**THE STATE EDUCATION DEPARTMENT** / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Office of Innovation and School Reform (OISR)

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**Performance Management – *Mid-Year Report*** AND ***Continuation Plan***

*(Non-Receivership Schools)*

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| **1003(g) School Improvement Grant (SIG) 2015-16 *and* School Innovation Fund (SIF) Grant** | **Dates**: | September, 2015 –April, 2016 |
| School | School BEDS Code | SIG/SIF Model/Cohort |
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| School Principal | Grade Configuration | Number of Students |
| Name | Date of Appointment |  |  |
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| District Person Responsible for Program Oversight and Report Validation | Implementation Status of the School as Rated by the District | *Brief* Analysis/Report Out of Overall Implementation Status |
| Name and Contact Information | (Red/Yellow/Green) |  |
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Key

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| **Green** | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *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. |

***Attention*** –This document serves as the Progress Review Report for schools that are *not* Persistently Struggling or Struggling schools but are receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. The document is intended to be completed by the Superintendent of Schools and/or their designee and submitted electronically to OISR@NYSED.gov. ***Please note***, this document also serves as the *continuation plan* for non-receivership schools for the 2016-17 school year. All prompts submitted under the *“2016-17 School Year Plan”* heading should directly align with approved 2015-16 SIG or SIF plans.

***Directions*** - District and school staff should respond to the *Analysis/Report Out* sections of this document by both analyzing and summarizing the key strategies of the 2015-16 school year to date in light of their realized level of implementation and their impact on student learning outcomes. *2016-17 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. District and school 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. ***Please note***, schools no longer receiving SIG or SIF funding during the 2016-17 school year do *not* have to complete the continuation plan column of this document.

1. **METRICS**

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| **Academic Achievement**  - Please complete the prompts/questions below and *under separate attachment,* and only as needed, provide charts, tables, and/or graphs that summarize on-going and formative data used to address student needs and determine progress toward student achievement goals. |
| Key Questions/Prompts | Analysis / Report Out | 2016-17 Continuation Plan |
| Describe performance trends in student assessment data in core content areas (e.g., student sub-groups, grade levels, subjects, classrooms, etc.). |  |  |
| How do these 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. |  |  |

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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. |
| **2015-16** | Baseline (%) | 2015-16 Target | Year to Date |  |
| Student Attendance Rate (%) |  |  |  |
| Key Questions/Prompts | Analysis / Report Out | 2016-17 Continuation Plan |
| Describe patterns of student attendance data (e.g., late/miss first period, chronic absenteeism among certain students, grade levels, etc.). |  |  |
| 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. |  |  |

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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. |
| **2015-16** | Baseline (%) | 2015-16 Target | Year to Date |  |
| Teacher Attendance Rate (%) |  |  |  |
| Key Questions/Prompts | Analysis / Report Out | 2016-17 Continuation Plan |
| Describe patterns of teacher attendance data (e.g., long-term, excused vs. unexcused, chronic/patterned absenteeism among certain teachers, etc.). |  |  |
| 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. |  |  |

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| **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.  |
| **2015-16** | Baseline (#) | 2015-16 Target | Year to Date |  |
| Office Discipline Referrals (#) |  |  |  |
| Key Questions/Prompts | Analysis / Report Out | 2016-17 Continuation Plan |
| Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.). |  |  |
| 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. |  |  |

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| **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. |
| Key Questions/Prompts | Analysis / Report Out | 2016-17 Continuation Plan |
| 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. |  |  |
| Describe the type, nature and frequency of assessments that measure the impact of ELT, as well as patterns noted through analysis of data.  |  |  |

1. **PROJECT PLAN IMPLEMENTATION**

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| *Key Strategies* - 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. *(Add additional rows as needed)* |
| **Key Strategies**List the Key Strategy from your approved SIG/SIF application or Continuation Plan | **Implementation** **Status**Identify strategy as R/Y/G | Identify the evidence that supports your assessment of implementation of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the SIG/SIF application or Continuation Plan.  | **2016-17 Continuation Plan** |
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| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 3. |  |  |  |  |
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*(For SIF schools, and SIG Cohort 6 schools that selected the Innovation Framework Model ONLY)*

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| Identify the school’s Design Framework and its EPO. | Identify as RED, YELLOW or GREEN. | Identify the evidence that supports your assessment of implementation of the design framework and its connection to your goals. This assessment should take into account and describe the manner in which the EPO is involved in framework development and implementation.  | **2016-17 Continuation Plan** |
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1. **BUDGET/FISCAL**

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| **Budget Analysis/Narrative and Budget Documents** – 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.  |
| Design Element | Status(R/Y/G) | Analysis of 2015-16 School Year |
| Provide an analysis of the current implementation period expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement. |  |  |
| Additionally, under separate attachment, the LEA/school must provide a **Budget Narrative** *and* an **FS‐10** for the upcoming 2016-17 implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the 2016-17 Continuation Plan sections. The budget items must be clear and obvious about how the proposed activities are directly impacting the school‐level and district implementation of the SIG/SIF plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need. |

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**Albany, NY 12234**

**2016-17**

**School Improvement Grant 1003(g)**

**School Innovation Fund Grant**

**Persistently Struggling Schools Grant**

**Continuation Plan Cover Page**

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| **District Name** |
| **School Name** |
| **Contact Person** | **Telephone ( )** |
| **E-Mail Address** |
| 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. |
| Authorized Signature (**in blue ink**)  | Title of Chief School/Administrative Officer |
| Typed Name:       | Date:       |