

2021-2022 Receivership School Quarterly Report #2
Report Period: *October 16-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 EPO Upper School	261600010061	Rochester City School District	University of Rochester	https://www.rcsdk12.org/Page/55853			
Superintendent	School Principal <i>(If new, please attach resume)</i>	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate <i>(If applicable, please provide the most recent graduation rate data available.):</i>	Total Enrollment	% ELL	% SWD
Shaun C. Nelms, Ed.D	Marlene Blocker Appointment Date: 7/1/2015	Jennifer Rees - Chief Academic Officer Dr. Christopher Spence - Asst. Supt. Supt. Dr. Shaun Nelms	9-12	85.3%	703	98/703 = 13.94%	107/703 = 15.22%

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*.

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.

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 #2 with Reflection on Lead Strategies Utilized during
 Report Period: October 16-January 14 , 2022 (Due January 28, 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.
<p>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.</p>		<p>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:</p> <ul style="list-style-type: none"> ● 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, <i>Leading SEL Implementation: Preparing for the Journey Ahead</i>; 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. ● 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 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,

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:

- **All staff engaged in their first unit-level Looking at Student Work (LASW) protocol** at some point

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 revised 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 content-specific targeted interventions.

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 instructional improvement work in CPTs for their departments.
 - Teacher leaders were further supported in CPT in 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.

Staff will engage in collaborative inquiry around engaging scholars at their optimal level of challenge by adjusting various "levers" as part of lesson design:

- 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

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:

- **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

- 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 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.

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 experientially 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 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.

		<ul style="list-style-type: none"> ● 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.
<p>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 through newly created team of Counselor, Administrator, Social Worker (CAST)</p>		<p>This support has enabled us to more keenly know which scholars need what assistance. It has also enabled us to keep kids enrolled that previously may have dropped out because they felt the personal support that was needed to overcome barriers. We currently have only 9 seniors that have dropped out over these four years, so we believe we are seeing the potential for a long term impact.</p>

Part II – Demonstrable Improvement Indicators-Level 1

<p>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.</p>															
<p>Quarterly Report #2 Reflection on Activities Completed for this Indicator during Report Period: <i>October 16-January 14 , 2022 (Due January 28, 2022)</i></p>															
Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide 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>#67 – 2020-2021:2020 Total Cohort (10th Graders) Passing Math Regents</p>		<p>In addition or expansion to what was described above in Part I:</p> <p>Math SMARTGoal: Scholars will demonstrate the ability to provide specific mathematical evidence and explain their thinking, in writing, on tasks that assess grade level standards 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.</p> <ul style="list-style-type: none"> • Looking at Student Work Protocols - The Math team has engaged in looking at student work (LASW) since the start of the school year and prioritized and responded to noticings within the process of their lesson design. 	<p>On NYS Regents Data for the 2020 Total Cohort (n=192)</p> <ul style="list-style-type: none"> • 85 have an Exemption granted for a Math Regents (44.3%) • 4 have scored a Level 4 or 5 (2.1%) • 39 have scored a Level 3 (20.3%) • 7 have scored a Level 1 or 2 (3.6%) • 57 have not tested at all (29.7%) <p>Grade Distribution for Algebra Q1:</p> <table border="1"> <thead> <tr> <th>Algebra</th> <th>A's</th> <th>B's</th> <th>C's</th> <th>D's</th> <th>F's</th> </tr> </thead> <tbody> <tr> <td>Q1</td> <td>25</td> <td>40</td> <td>36</td> <td>31</td> <td>36</td> </tr> </tbody> </table> <p>January Regents were cancelled so we are no longer doing any specific test prep for Semester 1 classes and working solely on making sure scholars pass the course.</p> <p>We recognized this is not happening every single CPT, and we are focused on starting out each CPT by having a piece of student work shared on the screen.</p>	Algebra	A's	B's	C's	D's	F's	Q1	25	40	36	31	36
Algebra	A's	B's	C's	D's	F's										
Q1	25	40	36	31	36										

- Each team has or is identifying a specific question on their Performance Tasks/CEPT's/Unit Tests that we can use for data analysis.
- For those that have administered and collected data, we reviewed the data and also cross scored in order to see if we were calibrated.
- We continue to bundle units blended remote and in person best practices for digital enrichment.
- We continue to add Culturally Responsive, Relevant and Sustaining practices in order to make our curriculum more connected to our student population.
- We have a schoolwide focus on The Writing Revolution book and we are Advancing Thinking Through Writing in all content areas to improve proficiency.
- We conducted walkthroughs in a team of three or four with the Teacher leader(s), U of R consultant and Principal. We were looking at various aspects of lessons and focusing on claim evidence opportunities within lessons to support school-wide math goals and to provide feedback on opportunities that could be capitalized on moving forward.
- Grades were reviewed and reasons for struggling scholars were identified.

We thought this would be a straightforward task and were quite surprised by the dialogue it generated and the issues that surfaced with scoring.

Our discussions yielded that it is critical that the wording of the question allows for it to be answered through both evidence shown and application of rubric. Many discussions took place about rubric application and if it needs to be tweaked for each actual "item" it is being applied to in order to account for anomalies. Data has been collected on performance tasks from Math 3 and Algebra for analysis for claim evidence progress. Data yielded that scores of 2 and 3 were earned, but it became clear that the task directions determined the outputs. We are grappling with how usage of vocabulary can be increased without supplying sentence frames or specific word banks.

We continue to enhance our lessons during CPT to blend what took place with digital learning and combine it with in-person best practices. As we have pivoted into remote for some days we have pulled from previous digital files to quickly make adjustments.

We have implemented various strategies into our lessons such as Because, But, So; Unscrambles; Sentence creation from math fragments; Question/Statement/Command; % W's questioning;

Teacher Leaders, U of R consultant and principal have done 12+ walkthroughs | Data revealed from 7/8 walkthroughs that Claim Evidence language was not observed nor were explanations taking place as often as needed verbally to enhance this school. We shared in writing strengths we noticed and opportunity areas to improve practices.

Failures were due to low test grades, absences, incomplete understandings of content, and lack of engagement. To combat this, re-takes were given, corrections were allowed, extra time was allotted for reteaching, extra help was provided during lunch and planning times, parent outreach for attendance, creation of videos on Screencastify and EdPuzzles were created for use during independent home time, targeted interventions during Support

periods and creating smaller manageable chunks of work for those overwhelmed.

**#69 –
2020-2021: 2019 Total Cohort
(11th Graders) Passing ELA
Regents**

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

ELA SMARTGoal: By the end of the school year 2021-2022 (85%?) of students will demonstrate growth in their baseline LASW protocol. 11th and 12th Grade: Students can provide an explanation of how their evidence: Demonstrates an intentional ability to analyze a text.

The ELA department has continued to synthesize Units from pre-March 2020 digitally enriched to foster the most engaging and effective curriculum while making the content comprehensible for all learners. The focus has been on rebundling and highlighting the level of challenge for all. Additionally, teachers have continued their work with language targets by receiving professional development to pinpoint thinking demands in each lesson. This is also aligned with Advancing Thinking Through Writing protocols to support students with writing strategies such as complex sentence development in order to make thinking visible. Curriculum embedded performance tasks will continue to focus on high leverage, standards-based skills. For example, in preparation for an argument unit, we broke down the standards based instructional levels as follows:

1.0 Shows some progress towards 2.0 and 3.0 with assistance.

2.0 (supporting content)

- Define elements of rhetorical triangle.
- Identify ethos pathos logos.
- Define two ways to refute counterclaim.
- Rank evidence for a given claim.

2.5 Mastery of 2.0 content; shows some progress towards 3.0 with assistance.

3.0 (target content)

- Support claims with high quality, relevant evidence.
- Uses evidence to develop arguments (can be from ethos, pathos, and/or logos element).
- Develops arguments with both claims and counterclaims.

We have no data for NYS Regents exams for any member of this cohort yet, as no scholars have taken the assessment or been exempt.

Reading Inventory is at the conclusion of being administered as a universal screener and the baseline data will be used to inform instruction and interventions for scholars. Results of RI:

Advanced	Proficient	Basic	Below Basic
7%	24%	21%	48%

The Department is working with the Upper School Literacy teacher leader on needs for literacy strategies in the English Language Arts classroom.

Looking at Student Work Protocols - The ELA team has engaged in looking at student work (LASW) since the start of the school year and prioritized and responded to noticings within the process of their lesson design. The department has conducted two cycles and started the third. The cycle consists of looking forward to an established learning goal, implementation, and then looking at student work to reflect on the impact of instruction on student learning. *Here is an example from ELA III:*

Students will be able to transfer analysis skills to short fiction (central idea, writing strategy, impact of author's choice). Measured through Literary Analysis Response #2 (or Graphic Organizers if not finished.)	Looked at: #11 Persepolis graphic organizer. Quantitative Data: (Met/Exceeds: 2; Approaching: 7; Not Yet: 3; Absent: 10) Got it: Students were solid in the summary and observation part of the lesson; they were understanding what they read. Most got a decent central idea. They were able to engage with the author's choices with writing strategy. Next Steps: 20% had some trouble differentiating main idea and central idea - they came up with things that would ONLY be true in the text, not the outside
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- Successfully refute counterclaim either through attacking importance or accuracy.
- 4.0 (extended content)
- Write a nuanced claim that identifies limitations.
 - Demonstrate proficiency with using evidence for each of ethos, pathos, and logos.
 - Be able to explain why they chose the method of development.

Additionally, the department is making necessary adjustments and improvements in the areas of CRRSP, ensuring the right level of challenge, and social-emotional learning as curriculum continues to evolve to meet the needs of all students by appointing a teacher to facilitate the department in advancing our curriculum. This teacher will apply the East's Vision for CRRSP to ensure that the critical thinking and alignment with our school goals is visible in the Units. She will make annotations for areas that have a working application of CRRSP and areas for opportunities. This work is continuing into Unit 2 for ELA III and currently a protocol is being developed in order to enable all departments to take a critical view of units in order to find opportunities for CRRSP growth.

world. Expanding on the explanation of the author's choices is a big next step for all those approaching. Splitting lessons across 2 days leads to a LOT of learning loss 1st period. Have to intentionally plan for this.

Report Card/marking period grades/progress reports for ELA:

	A	B	C	D	F
Q1	19	36	44	27	65

Building-created Common Formative Assessments

The baseline assessment administered offered teachers an opportunity to see where students' writing fared without a qualitative element. Teachers reviewed the continuum of analytical thinking and identified qualitatively what students were able to achieve and identify next steps, per grade band. Growth will be defined at grade level bands, after baseline LASW protocol.

Unit Performance Assessments

Exceeds Expectation	Met Expectations	Below Expectations	Below Expectations due to attendance
101	206	177	178

**#70 –
2020-2021: 2018 Total Cohort
4-Year Grad Rate – All
Students**

147 are still enrolled and have schedules set for graduation in June or August. Several have combo classes which means they are trying to recover previously failed credits through our semester options. Graduation tracking and credit accrual has been reviewed with them. Support classes are on their schedule as needed. Regents still needed have been determined and classes have been scheduled in order to increase likelihood of passing any needed exams. Monthly Town Halls have taken place. Graduation meetings with counselors have taken place. First MP letters were sent for classes not passing required for graduation. Individual meetings have taken place to determine root causes.

176 Total Cohort

- 19 graduated early
- 13 have dropped out
- 112 enrolled have all Regents Exams

Report Card Data:

Failing # of Classes	0	1	2	3	4	5
# of Scholars	102	12	8	6	3	11

The 5 that have dropped out have been enrolled with Threshold in

		<p>Outside placements for some scholars to pursue their TASC was also done for 5 additional kids that this was not a successful environment for anymore.</p>	<p>a TASC program. Scholars that are failing classes have met with counselors and teachers to devise a plan to pass. Schedule changes have taken place in order for scholars to focus solely on graduation requirements.</p>
<p>#88 – 2020-2021: 2017 Total Cohort 5-Year Grad Rate – All Students</p>		<p>Conducted meetings to clarify graduation requirements. Changed schedules to meet individual needs. Changed classes to OnLine Credit Recovery versus in -person for one individual.</p>	<p>176 Total Cohort</p> <ul style="list-style-type: none"> ● 149 Graduated (85%) ● 5 Still enrolled (3%) ● 22 Dropped Out (12.5%) <ul style="list-style-type: none"> ● 4 attend East and 2 attend All City of those still enrolled. <p>Of the 6 remaining scholars one is passing all classes that are new to us at East, the others are showing lack of engagement and seldom attending routinely.</p>

**#120 -
HS ELA All Students
Performance Index**

ELA SMARTGoal: By the end of the school year 2021-2022 (85%?) of students will demonstrate growth in their baseline LASW protocol. 11th and 12th Grade: Students can provide an explanation of how their evidence: Demonstrates an intentional ability to analyze a text.

The ELA department has continued to synthesize Units from pre-March 2020 digitally enriched to foster the most engaging and effective curriculum while making the content comprehensible for all learners. The focus has been on rebundling and highlighting the level of challenge for all. Additionally, teachers have continued their work with language targets by receiving professional development to pinpoint thinking demands in each lesson. This is also aligned with Advancing Thinking Through Writing protocols to support students with writing strategies such as complex sentence development in order to make thinking visible. Curriculum embedded performance tasks will continue to focus on high leverage, standards-based skills.

For example, in preparation for an argument unit, we broke down the standards based instructional levels as follows:

- 1.0 Shows some progress towards 2.0 and 3.0 with assistance.
- 2.0 (supporting content)
Define elements of rhetorical triangle.
Identify ethos pathos logos.
Define two ways to refute counterclaim.
Rank evidence for a given claim.
- 2.5 Mastery of 2.0 content; shows some progress towards 3.0 with assistance.
- 3.0 (target content)
Support claims with high quality, relevant evidence.
Uses evidence to develop arguments (can be from ethos, pathos, and/or logos element).
Develops arguments with both claims and counterclaims.
Successfully refute counterclaim either through attacking importance or accuracy.
- 4.0 (extended content)
Write a nuanced claim that identifies limitations.
Demonstrate proficiency with using evidence for each of ethos, pathos, and logos.

We await confirmation of our Accountability Cohort in order to be able to conduct an analysis of this group, specifically, but 3-year outcome Regents results for the 2018 Total Cohort (n=171) are as follows:

- PHE Exempt: 114/171 = 66.7%
- Level 4 or 5: 2/171 = 1.2%
- Level 3: 2/171 = 1.2%
- Level 1 or 2: 5/171 = 2.9%
- Not Tested: 43/171 = 25.1%

Reading Inventory is at the conclusion of being administered as a universal screener and the baseline data will be used to inform instruction and interventions for scholars. Results of RI:

Advanced	Proficient	Basic	Below Basic
6%	28%	28%	38%

The Department is working with the Upper School Literacy teacher leader on needs for literacy strategies in the English Language Arts classroom.

Looking at Student Work Protocols - The ELA team has engaged in looking at student work (LASW) since the start of the school year and prioritized and responded to noticings within the process of their lesson design. *Here is an example from one ELA course:*

Students will demonstrate their understanding of the key features and characteristics of the Latin American Lit genre, including their understanding of key vocabulary. Graphic organizer in preparation for the commercial.	70% met expectations Area of strength: All could think of an example and a story. Their willingness to share and edit. They were very willing to go in and revise. They took it very seriously and were invested. They were concerned with the end product. It scared them. The outside audience made it real.
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Be able to explain why they chose the method of development.

Additionally, the department is making necessary adjustments and improvements in the areas of CRRSP, ensuring the right level of challenge, and social-emotional learning as curriculum continues to evolve to meet the needs of all students by appointing a teacher to facilitate the department in advancing our curriculum. This teacher will apply the East's Vision for CRRSP to ensure that the critical thinking and alignment with our school goals is visible in the Units. She will make annotations for areas that have a working application of CRRSP and areas for opportunities. This work is continuing into Unit 2 for ELA III and currently a protocol is being developed in order to enable all departments to take a critical view of units and find opportunities for CRRSP growth to be taken and developed.

If you don't do it now, you're doing it on your own. Workshop.

Areas for growth: We never went into ethos pathos logos, we included them in the learning targets, but it's not something we really focused on. I would adjust the learning goal for the future, to include things about overcoming challenges, to show change, or a belief; the things that show up in the prompt more than the writing techniques themselves. Anecdote might be the one we keep and hold onto the most. Reflection is another one. Intentionality?

Report Card/marking period grades/progress reports:

A	B	C	D	F
115	178	167	90	103

Building-created Common Formative Assessments

- The baseline assessment administered offered teachers an opportunity to see where students' writing fared without a qualitative element.
- Teachers reviewed the continuum of analytical thinking and identified qualitatively what students were able to achieve and identify next steps, per grade band.
- Growth will be defined at grade level bands, after baseline LASW protocol.

Unit Performance Assessments - Few courses have completed their Unit 1 CEPT or PT for tabulated data yet.

Meets Standards	Approaching Standards	Not Yet Met

Updated September 14, 2021

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

Part III – Demonstrable Improvement Indicators-Level 2

<p>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.</p>			
<p>Quarterly Report #2 Reflection on Activities Completed for this Indicator during Report Period: October 16-January 14 , 2022 (Due January 28, 2022)</p>			
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. <ul style="list-style-type: none"> • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.
#130 – HS Math All Students Performance Index		See DI #67 for strategies and data.	We await confirmation of our Accountability Cohort in order to be able to conduct an analysis of this group, specifically, but 3-year outcome Regents results for the 2018 Total Cohort (n=171) are as follows: <ul style="list-style-type: none"> • PHE Exempt: 53/171 = 31.0% • Level 4 or 5: 10/171 = 5.8%

- Level 3: 95/171 = 55.6%
- Level 1 or 2: 4/171 = 2.3%
- Not Tested: 9/171 = 5.3%

On NYS Regents Data for the 2020 Cohort:

- 39 have scored a Level 3
- 4 have scored a Level 4 or 5
- 7 have scored a Level 1 or 2
- 85 have an Exemption granted for a Math Regents
- 57 have not tested at all

All Math Courses	A's	B's	C's	D's	F's	NE's
Q1	84	124	136	84	164	6

#140 – College, Career and Civic Readiness Index – All Students

- AP course grades have been monitored . Instructional strategies outlined under ELA and SS were utilized to support scholars in being successful in these classes.
- Seal of Biliteracy candidates were identified. The Bilingual team and World Language Teacher Leader have been working with them to slowly collect all required documentation and to prepare for presentation.
 - Seal of Biliteracy Google Classroom for Candidates
 - Google Spreadsheet that includes all Seal of Biliteracy Candidates as a tracking for Seal of Biliteracy Requirements-
 - Held informational meeting with Seal of Biliteracy Candidates on 12/3/21
 - Shared information on the Seal of Biliteracy that included: Portfolio Checklist, Application and Agreement, Resources, Test Information, Presentation/Project
 - Follow up with individual candidates via email and in person.
 - Checkpoint C Exams from LTI have been ordered and will begin as

Wt.	Acronym	Meaning
2	ADV	Advanced Diploma
2	CTE-EN	CTE-Endorsed Diploma
2	SEAL	Seal of Biliteracy
2	DUAL	Dual Credit Course
2	AP3	Advanced Placement Score of 3 or Higher
2	CTE-EX	CTE Exam
2	NYSAA4	NYSAA Level 4
1.5	APC	Advanced Placement Course
1.5	CDOS	CDOS Credential
1.5	NYSAA3	NYSAA Level 3
1.0	GRAD	Regents or Local Diploma
1.0	NYSAA2	NYSAA Level 2
.5	TASC	Test Assessing Secondary Completion former GED
.5	CDOS Exam	Passed CDOS exam before dropping out

Spreadsheet for seniors has been updated with possible points being tracked to increase their individual weighting. Any scholars that have taken an AP class have been coded. Scholar scores from last year's AP exams have been added as well as dual credit courses.

soon as the username/password is generated.

- ADV Diploma candidates have been identified and classes and testing have been scheduled for those individuals. Now that January Regents were cancelled and scholars intending to take were not being granted an Exemption we will need to determine a second semester interest.
- CTE Candidates have been identified and gaps from COVID non hands-on learning have been identified. A CTE Literacy teacher has been hired and will start January 28th to bridge the literacy gap for CTE classes.
- Dual credit courses are being offered in Health, Calculus, Introduction to Teaching, Elementary Spanish, Elementary Spanish Conversation, Elementary Spanish II, Elementary Spanish Conversation II, Intro to Optical technology, Culinary Arts 1, Fundamentals of Food Prep I, Microsoft Office, College Optics

SP4/MCC dual credit

- 10 students are registered for the SP4 course.
- This year's courses culminate in 5 college credits for the fall 2021 and 5 credits in the spring 2022.
- Out of the 10, 2 Students have been dropped from MCC Spanish 101 and Spanish 111 due to medical issues.
- However, these students continue to participate in SP4 for and can earn 1 credit for RCSD.

Final exams schedules:

SPA 111 – Spanish Conversation – will be 1/18/22 and 1/19/22

SPA101 – Spanish final exam will take place on 1/20/22

In February, 2022, 8 Students will register for spring semester courses Spanish 102 and Spanish 112.

10 students will continue to take Sp4 for 1 RCSD credit.

Points already earned:

- 15 have Dual Credit courses (2.0 Weight)
- 6 Have an AP Score of 3 or 4 (2.0 Weight)
- 52 have passed an AP Course (1.5 Weight)

Possible points based on current enrollment:

- 2 NYSAA scholars will be tested this year.
- 8 – 11th grade NYSSB Candidates
- 13-15 – 12th grade NYSSB Candidates
- 10 scholars in the MCC Dual Credit Spanish IV Class
- 11 enrolled in Dual credit Calculus
- 12 enrolled in Personal Health and Wellness Dual Credit
- 11 enrolled in Advanced Computer Apps Dual Credit
- 4 in College Optics Dual Credit
- 14 enrolled in Introduction to Teaching Dual Credit
- 5 enrolled in Fundamentals of Food Prep
- 47 enrolled in Culinary Arts 1 Dual Credit

		<ul style="list-style-type: none"> • TASC Exams have been set up for scholars that have chosen to withdraw. • Scholars are taking a Career and Financial Management Course to prepare them for CDOS option and a CDOS review course is being created. • One of the NYSSA scholars has earned 3's already the other was exempt from testing. • We are currently a pilot school for the NYS Seal of Civic Readiness. 	
<p>#170 – HS Chronic Absenteeism – All Students</p>		<p>Home Visits occur routinely by attendance Liaison to determine barriers and create a plan to eradicate them.</p> <p>3,5,10 and 20 day attendance letters are sent.</p> <p>Personal calls have been made by staff to try and re-engage scholars or determine support needed.</p> <p>Vaccines and Boosters have been encouraged and were offered on site for all scholars and families.</p> <p>Food is delivered routinely to families in need as an attempt to improve attendance.</p>	<p>Attendance has been greatly impacted this year either due to COVID isolation or quarantine. We continue to hold Counselor, Administrator and Social Worker meetings weekly to identify scholars that are struggling with attendance and provide support. Our Attendance Liaison continues to make daily home visits to support families.</p> <p>Attendance Data as of 1/11/22: 703 Scholars Enrolled</p> <ul style="list-style-type: none"> • 120/703 have 95% or higher attendance = 17% • 156/703 have 90% or higher attendance = 22% • 177/703 have 80% or higher attendance = 25% • 241/703 have less than 80% attendance = 34% • Average Daily Attendance for the school is 80.5%
<p>#230 – HS Science All Students Performance Index</p>		<p>Science SMARTgoal: Scholars will demonstrate their ability to make sense of data in order to construct explanatory models of phenomena in the natural world. Sense making of data includes but is not limited to:</p> <ul style="list-style-type: none"> • Using tables and charts to determine what numbers represent using units or other descriptors • Using mathematical skills to determine the direction and magnitude of change • Identifying and describing trends and patterns as well as data points that do not fit the trends (outliers) • Describing relationships between the independent and dependent variables or explaining the correlations between two or more factors • Comparing and contrasting data sets and metadata 	<p>We await confirmation of our Accountability Cohort in order to be able to conduct an analysis of this group, specifically, but 3-year outcome Regents results for the 2018 Total Cohort (n=171) are as follows:</p> <ul style="list-style-type: none"> • PHE Exempt: 84/171 = 49.1% • Level 4 or 5: 6/171 = 3.5% • Level 3: 63/171 = 36.8% • Level 1 or 2: 1/171 = 0.6% • Not Tested: 17/171 = 9.9% <p>Looking at Student Work Protocols -</p> <ul style="list-style-type: none"> • The Science department conducts lesson level LASW protocols that take place twice per unit. Since the start of the school year, as a whole the Science department has had 10 LASW cycles. The department's focus of LASW is student

- Making connections to scientific principles and background knowledge that relate to the data
- We continue to bundle units to blend best practices for digitally enriched and in-person instruction in Earth Science and Regents Chemistry. Living Environment is designing new units aligned to NYSSLS.
- We continue to add Culturally Responsive, Relevant and Sustaining practices in order to make our curriculum more connected to our scholar population. For example, in Earth Science teachers hooked scholar interest in leveling forces by organizing the unit around the cave rescue in Thailand and providing video to contextualize the size and scale of caves.
- We have a schoolwide focus on The Writing Revolution book and we are Advancing Thinking Through Writing in all content areas to improve proficiency. We have utilized the "because, but, so" strategy to support scholars in providing context for their lab results. In addition, we have used sentences vs. fragments and sentence expansion to help students expand their thinking.
- The first round of learning walks were conducted by a team consisting of the Administrator, Teacher Leader, and UR consultant. Notes from the debriefing yielded the following: data analysis, analytical work was happening in 75% of the classes; kids were thinking and being asked to think analytically and sense-making (though not computational thinking), deductive reasoning. Observing to spark curiosity; students authoring their own questions.
- Grades and lab minutes were reviewed by course and reasons for struggling scholars were identified.

sensemaking of data. Teachers are paying attention to how data analysis is supported by the thinking demands of comparative thinking and conceptualizing specific observations within their broader understanding. *Here is an example from Chemistry:*

Students will explain chemical bonding in terms of the behavior of electrons and demonstrate bonding concepts, using Lewis dot structures to represent valence electrons being transferred, shared, or in a stable octet.

The chemistry department noticed that several students who did correctly draw a Lewis dot structure for F₂ did not actually understand the process of how the covalent bond would be formed. As a result, they decided to add a lesson where students modeled the process covalent bonding, so that they would be prepared for future lessons that incorporated energy changes within the system.

Grade distribution in Science Q1

	A	B	C	D	F
Q1	104	148	145	89	130

Cohort 2018 Credits in science earned

3 credits	2 credits	1 credit	0 credits
83	27	30	4

Building-created Common Formative Assessments -

- The Science department uses CEPT/PTs in place of CFAs.

Unit Performance Assessments

Course	% Met or exceeded standards on Unit 1 CEPT
Chemistry	30%
Earth Science	21%
Living Environment	30%

Labs

Teachers are currently collecting data on Scholars progress towards the 1200 lab minute requirement required to take the Regents. Warning letters are being sent to parents and targeted intervention will be developed.

Curriculum

- In December 2021, the Science department collaborated with the ENL department on effective language targets to support students in discussing and interpreting their findings. Students used a turn-and-talk structure to practice scientific language around positive or negative indicator tests before reporting their results in writing.
- The science department is collaborating with our UR consultants to plan a half-day PL on the NYSSLS practice of analyzing and interpreting data and our transfer goal #2 “Students will make sense of data to develop explanatory and predictive models that illuminate natural phenomena, then revise them based on analysis of evidence and current scientific ideas.” Teachers will build upon their understanding of student thinking gained from LASW by reflecting on expert strategies for using data to deepen their explanations of the natural world.

**V #240 –
HS Social Studies All
Students Performance Index**

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

Social Studies SMARTGoal: By the end of the 2021-2022, (85%) of scholars, who attend class 90% of the time, will demonstrate growth in their ability to write, as measured on a rubric from 1-5. Evidence will include paragraphs, CRQs, and essays as measured by PTs, classwork, and CEPTs. Growth tracking will be recorded by subject in the Upper School Social Studies Master page materials folders.

- Primary Strategy:improve writing skills by implementing the ATTW strategies and sharing strategies that work, and those that do not.
- Using the LASW protocol to track progress towards SMART goal at the end of the unit.

Curriculum:

- Enduring Issues: Students will connect the past to the present and the concept of continuity over time.

Instruction:

- Incorporated New Visions Social Studies Practices with the Thinking demand matrix.
- Teachers are sharing strategies that complement the thinking demand. This includes, but is not limited to ATTW strategies, debate, T/charts, BBK, odd one out, and interactive word walls

Programming:

- The social studies and ELA departments are piloting a new Humanities course.
- As shared above, we are also a pilot school for the Seal of Civic Readiness to promote activism. This is being completed in PIG classes. This is being completed in PIG classes during first and second semesters.
- Data on the Humanities course will be available at year end comparing the scholars that passed both courses as compared to separate courses in the 2020-2021 school year.

We await confirmation of our Accountability Cohort in order to be able to conduct an analysis of this group, specifically, but 3-year outcome Regents results for the 2018 Total Cohort (n=171) are as follows:

Global History:

- PHE Exempt: 151/171 = 88.3%
- Level 4 or 5: 0/171 = 0%
- Level 3: 2/171 = 1.2%
- Level 1 or 2: 0/171 = 0%
- Not Tested: 16/171 = 9.4%

US History & Government:

- PHE Exempt: 106/171 = 62.0%
- Level 4 or 5: 2/171 = 1.2%
- Level 3: 11/171 = 6.4%
- Level 1 or 2: 2/171 = 1.2%
- Not Tested: 50/171 = 29.2%

All SS Courses	A's	B's	C's	D's	F's	NE's
Q1	110	142	141	70	157	77

Looking at Student Work Protocols - The Social Studies team continues to engage in looking at student work (LASW) since the start of the school year and prioritized and responded to noticings within the process of their lesson design.

Social Studies Unit 1: CEPT LASW Results for Unit 1

Course	Exceeds	Meets	Below	Absent

	Expectations	Expectations	Expectations	
Global I: 151 Scholars *	21/151	41/151	35/151	76
Global II: 218 Scholars (includes AP, Compress ed and Global II)	41/206	67/206	94/206	77
USHG: 165 scholars (includes AP US)	29/165	21/165	52/165	63
PIG: 88 Scholars (includes AP GOV)	23/88	31/88	21/88	13
Economics : 79 Scholars	13/79	36/79	22/79	8
*45 scholars did not have a full time teacher in Global II and did not complete the CEPT				

Part IV – Community Engagement Team (CET)

<p>Community Engagement Team (CET) <i>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.</i></p>	
<p>Report Out of 2021-22 CET Plan Implementation</p>	
<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>
<ul style="list-style-type: none"> ● 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 	<p>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.</p>

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.

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:

Updated September 14, 2021