Receivership Schools ONLY

Mid-Year Report: *September 1, 2020 to January 15, 2021 (Due January 31, 2021)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:https://www.rcsdk12.org/Page/43515		
Northeast College Prep High School	261600010073	RCSD		Check which grant(s) below apply:		
				CSG	PSSG	SIG (6 or 7)
				X		X
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Lesli Myers-Small	David Passero	Sheela Webster, Chief of Schools Dan Hurley, Executive Director of Innovation		9-12	9% *Captured 12/22/20 via SPA	31.1% *Captured 12/22/20 via SPA	603 *Captured 12/22/20 via SPA
	Appointment Date: July 2020						

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*.

There is no question that a fully remote learning model is hampering Northeast's ability to meet all progress targets, in part because calculating metrics with Regents is in question, and in part because the pandemic compromises students' ability to fully engage. As a school community, we continue to invest energies in two main ways: 1) student-focused engagement and intervention; and 2) fostering systems and behaviors that will improve teaching and learning now and when we return.

Northeast staff is being as creative, aggressive and persistent as possible in terms of keeping students connected to school and academics. Teachers have mastered a large number of instructional applications and are continually refining their practice around ways to make thinking visible for more students, as well as needing to adjust pacing for remote learning. Some teams of teachers make weekly home visits to

students, others have secured outside grants to create care packages for online success. The school has created the Panther Lounge, a virtual one-stop-shop where students can be connected to social-emotional and/or academic support, as well as play games and stay connected. There are systems in place for additional help, marking period and credit recovery, and plans for Saturdays or late night support are in the works. The daily advisory period (with curriculum) also serves to connect students and respond to immediate needs.

Second, Northeast remains steadily focused on using time with staff to build systems and habits that are focused on instruction, and that will set us up for success when we do return to campus. First, the Instructional Leadership Team (ILT) has been revitalized and is using the Datawise process to examine student work and instruction together through a teacher-led process. It has identified a focus on academic language. Furthermore, the ELA and Math departments are implementing newly written Common Formative Assessments and engaging in collaborative analysis of results. In addition, the Leadership Team has established a new system for regular walkthroughs and weekly professional development that responds to that data. Lastly, a true system of regular meeting patterns including Leadership Team, teacher leaders, SBPT, ILT, full-staff, and cohort team has been established. These teams now use common practices such as rolling agendas, and are responsive to emerging identified needs. These teams are widening and coordinating ownership for school improvement.

Attention – This document is intended to be completed by the school receiver and/or its designee and submitted electronically to 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 mid-year reporting instrument for receivership schools. The Mid-Year Report, in its entirety, must be posted on the district website.

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 continuation plan 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	2020-21 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2020-21 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the 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 2020-21 continuation plan and a rationale as to why these adjustments were made.	What evidence is being used to assess progress toward meeting the target for this indicator?	Based upon the evidence, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#67: Total Cohort (10th Graders) Passing Math Regents (>=65%)	57% Cohort = 2019	Yellow	Yes, if exemptions count toward this metric.	Cohort tracking continues to enable student-by-student response including scheduling and interventions. Northeast has maintained the strategy of more time-on-task in Algebra 1, even with adjusting for remote. Northeast is partnering with RCSD's Director of Math on prioritized pacing, Common Formative Assessments and a targeted walkthrough tool. After cancellation of January Regents, Northeast adjusted the course offering for students who had not earned Algebra 1 course credit, such that they have the opportunity to demonstrate mastery by the end of second semester.	• Cohort tracking for student-by-student progress • Progress reports and report cards • Teacher-provided progress monitoring on Algebra/Geometry Blend module completion • Common Formative Assessment data • Walkthrough data	NOTE: this data is significantly impacted by whether/how the exam waiver will count toward this metric. 88 of 154 students have either passed the Regents or earned the waiver. This is 54.7%, and would require 4 additional students to earn the waiver or pass a Regents by June 2021, which Northeast projects. If the exam exemptions do not contribute toward this metric, this would significantly impact this target, as this cohort was in Algebra 1 last year.
#69: Total Cohort (11th Graders) Passing ELA Regents (>=65%)	44%	Orange	Unlikely, based on current grade.	Northeast is implementing the District's emerging Common Formative Assessments, despite the challenge of doing so remotely. The Department	• Cohort tracking for student-by-student progress.	First marking period grades in English 3 are not encouraging as approximately two-thirds of this cohort failed;

Cohort = 2018	Cohort = 2018		Somewhat dependent upon Regents exemption.	has utilized a looking at student work protocol for the first cycle, and will continue to do so. Two department leads serve on the District team, as curriculum and assessments are written. Northeast continues to reflect and adjust instructionally. For the English Department this has included collaborative work around the new Common Formative Assessment process, as well as the DataWise work on academic language. Remote learning is also requiring ongoing adjustments around pacing and instructional strategies. Northeast initiated the online Panther Lounge support structure and MTSS system, and will continue to adjust spring plans for intervention and credit recovery, in accordance with the District's emerging re-opening.	• Progress reports and report cards • Common Formative Assessment data • walkthrough data	progress reports are not much better. The first cycle of Common Formative Assessment data was a productive process, but did not yield actionable data for the broad cohort. Northeast continues to be creative and aggressive about the use of any in-person supports allowable in the spring, including learning pods, Saturdays or evenings to ensure that students have opportunities for marking period/credit recovery/intervention.
#70: Total Cohort 4 Year Grad Rate - All Students	56% Cohort = 2017	Green	Yes	Systems and practices such as cohort tracking, senior mentoring, and the STAR program, outlined in the initial plan continue, with delivery methods and outreach plans adjusted for remote. The plans for learning pods, spring intervention and marking period recovery continue to adapt to emerging circumstances and student progress monitoring.	• Cohort tracking • weekly review of progress, grades, OCR completion, attendance • progress reports and report cards	Current internal cohort tracking data reveals the current assessment of student progress for the 126 students in the 2017 cohort: • 65 students (+ 6 early grads)=56% are "on-track" (16 credits+3 exams) • 14 students =11 % are deemed "yellow" • 41 students=33% are deemed red with significant barriers/interventions. All efforts continue and are being tailored to remote learning in aggressive and creative ways. Northeast anticipates making aggressive use of any in-person

		Green				supports allowable in the spring, including learning pods, Saturdays or evenings to ensure that students have opportunities and supports for credit recovery.
#88: 2015 Total Cohort 5 Year Grad Rate - All Students	68% Cohort = 2016	Green	YES, already met	See above	• Cohort tracking • STAR weekly reviews	This target is already exceeded with 86 current graduates out of 121 students, or a 5-year rate of 71.1%. This is likely to increase; there are 6 members of this cohort actively engaged.
#120: HS ELA All Students Performance Index	72.8	Yellow	Unsure, dependent upon decision about Regents exemptions.	Since the writing of the continuation plan, Northeast has made a few adjustments to deepen this work in this particular year: Participating in this initial year of new Common Formative Assessments; Engaging the Instructional Leadership Team in a collaborative approach to examining instruction. Creation of the virtual Panther Lounge which provides a one-stop-shop space for students to get connected to academic and social-emotional support. Northeast notes that this metric is significantly impacted by being 100% virtual since March 2020. Less instructional time, challenging student engagement and the question of whether Regents exams will occur are all factors.	• Walkthrough data • Progress monitoring of grades • Instructional Leadership Team's learning walks (currently under development) • Common Formative Assessment data, again as the implementation curve is scaled	Tracking progress toward this indicator is a challenge because it is unclear whether exemptions will "count" as 65%. If they do, our progress target is predicted to have already been met, based on current accountability cohort and prior Regents exams. It would be particularly problematic for this cohort if exemptions do not contribute, as the bulk of this cohort were in English 3 last school year.
#130: HS Math All Students Performance Index	61.9	Yellow	Unsure, dependent upon decision about Regents exemptions.	Since the writing of the continuation plan, Northeast has made a few adjustments to deepen this work in this particular year: Participating in this initial year of new Common Formative Assessments;	• Walkthrough data • Progress monitoring of grades • Instructional Leadership Team's learning walks	Tracking progress toward this indicator is a challenge because it is unclear whether exemptions will "count" as 65%. If they do, our progress target is predicted to have already been met,

		Yellow		Engaging the Instructional Leadership Team in a collaborative approach to examining instruction, Creation of the virtual Panther Lounge which provides a one-stop-shop space for students to get connected to academic and social-emotional support. Northeast notes that this metric is significantly impacted by being 100% virtual since March 2020. Less instructional time, challenging student engagement and the question of whether Regents exams will occur are all factors.	(currently under development) ● Common Formative Assessment data, again as the implementation curve is scaled.	based on current accountability cohort and prior Regents exams.
#140: College, Career and Civic Readiness Index - All Students	65.8	Yellow	Uncertainty about SkillsUSA makes this difficult to predict.	Efforts to expand dual credit enrollment and career-oriented coursework are underway as Northeast builds the master schedule for next year. Student Voice Committees are also promoting the civic readiness aspect in a new way. Currently, the student representatives have helped design a course-interest survey that is live for the student body. In the short-term, the senior cohort's ability and willingness to participate in AP coursework has taken a hit due to COVID, especially as more students need to work.	● Still awaiting determination on SkillsUSA administration this year. ● Cohort tracking	While Northeast can track student-by-student engagement in coursework and/or work experiences that contribute to this measure, not knowing the status of SkillsUSA impedes our ability to assess this accurately. We are, however, using Naviance data to assess students' interests in college and career and support students' completion of grade-level tasks to increase college, career and civic readiness.
#170: HS Chronic Absenteeism - All Students	<58%	Red	No	While "attendance" is defined differently during remote instruction, Northeast has continued to refine the systems in place to promote and intervene. Efforts to promote and reward attendance have adapted for virtual learning, to include mailings, home visits from Pookie the Panther, meal deliveries, and incentives.	● attendance data, various reports ● cohort tracking	At the time of writing, 58% of on-campus students are chronically absent, which is exactly the progress target; thus this is not a target we expect to meet. As Northeast continues to work to track students who have moved out of state for example, these numbers do change. Currently, efforts are focused on

		 		Systems in place include redeployed staff working in outreach/contact teams for each cohort, Advisory teachers calling, and weekly attendance team meetings with focused efforts on tracking students who are not engaging. These meetings include District and County collaboration.		intense-problem solving with families whose basic needs have become even harder to meet due to COVID, and on engaging students overall.
#230: HS Science All Students Performance Index	105.5	<mark>Yellow</mark>	Unsure, dependent upon decision about Regents exemptions.	Since the writing of the continuation plan, Northeast has made a few adjustments to deepen this work in this particular year: Engaging the Instructional Leadership Team in a collaborative approach to examining instruction, The DataWise process has focused on academic language, which over time should support students moving to higher levels of performance, Creation of the virtual Panther Lounge which provides a one-stop-shop space for students to get connected to academic and social-emotional support. Northeast notes that this metric is significantly impacted by being 100% virtual since March 2020. Less instructional time, challenging student engagement and the question of whether Regents exams will occur are all factors.	• Walkthrough data • progress monitoring of Lab Minutes, and grades • Instructional Leadership Team's learning walks (currently under development)	Tracking progress toward this indicator is a challenge because it is unclear whether exemptions will "count" as 65%. If they do, our progress target is predicted to have already been met, based on current accountability cohort and prior Regents exams.
#240: HS Social Studies All Students Performance Index	90.80	<mark>Yellow</mark>	Unsure, dependent upon decision about Regents exemptions.	Since the writing of the continuation plan, Northeast has made a few adjustments to deepen this work in this particular year: Engaging the Instructional Leadership Team in a collaborative approach to examining instruction,	• Walkthrough data • Progress monitoring of grades • Instructional Leadership Team's learning walks	Tracking progress toward this indicator is a challenge because it is unclear whether exemptions will "count" as 65%. If they do, our progress target is predicted to have already been met, based on current accountability cohort and prior Regents exams. It would be

				The DataWise process has focused on academic language, which over time should support students moving to higher levels of performance, Creation of the virtual Panther Lounge which provides a one-stop-shop space for students to get connected to academic and social-emotional support. Northeast notes that this metric is significantly impacted by being 100% virtual since March 2020. Less instructional time, challenging student engagement and the question of whether Regents exams will occur are all factors.	(currently under development)	particularly problematic for this cohort if exemptions do not contribute, as the bulk of this cohort were in US History last school year.
#250: Total Cohort 6-Year Grad Rate All Students	60% Cohort = 2015	Green	Yes	Continued implementation of cohort tracking, STAR and flexible supports. See previous sections.	● cohort tracking	This progress target is already already met with 72% of the 2015 cohort having graduated.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	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)*

Identify Indicator # and Name	2020-21 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2020-21 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the 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 2020-21 continuation plan and a rationale as to why these adjustments were made.	What evidence is being used to assess progress toward meeting the target for this indicator?	Based upon the evidence, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#65: Total Cohort (9th Graders) with 5 or more credits July - June '21	55% Cohort = 2020	Red	No	Northeast has continued to implement the key strategies in the plan, and relied even more heavily on the cohort tracking/team	● Marking Period Grades ● Progress reports ● Cohort team review	At the end of the first marking period, 21% (33 students) of this cohort was considered "on-track" (passing all but one core course) while the remainder (118 students) of this

		 		time and Advisory/Town Hall structures to keep students engaged in virtual learning. Adjustments during remote learning have included: Creation and promotion of Panther Lounge, a virtual one-stop-shop where students can access social-emotional and academic intervention as well as stay connected to school. Open 3 times a day, Adapted the Algebra 1 credit recovery model; see previous section, Increased outreach efforts including phone calls, mailings, Zoom dates, conferences, evening events, Northeast initiated an online MTSS system, and will continue to adjust spring plans for intervention and credit recovery, in accordance with the District's emerging re-opening. Advisory period has been critical in creating a system of trusted adults reviewing grades and mid-marking period status with students, goal-setting and increasing their awareness of current status towards earning 5 or more credits by June.		cohort was failing 3 or more core courses. Recent mid-marking period progress reports follow the same trend. This is clearly problematic in terms of making progress toward this indicator. Current efforts include: full team problem-solving parent-teacher Zoom conferences, targeted interventions through Panther Lounge, Office Hour incentives and home visits. Northeast continues to engage in planning for multiple options of learning pod, hybrid or other in-person supports as spring unfolds. A third of this cohort responded with interest in hybrid learning when that becomes an option, which may increase the likelihood of marking period/credit recovery in the spring.
#66: Total Cohort (10th Graders) with 5 or more credits July - June '21	56% Cohort = 2019	Orange	No	Northeast has continued to implement the key strategies in the plan, and relied even more heavily on the cohort tracking/team time and Advisory/Town Hall structures to keep students engaged in virtual learning.	● Marking Period Grades ● Progress reports ● Cohort team review	At the end of the first marking period, 40% (62 students) of this cohort was considered "on-track" (passing all but one core course) while 52% (79 students) of this cohort was failing 3 or more core courses. Recent mid-marking period progress reports follow

				Adjustments during remote learning have included: Creation and promotion of Panther Lounge, a virtual one-stop-shop where students can access social-emotional and academic intervention as well as stay connected to school. Open 3 times a day. Adapted the Algebra 1 credit recovery model; see previous section, Increased outreach efforts including phone calls, mailings, Zoom dates, conferences, evening events, Northeast initiated an online MTSS system, and will continue to adjust spring plans for intervention and credit recovery, in accordance with the District's emerging re-opening, Advisory period has been critical in creating a system of trusted adults reviewing grades and mid-marking period status with students, goal-setting and increasing their awareness of current status towards earning 5 or more credits by June.		the same trend. This is clearly problematic in terms of making progress toward this indicator. Historically, January exam week, February break and spring Saturdays were critical to marking period recovery. Current efforts include: full team problem-solving parent-teacher Zoom conferences, targeted interventions through Panther Lounge, Office Hour incentives and home visits. Northeast continues to engage in planning for multiple options of learning pod, hybrid or other in-person supports as spring unfolds. A third of this cohort responded with interest in hybrid learning when that becomes an option, which may increase the likelihood of marking period/credit recovery in the spring.
#68: Total Cohort (11th Graders) with 5 or more credits July - June'21	72% Cohort = 2018	Red	No	Northeast has continued to implement the key strategies in the plan, and relied even more heavily on the cohort tracking/team time and Advisory/Town Hall structures to keep students engaged in virtual learning. Adjustments during remote learning have included:	• Marking Period Grades • Progress reports • Cohort team review	At the end of the first marking period, 39% (50 students) of this cohort was considered "on-track" (passing all but one core course) while the remainder (74 students) of this cohort was failing 3 or more core courses. Recent mid-marking period progress reports follow the same trend. This is clearly problematic in terms of making progress toward this indicator.

				Creation and promotion of Panther Lounge, a virtual one-stop-shop where students can access social-emotional and academic intervention as well as stay connected to school. Open 3 times a day, Increased outreach efforts including phone calls, mailings, Zoom dates, conferences, evening events, Adapted Algebra 1 credit recovery model, for targeted students, Northeast initiated an online MTSS system, and will continue to adjust spring plans for intervention and credit recovery, in accordance with the District's emerging re-opening. Advisory period has been critical in creating a system of trusted adults reviewing grades and mid-marking period status with students, increasing their awareness of current status towards earning 5 or more credits by June		Current efforts include: full team problem-solving parent-teacher Zoom conferences, targeted interventions through Panther Lounge, Office Hour incentives and home visits. Northeast continues to engage in planning for multiple options of learning pod, hybrid or other in-person supports as spring unfolds. Forty-four percent of this cohort responded with interest in hybrid learning when that becomes an option, which may increase the likelihood of marking period/credit recovery in the spring.
#89: Total Cohort 5-Year Grad Rate - SWD Students	42% Cohort = 2016	Green	Yes - already met	See previous sections that are relevant to supporting overage students.	• Cohort tracking	Current data show that 57% of this subgroup (12/ 21 students) from the 2016 cohort have graduated, which exceeds the progress target. There are 6 Students with Disabilities currently still enrolled.
#253: Total Cohort 6-Year Grad Rate - Hispanic Students	56% Cohort = 2015	Green	Yes	See previous sections that are relevant to supporting overage students.	• Cohort tracking	Current data show that 68% of the 2015 cohort's subgroup (30/ 44 students) have already graduated, which exceeds the progress target.

| Green | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*. | 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)*

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Key Strategies
- Do not repeat strategies described in Parts I and II.
- 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.
- Every school must discuss the use of technology in the use of remote and hybrid instruction.
- Describe student social emotional support strategies.
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<td>List the Key Strategy from your approved intervention plan (SIG or SCEP).</td>
<td>Status (R/Y/G)</td>
<td>Analysis/Report Out</td>
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<td>1. Use of technology in the classroom to deliver instruction</td>
<td>Yellow</td>
<td>With the shift to 100% remote learning, teachers and students have been required to navigate the learning curve quickly. Professional development, both at the school and District level, have prioritized how to select instructional technology to meet learning goals, and teachers are largely rising to the challenge. While many students thrive, many are still struggling to have sufficient wifi access, and with the typing and management of a more independent learning style. While there are a variety of very effective technological applications available, it is the integration and management of them, as well as the independence it requires that seems to be causing the challenge. The leadership team is still devoting a significant amount of time to continually replacing and transporting new devices to replace broken ones. As we prepare for the possibility of hybrid, the school is not currently outfitted for live streaming technology. Leadership is collaborating with the IM&T Department on a plan that would bring desktop computers to each classroom to enable teachers to be ready for simultaneous instruction.</td>
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<td>2. Social-emotional support</td>
<td>Green</td>
<td>This is an area of strength for Northeast, and the remote schedule has actually afforded a more conducive environment and schedule to provide universal social emotional support. Every student starts the day at 9:30 with a 20-minute Advisory. Northeast's newly created Teacher on Assignment/Climate and Culture Coach has created a daily curriculum that builds community, provides SEL check-ins and skill-building, and also incorporates time for student reflection and goal-setting. Advisors also play a key role in the home-school connection, and overall well-being of the student. Monthly</td>
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Town Halls also serve to promote the sense of belonging, and usually feature virtual check-ins that then allow us to follow up with students. School-Based Planning Team is already beginning conversations about what this structure and curriculum needs to look like next year, as students return from such a long remote period.

In addition, Northeast created the Panther Lounge, a virtual space where students can connect and be connected to various supports, either academic or social-emotional. The room is staffed by intervention teachers, a social worker and community partner, in addition to teachers who volunteer for the tutoring aspect. This room has features such as "Barbershop Talk" every Thursday where students share what is on their mind. This proactive support was especially valuable last week when students wanted to process the events in Washington, DC and the contrasting response to local BLM protests. Northeast is proud that students have a place to connect and have their needs met.

These are in addition to the typical levels of SEL that continue--MTSS referral allows any school community member to ask for support for a student, cohort team time also is a forum to match students to supports, and teachers and administrators have built frequent check-ins with students via text, Remind app, Google forms, emails, calls into their daily practice during the pandemic.

Lastly, Northeast has invested time and effort in educator resilience and community building. This is intentional, and extremely important in such uncertain times, and it does impact staff ability to support students.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**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*

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 2020-21 CET plan and/or the 2020-21 CET membership changed, please attach copies of those updated documents to this report.

Status (R/Y/G)	Analysis/Report Out

Green for structure, engagement and team functioning.
 	
Yellow for impact on main goals as of yet.
	While the work continues to take action on the priorities established through the needs assessment and past CET collaboration, this year has seen significant investment in developing the CET by widening membership and aligning initiatives with the newly formed Student Voice Committees. The design is to have one CET subcommittee for each Student Voice Committee, so that the community partners can mobilize behind the student agenda, as well as provide guidance and true collaboration such that relevant and authentic issues and resolutions are addressed. Thus far, student leaders and CET members have explored school climate data, participated in a learning opportunity on adultism, and generally discussed some of the emerging student priorities. This work will continue with students conducting root-cause analysis through research in order to develop action plans that work to solve the issues brought to the table. The team will continue to adapt to emerging timelines for school reopening.
	
	The subcommittees that span both CET and Student Voice structures are:
	
	    Facilities & Programs: This work focuses on both the look and feel of the campus, as well as identifying relevant and engaging programmatic offerings through varied extracurricular options. This sub committee works to make campus more welcoming, vibrant, engaging and enriched.
	
	    Restorative Practices: This sub committee focuses on how all stakeholders can work to handle conflict and empowers students to do this work with each other. It includes training additional student leaders to widen the support system. The team also works to improve disciplinary systems in the classroom, ISS and the PPR (student reflection and decompression room) in order to reduce high flyer behaviors.
	
	    Community Building: Works to build community and culture by identifying and planning relevant, student led programs, events and experiences in addition to strengthening our current platforms including Advisory, Town Halls, and students' social media presence.

Social Justice: This work focuses both outside and inside school with students working to address social justice issues in the community and bringing that work back to the school in order to embed the work into the school culture. How are we change agents in our community? How does our curriculum represent us/our issues? How do we foster students as activists?

In addition, CET has a Family Voice Sub-Committee: This team consists of our home school assistant, community members, teachers, parents, PTO president, students and administrators. They work to build initiatives that will increase community and family engagement. This team works in collaboration with our PTO to increase family contribution in the decision making process of a variety of initiatives within the building.

Members:

Administrators:	Student Voice Committee:	Parents:
Dave Passero-Principal	Nicole Tanco	Rhonda Dixon
Kirstin Pryor-AP	Elexis McGee	Lex Mouzin
Nakia Burrows-AP	Kimora White	
Noelle Breedlove-Community School Coordinator	Omariana Curry	
	Jorge Jiminez	
Teachers, TOA's and Staff	**Community Agencies:**	**Community Partners:**
William Hucks-TOA		Ricardo Adams-School Board Liaison
Jess Nordquist-TOA	**Center For Youth**	Chuck Allan-Monroe County FACT
Michal Black-TOA	Tyshuana Clark	David Sanchez
Robert Faulknor	Nolica Murray-Fields	Chris Widmaier
Rachel Hildreth	**Camp Stomping Ground**	
Colleen El-Bejjani	Laura Kriegel	
Jessica Ellsworth	**Center for Dispute Settlement**	
Lena Fagan-School Psych	Lynda Bell	
Hector Detres-Home School Assistant	Frank Liberti	
Addie Rumfa-Counseling Intern	Clayton Lyons	
	Parent Leadership Training Institute:	
	Deb Hanmer	
	Citizen Action of NY:	
	Mercedes Phelan	

CET Meeting Schedule:
3:45-5pm
11/18, 12/17, 1/28, 2/25,3/25, 4/29, 5/27, 6/24

 	

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
 	The Superintendent Receiver Authority continues to be utilized in multiple ways for the 20-21 school year: ● School level community engagement meetings to discuss Receivership status and solicit public input and recommendations ● Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools are 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 ● 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. ● The Office of School Innovation holds bi-weekly professional learning/team meetings to focus on Improving Instruction and Curriculum, Monitoring Data, and Shifting Culture ● Support the schools in the continued implementation of the Community Schools. Additionally, the Superintendent Receiver will utilize the Powers of Receiver as needed: ● Review and make changes to the school budget. ● Create/change school program and curriculum. ● Supersede a decision made by the Board of Education. ● Require all staff to reapply for their positions. ● Implement professional development for staff ● Expand the school day or year. ● Replace school leadership to help transform a school on an as-needed basis ● Request additional changes to the collective bargaining agreement.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	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*

(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) as applicable. Add rows as needed.)

Budget Analysis		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved **2017-21** (PSSG, CSG) or 2020-21 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges expending the remaining funds describe the course correction to be put in place for this reporting period.
PSSG: NA		
SIG: X	Green	**Expenditures are on track and support the strategies implemented for targeted student improvement in alignment with Demonstrable Improvement Indicators.** **Code 15:** Additional hourly pay for teachers to provide Summer School support, targeted instruction, and curriculum writing. Additional hourly pay for teachers to support Saturday School for targeted groups of students. **Code 40:** Center for Youth to provide crisis intervention/prevention and restorative practices as well as targeted small group supports. Contracts to support curriculum engagement, cultural responsiveness, community action and social-emotional services including mindfulness and meditation. **Code 45:** Supplies and materials for intervention/prevention supports.
CSG: X	Green	**Expenditures are on track and support the implementation of the Community School Model.** **Code 15**: 1.0 Community School Director - Expenditures are on track to support the implementation of the Community School Model and are in alignment with the results of the Needs Assessment.

Part VII*: Best Practices (Optional)*

Best Practices	
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. Cohort tracking	As reported in prior documents, Northeast attributes its steady rise in graduation rates to its cohort tracking system. This brings a holistic team (administrator, counselor, social worker, community agencies) to the table every 5 weeks to review student progress. This allows for each student to be known, and for responsive intervention. This review process also links to other structures which are cohort-based: the master schedule, teacher teams and Advisories. The practice of organizing resources around cohorts, vs. "grades" is certainly replicable in other schools, and makes a great deal of sense given the need to progress monitor students frequently, even in secondary settings. This system, and Northeast's success with it, has been made possible by additional resources through SIG and Receivership--these enabled devoted administrative and counseling support to each cohort, as well as room in the master schedule to incorporate cohort team time and targeted interventions.
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): Dr. Lesli Myers-Small
Signature of Receiver: Lesli Myers-Small
Date: 1-28-2021

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 2020-2021 community engagement team plan and membership.

Name of CET Representative (Print): ___Noelle Breedlove_____

Signature of CET Representative: ___
Date: _____1/12/21_____