

## Receivership Schools ONLY

### Quarterly Report #2: *October 14, 2019 to January 15, 2020 (Due January 31, 2020)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: www.rcsdk12.org/schoolinnovation			
Integrated Arts and Technology High School	2616000101	Rochester City School District		Check which plan below applies:			
				SIG			SCEP
				Cohort (6 or 7): Cohort: SIG 7 Grant			
Model: Evidence Based (ISA-Institute Student)							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Mr. Terry Dade	Richard Smith, Principal IAT  Appointment Date: 6/2019	Michele Alberti White, Executive Director of School Innovation		7-12	20% *Captured from SPA data warehouse 2/11/20	26.6% *Captured from SPA data warehouse 2/11/20	864 *Captured from SPA data warehouse 2/11/20

### Executive Summary

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. 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*.

IATHS has focused on communicating and building a deeper understanding of the Level 1 and Level 2 indicators amongst the school community, building staff awareness and knowledge of current areas of needs. We also developed an IATHS Dashboard, summarizing each indicator and have created sub-task teams assigned to Demonstrable Indicators to offer a focused and shared accountability approach towards success within each indicator. Data was collected, shared and actionable items were developed in support of this work. We are developing systems to ensure data collection, timelines and actionable items as we move towards success in each Demonstrable Indicator.



We continue to focus on the RCSD Instructional framework as a foundation to teaching and learning expectations. We have structured our collaboration with the Institute for Student Achievement (ISA) Coaching staff through implementation of weekly Instructional Leadership Team Meetings (ILT), Google Drive document sharing and tracking the coaches' work with teachers. The ILT and ISA team are completing a data dive into NYS and NWEA Data Gap Analysis, student performance and Regents Exams to better understand and identify our areas of need to drive instructional changes.

**Attention** – This document is intended to be completed by the school receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). It is a self-assessment of the implementation and outcomes of key strategies related to receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for receivership schools receiving Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.



**Directions for Parts I and II** - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. 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 the challenging state academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

**Part I – Demonstrable Improvement Indicators (Level 1)**

Identify Indicator # and Name	Baseline	2019-20 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-20 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 19-20 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.												
5 - School Safety	.5	.3	G	Yes	<ul style="list-style-type: none"> <li>● Three full time social worker</li> <li>● Student Support Services Coordinator (SSSC)</li> <li>● ISA Coach</li> <li>● CFY/Help Zone visits</li> <li>● BIP Data</li> </ul>	<ul style="list-style-type: none"> <li>● Help Zone data sheet</li> <li>● IEP Direct</li> <li>● SPA Data</li> </ul>	<ul style="list-style-type: none"> <li>● Serious Incidents Score .1</li> <li>● Decrease in 3a and 5a</li> </ul> <div style="text-align: center;"> <p>Discipline Events</p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <caption>Discipline Events Data</caption> <thead> <tr> <th>Category</th> <th>19-20</th> <th>18-19</th> <th>17-18</th> </tr> </thead> <tbody> <tr> <td>3a. Physical Injury</td> <td>~3.5%</td> <td>~5.0%</td> <td>~5.5%</td> </tr> <tr> <td>5a. All Excluding Cyberbullying</td> <td>~1.5%</td> <td>~2.0%</td> <td>~6.5%</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> <li>● 11 Long Term Suspensions</li> <li>● We currently have 8 students with BIPs, all plans are updated every 4 weeks</li> </ul>	Category	19-20	18-19	17-18	3a. Physical Injury	~3.5%	~5.0%	~5.5%	5a. All Excluding Cyberbullying	~1.5%	~2.0%	~6.5%
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67 - 2018-19: 2018 Total Cohort (10th Graders) Passing Math Regents	47%	53%		Yes	<ul style="list-style-type: none"> <li>● 5-Week Grades</li> <li>● Credit Recovery</li> <li>● Dual Enrollments</li> <li>● ISA Coach</li> <li>● ILT Meetings</li> </ul>	<ul style="list-style-type: none"> <li>● PowerSchool current grade analysis</li> <li>● PowerSchool Dual Enrollment</li> <li>● Data Notebook</li> <li>● SPA Data</li> <li>● January Regents</li> </ul>	<ul style="list-style-type: none"> <li>● 163 (WNYRIC) with breakdown, 147 (SIRS 201)           <ul style="list-style-type: none"> <li>● 2 Dropped</li> <li>● 62 in 9th Grade</li> <li>● 80 in 10th Grade</li> <li>● 34 SWD</li> <li>● 38 ELL</li> <li>● 9 Program Schools</li> </ul> </li> <li>● January Regents:           <ul style="list-style-type: none"> <li>● Targeted for the exam: Algebra I (71 and Geometry (8)               <ul style="list-style-type: none"> <li>○ Geometry, 0 students passed</li> <li>○ Algebra, 7 students scored a 2</li> <li>○ Exam Data Review to determine areas of need</li> </ul> </li> </ul> </li> </ul>



						<ul style="list-style-type: none"><li>○ Created Wall of Fame with students names who passed Regents and candy bar thank you</li><li>● 10 students passing Algebra I and II</li><li>● 16 students passing Algebra Geometry Blend: these students will sit for Regents in January</li><li>● 29 students passing Geometry R class</li><li>● <b>For all Demonstrable Indicators:</b></li><li>● Grade Level Meetings once a week to focus on:<ul style="list-style-type: none"><li>○ Review student NYS, NWEA, 5 week grades, Common Formative Assessment Data and Attendance</li><li>○ Areas of need will be determined for Tier I Instruction, Differentiation and Individualized supports.</li><li>○ Parent contact to collaborate on interventions.</li><li>○ Student Conferencing will take place in Advisory.</li></ul></li><li>● Instructional Leadership Team (ILT) meet twice a week and Institute of Student Achievement (ISA) meet monthly to focus on:<ul style="list-style-type: none"><li>○ Development and implementation of Common Formative Assessments</li><li>○ Data will then be analyzed to drive instructional changes and development of AIS/RtI plans</li><li>○ Areas of need will be determined for Tier I Instruction, Differentiation and Individualized supports</li><li>○ Analyze data of failing students to determine Tier I Instruction, Differentiation and Individualized supports</li></ul></li><li>● Create 5 week grades calendar</li><li>● Creating MP Student/Teacher Contract, noting assignments missed to be completed to pass</li></ul>
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							<ul style="list-style-type: none"> <li>Communicate with parents; report cards coming home, opportunities for MP/Credit recovery.</li> <li>Walk Through Data: Calendar developed for Walk Through data for RCSD Instructional Framework elements</li> <li>Cohort Tracking Meetings with Teachers to develop targeted recruitment list of students for Credit Recovery, Regents Prep After School, Tutoring, etc.</li> <li>Dual Enrollments: analyze data of students to determine current grades and needs and Marking Period Review with Program Schools</li> <li>MP and OCR Credit Recovery data analysis and intentional recruitment</li> <li>Data used to develop topics for Professional Learning Opportunities. (eg: MAZE Students)</li> </ul>
69 - 2018-19: 2017 Total Cohort (11th Graders) Passing ELA Regents	31%	37%		Yes	<ul style="list-style-type: none"> <li>5-Week Grades</li> <li>Credit Recovery, started 10/15</li> <li>Dual Enrollments</li> <li>ISA Coach</li> <li>ILT Meetings</li> </ul>	<ul style="list-style-type: none"> <li>PowerSchool current grade analysis</li> <li>PowerSchool Dual Enrollment</li> <li>Data Notebook</li> <li>SPA Data</li> <li>January Regents</li> </ul>	<ul style="list-style-type: none"> <li>138 (WNYRIC) with breakdown, 127 (SIRS 201)               <ul style="list-style-type: none"> <li>2 Dropped</li> <li>17 In 9th Grade</li> <li>37 In 10th Grade</li> <li>68 In 11th Grade</li> <li>33 SWD</li> <li>24 ELL</li> <li>17 In Program Schools</li> </ul> </li> <li>Review of 11th grade benchmark exam results.</li> <li>Utilize CEA strategy in all classes</li> <li>January Regents:               <ul style="list-style-type: none"> <li>60 Targeted for the exam</li> <li>18 Scored level 2</li> <li>9 Scored level 3</li> <li>10 Scored level 4</li> <li>Exam Data Review to determine areas of need</li> <li>Creating Wall of Fame with students names who passed Regents and candy bar thank you.</li> </ul> </li> <li>Marking Period Grades:               <ul style="list-style-type: none"> <li>9 Passing Eng. II</li> <li>34 Passing Eng. III</li> </ul> </li> </ul>



70 - 2018-19: 2016 Total Cohort 4-Year Grad Rate - All Students	63%	67%		yes	<ul style="list-style-type: none"> <li>5-Week Grades</li> <li>Credit Recovery, started 10/15</li> <li>Dual Enrollments</li> <li>ISA Coach</li> <li>ILT Meetings</li> </ul>	PowerSchool Spa Data WNYRIC	<ul style="list-style-type: none"> <li>See DI 67</li> <li>145 (WNYRIC) with breakdown</li> <li>Graduation Break Down           <ul style="list-style-type: none"> <li>92 On Track, more than 16 credits (63%) all but 5 are passing all MP 1 Classes</li> <li>14 Off Track, less than 16 credits (10%)</li> <li>39 Dropped out or less than 5 credits (27%)</li> <li>16 Follow Up at Program Schools (11%)</li> <li>8 possible students for Seal of Biliteracy</li> <li>9 students will sit for AP Regents Exams</li> </ul> </li> <li>Cohort Demographics: PowerSchool 2/3/2020           <ul style="list-style-type: none"> <li>25 SWD (SIRS 201)</li> <li>39 ELL (SIRS 201)</li> <li>5 9<sup>th</sup> Graders</li> <li>7 10<sup>th</sup> Graders</li> <li>11 11<sup>th</sup> Graders</li> <li>84 12 Graders</li> <li>33 Program Schools</li> </ul> </li> <li>Projected CCCR Index 68.62 (from Counselors)</li> </ul> <div data-bbox="1870 834 2472 1190" data-label="Figure"> <table border="1"> <caption>CCCR Projection Data</caption> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Regents Advanced</td> <td>15</td> </tr> <tr> <td>R Biliteracy</td> <td>25</td> </tr> <tr> <td>Regents AP</td> <td>35</td> </tr> <tr> <td>Regents Part AP</td> <td>45</td> </tr> <tr> <td>CDOS</td> <td>50</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> <li>Collaborating with Hillside Work Scholarship by sharing attendance every 2 weeks, they have 79 HS Students</li> <li>See DI 67</li> </ul>	Category	Score	Regents Advanced	15	R Biliteracy	25	Regents AP	35	Regents Part AP	45	CDOS	50
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100 - 3 - 8 ELA All Students Core Subject	40.5	50.5		yes	<ul style="list-style-type: none"> <li>Restructure 7th/8th Grade to provide block scheduling</li> </ul>	<ul style="list-style-type: none"> <li>NWEA Fall</li> <li>NYS 18/19 Data</li> <li>SPA</li> </ul>	<ul style="list-style-type: none"> <li>Based on the 2018-19 ELA Results we need to increase Level 2 by 114 students for a total of 161. We utilize NYS/NWEA Intensity Data provided to</li> </ul>												



Performance Index					<ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> <li>• Targeted interventions based on NWEA and NYS data</li> <li>• 5 week student performance review, calls home and proposed interventions (did Groff get charts)</li> <li>• ELA AIS with data driven interventions</li> <li>• Extended Day Learning</li> <li>• Development of Professional Learning Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• WNYRIC</li> </ul>	<p>drive instructional changes for Differentiation and RtI/AIS.</p> <p><b>NYS Test Results:</b></p> <p><b>7th Grade</b></p> <table border="1"> <thead> <tr> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>L3 &amp; 4</th> </tr> </thead> <tbody> <tr> <td>74%</td> <td>20%</td> <td>4%</td> <td>2%</td> <td>6%</td> </tr> </tbody> </table> <p><b>8th Grade</b></p> <table border="1"> <thead> <tr> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>L3 &amp; 4</th> </tr> </thead> <tbody> <tr> <td>71%</td> <td>24%</td> <td>5%</td> <td>0%</td> <td>5%</td> </tr> </tbody> </table> <p><b>7th Grade NWEA Results: ELA</b></p> <table border="1"> <thead> <tr> <th colspan="2">Summary</th> </tr> </thead> <tbody> <tr> <td>Total Students With Valid Growth Test Score</td> <td>136</td> </tr> <tr> <td>Mean RIT</td> <td>200.1</td> </tr> <tr> <td>Standard Deviation</td> <td>16.9</td> </tr> <tr> <td>District Grade Level Mean RIT</td> <td>-</td> </tr> <tr> <td>Students At or Above District Grade Level Mean RIT</td> <td>-</td> </tr> <tr> <td>Norm Grade Level Mean RIT</td> <td>216.4</td> </tr> <tr> <td>Students At or Above Norm Grade Level Mean RIT</td> <td>21</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Lo %ile &lt; 21</th> <th>LOAvg %ile 21-40</th> <th>Avg %ile 41-60</th> <th>HAvg %ile 61-80</th> <th>Hi %ile &gt; 80</th> </tr> </thead> <tbody> <tr> <td>Overall Performance</td> <td>count</td> <td>%</td> <td>count</td> <td>%</td> <td>count</td> <td>%</td> </tr> <tr> <td>Reading</td> <td>78</td> <td>58%</td> <td>26</td> <td>19%</td> <td>19</td> <td>14%</td> <td>9</td> <td>7%</td> <td>3</td> <td>2%</td> </tr> </tbody> </table> <p><b>8th Grade NWEA Results: ELA</b></p> <table border="1"> <thead> <tr> <th colspan="2">Summary</th> </tr> </thead> <tbody> <tr> <td>Total Students With Valid Growth Test Score</td> <td>105</td> </tr> <tr> <td>Mean RIT</td> <td>202</td> </tr> <tr> <td>Standard Deviation</td> <td>16.7</td> </tr> <tr> <td>District Grade Level Mean RIT</td> <td>-</td> </tr> <tr> <td>Students At or Above District Grade Level Mean RIT</td> <td>-</td> </tr> <tr> <td>Norm Grade Level Mean RIT</td> <td>218.7</td> </tr> <tr> <td>Students At or Above Norm Grade Level Mean RIT</td> <td>14</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Lo %ile &lt; 21</th> <th>LOAvg %ile 21-40</th> <th>Avg %ile 41-60</th> <th>HAvg %ile 61-80</th> <th>Hi %ile &gt; 80</th> </tr> </thead> <tbody> <tr> <td>Overall Performance</td> <td>count</td> <td>%</td> <td>count</td> <td>%</td> <td>count</td> <td>%</td> </tr> <tr> <td>Reading</td> <td>55</td> <td>52%</td> <td>27</td> <td>26%</td> <td>16</td> <td>15%</td> <td>3</td> <td>3%</td> <td>4</td> <td>4%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>AIS by Intensity</th> <th>Level 1</th> <th>High 1</th> <th>Level 2</th> <th>High 2</th> <th>Level 3</th> </tr> </thead> <tbody> <tr> <td>7th Grade</td> <td>23</td> <td>75</td> <td>20</td> <td>6</td> <td>10</td> </tr> <tr> <td>8th Grade</td> <td>30</td> <td>52</td> <td>21</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• 84 (41%) Passing English 7</li> <li>• 87 (67%) Passing English 8</li> </ul>	Level 1	Level 2	Level 3	Level 4	L3 & 4	74%	20%	4%	2%	6%	Level 1	Level 2	Level 3	Level 4	L3 & 4	71%	24%	5%	0%	5%	Summary		Total Students With Valid Growth Test Score	136	Mean RIT	200.1	Standard Deviation	16.9	District Grade Level Mean RIT	-	Students At or Above District Grade Level Mean RIT	-	Norm Grade Level Mean RIT	216.4	Students At or Above Norm Grade Level Mean RIT	21		Lo %ile < 21	LOAvg %ile 21-40	Avg %ile 41-60	HAvg %ile 61-80	Hi %ile > 80	Overall Performance	count	%	count	%	count	%	Reading	78	58%	26	19%	19	14%	9	7%	3	2%	Summary		Total Students With Valid Growth Test Score	105	Mean RIT	202	Standard Deviation	16.7	District Grade Level Mean RIT	-	Students At or Above District Grade Level Mean RIT	-	Norm Grade Level Mean RIT	218.7	Students At or Above Norm Grade Level Mean RIT	14		Lo %ile < 21	LOAvg %ile 21-40	Avg %ile 41-60	HAvg %ile 61-80	Hi %ile > 80	Overall Performance	count	%	count	%	count	%	Reading	55	52%	27	26%	16	15%	3	3%	4	4%	AIS by Intensity	Level 1	High 1	Level 2	High 2	Level 3	7th Grade	23	75	20	6	10	8th Grade	30	52	21	3	3
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110 - 3 - 8 Math All Students Core Subject Performance Index	17.9	27.9		yes	<ul style="list-style-type: none"> <li>Restructure 7th Grade to provide block scheduling and targeted interventions</li> <li>Instructional Leadership Team</li> <li>Targeted interventions based on NWEA and NYS data</li> <li>5 week student performance review, calls home and proposed interventions</li> <li>ELA AIS with data driven interventions</li> <li>Extended Day Learning</li> </ul>	<ul style="list-style-type: none"> <li>NWEA Fall</li> <li>NYS 18/19 Data</li> <li>SPA</li> <li>WNYRIC</li> </ul> <p>NYS Test Results  <b>7th Grade</b></p> <table border="1"> <thead> <tr> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>L3 &amp; 4</th> </tr> </thead> <tbody> <tr> <td>75%</td> <td>19%</td> <td>6%</td> <td>0%</td> <td>6%</td> </tr> </tbody> </table> <p><b>7th Grade NWEA Results: MATH</b></p> <p>Mathematics</p> <table border="1"> <thead> <tr> <th colspan="2">Summary</th> <th colspan="2">LO</th> <th colspan="2">LO/AVG</th> <th colspan="2">AVG</th> <th colspan="2">HI/AVG</th> <th colspan="2">HI</th> </tr> <tr> <th colspan="2">Total Students With Valid Growth Test Scores</th> <th colspan="2">% &lt; 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120 - HS 2016 ELA All Students Performance Index	90.3	100.3		Yes	<ul style="list-style-type: none"> <li>● MP 2 Grades</li> <li>● ISA Coach</li> <li>● ILT Meetings</li> </ul>	<ul style="list-style-type: none"> <li>● PowerSchool</li> <li>● November Proj. Acct MP1</li> <li>● SIRS 202</li> <li>● SPA</li> <li>● January Regents</li> </ul>	<p>January Regents: current PI 100.93</p> <ul style="list-style-type: none"> <li>● 74 Targeted for the exam</li> <li>● 5 Students scored level 2</li> <li>● 3 Students scored level 3</li> <li>● 1 Student scored level 4</li> <li>● Exam Data Review to determine areas of need</li> <li>● Created Wall of Fame with students names who passed Regents &amp; thank you candy bars.</li> </ul> <p>Marking Period Grades:</p> <ul style="list-style-type: none"> <li>● 4 Passing English I, II, III</li> <li>● 32 Passing English IV</li> <li>● 7 Passing AP English</li> <li>● See DI 67 and 70</li> </ul>
130 - HS 2016 Math All Students Performance Index	57.3	67.3		Yes	<ul style="list-style-type: none"> <li>● MP 2 Grades</li> <li>● ISA Coach</li> <li>● ILT Meetings</li> </ul>	<ul style="list-style-type: none"> <li>● PowerSchool</li> <li>● November Proj. Acct MP1</li> <li>● SIRS 202</li> <li>● SPA</li> <li>● January Regents</li> </ul>	<p>January Regents: Current PI 67.1</p> <ul style="list-style-type: none"> <li>● 25 Targeted for the exam</li> <li>● Algebra I, 1 Students scored level 2</li> <li>● Algebra II, 3 students sat, 0 passed</li> <li>● Exam Data Review to determine areas of need</li> <li>● Created Wall of Fame with students names who passed Regents &amp; thank you candy bars.</li> </ul> <p>Marking Period Grades:</p>



							<ul style="list-style-type: none"> <li>6 Passing Algebra 2</li> <li>4 Passing Geometry</li> <li>See DI 67 and 70</li> </ul>												
140 - College, Career and Civic Readiness Index	60.3	70.3		Yes	<ul style="list-style-type: none"> <li>SAT/PSAT</li> <li>Reviewed AP Enrollment/Results</li> <li>100% of students in all grades participate in Advisory and participate in; Naviance, college preparedness and scholarship assistance.</li> </ul>	<ul style="list-style-type: none"> <li>PowerSchool current grade analysis</li> </ul>	<ul style="list-style-type: none"> <li>Current Projection: 68.62</li> </ul> <p>CCCR Projection</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Regents Advanced</td> <td>15</td> </tr> <tr> <td>R Biliteracy</td> <td>25</td> </tr> <tr> <td>Regents AP</td> <td>5</td> </tr> <tr> <td>Regents Part AP</td> <td>35</td> </tr> <tr> <td>CDOS</td> <td>50</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>134 students took PSAT</li> <li>45 students took SAT</li> <li>AP Enrollment/Results             <ul style="list-style-type: none"> <li>AP World History, 7 passing (2018 Cohort)</li> <li>AP Eng. Lit. &amp; Comp, 7 passing (2016 Cohort)</li> <li>12 passing (2017 Cohort)</li> </ul> </li> <li>Develop a system with timelines to identify students for AP courses.</li> <li>SkillsUSA For all Cohort 2016; developing a calendar of prep and testing.</li> <li>We have Student Government in grades 9 to 12 to enhance student voice and leadership skills</li> </ul> <p>College/Career Field Studies:</p> <ul style="list-style-type: none"> <li>Career in Construction field study with 30 students</li> <li>Arc &amp; Flame field study</li> <li>Professional Drivers Institute for CDL B license</li> <li>HVAC Program with MCC collaboration</li> <li>Research Job Shadowing opportunities</li> <li>IAT website is established to communicate College and Career Opportunities.</li> <li>Advisory November Focus on College and Career Readiness.</li> </ul>	Category	Score	Regents Advanced	15	R Biliteracy	25	Regents AP	5	Regents Part AP	35	CDOS	50
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150 - Grades 4 and 8 Science All Students Core Subject Performance Index	75.5	85.5		Yes	<ul style="list-style-type: none"> <li>Instructional Leadership Team</li> <li>Targeted interventions based on NYS data</li> <li>5 week student performance review, calls home and proposed interventions</li> <li>ELA AIS with data driven interventions</li> <li>Extended Day Learning</li> </ul>	<ul style="list-style-type: none"> <li>NYS 18/19 Data</li> <li>PowerSchool</li> <li>SPA</li> </ul>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="6">2018-2019</th> </tr> <tr> <th>L 1</th> <th>L 2</th> <th>L 3</th> <th>L 4</th> <th>L 2-4</th> <th>L 3&amp;4</th> </tr> </thead> <tbody> <tr> <td>62.7%</td> <td>33.3%</td> <td>3.9%</td> <td>0.0%</td> <td>37.3%</td> <td>3.9%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>46 (35%) Students Passing 8th Science</li> <li>Develop and implement Common Formative Assessment (meeting 2/7 to discuss)</li> <li>8<sup>th</sup> graders had a non-certified teacher for science all last year and 7th grade again this year</li> <li>Professional Development being developed for new NYS Science Standards</li> <li>See DI 67</li> </ul>	2018-2019						L 1	L 2	L 3	L 4	L 2-4	L 3&4	62.7%	33.3%	3.9%	0.0%	37.3%	3.9%			
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62.7%	33.3%	3.9%	0.0%	37.3%	3.9%																							
160 - 3 - 8 Chronic Absenteeism - All Students	53%	46%		Yes	<ul style="list-style-type: none"> <li>Reviewed individual student attendance to identify causes, made parent contacts and proposed interventions.</li> <li>Attendance Team identifying and review non-attenders by grade level</li> <li>Home Visits and phone calls home.</li> <li>Developed Grade Level Incentives for attendance.</li> <li>Bi-Monthly FACT Team Collaboration with Attendance Team</li> <li>Community Agency Collaboration for Individual Students</li> </ul>	<ul style="list-style-type: none"> <li>SPA Data 10% and 20% Chronic Absenteeism Report</li> <li>PowerSchool Daily Absent/ADA Summary Totals</li> <li>Individual Student Data review and develop plans</li> </ul>	<p>Current: 41%</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>GR</th> <th>Students: 10%+</th> <th>GR</th> <th>Students: 20%+</th> <th>10%+ CA</th> <th>Enroll</th> <th>CA Rate</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>30</td> <td>7</td> <td>38</td> <td>68</td> <td>167</td> <td>34.3</td> </tr> <tr> <td>8</td> <td>26</td> <td>8</td> <td>30</td> <td>56</td> <td>135</td> <td>45.3</td> </tr> </tbody> </table> <p style="text-align: right;">7th/8th <span style="border: 1px solid black; padding: 2px;">41.0596</span></p> <ul style="list-style-type: none"> <li>Homeless:             <ul style="list-style-type: none"> <li>(9) 7th Graders</li> <li>(6) 8th Graders</li> <li>(9) 9th Graders</li> <li>(6) 10th Graders</li> <li>(2) 11th Grader</li> <li>(2) 12th Graders</li> </ul> </li> <li>Developing RtI Intervention process and interventions</li> <li>Starting a weekly attendance support group for students with 9th graders for 8 weeks</li> <li>Non-attender list is being followed up by Counselors, Wellness Coordinator, and Home School Assistants to determine status of individuals.</li> </ul>	GR	Students: 10%+	GR	Students: 20%+	10%+ CA	Enroll	CA Rate	7	30	7	38	68	167	34.3	8	26	8	30	56	135	45.3
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8	26	8	30	56	135	45.3																						



							<ul style="list-style-type: none"> <li>PowerSchool Attend Action Codes and Filters for reports are being updated so data can be captured and data driven decisions can be made.</li> <li>PowerSchool adjustments are being made to capture data for FACT Team and Community Agency Collaboration can be captured and data driven decisions can be made.</li> <li>Collaboration with Program Schools (RIA, ACH) for attendance monitoring</li> <li>Grade level review of Bi-Weekly Attendance Count Report.</li> <li>Advisory attendance/academic student conferencing (4 times per quarter) to review grades and attendance to track trends and set student goals.</li> <li>Collaborating with Hillside Work Scholarship by sharing attendance every 2 weeks, they have 6HS Students</li> </ul>																																																																						
170 - HS Chronic Absenteeism - All Students	59%	53%		Yes	<ul style="list-style-type: none"> <li>Reviewed individual student attendance to identify causes, made parent contacts and proposed interventions.</li> <li>Attendance Team identifying and review non-attenders by grade level</li> <li>Home Visits and phone calls home.</li> <li>Developed Grade Level Incentives for attendance.</li> <li>Bi-Monthly FACT Team Collaboration with Attendance Team</li> </ul>	<ul style="list-style-type: none"> <li>SPA Data 10% and 20% Chronic Absenteeism Report</li> <li>PowerSchool Daily Absent/ADA Summary Totals</li> <li>Individual Student Data review and develop plans</li> </ul>	<p>Current: 53.42%</p> <p>Attendance by Grade Level</p> <table border="1"> <thead> <tr> <th>GR</th> <th></th> <th>GR</th> <th>Students: 20%+</th> <th>10%+ CA</th> <th>Enroll</th> <th>CA Rate</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>53</td> <td>9</td> <td>127</td> <td>180</td> <td>265</td> <td>64</td> </tr> <tr> <td>10</td> <td>28</td> <td>10</td> <td>35</td> <td>63</td> <td>132</td> <td>43.6</td> </tr> <tr> <td>11</td> <td>15</td> <td>11</td> <td>19</td> <td>34</td> <td>86</td> <td>33.3</td> </tr> <tr> <td>12</td> <td>16</td> <td>12</td> <td>19</td> <td>35</td> <td>101</td> <td>30.4</td> </tr> </tbody> </table> <p style="text-align: right;">9th - 12th <span style="border: 1px solid black; padding: 2px;">53.42466</span></p> <p>Attendance by Cohort:</p> <table border="1"> <thead> <tr> <th>GR</th> <th>Students: 10%</th> <th>GR</th> <th>Students: 20%+</th> <th>Total: 10%+ CA</th> <th>Enroll</th> <th>CA Rate</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>15</td> <td>2016</td> <td>31</td> <td>46</td> <td>108</td> <td>64</td> </tr> <tr> <td>2017</td> <td>29</td> <td>2017</td> <td>39</td> <td>68</td> <td>123</td> <td>43.6</td> </tr> <tr> <td>2018</td> <td>21</td> <td>2018</td> <td>52</td> <td>73</td> <td>142</td> <td>33.3</td> </tr> <tr> <td>2019</td> <td>43</td> <td>2019</td> <td>68</td> <td>111</td> <td>177</td> <td>30.4</td> </tr> </tbody> </table> <p style="text-align: right;">9th - 12th <span style="border: 1px solid black; padding: 2px;">54.18182</span></p> <ul style="list-style-type: none"> <li>Non-attender list is being followed up by Counselors, Wellness Coordinator, and Home School Assistants to determine status of individuals.</li> </ul>	GR		GR	Students: 20%+	10%+ CA	Enroll	CA Rate	9	53	9	127	180	265	64	10	28	10	35	63	132	43.6	11	15	11	19	34	86	33.3	12	16	12	19	35	101	30.4	GR	Students: 10%	GR	Students: 20%+	Total: 10%+ CA	Enroll	CA Rate	2016	15	2016	31	46	108	64	2017	29	2017	39	68	123	43.6	2018	21	2018	52	73	142	33.3	2019	43	2019	68	111	177	30.4
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					<ul style="list-style-type: none"> <li>Community Agency Collaboration for Individual Students</li> </ul>		<ul style="list-style-type: none"> <li>We have parent meetings, run around sheets, social worker collaboration, community agency collaboration.</li> <li>Collaborating with Hillside Work Scholarship by sharing attendance every 2 weeks, they have 79 HS Students</li> <li>Waiting for PowerSchool Attend Action Codes and Filters for reports to be updated so data can be captured and data driven decisions can be made.</li> <li>Waiting for PowerSchool adjustments to be made to capture data for FACT Team and Community Agency Collaboration can be captured and data driven decisions can be made.</li> <li>Advisory attendance/academic student conferencing (4 times per quarter) to review grades and attendance to track trends and set student goals.</li> <li>Grade level review of Bi-Weekly Attendance Count Report.</li> </ul>																																				
180 - 3 - 8 ELP Success Ratio - All Students	.6	.8		Yes	<ul style="list-style-type: none"> <li>5 - week grades</li> <li>Credit Recovery</li> </ul>	<ul style="list-style-type: none"> <li>PowerSchool</li> <li>NYSESLAT Data</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th># of Students Total</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td></td> <td>173</td> <td>22</td> <td>17</td> <td>70</td> <td>24</td> <td>19</td> <td>21</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th>Grade Level When Tested</th> <th>% Entering</th> <th>% Emerging</th> <th>% Transitioning</th> <th>% Expanding</th> <th>% Commanding</th> <th>Total Tested</th> </tr> </thead> <tbody> <tr> <td>Grade 7</td> <td>6%</td> <td>24%</td> <td>35%</td> <td>23.5%</td> <td>12%</td> <td>17</td> </tr> <tr> <td>Grade 8</td> <td>3%</td> <td>22%</td> <td>19%</td> <td>47.2%</td> <td>8%</td> <td>36</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Determine students for Credit Recovery</li> <li>Provide Professional Development for teacher strategies for all content area teachers in collaboration with ELL Teachers</li> <li>Review Gap Analysis for NWEA and NYS testing to determine interventions.</li> <li>2nd Semester schedule change to accommodate targeted interventions</li> <li>Counselor/ESOL student conferencing with students who didn't sit for test last year</li> <li>ESOL creating a Common Formative Assessment to drive instruction</li> </ul>	# of Students Total	7	8	9	10	11	12		173	22	17	70	24	19	21	Grade Level When Tested	% Entering	% Emerging	% Transitioning	% Expanding	% Commanding	Total Tested	Grade 7	6%	24%	35%	23.5%	12%	17	Grade 8	3%	22%	19%	47.2%	8%	36
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190 - HS ELP Success Ratio - All Students	.7	.9		Yes	<ul style="list-style-type: none"> <li>5 - week grades</li> <li>Credit Recovery</li> </ul>	<ul style="list-style-type: none"> <li>PowerSchool</li> <li>NYSESLAT Data</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th># of Students Total</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td></td> <td>173</td> <td>22</td> <td>17</td> <td>70</td> <td>24</td> <td>19</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th>Grade Level When Tested</th> <th>% Entering</th> <th>% Emerging</th> <th>% Transitioning</th> <th>% Expanding</th> <th>% Commanding</th> <th>Total Tested</th> </tr> </thead> <tbody> <tr> <td>Grade 9</td> <td>3%</td> <td>5%</td> <td>32%</td> <td>57.9%</td> <td>3%</td> <td>38</td> </tr> <tr> <td>Grade 10</td> <td>0%</td> <td>0%</td> <td>22%</td> <td>61.1%</td> <td>17%</td> <td>18</td> </tr> <tr> <td>Grade 11</td> <td>5%</td> <td>5%</td> <td>20%</td> <td>50.0%</td> <td>20%</td> <td>20</td> </tr> <tr> <td>Grade 12</td> <td>0%</td> <td>0%</td> <td>67%</td> <td>33.3%</td> <td>0%</td> <td>3</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Analyze data of failing students and provide interventions</li> <li>Determine students for Credit Recovery</li> <li>2nd Semester schedule change to accommodate targeted interventions</li> <li>Counselor/ESOL student conferencing with students who didn't sit for test last year</li> <li>ESOL creating a Common Formative Assessment to drive instruction</li> <li>Analysis of NYSESLAT data by domain (reading, writing, listening and speaking)</li> <li>See DI 67</li> </ul>	# of Students Total	7	8	9	10	11	12		173	22	17	70	24	19	Grade Level When Tested	% Entering	% Emerging	% Transitioning	% Expanding	% Commanding	Total Tested	Grade 9	3%	5%	32%	57.9%	3%	38	Grade 10	0%	0%	22%	61.1%	17%	18	Grade 11	5%	5%	20%	50.0%	20%	20	Grade 12	0%	0%	67%	33.3%	0%	3
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Grade 12	0%	0%	67%	33.3%	0%	3																																																		
230 - HS 2016 Science All Students Performance Index	121.4	131.4		Yes	<ul style="list-style-type: none"> <li>MP 2 Grade</li> <li>ISA Coaches</li> <li>ILT meetings</li> <li>Cohort Analysis</li> </ul>	<ul style="list-style-type: none"> <li>PowerSchool</li> <li>November Proj. Acct MP1</li> <li>SIRS 202</li> <li>SPA</li> <li>January Regents</li> </ul>	<p>January Regents: Current PI 117.13</p> <ul style="list-style-type: none"> <li>30 Targeted for exams</li> <li>Chemistry, 0 students sat</li> <li>Earth Science, 0/2 students passed</li> <li>Living Environment, 2 students scored level 2</li> <li>Starting second semester Science Lab ELT</li> <li>Certified teacher for Science hired.</li> <li>Target students have not taken the Living Environment exam.to provide Rtl/AIS support and after school tutoring and lab time.</li> <li>1 Student passing Chemistry R</li> <li>4 Students passing Earth Science</li> <li>3 Students passing Living Environment</li> <li>6 Students passing Physics R</li> <li>See DI 67 and 70</li> </ul>																																																	



240 - HS 2016 Social Studies All Students Performance Index	122.8	132.8		Yes	<ul style="list-style-type: none"> <li>● ISA Coaches</li> <li>● ILT meetings</li> </ul>	<ul style="list-style-type: none"> <li>● PowerSchool</li> <li>● November Proj. Acct MP1</li> <li>● SIRS 202</li> <li>● SPA</li> <li>● January Regents</li> </ul>	January Regents: Current PI 133.33 <ul style="list-style-type: none"> <li>○ US History, 7 level 2, 4 level 3</li> <li>○ Global, 8 level 2</li> <li>● Review the number of students who have failed the Global and US History exams and provide RtI/AIS support and after school tutoring.</li> <li>● Review NYS SS Gap Analysis for writing and how that correlates to written expression scores.</li> <li>● Review New US Regents Exam framework to inform instruction and to build Common Formative Assessments to identify skills needed to be successful</li> <li>● Use CEAEA strategy to improve Written Expression scores.</li> <li>● 5 Passing Global</li> <li>● 8 Passing US History</li> <li>● See DI 67 and 70</li> </ul>
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.





**Part II – Demonstrable Improvement Indicators (Level 2)**

Identify Indicator # and Name	Baseline	2019-20 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-20 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 19-20 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
2 - Plan for and Implement Community School Model	n/a	CSM Rubric	R	Yes			<ul style="list-style-type: none"> <li>● Current Partnerships; Institute of Student Achievement (ISA), Pencils &amp; Papers, RIT College, Rotary</li> <li>● Rubric Progress Stakeholders: 8 out of 15</li> <li>● The rest is in progress</li> </ul>
6 - Family and Community Engagement (Tenet 6)	n/a	90% of Tenet 6 Phase 1 indicators AND 40% of Tenet 6 Phase 2 Indicators	Y	Yes	<ul style="list-style-type: none"> <li>● Open House</li> <li>● Parent Teacher Conferences</li> <li>● Senior Parent Night</li> <li>● Senior Haunted Hayride</li> <li>● Student Parent Orientation</li> </ul>	<ul style="list-style-type: none"> <li>● Sign in sheets</li> </ul>	<ul style="list-style-type: none"> <li>● Tenet 6:               <ul style="list-style-type: none"> <li>○ Phase 1: 16 out of 21 completed</li> <li>○ Phase 2: 14 out of 24 completed</li> <li>○ Phase 3: 6 out of 16 completed</li> </ul> </li> <li>● 59 Open House participants</li> <li>● 45 Participants for Student Parent Orientation</li> <li>● 15 Senior Parent Night participants</li> </ul>



							<ul style="list-style-type: none"> <li>• 27 participants for Senior Haunted Hayride</li> <li>• Robo-Calls/Emails translated</li> <li>• Translators here for events</li> <li>• Social Media (IAT website, Facebook) systems will be established to increase communication with our families and community.</li> </ul>
65 - 2019 Total Cohort (9th Graders) with 5 or More Credits	47%	53%		Yes	<ul style="list-style-type: none"> <li>• Review 5 Week Grade</li> <li>• Credit Recovery</li> <li>• NWEA Data</li> </ul>	<ul style="list-style-type: none"> <li>• PowerSchool current grade analysis</li> <li>• PowerSchool Dual Enrollment</li> <li>• Data Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Current: 41% (PS MP 2 grades)</li> <li>• 58 with 5+ Possible Credits</li> <li>• 0 OCR</li> <li>• 8 Program Schools</li> <li>• OCR Reports, data analysis and intentional recruitment</li> <li>• See DI 67 and 70</li> </ul>
66 - 2018 Total Cohort (10th Graders) with 5 or more credits	56%	62%		Yes	<ul style="list-style-type: none"> <li>• Review 5 Week Grade</li> <li>• Credit Recovery</li> <li>• NWEA Data</li> </ul>	<ul style="list-style-type: none"> <li>• PowerSchool current grade analysis</li> <li>• PowerSchool Dual Enrollment</li> <li>• Data Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Current: 49% (PS MP 2 grades)</li> <li>• 67 with 5+ Possible Credits</li> <li>• 0 OCR</li> <li>• 5 Program Schools</li> <li>• OCR Data analysis and intentional recruitment</li> <li>• See DI 67</li> </ul>
68 - 2017 Total Cohort (11th Graders) with 5 or more credits	42%	48%		Yes	<ul style="list-style-type: none"> <li>• Review 5 Week Grade</li> <li>• Credit Recovery</li> <li>• NWEA Data</li> </ul>	<ul style="list-style-type: none"> <li>• PowerSchool current grade analysis</li> <li>• PowerSchool Dual Enrollment</li> <li>• Data Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Current: 57% 5+ Credits</li> <li>• 45 5+ Credits</li> <li>• 3.5 Completed OCR</li> <li>• 17 50% Completed of Courses</li> <li>• 7 Program Schools</li> <li>• See DI 67</li> </ul>
94 - Providing 200 Hours of Extended Day	n/a	ELT Implementation Rubric		Yes			<ul style="list-style-type: none"> <li>• 46 hours to date</li> </ul>



Learning Time (ELT)							
145 - College, Career and Civic Readiness Index - ED Students	59.0	69.0		Yes	<ul style="list-style-type: none"> <li>● SAT/PSAT</li> <li>● Reviewed AP Enrollment/Results</li> <li>● 100% of students in all grades participate in Advisory and participate in; Naviance, college preparedness and scholarship assistance.</li> <li>● 11th and 12th grade Student Government</li> </ul>	<ul style="list-style-type: none"> <li>● PowerSchool current grade analysis</li> <li>● SPA Data</li> </ul>	<ul style="list-style-type: none"> <li>● AP Enrollment/Results               <ul style="list-style-type: none"> <li>○ AP World History, 4/13 passing</li> <li>○ AP Eng. Lit. &amp; Comp, / passing</li> <li>○ AP Eng. Lit 19/22</li> <li>○ Pre-AP World History 18/24 passing</li> </ul> </li> <li>● Evaluate Internships through student interviews determining areas of need</li> <li>● Evaluate Community partnerships data and determine areas of need</li> <li>● Implement Skills USA for CFM and 12th grade students to earn CDOS credits.</li> <li>● Missing 158 (19.2%) of Reduced Lunch Forms; focused communications (home visits, phone calls, robo-calls/emails, etc.) to get forms completed.               <ul style="list-style-type: none"> <li>○ Chromebook resource?</li> </ul> </li> </ul>
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



**Part III – Additional Key Strategies – (As applicable)**

<u>Key Strategies</u>					
<ul style="list-style-type: none"> <li>Do not repeat strategies described in Parts I and II.</li> <li>If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.</li> <li><b>Every school must discuss the use of technology in the classroom to deliver instruction.</b></li> </ul>					
List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis/Report Out		
1.	Use of technology in the classroom to deliver instruction				
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY				
3.					
4.					
5.					
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

**Part IV – Community Engagement Team and Receivership Powers**

Community Engagement Team (CET)



Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 19-20 CET plan and/or the 19-20 CET membership changed, please attach copies of those updated documents to this report.

Status (R/Y/G)	Analysis/Report Out
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	The Community Engagement Team is currently refocusing efforts under the direction of a new Community Schools Site Coordinator. Monthly meetings will continue to support the current needs of students and families in the school.
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*Powers of the Receiver*  
 Describe the use of the school receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.

Status (R/Y/G)	Analysis/Report Out
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	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 19-20 school year:</p> <ul style="list-style-type: none"> <li>· Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools.</li> <li>· Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers.</li> <li>· The Office of School Innovation holds monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning.</li> <li>· Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed.</li> </ul>
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<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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**Part V – Community Schools Grant (CSG)**

*(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/20 budget period.)*



<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 19-20)	
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	
1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	
Steering Committee (challenges, meetings held, accomplishments)	
Feeder School Services (specific services offered and impact)	
Community School Site Coordinator (accomplishments and challenges)	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	

<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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**Part VI – Budget**

*(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)*



<i>Budget Analysis</i>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved <b>2017-20</b> (PSSG, CSG) or 2019-20 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		
SIG:		<p>Code 15 -</p> <ul style="list-style-type: none"> <li>● 1.0 FTE Data Coach - is responsible for collecting Demonstrable Indicator data and sharing with staff. Progress monitoring data and supplying resources. Assist and support during Grade Level planning times. Participate in ILT meetings and action items.</li> <li>● 0.6 FTE Intervention/Prevention Teacher: The same as above, however assist and support classroom instruction in addition to supporting during grade level and common planning times.</li> <li>● Teacher Hourly Pay - Curriculum Development - Grade level and department level staff created rigorous instruction materials to align with the RCSD Instructional Learning Framework.</li> <li>● Teacher Hourly Pay - Supplemental Instruction - Afterschool Credit Recovery, Tutoring service for identified students Monday through Friday.</li> <li>● Admin Hourly Pay - to support Afterschool Credit Recovery, Tutoring service for identified students Monday through Friday.</li> </ul> <p>Code 16 -</p> <ul style="list-style-type: none"> <li>● Civil Service Overtime - clerical support for data and mailings to support Afterschool Credit Recovery, Tutoring service for identified students Monday through Friday.</li> </ul> <p>Code 40 -</p> <ul style="list-style-type: none"> <li>● Contract - Institute for Student Achievement (ISA) - ISA Coaches work with IATHS's Instructional Leadership Team and Grade Level teams to support student growth both in the area of academics and social emotional. The Coaches also work one on one with teachers, using the RCSD Instructional Learning Framework as the foundation of their work.</li> </ul>
CSG:		



Part VII: Best Practices (Optional)

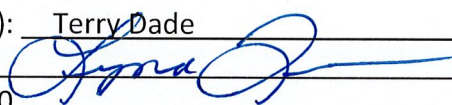
<u>Best Practices</u> The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.	
List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	
2.	
3.	

Part VIII – Assurance and Attestation





By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the community engagement teams, as per CR§ 100.19 have been met.


Name of Receiver (Print): Terry Dade  
Signature of Receiver:   
Date: 02/19/2020


By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): \_\_\_\_\_  
Signature of CET Representative: \_\_\_\_\_  
Date: \_\_\_\_\_



Receivership Quarterly Report-2nd Quarter  
October 14, 2019-January 15, 2020  
*(As required under Section 2.11(f) of NYS Ed. Law)*

By sig  I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): Allison Basworth  
Signature of CET Representative:   
Date: 2/17/2020