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2021-2022 Receivership School Quarterly Report #2
Report Period: *October 16, 2021 – January 14, 2022 (Due January 28, 2022)*

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:			
East Lower School	261600010105	Rochester City School District	University of Rochester	https://www.rcsdk12.org/Page/55853			
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	% SWD	% Students designated as both ELL & SWD
Shaun Nelms	Leandrew Wingo Appointment Date:	Jennifer Rees - Chief Academic Officer Dr. Christopher Spence - Asst. Supt.	6-8	N/A	347	40/347 = 11.52%	52/347 = 14.98%	2.88%

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		Dr. Shaun Nelms-Supt.						

Executive Summary

Please provide a *plain-language summary* of this completed report, reflecting changes and progress made since the last reporting period, with a focus on the action taken to implement lead strategies, engage the community, and enact Receivership powers. 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*.

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During our second quarter, we have continued to focus on engaging scholars and families in ways that are responsive to their experiences and the ongoing challenges associated with the pandemic while advancing our mission, vision, and long-term school improvement goals. Our school leaders, including both administrators and teacher leaders, have moved forward with enacting the action plans created during Quarter 1, including monitoring progress and adjusting along the way. Our work with the curriculum has involved examining student work and contemplating the support that we can design and offer scholars to ensure that they are engaged at an optimal level of challenge. Despite any prior gaps, we have worked to develop a curriculum that is academically rigorous to ensure their academic success. Our teachers have participated in professional learning and collaborative lesson development together to get clearer about the thinking that scholars need to be engaged with, and effective ways to engage scholars in those types of thinking, including *Advancing Thinking Through Writing Strategies* to help scholars be deeper thinkers and support their ability to communicate complex thinking in their writing. We have just begun a deep focus on comparative thinking that will continue throughout the upcoming second semester. In addition to our focus on academic improvement and support, we have maintained a focus on our scholars' social-emotional needs, while monitoring and supporting attendance to ensure that they are here to receive those supports.

A significant barrier to progress has been the need to redirect our focus and energy to address the effects that the pandemic has had on our district writ large. More specifically, we have continued to face challenges with staffing, including shortages of bus drivers, and substitutes. We anticipate that some school-based positions will also experience an uptick in absences in addition to students, which have further compounded problems. The winter season has induced large staff absences, and a spike in COVID-related absences, which prompted a return to remote learning and increased stress and uncertainty about how things will progress moving forward.

<u>Directions for Parts I, II, and III</u> - District and school staff should respond to the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies since the first quarter. Include processes that were used to assess the **impact** of strategies implemented on student learning outcomes.

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This is also an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2021-2022 Continuation Plan, with a focus on how evidence guided decisions made through continuous and comprehensive planning, by articulating explicit support of student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- The District should ensure that the implementation of lead 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 assess the impact of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve long-term sustainable growth.

Part I *–Lead Strategies for Improvement*

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Lead Strategies for School Improvement
List the 3-4 of core lead strategies that are central to the school's improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.

Quarterly Report #2 with Reflection on Lead Strategies Utilized during October 16, 2021 – January 14, 2022		
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. If a strategy was discontinued since the prior reporting period, please provide an evidence-based explanation for why it was discontinued and if/how a new strategy will be implemented in its place.
A primary strategy will be capacity building of leaders related to strategic planning, including administrative school improvement planning as well as strategic planning with administrators and teacher leaders around department-specific SMARTGoals and school-wide improvement goals for curriculum and instruction.	*(yellow)*	**Administrative leaders have used the tenets and the DTSDE framework to continue strategic planning and school improvement work** with a focus on enacting the key strategies identified and monitoring and adjusting implementation during Quarter 2. Progress has been made as follows: ● **Tenet 1** - Quarter 2 updated provided here. Next steps for Quarter 3 include ensuring implementation and progress monitoring as well as beginning strategic planning for the 22-23 school year. ● **Tenet 2** - During Quarter 2: Tenet 2 has focused on ingraining the building norms and our mission into the student body through Town Halls, visual reminders, and announcements. We have focused on Tenacity through our bulletins and messaging to make the sub elements of this aspect of our mission come alive. Next steps for Quarter 3: We continue to seek feedback and adjust our Culture and Climate. ● **Tenet 3** - See update in row 2 (below) of this chart regarding guaranteed/viable curriculum. ● **Tenet 4** - See update in row 3 (below) of this chart regarding engaging scholars at their optimal level of challenge by adjusting various "levers" as part of lesson design. ● **Tenet 5 -** The Tenet 5 SEL Team continues to develop a shared vision that includes: common language, a consistent approach, creating policies and procedures, and identifying necessary services to support non-academic needs. Throughout Quarter 2 the Tenet 5 SEL Team has collaborated with Dr. Sonia Wilson to connect CRRP through transformative SEL; registered for a 4-day workshop training with CASEL titled, *Leading SEL Implementation: Preparing for the Journey Ahead*; and utilizing PL Wednesday's to review summer work as it pertains to Counselor Curriculum and Restorative Practices. Next steps for Quarter 3: The Tenet 5 SEL Team will develop what the 5 competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision Making - look like and feel like within the school community as well as how these can be evaluated.

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- **Tenet 6 -** Throughout the duration of the second quarter, we worked to establish a systemic approach to communicate with our stakeholders effectively and consistently. Now, East offers a monthly newsletter that consists of information from the Upper and Lower Schools and our community partners. In addition to our newsletter, we will continue to hold our Family and Community Engagement meetings to disseminate information, address concerns, and augment parental participation on campus. Next steps for Quarter 3: we are in the process of developing a systemic approach for our community partners to engage with our neediest families via enhanced collaboration, and frequent data reporting.

Teacher Leaders have continued to be engaged in supported action planning to ensure time/space with teachers to address school-wide improvement goals for curriculum and instruction.
- · This has included a focus on monthly strategic planning of collaborative planning time. During the first quarter, areas of strength and areas of improvement in these plans were identified. Areas of improvement included establishing clear and manageable short-term goals for the month and ensuring that the plans included a balance of time spent on curriculum (Tenet 3) and instruction (Tenet 4). To support improvement in these areas, these were and will continue to be areas of focus of Teacher Leader collaborative planning time as well as a problem-solving session of the Instructional Council. Teacher Leaders have shown growth on identifying clear and manageable short-term monthly goals in their strategic plans throughout Quarter 2 and Teacher Leaders and Administrators have been supported in and asked to identify a key strategy/action that they will take in Quarter 3 to create a greater balance between curriculum and instruction during collaborative planning time. Additionally, TL's will be engaged experientially in an arc of TL collaborative planning time that models and engages them as learners in an arc that holds that balance as a key strategy for the next 4-6 weeks.

Teacher leaders and administrators have worked with individual departments to further action plan around the high-leverage content-specific SMART goals identified in Quarter
- · The progress of different departments has varied and is further articulated below for specific departments as it relates to specific indicators. Next steps for us to focus on collectively include ensuring that progress monitoring is taking place - something we had hoped to be able to tackle in Quarter 2 but were not.
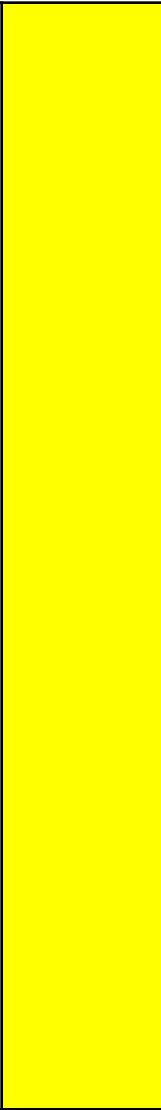
As indicated, a barrier to progress has been needing to pivot our focus and energy to mitigate the continued impacts of COVID. This has required a focus from administrators on student safety, including behavior management and COVID-related operational items, impacting their ability to partner more fully with their teacher leaders to lead this work It has also impacted Teacher Leaders' ability to lead this work as their TL release time has been impacted by calls to substitute due to the substitute shortage and/or as they, themselves have been impacted by COVID through illness and quarantine. Additionally, teachers themselves are covering additional classes during their planning periods and continue to show signs of stress and burnout from the pandemic experience that has impacted their ability to fully

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		focus on and engage in the identified key strategies and improvement areas identified.

Another primary strategy includes pursuit of our "guaranteed and viable curriculum" (a curriculum that is written, enacted, supported, and learned). This involves 100% of the East faculty in writing, reviewing, assessing, and revising curriculum units, using extensive materials developed for this purpose such as the Unit Checklist. Specific focus areas for this year include:
● Looking at Student Work (LASW) with grade-appropriate anchors and revise curriculum to ensure that CEPTs/PTs across each course are aligned to the transfer goals and at a grade-appropriate level of challenge.
● Examine the curriculum for inclusivity/cultural relevance of our units using CRRP Analysis Tool developed from East's Vision for CRRP that has been collaboratively, determining the ways in which each unit is aligned with our vision of cultural relevance and responsiveness as well as revise for areas for growth.
● Ensuring that scholars are supported through
		The focus of Quarter 2 was to ensure the unit-level revision work described in Quarterly Report 1 was replicated with each successive unit taught this quarter and to continue to this work throughout the rest of the year. Curriculum revision work this quarter has included the following:
		  ○ · **Almost all staff engaged in their first unit-level Looking at Student Work (LASW) protocol** at some point during Quarter 2 (exceptions include, for example, certain courses whose initial unit is longer in length and therefore student work for the end of unit assessment had not been generated yet). LASWs resulted in feedback to the unit, scholar-specific data, and next steps.
		  ○ · **Opportunities for teachers to opt into curriculum writing outside of their contractual day for additional pay were created and offered.** About 55% of teachers have opted to participate and have identified specific improvement goals and action steps that will be worked on in their units of study. Through this date,112 hours have been spent in quarter 2 outside of the school day advancing our goal of a guaranteed and viable curriculum.
		  ○ · **A group of teachers were identified to be trained more deeply as Intensive Curriculum Reviewers to be able to get more units evaluated for quality and inclusivity and to provide helpful and targeted feedback to curriculum writers to further this progress**. This group participated in a series of three 2-hour training sessions in which they reviewed units and calibrated their evaluation/feedback against our criteria for quality and inclusivity. This group has also engaged in each individual self- and/or peer-reviewing process for evaluating a unit thus far for further practice. These efforts are in preparation to begin a wider review of units to offer feedback to curriculum writers school-wide during Quarters 3 & 4.
		  ○ · **A problem of practice was identified, and adjustments were made to plans to support problem-solving.** As a system, we noticed a lack of progression in our curriculum toward the school goal and upon further reflection, realized that we lacked a balance in time allocated to focus on both curriculum and instruction through collaborative planning time. This problem, of course, had other contributing factors such as the distribution of conference days this year (i.e., they were concentrated in the fall and spring with no mid-year days on which we would typically engage teachers in a significant amount of curriculum time), as well as some of the other factors related to COVID already explained in other areas of this report. Actions implemented to verify the issue and course-correct included:
		  ○ ○ Implementation of a "status check" by having each curriculum writing team report out on the status of their curriculum taught thus far this year.
		  ○ ○ The Instructional Council (made up primarily of Teacher Leaders and Administrators, as department leaders) were engaged in collaborative problem-solving to reflect on and consider and plan for a balance of curriculum and

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content-specific targeted interventions.		instructional improvement work in CPTs for their departments. ○ ○ Teacher leaders were further supported in CPT at developing their strategy for this and teacher leaders with effective strategies/practice in place were given time to share with others. ○ ○ Lead TL has identified TLs needing more intensive support for coaching cycles. ○ ○ CAO checking in with TLs and Administrators and providing support where needed. ○ ○ Additional opportunities offered for staff to opt into curriculum writing hours for additional pay outside of the school day and several other staff opted in. ○ · **In November, all teachers were introduced to the idea of and qualities of highly effective content-specific interventions** through whole-school professional learning and began engaging in designing these unit-aligned interventions to support scholars struggling with critical content and skills within the initial units taught this year. ○ Additionally, **opportunities for teachers to opt into intervention design outside of their contractual day for additional pay were created and offered.** 41 teachers have opted to participate. Through this date,54 hours have been spent in quarter 2 outside of the school day designing content interventions and supporting the advancement of our goal of a guaranteed and viable curriculum that is supported. ○ This week, several Teacher Leaders will further engage our team of Teacher Leaders in a **follow-up session to support effective implementation of interventions** that Teacher Leaders will then be turnkey to teachers. Next steps for Quarter 3: ● TLs, Admins, and Intensive Reviewers provide feedback to existing curriculum. ● Administrative PL: Administrators are provided with PL to support their ability to provide effective feedback to this year's focus areas in the curriculum: level of challenge and CRRSP. ● Continue to work on the problem of practice - finding a balance as it relates to curriculum + instruction in CPT. ○ TL PL: TLCPT - Be engaged experientially in a model of what this could look/feel like. ● Curriculum writing - teachers continue to revise upcoming units of instruction. ● LASW - Teachers continue to engage in LASWs at the conclusion of each unit of instruction. ● Content interventions - teachers continue to develop content interventions. Feedback to be provided by US and LS SPED TLs. Plan additional PL for Superintendent's Conference Days in April/May to extend learning about effective implementation. ● Plan for ways to leverage Superintendent's Conference Days in April/May in service of our guaranteed and viable curriculum. · Begin thinking about Summer/next year.

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Staff will engage in collaborative inquiry around engaging scholars at their optimal level of challenge by adjusting various "levers" as part of lesson design:		Instructional improvement work this quarter has primarily engaged teachers with particular Instructional Focus Questions during professional development and lesson planning to support continued collaborative inquiry and improvement in practice around engaging scholars at their optimal level of challenge by adjusting the various "levers" in their lesson design. This has included:
- Intentional interaction with the conceptual understandings of the unit - Understanding of thinking demands and explicit teaching and practice with thinking routines - Use of language targets to support academic language development - Use of Advancing Thinking Through Writing (ATTW) strategies - Supporting the development of scholars' social-emotional competence in ways that motivate and empower them to engage with challenging tasks - Leveraging culturally relevant, responsive, and sustaining practices to engage and empower - Differentiation, scaffolding, and targeted intervention. Use of targeted interventions to invert the multi-tiered system of supports so that almost all students receive Tier II and a significantly high number of		**School-wide professional learning sessions** focused on **thinking demands and ATTW** - Wednesdays 1x per month **October PL Session - Guiding Question: How will you engage & support scholars with thinking demands embedded in the learning target?** Teachers were engaged in reviewing a model/example of how the instructional focus questions could be used to design around thinking demands at the lesson level and then using the instructional focus questions and Thinking Demands Matrix to design around thinking demands at the lesson level. Additionally, **the monthly ATTW strategy of focus was taught: basic conjunctions.** **Evidence of learning showed:** Varied staff understanding/clarity around unpacking and being able to articulate the thinking demands of a lesson. In particular, there was a trend among staff to describe what students would DO during the lesson instead of what they would THINK/LEARN during the lesson. **Follow up / adjustments included:** Teacher leaders embed follow-up in CPT. Focus for November PL session adjusted (see below). **November PL Session - Designed in response to October PL evidence of learning. Guiding Question:** Unpack the thinking in the learning target - What do scholars' brains have to do? Teachers were given feedback on school-wide trends noticed in their learning from the October PL Session (evidence based on the lesson design moves they shared). They were then engaged in thinking about why this is important to their practice, shown examples and non-examples of what "unpacking the thinking" looks like, and further engaged in application/practice. Additionally, **the monthly ATTW strategy of focus was taught: subordinating conjunctions.** **Evidence of learning showed:** Increased understanding/clarity around unpacking and being able to articulate the thinking demands of a lesson as well as reflective understanding about why that is important. **Follow up / adjustments included:** Teacher leaders embed follow-up in CPT. **December PL Session - Guiding Question: How will you engage & support scholars with comparative thinking?** Teachers were introduced to the first priority thinking demand of focus identified for this year: comparative thinking. They were experimentally engaged in comparative thinking and engaged in reflecting on and analyzing what their brain had to do (unpacking comparative thinking) and then introduced to Marzano's mental model / sequence for comparative thinking. Additionally, **the monthly ATTW strategy of focus was taught: sentence combining.** **Evidence of learning showed:** Understanding of the thinking involved in comparative thinking as well as opportunities for continued collaborative learning on why and how to engage scholars in comparative thinking to support conceptual understanding. **Follow up / adjustments included:** Upon overall reflection on the PL arc, input in December from instructional

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students receive Tier III interventions.

The above content will be the focus of professional learning as well as collaborative planning time agendas; administrative walkthroughs, observations, and evaluations; and instructional coaching cycles. | | leaders, observations of current happenings, and evidence of learning of this session, a fairly significant revision to the PL arc for second semester was made. The prior PL plan called for a focus on 5 prioritized thinking demands throughout the course of the second semester, but a decision was made to instead focus on only 1 of the 5 (comparative thinking) for the duration of the second semester. This will allow greater depth into comparative thinking (which Marzano argues has the most impact) and will allow us to "slow down to go fast" - i.e. by quite carefully studying this one thinking demand, we believe that teachers will engage in learning that will allow us to extend this strategy and study other priority thinking demands more expeditiously next year. We also believe this is in line with current teacher and system needs due to stressors on the system.

   ○ **Upcoming January PL Session - Guiding Question: When and how might you engage scholars in comparative thinking?** Where is it important to your discipline? Your transfer goals? Developing conceptual understanding in your curriculum?

● **Advancing Thinking Through Writing (ATTW)**
   ○ Monthly professional learning of 1 strategy per month continued (see above). Additionally:
   ○ Baseline writing assessments were analyzed and results were shared with staff. Reflections on the baseline assessment administration process surfaced a need for the process to be more streamlined and comprehensive, but that it was generally successful and the data was useful.
   ○ November Conference Day Professional Learning Sessions included the sharing of the baseline assessment results above and interaction with them as well as a session to support teachers with Selecting ATTW Strategies Purposefully in order to support the intended thinking/learning.
   ○ An ATTW Implementation Survey was administered in December to get staff input/information on ATTW strategy use and the results were analyzed by the ATTW Implementation Team to inform next steps.
      ■ In general we're on pace to disseminate/introduce the strategies that are outlined in the original implementation plan. The survey showed that staff could benefit from additional learning and time on the strategies already taught, including seeing additional examples, receiving content-specific support (e.g. what does this look like in PE?), and continued encouragement to try out different strategies in a low-stakes way.
      ■ We've slowed down on some of the other "elements" - sharing data, providing feedback, classroom visits, etc. - because of logistics and feedback from staff on feeling generally overwhelmed.
      ■ Action items that we are layering in for the upcoming Quarter include developing and offering additional school-wide resources (posters, a website of models, etc.) for teachers.

● **Academic Language Development: Language Targets** |

- ○ November Conference Day Professional Learning Sessions included a "Try and Apply" session where teachers were engaged more deeply in understanding the criteria for highly effective Language Targets and then given time for application to practice with upcoming lessons and an opportunity for peer feedback.
  - ■ Evidence of learning showed: understanding that Language Targets should be aligned with the learning target and thinking demands of the lesson; understanding that Language Targets should include reference to a specific language modality; and understanding of the way in which you would monitor and assess student progress based on success criteria. Additionally, there was evidence of understanding that Language Targets are tools to support learning targets and student thinking.
  - ■ The following was identified as areas for further learning/next steps: how to move beyond vocabulary use as a focus of Language Targets, how to address receptive domains (reading/listening), how student data should inform Language Targets, and how the Language Target should come alive during instruction through explicit instruction around academic language at key points.
- ○ Additionally, the ENL Teacher Leader has connected with the Teacher Leaders of other departments to follow up on the areas identified for further learning through differentiated ways in collaborative planning time for particular departments.

Next steps for Quarter 3:

- Administrative PL: Administrators are provided with PL to support their ability to provide effective feedback to this year's focus areas in the curriculum: level of challenge and CRRSP.
- Lesson planning - teachers continue to design lessons using our school-wide focus questions in CPT and IPT.
- Content-focused coaching - TLs continue engaging with teachers in content-focused coaching cycles to participate in collaborative lesson design using our school-wide focus questions.
- LASW - Teachers continue to engage in looking at lesson-level work in LASWs during CPT.
- Content interventions - Plan additional PL for Superintendent's Conference Days in April/May to extend learning about effective implementation during instruction.
- ENL TL to provide differentiated support to departments for Language Target work.
- Continue with the implementation plan for ATTW - introduction of 1 strategy per month. Once sentence-level strategies have been introduced, the next focus will be a common school-wide note-taking strategy.
- Monthly PL - Engage teachers in thinking more deeply about comparative thinking and how that can/should support meaning making in their content areas as well as the relationship between comparative thinking and instructional focus questions.
- Further develop the content of planned sessions to advance instruction on our April/May Superintendent's Conference Days.
- Begin thinking about Summer/next year.

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Tenet 2. Using historical data, scholars have been identified as "at-risk" for being chronically absent. The team (administration and attendance liaison) will be conducting home visits for these scholars, identifying previous roadblocks to attendance and offering support as needed.		

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 #2 Reflection on Activities Completed for this Indicator during October 16, 2021 – January 14, 2022			
Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● 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.

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| #33 – 3-8 ELA All Student MGP | Green | In addition or expansion to what was described above in Part I | Teacher Leaders and Administrators will look at data - to identify instructional gaps to address common grading expectations and to ensure curriculum are vertically aligned.. |

Left column (middle):

In addition or expansion to what was described above in Part I

The ELA Team engaged in looking at student work (LASW) for quarter 2 to monitor the SMARTGoal & Actions set at the beginning of the year. By June of 2022, 65% of Lower School scholars will be able to determine at least one central idea of a text and analyze its development by explaining how the author uses narrative elements (RL) or people, events, and ideas to develop the central idea. Scholars' mastery will be measured using the East 6-8 expository rubric.

ELA Team has prioritized and responded to noticings within the process of their lesson design during CPT.

ELA Team engaged in anchoring sessions using sample response to analyze the thinking and communication demands to determine a common understanding of meeting standards.

The ELA Team has used (LASW) protocols to revise upcoming curriculum to support evidence of learning and targeted intervention.

- Primary Strategy: Teachers will use close-reading consistencies to support scholars annotating texts for narrative elements/writing strategies that develop a central idea with increasing independence. Scholars will use their annotations as a guide to extrapolate a central idea, and compare different claims

Right column:

Teacher Leaders and Administrators will look at data - to identify instructional gaps to address common grading expectations and to ensure curriculum are vertically aligned..

Report Card/marking period grades

Course Description	# of A	# of B	# of C	# of D	# of F	# of ABF	# of P	# of NE	Total	% A	% B	% C	% D	% F	% of ABF	% Passes	% A & B
ELA - 6 (A)	0	1	2	0	0	0	0	0	3	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	100.0%	33.3%
ELA - 6 (Att.)	10	12	8	4	9	0	0	1	44	22.7%	27.3%	18.2%	9.1%	20.5%	0.0%	77.3%	50.0%
English 7 (Y)	0	1	2	1	3	3	0	0	10	0.0%	10.0%	20.0%	10.0%	30.0%	30.0%	40.0%	10.0%
English 7 (Yr)	31	26	18	12	29	7	0	0	123	25.2%	21.1%	14.6%	9.8%	23.6%	5.7%	70.7%	46.3%
English 8 (Y)	3	5	5	1	5	4	0	0	23	13.0%	21.7%	21.7%	4.3%	21.7%	17.4%	60.9%	34.8%
English 8 (Yr)	30	26	28	9	33	7	0	0	133	22.6%	19.5%	21.1%	6.8%	24.8%	5.3%	69.9%	42.1%

Summary of the Above Chart
ELA 6th- 38/47 passing = 80%
ELA 7th - 91/133 passing = 68%
ELA 8th -107/156 passing = 69%

Teacher Leaders and Administrators will look at CFA data to monitor student progress and identify targeted supports for individual scholars.
Building created Common Formative Assessments, Data collection on ELA standard (L6,7 and 8.2): measuring growth using East CFA Expository Writing Rubric - Baseline assessment administered:

Grade	Level 1	Level 2	Level 3	Level 4
6th	14/47= 29.5%	13/47=27.5%	20/47=43%	0/47=0%
7th	64/133=48%	36/133=27%	27/133=20%	6/133=5%
8th	46/156=29%	64/156=41%	39/156=25%	7/156= 4%

Reading Inventory Baseline Data:
December 2021 Administration for East Lower School (Total Scholars = 325)

about central ideas for quality of insightfulness. Scholars will independently craft claims about central ideas of a text and use evidence of narrative elements/writing strategies to support their thinking about *how* the author develops a central idea.

The ELA team continues to identify priority improvement standards as a team through a deep dive into our NYS ELA tests: the areas identified for improvement include: standard L6,7 and 8.2.

The ELA teachers continue to engage in building and analyzing common formative assessment results for strengths and areas for improvement. Assessments are short constructed responses aligned to the priority standard. Teachers are creating CFA's to be administered 4X a year.

Collaborative Planning Time and curriculum writing time will continue to be used and leveraged for this data analysis, professional learning, and follow up planning throughout the year.

The Literacy Team continues to monitor the SMARTGoals & Actions set at the beginning of the school year.
- Read 180: 40% of students show more than 1 year's growth on their lexile score by the end of the course

- Advancing: 11% (36/331) - (Q1-11%)
- Proficient: 16% (52/331) - (Q1-14%)
- Basic: 33% (108/331) - (Q1 - 34%)
- Below Basic: 41% (135/331) (Q1 - 41%)

Reading Inventory Administered as a universal screener and the baseline data above has been used to inform Literacy Program Placements - all Lower School scholars have been placed in the literacy intervention course most appropriate to their needs based on this data.

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		- System 44: 40% of students show more than 2 year's growth on their lexile score by the end of the course. - Workshop: 80% of students show grade level proficiency on CEPT rubrics by the end of the course. - Primary Strategy: Not yet identified, but will be focused on supporting implementation of our Literacy Program with fidelity and need to ensure support for newer teachers with program implementation. The Literacy Team continues to evaluate and improve on curriculum units through the lens of the 21-22 instructional priorities. Literacy Team Continued to work with (HMH)Houghton and Mifflin Hart Court coach to improve program fidelity and scholar progress.	
#100 – 3-8 ELA All Students Core Subject Performance Index	<mark>Green</mark>	See strategies and action steps described with indicator #33 above.	See data and progress analysis with indicator #33 above.
#110 – 3-8 Math All Students Core Subject Performance Index	<mark>Yellow</mark>	In addition or expansion to what was described above in Part I: Math team engaged in looking at student work (LASW) for quarter 2 to monitor the SMARTGoal & Actions set at the beginning of the year. Scholars will demonstrate the ability to provide specific mathematical evidence and explain their thinking, in writing, on tasks that assess grade level standards	

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with appropriate sophistication for the grade and content level. In order to achieve this goal, teachers will provide opportunities for scholars within daily instruction to practice explaining their thinking on rich mathematical tasks and build in feedback opportunities. Progress of individual scholars will be measured against a common rubric when scholars complete the performance task at the end of each unit of study. The goal is for 75% of the students to score a 3 or 4 on each component of the rubric by the end of the school year. The Math team has prioritized and responded to noticings within the process of their lesson design during CPT. Math team engaged in collaborative assessment grading to calibrate the expectation regarding common grading. Math TL and Administrator and U of R consultant engaged in a Learning Walk to visit classrooms to address notice and wondering of instructional practices. ● Primary Strategy: Our primary strategy for developing our scholars' ability to provide specific mathematical evidence and explain their thinking, in writing, is to use data cycles in CPT to identify areas for growth and collaborate on strategies to develop scholars' ability in those areas (claim, evidence, analysis, vocabulary) based on performance	Teacher Leaders and Administrators will look at data - to identify instructional gaps to address common grading expectations and to ensure curriculum are vertically aligned.. Report Card/marking period grades

Chart:

Department Name	Mathematics		Marking Period	Quarter 1															
Course Description	# of A	# of B	# of C	# of D	# of F	# of ABF	# of P	# of NE	Total	% A	% B	% C	% D	% F	% of ABF	% Passes	% A & B
Algebra I 8 (Y)	0	0	0	0	1	0	0	0	1	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Algebra I 8 (Yr)	7	12	8	3	4	2	0	0	36	19.4%	33.3%	22.2%	8.3%	11.1%	5.6%	83.3%	52.8%
Mathematics 7 (Yr)	6	21	31	17	43	5	0	0	123	4.9%	17.1%	25.2%	13.8%	35.0%	4.1%	61.0%	22.0%
Mathematics - 6 (A)	0	0	1	1	1	0	0	0	3	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%	66.7%	0.0%
Mathematics - 6 (Att.)	4	10	17	4	8	0	0	1	44	9.1%	22.7%	38.6%	9.1%	18.2%	0.0%	79.5%	31.8%
Mathematics 7 (Y)	0	0	1	2	7	0	0	0	10	0.0%	0.0%	10.0%	20.0%	70.0%	0.0%	30.0%	0.0%
Mathematics 8 (Y)	0	1	2	4	12	2	0	0	21	0.0%	4.8%	9.5%	19.0%	57.1%	9.5%	33.3%	4.8%
Mathematics 8 (Yr)	3	8	11	18	50	8	0	0	98	3.1%	8.2%	11.2%	18.4%	51.0%	8.2%	40.8%	11.2%
Grand Total	20	52	71	49	126	17	0	1	336	6.0%	15.5%	21.1%	14.6%	37.5%	5.1%	57.1%	21.4%

Summary of the Above Chart
Math 6 - 46/47passing = 98%
Math 7 - 78/133 passing = 55%
Math 8 - 47/119 passing = 39%
Algebra 8 - 30/37 passing = 81%

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		task data. Math teachers have engaged in building and analyzing common formative assessment for strengths and areas for improvement. Assessments are constructed to measure the percentage of scholars showing proficiency at each of the power standards. CFA's to be administered 4X a year. Additionally, our Lower School Math team is piloting a newly released version of the CMP4 curriculum. Collaborative Planning Time and curriculum writing time will continue to be used and leveraged for this data analysis, professional learning, and follow up planning throughout the year.	Teacher Leaders and Administrators will look at CFA data to monitor student progress and identify targeted supports for individual scholars Building created Common Formative Assessments using Rubric to assess Math unit Performing Tasks (4x) a year. <table><tr><td>Grade</td><td>Level 1</td><td>Level 2</td><td>Level 3</td><td>Level 4</td></tr><tr><td>6th</td><td>19/47= 40%</td><td>16/47=34%</td><td>10/47=21%</td><td>2/47=4%</td></tr><tr><td>7th</td><td>77/128=60%</td><td>33/128=26%</td><td>9/128=7%</td><td>9 /128=7%</td></tr><tr><td>8th</td><td>56/154=36%</td><td>60/154=39%</td><td>26/154=17%</td><td>12/154= 8%</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> Data collection on student proficiency in understanding Standards, Math (Claims, Evidence, Analysis and vocabulary) ○ Anticipated data February 2022 .
#150 – Grade 4 and 8 Science All Students Core Subject Performance Index	Green	In addition or expansion to what was described above in Part I: Science team engaged in looking at student work (LASW) for quarter 2 to monitor the SMARTGoal & Actions set at the beginning of the year. Science team has prioritized and responded to noticings within the process of their lesson design. Science TL ,Administrator and U of R consultant engaged in a Learning Walk to visit classrooms to address notice and wondering of instructional practices. Science team continues to monitor the data to ensure	Teacher Leaders and Administrators will look at data - to identify instructional gaps to address common grading expectations and to ensure curriculum are vertically aligned. Report Card/marking period grades/progress reports *(Science department grade distribution table)* 	Department Name	Science		Marking Period	Quarter 1														
Course Description	# of A	# of B	# of C	# of D	# of F	# of ABF	# of P	# of NE	Total	% A	% B	% C	% D	% F	% of ABF	% Passes	% A & B
Science 7 (Yr)	41	28	17	12	26	1	0	0	125	32.8%	22.4%	13.6%	9.6%	20.8%	0.8%	78.4%	55.2%
Science - 6 (A)	0	0	3	0	0	0	0	0	3	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Science - 6 (Att.)	12	18	5	3	5	0	0	1	44	27.3%	40.9%	11.4%	6.8%	11.4%	0.0%	86.4%	68.2%
Science 7 (Y)	1	2	1	0	4	0	0	0	8	12.5%	25.0%	12.5%	0.0%	50.0%	0.0%	50.0%	37.5%
Science 8 (Y)	5	4	0	1	2	3	0	0	15	33.3%	26.7%	0.0%	6.7%	13.3%	20.0%	66.7%	60.0%
Science 8 (Yr)	26	25	14	3	8	8	0	0	84	31.0%	29.8%	16.7%	3.6%	9.5%	9.5%	81.0%	60.7%
Grand Total	85	77	40	19	45	12	0	1	279	30.5%	27.6%	14.3%	6.8%	16.1%	4.3%	79.2%	58.1% | | Department Name	Art							
Marking Period Name	% A	% B	% C	% D	% F	% of ABF	% Passes	% A & B
Quarter 1	23.3%	23.3%	14.0%	3.3%	31.6%	4.7%	63.7%	46.5%	

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Students can demonstrate the ability to make sense of data in order to construct explanatory models of phenomena in the natural world. The goal is for 75% of students to demonstrate proficiency in sense making of data given a task at the grade appropriate level of challenge.

- Primary Strategies:
    - Increase teachers' ability to articulate their thinking as they make sense of data and use it to increase their understanding of something in the natural world.
    - Make sure teachers know there is more than one way to approach making sense of data - ex . look at data that can have more than one explanation/more open ended.
    - Develop resource bank of strategies for different types of analysis and with different outcomes
    - Have teachers identify where in their unit they use each of the "types" of sensemaking identified in the goal above
    - Data cycles in CPT with focus on where scholars are analyzing and interpreting data

Additionally, our Lower School Science team is in its second year (first non-remote year) of teaching the new OpenSciEd curriculum.

Summary of the Above Chart
Science 6 - 46/47passing = 98%
Science 7 -102/133 passing = 77%
Science 8 - 78/99 passing = 86%
Living Environment - 51/57 passing = 89%

Teacher Leaders and Administrators will look at CFA data to monitor student progress and identify targeted supports for individual scholars
Building created Common Formative Assessments using Rubric and OpenSciEd CEPT's at the end of each Unit to assess NGSS.

Grade	Level 1	Level 2	Level 3	Level 4
6th	10/47= 20%	14/47=30%	14/47=30%	10/47=20%
7th	40/133=15%	60/133=35%	60/133=35%	40/133=15%
8th	50/100=50%	25/100=25%	20/100=20%	5/100= 5%
Living Environment	2/56=4%	40/56=71%	11/56=20%	3/56=5%

Data collection on student proficiency in understanding Standards, Math (Claims, Evidence, Analysis and vocabulary)
- Anticipated February 2022

LASW for Science is specifically looking through the lenses of the 3 dimensions of Science (NGSS).

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		Science teachers engaged in building and analyzing common formative assessments for strengths and areas for improvement. Collaborative Planning Time and curriculum writing time will continue to be used and leveraged for this data analysis, professional learning, and follow up planning throughout the year.	
#160 – 3-8 Chronic Absenteeism	Yellow	In addition or expansion to what was described above in Part I: Created Attendance team made up of Administrators, Counselors, Social Workers, and Attendance Assistant. Team will continue to meet on how to address the concerns of scholars who are Chronically Absent Home Visits continue to occur routinely by attendance Liaison to determine barriers and create a plan to eradicate them. 3,5,10 and 20 day attendance letters are sent. Personal calls have been made by staff to try and re-engage scholars or determine support needed.	The attendance team will monitor school and scholar daily attendance to identify and address school or scholar needs. Average Daily Attendance as of 01.11..22 ● East Lower School Total = 84.3% v (Q1-87.6) 　○ Grade 6 = 85.1% v (Q1-89.7%) 　○ Grade 7 = 84.7% v (Q1-89.4%) 　○ Grade 8 = 83.3% v (Q1- 87.3%) Scholar Attendance by Absence Rate for Currently Enrolled Kids: ● Satisfactory Attendance (0-4.99% Absence) = 55/347 =15% (Q1- 41.0%) ● At Risk Absence (5-9.99% Absence) = 92/347 =26% (Q1- 21.2%) ● Chronic Absence (10%-19.99%) = 104/347 = 30%　(Q1- 20.3%) ● Severe Chronic Absence (20% or Greater) = 96/347 = 28%(Q1-18%) ● Absent 100% = 1/347 = 0.002% Additional data and next steps: ● Period by period attendance and weekly data collection on students' attendance is used by the attendance team to identify at-risk students. ● Identified students will be paired up with check and connect attendance team members.

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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 action steps that will support progress toward the Demonstrable Improvement Indicators.			
Quarterly Report #2 Reflection on Activities Completed for this Indicator during October 16, 2021 – January 14, 2022			
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● 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.
#102 – 3-8 ELA Black Core Subject Performance Index	Green	See Part I and strategies and action steps described with indicator #33 above.	See data and progress analysis with indicator #33 above.
#105 – 3-8 ELA ED Core Subject Performance Index	Green	See strategies and action steps described with indicator #33 above.	See data and progress analysis with indicator #33 above.
#112 - 3-8 Math Black Core Subject Performance Index	Yellow	See strategies and action steps described with indicator #110 above.	See data and progress analysis with indicator #110 above.
#115 – 3-8 Math ED Core Subject Performance Index	Yellow	See strategies and action steps described with indicator #110 above.	See data and progress analysis with indicator #110 above.

Part IV – *Community Engagement Team (CET)*

Community Engagement Team (CET)

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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 (i.e., school principal, parents and guardians, teachers and other school staff and students) 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

● 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 Quarter #1 Report. Include the role/title of any new members.	Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.
● East Home-School Assistant ● Upper School Parent FACE Assistant co-chair ● Connected Communities ● Upper school grandparent, US FACE parent co-chair ● Upper School Principal ● Director of MCC's Liberty Partnerships Program ● IBERO Family Services Assistance (FSA) ● Upper School Parents ● Center for Youth ● City of Rochester ● Lower School Parents	The CET team, East's Family and Community Engagement (FACE) team, supports the strategies as outlined above and is committed to continuing its mission of aligning school, home, and community resources in ways that support these school goals in service of scholar success. An example of this includes a planned monthly workshop series of professional learning for families with topics chosen by families and which support the school goals. Also, FACE continues to be a vehicle for prioritizing and connecting families with integrated support for scholars that support improvement on the above indicators. This continues to include academic enrichment - through the use of volunteers and/or tutors, college and career readiness - working with area colleges advising students of application/enrollment requirements as well planning to host a job fair for students, physical and mental health support offerings, or other social services - such as access to our food and resource pantry or information sharing about Covid-19 testing sites and vaccine distribution.

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Part V - *Receivership Powers*

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

We do not anticipate needing to invoke the use of our Receivership powers with the exception of the following:

1) Review, alter or replace curriculum and program offerings of the school; the curriculum is continually being reviewed and revised.

2) Negotiate a Receivership agreement that modifies the existing collective bargaining agreement(s).

3) Replace teachers and administrators-. We have found that the vast majority of staff hired, truly embrace the "all-in" philosophy and culture we are building at EAST. We do not anticipate the need to replace teachers/administrators during the upcoming year.

4) Increase salaries to attract and retain high-quality teachers and leaders; on average teachers receive an approximate 9% increase to work at East- which has assisted us in providing a consistent cadre of adults to support our scholars on a daily basis. Additionally, the EPO has negotiated and implemented an incentive for Bilingual teachers which we do intend to continue in the upcoming year.

5) Expand the school day; The goal of expanding the school day was to allow for more time for our scholars to receive quality academic programming and to increase student achievement. The extended learning time has been embedded into the school day. Upper School students attend school from 7:30-3:00pm.

6) Use the CRRSAA and ARRP funds to create responsive and innovative approaches to teaching and learning.

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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 Commissioner's 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: _____

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