

Receivership

Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
Riverside High School #205	140600010108	Buffalo City School District		Not Applicable
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Dr. Kriner Cash	Ella Dunne	James Weimer Associate Superintendent of School Leadership	9-12	647

Executive Summary

Please provide a *plain-language summary* of the current reporting 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*.

Riverside High School's 2015-2016 SCEP was revised and submitted to the state on December 4, 2015. The Superintendent received, reviewed, and responded to the recommendations from the Community Engagement Team (CET) on January 5, 2016.

Riverside High School continues to meet with the CET monthly and have completed the Enhanced SCEP which is the educational plan that guides the school. A meeting was held January 14, 2016 to update the CET on progress towards meeting the Level 1 and Level 2 indicators for demonstrable improvement. A sub-committee will be created to develop a plan to improve data collection as it pertains to each of the indicators. At this meeting the revised school mission statement was shared that was developed with staff input. The three Instructional Rocks were also revisited and aligned to the new mission statement to include Student Engagement, Literacy, and Data Driven Instruction.



The leadership team has attended monthly Leveraged Leadership trainings with the goal of norming and calibrating our teacher observations and assessing our coaching of both teachers and school teams. Through these monthly meetings the school leadership team has had the opportunity to practice strategies and debrief with colleagues on their success. We have developed a walk through tool focusing on student engagement which is aligned to the NYSUT rubric that has been shared with teachers. The walk through team consists of the Principal, Lead Transition Facilitator, Assistant Principals, and the Dean of Students.

The 21st Century program has been re-designed to offer tutoring for students that will be taking Regents exams in January. Meetings have been held with all seniors that are challenging January exams. Personalized schedules for after school support have been given to these students and mailed to their parents.

Riverside continues to promote a positive school climate which is spearheaded by the Safe and Civil Team that meets monthly. Eight students and one faculty member are recognized each month with student/faculty of the month. Those nominated have their picture displayed in the main school foyer, are invited to an ice cream social with their parents and are given a school gift. Riverside has also started a movie of the month where teachers can nominate students that are doing the right thing. Students are invited to the movie in the auditorium and treated to popcorn. Each quarter an Honor Roll/Merit Roll breakfast is provided for the students and their parents to celebrate their academic success.

The Health and Wellness Committee continues to promote healthy living through monthly activities planned for faculty and their families. These activities have included a bowling night, Sky Zone night, and bike/walk to school day.

Attendance continues to improve each month evident by a 2.25% increase in November 2015 from November 2014, 1.4% increase in December 2015 from December 2014.

Riverside invited both families and the school community to its annual Spaghetti Dinner that took place on December 4, 2015, which was a great success. Riverside has an active PTO that has representation at the DPCC monthly meetings. The PTO hosted a fundraiser at the Old Country Buffet Restaurant on December 29, 2015.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSSED.gov. It is a self-assessment of the implementation and outcome 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 schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators

Please list the school's Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Priority School make yearly progress		NA	Make Progress	This indicator is being monitored through frequent classroom observations and District Based Assessments and during Common Planning Time. 65% of Seniors enrolled in English III are passing. 80% of Seniors enrolled in English IV are passing. Riverside's 2015 ELA Common Core passing percent was 51%. As of now, 62% of our seniors have passed the ELA exam. 71% of cohort 2012 students are at or above level two. Next Steps: Creation of a spreadsheet to analyze progress of making AYP, creation of a timeline for analyzing student data.
School Safety		13	<7 Serious Incidents	On October 5 th , a practice lock-down was performed. Areas of concern were identified in a post meeting with administration and security. These areas of concern were addressed with entire faculty at a monthly after school meeting. On October 7 th , a lock-down procedure was practiced with the assistance of the Buffalo Police Department. School climate survey was shared at faculty meeting on October 7 th . A presentation during Superintendent's Day was shown on DASA. Safe and Civil schools presented an anti-bullying and harassment video for all students in homeroom. K-9 search was performed on October 15 th at the request of the administration. School-wide locker search with the assistance of BPS security and police was performed on December 15 th at the request of the administration. Daily wandling by security. December 1 st and 2 nd Classroom Management PD focused on deescalating conflicts for all instructional staff. Status: To make target RHS would need to decrease the frequency of serious incident reports significantly. Low likelihood because Riverside has had 14 serious incidents to date. Next Steps: To decrease the number of students in the hallways, RHS administrators, teachers and security created a list of students who are not allowed to exit class without an escort.



2012 Total Cohort Passing Math Regents (Score>=65)	49%	56%	Currently we are tracking student progress using progress reports, quarterly average, and attendance. Math teachers have been observed, given feedback, and received PD regarding objective writing, student engagement, classroom management through PBIS, teaching strategies (close reading, vocabulary, backwards planning, and DDI on module 1 and last June's Regents exam. Each student's credits have been reviewed to assure proper course placement. Our after school exam preparatory class has been offered to all students. Status: For the first marking period, 35 out of 115 (30%) students have passed their math class in this cohort. During last June's administration of the Algebra Common Core exam RHS had 6% of its students scored at the proficient level. Next Steps: Enroll students in the afterschool tutoring program, and contact parents, provide PD to improve student engagement, and opportunities during CPT to discuss data and re-teaching. Walkthroughs continue in all ELA classrooms. Feedback is given to all teachers by administration. Students are encouraged during announcements, letters home, phone calls home and individual meetings to attend after school tutoring. Status: 68% of Juniors enrolled in English III are passing. High level of likelihood in making progress. Riverside's 2015 ELA Common Core passing percent was 51% Next steps: Track student progress using progress reports, quarterly average, and attendance.
2011 Total Cohort Passing ELA Regents (Score greater than or=65)	27%	51%	According to state report card, our 2015 graduation rate was 29%. Target was met.
Total Cohort 4-Year Grad Rate-All Students	26%	55%	According to state report card, our 2015 4-year grade rate with Adv. Designation was 1%. Target not met. Moving forward, we have hired an additional Spanish teacher to allow students access to three years of Spanish curriculum and the Regents exam.
Total Cohort 4-Year Grad Rate with Adv. Designation-All Students	1%	9%	According to state report card, our total Cohort 5-Year Grad Rate-All Students was 27%. Target not met.
Total Cohort 5-Year Grad Rate-All Students	34%	61%	

LEVEL 2 Indicators

Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
HS ELA All Students Level 2 and above		44	72	ELA teachers have been observed, given feedback, and received PD regarding objective writing, student engagement, classroom management through PBIS, teaching strategies (close reading, vocabulary, backwards planning, and DDI on module 1 and last June's Regents exam). Status: 65% of Seniors enrolled in English III are passing.



				<p>80% of Seniors enrolled in English IV are passing. Riverside's 2015 ELA Common Core passing percent was 51%. As of now, 62% of our seniors have passed the ELA exam. High level of likelihood in making progress. Next steps: Focused walk-throughs will be continued and PD will be delivered during common planning time based on walkthrough results.</p>
HS ELA Black Students Level 2 and above		34	70	<p>21st Century after school tutoring is being provided to students. Walkthroughs have been conducted. School wide initiative of focus on literacy, student engagement, and DDI. ELA teachers have been observed, given feedback, and received PD regarding objective writing, student engagement, classroom management through PBIS, teaching strategies (close reading, vocabulary, backwards planning, and DDI on module 1 and last June's Regents exam).</p> <p>Status: 65% of current black students from the 2012 cohort have passed an ELA regents exam. 90% of Black students for the 2012 cohort passed the ELA last year. Current likelihood of making progress is high. Next steps: Focused Walk-throughs will be conducted and PD delivered during common planning time based on walkthrough results. Students are identified as in need of intervention based on their first marking period grades in ELA and personalized tutoring schedules will be given to them.</p> <p>21st Century after school tutoring is available to students.</p>
HS Math All Students Level 2 and above		64	79	<p>21st Century after school tutoring is available to students.</p> <p>Status: 71% of cohort 2012 students are at or above level two. Current likelihood of making progress is very good. Next steps: Students are identified as in need of intervention based on their first marking period grades in Algebra and personalized tutoring schedules will be given to them. Enroll students in the afterschool tutoring program, contact parents, provide PD to improve student engagement, and opportunities during CPT to discuss data and re-teaching.</p>
HS Math Black Students Level 2 and above		51	75	<p>21st Century after school tutoring is available to students.</p> <p>Status: 65% of current black students from the 2012 cohort have passed a math regents exam. Current likelihood of making progress is very good. Next Steps: Students are identified as in need of intervention based on their first marking period grades in Algebra and personalized tutoring schedules will be given to them.</p>



				Enroll students in the afterschool tutoring program, and contact parents, provide PD to improve student engagement, and opportunities during CPT to discuss data and re-teaching.	
2013 Total Cohort with 5 or more credits	38	74	<p>Status: All ELL's were placed in double algebra class to increase likelihood of obtaining an algebra credit.</p> <p>All Entry level ELL's have been placed in co-taught ELA classes along with an additional period of ENL.</p> <p>PD has been provided to all teachers on classroom management, teaching strategies focused on increasing literacy, DDI, and student engagement.</p> <p>Additionally, we have added 2 bilingual teacher aids to assist with direct instruction.</p> <p>Next step: Counselors will perform credit reviews on all cohort 2015 students to target students who are not on track to obtain 5 or more credits. Guidance counselors will meet with these students, counsel them and contact families to discuss how to improve academic growth. Students are encouraged to attend the 21st century after-school program for tutoring.</p>		
Total Cohort 5-Year Grad Rate-LEP Students	44	45	<p>Status: 30% of our (2010 cohort) Total Cohort 5-Year Grad Rate-LEP Students have met graduation requirements according to NYSED. Did not meet progress.</p>		
HS ELA LEP Students Level 2 and above	36	45	<p>Title III funds has been allocated for Regents review for LEP students to support them for January exams. High level of likelihood in making progress.</p> <p>Status: 43% of LEP students from cohort 2012 have passed the ELA Common Core exam. Counselors performed credit reviews on all cohort 2012 students.</p> <p>Referral for McKinley credit accrual program and after school GradPoint was discussed individually with each student.</p> <p>Counselors gave students exam schedules indicating what exams they have not passed.</p> <p>Students assigned to 21st century after-school program.</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 with impact.	Yellow	Some barriers to implementation / outcomes / spending exist, with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Key Strategies



Key Strategies

As applicable, identify any key strategies being implemented during the current reporting period that are not described above, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.

List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	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.
<p>1. Develop professional development that meets the needs of all teachers.</p>	<p>Yellow</p>	<p>The staff was surveyed to find out what areas in which they feel they need support. Based on teacher feedback, the following PD was provided to the staff during CPT and faculty meeting: Interactive Whiteboard (IWB) Training, SLO writing, Infinite Campus, Step Up to Writing, Classroom Management, SIOP Level I & II, NYSUT Rubric, Classroom Walkthrough Tool, Close Reading and Text Annotations, Student Engagement Strategies, Vocabulary Strategies, Word Walls, Literacy Strategies, Mastery Objectives, Student Presentation and Project-Based Learning, Data Driven Instruction, Student Engagement Walkthrough Tool, and the Riverside Rocks (focus on Literacy, Engagement, and DDI).</p> <p>We have also had district leaders such as John Starkey from Lafayette and Nadia Nashir, Director of Multilingual Department, provide information and PD for teachers based on our growing ELL needs.</p> <p>A focused walkthrough calendar will be developed for the administration to monitor the implementation of strategies shared in CPT.</p>
<p>2. Increase overall attendance at Riverside High School.</p>	<p>Green</p>	<p>Riverside High School has implemented the following strategies with the focus of improving overall student attendance, including:</p> <ol style="list-style-type: none"> 1. Home visits are made daily to the students that have missed the highest consecutive days and/or to the students that the attendance designee refers to the attendance teacher. This includes students that are consistently tardy. 2. Personal phone calls are made daily to students who are absent or tardy to school.



			<p>3. Detention has been implemented at Riverside High School for students that are tardy to school.</p> <p>Attendance continues to improve each month evident by a 2.25% increase in November 2015 from November 2014, 1.4% increase in December 2015 from December 2014.</p> <p>The following programs/ strategies are in place to ensure an increased graduation rate at Riverside High School:</p> <ol style="list-style-type: none"> 1. Riverside High School hired a third guidance counselor with the focus of tracking each senior and conducting credit reviews to ensure their schedules reflect everything they need for on-time graduation. 2. Students that require additional credits beyond the school day have been enrolled in the McKinley High School Credit Accrual program. Parents are notified via a letter that their child's graduation is in jeopardy and have been given an appointment date and time to meet with their child's counselor. 3. Riverside High School has implemented 6 GradPoint courses during the school day and is offering GradPoint after school. 4. An assistant principal has been assigned to monitor the progress of seniors and to improve communication with parents. The assistant principal is meeting with the students, their parents, and the guidance counselor to conduct the credit reviews and offer support. This assistant principal is also responsible for all discipline issues for the seniors and monitors their attendance. 5. The Say Yes coordinator is providing incentives to motivate students and improve attendance. Incentives that have been distributed this year include back-packs and school supplies. The Say Yes coordinator is also offering intensive mentoring and family support, currently working with 10 families. <p>The Northwest Community Center's 21st century after-school program provides Riverside students with tutoring, extracurricular activities, and a meal daily. Approximately 85 students attend the program daily.</p>
3.	Targeted Student Support.		



4.	<p>Increase Parent Involvement.</p>		<p>A parent facilitator has been hired and an active PTO has been established. Monthly meetings have taken place and are scheduled for the year. The parent facilitator has a calendar of professional development opportunities for parents and families as well as social events including a Math Night, Parent Portal Training, cook-out and a Talent Show with an Art Gallery Walk. Riverside also has representation at the District Parent Coordinating Council monthly meetings. Through the use of the ConnectED calling system and mailings, nine parents attended the Receivership meeting which is a 70% increase to the number of parents that attended any one meeting last year.</p> <p>On December 4, RHS hosted a spaghetti dinner in which student family members, staff and families, students and community members attended.</p> <p>Through our new partnership with Lakeshore Mental Health Services we have been able to increase parent contact and conferences in an effort to support the students and their families. Lakeshore is currently working with 11 families and has 18 additional referrals.</p>
5.	<p>Improve School Climate.</p>		<p>Riverside High School's PBIS has been working diligently to improve the school climate. The Safe and Civil Schools team meets monthly and has initiated several opportunities to recognize and celebrate both staff and students. Starting in September a male and female student in each grade level was nominated by a staff member and recognized as student of the month. Their pictures were taken and displayed on a bulletin board in the front lobby. Different students have been recognized each month. One staff member has also been recognized each month, nominated by the students. The students and staff member of the month are invited to an ice cream social where they are given a certificate and gift. Perfect attendance, Honor Roll, and Merit Roll students are recognized and celebrated quarterly with a breakfast.</p> <p>A monthly movie day has been established as an incentive to the students doing the right thing. Only students that are nominated by their teachers are invited.</p>



<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 with impact.</p>	<p>Yellow Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>
<p>A school climate survey was distributed to the staff on the first day of school. This survey results were reviewed by the administration. The staff did not feel that they were receiving timely feedback from evaluations in the past. As a result, the administrators created a walkthrough tool that was shared with the teachers during common planning. The administrators now complete the walkthrough tool while in the classrooms and immediately email it to the teachers. Morning announcements are announced by a student and the pledge of allegiance is done in two languages. Our goal is to have the pledge read in more languages.</p>		

Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)

Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.

Status (R/Y/G)	Analysis / Report Out
	<p>The Community Engagement Team has been meeting bi-weekly in large groups since September 1st. Smaller Tenet committee groups have been formed to focus their work on developing action plans to meet the needs based on the DTSD review. Each Tenet group shares out at the whole group CET meeting. This gives the rest of the group an opportunity to offer suggestions and give feedback. Each Tenet group has been given a copy of the Plan Modification Template to explain the rationale regarding their recommendations as well as their supporting data. The Quarterly Report was shared with the CET team where each of the Tenet groups provided feedback. Progress has been shared with all Riverside stakeholders at common planning, the November 17, December 15 and January 19 faculty meetings, as well as the November 12, December 10, and January 14 PTO/SBMT meetings and the January 14 CET meeting.</p>
	<p>The responses to the Tenets were developed by the CET in their smaller Tenet groups. The following is evidence of the work done by the CET and outlines their goals:</p> <p>Tenet 2: School leader Practice and Decision: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.</p>



	<p>Tenet 2.2 The CET subgroup identified a need to rewrite the mission statement to make it clearer, more concise, and an accurate reflection of the goal of our school community. As a result, they will continue to meet and share the final updated mission statement with staff and students at the January 14, 2016 faculty meeting.</p> <p>Rationale: The current mission statement lacks clarity but, according to teacher feedback, it also does not resonate with our day to day efforts to help our students achieve across multiple disciplines in life – to achieve “Literacy for Life.”</p>
	<p>Tenet 2.3 The CET subgroup identified a need to increase support for ELL students, including hiring a bilingual ENL teacher, increasing ENL co-taught classes beyond the minimum requirement of services, and focusing on classes with Regents and /or Common Core exit exams by decreasing class size and therefore increasing the number of co-taught classes.</p> <p>Rationale: With our growing ENL, and specifically Bilingual, student population, our staffing needs have also expanded. The demands on classroom teachers have also expanded and further support in supplementing current practices with strategies and scaffolds geared towards our ENL, and especially Bilingual students, is needed. With a school emphasis on literacy, smaller co-taught English classes would be better suited to the meet the needs of our ELL students across the disciplines as they are required to comprehend complex text in each of their classes. An ENL instructional coach has been hired, and is currently being processed through HR. This instructional coach will provide the ESL and general education teachers with strategies to support their students.</p>
	<p>Tenet 2.4 The CET subgroup has identified a need for Administration to provide timely feedback with specific suggestions to improve instruction following classroom observations. As a result, the Leadership Team will develop professional development (PD) in response to classroom observations and teacher feedback.</p> <p>Rationale: Research shows that improving instructional practice through observation and feedback is the most effective way to improve student achievement. Riverside Administration has created a walkthrough tool which is used to give 24 hour feedback to teachers. Data from the walkthroughs is discussed in weekly administrative meetings. PD is then given to teachers by the IC based on observations. Walkthroughs are then performed to check for progress.</p>
	<p>Tenet 2.5 The CET subgroup has identified a need for the creation of a formalized procedure to better collect, monitor and chart data, including data from outside partnerships, in-house data (such as attendance, behavior referrals, teacher-created CFAs, Regents data, etc.).</p> <p>Rationale:</p>



	<p>A system for monitoring multiple data points must be developed in order to monitor school priorities, focusing on the Level 1 and Level 2 indicators in order to increase student achievement. A meeting was held with the CET team January 14th where the development of a data team was discussed. Given that this is an important area of concern, a data team sub-group will be convened bi-monthly to address this concern. Monthly CET meetings will continue on the second Thursday of each month to monitor and discuss Level 1 and Level 2 indicators.</p>
	<p>Tenet 3: Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teachers' instructional practices and student-learning outcomes.</p> <p>The CTE subgroup identified a need to increase common planning time (CPT) to review academic data and to develop teaching strategies and best practices.</p> <p>Rationale: Riverside teachers are scheduled to attend CPT one day per week. This is an insufficient amount of time to improve pedagogy. As a result, the school leadership team is looking to increase CPT time and are in negotiations with the Buffalo Teacher Federation and Building Committee. The District is currently in negotiations to exercise Receivership Powers to increase CPT. Presently, the Art and Social Studies teams have volunteered to meet three times a week.</p>
	<p>Tenet 4: Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.</p> <p>The CET team met and has decided to implement instructional rounds at Riverside High School. The Instructional Coach (IC) and teachers have volunteered to participate in the instructional rounds process where teachers will be observed by their colleagues and share best practices.</p> <p>Currently, teachers have been doing instructional rounds with the Instructional coach and administrative team. Each round is followed up with an opportunity to debrief sharing best practices. The goal is to have all faculty participate in monthly instructional rounds with their peers.</p>
	<p>Tenet 5: Students Social and Emotional Developmental and Health. The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</p> <p>The CTE subgroup has determined a need for mental health counselors beyond that of the school's Student Support Team (SST). A partnership has been formed with Lakeshore Mental Health services clinic to serve families 3 days a week where referred families receive counseling. The Erie County Counsel for the Prevention of Alcohol and Substance Abuse (ECCPASA) Student Assistant Teen Intervention program at Riverside is creating a referral system to support health, safety, social and emotional development.</p>
	<p>Tenet 5: The CTE subgroup has decided that the school needs a Hispanic Student's Club. As a result, one will be created.</p> <p>Rationale:</p>



	<p>Riverside High School has a growing Hispanic population. This club will assist them in their transition to high school while simultaneously giving them the social emotional support they need. The District has approved funding for this club. We will be posting for an advisor to begin the Hispanic Students' Club Semester 2.</p>
	<p>Tenet 5: PD on cultural responsiveness and classroom management for teachers and administrators has been provided by the Multilingual department and district PBIS. These PD activities included how to effectively implement school routines and expectations for student behaviors.</p> <p>Rationale: Riverside has determined a need for adults to be more culturally responsive to our students and families. By doing so, a more inviting school climate will be created for our diverse culture.</p> <p>Tenet 6: Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</p> <p>The CTE subgroup identified a need for decreasing student absences due to behavior concerns. As a result, the school has implement an In-School Suspension room (ISS). There is also a need for students to receive support while completing work; as a result, tutors from the Medaille program will assist students in the ISS room daily.</p> <p>Rationale: In-school suspension will increase attendance and decrease the suspension rate. We have assigned a dedicated faculty member to oversee the running of the In-School Suspension room to ensure student work is gathered and students stay on task.</p>
	<p>Tenet 6</p> <p>The CTE subgroup recommendation is to recognize student's good behavior, serving as motivation to other students. As a result, we have implemented monthly incentives to recognize perfect attendance, honor roll, and merit roll. The Say Yes coordinator is assisting with incentives.</p> <p>Rationale: Students who are invested in the school community and feel valued want to be in school and be successful.</p>
	<p>Tenet 6</p> <p>The CTE subgroup has identified a need for all school documents be translated for the parents and families of our English language learners.</p> <p>Rationale: Students and families are missing out on information sent home because they do not understand the English language. When available, translated documents have been placed on the school's website informing families of upcoming school events including parent nights and fundraisers. These translated documents will involve more families and community members and keep them up-to-date on school functions and news. However, the high ESL population is not receiving all information. The multilingual department for the district has gathered important documents across the district to have translated.</p>



Powers of the Receiver

Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner's Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out
	<p>The District is in the process of negotiating Receivership Powers for Riverside High School.</p> <p>The district is in the negotiation process with both the Administrator's union (BCSA) and the Teacher's union (BTF). Although we do not have a final MOU to alter either collective bargaining agreement, the Superintendent as Receiver plans on using his enhanced receivership powers to:</p> <ol style="list-style-type: none"> 1.) Establish steps to retain highly effective staff, and attract highly effective staff to receivership schools 2.) Change the transfer process for teachers wanting to enter or leave the Receivership schools 3.) Mandate Professional Development for teachers and administrators in Receivership schools 4.) Expand the school day/school year - ELT programs already exist, however this is being negotiated for Receiver use if necessary 5.) School Principal staffing Extended Learning Time (ELT) programs with the most qualified teacher 6.) Increase the Principal's ability to conduct multiple staff meetings each month 7.) Increase the use of technology in daily instruction and communication with parents <p>Riverside High School Teachers have an MOU with BPS stating that they only have to attend common planning one day per week. Once the Superintendent is Receiver of Riverside this MOU be made null and void.</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 IV – Best Practices(Optional)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy 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.</p>	<p>Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.</p>
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1.	Instructional Rounds	Instructional rounds have begun at RHS where administrators and teachers conduct walkthroughs together and debrief on the best practices seen. Teachers are learning strategies to enhance their pedagogy especially in the area of student engagement, one of RHS's three instructional rocks.
2.		
3.		

Part V – Attestation

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): _____

Signature of Receiver:  _____

Date: _____