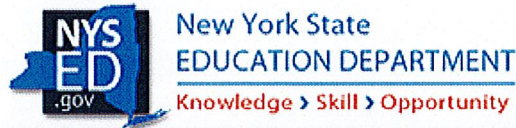


2021-2022 Receivership School Quarterly Report #1
Report Period: July 1, 2021 to October 15, 2021 (Due October 29, 2021)

This document is to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. 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 via the New York State Education Department. Once finalized and accepted, this document in its entirety must be posted in a conspicuous place on the district website. All responses should directly align with or be adaptations to the previously approved intervention plans and require explicit engagement and input from community engagement teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website:			
Northeast College Preparatory High School	261600010073	Rochester City School District	NA	www.rcsdk12.org/innovation			
Superintendent	School Principal (If new, please attach resume)	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% ELL % SWD
Dr. Lesli Myers-Small	Dave Passero	DeMario Strickland, Chief of Schools Dan Hurley, Executive Director of School Innovation	9-12	69.6%	657	8.4% ELL	31.4% SWD
	Appointment Date:				Source: data from ROC3D 10/10/21		

Executive Summary



Please provide a *plain-language summary* of this completed report and related continuation plan(s) with a focus on the implementation of key strategies, engaging the community, and enacting Receivership. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*.

Northeast College Preparatory High School has three main drivers guiding our improvement efforts:

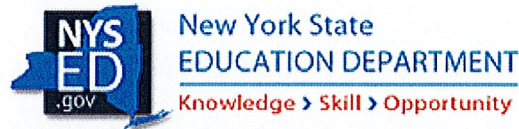
Academic Language & Assessment Practices: The Instructional Leadership Team (ILT) has been revitalized and used the Data Wise process to examine student work and instruction together through a teacher-led process. This process identified a focus on academic language and clearly communicated assessment practices. Our team has developed a common academic language rubric that is being utilized across all disciplines. In addition, academic language sentence starters and stems are being utilized for both student-led academic discussions and written responses. Lastly, the ELA and Math departments are implementing newly written Common Formative Assessments and engaging in collaborative analysis of results. There is a stated emphasis on strengthening support and instruction for students with disabilities, especially given that this is about a third of our student body.

Collaboration & Professional Growth: Northeast has adopted a common planning time model that includes weekly department meetings and professional learning communities. In addition, the Leadership Team has established a new system for student-led learning walks, teacher-led learning walks and weekly professional development that responds to that data. Lastly, a true system of regular meeting patterns including our Instructional Leadership Team, School-based Planning Team Community Engagement Team and Student Voice Committees have been established. These teams use common practices such as rolling agendas and are responsive to emerging identified needs. These teams are widening and coordinating ownership for school improvement.

Student Voice & Culturally Responsive Pedagogy: The school community has embraced student voice as a driver for continuous improvement and engagement in school. Students identify needs and propose solutions, and then are supported by the school community, including the Community Engagement Team, in bringing several solutions to fruition. In the Spring, this included the design and build of several outdoor learning and gathering spaces; the use of positive mindful quotations and art in the bathrooms; and a pilot project in which students gave teachers feedback on the classroom experience. During the first two months of the school year, our Student Voice Committees are meeting regularly and have already started projects that include Peace Panthers (students trained in guiding restorative conversations) and student-led cohort field trips focused on team building and connecting with nature. Lastly, we created a part-time teacher on assignment position, over the summer, that is leading academic student voice in the classroom. This work includes leading professional development on systemic racism, unpacking privilege, and embedding culturally responsive instruction in our classrooms.

Directions for Parts I, II, and III - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that were implemented in the first quarter and include the process used to assess strategy impact on student learning outcomes.

This is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations included in the school's 2021-2022 Continuation Plan with a focus on progress made through continuous and comprehensive planning, articulating explicit support of student social-emotional well-being, diversity, equity, inclusion, and active engagement. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting State academic standards. District and school staff should consider the impact of identified key strategies on student learning, and connection with and alignment to diagnostic review feedback to ensure long-term sustainable growth.



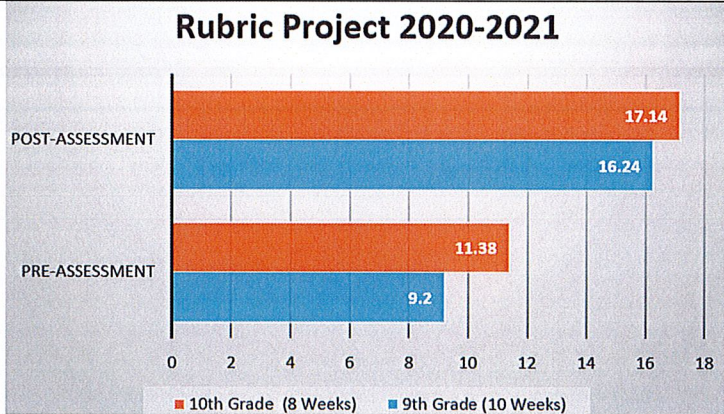
Part I –Lead Strategies for Improvement

Lead Strategies for School Improvement

Identify 3-4 of the core lead strategies that are central to the school's improvement plan and outline the progress made applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.

**Quarterly Report #1 with Reflection on Lead Strategies Utilized during
July 1, 2021 – October 15, 2021**

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
1. Embedding Student Voice & Culturally Responsive Pedagogy into units and lessons		The Summer Institute was attended by 90% of staff enabling Northeast to lay the foundation for what rich learning experiences that are rigorous, student-centered and culturally responsive look like in our classrooms and curriculum. The twin emphases on amplifying student voice through authentic assessment practices that result in high-quality work products, and on fostering students' use of academic language carry through the professional development plan for the year. This summer also saw the creation of a part-time Teacher on Assignment role that will enable Northeast to support teachers and departments in creating more responsive and rigorous units that result in a variety of student publications. Together, these efforts will raise student engagement and deepen learning, ultimately aiming at the improvement targets for the composite performance indexes in all the core areas.
2. Utilizing academic language stems and content specific vocabulary in writing and discussions across all content areas Creating clearly communicated formative and summative assessments that are standards-based and involve students in the process (Assessment for Learning/Student Self-Assessment).		<p>Northeast has invested in teacher collaboration around a common assessment practice: the creation, use and pre-/post-assessment of short-answer responses across the academic disciplines. The action research team worked over the summer to create the rubric and teaching tools, and this fall, Northeast has launched the systems that will support this work. Efforts include the creation of weekly department time and embedded professional learning to support teachers in unpacking the rubric and creating a fall pre-assessment assignment.</p> <p>This work is all based off of our Spring 2021 pilot study that included around 150 students. 9th and 10th grade teachers implemented an 8 and 10 week action research student that included explicit instruction utilizing the rubric and a student check for understanding guide. The results of the study were overwhelmingly positive and teachers agreed to adopt the rubrics school-wide.</p>

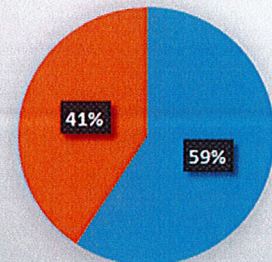
		<div><div><div>Rubric Project 2020-2021</div><table><tr><th>Assessment Type</th><th>10th Grade (8 Weeks)</th><th>9th Grade (10 Weeks)</th></tr><tr><td>POST-ASSESSMENT</td><td>17.14</td><td>16.24</td></tr><tr><td>PRE-ASSESSMENT</td><td>11.38</td><td>9.2</td></tr></table></div></div> <div><p>The second emphasis on academic language has focused on how to be intentional about encouraging student use of discussion stems that will become familiar across the content areas. The goal is to be strategic and persistent in modeling and expecting students to use the stems in discussion, and ultimately in writing as well.</p><p>Both strategies are aimed at deepening learning and therefore raising academic achievement, ultimately on Regents scores and course completion rates. In the short term, the Leadership Team’s walkthrough tool is gathering data on implementation and the fall rubric assessment will serve as baseline data.</p></div>	Assessment Type	10th Grade (8 Weeks)	9th Grade (10 Weeks)	POST-ASSESSMENT	17.14	16.24	PRE-ASSESSMENT	11.38	9.2	
Assessment Type	10th Grade (8 Weeks)	9th Grade (10 Weeks)										
POST-ASSESSMENT	17.14	16.24										
PRE-ASSESSMENT	11.38	9.2										
3. All teachers will participate in collaborative professional learning communities and collegial learning walks as a tool to facilitate professional learning and replicating high leverage practices.		<div><p>The entire Northeast teaching staff participates in two common planning meetings a week. The first team (Department Common Planning Time (CPT)) is department-based with a year-long focus on assessment practices, student feedback, analyzing student work, and academic language. The second team is interdisciplinary (Panther Professional Learning Community (PLC)) and includes a rotating focus each month by week: Instructional, learning walks & academic language, voice & equity, and MTSS.</p><p>The school-wide focus on student voice and academic language is deeply embedded in our weekly meetings. Our upcoming student-led learning walks and teacher-led learning walks will focus on improving both classroom culture and instructional practices. In addition, our work with academic language across all disciplines should have a major impact on Regents preparation and in turn lead to improved results on various demonstrable improvement indicators.</p></div>										

4. Strengthened and expanded MTSS		<p>Our team has worked hard to revamp our Multi-Tiered System of Supports. We hired a part-time teacher on assignment, over the summer, to lead this work and establish structures for providing intervention, problem-solving, and screening. We have revised our MTSS referral to be streamlined and simple for staff to complete. In addition, we added student attendance and created a pathway for our attendance team to follow-up on various issues and concerns.</p> <p>Our MTSS structure includes weekly problem-solving and reviewing referrals to connect students with the proper resources, tools, interventions and community partners. Academic intervention is available daily during all lunch periods and after school. In addition, we have built in structures like AVID, review classes and Online Credit Recovery (OCR) to provide regular support throughout the school day.</p> <p>Lastly, our MTSS Coordinator is leading Fall and spring administration, in all core content areas, of an academic writing screening that uses our school-wide rubric.</p>
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Part II – Demonstrable Improvement Indicators-Level 1

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 inform the implementation of specific strategies and action steps that support progress toward the Demonstrable Improvement Indicators.			
Quarterly Report #1 Reflection on Activities Completed for this Indicator during July 1, 2021 – October 15, 2021			
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 the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.
#67		The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:	Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:

<p>Total Cohort (10th Grade / Cohort 2020)</p> <p>Passing Math Regents (>=65%)</p> <p>2021-2022 Progress Target: 57%</p>	<ul style="list-style-type: none">Professional development provided during Department CPT included a focus on student response and academic languageEnrolled students in Algebra/Geometry Blend that provides accelerated learning in Algebra during semester 1RCSD Common Formative Assessments will be administered in core math courses, and looking at student work protocol will be utilized to identify areas of action.The school-wide short-answer checklist and rubric will be taught, used and assessed.MTSS process utilized to provide additional supports for 2020 cohort students to prepare for the January and June Regents.	<ul style="list-style-type: none">Assessment window for CFA#1 is 10/18/21 - 11/12/21. Baseline data will be provided in the subsequent quarterly report.The school’s short-answer Fall Rubric Pre-Assessment is being completed in the coming weeks.Northeast is providing and analyzing 5-week progress reports at the time of writing of this report; the data for the Algebra/Geometry blend course in particular will provide actionable data for the teachers and MTSS team in terms of designing next step interventions and supports for the next few months.Teacher formative assessment data and administrative walkthrough data indicated students struggling with Algebraic concepts. Our Math department is meeting weekly to discuss adjustments to curriculum to ensure students are prepared for January and June Regents administrations.Data analysis from the Week of October 11, 2021:												
		<div><p>Learning Quiz 1.1</p><table><tr><td>CCSS.Math.Content.HSA-SSE.A.1a</td><td></td><td>20/0/0/0/27 Interpret parts of an expression, such as terms, factors, and coefficients.</td></tr><tr><td>CCSS.Math.Content.HSA-SSE.A.1b</td><td></td><td>16/0/0/0/31 Interpret complicated expressions by viewing one or more of their parts as a single entity.</td></tr><tr><td>CCSS.Math.Content.HSA-SSE.A.2</td><td></td><td>10/11/0/6/20Use the structure of an expression to identify ways to rewrite it.</td></tr><tr><td>CCSS.ELA-Literacy.RST.9-10.4</td><td></td><td>18/0/0/0/29 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</td></tr></table><p>Frequency of grades</p></div>	CCSS.Math.Content.HSA-SSE.A.1a		20/0/0/0/27 Interpret parts of an expression, such as terms, factors, and coefficients.	CCSS.Math.Content.HSA-SSE.A.1b		16/0/0/0/31 Interpret complicated expressions by viewing one or more of their parts as a single entity.	CCSS.Math.Content.HSA-SSE.A.2		10/11/0/6/20Use the structure of an expression to identify ways to rewrite it.	CCSS.ELA-Literacy.RST.9-10.4		18/0/0/0/29 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
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			<ul style="list-style-type: none">Identified and provided resources to one lead teacher for Geometry Regents, so it is a sole focus in preparation						
#69 Total Cohort (11th Grade/Cohort 2019) Passing ELA Regents (>=65%) 2021-2022 Progress Target: 44%		<p>The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:</p> <ul style="list-style-type: none">RCSD Common Formative Assessments will be administered in core English courses, and looking at student work protocol will be utilized to identify areas of action.Professional development provided during Panther PLCs included a focus on short-answer response and discussion protocols utilizing academic languageThe short-answer checklist and rubric will be taught, used and assessed.MTSS process utilized to provide additional supports for 2019 cohort students to prepare for the January and June Regents.	<p>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none">Assessment window for CFA#1 is 10/18/21 - 11/12/21. Baseline data will be provided in the subsequent quarterly report.The school's short-answer Fall Rubric Pre-Assessment is being completed in the coming weeks.Northeast is providing and analyzing 5-week progress reports at the time of writing of this report; the data for English III will provide actionable data (pass rate) for the teachers and MTSS team in terms of designing next step interventions and supports for the next few months.Based on the collection and analysis of over 40 walkthroughs conducted so far this school year, we are seeing academic language being taught explicitly in the majority of our classrooms, but we are still working on improving: <div><p>Student are Utilzing Academic and Content Specific Language/Vocabulary</p><table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Observed</td><td>59%</td></tr><tr><td>Not Observed</td><td>41%</td></tr></table></div>	Category	Percentage	Observed	59%	Not Observed	41%
Category	Percentage								
Observed	59%								
Not Observed	41%								

#70

Total Cohort (Cohort 2018)

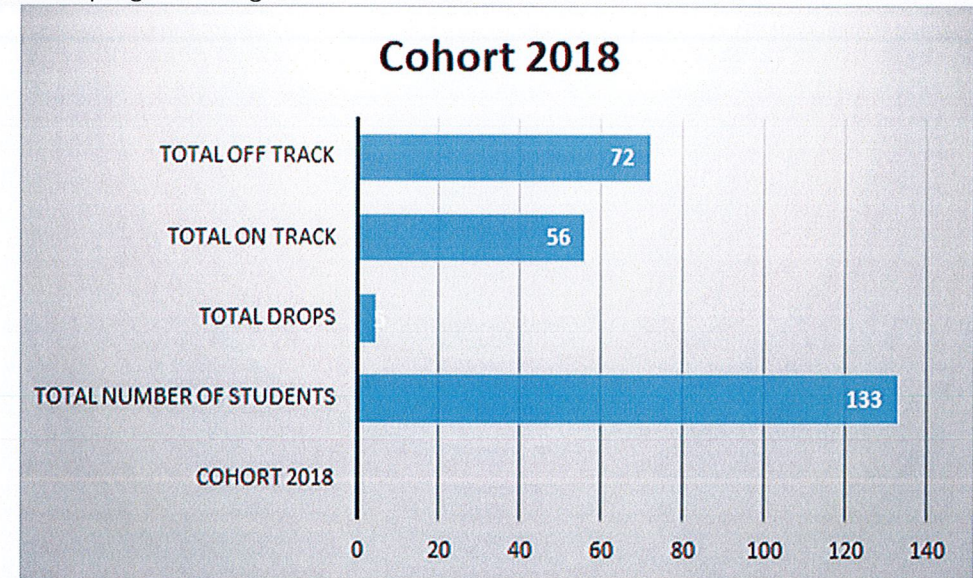
4 Year Grad Rate - All Students

2021-2022 Progress Target: 56%

The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:

- Credit Recovery embedded within an AVID model that focuses on social-emotional support, study skills and test-taking strategies
- Looping within the ELA department
- Increased options for electives and dual credit opportunities including: Actor's Studio, Intro to Music Tech, Journalism, Photography, Dual Credit Psychology, and Dual Credit Environmental Science
- Continued work to foster Social-Emotional Learning that is shaped by student voice.
- Continuing to build partnerships with employers and community partners so that students see relevance and have access to post-secondary options.

Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:



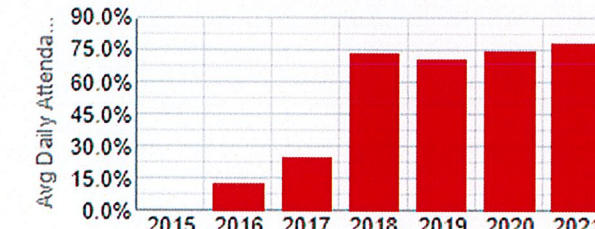
Northeast is currently utilizing the following strategies to strive for a graduation rate of 70%:

- 73 students in Cohort 2018 were enrolled in summer school
 - Cumulatively Cohort 2018 had 90 classes passed over the course of summer school
- 55 potential graduates are enrolled in our AVID and OCR credit recovery program. Students have an opportunity to earn an additional 2.5 credits
- Family Orientation was held September 2nd, 2021 for all seniors
- September 30th we held a check-in for 12 students in regards to attendance and behavior. Students were provided a clear set of expectations and given support.
- All seniors received a summer newsletter preparing them for the school year
- Senior Day was held October 1, 2021. Students received information on the school year, analysis of transcripts and credits, and list of upcoming events
- Progress reports for 5 weeks were emailed home to families on October 12th, 2021

			The following chart was developed by our counseling team based on: Credits, Regents examinations and attendance:
#88 Total Cohort (Cohort 2017) 5 Year Grad Rate - All Students 2021-2022 Progress Target: 68%		The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator: <ul style="list-style-type: none"> • Credit Recovery embedded within an AVID model that focuses on social emotional support, study skills and test taking strategies 	Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth: <ul style="list-style-type: none"> • Target met • Current graduation rate for Cohort 2017 is 69.6% and 22 students are still enrolled. Of these, 5 are actively participating. • These students are being provided with Online Credit Recovery courses, after-school support, and classes to assist in completing their coursework and move towards graduation
#120 HS ELA All Students Performance Index 2021-2022 Progress Target: 72.8		The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator: <ul style="list-style-type: none"> • Looping • Common formative assessments • Professional development provided during Panther PLCs included a focus on short-answer response and discussion protocols utilizing academic language 	Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth: <ul style="list-style-type: none"> • The school's short-answer Fall Rubric Pre-Assessment is being completed in the coming weeks. This will allow Northeast to assess its leading measure of % participation, as well as establish the baseline. • The first CFA for the District will also be administered between 10/18/21 - 11/12/21.

		<ul style="list-style-type: none">● school-wide focus on academic language, short-answer response and common standards	<ul style="list-style-type: none">● Based on the collection and analysis of over 40 walkthroughs conducted so far this school year, we are seeing academic language being taught explicitly in the majority of our classrooms, but we are still working on improving: <div><p>Academic Language by Category</p><table border="1"><thead><tr><th>Category</th><th>Count</th></tr></thead><tbody><tr><td>Emerging practices</td><td>7</td></tr><tr><td>Not Observed</td><td>12</td></tr><tr><td>Teachers are facilitating utilizing discussion protocols</td><td>5</td></tr><tr><td>Students are using academic language stems</td><td>6</td></tr></tbody></table></div>	Category	Count	Emerging practices	7	Not Observed	12	Teachers are facilitating utilizing discussion protocols	5	Students are using academic language stems	6
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#130 HS Math All Students Performance Index 2021-2022 Progress Target: 61.9		<p>The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:</p> <ul style="list-style-type: none">● Use of the RCSD’s Common Formative Assessment cycles will also raise performance over time. The Math department will utilize the Data Wise process and protocols to unpack data triennially to analyze trends and make data-based decisions to improve instructional practices.	<p>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none">● The school’s short-answer Fall Rubric Pre-Assessment is being completed in the coming weeks. This will allow Northeast to assess its established baseline. The baseline information will provide us with an analysis (by grade and discipline) of student writing including academic language, format, organization, and accuracy of response● The first CFA for the District will also be administered between 10/18/21 - 11/12/21.										

			<div>Are there assessments for learning?</div> <table><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Observed</td><td>78%</td></tr><tr><td>Not Observed</td><td>18%</td></tr><tr><td>In Progress</td><td>4%</td></tr></tbody></table>	Category	Percentage	Observed	78%	Not Observed	18%	In Progress	4%
Category	Percentage										
Observed	78%										
Not Observed	18%										
In Progress	4%										
#140 College, Career and Civic Readiness Index - All Students 2021-2022 Progress Target: 65.8		<p>The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:</p> <ul style="list-style-type: none">● Enrolling students within the RCSD GWEP program. In this program, our students are eligible to earn credit hours for working part-time jobs and completing related course work● Ensuring that our Participation in Government teachers (as well as the Social Studies dept) become more deeply immersed in the Student Voice curriculum and foundational habits of mind. The goal is to have students more involved in community-oriented civic experiences, as well as to develop opportunities for them to be involved in true decision-making at school.● Cultivating more work-based learning opportunities that can position students for both the diploma pathways and post-secondary success.	<p>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none">● 28 students were enrolled in a new course titled Entrepreneurship co-taught by a special education teacher and a CTE-Business certified teacher<ul style="list-style-type: none">○ The course is designed to be project-based and has goal of starting two student-led school businesses that will be housed on campus● 10 students are enrolled in the RCSD General Education Work Experience Program (GWEP) program, which allows students to work part-time and receive credit, while completing the necessary course work● AP Computer Science Principles was added to our course offerings this year								

		<ul style="list-style-type: none">Developing and launching a true CTE pathway focused on Entrepreneurial Leadership.																	
#170 HS Chronic Absenteeism - All Students 2021-2022 Progress Target: 58		<p>The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:</p> <ul style="list-style-type: none">Promoting and showcasing the visible results of Student Voice, sending a clear invitation to students that we are serious about making school more engaging and relevant to their goals;Increased course offerings where students' voices are centered and published: Music Technology, Acting/Drama, Modern Band, Journalism, PhotographySummer 8 go 9 program to orient students to expectations and connect them.An increased focus on community building and wellness, aiming to connect students to each other and to school through shared outdoor experiencesEstablished weekly attendance team meetings with streamlined plans for attendance referrals and making phone calls and home visits on a weekly basisSent home monthly letters, phone calls, and emails stressing the importance of attendanceAutomated letters and phone calls were made to any student at-risk of chronic absenteeism	<p>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none">Current data shows that 58.6% of students are chronically absent thus far this year. Specifically, 101 students have missed between 10-20% of the school days, while another 284 have missed more than 20% of school days. The school is investing efforts in tracking students who have not shown up to school yet, and continuing to work closely with the District and County partners to support families in getting students back to school.As of October 12th, 65 students have been impacted by COVID Protocols<ul style="list-style-type: none">Many of our students who are ill or are sent home ill are not coming back with negative COVID tests and instead the majority of students are staying out 10 days without DOH quarantine or a positive testAverage Daily Attendance varies by grade level: <div><p>Attendance by Cohort</p><table><caption>Attendance by Cohort Data</caption><thead><tr><th>Cohort Group</th><th>Avg Daily Attendance (%)</th></tr></thead><tbody><tr><td>2015</td><td>0.0%</td></tr><tr><td>2016</td><td>15.0%</td></tr><tr><td>2017</td><td>25.0%</td></tr><tr><td>2018</td><td>75.0%</td></tr><tr><td>2019</td><td>70.0%</td></tr><tr><td>2020</td><td>75.0%</td></tr><tr><td>2021</td><td>75.0%</td></tr></tbody></table></div> <p>In order to adjust to student needs, we have developed the following plans:</p> <ul style="list-style-type: none">Targeted attendance action planning based on a system of tiered phone contacts and home visitsCohort-based field trips focused on community building, getting in touch with nature and training up student leaders to facilitate the work.	Cohort Group	Avg Daily Attendance (%)	2015	0.0%	2016	15.0%	2017	25.0%	2018	75.0%	2019	70.0%	2020	75.0%	2021	75.0%
Cohort Group	Avg Daily Attendance (%)																		
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2016	15.0%																		
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2018	75.0%																		
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2020	75.0%																		
2021	75.0%																		

			<ul style="list-style-type: none">Started weekly Cohort Competitions during lunch with embedded reminders for behavior and expectations. So far this school year, cohorts have competed in the Beanboozled Jelly Belly Challenge, Pie Face, and paper airplane competitions.Secured a Memorandum of Agreement with ROC DOG Therapy to provide therapeutic canine support on a weekly basisAgreed to a contract with a community partner to push-in yoga and mindfulness for targeted students every other day										
#230 HS Science All Students Performance Index 2021-2022 Progress Target: 105.5		<p>The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:</p> <ul style="list-style-type: none">Professional development provided during Panther PLCs included a focus on short-answer response and discussion protocols utilizing academic languageAcademic rubrics focused on complete sentences to improve student response on labs and other short-response opportunities	<p>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none">108 students have been enrolled in 2.0 credit block that includes Environmental Science and Living Environment Credit RecoveryThe school’s short-answer Fall Rubric Pre-Assessment is being completed in the coming weeks. This will allow Northeast to assess its leading measure of % participation, as well as establish the baseline.Walkthrough data show that the academic language is an emerging practice, overall. <div><p>Academic Language by Category</p><table><thead><tr><th>Category</th><th>Value</th></tr></thead><tbody><tr><td>Emerging practices</td><td>7</td></tr><tr><td>Not Observed</td><td>12</td></tr><tr><td>Teachers are facilitating utilizing discussion protocols</td><td>5</td></tr><tr><td>Students are using academic language stems</td><td>6</td></tr></tbody></table></div>	Category	Value	Emerging practices	7	Not Observed	12	Teachers are facilitating utilizing discussion protocols	5	Students are using academic language stems	6
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Teachers are facilitating utilizing discussion protocols	5												
Students are using academic language stems	6												

<div>#240</div> <div>HS Social Studies All Students Performance Index</div> <div>2021-2022 Progress Target: 90.8</div>		<div>The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:</div> <div><ul style="list-style-type: none">Northeast will ensure that Participation in Government teachers (as well as the Social Studies dept) become more deeply immersed in the Student Voice curriculum and foundational habits of mind. The goal is to have students more involved in community-oriented civic experiences, as well as to develop opportunities for them to be involved in true decision-making at school.Professional development provided during Panther PLCs included a focus on short-answer response and discussion protocols utilizing academic language</div>	<div>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</div> <div><ul style="list-style-type: none">The school’s short-answer Fall Rubric Pre-Assessment is being completed in the coming weeks. This will allow Northeast to assess its leading measure of % participation, as well as establish the baseline.In addition, Social Studies remains an active discipline for leading some of our student voice work:</div> <div><div>Teacher Placed an Emphasis on Student Voice</div><div><table><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Observed</td><td>50%</td></tr><tr><td>Not Observed</td><td>50%</td></tr></tbody></table></div></div>	Category	Percentage	Observed	50%	Not Observed	50%
Category	Percentage								
Observed	50%								
Not Observed	50%								
<div>#250</div> <div>Total Cohort (Cohort 2016)</div> <div>6-Year Grad Rate All Students</div> <div>2021-2022 Progress Target: 60%</div>		<div>Please refer to Indicator #88 Total Cohort (Cohort 2017)-5 Year Grad Rate - All Students</div>	<div>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</div> <div><ul style="list-style-type: none">Current graduation rate for the 2016 cohort is 72.3% with 7 students still enrolled and 1 student actively participating.</div>						

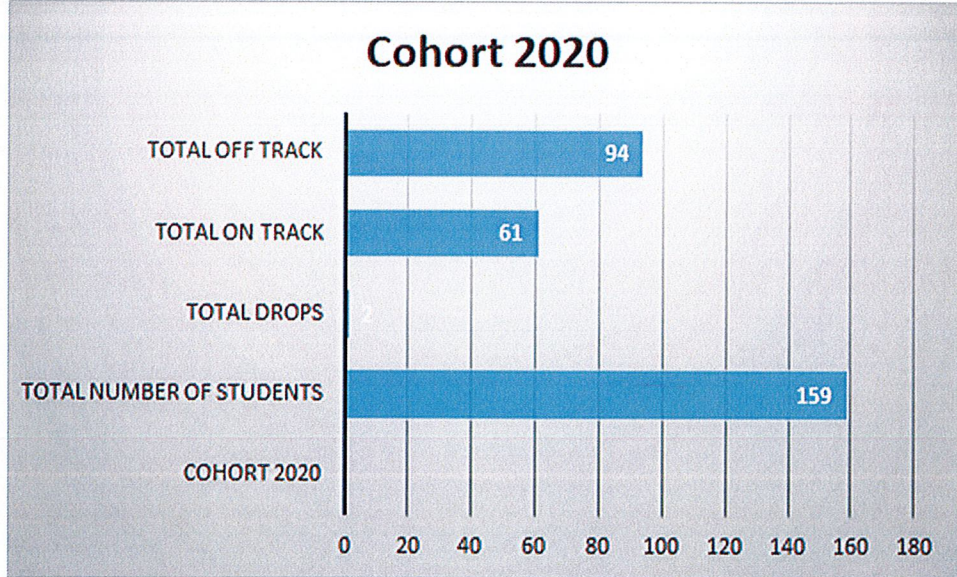
Part III – Demonstrable Improvement Indicators-Level 2

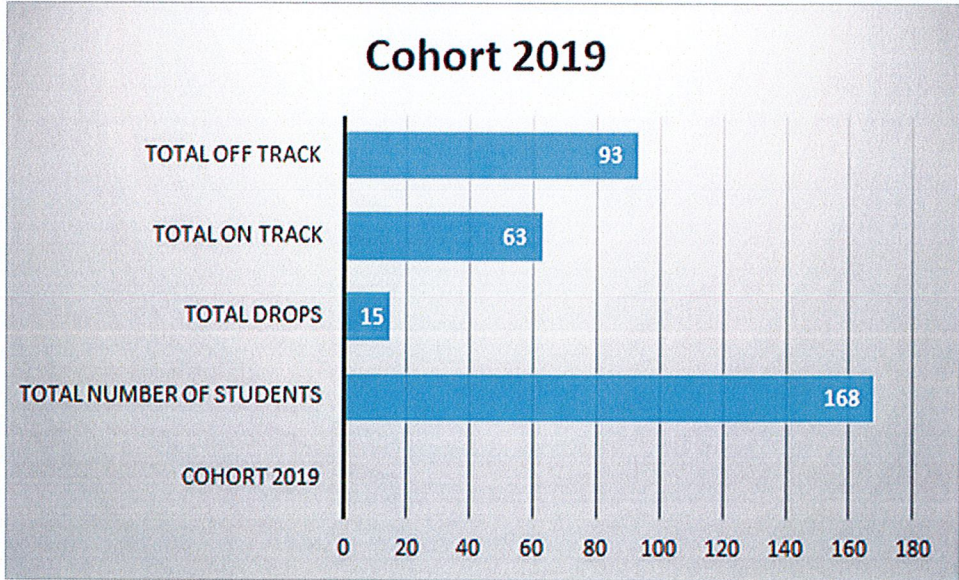
Level 2 Indicators

Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and actions that will support progress toward the Demonstrable Improvement Indicators.

Quarterly Report #1 Reflection on Activities Completed for this Indicator during July 1, 2021 – October 15, 2021			
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.

<p>#65 Total Cohort (9th Grade / Cohort 2021) with 5 or more credits by June</p> <p>2021-2022 Progress Target: 55%</p>		<p>The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:</p> <ul style="list-style-type: none"> • 9th Grade Academy structure • Shared teachers and common meeting time weekly • Monthly Family Meetings with students and staff • Double block Algebra to address learning loss • Common writing rubric and student response checklists • Dedicated HelpZone for SEL Support and new Sensory room • Monthly character traits and morning advisory curriculum • MTSS process for system of supports • Panther Lounge for lunch intervention and after school intervention and support began October 12th 	<p>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none"> • Currently, Cohort 2021 is averaging the top daily attendance at 78.3% • However, Cohort 2021 is struggling with the most behavioral incidents (in and out of the classroom), accounting for 42% of student referrals and 30% of suspensions. • Northeast is providing and analyzing 5-week progress reports at the time of writing of this report. <p>In order to adjust to student needs, we have developed the following plan:</p> <ul style="list-style-type: none"> • Cohort-based field trips focused on community building, getting in touch with nature and training up student leaders to facilitate the work. • Started weekly Cohort Competitions during lunch with embedded reminders for behavior and expectations. So far this school year, cohorts have competed in the Beanboozled Jelly Belly Challenge, Pie Face, and paper airplane competitions. • Secured a Memorandum of Agreement with ROC DOG Therapy to provide therapeutic canine support on a weekly basis • Agreed to a contract with a community partner to push-in yoga and mindfulness for targeted students every other day
<p>#66 Total Cohort (10th Grade / Cohort 2020) with 5 or more credits July – June</p> <p>2021-2022 Progress Target: 56%</p>		<p>The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:</p> <ul style="list-style-type: none"> • Students will take Global History through Literacy to recover two credits (Global I/English I) • Strategically scheduling a Living Environment review class to maximize content review and lab minutes 	<p>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none"> • Currently, Cohort 2020 has an average daily attendance of 74.7% • Cohort 2020 is also struggling with behavioral incidents (both in and out of classroom) accounting for 36% of student referrals and 38% of suspensions • 103 students in 10th-12th grade have been enrolled in Online Credit Recovery • 173 students enrolled in Algebra/Geometry Blend, which prepares students for January Regents exams and to enter Geometry Regents the upcoming year • 137 students are enrolled in Global I and English I credit recovery between Cohorts 2019 and 2020

		<ul style="list-style-type: none">• Three teachers available after school for tutoring and support. Algebra/Geo Blend for students who failed Algebra I.• Advisory built into master schedule• Strategic use of administrative teacher assignments for tutoring support throughout lunches.	<ul style="list-style-type: none">• The following chart was developed by our counseling team based on: Credits, Regents examinations and attendance: <div><p>Cohort 2020</p><table><thead><tr><th>Category</th><th>Count</th></tr></thead><tbody><tr><td>TOTAL OFF TRACK</td><td>94</td></tr><tr><td>TOTAL ON TRACK</td><td>61</td></tr><tr><td>TOTAL DROPS</td><td>2</td></tr><tr><td>TOTAL NUMBER OF STUDENTS</td><td>159</td></tr><tr><td>COHORT 2020</td><td></td></tr></tbody></table></div>	Category	Count	TOTAL OFF TRACK	94	TOTAL ON TRACK	61	TOTAL DROPS	2	TOTAL NUMBER OF STUDENTS	159	COHORT 2020	
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TOTAL ON TRACK	61														
TOTAL DROPS	2														
TOTAL NUMBER OF STUDENTS	159														
COHORT 2020															
#68 Total Cohort (11th Grader / Cohort 2019) with 5 or more credits July - June		The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:	<ul style="list-style-type: none">• In order to adjust to student needs, we have developed the following plan:• Cohort-based field trips focused on community building, getting in touch with nature and training up student leaders to facilitate the work.• Started weekly Cohort Competitions during lunch with embedded reminders for behavior and expectations. So far this school year, cohorts have competed in the Beanboozled Jelly Belly Challenge, Pie Face, and paper airplane competitions.• Secured a Memorandum of Agreement with ROC DOG Therapy to provide therapeutic canine support on a weekly basis• Agreed to a contract with a community partner to push-in yoga and mindfulness for targeted students every other day.• Currently, Cohort 2019 has an average daily attendance of 70.4%• 53 Juniors have been targeted to earn an additional 2.5 credits in our AVID and OCR program• 103 students in 10th-12th grade have been enrolled in Online Credit Recovery												

2021-2022 Progress Target: 72%		<ul style="list-style-type: none">• Strategic use of administrative teacher assignments for tutoring support throughout lunches.• Common writing rubric and student response checklists• Credit Recovery embedded within an AVID model that focuses on social emotional support, study skills and test taking strategies• Looping the administrator and counselor with the cohort in order to ease the transition back to school and foster student-by-student graduation plans.	<ul style="list-style-type: none">• 173 students enrolled in Algebra/Geometry Blend, which prepares students for January Regents exams and to enter Geometry Regents the upcoming year• 137 students are enrolled in Global I and English I credit recovery between Cohorts 2019 and 2020• The following chart was developed by our counseling team based on: Credits, Regents examinations and attendance: <div><p>Cohort 2019</p><table><caption>Cohort 2019</caption><tr><th>Category</th><th>Count</th></tr><tr><td>TOTAL OFF TRACK</td><td>93</td></tr><tr><td>TOTAL ON TRACK</td><td>63</td></tr><tr><td>TOTAL DROPS</td><td>15</td></tr><tr><td>TOTAL NUMBER OF STUDENTS</td><td>168</td></tr></table></div>	Category	Count	TOTAL OFF TRACK	93	TOTAL ON TRACK	63	TOTAL DROPS	15	TOTAL NUMBER OF STUDENTS	168
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#89 Total Cohort (Cohort 2017) 5-Year Grad Rate - SWD Students 2021-2022 Progress Target: 42%		<p>The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:</p> <ul style="list-style-type: none">• Credit Recovery embedded within an AVID model that focuses on social emotional support, study skills and test taking strategies• providing TCIS training over the summer;	<p>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none">• This target is already met for the 2017 cohort.• The 23 students who remain enrolled have specialized graduation plans that include structured recovery courses.										

		<ul style="list-style-type: none"> improving the coordination of mentoring and crisis planning 	
<p>#253</p> <p>Total Cohort (Cohort 2016)</p> <p>6-Year Grad Rate - Hispanic Students</p> <p>2021-2022 Progress Target: 56%</p>		<p>The following action steps and strategies were implemented to support demonstrable improvement efforts for this indicator:</p> <ul style="list-style-type: none"> Credit Recovery embedded within an AVID model that focuses on social emotional support, study skills and test taking strategies Expansion of student voice and more relevant course offerings; Emphasis on a more culturally sustaining curriculum; Increased and consistent use of academic language discussion and writing stems 	<p>Northeast High School is utilizing the following data and emerging trends to ensure continuous progress and growth:</p> <ul style="list-style-type: none"> This target is already met for the 2016 cohort. 7 students remain enrolled and have specialized graduation plans that include structured recovery courses.

Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)

The role of the Community Engagement Team is to be active thought partners in contributing to and supporting the development of recommendations for school improvement through public engagement. Recommendations made by the CET, including how the school community was engaged to seek input/feedback to guide implementation of the school's improvement plan, should be addressed in response to the prompts below.

Report Out of 2021-22 CET Plan Implementation

<ul style="list-style-type: none"> List the categories of stakeholders that have participated as members this reporting period. Include any changes made to the CET's membership since the development of the 2021-2022 continuation plan. Include the role/title of any new members. 	<p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.</p>
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Northeast has experienced a significant change to our Community Engagement Team, in that our Site Coordinator took a position in another school district. In early September, the Interview Committee interviewed several applicants and selected William Hucks as the new Community Site Coordinator. His official start date was September 23, 2021.

While much of the work continued seamlessly, there is an unavoidable period of transition. The next CET meeting is scheduled for October 14th.

The CET includes the following members:

Robert Faulknor, Teacher
Gina Porretta-Baker, Teacher
Colleen EL-Bejjani, Teacher
Jessica Nordquist, Social Worker
Adie Rufa, Counselor (new)
Deborah Hammer, PLTI
Chris Widmaier, Community Partner
Mercedes Phelan, Citizen Action
Chuck Allen, FACT
Lena Fagen, Psychologist
Frank Liberti, Center for Dispute Settlement
Paul Stack, Hillside
Jorge Jiminez, Student
Nicole Tanco, Student
Elaxis McGee, Student
David Passero, Principal

Two areas of ongoing work for the CET have been coming to fruition this summer and early fall:

1. Reimagining parent engagement in a way that is both culturally responsive and aligned to student voice. The national Parent Leadership Training Institute (PLTI) is partnering with Northeast to pilot a model where parents collaborate to vision and take action on a tangible improvement strategy for our school. Respecting parents as an asset, parents are compensated for their time and effort and equipped with tools and resources to bring their solutions to life. The first working sessions were held over the summer, and then another session with the Principal was held last week.
2. Strengthening school climate through student voice and engagement. Northeast has received two significant grants which are enabling the school to design an off-campus retreat experience for each cohort. The goal is to build community, social-emotional skills and a sense of belonging as we continue to foster the healing and resilience required to come back to school. Student leaders on campus are partnering with members of the CET and staff to design and co-facilitate the experiences for the student body.

Part V - Receivership Powers

Powers of the Receiver

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

The school leader has exercised the following powers of the Receiver:

- 1) Ability to fill vacancies through the transfer process with the most qualified teacher, regardless of seniority: This goal allows the Receivership school to fill vacancies with the person that will best fit the overall school community.
- 2) Discretion and ability at any time and for any reason to involuntarily transfer teachers out of a persistently struggling school regardless of seniority or status as building union delegate. Using this power of Receiver, the staff that is dedicated, as well as a best fit for the school community can be selected to assist the school in overall improvement.
- 3) Discretion and ability to require teachers to attend professional learning twice a week

Part VI – Assurance and Attestation

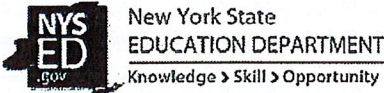
By signing below, I attest to the fact that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and the Community Engagement Teams, as per Commissioners Regulation §100.19 have been met.

Name of Receiver (Print): _____
 Signature of Receiver: _____
 Date: _____

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report, and has had the opportunity to review, and update if necessary, its 2021-2022 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____
 Signature of CET Representative: _____
 Title of CET Representative: _____
 Date: _____

Receivership Quarterly Report #1 2021 – 2022 School Year
(As required under Section 211(f) of NYS Ed. Law)



Part VI – Assurance and Attestation

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

Name of Receiver (Print): *Lesli Myers-Small*
Signature of Receiver: *Lesli C. Myers-Small*
Date: *10/28/2021*

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report, and has had the opportunity to review, and update if necessary, its 2021-2022 Community Engagement Team plan and membership.

Name of CET Representative (Print): *William Hucks*
Signature of CET Representative: *W. Hucks*
Title of CET Representative:
Date: *10/25/2021* *Community Site Coordinator*