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| **1003(a) and RttT School Innovation Fund Grant (SIF) 2014-15 Performance Management *Report #1*** | **Dates**:Sept 2 to Oct 10 |
| School | School BEDS Code | SIF Design Framework |
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| School Principal | Grade Configuration | Number of Students |
| Name | Date of Appointment |  |  |
|  |  |
| One Lead Partner (LP) or Two to Three Partners in a Partner Consortium (PC) |
| Partner 1: |
| Partner 2: |
| Partner 3: |
| District Person Responsible for Program Oversight and Report Validation | Implementation Status of the School as Rated by the District | *Brief* Analysis/Report Out of Implementation Status |
| Name and Contact Information | (Red/Yellow/Green) |  |
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| **KEY** |  |
| Green | Expected results for this phase of the project are generally met, work is on budget, and the school is fully implementing its improvement plan. |
| Yellow | Some barriers to implementation / outcomes / spending realized; with adaptation/correction school will be able to achieve desired results. |
| Red | Major barriers to implementation / outcomes / spending encountered; results are at-risk for not being realized, major strategy adjustment is required. |

***Attention*** – This document is intended to be used as a *worksheet only* and should *not* be directly submitted to Review Room.

Link to Review Room: <https://nysed-schoolturnaround.myreviewroom.com>

1. **METRICS**

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| **Academic Achievement**Please complete the prompts/questions below and under separate attachment provide charts, tables, and/or graphs that summarize the final 2013-14 New York State Assessment data for grades 3 through 8, or, similarly, provide preliminary 2013-14 year end data/assessments for grades 9 through 12. |
| Key Questions/Prompts | Analysis / Report Out |
| 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. |  |
| Describe how the LP/PC has been involved with the LEA in data review and data analysis to inform instruction that is intended to lead to improved student achievement. |  |

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| **Student Attendance** - *Average Daily Student Attendance Rate by Week*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. |
| **2014-15** | Sept 2 to 5 | Sept 8 to 12 | Sept 15 to 19 | Sept 22 to 26 | Sept 29 to Oct 3 | Oct 6 to 10 | Baseline (%) | 2014-15 Target |
| Student Attendance Rate (%) |  |  |  |  |  |  |  |  |
| Key Questions/Prompts | Analysis / Report Out |
| 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 by Week* The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days during the week. |
| **2014-15** | Sept 2 to 5 | Sept 8 to 12 | Sept 15 to 19 | Sept 22 to 26 | Sept 29 to Oct 3 | Oct 6 to 10 | Baseline (%) | 2014-15 Target |
| Teacher Attendance Rate (%) |  |  |  |  |  |  |  |  |
| Key Questions/Prompts | Analysis / Report Out |
| Describe patterns of teacher attendance data (e.g., long-term, excused vs. unexcused, chronic/patterned absenteeism among certain teachers, 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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| **Office Discipline Referrals** – *Number of Office Discipline Referrals (ODRs) by Week*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. Schools may be required to disaggregate by "reason" or by "sub-group" at a later time. |
| **2014-15** | Sept 2 to 5 | Sept 8 to 12 | Sept 15 to 19 | Sept 22 to 26 | Sept 29 to Oct 3 | Oct 6 to 10 | Baseline (#) | 2014-15 Target |
| Office Discipline Referrals(#) |  |  |  |  |  |  |  |  |
| Key Questions/Prompts | Analysis / Report Out |
| 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) by Week* The number of students currently in attendance at the individual school, and the number of students taking part in extended learning opportunities (below, please identify individual programs as applicable to the school - e.g., before school, after school, Saturday school, vacation period, etc.).Note: *At a minimum, ELT must be offered to all students eligible for Academic Intervention Services (AIS). While the program may be voluntary or compulsory, if voluntary, the goal must be to serve at least 50% of eligible students.* |
| **2014-15** | Sept 2 to 5 | Sept 8 to 12 | Sept 15 to 19 | Sept 22 to 26 | Sept 29 to Oct 3 | Oct 6 to 10 | Baseline (#) | 2014-15 Target |
| Total number of students enrolled in the school (#) |  |  |  |  |  |  |  |  |
| Total number of students eligible for AIS (#) |  |  |  |  |  |  |  |  |
| Identify Program: | Number (#) of students taking part in ELT program: |  |  |  |  |  |  |  |  |
| Identify Program: | Number (#) of students taking part in ELT program: |  |  |  |  |  |  |  |  |
| Identify Program: | Number (#) of students taking part in ELT program: |  |  |  |  |  |  |  |  |
| Key Questions/Prompts | Analysis / Report Out |
| Describe the patterns of ELT participation in each program as applicable (e.g., type/ nature/time of offering, student sub-groups, 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. |  |
| 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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| **SIF Project Plan and Time** – *Key Strategies and their Status of Implementation*Questions from this section relate specifically to key strategies identified in the Educational Plan and Project Plan sections of the SIF application; as well as to any key strategies embedded in the plan and budget that are central to meeting project outcomes (e.g., intensive professional development, extended learning time, etc.).  |
| **Key Strategies**  | **Implementation** **Status** | **Evidence** |
| List the Key Strategy from your SIF application. | Identify each strategy as RED, YELLOW or GREEN. | 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 SIF application. These assessments should be considered in relation to the academic, attendance, and discipline data from the Metrics section. In addition, identify any adaptations or course corrections that will be made. |
| 1. |  |  |  |
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| 11. |  |  |  |
| 12. |  |  |  |
| List the Early or Significant Wins from your SIF application. | Identify as RED, YELLOW or GREEN. | Identify the evidence that supports your assessment of achieving each win and its connection to your goals. If you have not yet achieved the win, describe the challenges and how you are addressing them. |
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| Identify the school’s Design Framework. | 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 be considered in relation to the academic, attendance, and discipline data from the Metrics section. In addition, identify any adaptations or course corrections that will be made. |
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| **KEY** |  |
| Green | Expected results for this phase of the project are generally met, work is on budget, and the school is fully implementing this strategy. |
| Yellow | Some barriers to implementation / outcomes / spending realized; with adaptation/correction school will be able to achieve desired results. |
| Red | Major barriers to implementation / outcomes / spending encountered; results are at-risk for not being realized, major strategy adjustment is required. |

1. **BUDGET/FISCAL**

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| **Budget and Interim Fiscal Report** Questions from this section relate specifically to key strategies identified in the Educational Plan and Project Plan sections of the SIF application; as well as to any key strategies embedded in the plan and budget that are central to meeting project outcomes (e.g., intensive professional development, extended learning time, etc.).  |
| **Budget** | **Key Questions/Prompts** | **Analysis/Report Out** |
| Identify and describe areas where spending is not on budget and explain the reasons. Provide an analysis of progress period expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement. |  |
| Identify any potential budget adaptations or amendments that may be needed as a result of this budget analysis. |  |
|  | Code | Approved Implementation Budget | Expenditures | Encumbrances |
| Professional Salaries | 15 |  |  |  |
| Support Staff Salaries | 16 |  |  |  |
| Purchased Services | 40 |  |  |  |
| Supplies and Materials | 45 |  |  |  |
| Travel Expenses | 46 |  |  |  |
| Employee Benefits | 80 |  |  |  |
| Indirect Cost | 90 |  |  |  |
| BOCES Services | 49 |  |  |  |
| Minor Remodeling | 30 |  |  |  |
| Equipment | 20 |  |  |  |
| TOTAL |  |  |  |  |