

|  |  |
| --- | --- |
| **1003(a) and RttT School Innovation Fund Grant (SIF) 2014-15 Performance Management *Report #2*** | **Reporting Period:****October 13, 2014 to January 2, 2015** |
| School | School BEDS Code | SIF Design Framework |
|  |  |  |
| 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) |  |
|  |  |
| **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. |

1. **METRICS**

|  |
| --- |
| **Academic Achievement**Please complete the prompts/questions below and under separate attachments provide charts, tables, and/or graphs used to by the school to analyze formative assessments and inform instructional practice. ***(Note: This is different from the October progress report prompt.)*** |
| 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. |  |

|  |
| --- |
| **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** | Oct 13 to 17 | Oct 20 to 24 | Oct 27 to 31 | Nov 3 to 7 | Nov 10 to14 | Nov 17 to 21 | **Baseline (%)** | **2014-15 Target** |
| Student Attendance Rate (%) |  |  |  |  |  |  |  |  |
| Nov 24 to 28 | Dec 1 to 5 | Dec 8 to 12 | Dec 15 to 19 | Dec 22 to 26 | Dec 29 to Jan 2 |
|  |  |  |  |  |  |
| 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. |  |

|  |
| --- |
| **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** | Oct 13 to 17 | Oct 20 to 24 | Oct 27 to 31 | Nov 3 to 7 | Nov 10 to14 | Nov 17 to 21 | **Baseline (%)** | **2014-15 Target** |
| Teacher Attendance Rate (%) |  |  |  |  |  |  |  |  |
| Nov 24 to 28 | Dec 1 to 5 | Dec 8 to 12 | Dec 15 to 19 | Dec 22 to 26 | Dec 29 to Jan 2 |
|  |  |  |  |  |  |
| 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. |  |

|  |
| --- |
| **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** | Oct 13 to 17 | Oct 20 to 24 | Oct 27 to 31 | Nov 3 to 7 | Nov 10 to14 | Nov 17 to 21 | **Baseline (%)** | **2014-15 Target** |
| Office Discipline Referrals(#) |  |  |  |  |  |  |  |  |
| Nov 24 to 28 | Dec 1 to 5 | Dec 8 to 12 | Dec 15 to 19 | Dec 22 to 26 | Dec 29 to Jan 2 |
|  |  |  |  |  |  |
| 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. |  |

|  |
| --- |
| **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** | Oct 13 to 17 | Oct 20 to 24 | Oct 27 to 31 | Nov 3 to 7 | Nov 10 to14 | Nov 17 to 21 | **Baseline (%)** | **2014-15 Target** |
| Total number of students enrolled in the school (#) |  |  |  |  |  |  |  |  |
| Nov 24 to 28 | Dec 1 to 5 | Dec 8 to 12 | Dec 15 to 19 | Dec 22 to 26 | Dec 29 to Jan 2 |
|  |  |  |  |  |  |
| Total number of students eligible for AIS (#) | Oct 13 to 17 | Oct 20 to 24 | Oct 27 to 31 | Nov 3 to 7 | Nov 10 to14 | Nov 17 to 21 | **Baseline (%)** | **2014-15 Target** |
|  |  |  |  |  |  |  |  |
| Nov 24 to 28 | Dec 1 to 5 | Dec 8 to 12 | Dec 15 to 19 | Dec 22 to 26 | Dec 29 to Jan 2 |
|  |  |  |  |  |  |
| Identify Program: | Number (#) of students taking part in ELT program: | Oct 13 to 17 | Oct 20 to 24 | Oct 27 to 31 | Nov 3 to 7 | Nov 10 to14 | Nov 17 to 21 | **Baseline (%)** | **2014-15 Target** |
|  |  |  |  |  |  |  |  |  |  |
| Nov 24 to 28 | Dec 1 to 5 | Dec 8 to 12 | Dec 15 to 19 | Dec 22 to 26 | Dec 29 to Jan 2 |
|  |  |  |  |  |  |
| Identify Program: | Number (#) of students taking part in ELT program: | Oct 13 to 17 | Oct 20 to 24 | Oct 27 to 31 | Nov 3 to 7 | Nov 10 to14 | Nov 17 to 21 | **Baseline (%)** | **2014-15 Target** |
|  |  |  |  |  |  |  |  |  |  |
| Nov 24 to 28 | Dec 1 to 5 | Dec 8 to 12 | Dec 15 to 19 | Dec 22 to 26 | Dec 29 to Jan 2 |
|  |  |  |  |  |  |
| Identify Program: | Number (#) of students taking part in ELT program: | Oct 13 to 17 | Oct 20 to 24 | Oct 27 to 31 | Nov 3 to 7 | Nov 10 to14 | Nov 17 to 21 | **Baseline (%)** | **2014-15 Target** |
|  |  |  |  |  |  |  |  |  |  |
| Nov 24 to 28 | Dec 1 to 5 | Dec 8 to 12 | Dec 15 to 19 | Dec 22 to 26 | Dec 29 to Jan 2 |
|  |  |  |  |  |  |
| 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**

|  |
| --- |
| **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.***Note: If the previous STO follow-up report also asks for you to report on specific follow-up actions, include them in this section.*** | 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. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |
| 7. |  |  |  |
| 8. |  |  |  |
| 9. |  |  |  |
| 10. |  |  |  |
| 11. |  |  |  |
| 12. |  |  |  |
| List the Early Wins or Significant Wins from your SIF application.***Note: If you have achieved all early wins, list significant wins you have experienced since the last progress report.*** | 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.  |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 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. |
|  |  |  |
|  |
| **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**

|  |
| --- |
| **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.). ***Note: You are halfway through your 14-15 Implementation Period. Be sure to note challenges with fully obligating your 14-15 funds.*** |
| **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 |  |  |  |  |