

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: http://www.buffaloschools.org/webpages/gmorris/				
International Preparatory School #198	40600010308	Buffalo Public Schools	Not Applicable	Check which plan below applies:				
				SIG X			SCEP	
				Cohort: 4.1 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
Superintendent/EPO	*If new, attach resume. Appointment Date: 8/2017	Sabatino Cimato, Associate of School Leadership SCimato@Buffaloschools.org Diane Andreana, Grant Manager dandreana@buffaloschools.org		6- 12	63.4%	42	14	900

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*.

The current enrollment of International Preparatory School fluctuates around 900 students. Of the approximate 900 students, 42% are English Language Learners. The total number of Emerging English Language Learners is 67 and of that total, 28 are from Puerto Rico. There are 117 documented SIFE (Students with Interrupted/Inconsistent Education).

The CET (Community Engagement Team) and SBMT (School Based Management Team) continue to meet monthly to focus on school priorities. The school priorities always include discussing each of the I-Prep Pillars: Climate and Culture, Social and Emotional, and Literacy. We believe that if we are able to meet the needs in these core areas our students will flourish. One of the key priorities over the last quarter has been discussing the 2018-19 School Based Budget with our stakeholders. The stakeholders came to a consensus in regards to the needs of the building and how to best support our students.

In order for our school to be successful there must be a positive climate and culture. Over the last quarter, I-Prep became a community school and are now open twice a month on Saturdays. These community events have been very successful and have had an average of 300 attendees at each event. Along with the community events we continue to celebrate our students' successes with Honor Roll and Merit Roll celebrations, karaoke parties for good attendance, and school dances. The Principal also continues to meet with students at "The Fireside Chat with the Principal" each month.



The Social and Emotional needs of our students continue to present a unique challenge due to the significant untreated trauma and diverse backgrounds from which they are coming from. Although we have outside partners as resources, we are still at times ill equipped to meet all of the student needs on a daily basis. Weekly SST (Student Support Team) meetings are held where all stakeholders discuss students who have been identified by teachers or administrators as being students at risk as well as students in crisis. In order to create empathy among the staff, a Trauma Informed Care professional development was offered to the staff on a Saturday and was well attended.

Literacy remains a focus at I-Prep. We are in the process of rolling out 1:1 laptop devices to the high school students which will open up the world to them. Professional development has been provided to the staff on how to use the computers to build on vocabulary as well as scaffold instruction to meet the needs of the students. A literacy strategy of the month continues to be shared at the monthly faculty meetings. This ensures that all content area teachers support all students in strengthening their skills in reading, writing, and speaking.

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 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)

LEVEL 1 Indicators								
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
5 School Safety	26	21		NO	Weekly meetings with our Safe and Civil team are held. The following topics were discussed and are being addressed by the building. <ul style="list-style-type: none"> • Development of I-Prep PRIDE behavior expectations • Discussion of grade-level meetings to roll out PRIDE to all students and staff • Supervision of 	Data was obtained from Infinite Campus VADIR incidents.	To date we have 20 incidents 9 Assaults with physical Injury to date 10 weapons to date 1 Other sex offense For the 3 rd quarter, we have had a total of 5 serious incidents compared to 8 for the last	School safety will remain a priority for the 2018-19 school year. The security officers will be given a schedule where they are to periodically wand all students that enter the school, conduct random locker checks and do continual hall sweeps. Despite the budgetary cuts and in lieu of our



				<p>students in assemblies</p> <ul style="list-style-type: none"> • Use of elevator by students • General discipline throughout school/administrators • Parent Conference/ENL night expectations • Lunch bunch issues • Development of signs for Bathroom behavioral expectations and need for larger garbage cans to accommodate waste generated throughout the school day to improve on the overall cleanliness and look in the bathrooms • Cell phone use, abuse, and potential future plans for use, discussed Niagara Falls school district's implementation of stoplight protocol (green/yellow/red zones) • Discussed IC referral input and the need to 		<p>report.</p> <p>Incidents by grade level:</p> <p>6th-1 incident</p> <p>7th-3 incidents</p> <p>8th-2 incidents</p> <p>9th-3 incidents</p> <p>10th-4 incidents</p> <p>11th-6 incidents</p> <p>12th-1 incident</p> <p>2 of the middle school incidents have occurred at the bus stop</p>	<p>increased number of students, International Preparatory School would like to keep the current number of security officers.</p> <p>A safety committee will be created that consists of all stakeholders to ensure all safety protocols are implemented and practiced. The school safety plan will be updated, posted in Schoology and lesson plans will be developed to roll out in September. A reference guide will be created for teachers in regards to appropriate responses to certain situations. This guide will be included in the Emergency Response binder that each teacher receives and will also be posted in Schoology.</p> <p>The safe and civil team will continue to reward positive behavior with incentives such as the monthly movie day,</p>
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				<p>use specific language when writing incident reports</p> <ul style="list-style-type: none">• Discussed results of student safety survey from SBMT earlier in the year and the possible need for a new survey that students could complete <p>The district added a third security officer in February.</p> <p>Our security team's scheduled has been adjusted so that they can work until 3:30 (previously 3:00). This has improved supervision during our afterschool activities. However, they now receive a one hour break during lunch periods for their own lunch which has caused some issues. We also have a security guard pulled from our building at least one per week to help at other locations.</p> <p>In February, we began randomly searching our late students daily. A full time substitute administrator was assigned</p>			karaoke, and field trips.
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					<p>in March to assist with discipline (one of our administrators has been on medical leave since December).</p> <p>In March, we had approximately 50 of our faculty attend Trauma Informed Care (a PD on understanding and dealing with students' trauma). We believe this will help teachers deescalate situations with students.</p> <p>Our 6th grade and ELA 8th grade teachers have participated in phase 1 of the District's initiative on Culturally and Linguistically Responsive Teaching. During this PD teachers are given tools and strategies to deescalate students. Phase 2 of the training will be given in April on Superintendent's conference day for the remaining teachers.</p>			
9 3-8 ELA All Students Level 2 & above	29%	35%		Yes	A Guidance counselor will be sending parent letters home the first week of May noting course failures and academic supports available to the families.	Core subject areas administered and analyze common formative assessments (CFA's) as well as district	2nd marking period results (first marking period are in parenthesis):	International Prep will continue to utilize 1:1 devices in the middle school ELA classes next year. In order to meet



				<p>21st century continues to offer tutoring services for 50 students Monday-Thursday in grades 6-8. Parents signed permission slips and attendance is taken daily.</p> <p>1-1 device rollout has begun. Training on how to incorporate <i>payposits</i>, an online video website where students interactively answer online questions was given during common planning time in March. Teachers also received PD on <i>One Note</i>, an online electronic notebook where teachers give assignments and notes electronically. A teacher trained in 1-1 computing has pushed into 3 classes to assist in the implementation of the program.</p> <p>Teachers attended 1-1 device training after our early release day on April 18. The training was an extension of <i>payposits</i> and <i>one note</i>.</p> <p>A school-wide walkthrough tool for ELA and Math was created in January. Since its</p>	<p>benchmark assessments (DBA's) and analyze the student level data every 5-weeks to monitor student progress. Teacher teams conduct a data driven analysis to determine student performance trends and re-teaching strategies were identified and implemented during instruction.</p> <p>The EDOctrina data system is being utilized by International Prep. Data from EDOctrina is immediate and allows for a quick turnaround time to reteach deficiencies in skills and standards.</p> <p>WNYRIC Data Warehouse and L2RPT data was used to find current success rate on NYS assessments, graduation results,</p>	<p>6th grade-87% (79%) passed ELA 7th grade-61% (55%) passed ELA 8th grade-75% (73%) passed ELA District Benchmark Assessment proficiency results (previous results are in parenthesis): 6th ELA-20% (18%) Goal-10% 7th ELA-8% (11%) Goal-17% 8th ELA-33% (9%) Goal-13%</p>	<p>the needs of all students we will ensure that all students are signed up to the district support literacy tools: Myon and Quill. This will allow for the synchronization of the district priorities that all students read and write daily. In addition, professional development will be on going with the support of the school IT coach.</p> <p>The results of the DBAs will allow for the development of ongoing small groups for our AIS configuration.</p> <p>Administrators will continue to utilize the school wide ELA walkthrough tool to monitor the implementation of all of the district priorities including content and language objectives, fidelity to the district</p>
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					<p>inception, approximately 20 walkthroughs in ELA and mathematics classrooms have been performed. Timely feedback was given after each walkthrough.</p> <p>On February 12th and 28th. Language Objective Writing: Dan Murtha/ Teachers given examples and step-by-step methodology and underlying concepts in regard to writing 'language objectives' to pair with their 'content objectives' Effectiveness of objectives is monitored through walkthroughs and formal observations.</p>	and progress towards graduation.		<p>materials, CLRT, and Trauma Informed Practices.</p> <p>The parents or guardians of all students at risk of failing ELA will be sent letters informing them that their child may have to attend summer school. Parents and guardians will be invited to contact the school to meet regarding their child.</p> <p>The BestSelf Behavioral Health program will continue to offer tutoring for all ELA students in the 2018-19 school year.</p>
15	27%	33%		Yes	<p>The math team conducts DDI after each DBA and end of module assessments. During this process, topics and skills that students are deficient in are determined and teachers plan how to integrate them Teachers use student portfolios where students reflect on their own learning by creating and examining a</p>	See indicator 9	<p>2nd marking period results (first marking period are in parenthesis):</p> <p>6th grade-59% (73%) passed math 7th grade-41% (77%) passed math 8th grade-60% (69%) passed math</p>	<p>International Prep will continue to utilize 1:1 devices in the middle school Math classes next year. Programs that will be used include Schoology, Khan Academy and Prodigy. These tools give the</p>



				<p>line graph of their assessment scores. Teachers use the portfolios to “unpack” the standards with their students and their students use a color coding system to rate their understanding of standards.</p> <p>Also, see indicator 9.</p>		<p>District Benchmark Assessment proficiency results: 6th grade-37% (33%) Goal-22% 7th grade-5% (8%) Goal 12% 8th grade-4% (6%) Goal 14%</p>	<p>teacher the ability to target where students need additional practice independently or in groups. Professional development will be on going with the support of the school IT coach.</p> <p>The results of the DBAs will allow for the development of ongoing small groups for our AIS configuration.</p> <p>Administrators will continue to utilize the school wide Math walkthrough tool to monitor the implementation of all of the district priorities including content and language objectives, fidelity to the district materials, CLRT, and Trauma Informed Practices.</p> <p>The parents or guardians of all students at risk of failing Math will be sent</p>
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								<p>letters informing them that their child may have to attend summer school. Parents and guardians will be invited to contact the school to meet regarding their child.</p> <p>The BestSelf Behavioral Health program will continue to offer tutoring for all Math students in the 2018-19 school year.</p>
33	45.6	47.6		Yes	See Indicator 9	See indicator 9	See Indicator 9	See indicator 9
3-8 ELA All Students MGP								
39	50.32	52.32		Yes	See Indicator 15	See indicator 9	See Indicator 15	See Indicator 15
3-8 Math All Students MGP								
67	44%	50%		Yes	Through our Community Schools Grant, exam prep is being offered daily Monday-Friday in all Regent’s subjects. Approximately 10-15 students stay per day on both a voluntary basis and from strong encouragement from individual teachers for students in greatest need. Teachers also pick up	See indicator 9	<p>2nd marking period results (first marking period are in parenthesis):</p> <p>64% (58%)</p> <p>DBA proficiency results:</p> <p>2% (0)%</p> <p>Goal-57%</p>	<p>To address the needs of students that pass the Algebra course but fail the exam, International Preparatory School will re-configure their schedule to enroll these students in an exam preparation course.</p> <p>The AIS classes will have</p>
2017-18: 2016 Total Cohort Passing Math Regents (Score >=65)								



				<p>students who are serving detention and tutor them in lieu of detention.</p> <p>Our 10th grade counselor and member of Gear-Up (college success center) are meeting with 10th graders when the 30 week marking period ends to review grades and progress in courses.</p> <p>Through the DDI process, teachers have been using data to inform and change their instructional strategies. DBA's are analyzed and standards where students were deficient are discussed. Re-teaching strategies are then implemented to clear student misconceptions. These strategies and standards are included in teachers bi-weekly lesson plans.</p> <p>Teachers have given pre and post tests on module units and analyzed the data to inform instruction.</p> <p>Teachers have been using ticket out the door and warmups to review and give students feedback on their</p>		<p>36 students out of 158 from the cohort have passed the exam-23%</p> <p>113 students from the cohort have not been tested because they are in a 2 year algebra curriculum and will take the exam for the first time in June.</p>	<p>a reasoning component that will help all students with their reading difficulties as well as test taking strategies. Professional development will be provided to support teachers in reading, decoding, and write about difficult visuals that Math students will need to solve. Professional development will also be given focusing on multiple choice using the process of elimination.</p> <p>Data talks will continue weekly between teachers and their assigned administrators.</p> <p>Administrators will continue to utilize the school wide Math walkthrough tool to monitor the implementation of all of the district priorities including content and language objectives, fidelity to the district</p>
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					<p>understanding of the lesson or standard.</p> <p>Teachers have been using the “quick poll” feature of their TI navigators to check for understanding during lessons.</p>			<p>materials, CLRT, and Trauma Informed Practices.</p> <p>The BestSelf Behavioral Health Program will continue to offer tutoring for all Math students in the 2018-19 school year.</p>
69	45%	51%		Yes	<p>21st Century offers tutoring to grades 9-12. Approximately 50 students stay daily for these services.</p> <p>ELA teachers have been pulling out students to work in small groups on Regents review since the first week of January.</p> <p>Ongoing professional development in SUTW has been delivered by our Literacy and instructional coaches during CPT. Data Driven instruction has occurred after each common formative assessment and district benchmark assessments to target areas of student misconception.</p>	See indicator 9	<p>11 students out of 234 from the cohort have passed the exam-5% 215 students from the cohort have not been tested because they are in a 3 year ELA curriculum and will take the exam for the first time in June.</p> <p>DBA #2 results-25% proficient (22% DBA #1) Goal-62%</p>	<p>To address the needs of students that pass the English III course but fail the exam, International Preparatory School will be reconfiguring their schedule to enroll these students in an exam preparation course.</p> <p>The school leadership team will continue to do daily walk-throughs and provide targeted, timely feedback to teachers. Job embedded professional development will be created by the instructional coach based on data collected.</p> <p>The BestSelf Behavioral Health Program will</p>



					After school regents prep takes place Tuesday-Thursday by our ELA 3 teacher. On average, 10-15 students stay for review.			continue to offer tutoring for all ELA students in the 2018-19 school year.
70 2017-18: 2014 Total Cohort 4-Year Grad Rate - All Students	34%	40%		Yes	<p>Meetings with seniors have been conducted by the building principal, guidance counselor, teachers, parents and students during the week of April 30th</p> <p>Every senior has been given an adult mentor that meets with them weekly to check on progress through progress reports, attendance and credit review. Students who are struggling are given access to afterschool tutoring, through 21st century and tutoring schedules for afterschool help through our Community Schools Grant.</p> <p>Students who need more credits than possible this school year will be targeted and meetings will be set up with their families to discuss enrolling in the District's Pathways program (a computer based alternative environment where they can accrue more credits than in a</p>	See indicator 9	<p>7% of the cohort has already graduated Cohort 2014 data: Out of 160 Cohort 2014 students (numbers in parenthesis were prior to January 2018 exams): 73 (51) have passed all 5 exams 22 (23) have passed 4 exams 15 (19) have passed 3 exams 12 (20) have passed 2 exams 14 (17) have passed one exam 24 (49) have passed zero exams</p> <p>2nd marking period results (first marking period are in parenthesis): Science 72% (74%) Math-79% (56%) ELA-77% (84%) History-88% (80%)</p>	<p>Credit reviews will be done over the summer following June and August exams in order to place students in the courses needed for on time graduation.</p> <p>Failure letters and letters of encouragement will be sent to families to ensure they are notified of their summer school registration.</p> <p>Summer school will be housed at Lafayette High School. Counselors and administrators will make phone calls daily to students that are absent.</p>



					<p>traditional environment). To date 10 students have transferred to the pathways program.</p> <p>To improve graduation rate, guidance performed a thorough search of all students who were still on cohort in March. They contacted homes, searched social media and used current students and either found they were at different schools, dropped out or enrolled in a TASC program. They have held monthly senior meetings, communicated with parents through phone calls, letters, and in person conferences.</p> <p>Weekly communication with McKinley night school, for students who are dual enrolled to obtain necessary credits, has occurred weekly as well as monthly communication with Senior teachers.</p>			
76 2017-18: 2014 Total Cohort 4-Year	0%	3%		No	Students who are eligible for an Advanced Regents Diploma meet with the senior guidance counselor after each marking period to check	See indicator 9	Listed are the potential students from Cohort 2014 for Advanced Regents diplomas: and what they still need:	Counselors will target the students that have the potential to earn an advanced designation.



<p>Grad Rate with Adv. Designation - All Students</p>					<p>on their progress towards obtaining the degree.</p> <p>Our Spanish teacher checks in bi-weekly with the student who is doing credit accrual for Spanish to monitor progress. See Indicator 70</p>		<p>Jordan Ford- Spanish 2 Credit Accrual Algebra 2 exam (75%)</p> <p>Lamek Gar-Maryam- Spanish 2 and 3 Accrual Algebra 2 exam (94%)</p> <p>Astrid Lopez Ribot- Geometry Exam Algebra 2 Exam (74%)</p> <p>Abdu Mohamed- Geometry Exam (90%) Algebra 2 Exam Chemistry Exam (85%)</p> <p>Haroon Taha- Chemistry Regents(80%) Geometry Regents</p>	<p>Courses will be created in Spanish 3 to ensure graduation with advanced designation is an option for eligible students.</p>
<p>85 Grades 4 and 8 Science All Students Level 3 and above</p>	<p>18%</p>	<p>24%</p>		<p>Yes</p>	<p>Teacher has been infusing key vocabulary during class through the use of word walls and 'notes' strategies from SUTW. The teacher has also began prioritizing the 8th grade curriculum based on the item analysis report of questions from the assessment and created a calendar for pacing. Teacher is using questions from previous exams during ticket in/out the door. Questions are included on teacher assessments and data is analyzed to inform</p>	<p>See indicator 9</p>	<p>2nd marking period results (first marking period are in parenthesis): 68% (70%)</p> <p>DBA proficiency results (previous DBA result): 52% (41%) Goal-30%</p>	<p>International Prep will continue to utilize 1:1 devices in the middle school Science classes next year. In order to meet the needs of all students the teachers will utilize the following platforms to disseminate information to the students on their computers: Schoology, One Note, Play Posit, Kahoot, Brainpop and</p>



				<p>instruction.</p> <p>Teacher was trained on use of 1-1 iPads during CPT on Tuesdays and Thursdays. iPads were used to introduce body systems.</p> <p>Tutoring in science is offered during 21st century Monday through Thursday. The students in the program were registered by their parents. The program has a student cap and walk-ins are not allowed due to busing constraints.</p>			<p>Inpire. These various sites allow the students to view videos, concept maps, and receive interactive practice. In addition, professional development will be on going with the support of the school IT coach.</p> <p>Administrators will continue to utilize the school wide walkthrough tool to monitor the implementation of all of the district priorities including content and language objectives, fidelity to the district materials, CLRT, and Trauma Informed Practices.</p> <p>The parents or guardians of all students at risk of failing Science will be sent letters informing them that their child may have to attend summer school. Parents and guardians were invited</p>
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								to contact the school to meet regarding their child. The BestSelf Behavioral Health program will continue to offer tutoring for all Science students in the 2018-19 school year.
88 2017-18: 2013 Total Cohort 5-Year Grad Rate - All Students	40%	46%		Yes	See Indicator 70	See indicator 9	59 out of the 93 students in this cohort have already graduated-63% 33 students are still enrolled. 2 have passed 5 Regents 9 have passed 4 Regents 4 have passed 3 Regents 3 have passed 2 Regents 3 have passed 1 Regents 12 have passed 0 regents	All 5 th year students will be identified by school counselors in August and letters will be sent home encouraging students to return to school in September. Record reviews will be performed to ensure all 5 th year students are enrolled in the courses they need to graduate. All 5 th year students' grade level in Infinite Campus will be moved to grade 12. They will participate in all senior meetings to keep them involved and motivated



									for graduation.
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 II – Demonstrable Improvement Indicators (Level 2)

LEVEL 2 Indicators								
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 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) which demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
21 HS ELA All Students Level 2 and above	62%	68%		Yes	See Indicator 69	See Indicator 9	2nd marking period results (first marking period are in parenthesis): 77% (84%) 103 students out of 160 from the cohort have passed the exam-64%	Please refer to the 2017-18 School Year Plan under the Level 1 indicator: 2015 Total Cohort Passing ELA Regents.



<p>72</p> <p>2017-18: 2014 Total Cohort 4- Year Grad Rate - Black Students</p>	<p>35%</p>	<p>39%</p>	<p>Yes</p>	<p>Yes</p>	<p>Over 23 of our teachers have participated in phase 1 of the District’s initiative on Culturally and Linguistically Responsive Teaching (CLRT) Phase 2 of the training will be given on Superintendent’s conference day for the remaining teachers Implementation of CLRT is monitored by administration through weekly walkthroughs. Administrators meet each Monday to discuss progress.</p> <p>Students who need more credits than what they can get this school year will be targeted and meetings setup with their families to discuss enrolling in the District’s Pathways program (a computer based alternative environment where they can accrue more credits than in a traditional environment)</p> <p>See Indicator 67</p>	<p>See Indicator 9</p>	<p>Out of the 63 students in this demographic: 4 have already graduated Of the remaining: 20 have passed 5 Regents 10 have passed 4 Regents 7 have passed 3 Regents 4 have passed 2 Regents 8 have passed 1 Regents 10 have passed 0 regents</p>	<p>Please refer to the 2017-18 School Year Plan under the Level 1 indicator: 2014 Total Cohort Grad Rate.</p>
<p>75</p> <p>2017-18: 2014 Total Cohort 4- Year Grad Rate - ED Students</p>	<p>32%</p>	<p>36%</p>	<p>Yes</p>	<p>Yes</p>	<p>See Indicators 70 and 72</p>	<p>See Indicator 9</p>	<p>Out of the 126 students in this demographic: 5 have already graduated 53 (37) have passed 5 Regents 21 (19) have passed 4 Regents 13 (15) have passed 3</p>	<p>Please refer to the 2017-18 School Year Plan under the Level 1 indicator: 2014 Total Cohort Grad Rate.</p>



							<p>Regents</p> <p>8 (20) have passed 2 Regents</p> <p>13 (12) have passed 1 Regents</p> <p>13 (32) have passed 0 regents</p>	
90	39%	43%		Yes	See Indicators 70 and 72	See Indicator 9	<p>Of the 2013 cohort, 38% are black.</p> <p>25 students out of 35 have already graduated-71%</p> <p>Out of the 10 students still enrolled in this demographic:</p> <p>0 have passed 5 Regents</p> <p>6 have passed 4 Regents</p> <p>0 have passed 3 Regents</p> <p>1 have passed 2 Regents</p> <p>1 have passed 1 Regents</p> <p>2 have passed 0</p>	Please refer to the 2017-18 School Year Plan under the Level 1 indicator: 2013 Total Cohort Grad Rate.



							regents	
92 2017-18: 2013 Total Cohort 5- Year Grad Rate - LEP Students	24%	28%		Yes	See Indicators 70 and 72	See Indicator 9	13 students out of 31 have already graduated-42% Out of the 18 remaining students in this demographic: 0 have passed 5 Regents 0 have passed 4 Regents 4 have passed 3 Regents 3 have passed 2 Regents 2 have passed 1 Regents 9 have passed 0 regents	Please refer to the 2017-18 School Year Plan under the Level 1 indicator: 2013 Total Cohort Grad Rate.
93 2017-18: 2013 Total Cohort 5- Year Grad Rate - ED Students	41%	45%		Yes	See Indicators 70 and 72		51 students out of 80 have already graduated-64% Out of the 26 remaining students in this demographic: 2 have passed 5 Regents	Please refer to the 2017-18 School Year Plan under the Level 1 indicator: 2013 Total Cohort Grad Rate.



							<p>6 have passed 4 Regents</p> <p>4 have passed 3 Regents</p> <p>3 have passed 2 Regents</p> <p>3 have passed 1 Regents</p> <p>8 have passed 0 regents</p>					
94	N/A	See Rubric		Yes	<p>Letters and phone calls to students' homes in grades 6-8 were made to gather interest for the 21st Century program. Parents signed permission slips for their children to participate in the program. For students in grades 9-12, participation is on a voluntary basis. The tutoring portion of the program is done by certified content teachers from IPREP.</p> <p>Ongoing Partnerships</p> <table border="1" data-bbox="1123 1052 1553 1437"> <thead> <tr> <th>Community Based Partner</th> <th>Academic Services Provided</th> </tr> </thead> <tbody> <tr> <td>BestSelf Behavioral Health</td> <td>BestSelf is the lead grant partner for the 21st Century CCLC afterschool program. Where program coordinators plan, organize, and manage the</td> </tr> </tbody> </table>	Community Based Partner	Academic Services Provided	BestSelf Behavioral Health	BestSelf is the lead grant partner for the 21 st Century CCLC afterschool program. Where program coordinators plan, organize, and manage the	<p>The NYSED Extended Learning Time rubric was used to check progress towards meeting this indicator.</p> <p>Our 21st century team provided data from student attendance as well.</p>	<p>Data that aligns with rubric:</p> <p>We currently have 1260 hours of instruction in grades 6-12.</p> <p>The 21st century program runs our afterschool program for grades 6-12 where approximately 50 students attend in grades 6-8 and another 50 in grades 9-12. These students are receiving 540 hours of additional learning time.</p>	<p>Utilize freshmen orientation as a time to introduce the 21st century program and distribute applications.</p> <p>Information will be mailed to all families to recommend the program for their students.</p> <p>Data will be shared with all stakeholders to show the success of the students that attend the after school programming regularly.</p>
Community Based Partner	Academic Services Provided											
BestSelf Behavioral Health	BestSelf is the lead grant partner for the 21 st Century CCLC afterschool program. Where program coordinators plan, organize, and manage the											



						<p>community based organizations contracted to provide enrichment services in the 21st Century CCLC after school program listed below. BestSelf also provides the social-emotional coordinator who pushes into classrooms both during and afterschool to focus on social-emotional learning using evidence based curriculums (Second Step, Safe Dates, Positive Action)</p>			<p>The program includes academic and enrichment programming as well as teacher collaboration time. The programming is offered to all students and is taught by certified teachers in all content area.</p> <p>The ELT program also offers social/emotional programming to all of our students.</p>	
					Journeys End	<p>Provide workshops specifically designed to increase parent involvement for student participants. The Consultant will provide a series of classes that will provide parents and families with strategies and skill</p>				



						<p>building techniques to address barriers that may hinder the involvement with their child(ren) at the school level.</p>			
						<p>UB College Success Center (CSC)</p>	<p>The CSC is a drop-in center where high school students can access a variety of resources; college search process, SAT registrations, college applications, instant admissions, and completing and filing FAFSA and TAP applications.</p>		
						<p>Enrichment providers:</p>			
						<p>Community Based Partner</p>	<p>Enrichment Services Provided</p>		
						<p>BestSelf Behavioral Health</p>	<p>BestSelf plans, coordinates, and manages the community based organizations contracted to provide enrichment services in the 21st Century CCLC after school program listed below. BestSelf also provides the social-emotional</p>		



						coordinator who leads and manages the Girls on the Run (GOTR) program.			
						Sportsman Americana	Music foundations		
						Cradle Beach	Cradle Beach provides AmeriCorps workers to run a variety of enrichment activities. Those implemented this year include; Chronicles of Yarnia, F.A.S.T., Mindfulness, Great Lakes Explorers, Artists Club, Book Writing, Anime, STOMP, Survival, Relaxation, Block Printing, and soccer.		
						Gold Summit Kung Fu	Teaches the art of Kung Fu.		
						La'La Movement	Zumba class		
						Animal Adventures	Nature and wildlife education class		
						Van Gogh Painting	Painting class		
						Hip-Hop Dance	Hip-hop dance instruction		
						Girls on the Run	Physical activity includes strength and conditioning appropriate for this age group. The season culminates with the Girls on the Run 5k,		



						<p>which is the celebratory event that underscores the confidence, competence, connection, character and caring they've been developing in the program and gives them a tangible sense of goal setting and achievement</p>			
						<p>Cornell Cooperative Extension- Eat Smart NY Programming</p>	<p>Healthy living and nutrition</p>		
						<p>Connies Kitchen</p>	<p>Healthy eating habits- smoothie assembly</p>		
						<p>Every Person Influences Children (EPIC)</p>	<p>EPIC will be offering an Internet Safety workshop and conflict resolution workshop to all of the afterschool participants.</p>		
						<p>Create a Minibook</p>	<p>Story creation</p>		
						<p>Young Audiences</p>	<p>Multitude of enrichments in the art domain</p>		
					<p>Socio/emotional: The Social Emotional coordinator provides a variety of services aimed at improving student's social-emotional well-being. The program Second Step is taught to grades 6 once a week reaching approximately 25 students in each class. In addition, coping skills, bullying, and the like are taught to a self-</p>				



				<p>contained SPED class, about 15 students. Safe Dates is implemented with 7th and 8th grade once a week for about 70 students. Lunch bunch (homogenous small group that eats lunch together and chats about friendships/relationships) are conducted once a week on totaling 10 students. The Social Emotional coordinator is responsible for leading Girls on the Run which is a physical activity-based positive youth development program for our Middle School girls (12 girls in total). This program is created to inspire these young girls to be healthy and confident using experience-based curriculum which integrates running. The school's Social Emotional coordinator along with two other coaches teach the curriculum for the first 45 minutes which include life skills such as confidence, competence, caring, connection and character. After each lesson is taught, the girls are required to run for 45 minutes with each other.</p> <p>The 21st Century CCLC program will be assessed using NYSAN QSA tools at least twice a year.</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.)

Key Strategies			
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		<p>We have begun the roll out of 1-1 computing for grades 10-12.</p> <ol style="list-style-type: none"> 1. Computer carts were delivered to the school 2. Procedures for morning pick-up and afternoon drop-off have been shared with all faculty in common planning time and our April faculty meeting 3. Our technology department met with all history teachers to assign computers to students (logins, passwords, etc) 4. Acceptable use policies have been sent home to families and collected by homeroom teachers <p>Teachers have been given PD on the following in preparation for integration into the classroom</p> <ol style="list-style-type: none"> 1. Use of <i>Playposits</i>-an application used to make interactive videos PD occurred in common planning time during the week of 3/5 2. Use of <i>One note</i>-private notebooks that are shared between the teacher and individual student 	<p>An IT coach has been hired that will provide ongoing professional development to the staff and model lessons.</p> <p>A schedule will be worked on that allows for a seamless pick up and return of the 1:1 devices in the mornings and afternoons.</p> <p>The roll out of the 1:1 devices will be scheduled for the current ninth grade students.</p>



			<p>PD occurred in common planning time during the week of 3/5 and on 4/18 during our Early Release day.</p> <p>3. Use of <i>One-Drive</i>-a cloud-based storage service that allows a user to access files from any device with an Internet connection</p> <p>Each of these PD's were followed up during a half-day professional development session on 4/18</p> <p>In order to ensure a smooth transition during implementation of program, a teacher has volunteered to lead the PD plan and assist on all aspects of roll out.</p> <p>He has pushed into classrooms to help teachers with technology implementation and has volunteered to do so throughout the remainder of the school year.</p> <p>For next year, we have budgeted a full time Instructional Technology coach to take and expand on program implementation.</p>	
<p>2.Community Schools Grant</p>			<p>We hired a CSG navigator in January and she began her work in February.</p> <p>Eight Saturday community events were planned for the following dates:</p> <p>2/10, 3/10, 3/24, 4/14, 4/28, 5/12, 5/19, 6/9</p> <p>Attendance for events to this point have ranged from 250-315 community members.</p> <p>The events have included the following activities:</p> <p>Engineering for Kids, Soccer, Basketball, Mini-book, Face painting, creation, Los Salsertitos, English</p>	<p>At this time we have not been notified that we will continue as a community school for the 2018-2019 school year.</p>



			<p>Exploration class, Van Gogh painting, Bath Fizz making, SAT prep and Life guarding classes.</p> <p>Lunch and breakfast was available to all attendees.</p> <p>After school tutoring is also being offered to all students with teachers being paid form the CSG.</p>	
<p>3.</p>	<p>Continued development of our schools 3 pillars: Improving Climate and culture, Social emotional development, and Literacy</p>		<p>With input from staff during CPT and our School Based Management team, the schools 3 Pillars were created:</p> <p>Improving Climate and culture</p> <p>A third all school Pep Rally during school hours occurred in March where alumni Steven Means (member of the Super Bowl champions) spoke to the student body about his experiences as a young adult.</p> <p>Mr. Means agreed to establish 5 scholarships for scholar athletes, outstanding academics and perseverance.</p> <p>in March, honor/merit roll students, where invited to be spectators to an international fashion show put on by our students. Over 200 students were in attendance.</p> <p>Our winter ball took place on February 2nd. Nearly 200 students participated.</p> <p>The building principal’s monthly “fireside” chats took place in February and March. This is a venue where students are randomly invited to have breakfast with her to discuss</p>	<p>International Preparatory School will continue to develop the I-Prep Pillars. The data from teacher incident referrals will be used to revamp our safe and civil school’s protocols.</p> <p>We will plan student events that continue to promote student pride in the school community and themselves.</p> <p>The instructional coach, literacy coach and newly hired IT coach will continue to develop professional development that focuses on literacy and the district priorities including increasing amount of time spent reading and writing.</p>



			<p>school concerns and to have their voices heard.</p> <p>Social emotional development</p> <p>A more streamlined referral process has continued by our SST to improve the social emotional development of our students. Weekly meetings are held to discuss referrals and subsequent interventions and support. Our school psychologist documents each referral and monitors the progress. She reports out during their weekly meetings.</p> <p>Check-in Check-out has continued by our guidance department.</p> <p>All Seniors have been given a mentor to track their progress towards graduation.</p> <p>Project SOAR, Best Self, Gear Up, and Say Yes each have full case-loads as they assist in the social emotional development of their students.</p> <p>Literacy</p> <p>SUTW continues to be rolled out during CPT. Administrators look for evidence of its use and effectiveness during walkthroughs.</p> <p>A continued emphasis on increasing student vs. teacher talk time during all CPT and faculty</p>	
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			meetings Strategies were shared with faculty at our mandatory afterschool meeting in December. A focus on student engagement began in February. Teachers brainstormed evidence of what engagement looks like and administration looks for these evidences during walkthroughs and observations using the district walkthrough tool and NYSUT rubric	
4.				
5.				
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 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 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.		
Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan
	<p>Meetings were held on February 13th , and March 1st</p> <p>During the February 1st meeting we discussed our community schools budget and what monies were available. Recommendations were taken and passed on to our community partner.</p> <p>The team also created a flier for our upcoming Saturday community events.</p> <p>Our Safe and Civil team was present and worked with the CET on the development of I-Prep PRIDE behavior expectations and discussed conducting grade-level meetings to roll out PRIDE to all students and staff</p> <p>During the February 13th meeting, school-based budget information for the 2018-19 school year was presented. Allocated teacher and administration positions along with parent engagement and school supply monies were revealed to attendees.</p> <p>Input was gathered on how to use principal allocation for FTE's. This information was used to determine the final submitted budget in March.</p> <p>The team also reviewed the parent night agenda and continuation of PRIDE implementation.</p>	<p>Monthly meetings will be scheduled during the summer and communicated to the stakeholders via an opening school welcome letter. Potential topics include status of receivership, community involvement, and improving our three pillars.</p>
Powers of the Receiver 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.		



Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan			
Green	<p>The building principal has directed every teacher to use their Infinite Campus grade book and which subsequently grants parents and students access to parent portal. This is monitored monthly by a building assistant principal to ensure its use.</p> <p>As we near completion of our observation cycle (walk-throughs, announced and unannounced), teachers that are not “good fits” for the school are being identified and conversations will be held in May for involuntary transfers so that interviews can be held and positions filled with those who are more in tuned with the school’s vision and expectations.</p>	<p>The building principal will require teachers to communicate through Infinite Campus parent portal. Our electronic gradebook will be used school wide.</p> <p>Receivership powers will be used to ensure our students are receiving the highest quality of education by replacing those teachers that are not meeting their needs.</p>			
Green	<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>	Yellow	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	Red	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

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.)

Budget Analysis



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>ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</p> <ul style="list-style-type: none"> SIG FS-10 2018-19 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u>. <p>DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS.</p> <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/.</p>

Part VI: Best Practices (Optional)

<p><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.</p>		
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.Student Engagement		A focus for International Prep this year has been increasing student engagement. Some strategies we have been focusing on have been using turn and talk and 1,2,3 to decrease teacher talk. Teachers attended a Saturday professional development that reviewed these strategies. The leadership team will be using the district walk through tool to monitor use of these strategies and give timely feedback to 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.



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.)

Budget Analysis			
Expenditures *** Expenditures are from July 1, 2017 – April 20, 2018 [SIG DF18]	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 SIG plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	As applicable, and along with this report/plan, please submit a 2018-19 SIG FS-10 budget, Budget Narrative, Attachment D: Budget Summary, and M/WBE documents. BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/ .
Salaries for professional staff-Code 15 --\$113,606 YTD - 67%	Green	All positions are filled and charging accurately. ELT began on October 11 th and staff are paid when working the program. Professional development has begun and continues to be submitted.	SIG
Supplies/software-code 45--\$1,352 YTD -83%	Green	Next Lesson was purchased for students in grades 6-8.	
Travel expenses code 46---\$429 YTD CODE -52%	Green	Employee mileage is being monitored	
Employee Benefits-code 80---\$31,103 YTD – 81%	Green	Expended per BPS schedule.	
Indirect cost-code 90-\$0	Green	Completed at the end of the Project	
Salaries for professional staff-Code 15 \$286,570	Yellow	Hourly rate for staff is in the process of being spent to fund staff to work during Saturday Academies. Daily substitutes have begun to charge to this fund account. The following positions are being filled and accurately charging:.5 Support Reading Teacher, .2	CSG



		Support Math Teacher, and 1.0 Guidance Counselor. Instructional Technology coach position has been posted.	
Salaries for Support Staff- code 16 \$9,789	Yellow	The positions funded out of this account are being spent to fund staff to work during Saturday Academies.	
Purchased services-code 40 \$110,850	Yellow	The cost for School #74's Saturday Academy Provider, Matt Urban, will be encumbered in this code so Saturday Academies will be funded. The Say Yes position (\$65,000) candidates are being interviewed. Postage will be encumbered to mail Saturday Academy information home. Funds are encumbered to provide breakfast and lunch at Saturday Academy.	
Supplies and Materials-code 45 \$64,011	Yellow	A PO is being created to purchase the instructional technology materials and supplies.	
Equipment- code 20 \$10,000	Yellow	All stakeholders are in the planning process.	
Minor Remodel- code 30 \$62,200	Yellow	Hand dryers and security cameras have been ordered.	

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 CR5 100.19 have been met.

Name of Receiver (Print): Dr. Kriner Cash
Signature of Receiver: [Handwritten Signature]
Date: 4/26/18

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): Bettie Foster
Signature of CET Representative: [Handwritten Signature]
Date: 4-25-18