proficiency average for past three years already (40% vs. 33%) but growth not as significant. Will need to accelerate Lexile growth to get to EOY goal of +75.

- Scholars continue to show growth in this area, but still need support and chances to practice in order to make sense of their thinking and put it into coherent writing.

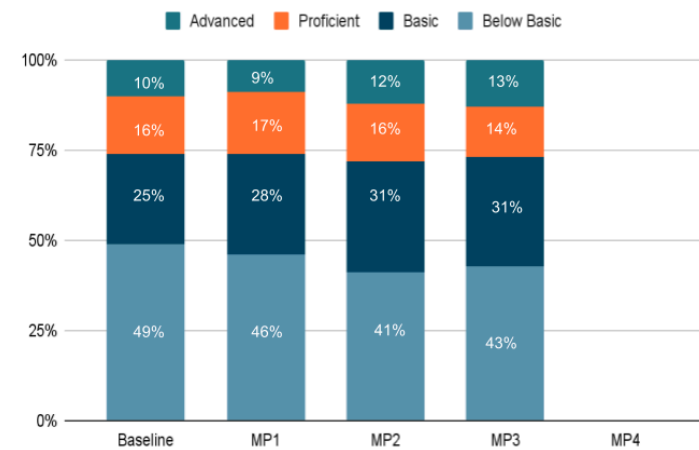
Action Steps

- Teachers explicitly organize and identify writing tasks for scholars to practice (plan, monitor, reflect).
- Teachers develop clear success criteria and exemplars aligned with the intended learning and engage scholars with them in ways that support revision and independent thinking.
- Teachers give high-quality feedback to scholar writing.
- Students will elaborate on new details, providing vivid descriptions and relevant examples.
- Effectively elaborates on key points with relevant details and examples that enhance the reader's comprehension.
- Provides scaffolds to support thinking when needed and removes them when mastery is shown

Sentence Variety and Length: Noticed

- Growth shown in sentence variety and length
- Grammar and punctuation not as good as before with expanded sentences

2023-24 East Lower School Reading Inventory Proficiency %



% of LS Scholars Included: 96%*
 347 of 360 in *District/School Proficiency Report
[11 of 13 scholars not included are in the NYSAA program]

At or Above Grade Level Proficiency: 27%*
 BL 26%> MP1 26% > MP2 28%> MP3 27%> MP4 ?%
[20/21 EOY: 33%, 21/22 EOY: 33%, 22/23 EOY: 39%]

Below or Far Below Grade Level: 74%*
 BL 74%> MP1 74% > MP2 72%> MP3 74%> MP4 ?%
[20/21 EOY: 67%, 21/22 EOY: 68%, 22/23 EOY: 62%]

Lexile Improvement: 65%
 East goal of no less than 80% by EOY
[23 did not show improvement... 22 NA due to no score (e.g. NYSAA), single score or BR; 19 P&A but no growth]

Average Lexile Growth (YTD): +70
 From LS Growth Summary Report
(+45 EOY 2021/22, +82 EOY 2022/23)
 [Expectation is approximately +75-100 Lexiles per year]

MP3 Notes: Good representation of entire school. Disappointing lack of movement on proficiency e.g. stretch to get to EOY 22/23. 3 of 9 LS Lit. teachers currently being covered by LT subs. having an effect. Average Lexile growth good- almost met EOY target already.
ACTION: Check on Y over Y SPED & ENL %s.SAIA

Data

- Display is Reading Inventory Data from RI from marking periods- 1,2,3
- 347/360 scholars completed Reading Inventory 4

Trends & Noticings

- 43% of scholars reading below basic
- 15% of scholars reading proficient
- 12% of scholars reading advanced
- More scholars completed RI 4 vs. RI 3 (347/360)(308/302)
- Lack of movement on proficiency growth
- School wide decrease in scholars reading below basic . RI 3 vs RI 2 (129/134)

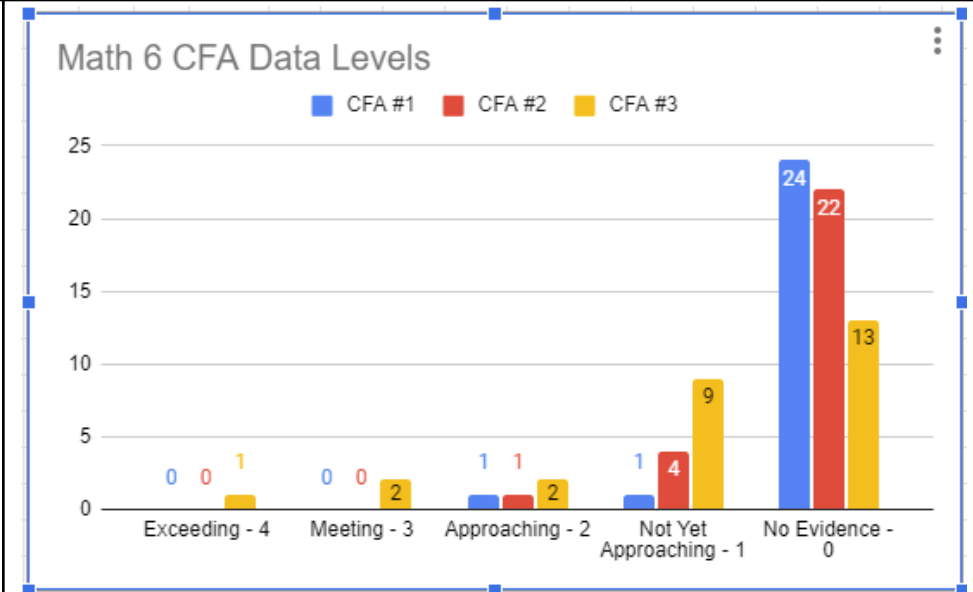
	<p>Action Steps</p> <ul style="list-style-type: none"> • Layered practice using ATTW strategies in Support • Explicit teach of higher level grammar and punctuation moves • Teachers brush up on their knowledge of grammar and punctuation and read “Elements of Style” by Strunk, White, and Kalman • Exposure and practice with transition words and phrases that are appropriate for specific sentence revision and variation • explicit teaching towards expanding sentences for rhythm and meaning • Student develop complex sentence structures and receive feedback to writing • Students set and reflect upon specific writing goals regularly, changing or keeping goals as needed • Teachers give high quality feedback to writing in specific areas of sentence expansion and regularly use the metacognitive process to model thinking aloud the process of revising sentences in order to make them more complex <p>Grammar and Punctuation</p> <p>Noticed</p> <ul style="list-style-type: none"> • Grammar and punctuation went down as sentence complexity grew <p>Action Steps</p>	<p>Action Steps</p> <p>Continuation plan moving forward:</p> <ul style="list-style-type: none"> • .Analyze Report Card/marketing period grades/progress reports: • Data collection measuring growth, using East CFA Expository Writing Rubric <p>Looking at Student Work Protocols :</p> <ul style="list-style-type: none"> • The Literacy team will be engaged in looking at student work (LASW) throughout the school year and prioritize any noticings within the process of their lesson design.
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- Regular practice and explicit teaching of specific noticing towards grammar and punctuation.
- Lessons tailored towards higher level use of punctuation in regards to complex sentences
- Regular opportunities for feedback
- Scholars had a chance to grade high level models of peers CFA#3 and code for success criteria

39: 3-8 Math All Students MGP
 21-22 Baseline: 40.7
 22-23 Results: 85.7
 23-24 Target: 41.7

Math:
 During quarter 3, the math department continued to analyze student and instructional data related to our Smart Goal:
75% of scholars will demonstrate their ability to outline relevant connections between prior knowledge and the goal of a problem by considering past experiences, knowledge of the content, appropriate tools, and/or the big ideas of the unit (metacognition), as measured on Common Formative Assessments (CFAs), and evidenced by a score of 3 or 4 on each component of the rubric by the end of the school year.
During Q3 the Math team created a new Common Formative Assessment(CFA) to assess the five or six NYS priority standards for each grade level.

- During Q3 teachers starting including NYS



released assessment questions within lessons and assessments.

- During Q3 teachers continued teaching content covered in the priority standards.

The Math team analyzed CFA3 student data and has identified and created the following action steps to address noticings.

Noticed

- Students applying to the current unit of study mathematical thinking regardless of content of question.
- Students not showing work or mathematical thinking consistently
- 8th grade scholars displayed testing fatigue

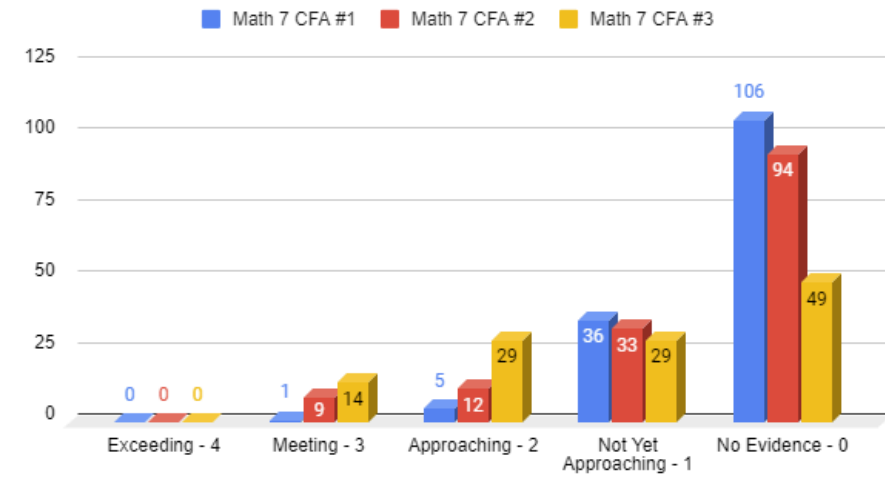
Action Steps

Measuring Scholar Growth:

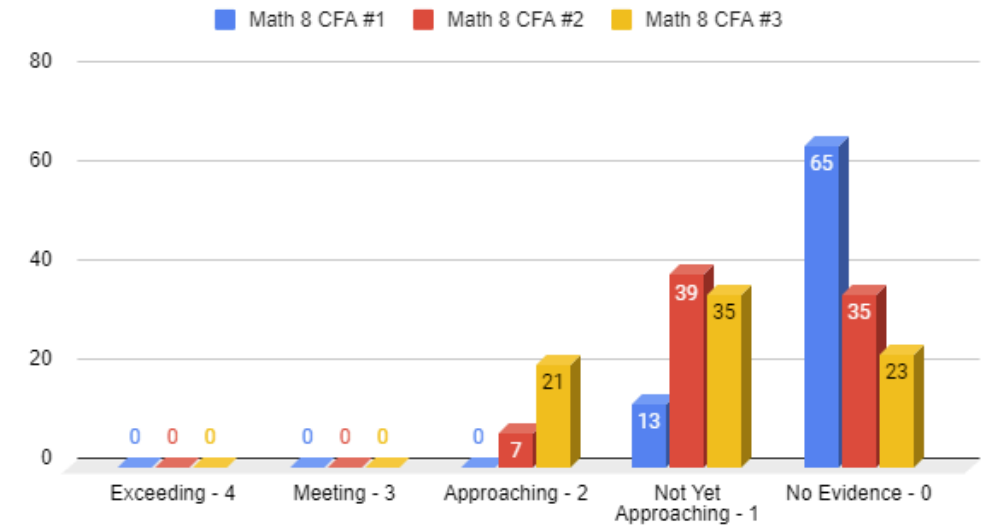
During Q3 the Math team taught the majority of the material on the Common Formative Assessment(CFA)

- During Q3 teachers continued teaching content covered in the priority standards.
- Intentional incorporation of metacognitive modeling.
- Teachers strategically started using meta. cards with questioning techniques for Plan, Monitor, Reflect.

Math 7 CFA Data Levels



Math 8 CFA Data Levels



Data

- Display is Math CFA 1,2,3 Data on the five /six NYS priority standards
- 230/324 scholars completed CFA 4
- 41 scholars taking Algebra 1

Trends & Noticings

- 0% of scholars exceeding standard
- 16 scholars meeting standard(increased from 0 in CFA1)
- 20% of scholars approaching standard(increased from 0 CFA1)
- 30.5% of scholars display no evidence of meeting standard (decrease from 78% from CFA1)

Action Steps

Continuation plan moving forward:

- Analyze Report Card/marking period grades/progress reports
- Identify scholars who hasn't show growth from CFA 1 to CFA 2

			<ul style="list-style-type: none">• Looking at Student Work Protocols :<ul style="list-style-type: none">• <i>The Math team will be engaged in looking at student work (LASW) throughout the school year and prioritize any noticings within the process of their lesson design.</i>
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#100: 3-8 ELA All Students Core Subject PI

21-22 Baseline: 69
 22-23 Results: 85.7
 23-24 Target: 74

ELA: All East Lower School students receive ELA instruction aligned with grade level standards. The core program is supplemented with additional time for reading intervention. Additional support, including ENL, are embedded in grade level ELA and Social Studies classes. Approx. 40% of scholars have student support built into their daily schedule. During quarter 3, the English department administered and reviewed CFA 3 data. After review the team has identified and created the following action steps to address noticings.

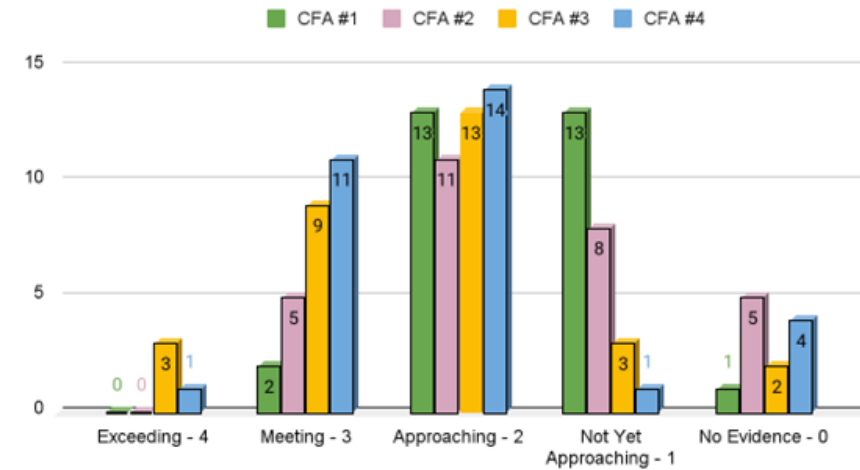
Noticed:

- More scholars scoring a 3 holistically in CFA #4 vs CFA #3
- More scholars scored a 3 for claim in CFA #3 vs CFA #4
- The zeros we had were a result of directly copying from the text. 2 out of 3 scholars are ELL students
- Increased holistic scores, 2s to 3s (& 4s)
- Could part of the problem with organization stem from scholars paraphrasing
- paraphrasing evidence instead of directly citing it which leads to derailing from their claim. CtEAC format seems to deteriorate when paraphrased evidence is present.

Action Steps:

1. Focus on ELA LS Change Idea #3:

ELA 6 CFA #1 CFA #2 CFA #3 CFA #4 Holistic Scores



- If teachers build in thoughtful and strategic reflective metacognitive stops within writing tasks, students can use reflective metacognition in order to evaluate and improve their own writing and the writing of their peers

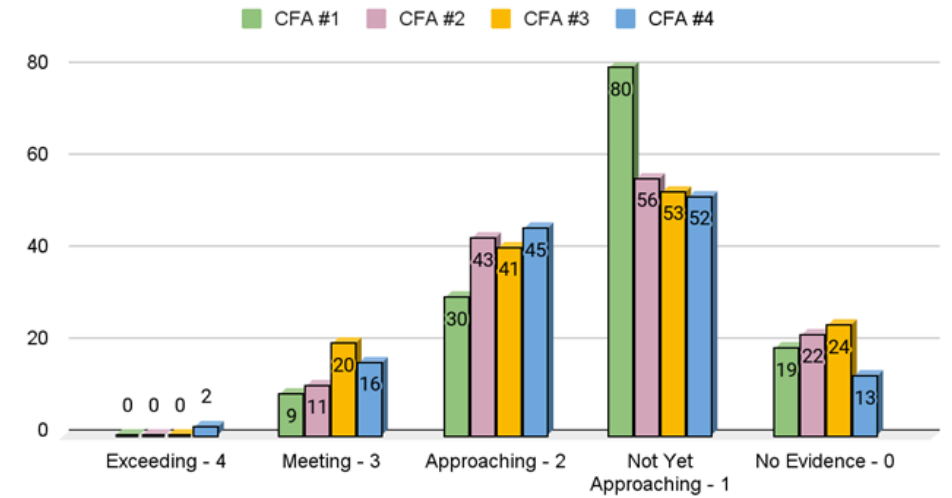
Success Criteria for Change Idea #3: (Students):

- Students unpack models and rubrics so that they can:
 - *Participate in critique lesson*
 - *Reflect on their own writing*
 - *Provide feedback to their peers*
- *Students apply feedback to improve their writing*
- *Students reflect on what they did to improve their writing and articulate the strategies they use*
- *Students look at CFA 1 to reflect on how they've grown as writers and identify a specific goal to improve CFA 5*
- *Students use ELA content specific metacognitive questions*

Success Criteria for Change Idea #3: (Teachers):

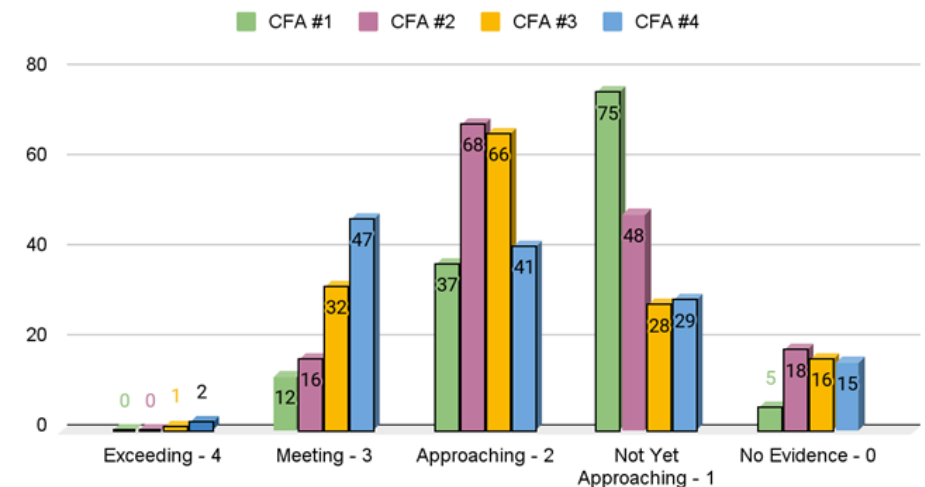
- Teachers model reflection on writing, applying rubric criteria
- Teachers facilitate critiques conversations to practice applying rubric criteria

ELA 7 CFA #1, CFA #2 CFA #3 CFA #4 Holistic Scores



- Teachers use fishbowl protocols to provide student modeling of reflection and peer feedback
- Teachers provide structured opportunities for students to reflect on their writing and give clear, specific, and helpful feedback to their peers

ELA 8 CFAs #1, CFA #2 & CFA #3 Holistic Scores



Data:

- Display is ELA Data from CFA1,2,3,4
- 293/365 scholars completed CFA 4

Trends & Noticings

- Less scholars completed CFA 4 vs. CFA 3 (293 vs 307)
- School wide growth for scholars meeting standards CFA3 to CFA 4 (60/ 74)
- Q3 CFA data indicates scholars who are not yet approaching didn't display growth in Q3.

Action Steps

Continuation plan moving forward:

- Analyze why scholar participation in CFA completion is decreasing each quarter
- Analyze why scholars not yet approaching didn't display growth.

		<ul style="list-style-type: none"> Analyze Report Card/marking period grades/progress reports <p>Looking at Student Work Protocols :</p> <ul style="list-style-type: none"> The ELA team engaged in looking at student work (LASW) during quarter 3 responded to noticings within the process of their lesson design. 												
<p>#110: 3-8 Math All Students Core Subject PI</p> <p>21-22 Baseline: 37 22-23 Results: 56.8 23-24 Target: 42</p>	<p>East Lower School teachers are utilizing Connected Math for inquiry-based learning focused on conceptual understanding, problem-solving skills, and real-life applications, engaging students in meaningful mathematical exploration. After reviewing CFA1 data the Math team has identified key action steps to address scholar growth.</p> <p>Action Steps</p> <p>Differentiated Math Support:</p> <ul style="list-style-type: none"> Teachers continue to identify areas within lessons on how to incorporate Metacognitive strategies. Continued flexible groupings during lesson Targeted differentiated tasks based on scholar needs CFA 3 data. <p>Additional Math Support:</p> <ul style="list-style-type: none"> Team identified scholars High 1 & High 2 Tuesday/Thursday skill tutoring Saturday school support <p>Strategies for Closing Gap for ENL:</p> <ul style="list-style-type: none"> Based on student need teachers work with scholars to provide differentiated instructional practices (Metacognition) Implement google translate during lessons to help with vocabulary and understanding. 	<p>2023 NYS Math 3-8 Data Results:</p> <p><i>As students stay at East, their performance on NYS Assessments improves</i></p> <table border="1" data-bbox="1526 511 2440 701"> <thead> <tr> <th>Level 1 (i)</th> <th>Level 2 (ii)</th> <th>Level 3 (iii)</th> <th>Level 4 (iv)</th> <th>Estimated Weighted Average Index $((j+2k+2.5l)/h)*100$ (m)</th> <th>Estimated Core Subject Index $((j+2k+2.5l)/g)*100$ (n)</th> </tr> </thead> <tbody> <tr> <td>139</td> <td>70</td> <td>26</td> <td>6</td> <td>50.37</td> <td>56.85</td> </tr> </tbody> </table> <p>All Students entering 23.24 school year Math:</p> <p>CFA Baseline Data 23.24 (CFA represent EOY prioritized standards for the current Grade Level of enrollment):</p> <ul style="list-style-type: none"> Meeting Standards: 5% (16/324) Approaching Standards: 16% (52/324) Not Approaching Standards: 23% (73/324) No Evidence of knowledge of Standard 26% (85/324) 	Level 1 (i)	Level 2 (ii)	Level 3 (iii)	Level 4 (iv)	Estimated Weighted Average Index $((j+2k+2.5l)/h)*100$ (m)	Estimated Core Subject Index $((j+2k+2.5l)/g)*100$ (n)	139	70	26	6	50.37	56.85
Level 1 (i)	Level 2 (ii)	Level 3 (iii)	Level 4 (iv)	Estimated Weighted Average Index $((j+2k+2.5l)/h)*100$ (m)	Estimated Core Subject Index $((j+2k+2.5l)/g)*100$ (n)									
139	70	26	6	50.37	56.85									

		<ul style="list-style-type: none"> • All materials provided in preferred language as well as english • Individual Tuesday/Thursday skill enhancing tutoring. • Individual Saturday school support with Bi-Lingual teacher. • Selected pull out instruction with ENL teacher 	
<p>#160: EM Chronic Absenteeism – All Students 21-22 Baseline: 67 22-23 Results: 53.1 23-24 Target: 64</p>		<p>A strengthened focus on attendance has included individualized coaching and training for the attendance assistant as well as new structures for collaboration and communication with the CAST team. Individual outreach through structured home visits and follow up communication is needed to strengthen the relationship with families and address the underlying causes and barriers that contribute to students missing a significant number of school days. Weekly data analysis is used to provide targeted outreach and support services, including connections with community partners to address root cause of absence. Regular monitoring, data tracking, and continuous evaluation have been built into each CAST structure to help monitor the effectiveness of each intervention, document intervention efforts, and ensure a coordinated approach for each scholar.</p>	<p>Data 101/365 (27.6%) students have missed 10% of instructional days to date (missed >14 days in the 143 (as of 4/23/24) instructional days so far) in the 2023-24 SY.</p> <p>117/365 (32.0%) students have missed more than 10% of all days in the instructional year (missed > 18 days to date) in the 2023-24 SY, therefore, will not be eligible to be removed from the chronically absent classification.</p> <p>Trends & Noticings</p> <ul style="list-style-type: none"> • 7th grade has most scholars chronically absent • 86 scholars are in need of intervention to prevent year end chronic absent status • <p>Action Steps</p> <ul style="list-style-type: none"> • Home visits • Robo calls • Attendance Recognitions <p>In Q3, Attendance Assistants have been engaged in “Supportive Home Visits” model to engage in conversations with students and families when students are absent or late. Instead of focusing on threats or negative consequences, the conversations are focused on caring</p>

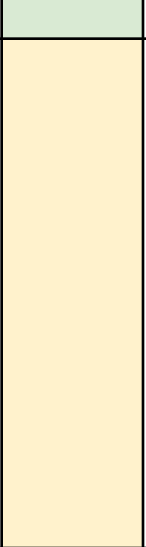
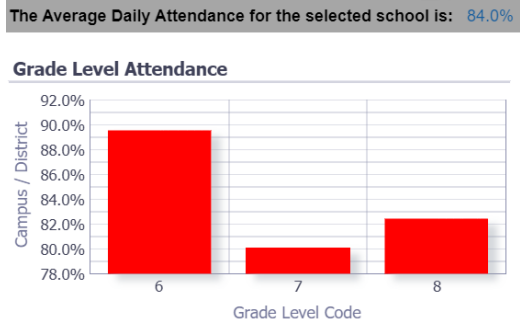

			<p>relationships, problem solving, building trust, and referrals for assistance.</p> <p><i>In Q4</i>, the development of the Case Management Tracking Tool will be guided by the need to look at patterns of student attendance to create strategic outreach and support for similar needs. The current data system for attendance only allows individual case management as the intervention data cannot be aggregated.</p> <p>A reduction in staffing for the Lower School Attendance Assistant is planned for the 24-25 SY. Summer PL will need to include a strengthened approach to the CAST model to support communication and outreach related to attendance needs.</p>
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Part III – Demonstrable Improvement Level 2 Indicators

Please list the school’s Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific actions and activities that support goal attainment, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement Indicator targets attainment.

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

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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . Describe how the data trends for this reporting cycle will inform future action steps. Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
#3 Student Attendance 21-22 Baseline: 82 22-23 Results: 83.9 23-24 Target: 83		Tiered supports for student attendance include: Tier 1 - Family Group - Family group teachers have a low ratio of students in their daily FG period. "Carents" are expected to reach out to students who are absent to help determine the reason why so that an appropriate referral for student support can be triggered, if appropriate. Planning for time management, individual goal setting, and progress monitoring can be built into the family group lesson. Additionally, the overall positive relationships and school climate, as well as engaging learning opportunities contribute to improved student attendance.	<ul style="list-style-type: none"> Attendance strategy outlined above Year to Date Average Daily Attendance: 84% Grade Level Attendance MP Attendance by Grade  <p>The Average Daily Attendance for the selected school is: 84.0%</p>
#8 Curriculum Development & Support (DTSDE Tenet 3) 23-24 Target: 90% implementation of Phase 1		After selecting this as a new Level 2 indicator recently, we conducted an initial needs assessment by engaging members of our Instructional Council (administrators and teacher leaders) in self-assessing using their knowledge of	See Part 1, #2

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
indicators + 40% of Phase 2 indicators common across the school.		<p>our existing curriculum and the DTSDE Phases of Implementation Indicators.</p> <p>Following the IC's self-assessment, results were discussed with a smaller group of leaders at the Instructional Council Steering Committee and items self-rated as "not yet" were prioritized for additional focus.</p>	
#35 3-8 ELA Black Students MGP 21-22 Baseline: 35 22-23 Results: 50.3 23-24 Target: 37		<p>Universal Screening: The HMH Reading Inventory is used as a universal assessment tool for all East Lower School students to evaluate reading proficiency. Results inform identifying students' reading strengths and weaknesses and differentiating instructional strategies to individual needs. The HMH Reading Inventory is used to identify students in need of targeted interventions including Read 180 and System 44. When students score far below grade level, the</p>	<p>See #100 ELA All Students</p> <p>Updated RI Data</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<p>Phonics Inventory is used to determine specific challenges with decoding.</p> <p>Differentiation: Lexile level information is provided to all content area teachers to plan for differentiated supports. Data analysis comparing Lexile scores throughout the year will be used to predict accelerated student growth as compared to national norms.</p> <p>Longer periods for ELA and Literacy Support: All East Lower School students receive 144 minutes of ELA and literacy instruction every day. This additional time is differentiated by student need and can include: System 44, Read 180, Reader’s Workshop, and/or stand-alone ENL.</p>	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
#36 3-8 ELA Hispanic Students MGP 21-22 Baseline: 39 22-23 Results: 47.6 23-24 Target: 41		Strategies for Closing Gap for Hispanic & ENL: <ul style="list-style-type: none"> • <i>Based on student need teachers work with scholars to provide differentiated instructional practices(Metacognition)</i> • <i>Implement google translate during lessons to help with vocabulary and understanding.</i> • <i>All materials provided in preferred language as well as english</i> • <i>Individual Tuesday/Thursday skill enhancing tutoring.</i> • <i>Individual Saturday school support with Bi-Lingual teacher.</i> 	See #100 ELA All Students
#37 3-8 ELA ELL Students MGP 21-22 Baseline: 43 22-23 n/a (46.8 estimated) 23-24 Target: 45		Strategies for Closing Gap for Hispanic & ENL: <ul style="list-style-type: none"> • <i>Based on student need teachers work with scholars to provide differentiated instructional practices(Metacognition)</i> • <i>Implement google translate during lessons to help with vocabulary and understanding.</i> 	See #100 ELA All Students Specific ENL data

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> ● <i>All materials provided in preferred language as well as english</i> ● <i>Individual Tuesday/Thursday skill enhancing tutoring.</i> ● <i>Individual Saturday school support with Bi-Lingual teacher.</i> ● <i>Selected pull out instruction with ENL teacher</i> 	
<p>#38 3-8 ELA ED Students MGP 21-22 Baseline: 37 22-23 Results: 47.9 23-24 Target: 38</p>		<p>Action Steps</p> <ul style="list-style-type: none"> ● <i>Teach to understand the Metacognitive strategies of (Plan, Model, Reflect)</i> ● <i>Teachers model for students their thinking-(Using PMR).</i> ● <i>Teachers intentionally plan for and model metacognitive thinking</i> ● <i>Prompt student to make their thinking visible</i> ● <i>Continue to focus on writing and revisions</i> ● <i>Teacher continue to provide explicit instruction on the CtEAEAC writing formula.</i> 	<p>see #100 ELA All Students</p> <p>Data: 83% of scholars are Economically Disadvantaged</p> <p>Action Steps</p> <p>Continuation plan moving forward:</p> <ul style="list-style-type: none"> ● <i>Analyze Report Card/marking period grades/progress reports</i> <p>Looking at Student Work Protocols :</p> <ul style="list-style-type: none"> ● <i>The ELA team engaged in looking at student work (LASW) during quarter 3 responded to noticings within the process of their lesson design.</i>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> • <i>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> • <i>Teachers plan opportunities for students to share their plans and then monitor as students share and provide feedback</i> • <i>Teachers models how to select and use relevant evidence</i> • <i>Teachers plan opportunities for students to share evidence and then monitor as student share and provide feedback</i> 	
#94 Providing 200 hours of quality Extended Day Learning Time (ELT)		<ul style="list-style-type: none"> • 54 Athletic Teams • After-School Programming 	<ul style="list-style-type: none"> • 100% of students in attendance participate in a longer learning day (+1.5 hours) for each instructional school day. • Data included in Part 1, #5

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
23-24 Target: ELT Implementation Rubric		<ul style="list-style-type: none"> • College Access (Gear Up, TRiO/Upward Bounds, Step to College). 	

Part IV – Community Engagement Team (CET)

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

Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school’s Continuation Plan and (2) review and update, if necessary, its membership for the 2023-2024 SY should be included and detailed below.

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

Report Out of 2023-2024 CET Plan Implementation

<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 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.
<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>Event Participation data is included in Part 1, #5</p> <p>FACE monthly meeting minutes can be found here.</p>	<p>An increased focus on Community Engagement/ FACE will include advancement of Collective Impact core concepts, beginning with a self-assessment to prioritize improvement planning in this area. Current FACE team leaders will utilize NYSED’s DTSDE Tenet 6 - Family and Community Engagement School Inventory to strengthen the school’s community engagement focus. In addition, a new partnership with Connected Communities will focus on neighborhood engagement within the EMMA and Beechwood neighborhoods. A connection has been established with the City of Rochester Neighborhood Development Office to better understand the demographics surrounding East and ensure alignment with youth development programming in the area, as well as City Planning. Amidst RCSD reconfiguration, East will remain a city-wide draw for both Lower and Upper School. Continuation of FACE priority workgroups, incorporation of the Community Cafe model, and increased opportunities for parental leadership/advocacy are planned for the 24-25 SY. A focus on community input into EPO transition planning will be planned for the remainder of 23-24 SY.</p>

Part V – Powers of the Receiver

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

On 3/28/24, the RCSD Board of Education voted to conclude the East EPO contract with the University of Rochester effective June 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; Superintendent Peluso will be leaving RCSD effective July 1, 2024 and an interim Superintendent has still to be named. A transition plan will be presented to the BOE on 5/23/24.

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

- Day to day services and management of East
- Curriculum & Instructional Programs flexibility
- Modified Collective Bargaining Agreements
- Increased salaries, stipend for bilingual teachers
- Expanded school day for all students
- Smaller class sizes (max. 22 for Freshman Academy; 25 for Gr 10-12)
- Staffing decisions
- Recommendations to the BOE on additional budgetary requirements and staffing.
- Continue with previously named areas.
- Transition in EPO Leadership: Dr. Marlene Blocker was named Superintendent of East EPO and Caterina Leone-Mannino was named Assistant Superintendent for Strategic Planning effective July 1, 2023.
- Assignment of Students to East: Additional focus on Student Placement (enrollment & voluntary transfer requests) to give preference to students residing within 1.5 miles of East, sibling enrollment, and CTE specific enrollment requests: request for quarterly data from RCSD to ensure seat availability is adjusted.
- Exploration of student enrollment feeder pattern with geographically adjacent elementary schools.
- Expand the Community School Model through comprehensive school and community needs assessment. Extended Services to include increased focus on family and community engagement, a renewed Community Engagement Team (CET/FACE) plan including a collective impact structure which promotes more public input from students, families and community members.



Part VI – Assurance and Attestation

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

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

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

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

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