**School Innovation Fund Grant (SIF) - Round 2**

**Final Report for the Total Grant Period: January 1, 2013 - June 30, 2015 (August 31, 2015 with no-cost extension)**

**Please email the final report to your liaison.**

*7/31/15 Due Date: Districts not participating in the no-cost extension*

*9/30/15 Due Date: Districts participating in the no-cost extension*

**District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Design Framework: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Award Amount: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*I hereby certify that I have personally reviewed and validated the information contained in this report, and to*

*the best of my knowledge, the information is complete and accurate.*

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The purpose of the SIF grant was to increase high school graduation rates, college and career readiness of high school graduates, college persistence, and college graduation rates by increasing the availability of new high quality seats for students at most risk for dropout, disengagement, and poor academic performance. The LEA, along with its Lead Partner or a Partner Consortium, were to be jointly accountable to improve student achievement by launching a whole-school redesign within a design framework such as Community-Oriented Schools. School systems, structures, and supports were to be cohesive and fully integrated into the fabric of the comprehensive educational program, increasing the likelihood of sustainability and student success. Your Project Plans housed the blueprint for implementing that design framework.

The NYSED Board of Regents (BoR) indicated its interest in the Community-Oriented Schools model in the November 2012 BoR item: <http://www.regents.nysed.gov/meetings/2012Meetings/November2012/1112p12d3.pdf>**.**  The discussion focused on the role of wrap-around, full-service, and community-oriented school approaches in ensuring that all students graduate high school ready for college and careers. In examining the State’s role in promoting and supporting full-service and community-oriented approaches to school, the BoR posed critical questions.

Given that you participated in SIF Round 2, please complete the Final Report in its entirety. It consists of three sections:

1. Best Practices
2. BoR Critical Questions
3. Comprehensive Performance

**Part I: AT LEAST ONE BEST PRACTICE IS REQUIRED.**

**“Best Practices"**

1. Select at least one Best Practice that:(1) is currently being implemented; (2) is a direct result of your SIF grant implementation; (3) is supported by data; (4) addresses a school/district need; and (5) has an observable and positive impact on the school/district.
2. Document each Best Practice(s) on a separate sheet of paper. To be easily replicated by other schools/districts, information should be: (1) written in plain language with 5-6 sentence paragraphs in a maximum 2-page; (2) data-specific; and (3) written in the active voice (e.g., “X partner provided Y trainings.”).

Each Best Practice description should include these four sections:

* **School/District Background:**  To give the reader a clear picture of your school, district, and community provide an overview of enrollment, geographic location, and the school/district needs that led you to apply for the SIF grant. Provide the school and district’s website addresses.
* **Best Practice:** Your Best Practice can be about:(1) Lead Partner/Partner Consortium joint accountability with the LEA to improve student achievement; (2) one or more of the seven educational components of the Project Plan; or (3) the Community-Oriented Schools design framework.
* **Evidence:** Describe the data that shows evidence of success of this practice. Include early indicators of success and significant wins you experienced. Include the observable, positive impact this practice has on the school/district.
* **Sustainability:** Now that your grant has ended, describe the steps your school/district have in place to sustain your best practice. Include details of funding, staffing, and other school/district changes.

**Part II: Please respond to the following questions with succinct responses.**

**Community-Oriented (Wrap-Around Services) Design Framework:**

1. What benefits have your students experienced with having a community-oriented (wrap-around services) design framework?
2. What principles and/or essential elements guided the development of your community-oriented school?
3. Describe the following services that were provided during the grant period and will be sustained now that the grant ended: health, dental, mental health services, family resource centers, and social or educational services/opportunities for parents/families/community members.
4. How have you measured success of the implementation of this design framework?

**Student Achievement**:

1. Has the use of this design framework led to improved student achievement? Please provide data to support your response.

**District Role:**

1. What role has the district played in creating the conditions for a community-oriented approach to schooling?

**Community Role:**

1. How has your local community achieved coordination of wrap-around services with your school/district serving as an entry-point for promotion of services and prevention?
2. What purposeful community partnerships have you established and plan to sustain now that the grant ended?

**Sustainability:**

1. What do you find to be the greatest challenge in implementing and sustaining this school design framework?
2. Describe the steps you have taken to ensure that the expertise of the Lead Partner/Partner Consortium is successfully transferred to LEA/school personnel to build capacity that is sustainable?
3. Describe how the use of public/private funding, and/or district/school budgets will help sustain this design framework.

**Meeting Targets:**

1. Identify the successful strategies used to meet or surpass your targets; or challenges for those not met.
2. Provide evidence supporting how the Lead Partner/Partner Consortium and LEA worked together to be jointly accountable to improve student achievement. Identify challenges encountered, if any.

**Current Stage of your Community-Oriented School**: Reference pages 33-34 and 68-71 in Building Community School: A Guide for Action (The Children’s Aid Society: National Center for Community Schools) posted at: <http://www.childrensaidsociety.org/files/upload-docs/NCCS_Building%20Community%20Schools.pdf>. Circle the stage of implementation that accurately describes the current status of your school. Provide evidence to support your selection: (1) Exploring (2) Emerging (3) Maturing (4) Excelling.

**Part III. Please complete the Performance Target Chart.**

**Years One and Two Implementation Periods**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Unit | District  Avg | Baseline | 13-14 Target | Q1 | Q2 | Q3 | Q4 | 13-14 Avg | 14-15 Target | Q1 | Q2 | Q3 | Q4 | 14-15  Avg |
| **I. Leading Indicators** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Number of minutes in the school year | min |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Increased Learning Time | min |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Student participation in State ELA assessment | % |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Student participation in State Math assessment | % |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Drop-out rate | % |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Student average daily attendance | % |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Students enrolled in advanced course work | num |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Suspension rate | % |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Number of discipline referrals | num |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Truancy rate | % |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Teacher attendance rate | % |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Teachers rated as “effective” and “highly effective” | % |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Hours of professional development to improve teacher performance | num |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Hours of professional development to improve leadership and governance | num |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Hours of professional development in the of high quality interim assessments and data-driven action | num |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Academic Indicators** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. ELA performance index | PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Math performance index | PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Student scoring “proficient” or higher on ELA assessment | % |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Students scoring “proficient” or higher on Math assessment | % |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Average SAT score | score |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Students taking PSAT | num |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Students receiving Regents diploma with advanced designation | % |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. High school graduation rate | % |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Ninth graders being retained | % |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. High school graduates accepted into two or four year colleges | % |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Student completion of advanced coursework |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **School Design-specific Indicators** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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