

## Receivership Schools ONLY

### Quarterly Report #3: January 15, 2018 to April 20, 2018 and Continuation Plan for 2018-19 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:				
Northeast High School	261600010073	Rochester City School District		Check which plan below applies:				
				SIG-X			SCEP	
				Cohort: SIG Cohort 6				
				Model: Transformation				
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment	
Barbara Deane-Williams	Ali Abdulmateen, Interim Principal	Dr. Elizabeth Mascitti-Miller, Chief of Superintendent’s Receivership Schools; Michele Alberti, Executive Director of School Innovation	9 - 12 (located on a 7-12 campus)	2016-2017: 57%	13.5% (SPA 4/18/2018)	21% (spa 4/18/2018)	548 as of 4/19 SPA	
	Appointment Date: August 2017							

#### 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.

This quarter has seen Northeast double down on the responsive systems of more personalized support that have led to improved outcomes for students. The Reconnect program started in January to provide a Tier 3 supportive learning environment which integrates social-emotional support with academics. The students in this program have improved attendance, behavior and grades, increasing the likelihood that they will achieve the critical threshold of 5 credits in the 9th grade. Similarly, the STAR program launched this year is paying off as well; blending a semester model, online and flexible credit recovery options with a case-management approach to assist overage and under-credited students in getting back on track for graduation in 4 or 5 years. In addition, Northeast continues to devote intensive efforts to regular cohort tracking, and to matching students to interventions such as push-in or pull-out support in English or Math, after-school tutoring with community partners, or Saturday school for marking period recovery.



This reporting period has included the formal launch of the Community School Strategy, with the hiring of a Community School Site Coordinator in January. Expanding the Community Engagement Team and beginning the process of surveying parents, students and staff about needs and assets has begun and the formal report will be completed by **year end**. In the meantime, the community school work has supported the programs mentioned above, allowed for an expanded Saturday school program, supported increased social-emotional supports and funded teacher collaboration.

The school continues to focus on building teacher collaboration, refining systems for instructional walkthroughs, and providing purposeful professional learning opportunities. Staff continues to work hard to support students, despite uncertainty of the future. Attendance remains a challenge at Northeast, and the school is investing in asking students to help understand the issue, providing creative incentives and tightening internal systems to monitor and address.

At this point, Northeast projects that it will meet 8 (4 Level 1 and 4 Level 2) of the Demonstrable Improvement Indicators. As explained below, the 2014 cohort entered this year extremely challenged in terms of attendance, Regents and credits. All three younger cohorts are in better academic standing. In this last quarter of the year, Northeast is aggressively utilizing its systems to support “every Panther by face and name” through the rest of this year, through the summer and with an eye toward next year as well.

**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 School Improvement Grant (SIG) or School Innovation Fund (SIF) 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.

**Please note** - This document also serves as the Continuation Plan for Receivership schools for the 2018-19 school year. All prompts submitted under the “2018-19 School Year Continuation Plan” heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.



**Directions for Part 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 third quarter in light of their realized level of implementation and their impact on student learning outcomes. 2018-19 Continuation Plan sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. 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)**

<b><u>LEVEL 1 Indicators</u></b> Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
#1: Priority School Make Yearly Progress	n/a	Make Progress	Red	The school did not meet the progress target for the 2016-2017 school year.	Please see Below		Please see below.	Please see discussion below as making annual progress is a cumulative measure of school improvement.
#5: School Safety	45	20% reduction in Serious incidents = 36	Green	The school met the progress target for 2016-2017 for this indicator, and expects to meet the 2017-2018 progress target.	Northeast continues to provide a range of social-emotional supports, including the Panther Progress Room and an onsite crisis interventionist. Since January, the approved Community Schools Grant	School Safety and Educational Climate (SSEC) Data  School data on incidents and	Thus far, Northeast has recorded 5 serious incidents. Northeast is confident that it will hit this target.  We continue to work to address safety and security through responsive systems.	Northeast will continue to operate the progressive discipline/restorative systems that are paying off. These include the Panther Progress Room and having onsite crisis prevention staff from the Center for Youth. These assist with teaching young people positive ways of addressing conflict.



					<p>has enabled the school to move forward with additional supports such as:</p> <ul style="list-style-type: none"> <li>• hiring the Community School Site Coordinator to conduct the needs and asset assessment and continue to refine the coordination of partnerships;</li> <li>• creating group counseling cycles, based on trauma-responsiveness and resilience</li> <li>• offer the COLORS program, a before school mentoring aimed at young men of color;</li> <li>• hire an additional crisis intervention / preventionist for the Reconnect Program</li> <li>• launch weekly Young Men's Groups</li> </ul>	suspensions		<p>Intentional use of the master schedule and cohort tracking structures continue to enable the school to "know every Panther by face and name" which allows proactive matching of students to supports.</p> <p>Northeast will continue to run and refine a suite of specialized and flexible program offerings to serve unique student need. These include Bridges, STAR and Reconnect Programs, outlined elsewhere in this document.</p> <p>In addition, the school will introduce professional development for staff in trauma-responsiveness, as well as in establishing more building-wide consistencies related to Panther Pride. Northeast will be developing inquiry and approaches to our disproportionality in discipline data as well.</p> <p>Through the community schools work, Northeast plans to offer proactive small group sessions teaching students to recognize and manage their own trauma and well-being. Continuing the variety of supportive groups with community partners will allow targeted social-emotional support.</p>
#67: 2012 Total Cohort Passing Math Regents (Score >=65)  Metric = 2016 cohort	35%	6% point increase = 41%	Green	Northeast has met this indicator.	<p>Key strategies were outlined previously and paying off include:</p> <ul style="list-style-type: none"> <li>• stronger use of master schedule to embed AIS and increase instructional minutes</li> <li>• Saturday Regents review and credit recovery</li> </ul>	<p>Cohort tracking.</p> <p>Report cards and assessments.</p> <p>January Regents</p>	<p>The January Regents resulted in 13 more 2016 students passing the exam, bringing the total to 56 students, or 43% of the cohort. This means that Northeast has achieved this target already.</p> <p>The school continues to use the math coach to organize push-in and pull-out interventions. The 3<sup>rd</sup> Marking Period grades are being</p>	<p>Northeast will continue the support of the math coach/intervention position. The school will also support the transition to 9th grade, with summer work and with structures that bring counselors together, and use the cohort tracking system to monitor and intervene with an ever-increasing menu of flexible interventions for students.</p>



					<ul style="list-style-type: none"> <li>additional math intervention supports through use of substitute and coach</li> </ul>		reviewed at the time of writing and will inform the next intervention groupings.	
#69: 2011 Total Cohort passing ELA Regents (Score >=65)  Metric = 2015 cohort	24%	6% point increase = 30%	Green	Northeast expects to meet this indicator.	<p>After the January Regents, intervention support has begun to shift to this cohort. The intervention teacher has been working to support differentiation and intervention in those classes. Northeast is conducting a mock Regents as well the first week of May to build student confidence and to provide an assessment to tailor the last few weeks of instruction. The English department continues to collaborate weekly to strengthen the overall English courses, and plan for the addition of another AP next year.</p> <p>Additionally, Saturday opportunities for credit/grade recovery have been offered.</p> <p>Efforts to raise student engagement and build literacy habits include a poet-in-residence workshop culminating in poetry slam, literature circles, and after-school book club.</p>	<p>Counselor review of grades</p> <p>Cohort tracking</p> <p>English Department tracking of indicator at the student-by-student level.</p>	<p>There are currently 149 students in the 2015 cohort, making the target at least 45 students. Of the 143 students who are actively enrolled, 129 are currently enrolled in English III. Teachers, intervention coach and administrators are tracking progress toward this metric on a student-by-student level. Based on grades and quality of work to date, there are 43 students considered green/very likely to pass the exam or have already passed, and another 39 who are within range but who require intensive support in this next semester.</p>	<p>Northeast continues to build collaboration and strengthen the student experience across the English department by:</p> <ul style="list-style-type: none"> <li>continuing regular collaboration time facilitated by the coach/intervention teacher, and articulating sequence of skills and strategies;</li> <li>Increasing opportunities to look at student work</li> <li>adding another AP literature teacher and class;</li> <li>increasing engaging opportunities such as poetry slam, book clubs, field trips;</li> <li>increasingly targeted interventions;</li> <li>considering District input on distribution of courses, teachers and a new Mosaics curriculum</li> </ul>



#70: Total Cohort 4-year Grad Rate - All Students	(2009 Cohort) 49%	6% point increase = 55%	Red	Northeast does not expect to meet this indicator.	<p>Northeast continues to support this cohort with an emphasis on “disrupting failure” in the ways outlined in the Continuation Plan which include:</p> <ul style="list-style-type: none"> <li>• Weekly review and conference with individual students;</li> <li>• Cohort tracking and rapid adjustment of supports;</li> <li>• Increased and flexible opportunities for after-school, Saturday, push-in, pull-out, online, alternative settings--working to individualize supports needed.</li> <li>• Senior Mentoring for strategic students.</li> <li>• Increased access to CTE offerings and the CDOS pathway.</li> <li>• Active support from Executive Director of Math</li> </ul>	<p>Cohort tracking</p> <p>Counselor, administrator, and School Chief review</p>	<p>The team continues to aggressively monitor and adjust based on this cohort’s unique needs. This 2014 cohort entered the year with 53% of the active students still needing to pass at three or more Regents exams, and with historic attendance rates of under 70%. These facts are being addressed with intense interventions as we seek to disrupt failure.</p> <p>At this point, based on the initial cohort number of 165, there are: 60 students (36%) considered “Green” and on-track for June or August graduation; 43 students (26%) are considered “Yellow” meaning that they are on the school’s watch list, but do have the potential to graduate this year. This group of students has a range of intense needs and supports in place. 62 (38%) of the cohort (both active and inactive students) are coded “Red” which means they will graduate in 5 or more years.</p> <p>At the time of writing, 17 students in the 2014 cohort passed the Skills USA, which places them in a better position to graduate.</p> <p>Northeast has demonstrated significant success in raising the graduation rate over the past two years, and this year will be close to those gains, even as it may likely fall short of the target.</p>	<p>Northeast will continue to implement and refine the systems which have led to large gains in graduation rate, and to the improving academic standing of each rising cohort. These include:</p> <ul style="list-style-type: none"> <li>• The cohort tracking system which reviews and tracks student progress ever 5 weeks. Cohort tracking is more intense and defined for the senior cohort. Northeast will work to follow a more regular process for all four cohorts, and it link more clearly with an RTI/MTSS protocol.</li> <li>• Continue to revamp and strengthen the master schedule to include more advanced courses and more CTE offerings and electives to maximize pathways and meet student interest.</li> <li>• A menu of flexible opportunities to support credit accrual, including Bridges, STAR, Reconnect, after-school/Twilight, and Saturdays.</li> <li>• A more targeted PD Plan, focusing schoolwide on a few key drivers such as student engagement, the rigor &amp; relevance framework, and the use of assessment.</li> </ul>
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#76: Total Cohort 4-year Grade Rate with Adv. Designation - All Students	4%	3% point increase = 7%	Red	Northeast does not expect to meet this indicator	The 9th grade Panther Lair Academy and the improved master schedule is increasing the number of students who are eligible for the Advanced Regents in the 2015, 2016 and 2017 cohorts. The deployment of a cohort-specific counselor is also building capacity for a rigorous 4-year college-going mindset.	Cohort tracking meetings  status updates, with students and families	<p>The progress target would require 12 students to earn their advanced Regents. Three of the early graduates did so and at this point three additional students are slated to earn.</p> <p>Building toward the Advanced Regents is a long-term investment and the fact that over two-thirds of the 9th grade cohort entered this year with at least 5 credits demonstrates that successive cohorts will have more students better positioned to earn the more rigorous diploma. The college and career calendars that the counseling team has laid out for each cohort also builds this culture of higher expectations.</p>	<p>Northeast will continue to promote a more rigorous college-and-career culture where students choose challenging coursework. Plans for next year include:</p> <ul style="list-style-type: none"> <li>● early intervention work and bridging from middle school with the incoming 9th grade cohort;</li> <li>● continued intensive structures in 9th grade (Panther Lair, Reconnect) to ensure that more 9th graders earn more credits;</li> <li>● a more intense focus on Geometry and Earth Science intervention;</li> <li>● the addition of several Advanced Placement courses to the 2018-19 master schedule, including AP Literature, AP Biology, AP Psychology, AP US History and AP World History to augment our current offerings of AP Environmental and AP Language.</li> </ul>
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#88: Total 5-year Grad Rate - All Students	NEW 16-17 Level 1 indicator based on 2015-2016 results	6% point increase = 40%	Green	Northeast met the progress target for the 2016-2017 school year, and has already met the progress target for the 2017-2018 school year.	Northeast continues to use counselors, cohort tracking and the improved master schedule to support 5th year seniors.  The newly-created alternative STAR program (enabled through Community Schools Grant) uses the semester model and wrap-around supports to create a viable 5-year graduation plan for over-age, under-credited students.	Cohort tracking meetings  STAR program progress monitoring	The school has already exceeded this target, based on the June and August graduates from the 2013 cohort. At this point, there are 20 2013 cohort students still engaged in school. The STAR program which currently enrolls 20 students is making a significant contribution to Northeast’s ability to re-engage students for whom there had not been a viable pathway.	The strategies outlined in previous sections all support this metric, as we seek to support every student on their individualized pathway to graduation. Being responsive to students means that Northeast will continue to operate and refine a continuum of flexible programming. These include: <ul style="list-style-type: none"><li>Continue STAR program to re-engage students who are overage and under-credited and support them to graduation.</li><li>Develop Twilight program offerings for students who require a modified schedule.</li><li>Continuing to partner with District programs such as All City High School.</li></ul>	
Green	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> .					Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	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)

<b><u>LEVEL 2 Indicators</u></b> Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator



					rationale as to why these adjustments were made.			
#21: HS ELA All Students Level 2 and above	51%	6% point increase = 57%	Yellow	Northeast views this metric as a stretch, but within the realm of possibility.	<p>This third quarter continued with the Intervention / Coach pushing in for differentiated group support and pulling students out for small group intervention. Northeast also provided Saturday and after-school support classes, and launched the Senior Mentoring to get students to attend class more regularly and get ready for the June exam. The Senior Mentoring also provides a “caring adult” relationship.</p> <p>The English department is also planning a mock Regents experience, which the school will give in early May.</p>	<p>Report card grades</p> <p>January and past Regents attempts</p>	<p>While the denominator of Total Accountability Cohort is not yet determined, Northeast estimates this target as 94-100 students. Thus far, 56 students have passed the English Regents with at least a 65%.</p> <p>In January, another 18 2014 students passed the English exam, bringing the total to 74 students scoring at least a Level 2. The preliminary January pass rate was 43% (higher with Safety Net for Students with Disabilities incorporated) which is a positive sign that efforts are paying off. These targeted interventions will continue into second semester.</p> <p>A substantial share of our 2014 students are Students with Disabilities and have passed the English exam with a lower pass score, making it count toward their graduation, but not toward this metric. Some students plan to take it over to raise their score, for others this is not a viable option given their other June exam needs.</p>	Please see discussion above for the previous ELA metric.
#65: 2013 Total Cohort (9th Graders) with 5 or more credits	44%	6% point increase = 50%	Green	Yes	Utilizing one counselor to each cohort, cohort tracking, and implementing the 9th Grade Panther Lair continues to provide intense support to 9th graders.	Reports cards, progress reports, cohort tracking meeting and 9th grade Panther Lair meeting.	<p>The target demands that at least 61 of the 121 in the 2017 cohort earn at least 5 credits. Almost half of this cohort entered with at least one credit, and 23 have two or more.</p> <p>After the second marking period, there were 59 students who were</p>	<p>Northeast will continue to start 9th graders off on the right path through the Panther Lair, which has a devoted counselor and team of teachers. This enables frequent student monitoring and problem solving.</p> <p>Northeast will start the Reconnect Program from the beginning of the year, supporting a</p>

					The recent development of the Reconnect Room is prime example of responsive system. This Tier 3 Intervention disrupts failure for a small group of students who were failing all core courses and demonstrating high social-emotional needs. It creates a smaller learning environment with push-in social-emotional support, and was started in early January.		failing at least 2 core courses. The team has been working to offer credit recovery opportunities during lunch, after-school and Saturdays. Third marking period grades are being analyzed at the time of writing.	small number of students who require intensive wraparound support to be successful. This model is proving successful in improving the behavior and academics of the students in the program, and in preserving the learning environment for other students as well.
#83: Post graduation plans of Completers (4 year college)	12%	3% point increase = 15%	Green	Yes	<p>One counselor to each cohort enables more individualized planning. The college and career year-long plans, Naviance lessons and cohort-specific days are all aimed at supporting this work.</p> <p>Recent supports such as Senior Mentoring, college tours, the College Bound Senior event, and onsite Accuplacer completion all aim at this metric.</p>	<p>Counselor 1:1 meetings</p> <p>Counselor records</p> <p>Cohort Tracking</p>	This is the intense season for this metric, as the 2014 cohort is focusing on both graduation and planning for their futures. At the time of writing, 21 students have confirmed plans to attend a four-year college experience, including 2+2 programs which are the most viable for many Northeast students.	Northeast will continue to work through its model of having one counselor to support each cohort, and then have one counselor who is expert at supporting students through senior year. The counseling department has built a proactive sequencing of experiences that keep students better informed and connected to post-secondary planning. Overall, the school will continue its work of building a college-going culture, partnering with our onsite partners from SUNY Brockport, Monroe Community College, and Rochester Institute of Technology to provide awareness through trips, access and support.
#86: Teacher Turnover	51%	10% point decrease = 41%	Green	Yes	Northeast continues to work to promote positive and collegial relationships with staff and build the Douglass Campus identity. This quarter saw the launch of more frequent voluntary staff meetings (Wednesday	Staffing Template	There were seven teachers who did not return to Northeast from 16-17 to the 17-18 school year. For a teaching staff of over 55 FTE, this turnover rate is considerably under the progress target and positions us with a stable faculty.	Northeast is planning a staff retreat in the end of June to establish a more unifying common vision. This will continue to help build cohesion. Solidifying the leadership team for next year will assist in fostering stable staff as well.



					<p>after school), where the principal provides updates, answers questions, and seeks input from staff.</p> <p>This was particularly necessary given the questions about the principal selection for next year.</p>			
#94: Providing 200 hours of Extended Day	n/a	Meet SED rubric requirements	Green	Yes	<p>The school has refined its extended day model over successive years and the improvement to the master schedule added almost two weeks of instructional time this year. The built-in academic intervention classes, done through co-requisite scheduling instead of traditional remediation/retention is also paying off. Community partners are embedded onsite and matched to students/cohort in an increasingly targeted way, although strategic scheduling for social-emotional supports is an ongoing need as we develop our community school strategy.</p>	<p>Cohort tracking</p> <p>Weekly meeting with community partners</p>	<p>The school already meets the criteria of the expanded day framework. Northeast's length of day is 8:30 – 3:30 for all students, which is significantly longer than the required NYS minimum. Furthermore, the increased time is used strategically for academic needs, and students have opportunity for enrichments on campus after-school and into the evening. A variety of community partners are an integrated part of providing these enrichments.</p>	<p>Northeast will continue to serve students for a longer-than-required length of day. Next year, it will refine the master schedule to balance the needs of credit accrual, academic and social-emotional interventions and supports, teacher collaboration and planning time, and enrichments.</p> <p>The needs and asset assessment portion of our Community School Strategy will be completed by summer and that will inform how we continue to expand and enhance the school day experience for students and families. For example, providing a morning sports mentoring experience, more arts-based enrichments, work-based learning and student leadership opportunities.</p>
Green	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> .				Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	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)**  
(This section should only be completed as needed, for strategies not already listed in Parts I and II.)

<b>Key Strategies</b> Identify any key strategies being implemented during the current reporting period that are <i>not described in Part I or II above but</i> are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention Plan. Responses should be directly aligned with approved 2017-18 interventions plans (SIG or SCEP), and should include evidence and/or data used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.					
List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).		Status (R/Y/G)	Analysis / Report Out	2018-19 School Year Continuation Plan	
1.	Use of technology in the classroom to deliver instruction	Green	The additional 10 Chromecarts have been received and more teachers have completed the required introductory training, making their use more visible in classrooms. Several also have begun to move toward the use of Google Classroom, particularly for the writing process. Almost all staff have plans to have done so by the end of the summer. Teachers continue to rely heavily on the use of Smartboards in the classroom, and many use document cameras for modeling.	Movement toward a fuller Google environment will continue with Digital Transformation professional development, and as teachers get more experience utilizing Chromebooks to augment and enhance instruction.  A dedicated Parent space is being fitted with access to technology for the next school year.	
2.	Community School Strategy		Please see the CET section.	Please see the CET section below, as Northeast has chosen to use that team as the anchor for the newly emerging community school strategy.	
Green	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> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	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

<div>Community Engagement Team (CET)</div> <div>Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2018-19 School Year.</div>		
Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan
Yellow	<p>The purpose of the Community Engagement Team (CET) is to work as a unit with key stakeholders to break down the barriers to the students’ educational success. Stakeholders participate in focused planning discussions and shared decision making related to Northeast High School. The Community Engagement Team meets monthly to work towards the goals of the school, and has met five times. The Community Engagement team is in the early stages of formulating a plan to meet the school’s goals. The Receivership metrics, District Path Forward information and assessments are being used to formulate and then implement a plan. At past meetings, the team was provided with an overview of the receivership metrics, Path Forward qualitative data, an overview of the community school strategy and how these factors will lead the work, and development and implementation of a strategic plan for Northeast. The Community Engagement Team has had some changes in membership to ensure the team is more reflective of both the school and the community. Members are also being added to increase students’ and parents’ voice.</p> <p>The CET also has begun to align needs of the school with monetary resources provided by the community schools grant. Currently, the team is working on asset mapping as means to leverage the strengths of the school and community to expand partnerships and services. School-based assets have been identified by the team and a partnership has formed with the City’s Neighborhood Empowerment Team (NET) office to identify</p>	<p>As described to the left, the Community Engagement Team is still in the process of the needs and asset assessment. Moving into summer and fall of 2018, it will continue to utilize data such as asset mapping and stakeholders’ needs assessments (Student support questionnaire, resource inventories, parent, student and teacher surveys as well as stakeholders’ focus groups) to meet the needs of the school. Although the assessment and planning is not yet completed, Northeast has been able to identify several key areas where the Community School Strategy can help meet the school improvement goals. Comprehensively, the strategy can work to increase attendance, through creating a more positive, supportive school culture, stronger home-school relationships, and more engaging, relevant learning experiences.</p> <p>For example, parent survey results collected to date, indicate that Northeast High School needs to be more welcoming to families and the community. So, a space is being designed specifically for parents and the community. This space will provide them with access to technology, washer and dryer as well as other resources needed for the parents and students to be successful. Moreover, the fitness area is being redesigned via the community school grant and is projected to be available for parent/family use. Implementation of construction for both spaces has begun and will continue into the 2018-2019 school year. The CET team is also working with facilities to obtain an electronic informational sign in the front of the building. Members of the CET will update the sign to include pertinent school dates, functions</p>



	<p>the assets in the 14609 area. The team is also working on identifying the zip code where the majority of students reside so those services and partnerships can be leveraged.</p> <p>Next steps for the team are to refine the parental needs assessment, formulate the needs assessment for other key stakeholders and share out the information with school based planning team and then school wide. The parent needs assessment has been created, approved by the committee and distributed to families. Fifty-four surveys have been completed by parents thus far. Members of the CET team as well as other key stakeholders at Northeast High School continue to engage parents via the surveys and hence data is still being collected and will be utilized to identify goals to work towards for the 2018 -2019 school year.</p> <p>Plans will be further solidified with data collected from the teachers' needs assessment. This assessment will be reviewed and approved by the CET team and April 25th and distributed to staff thereafter at collaborative staff meetings and via email. Small focus groups for teachers started April 21st and will continue for the month of April. Focus groups for custodial, school security, secretarial and cafe staff will be completed between May - June 2018. This information will also be used to help shape the 2018-2019 school year and community school's goals.</p> <p>The CET team is also working with RCSD facilities / custodial to redesign underutilized areas of the school. The second floor former cafeteria will be transformed into a multipurpose space (small group meetings for teachers and students). With the purchase of collapsible and removing dividers, we will be able to add five additional spaces. Spaces will include furniture, and upgraded technology. The space will be available for use in the 2018-2019 school year.</p> <p>The next steps for the CET is to complete the climate walk, neighborhood walk, asset map and continue focus groups to gather data to make informed decisions regarding the 2018 - 2019 school year.</p>	<p>and information so the community at large are aware of assets that exist at Northeast. Planning and implementation for this will continue into the 2018-2019 school year.</p> <p>Moreover, space for the STAR program (serving overage and under-credited students) is also receiving an upgrade to make it more student friendly for the 18-19 school year. The walls are being painted, more tackable surfaces and dry erase paint will be added to display work and conduct group projects. Students will also receive four high top tables along with chairs to encourage group work.</p> <p>In addition to this, the parent surveys, resource inventories, students' attendance questionnaires, equity surveys and path forward community partners' focus group data indicates that students need increased opportunities to make connections between classroom instruction and the real world. So, Northeast has recently partnered with Pointii services to provide students with experiential tours connected to instruction. Example of a tour: Visiting Finger Lakes Community College to learn about Careers in STEM and how it is connected to math, science, english and equity. During the 2018-2019 school year, we plan to utilize community school grant funding to expand services with Pointii which will include an increase in experiential tours, career shadowing as well as internship and job placements for students.</p> <p>Moreover, connections have been made with Monroe Community College to begin the early stages of implementing a program to earn college credit for high school. If funding is available, the work with Monroe Community College will continue. It takes full school year to prepare and implement the program.</p> <p>In addition to this, 2018 -2019 school year dates have been identified by school based planning team for the opening house, parent teacher conferences and curriculum nights at Northeast. Thus, planning has begun to ensure the events are interactive, welcoming, inviting for students and families. The City's Ryan Community Center (also located in the 14609 community) has agreed to partner with us to facilitate the event to our families as well as to introduce them to the resources provided by the community center. Ryan Center will provide staff, a bounce house, popcorn machine and games to make the event fun, interactive and inviting. This is the type of family/community feeling Northeast will be working toward for the next school year.</p>
<p><b><u>Powers of the Receiver</u></b> Describe this quarter's use of the School Receiver's powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers. Please identify any changes in Receivership Powers to be utilized in the 2018-19 School Year.</p>		
Status	Analysis/Report Out	2018-19 School Year Continuation Plan



(R/Y/G)						
	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 17-18 school year:</p> <ol style="list-style-type: none"><li>1. 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>2. 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>3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made.</li><li>4. The Chief of Superintendent’s Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning.</li><li>5. 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></ol>	<p>Beth MM will complete</p>				
Green	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> .	<table><tr><td>Yellow</td><td>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</td><td>Red</td><td>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</td></tr></table>	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.			

**Part V – Budget – (As applicable)**

(Please complete this section regarding any applicable funding: such as the Community School Grant (CSG), the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG) 1003(g). Add rows as needed.)

<b><u>Budget Analysis</u></b>			
Please designate either as CSG, PSSG or SIG expenditures and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	<p><b>ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</b></p> <ul style="list-style-type: none"> <li><b>SIG FS-10 2018-19 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u>.</b></li> </ul> <p><b>DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS.</b></p> <p><b>BUDGET FORMS ARE AVAILABLE AT:</b>  <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a></p>
SIG 6	Green	The SIG budget is on track because it is mostly personnel and hourly pay for expanded offerings. These costs are being spent down as planned. Programmatic adjustment will be required to adjust that the SIG-funded Administrator for Student Supports transitioned into a non-grant funded administrative position midyear. This conversation, and required amendment, have already begun.	
CSG	Green	<p>It is unofficially understood that the CSG will be extended due to the late award date. The Community Schools Grant was approved on November 15, 2017, and runs through June 30, 2018. There are challenges inherent in the timing of award and release of funding, particularly where staffing, contracts and facilities are concerned. As Northeast and the District seek to be responsive to our school community's needs and to be good stewards of the funds, timely and flexible programmatic approvals will be requested.</p> <p>Code 15</p> <ul style="list-style-type: none"> <li>Site Coordinator hired January 2, 2018.</li> <li>Additional school counselor appointed</li> <li>Board approval granted and/or in process for additional hourly pay for teachers to provide intervention and learning recovery opportunities</li> </ul> <p>Code 16</p> <ul style="list-style-type: none"> <li>Additional custodial and civil service hourly pay for Saturday classes and attendance outreach support</li> </ul> <p>Code 40</p> <p>Contracts in place or in process for services from:</p> <ul style="list-style-type: none"> <li>Community Place of Greater Rochester</li> <li>Encompass for Learning</li> </ul>	



		<ul style="list-style-type: none"><li>Center for Youth</li><li>University of Rochester Medical Center</li></ul> Code 45: <ul style="list-style-type: none"><li>Flexible fund for refugees now available</li><li>Washer/dryer for refugee/homeless students/families purchased</li></ul> Code 46 <ul style="list-style-type: none"><li>Bus and local travel support for parents</li></ul> CODE 30 Capital Projects are underway and the Community School Grant will be extended, awaiting the official Field Memo, so that all project can be completed over the coming year.	
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Part VI: 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 that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. 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 a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1.	Cohort Tracking	While the school continues to refine the approach to displaying data and communication between teachers and the support staff, the approach to frequently monitoring and intervening with students is paying off, evidenced by the increasing number of on-track students in the rising cohorts.
2.	Panther Progress Room	This system is a responsive and restorative approach to high volume and intensity of social-emotional needs. It is a first-time responder, providing students a place to quickly recover, reflect and repair harm, returning to class as soon as possible. This system meets student need, reduces the amount of time school leaders spend on small disciplinary issues and reduces the time out of class for students.
3.	Reconnect Program	The program was created as a Tier 3 intervention to provide intensive supports and structure for a small group of first-time freshmen students to ensure that they are successful both academically and personally. Reconnect students are provided with core instruction from teachers and wraparound social-emotional services via community partners, Center for Youth and In Control. This program helps remove barriers so students can achieve 5.5 credits or more. Community School Grant funding was utilized to secure an intervention specialist from Center for Youth to work alongside the core teachers.

Part VII – 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.

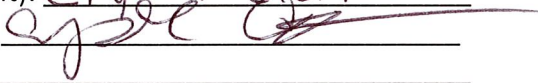
Name of Receiver (Print): Barbara Deane-Williams

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 quarterly report and into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2018-2019 Community Engagement Team plan and membership.

Name of CET Representative (Print): Crystal Clark

Signature of CET Representative: 

Date: 4/30/18



The University of the State of New York

THE STATE EDUCATION DEPARTMENT  
Albany, NY 12234  
2018-19  
School Improvement Grant 1003(g)  
Continuation Plan Cover Page

District Name Rochester City School District	
School Name Northeast	
Contact Person Barbara Deane-Williams	Telephone ( 585 )262 8379
E-Mail Address barbara.deane-williams@rcsdk12.org	
<p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer Superintendent of Schools
Typed Name: Barbara Deane-Williams	Date: