

## 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, and made available to the public by the school's district office and posted on its web-site. 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 provisionally accepted by NYSED on October 7, 2015. However, the Community Engagement Team (CET) has been working together since September, 2015. The stakeholders that make up the CET consist of administrators, teachers, parents, partners and community members. The CET membership has changed since the last school year as has the school leadership team. The focus of the CET initially was to set up the parameters for meetings, understanding what Receivership means and how it affects Riverside as well as reviewing what the previous CET put forth as the 2015-2016 SCEP and Enhanced SCEP for Riverside. The CET team also spent time reviewing the DTSDE. The DTSDE became the tool to drive our meetings. Riverside's CET decided to break into small groups to focus our work on the individual Tenets. When the Level 1 and Level 2 indicators for demonstrable improvement became available they were shared. The Level 1 indicators guided the key strategies being implemented. These indicators include a focus on improvement in Math and ELA, improving the graduation rate, ensuring each grade level earns 5 or more credits, improving safety, and making yearly progress. The CET spent a good amount of time reviewing the Level 2 indicators and choosing those that we felt needed to be our focus in order to best support ensuring that Riverside made substantial yearly progress.

Literacy Across the Curriculum will drive all that we do at Riverside High School this year. Riverside's three rocks include Evidenced Based Writing, Structured Academic Communication, and Data Driven Dialogue. The professional development calendar has been developed and includes opportunities for teachers to improve their pedagogy through the following trainings: Step Up to Writing, Student Engagement, Scaffolding Curriculum, Sheltered Instruction Observation Protocol, and Classroom Management. Attendance is also a focus and with the strategies in place we have already seen an increase in student attendance in comparison to this time last year. We feel that by improving the school climate we will see a correlation in an increase in attendance. We have scheduled numerous events to recognize both students and faculty as well as creating opportunities to socialize as a school community. Student and faculty of the month has already begun as has spirit

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September 1, 2015 to October 30, 2015  
(As required under Section 211-f(11) of NYS Ed. Law)

week and the Homecoming dance. The 21st Century After-School Program has begun and seniors that are in jeopardy of not graduating on time will be scheduled for review classes. An active PTO is also in place.

On September 15, 2015 a parent and community meeting was held at Riverside to share information regarding Receivership, the role of the CET, and to invite the community to join our team. Parents were notified via the ConnectEd calling system, letters mailed home, as well as the meeting being posted on the BPS website.

**Attention** – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to [Receivership@NYSED.gov](mailto:Receivership@NYSED.gov) and [Turnaround@NYSED.gov](mailto:Turnaround@NYSED.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).