CEO Report
Educating the Next Generation

Honoring Sister Rita Brocke (12/14/26 – 2/3/22) Former Board Secretary

Board of Trustees

February 17, 2022

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Current Business Activity (1/22 – 2/14)

1. Our winter testing finished as of February 7. WIDA testing will continue through March 4.
2. Our PASA and PSSA results have come in. Once we have had a chance to go over the data, we will send the data analysis to the Board.
3. Rise sent the student/parent information requested by the ESD on 2/14/22.
4. As required, Rise has updated its ESSR II relief funds narrative with the help of Charter Choices to address the ongoing impact of COVID at our school.
5. The school's finance team submitted our 470 for E-Rate to outline possible needs for the 2022-23 school year.
6. The finance team submitted our reimbursement to Pears (our food program) on 2/1/2022.
7. The school is currently celebrating Black History month by promoting a love for reading and learning about the value of the contributions made by Blacks to our nation and the world. All students are learning to appreciate the differences of others and how we all benefit from those differences.

Erie Rise Leadership Academy Charter School			
Scheduling Year: 2021 - 2022			
Enrollment By Grade			
Type: By Gender		Dates: 02/04/2022 - 02/04/2022	
Grade	Male Tally	Female Tally	Total
K5F	24	13	37
1	10	14	24
2	17	21	38
3	19	17	36
4	23	25	48
5	22	24	46
6	25	23	48
7	23	17	40
8	21	23	44
Erie Rise Leadership Academy Charter School	184	177	361

Domains Identified for Instructional Focus:

Coaching instruction, providing meaningful, actionable feedback, and unifying a common language and vision for our instructional system will provide a foundation for instructional growth across our campus. To support this work, we facilitated a professional learning workshop to establish four research-based core domains to support highly effective, engaging, and student-centered classrooms. In utilizing this tool, we will be providing teachers with an objective narrative that summarizes teacher and scholar behaviors and actions followed by concrete suggestions for next step (s) to grow the teacher's instructional practice. Below is a summary of every domain and the characteristics we will be coaching and fostering throughout our staff to grow our instructional practice:

Conditions for Learning

Teacher acts as a facilitator, coaching scholars as they engage in active, scholar-centered learning. High expectations and praise for effort are communicated. Progress is celebrated. Teacher provides feedback to scholars regarding their formative and summative progress as it relates to learning targets and/or unit goals. Effective relationships are evident and teacher

behaviors foster a sense of classroom community. All scholars are engaged with learning and on task.

Standards-Based Instruction and Learning

Teacher uses a progression of standards-based learning targets (embedded within a performance scale) to identify critical content during the lesson. Teachers uses increasingly complex questions that require scholars to think critically about content. Teacher elicits evidence of scholar learning that is clearly aligned to standards. Scholars give, receive, and use feedback to improve their learning process and products. Scholars and teachers reflect on learning, the quality of scholar work, obstacles, and how to overcome them. Intervention is done for scholars not meeting standards and/or learning targets.

Collaborative Learning

Scholars work together to achieve a common goal. Scholars are responsible for their teammates' learning as well as their own; equal participation and individual accountability for learning and mastery of the learning target are present.

Authentic Learning

Teacher devises authentic projects and/or products that feature real-world context, tasks, tools, or impact - or speak to scholars' personal concerns, interests, and issues in their lives.

Developing The Erie Rise Professional Learning Community:

The highest performing school systems develop professional learning systems that are embedded into a school's daily work. To support our teachers' growth and mastery of standards-based instruction and learning, we have added a professional learning system that is taking place Monday through Thursday in a central meeting area where our leadership team is guiding teachers through a cycle of work that we are referring to as our, "Collaborative Learning Team Cycle," that includes:

1) Identifying Target Standards - we want to ensure that our teachers are strategic in the development of curriculum maps and emphasizing the most impactful standards.

2) Unwrapping Standards - all teachers must develop mastery of what the level of student product required to show mastery at the depth of taxonomy called for by the standard.
3) Developing Standards-Based Target Unit Plan - this tool will support teachers in the work of building unit plans around target standards while planning for a sequential learning progression that aligns with the deepening of thinking and product in terms of taxonomy. that emphasizes alignment between student product and Pennsylvania standards
4) Daily monitoring of student learning progression - our teachers will work to monitor and track every student's mastery of daily learning targets and use this data to adjust and differentiate instruction as classes move through units of study.
5) Creating common formative assessments across grade levels - this process will support our teachers in the goal of aligning classroom assessments with depths called for on state assessments.
6) Analyzing common formative assessment data - analyzing student data routinely will allow teachers to identify individual student needs and to differentiate instruction accordingly so that all students get what they need to reach mastery of standards.

The majority of standards tested on state assessments call for students to be able to answer questions or produce work that aligns to the, "Analysis," level on Marzano's taxonomy. Teachers who teach the same curriculum on a given grade level become a, "Collaborative Learning Team," (CLT) of teachers so that teachers who guide the same grade-level subjects work as a team to ensure alignment between student product and standards while strategically planning to differentiate instruction so that we can flexibly group students throughout a unit of study, allowing for closing of learning gaps, mastery of target standards, and enrichment as required by our students. For reference, below is Marzano's taxonomy, which we are utilizing to support our CLT system. It is our strategic goal that if all students reach, "Analysis," level thinking and product on all standards that we will significantly increase our students' performance on state assessments.

Marzano Taxonomy – Question Stems, Products, Terms and Phrases

Taxonomy Level	Mental Process	Terms and Phrases	Question Stems	Products
Retrieval: Involves recalling information from permanent memory	Recognizing	choose from true/false; determine if the following statements are true; identity from a list; match; recognize; select from a list	What is…? Where is…? How did _____ happen?	Definition Label List Description Quiz/Test Fact Worksheet/ Workbook Highlight
	Recalling	answer; answer who, what, where, when questions; define; describe; exemplify; label; list; memorize; name; recall; reproduce; state	When did…? How would you show…? Who were the main…? Which one…? How is…? Can you recall…? Can you select…? Can you list three…? Who was…? When did _____ happen?	
	Executing	add; apply; calculate; cite; collect; compile; complete; compute; conduct; decode; demonstrate; divide; draft; edit; employ; execute; gather; gauge; identify; implement; inform; locate; make; manipulate; measure; multiply; navigate; observe; perform; quantify; quote; read; recite; report; retell; show; solve; state; subtract; tabulate; use; write		
Comprehension: Requires identifying what is important and placing that information into categories	Integrating	answer; articulate; as; big idea; capture; clarify; communicate; comprehend; contextualize; convey; delineate; describe how or why; describe parts of; describe the effects; describe the relationship between; elaborate; explain the ways in which; express; inform; make connections between; narrate; orient; paraphrase; present; question; recount; restate; summarize; translate; understand	How would you explain…? How would you describe…? How would you classify the type of…? How would you compare/contrast…? State or Interpret _____ in your own words…? How will you rephrase this meaning…? What facts or ideas show?	Log/Journal /Diary Entry Quiz/Test Graphic Organizer Recitation Show and Tell Summary Timeline Collection Explanation Mind Map Example List Label Outline
	Symbolizing	act out; chart; compose; conceptualize; construct; depict; diagram; draw; exhibit; graph; illustrate; imagine; map; model; outline; pretend; produce; record; represent; sequencing; show; symbolize; use models; visualize; write		

			What is the main idea of...? Which statements support...? Can you explain what is happening...? What is meant...? What can you say about...? Which is the best answer...? How would you summarize...?	

Marzano Taxonomy – Question Stems, Products, Terms and Phrases

Taxonomy Level	Mental Process	Terms and Phrases	Question Stems	Products
Analysis: Involves reasoned extensions of knowledge and inferences to	Matching	associate; categorize; compare/contrast; connect; correlate; create an analogy or metaphor; detect; differentiate; discriminate; distinguish; examine similarities and	How would you use…? What examples can you find to…? How would you solve…? How would you organize and show…? Show your understanding of…?	Video/Podcast Report Essay Survey Spreadsheet Database Performance

			How would you apply what you learned to develop…? What questions would you ask in an interview with…? What other way would you plan to...? What would result if...? Make use of these facts to...? What elements would you choose to change...? What facts would you select to show...? What are the parts of features of...? How is _____ related to...? Why do you think...? What is the theme...? What motive is there...? Can you list the parts...? What inference can you make...? What conclusions can you draw...? How would you classify...? How would you categorize...? Can you identify the parts...? What evidence can you find...? What is the relationship between...? Can you distinguish between...? What is the function of...? What ideas justify...?	Outline Simulation Abstract Graph Demonstration Checklist Presentation Chart Interview Log/Journal/ Diary Entry Debate Media Review/ Critique Wiki Illustration
go beyond what was directly taught		differences; link; match; relate; sort		
	Classifying	arrange; arrange by; classify; combine; deepen; file; group; identify a broader category; identify different types/categories; improve; incorporate; integrate; introduce; order; organize; partition; rank; sort		
	Analyzing Errors	assess; check; clarify; critique; decompose; decontextualize; detect; diagnose; edit; evaluate; identify errors or problems; identify issues or misunderstandings; modify; reflect; revise		
	Generalizing	accomplish; achieve; apply; build; compose; compile; connect; create a principle; derive; develop; devise; draw conclusions; expand; form; generalization or rule; generalize; generate; infer; initiate; interpret; publish; trace the development of; what conclusions can be drawn; what inferences can be made		
	Specifying	conclude; confirm; critique; deduce; develop an argument for; judge; justify; make and defend; predict; qualify; specify; under what		

		conditions; what would have to happen		

Marzano Taxonomy – Question Stems, Products, Terms and Phrases

Taxonomy Level	Mental Process	Terms and Phrases	Question Stems	Products
Knowledge Utilization: Requires students to apply or use knowledge in specific situations	Experimenting	based on the explanation what can be predicted; claim; conjecture; consider; devise; experiment; explore; formulate; generate and test; how can this be explained; how would you determine if; how would you test that; hypothesize; inspect; invent; prove; simulate; test the idea that; verify; what would happen if	Do you agree with actions…? With the outcome…? What is your opinion of…? How would you prove…? Disprove…? Can you assess the value or importance of…? Would it be better if…? Why did they (the character) choose…? What would you recommend…? How would you rate the...? What would you cite to defend your actions...? How could you determine...? What choice would you have made...? How would you prioritize...?	Investigation Evaluation Community Service Project Debate Conclusion Video/Film/Documentary Short Story Advertisement Plan Video/Board Game Panel Song Media Product Illustration Persuasive Speech Mobile App Research Report Verdict
	Investigating	argue; compose; construct an argument; debate; dissect argument; find out about; how and why did this happen; inquire; inspect; investigate; probe; prove; research; search; seek; study; take a position on; what are the differing features of; what would have happened if	What judgment would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...? Why is it better that...?	

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Marzano Taxonomy – Question Stems, Products, Terms and Phrases

Taxonomy Level	Mental Process	Terms and Phrases	Question Stems	Products
Knowledge Utilization: (Continued)	Decision Making	choose alternatives; decide for or against; determine; establish a criteria for; generate; prioritize; question; reach your goal by; reason; recommend; select the best among the following alternatives; what is the best way; which among the following would be the best; which of these is most suitable; solutions for; establish a criteria for; take a position for	What changes would you make to solve…? How would you improve…? What would happen if…? Can you elaborate on the reason…? Can you propose an alternative…? Can you invent…? How would you test…? Can you formulate a theory for…? Can you predict the outcome if...? How would you estimate the results for...? What facts can you compile...? How would you adapt _____ to create a different...?	
	Problem Solving	adapt; adjust; audit; challenge; decipher; deduce; determine a way to; develop a strategy to; figure out a way to; generate; how will you reach your goal under these conditions; how would you overcome; inspect; invent; modify; overcome; predict; reason; recommend; resolve; simulate; solve; surmount; test; transform	How could you change (modify) the plot (plan)...? What could be done to maximize (minimize)...? What way would you design...? What could be combined to improve (change)...? Suppose you could _____ what would you do...? Can you construct a model that would change...? Can you think of an original way for the...?	

February 17 2022

Human Resources/Compliance Report

HR is requesting the following approvals:

1. Ms. Marissa Rupp – School Nurse (RN)
2. Robert Sutton – Director of IT
3. Ms. Rebecca Wolfe – Teacher (PA certified Prek – 4)
4. Roy Hinton – Security
5. Ms. Jane Ross – Instructional Coach (PA certified Principal K-12, K-6)
6. Ms. Lauren Schroeder Special Ed K – 8, 4 – 8 Middle School, 7 – 8 ELA
7. Alexis Ortiz – Classroom Aide

Erie Rise Leadership Academy Charter School
Rise Family Organization Update
January 20, 2022

Special Programs/Activities:

- IBL Basketball League play for the boys is underway. At the time of this report the boys are 2-1 in league play. The (5) teams representing the league are Community Country Day School (CCDS); Discovery Maritime (DCM); Erie Rise (ERLA); Luther Memorial Academy (LMA) and Wiley Community Charter School (WCCS)

- The Erie Rise Boys have participated in the Mercyhurst Prep Tournament and the Blessed Sacrament Tournament.

- The RFO is soliciting support from community agencies, organizations to support the Erie Rise store by making donations to recognize and acknowledge positive behavior among Erie Rise Students.

- Working with the Erie Rise Social Services Department to provide clothing support, food and toiletries for Transitional, Homeless Students and other students of need.

Upcoming Events/Take Charge

- Assist the Erie Rise celebration of Black History Month.

- The Save Around Book is available from the RFO at a cost of $ 25.00.

- The Pulakos Easter Candy Project will kick off after the first of the year.

- Collecting Box Tops for Education to be redeemed for financial support to the RFO. Encouraging families, teachers, board members and administrators to submit Box Tops t the Rise Office.

- Making contacts with local stores (Walmart, Target and others) to expand the Rise Network of community supporters.

	Erie Rise-Rise Family Organization Treasurer's Report					2/17/2022	
		Savings Account					
Beginning Balance						$2,599.90	
1/7/2022	**Dividend**		$0.21				
Ending Balance						$2,539.90	
2/17/2022							
	Erie-Rise Family Organization Treasurer's Report						
		Checking Account					
Adjusted Beginning Balance						$1,606.68	
1/7/2022							
Funds Received:						$243.00	
Erie Rise (Reimbursement)			$243.00				
Note: IBL Official Fee's							
Expenses:						$84.37	
Sam's Club				$54.22			
Note: Basketball Team (Gator Aid)							

Tops				$16.41		
Note: Basketball Team (Gator Aid)						
Walmart						
Note: Basketball Team (Gator Aid)				$13.74		
Ending Balance					$1,765.31	
1/7/2022						