



Office of Innovation and School Reform (OISR)
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Final Report: January 31, 2019 to April 20, 2019 and Continuation Plan for the 2019-20 School Year

School	School BEDS Code	District	SIG Model and Cohort		Required EPO (Restart, Innovation and Reform Framework)	
Riverside Academy #208 Phase-In	140600010310	Buffalo City School District	SIG 7 Turnaround		N/A	
School Principal		Superintendent (EPO)	Grade Configuration	Total Enrollment	% ELL	% SWD
Name	Date of Appointment	N/A	9-10	176	27%	17%
David Hills	July 2017					
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School as Rated by the District	Brief Analysis of Rating of Implementation Status				
Name and Contact Information	(Red/Yellow/Green)	<u>Riverside Academy #208 is a Phase In School:</u>				
James Weimer, Associate Superintendent JWeimer@buffaloschools.org Diane Andreanna, Instructional Specialist I Dandreanna@buffaloschools.org		<p>The 2018-19 school year at Riverside Academy High School has 9th grade and 10th grade classes.</p> <p>The school has a STEM and Humanities Team for Collaborative Planning Meetings and for training by our partner, the Southern Regional Education Board. The teams also analyzed data by using the DDI process on individual classroom assignments and District Benchmark Assessments (DBA).</p> <p>The following initiatives are referred to as our Sails. They all coalesce in the overarching focus on “A high quality, cognitively complex, standards based question(s) drives the planning and delivery of the lesson and is attached to the end of lesson, written, formative outcome.”</p> <ul style="list-style-type: none"> • Cognitive Complexity • All Students Read • All Students Write • Project-Based Learning <p>This quarter the Freshman Experience included planning with Buffalo State College and District’s CTE Department.</p>				

		<p>The Sophomore Experience included in the Aquaculture and Conservation Program: Great Lakes Research Vessel and Center. The Travel and Entrepreneurship Program is to include: Burchfield Museum and the Buffalo Maritime Center. The Health and Wellness Program is to include: Training Plans and Impact Fitness and visits to Buffalo State College.</p> <p>In the 18-19 school year, administration has focused on building a school culture and climate, student advisory groups, and building teacher and student relationships. One major challenge is the amount of teachers who are itinerant in the building; these teachers find it difficult to invest in the culture of the school.</p> <p>In planning for the 19-20 school year, this quarter, administration has focused on building the budget to include as many full-time employees as possible.</p>
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Key

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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Attention: The document is intended to be completed by the Superintendent of Schools and/or designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to the School Improvement Grant (SIG) 1003(g), and as such should not be considered a formal evaluation by the New York State Education Department. This document serves as the Progress Review Report for Non- Receivership schools (*not* Persistently Struggling or Struggling schools), and as the 2019-20 Continuation Plan for Non-Receivership schools. All responses provided under the “2019-20 School Year Continuation Plan” heading should directly align with or be adaptations to the approved SIG plan. **Note:** Schools that will no longer receive SIG funds during the 2019-20 school year should **NOT** complete the Continuation Plan portion of this form.

Directions - District and school staff should respond to the *Analysis/Report Out* sections by both analyzing and summarizing the key strategies used during this reporting period in light of their realized level of implementation and their impact on student learning outcomes. *2019-20 Continuation Plan* sections provide staff with an opportunity to describe proposed actions and adaptations to the original SIG plan. The Continuation Plan 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. Staff should consider the impact of proposed key strategies on student learning, as well as their long-term sustainability and connectivity to diagnostic review feedback.

1. METRICS

Academic Achievement - Please respond to each component of each prompt. If necessary, attach samples of data collection that are referenced in the response. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.	
Key Questions/Prompts	2018-19 Analysis / Report Out
Disaggregate student assessment data in core content	Math

areas to identify performance trends (e.g., student sub-groups, grade levels, subjects, classrooms).

The Algebra DBA #1, we saw 95.29% of students at the lowest level of performance. That dropped to 73.33% of students on Algebra DBA #2. This is nearly 9% better than the results for DBA #2 in 17-18. On IXL (computer-based math program), 51 out of 176 students have mastered 10 or more skills. 108 students out of 176 have spent five or more hours on IXL. 13 Sophomores who failed the Algebra Regents in June of 2018 passed in January of 2019. This is added to the 20 who passed the Algebra Regents in June 2018, 8 who passed it in August 2018 and 2 new transfer students who passed in June 2018 to total 43 of the 85 members of the 2021 cohort who have Algebra 1 Regents Credit.

ELA

The results of the ELA 9 DBA #2 in 17-18 yielded 68.06% of students were at the lowest level of performance, while the ELA 10 DBA #2 in 18-19 yielded 56.92% of the same students were at the lowest performance level. For the current 9th grade students, 60.42% of students were at the lowest performance level on the ELA DBA #2 in 18-19.

On the ELA 9 DBA #1 in 18-19, strengths were questions that involved citing textual evidence; mixed results on questions that involved use of context and overall comprehension; and very low on questions involving determining meanings of words and tone. On rubric-scored questions, 14% had 0 of 4 points and 33%, 48%, 40% and 49% had 3 or 4 points. Over half had 2 or less points on each of the rubric-scored questions. On the ELA 9 DBA #2 in 18-19, there was improvement on determining meanings of words and tone and continued strength on citing text evidence; there were mixed results on questions that involved development of central ideas. On rubric-scored questions for DBA #2, between 22% and 25% had 0 of 4 points and 41%, 37%, 55% and 51% had 3 or 4 points. This performance was much more uneven.

On the ELA 10 DBA #1 in 18-19, strengths included analyzing complex characters, determining central idea, and citing text evidence with profound weakness for questions that involved analyzing the author's unfolding of ideas and analyzing the structure of text and weakness in interpreting inferential word usage and unknown or ambiguous words. On rubric-scored questions for DBA #1, 10% had 0 of 4 points and well under a third of students had 3 or more points on three of the questions and one of the questions had 54% of 3 or more points. Additionally, on the ELA 10 DBA #2 in 18-19, strengths included analyzing authors point of view, idea development, and citing text evidence. Results were mixed on questions involving analyzing how the author unfolds ideas on determining the meaning of words and phrases. On rubric scored questions for DBA #1, 15%-20% had 0 of 4 points roughly 50% of students had 3 or more points on three of the questions and one of the questions had 54% of 3 or more points.

Science

For Living Environment DBA #1 showed 77.78% of students at the lowest level of performance. This is approximately 17% better than the results for DBA #1 in 17-18. For the Earth Science DBA #1, the results yielded 82.14% of students at the lowest level of performance. The window for DBA #2 closes March 29, 2019; the data is not yet available.

An accurate comparison cannot be made to the 2017-18 DBA; Riverside only had 9th grade.

Social Studies

For the Global 9 DBA #2 in 18-19, 76.92% of students were at the lowest level of performance. This is about 5% better than the results for DBA #2 in 17-18. For the current 9th grade students, 79.69% of students were at the lowest performance level on the Global 9 DBA #1 in 18-19. For the Global 10 DBA #2 in 18-19, 72.46% were at the lowest level of performance.

<p>Based on the performance trends noted above, please identify the specific school strategy adjustments or interventions to be implemented to meet the academic achievement targets.</p>	<p>Riverside Academy will continue to schedule 9th grade AIS for math every other day, and adding a 10th grade AIS for ELA every other day, which will focus on writing. This addition will help to boost writing scores in all subject areas.</p> <p>Riverside Academy will continue to use IXL and Lexia computer programs to strengthen ELA and Math skills. The staff has been trained more fully in each program this quarter, and the expectation going forward is that the one-to-one devices drive the automaticity of procuring more hours of student usage on these programs.</p> <p>Riverside Academy will also continue to deliver high-quality professional development opportunities for our teachers and staff through our SREB contract and the utilization of our current instructional coach and the additional coach for the 2019-20 school year. The coach assists teachers individually to plan and implement proven instructional techniques and district priorities. Administration will continue to use informal observations as a tool to ensure fidelity to school and district priorities.</p> <p>Data from EdVantage and eDoctrina will be analyzed during common planning periods. Common planning is led by the instructional coaches with oversight by building administration.</p>
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Student Attendance - Average Daily Student Attendance Rate. The number of school days during the regular school week students attended school divided by the maximum number of days students could have attended school during the regular school week. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.			
2018-19	Baseline (%)	2018-19 Target	Year to Date
Student Attendance Rate (%)	82.1%	84.1%	83.14%
Key Questions/Prompts	2018-19 Analysis / Report Out		2019-20 Continuation Plan
<p>Describe patterns of student attendance data (e.g., late/miss first period, chronic absenteeism among certain students, grade levels, etc.).</p>	<p>Riverside Academy has inconsistent patterns of attendance. Absences are often unexcused and many students are considered chronically absent. We also have the problem of student tardiness. We average 18 students per day who are tardy. As a phase-in school, we have 9th and 10th grade only; the 9th graders average 18 days absent thus far, and the 10th grade also averages 18 days absent thus far. We also have seen issues with students skipping classes and leaving the building.</p>		<p>Riverside Academy's attendance team will continue to dig deeply into the data to determine strategies to improve school attendance overall.</p>
<p>How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.</p>	<p>Attendance rates are lower than desired at Riverside Academy. Administration and staff have been working to improve attendance and tardy rates.</p> <p>We have implemented a detention policy for tardies and cuts, and although the students serve the detentions, the consequence does not seem to outweigh the action for the students.</p> <p>Along with the attendance teacher who is available once every six days, the SST Team, and our guidance counselor, administration meets regarding chronically absent students and academic requirements. In March, our school Social Worker retired,</p>		<p>In planning for the 2019-20 school year, administration looks to improve attendance rates.</p> <p>Riverside Academy will continue to utilize incentives for attendance, making daily Connect Ed calls to students who are tardy or absent, assigning detention for tardy students, and making referrals to the attendance teacher for chronically absent students.</p> <p>Home visits are scheduled by the attendance teacher and the school social worker to address excessive absences as well. Our Say Yes Family Support Specialist offers supports to the family regarding student attendance.</p>

	<p>therefore, the District is in the process of hiring a replacement. We also have a Say Yes Navigator who works with students regarding attendance, and the Say Yes Family Support Specialist gives the families supports where needed.</p>	<p>In the 2019-20 school year, the Riverside Attendance Team will hold attendance meetings more frequently to determine concerns with student attendance and look for strategies to rectify the problem.</p>
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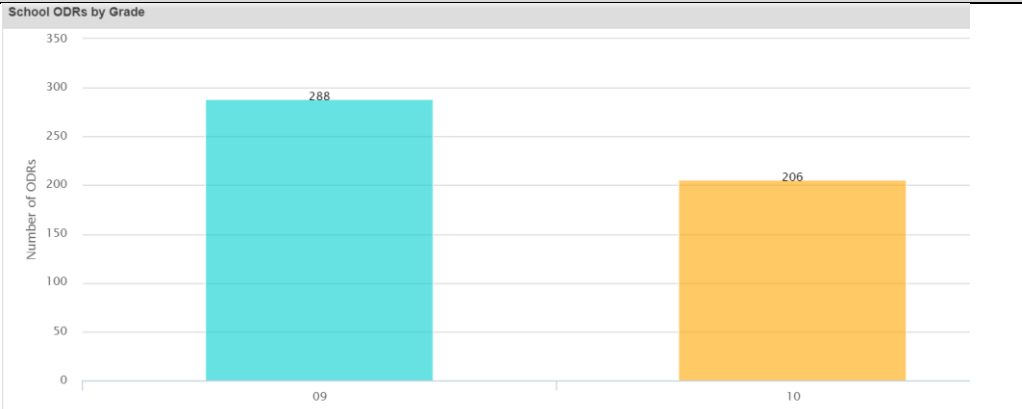
Teacher Attendance – Average Daily Teacher Attendance Rate. The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days during the week. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.			
2018-19	Baseline (%)	2018-19 Target	Year to Date
Teacher Attendance Rate (%)	89.9%	90.2%	98.82%
Key Questions/Prompts	2018-19 Analysis / Report Out		2019-20 Continuation Plan
Describe patterns of teacher attendance data (e.g., long-term, excused vs. unexcused, chronic/patterned absenteeism among certain teachers, etc.).	Riverside Academy has an excellent Teacher Attendance Rate of 98.82%. Three teachers have been on long-term absences during the 2018-19 school year.		Administration will monitor days of high teacher absence in the 2019-2020 school year.
How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.	This data shows that teachers at Riverside Academy are happy and healthy in the building.		Riverside Academy will continue to work on creating a positive and inviting work environment, and offering support to all staff as valued members of our school community.

Office Discipline Referrals – Number of Office Discipline Referrals (ODRs). The total number of Office Discipline Referrals for any reasons that disrupt the educational process. These data should be reported here as total number by week. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.

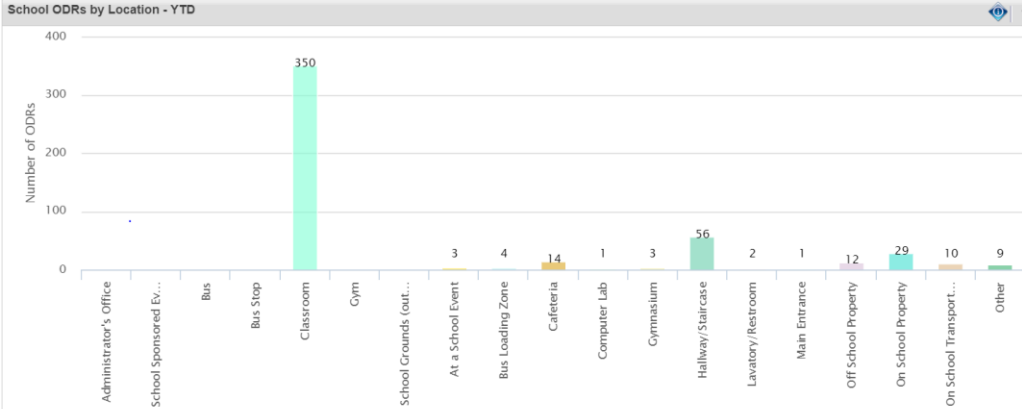
2018-19	Baseline (#)	2018-19 Target	Year to Date
Office Discipline Referrals (#)	417	400	494

Key Questions/Prompts	2018-19 Analysis / Report Out	2019-20 Continuation Plan
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Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).



Riverside Academy has 494 ODRs for the year. The 9th grade students hold 288 of the ODRs, while the 10th grade students hold 206.



With a majority of our ODRs resolved as a parent conference or a warning, Riverside Academy, in planning for the 2019-2020 school year, will need to hold professional development on the District Code of Conduct, classroom management, and a review of what officially is an enterable ODR and make sure that everyone has the same criteria.

In planning for the 2019-20 school year, a chart which signifies an ODR over classroom management will be created and will be introduced to the staff before the school year begins.

	<p>By location, 350 of the ODRs occur in the classroom.</p> <p>A majority of the ODRs are deemed defiance of authority at 160, disrespectful behavior came in second with 77 ODRs, and classroom disruption was third at 75.</p>	
<p>How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.</p>	<p>Because a majority of the office referrals are taking place in the classroom, administration must work with the staff to ensure that classroom procedures are in place for the 2019-20 school year for each teacher, ensure that class rules are consistent, consequences are consistent, and that each staff member is using the ODR process correctly.</p> <p>Administration will walk through classrooms consistently. This will ensure there are instructional and behavioral strategies being utilized.</p> <p>Teachers will be in halls during change of class. This will ensure that students are getting to class on time and there will be less classroom disruption after the teaching has commenced.</p> <p>Quarterly town hall meetings will be held with staff and students regarding behaviors, expectations, and data will be reviewed.</p>	<p>In planning for the 2019-20 school year, administration will look for professional development to develop instructional strategies AND classroom management.</p> <p>The Student Support Team will continue to work with students, and will use restorative conferences in lieu of suspension whenever possible.</p> <p>Adding an additional school counselor will aid in the restorative practice.</p>

<p>Extended Learning Time – Average Extended Learning Time (ELT). Please respond to the prompts below with respect to extended learning opportunities offered to all students throughout the course of the school year. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.</p>		
Key Questions/Prompts	2018-19 Analysis / Report Out	2019-20 Continuation Plan
<p>How do data/trends suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.</p>	<p>Riverside Academy is a Phase-In School, and Riverside Institute of Technology is the Phase-Out School. The ELT programs are blended together. On average of this time period, 42 students attend the Extended Learning Time which is held Monday through Thursday. Two teachers are available for the first hour to work on specific academic areas, and the second hour is devoted to enrichment.</p> <p>Northwest Community is a partner of the Phase-Out School, therefore, Riverside Academy students have access to the use of the gym, the weight room, and tutors in the library, who work with Northwest.</p> <p>Say Yes holds 17 Saturday Academies throughout the school year. This is funded through the Community School Grant. On average of this time period, 79 students, parents, and members of the community come together. There are multiple academic</p>	<p>In planning for the 2019-20 school year, administration will plan for a more structured ELT program, with a greater focus on academics.</p> <p>A schedule of academic classes available will continue to be available, however, the enrichment activities will not be available until the second block.</p> <p>Riverside will continue its partnership with the Buffalo Maritime Center. We will continue to recruit students to be a part of the opportunity.</p>

	<p>opportunities, as well as health and wellness opportunities, cooking classes, gardening classes, and many other enriching activities.</p> <p>Riverside would like to increase the amount of students who stay after school for the ELT program and on a daily basis and would like to see a greater focus on academics. Additionally, we would like to see greater numbers during Saturday Academies.</p> <p>The Buffalo Maritime Center has boat building classes on Tuesdays and Thursdays and on average, 12 students attend. These students will build boats and launch them when they are completed.</p>	
Describe the type, nature and frequency of assessments that measure the impact of ELT, as well as patterns noted through analysis of data.	Due to the fact that Riverside Academy is a Phase-In School in its second year, it is unable to determine the impact of ELT on assessment at this time.	In planning for the 2019-20 school year, through the Community School Grant, Riverside is creating a 10 th period credit recovery opportunity in ELA and Math for students who were not successful in the previous year in 9 th grade English or Algebra. Art and Music may be added to the 10 th period class as well.

2. PROJECT PLAN IMPLEMENTATION

Key Strategies - Identify the key strategies identified in the in the approved SIG plan that were implemented during the current reporting period but were NOT already discussed in the Metrics section above. <i>(Add additional rows as needed.)</i>			
Key Strategies Identify the key strategy from your approved SIG application or Continuation Plan to be discussed.	Implementation Status Identify strategy as R/Y/G	Identify the evidence that supports your assessment of the 2018-19 implementation of key strategies and their impact on student achievement.	2019-20 Continuation Plan
1. Use of Technology in the Classroom to Deliver Instruction		<ul style="list-style-type: none"> • 1:1 devices • Use of Schoology to organize instructional materials and data • Use of eDoctrina App for quick data collection. 3 Collaborative Team Meetings on eDoctrina in the classroom • Adaptive Instructional Environments such as IXL, Lexia and Quill to provide supplemental online learning experience • Credit Recovery on Laptop for 2 students who passed Algebra Regents but failed the course • 2 Computer Labs, 2-4 computers in each room and Interactive White Board • Use of graphing calculators in Math 	<p>Riverside Academy will continue to use technology in the classroom to deliver instruction in the 2019-20 school year.</p> <p>Additional professional development will be given during common planning on the use of technology as a teaching and learning tool.</p> <p>Because the school is growing and gaining a grade, additional staff will be hired and will need to be trained in all technology and computer programs used at Riverside Academy.</p>

				Additional devices for new students will need to be procured.
2.	All Students Read		<ul style="list-style-type: none"> Teachers will use multiple strategies to provide, adapt, and attack complex text and vocabulary for all students using SIOP & UDL strategies to ensure all students independently read academic text Students will attack all text and vocabulary using strategies with perseverance in order to build meaning and to respond to the academic text 	<p>Riverside will continue to adhere to the District expectation that all students read.</p> <p>In the 2019-20 school year, administration will plan for early professional development with the instructional coaches on using academic text in the classroom, utilizing Lexia more proficiently, and offering more training in QUILL.</p> <p>Literacy across all disciplines will be a focus.</p>
3.	All Students Write		<ul style="list-style-type: none"> Teachers are teaching, modeling, and practice challenging writing experiences on a daily basis, while providing feedback to students according to a shared rubric Students are engaging in writing clear, compelling, quality pieces, multiple times a day 	<p>Riverside will continue to adhere to the District expectation that all students write.</p> <p>In planning for the 2019-20 school year, a review of the school-wide expectation for writing and school-wide rubrics will take place.</p> <p>The addition of an ELA coach will assist in ongoing professional development in all disciplines for academic writing.</p>
4.	Contract with the Southern Regional Education Board		<ul style="list-style-type: none"> Remaining 2019 Dates <ul style="list-style-type: none"> School Leadership Coaching: 3 days (1/17, 3/28, 5/9) Powerful Literacy Practices instruction and coaching: 5 days (1/29-30, 2/25-26, 4/3) Powerful Math Practices instruction and coaching: 5 days (2/14-15, 4/5, 5/14-15) Project Based Learning instruction and coaching: 3 days (3/5-6, 4/18) <p>*Substitutes cover the classroom teachers monthly for training by SREB, which builds upon the PD that was given in 2016-2017</p>	<p>Riverside will continue its contract with SREB.</p> <p>2019-20 Contract has not been established.</p>
5.	Contract with the Buffalo Maritime Center		<ul style="list-style-type: none"> Students are building canoes and the canoes will be launched in Spring 	<p>Riverside will continue its partnership with the Buffalo Maritime Center.</p> <p>2019-20 Contract has not been established.</p>

			<ul style="list-style-type: none"> Each student participates 2 hours after school and has an assign mentor 	
6.	Contract with Buffalo State College and the Great Lakes Center		<ul style="list-style-type: none"> Full-time liaison has been critical in organizing field trips Liaison has been integrated into team meetings, common planning, and training activities Spearheads student advisory with school counselor Field trips to the Burchfield-Penney Arts Center have been ongoing twice a month since November to understand the importance of green architecture, gain appreciation for nature through naturalist Burchfield's artwork, and discover possible careers in the art field 	<p>Riverside will continue its partnership with the Buffalo State College and the Great Lakes Center.</p> <p>2019-20 Contract has not been established.</p>
7.	Blue Economy CTE Program		<ul style="list-style-type: none"> Blue Economy Freshman Experience at Riverside Academy #208 <ul style="list-style-type: none"> Planning a field trip to Niagara Falls State Park Establish Career Pathways for Sophmores <ul style="list-style-type: none"> Aquaculture and Conservation: Planning a field trip to Letchworth State Park; Ongoing field trips to the Great Lakes Center Health and Wellness: Ongoing field trips to Buffalo State College Eco-Tourism and Entrepreneurship: Ongoing field trips to Burchfield Penny Differentiated Lighthouse Printing: Co-taught by a CTE and a special education teacher and is providing a skills-based CDOS credential to students 	<p>Riverside Academy will continue its Blue Economy CTE Program for the 2019-20 school year. In planning, administration and partners will create a year-long map of experiences for the students.</p> <p>Administration and district coordinators will ensure students are receiving all necessary credits and hours to receive CTE credentials.</p>
8.	Cognitive Complexity		<ul style="list-style-type: none"> Continue to utilize Depth of Knowledge levels to create learning opportunities to independently engage in cognitively complex, standards based work. Students continue to think hard about learning and consistently explain and justify their learning Staff is continuing to be trained throughout the year by SREB and substitutes cover classroom teachers 	<p>Riverside will continue to focus on cognitive complexity in the 2019-20 school year. Administrators will use the walk through to ensure the DOK is a focus in each classroom, and SREB will continue to deliver meaningful professional development to new and veteran staff at Riverside.</p>
9.	Project & Inquiry-Based Instruction		<ul style="list-style-type: none"> Teachers continue to facilitate learning through the design standards-driven, cross-curricular and backwards designed learning experiences 	<p>Riverside Academy will continue to utilize project and inquiry-based instruction as a focus in the 2019-20 school year. Administrators will use the walk</p>

			<ul style="list-style-type: none"> Students approach cognitively complex inquiry-based projects with an open mind and will be willing to persist, even after mistakes 	through to ensure that project and inquiry-based instruction is a focus in each classroom, and SREB will continue to deliver meaningful professional development to new and veteran staff at Riverside.
10.	School Administration Manager Project (SAMS)		<ul style="list-style-type: none"> Use of the NSIP TimeTrack calendar continues to measure time spent on instruction. The daily meeting with one of the teachers focuses on what instruction the principal has seen, what feedback the principal needs to give, and who the principal needs to see tomorrow. Based on the baseline established by a 2-day observation by a time track coach, the goal for this year was 55%. The average so far for this year is 44%. The average for January and February was 50.5% 	The Principal at Riverside Academy will continue to use the NSIP TimeTrack calendar in the 2019-20 school year to measure time spent on instruction.

3. FRAMEWORK AND EPO: *(For SIG Cohort 6 and 7 schools that selected the Innovation Framework, and Restart ONLY)*

Identify the school's model, framework, and the EPO.	Status (R, Y, G)	Identify the evidence that supports your assessment of the 2018-19 implementation of the design framework and its impact on student achievement. Describe the manner in which the EPO has been involved in the implementation.	2019-20 Continuation Plan
N/A			

4. **BUDGET/FISCAL:** Add rows as needed.)

Budget Analysis		
The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school's initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Expenditures *** Expenditures are from July 2018 – March 2019 SIG DS19	Status(R/Y/G)	If expenditures from the approved 18-19 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 for QR#3.
Salaries for professional staff-Code 15 \$204,558 YTD \$116,895 – 57% @ March 2019	G	Positions are filled. Extended Learning Time is continuing. Professional Development is planned.
Salaries for Support Staff- code 16 \$9,804 YTD \$7,164 - 73% @ March 2019	G	Positions are filled.
Purchased services-code 40 \$174,900 YTD \$155,680 – 89% @ March 2019	G	Contracts are executed and work is continuing.
Purchased services-code 45 \$2,500 YTD 2,400 – 96% @ March 2019	G	Materials are ordered and have arrived.
Travel expenses-code 46 \$500 YTD \$269 – 54% @ March 2019	G	Travel has occurred.
Employee Benefits-code 80 \$97,144 YTD \$53,698 - 55% @ March 2019	G	Expended per BPS schedule.
Indirect cost-code 90-	G	COMPLETED AT THE END OF THE PROJECT.

**University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, NY 12234**

**2019-20
School Improvement Grant 1003(g)**

Continuation Plan Cover Page

District Name Buffalo Public Schools	
School Name Riverside Academy #208	
Contact Person Dr. Kriner Cash	Telephone 716.816.3500
E-Mail Address kcash@buffaloschools.org	
<p>I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer Superintendent
Typed Name: Dr. Kriner Cash	Date:

#208 Riverside Academy HS 2019-2020 Attachment B
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average 2016-17	<u>Baseline Data</u> 2017-18	Target for 2018-19*	Target for 2019-20*	Target for 2020- 21*	Target for 2021-22*
I. Leading Indicators							
a. Number of minutes in the school year	min	76,800	81,050	81,050	81,050	81,050	81,050
b. Student participation in State ELA assessment	%	98.9%	N/A	N/A	N/A	95%	95%
c. Student participation in State Math assessment	%	99.5%	N/A	N/A	N/A	95%	95%
d. Drop-out rate	%	18.1% (June)	N/A	N/A	N/A	16%	15%
e. Student average daily attendance	%	89.3%	82.1%	84.1%	86.1%	88.1%	90.1%
f. Student completion of advanced coursework	%	12%	N/A	N/A	N/A	5%	5%
g. Suspension rate	%	14%	49.5%	44.5%	39.5%	34.5%	29.5%
h. Number of discipline referrals	num	674	417	400	500	500	550
i. Chronic absenteeism rate** (9-12)	%	49.8% (17-18)	56.4%	54.3%	52.2%	50.1%	48.0%
j. Teacher attendance rate	%	94.3%	89.9%	90.2%	90.5%	90.8%	91.1%
k. Teachers rated as “effective” and “highly effective”	%	94%	100%	99%	99%	99%	99%
l. Hours of professional development to improve teacher performance	num	4009	412	400	600	1000	1500
m. Hours of professional development to improve leadership and governance	num	510	103	500	750	750	750
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	520	350	250	500	750	1000
II. Academic Indicators							
a. ELA performance index	PI	139.4	N/A	N/A	N/A	167.3	169.6
b. Math performance index	PI	111.1	N/A	N/A	N/A	127.5	131

c. Student scoring “proficient” or higher on ELA assessment	%	54.3%	N/A	N/A	N/A	54.3%	56.4%
d. Students scoring “proficient” or higher on Math assessment	%	25.9%	N/A	N/A	N/A	31.2%	34.5%
e. Average SAT score	score	844	N/A	N/A	N/A	850	875
f. Students taking PSAT	%	2862	N/A	N/A	90%	90%	90%
g. Students receiving Regents diploma with advanced designation	%	12.2% (June)	N/A	N/A	N/A	13.0%	15.0%
h. High school graduation rate	%	62.7% (June)	N/A	N/A	N/A	68.7%	69.9%
i. Ninth graders being retained	%	4%	4.6%	4.4%	4.2%	4.0%	3.8%
j. High school graduates accepted into two or four year colleges	%	65% (2016)	N/A	N/A	N/A	67%	69%

**Targets should be set for all years the school will be SIG-funded.*

During, performance review conference calls, OISR will discuss with the LEAs the interim data and progress being made toward the yearly targets.

**** NEW for 2017-18: Chronic Absenteeism is reported via L2RPT Accountability Verification Report for Chronic Absenteeism**

PRINCIPALS PLEASE NOTE: For the 2018-19 reporting year, we are using ESSA calculations to determine PI as well as targets for both PI and Proficiency. (See “SIG Attachment B Data Sources” document for specific information.)