

Receivership Schools ONLY

Quarterly Report #2: October 14, 2018 to January 15, 2019 (Due January 31, 2019)

| 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 | | Check which plan below applies: | | | |
| | | | | SIG | | | SCEP |
| | | | | SIG Cohort 6 | | | |
| | | | | Model: Transformation | | | |
| Superintendent/EPO | School Principal | Additional District Staff working on Program Oversight | | Grade Configuration | % ELL | % SWD | Total Enrollment |
| Barbara Deane-Williams | Ali Abdulmateen | Amy Schiavi, Chief of Schools Michele Alberti, Executive Director of School Innovation Lynne Hawthorne, Ambassador for School Innovation | | 9-12 (located on a 7-12 campus) | 10.7% SPA 1.14.19 | 20.8% SPA 1.14.19 | 548 SPA 1.14.19 |
| | Appointment Date: August 2017, Per Diem May 2018, Permanent/Probationary | | | | | | |

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*.

Northeast continues to work the systems that it has put in place over the past few years, focused on cohort tracking and responsive interventions and supports. This quarter saw the opening of the Reconnect program, as a Tier 3 intervention to support a small group of 9th graders who were not experiencing success in the beginning of the year. Additionally, the intervention teacher spent this quarter working with small groups of students focused on the ELA Regents in January. January also included an increased level of supports available for students—



offering Saturday sessions, increasing online marking period recovery options, and the use of Regents week for a credit recovery program for 30 9th grade students. Northeast continues to prioritize the building of relationships and culture, working to build the capacity for a culturally and trauma-responsive educational environment.

As a school community, Northeast has experienced some staffing disruptions this quarter, including an administrator out on medical leave, and the Community School Site Coordinator accepting a District-level position. In addition, there has been turnover in the counselor for the 2017 cohort. Northeast has been strategic in backfilling and accommodating these changes, but they are part of the context.

There are two areas of celebration this year. With the addition of a part-time attendance clerk and a newly hired home-school liaison, considerably more attention is being given to attendance. As a result, more students are being found and either re-engaged or reflected accurately in records. While attendance remains a large challenge with Northeast's student body, the average daily attendance rate is rising. The steep reduction in suspensions is also contributing, keeping more students in school. To date, suspensions are down by 75% over the same time period last year. Northeast attributes this to a more effective approach to managing negative behaviors of special education students, as well as to an increasing array of supports, restorative mediations, and the collection of cell phones. All of these have resulted in less conflict on campus.

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 quarterly reporting instrument for receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.



Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The district should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging state academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

| Identify Indicator # and Name | Baseline | 2018-19 Progress Target | Status (R/Y/G) | Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 1 indicator, please answer yes or no below. | What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made. | List the formative data points being used to assess progress towards meeting the target for this indicator? | Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target. |
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| #5: School Safety | 45 | 30% reduction (31) | | Met the progress target for 17-18 and expects to meet for 18-19. | <p>Northeast continues to provide the range of social-emotional support systems including the Panther Progress Room and onsite crisis interventionists that have proven effective over the past few years.</p> <p>The 18-19 focus continues to be expanding and integrating systems so that more students are getting their needs met. Efforts to date include:</p> <ul style="list-style-type: none"> • Launch of a mental health team to streamline the problem-solving approach and processes for accessing mental health supports for students; | <p>School Safety and Educational Climate (SSEC) data</p> <p>School data on incidents and suspensions</p> | <p>At this point in the year, Northeast has recorded 2 serious incidents and is on track to meet this metric.</p> <p>Suspensions are down 75% over first semester last year, resulting in a substantial decrease in the number of instructional days lost to suspension. Northeast is proud of the fact that its new Pathways support system for special education students is reducing suspensions and disproportionality.</p> |

| School Year | Incidents | Short Term | Long Term | In School | Out of School | In Alt. Program | Total Suspensions | Total # of Days Suspended |
|-------------|-----------|------------|-----------|-----------|---------------|-----------------|-------------------|---------------------------|
| 2018-2019 | 29 | 30 | 1 | 16 | 14 | 1 | 31 | 92 |



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| | | | | | <ul style="list-style-type: none"> Emerging learning on restorative approaches, including student trainings. A new partnership is bringing mindfulness training to campus as well; Creation and implementation of the Pathways program to provide the proper support and behavior intervention for students with disabilities. | | <p align="center">Suspensions by Month</p> |
| #67: 2012 Total Cohort Passing Math Regents (score 65%) | 35% | 10% point increase = 45% (2017 cohort) | | Met in 17-18, expects to meet in 18-19. | <p>Key strategies include:</p> <ul style="list-style-type: none"> use of master schedule to embed AIS Saturday Regents review and credit recovery additional math intervention support | Cohort tracking Report cards and assessments | <p>At the time of writing, 44 of the 121 students (36%) in the 2017 cohort have already passed the Algebra exam with at least a 65%.</p> <p>The January Regents are this week; thus the next report will have more accurate updates on progress toward this metric. However, the school is confident that enough students will pass a math Regents by year end to meet this metric.</p> |
| #69: 2012 total cohort passing ELA Regents (score 65%) | 24% | 10% point increase = 34% (2016 cohort) | | Met in 17-18, expects to meet in 18-19. | <p>The literacy coach works closely with English teachers to ensure that the curriculum in both English 3 and AP Language supports success on the Regents.</p> <p>In this upcoming second semester, this team will work together to identify students for whom push-in or pull-out interventions will be required.</p> | Counselor review of grades Cohort tracking English Department tracking at the student-by-student level | <p>Three students in the 2016 cohort of 125 have already passed the ELA exam. The remainder are seated in English 3 or AP Language and will take the exam in June. Some students are challenging themselves by taking the exam in January; those results can be reported in the next report.</p> |



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| #70: Total cohort 4-year graduation rate – all students | 49% (09 cohort) | 10% point increase = 59% (2015 cohort) | Yellow | Came very close in 17-18; anticipates this target being down to the wire. | Northeast supports the 2015 cohort through cohort tracking and rapid adjustment of supports, and provision of flexible opportunities for credit and exam recovery. Northeast will continue to provide individual conferencing for goal-setting, senior-mentoring for strategic students and increased access to the CDOS pathway. The STAR program which enables rapid recovery and wrap-around support is also a critical strategy in meeting this goal. | Cohort tracking Counselor, administrator and School Chief Review | Northeast continues to aggressively monitor and adjust based on cohort’s unique needs. Examples include intervention groups, Saturday review sessions, use of online marking period recovery, mentoring, conferencing, as well as increasing social events and supports. While the cohort is in continual flux, most recent data show 161 students in the cohort, 144 of whom are still active. (The inactive students include 6 early graduates.) Approximately 40% of these students are considered solidly on-track, in terms of credits, Regents and current performance. January Regents and the close of the second marking period will provide the next data on measurable progress, as well as informing the responsive supports for second semester. |
| #76: Total cohort 4-year grad rate with Adv. Designation – All students | 4% | 3% point increase = 7% (2015 Cohort) | Yellow | This target did not follow the typical percentage increase, and the target has not been clearly established. If it is a 10%age point increase, = 14%, Northeast will not meet it. If it is 10%, it is possible to meet. | Northeast continues to invest in one counselor per cohort and to expand the college-going culture, as well as access to APs and the importance of higher expectations. | Cohort tracking meetings Status updates with students and families | There are 17 students who have the potential to earn an Advanced Regents. However, this is dependent upon students taking and passing several additional exams. January Regents will provide new data. |
| #88: Total 5-year grad rate- All students | 33.7% (2010 cohort) | 43.7% (2014 cohort) | Green | Northeast made this metric in 17-18, and expects to again. | NE continues to use cohort tracking and supplemental staffing resources through the STAR program to support 5th year students, as well as partnering with the District’s All City High. Both use the semester model and wrap-around supports to create a viable 5-year grad plan for | Cohort tracking meetings STAR program progress monitoring | This metric is already met, as 90 of the 165 students in the 2014 cohort already graduated, and 18 remain engaged. January Regents will provide a more updated number. |



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| | | | | | over-age, under-credited students, or for students who have discrete needs. | | |
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Part II – Demonstrable Improvement Indicators (Level 2)

| Identify Indicator # and Name | Baseline | 2018-19 Progress Target | Status (R/Y/G) | Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 2 indicator, please answer yes or no below. | What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made. | List the formative data points being used to assess progress towards meeting the target for this indicator? | Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target. |
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| #21: HS ELA All students Level 2 and above | 51% | 10% point increase = 61% | Orange | In reach, but not likely. | Northeast has adopted a new District curriculum for English IV, and continues to support the ELA department in strengthening students' abilities to read complex text and to write well. | Report cards Regents | Currently, 70 of the 161 students (43%) in the cohort have passed the exam with at least a 65%. While January Regents will provide more current data, meeting this target is possible but unlikely given the number of inactive students and students for whom a 55% will suffice as passing for graduation. |
| #65: 2014 Total cohort (9 th graders) with 5 or more credits | 44% | 10% point increase= 54% | | Met in 17-18; and expects to meet in 18-19 | Strategies to support this metric include utilizing one counselor for each cohort; cohort tracking; implementing the 9 th grade Panther Lair/academy model to provide intensive supports for 9 th | Report cards Progress reports Cohort tracking meeting 9 th grade Panther Lair team | There are currently 123 students in the 2018 cohort and 22 (18%) of them entered with at least 1 credit. |



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| | | | | | <p>graders, as well as a freshman mentoring program, academic and social emotional supports (ELA/Math lab classes for remediation and 9th grade seminar class for all freshmen)</p> <p>The school has implemented the Reconnect Program as a Tier III responsive system to disrupt failure for a small group of students struggling academically and demonstrating high social-emotional needs. This creates a smaller learning environment with push-in social emotional supports.</p> | | <p>Grades and behavior are being monitored actively. Based on MP1 grades, 61% of 9th graders scored favorably, on track to earn 5 or more credits. Progress monitoring and intervention strategies have been adapted to better support struggling students through learning recovery efforts.</p> | |
| #83: Post graduation plans of Completers (4 year college) | 12% | 4% point increase = 16% | | Met in 17-18; expects to meet in 18-19. | One counselor per cohort enables more individualized planning. College and career year-long planning, Naviance lessons, and cohort-specific days are all aimed at supporting this indicator. Senior mentoring, college tours, College Bound Senior Event, and onsite Accuplacer all support this indicator. | Counselor 1:1 meetings Counselor records Cohort tracking | This will be done at the appropriate time. | |
| #86: Teacher Turnover | 51% | 15% point decrease = 36% | | Met in 17-18 and have already met for the 18-19 school year. | NE works to promote positive and collegial relationships with staff and to build the Douglass Campus identity. Staff retreat over summer elevated this work. | Staffing template | There were 7 teachers from 17-18 who did not return to the school in 18-19. This is 12% teacher turnover. | |
| #94: Providing 200 hours of extended day | n/a | Meet SED rubric requirements | | Met in 17-18 and anticipate meeting in 18-19. | NE's extended day model has been refined to include built-in academic intervention classes, done through co-requisite scheduling instead of traditional remediation/retention is helping. Community partners are embedded onsite and matched to students/cohort in a targeted manner. | Cohort tracking Biweekly meetings with community partners. | The NE school day is 8:30-3:30 – longer than required by NYSED. It provides for students to have increased academic and social-emotional partnerships. | |
| 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)

| <u>Key Strategies</u> | | |
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| <ul style="list-style-type: none"> • 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 classroom to deliver instruction. | | |
| List the Key Strategy from your approved intervention plan (SIG or SCEP). | Status (R/Y/G) | Analysis/Report Out |
| 1. Use of technology in the classroom to deliver instruction | | North East HS now has enough Chromebooks for 1:1 environment, however the Chromebook carts are located in the classrooms. Students access the Chromebook when they are in the classroom that has a cart. 43% of teaching staff have completed 3 or more of the Digital Transformation Ready Series Pd classes. This year the school received CIT IT Lead Teacher, Michael Burton. He has worked with teachers on integrating technology and is creating a collegial circle for teachers to join. Many classrooms are utilizing Google Classroom, Google apps and web resources for the distribution, completion, and collection of student work. School Pace Program is used with ESOL students. All students have access to BrainPop, Castle Learning and Discovery Education programs. |
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| 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. |
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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 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report.

| Status (R/Y/G) | Analysis/Report Out |
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| | <p>The community engagement team meets the first Wednesday of each month. Members of the community engagement team (students, parents, teachers, administrators, community partner, parent liaison and community school site coordinator) meet to review the roles and expectations of CET team, disaggregate and analyze school data such as receivership targets and to ensure the work is aligned with community school needs assessment and development plan. The development plan is also reviewed and updated at each meeting to determine the progress the team and school community has made with meeting the goals/ recommendations of the plan. The CET meeting time is also used as an opportunity to have potential partners present their program and how it aligns with the school goals. The CET team also utilizes the time to plan school and community wide events. The CET team shares their progress and updates with the school community at large. The community engagement team has met a total of 4 times this school year.</p> <p>In addition to the Community Engagement Team meeting, there is a subcommittee that includes all community partnerships on campus and key stakeholders (counselors, social workers, school psychologist, and student support coordinator and partnership directors/ supervisors). The team meets bi-weekly. During these meetings, each stakeholder in attendance provides updates pertinent to their respective job duties and programs and problem solves concerns brought to the team. School updates are also provided to ensure partners and other key stakeholders are in the know. Partnerships’ protocols and procedures related to the expectations of their contract are also reviewed and revisited as well as the collection of data from each partner. This team also receives and processes student and family support referrals from students and/or caring adults. The referrals are reviewed in the meeting and assigned to a key stakeholder and/or partnership. From there, the partnership/stakeholder follows up with student and family to give them further information about their respective programs. Once the students and/or family are enrolled, this information is reflected in the monthly data collection. The person that made the referral also receives an update. All other information from the meeting is shared with the community at large in the form of meeting minutes. This team has met 9 times so far this school year.</p> <p>Another subcommittee of the community engagement team is the mental health team. The mental health team was formed this school year and meets weekly (every Wednesday) to review intense cases at it relates to students with mental health needs. Ten students (5 general education and 5 special education) are referred to the team. The team then develops a crisis intervention plan for the child and two team members for each team are assigned to the case to act as the first line of defense for the child (parents, admin, SSO, counselor and other pertinent safe members are made aware of the plan. Once a child’s mental health is stabilized, another child is added to team list. In addition to this, the team works to review school processes and make improvements. The team has reviewed and implemented changes to the following protocols to ensure they are aligned with the district and/state regulations: Mandated Reporter process (CPS), Mental Hygiene Arrest/Transports and Dignity Act for all Students Act. The team also creates and provides opportunities for training</p> |



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| | <p>around mental health. This team has met 16 times. Key stakeholders include community partnerships that conduct counseling, both Northeast High School’s and Northwest Junior High School’s social workers, counselors, administrators, the community school site coordinator and members from a local hospital.</p> <p>Both teams continue to meet on a consistent basis to ensure the goals of the needs assessment and development plan are met.</p> |
| <p><i>Powers of the Receiver</i> 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.</p> | |
| <p>Status (R/Y/G)</p> | <p>Analysis/Report Out</p> |
| | <p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 18-19 school year:</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • 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. |
| <p>Green</p> | <p>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>.</p> |
| <p>Yellow</p> | <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p> |
| <p>Red</p> | <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p> |

Part V – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/19 budget period.)

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| <p><u>Community Schools Grant (CSG)</u> As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.</p> | |
| <p>Required Activities</p> | <p>Provide updates to each activity with regard to its planning, implementation, or operations.</p> |



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| <p>Community-Wide Needs Assessment (if one is being conducted in 18-19)</p> | <p>The Needs Assessment was completed Summer 2018.</p> <p>District Level Community Schools News: The RCSD’s Office of Community Schools has been working on several new and exciting things over the past few months. Two new Community Partners have been added that will help to give our students and their families’ additional support. The Memorandum of Agreement (MOA) with FoodLink of Western New York was finalized. This MOA adds food pantries into all District Community Schools. These pantries should be established by late January 2019. Hillside Health Home program will also now offer more opportunities for our students and families to receive general and mental health assistance in six of the Community Schools. Each building will have an assigned Case Manager and this will begin in early February 2019. Lastly, the District has worked to establish a growing relationship with the Communities In Schools Lehigh Valley Network that will help both Community Schools Initiatives improve through sharing current practices and successes.</p> |
| <p>To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:</p> <ol style="list-style-type: none"> 1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year) | <p>The Community Engagement Team (CET) meets monthly and includes all stakeholder groups; new “open time” with Principal occurs the first Tuesday of each month; and there are regular opportunities for the Community Site Coordinator to meet with faculty and other stakeholder groups. School-Based Planning Team is another venue. The school is also planning its Receivership update meeting for early February.</p> |
| <ol style="list-style-type: none"> 2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language) | <p>Facebook; robocalls; targeted mailing; emphasizing power of personal phone calls home; staff newsletter; robocalls translated into home languages; letters provided in English and Spanish.</p> |
| <ol style="list-style-type: none"> 3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee | <p>Community School Site Coordinator is proactive with communication and has widened the representation/communication by/to the CET through email, presentations, listening sessions, community outreach, and formal participation in community events and with community institutions.</p> |
| <p>Steering Committee (challenges, meetings held, accomplishments)</p> | <p>Accomplished the needs assessment goal; prioritizing recommendations; and implementing the mental health team, which was a priority action item. Perennial challenge remains finding times to meet that maximize wider participation in the CET, and integrating the work into the overall work of school improvement. The Community School Site Coordinator is accepting a promotion to the District level, and this transition will be a challenge to navigate midyear.</p> |
| <p>Feeder School Services (specific services offered and impact)</p> | <p>Primary feeder school is Northwest Middle School (shared campus).</p> |
| <p>Community School Site Coordinator (accomplishments and challenges)</p> | <p>The Community School Site Coordinator and the CET team continue to make great strides towards achieving the goals on the strategic community school development plan for Northeast High School. Some highlights include expanding partnership with Pointii Services to offer students soft skills career training and internships; as well as the</p> |



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| | <p>acquisition of a mindfulness grant to provide students, parents and the school community with techniques and strategies to combat stress and trauma. The Community Site School Coordinator also co-leads the mental health team and has improved protocols and processes for DASA, Child Protective Services and Mental Hygiene transports. Contracts for both Hillside Health Home and Foodlink are also in progress to provide students and families with increased supports via case management services and emergency food. The Community School Site Coordinator has also partnered with Fidelis Care to offer health insurance for students and families. In addition to this the Community School Site Coordinator is working in partnership with ROCRecovery to obtain a Youth Sports grant. The grant will allow us to have the funding needed to offer fitness, sporting activities and mentorship for our youth and families that have been exposed to and/or have substance abuse issues. The goal is to give them an alternative way to cope with stressors and promote resiliency. The Community School Site Coordinator continues to forge intentional relationships with community partners and businesses to meet the development plans goals.</p> <p>As with any work, there are challenges. These include budgetary constraints on the implementation of the community school strategy. In addition, attendance at CET team meetings varies and so work has been done to recruit more diverse and committed stakeholders. Lastly, the Site Coordinator is accepting a District-level promotion and will be leaving Northeast at the end of this month; this transition will be a challenge to overcome as well.</p> |
| <p>Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)</p> | <p>The Community School Grant end date was extended to June 30, 2019. No additional funds were allocated. NE is supplied with a Site Coordinator and a Counselor.</p> |
| <p>Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)</p> | <p>All Code 30 projects should be completed by the grant end date of June 30, 2019</p> |

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| 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. |
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Part VI – Budget

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



| <u>Budget Analysis</u> | | |
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| Identify the grant. | Status(R/Y/G) | If expenditures from the approved 2017-19 (PSSG, CSG) or 2018-19 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2. |
| PSSG: | n/a | |
| SIG: | | The SIG budget is on track as it is primarily personnel and hourly pay for expanded and student supports. These costs will be spent down as planned. |
| CSG: | | The Community School Grant’s end date was extended through June 30, 2019. However no additional funds were allocated. Therefore, NE’s CSG financial support for 2018-2019 includes: Code 15 * Site Coordinator and counselor * Code 30 – all projects will be completed by June 30, 2019 |

Part VII: *Best Practices (Optional)*

| <u>Best Practices</u> | | |
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| 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 | Northeast continues to refine the system and the communication between teachers and support staff; the approach to frequently monitoring and intervening with students is evidenced by the increasing number of on-track students in rising cohorts. |



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| 2. | Panther Progress Room and Pathways Program | A responsive, restorative approach to high volume and intensity of social-emotional needs. A first-time responder provides students a place to quickly recover, reflect and repair harm, and return to class asap. This meets student need, reduced the amount of time spent by administrators on small disciplinary issues, and reduced the time out of class for students. A companion structure for students with disabilities to ensure no interruption of service is being launched as well. Both structures are significantly reducing suspensions. |
| 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): Barbara Deane-Williams, Superintendent

Signature of Receiver: 

Date: 1-31-19

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 2018-2019 community engagement team plan and membership.

Name of CET Representative (Print): Crystal Clark

Signature of CET Representative: 

Date: 1/28/19