

## Receivership Schools ONLY

### Quarterly Report #3: January 15, 2018 to April 20, 2018 and Continuation Plan for 2018-19 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:				
Enrico Fermi School 17	261600010017	Rochester CSD	n/c	Check which plan below applies:				
				SIG x			SCEP	
				Cohort: 4.1				
Model: Transformation								
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Caterina Leone-Mannino	Dr. Elizabeth Mascitti-Miller, School Chief Michele Alberti, Executive Director of School Innovation		PreK - 8th	n/a	27.2% SPA 4/18/2018	15.4% SPA 4/18/2018	617 (SPA 4/18/2018)
	Appointment Date: July 1, 2015							

**Executive Summary**

Please provide a *plain-language summary* of this 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. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

School 17 expects to continue to meet the indicators of demonstrable progress in the implementation of the receivership priorities. Current measures of student growth and implementation of school reform priorities project successful attainment of the majority of the receivership indicators for the 17-18 SY. Current progress demonstrates an overall increase in student attendance (87% to 88.6% ADA), reduction in chronic absenteeism (24.8% reduction in first semester), increased NYSED APPR school growth score (from 8 to 16), reduction in school violence index and removal from NYS Persistently Violent & Dangerous Schools List, 45% decrease in suspension (from 1298 to 718 days).

Implementation of the community school model includes a focus on increasing communication and shared monitoring of student and family progress through a shared multi-agency database currently in beta version. With over 75 partners and Coordinate Care Services, Inc. (CCSI) as the lead agency, School 17 is realizing the vision of being the “beacon at the center of an urban village” where families come to ask for assistance and can be referred to the proper agency without the usual runaround. In addition, the voice of the Community Engagement Team (CET) is becoming stronger and more organized in planning and monitoring improvement at School 17. The CET workgroups have been aligned to the tenets of the Coalition for Community School model. CCSI has been instrumental in organizing and facilitating the process and structure for shared communication and accountability. The City of Rochester has offered data support to align metrics for each work group with data outside of the traditional school frame. Parent participation through PTO and CET has grown in number with parent volunteers in each classroom on a min. weekly basis.

School 17’s dual language program continues to grow in number and strength, with a waitlist for kindergarten entry for September 2018 already established. Student engagement is evident in the increasing rigor and quality of student work products in project-based learning. Teacher growth is clear in the area of literacy integration and attention to CCLS/NGS standards alignment. Deepening mathematical understanding through use of real-world, hands-on mathematics is the next level of professional learning and student engagement; intensive workshops, coaching, and demonstration lessons are planned for the 18-19 SY.

Expanded learning opportunities within the longer school day continue to provide intensive intervention and acceleration support for all learners. Enrichment opportunities have expanded to include more and more student interests by request and need. In addition, alignment with summer learning supports are paving the way for year long planning for instructional support for most students at School 17. Embedded partnership support for Allendale Columbia and EnCompass Resources for Learning are part of a pilot program for aligning school year and summer support for School 17 youth.

School 17 continues to focus on the key pillars of instructional reform outlined in the School Improvement Grant and Receivership plan. We have made notable progress in student attendance, behavior, and academic achievement. It is our hope to continue to celebrate and embrace shared leadership through teacher collaboration, community engagement, and true collaboration among our community school partners as we strive to become Rochester’s model for community schools and authentic, engaging, rigorous learning which embraces cultural and linguistic relevance for all learners. We strive to know and celebrate each child and their family as part of our school community.

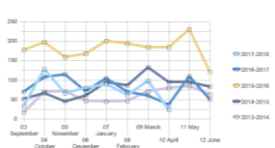
**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for Receivership schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.

**Please note** - This document also serves as the Continuation Plan for Receivership schools for the 2018-19 school year. All prompts submitted under the “2018-19 School Year Continuation Plan” heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and **must** have input from community engagement teams.

**Directions for Part I and II** - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the third quarter in light of their realized level of implementation and their impact on student learning outcomes. 2018-19 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. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

**Part I – Demonstrable Improvement Indicators (Level 1)**

<b>LEVEL 1 Indicators</b>												
Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.												
Identify Indicator	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator				
#5 School Safety	57	Target: 20% reduction or <46	G	The school met the progress target for 2016-2017 and expects to meet the 2017-2018 progress target	Continued usage/implementation: <ul style="list-style-type: none"> <li>• Responsive Classroom/ Morning Meeting</li> <li>• multi-tiered system of support for socio-emotional learning</li> <li>• Restorative Practice</li> </ul>	School Safety and Educational Climate (SSEC) Data: <table border="1" data-bbox="1473 1177 1749 1417"> <thead> <tr> <th>SSEC Incident Category</th> <th># of Incidents</th> </tr> </thead> <tbody> <tr> <td>3a Assault with Physical Injury</td> <td>18</td> </tr> </tbody> </table>	SSEC Incident Category	# of Incidents	3a Assault with Physical Injury	18	It is important to acknowledge the different coding system (VADIR v. SSEC) in this data point. Previous years’ data pointed referred to “weighted incidents” only, this year’s data point contains all incidents in the SSEC category. The major difference is the inclusion of incidents previously recorded as IMHB in the counts for this indicator, reflecting nearly 1/3 of	School 17 will continue to build capacity of all staff to implement a restorative approach toward school culture and discipline. The teacher-led ATOMS committee with assistance from the Center for Youth Service, Gandhi Institute and Monroe County Behavior Specialist are exploring school-wide united approach
SSEC Incident Category	# of Incidents											
3a Assault with Physical Injury	18											

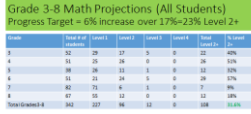
				<ul style="list-style-type: none"> <li>School Wide Behavioral Positive Behavior Supports (SW-PBIS)</li> <li>Mental Health Services</li> <li>EMBRACE</li> </ul>	<table border="1" data-bbox="1481 217 1755 699"> <tr> <td>4a Weapons @ Security Check</td> <td>1</td> </tr> <tr> <td>4b Weapons Other</td> <td>2</td> </tr> <tr> <td>5a Discrim., Harassment, Bullying</td> <td>13</td> </tr> <tr> <td>8 Drug Use, Possession</td> <td>3</td> </tr> <tr> <td>Total Weighted Incidents</td> <td>37</td> </tr> </table> <p data-bbox="1481 737 1736 797">Total Office Disciplinary Referral Data</p> <table border="1" data-bbox="1481 802 1736 964"> <thead> <tr> <th>School Year</th> <th>Incidents</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>579</td> </tr> <tr> <td>2016-2017</td> <td>791</td> </tr> <tr> <td>2015-2016</td> <td>1,813</td> </tr> </tbody> </table> <p data-bbox="1481 971 1655 987">Incidents by Month</p>  <p data-bbox="1481 1143 1723 1170">Total Suspension Data</p> <table border="1" data-bbox="1481 1198 1755 1414"> <thead> <tr> <th>School Year</th> <th>Total Suspensions</th> <th># of Days Suspend</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>294</td> <td>686</td> </tr> <tr> <td>2016-17</td> <td>515</td> <td>1298</td> </tr> <tr> <td>2015-16</td> <td>775</td> <td>2926</td> </tr> </tbody> </table>	4a Weapons @ Security Check	1	4b Weapons Other	2	5a Discrim., Harassment, Bullying	13	8 Drug Use, Possession	3	Total Weighted Incidents	37	School Year	Incidents	2017-2018	579	2016-2017	791	2015-2016	1,813	School Year	Total Suspensions	# of Days Suspend	2017-18	294	686	2016-17	515	1298	2015-16	775	2926	<p data-bbox="1784 217 2126 347">all incidents to date. Despite this change, School 17 still projects to meet the reduction target of &lt;46 SSEC incidents.</p> <p data-bbox="1784 380 2126 639">Overall, the effectiveness of school climate improvement efforts is measured by the reduction of all office disciplinary referrals to date, reflecting a 57% reduction proportionately year to date from the 2015-16 SY.</p> <p data-bbox="1784 672 2126 1445">Through implementation of the multi-tiered system of support, number of 150 students have been supported through use of the Help Zone for 2386 sessions, 137 have participated in restorative mediation/peace circles for a total of 466 support sessions. In addition, 71 students have been served in counseling by school social workers, 51 students receive clinical therapy from Hillside Children's' Center onsite for 257 sessions, 12 students have received intensive case coordination support from the Villa of Hope/Monroe County Behavior Specialist for 54. 72 students have been referred to student support team and been through the team problem solving process in 128 sessions. 73 families have been served by</p>	<p data-bbox="2161 217 2502 315">that builds on PBIS/ATOMS and incorporates the tenets of restorative practice.</p> <p data-bbox="2161 347 2502 802">Restorative Practice expectations continue to be part of the Election to Work Agreement (EWA), as do the requirements of <i>Responsive Classroom</i> for Morning Meeting implementation. In addition, deepened professional development opportunities in partnership with the Villa Hope in the Trauma Informed System of Care/Sanctuary model is planned.</p> <p data-bbox="2161 834 2502 1094">Continued collegial learning will include <i>The Power of Our Words (Responsive Classroom)</i> and <i>Management in the Active Classroom (Expeditionary Learning)</i> and <i>Post-Traumatic Slave Syndrome (Dr. Joy DeGruy)</i> .</p> <p data-bbox="2161 1127 2502 1445">Expansion of the Multi-Tiered System of Socio-Emotional Support to include teacher coaching in trauma-informed classroom management and relationship building. Culturally responsive implementation of the Relationship Model of Educational Intervention.</p>
4a Weapons @ Security Check	1																																				
4b Weapons Other	2																																				
5a Discrim., Harassment, Bullying	13																																				
8 Drug Use, Possession	3																																				
Total Weighted Incidents	37																																				
School Year	Incidents																																				
2017-2018	579																																				
2016-2017	791																																				
2015-2016	1,813																																				
School Year	Total Suspensions	# of Days Suspend																																			
2017-18	294	686																																			
2016-17	515	1298																																			
2015-16	775	2926																																			

							<p>Ibero’s Family Service Assistants model with 340 sessions.</p> <p>The majority of incidents in the 3a Assault with Physical Injury category are happening in one kindergarten classroom. Intensive SEL support and intervention is provided to students exhibiting these behaviors.</p>	<p>Summary of district wide findings with identification of School 17 available <a href="#">here</a>.</p> <p>Continued expansion of mental health supports and tightened coordination of system of level responses for students and families are outlined in the Community School section below.</p>																																																									
#9 3 - 8 ELA All students level 2 and above	19%	Target: 6% increase of 25%	G	<p>The school met the progress target for 2016-2017 and expects to meet the progress target for 2017-2018</p>	<p>Following the most recent IIT review and DTSDE report, the Instructional Leadership Team in partnership with NYSED OEE Juliette Jaggs, developed a schedule for instructional walkthroughs and professional learning focused on:</p> <ul style="list-style-type: none"> <li>analysis of student work samples to ensure all students are on-track to meeting the required curriculum standards;</li> <li>conversations regarding making appropriate adjustments to lesson planning and instructional delivery that sustain the academic rigor; and</li> <li>providing students with actionable feedback to help them to improve</li> </ul>	<p>#9 Grade 3-8 ELA Projections (All Students) Progress Target = 6% increase over 19%=25% Level 2+</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Total # of Students</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Total Level 2+</th> <th>% Level 2+</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>54</td> <td>23</td> <td>1</td> <td>0</td> <td>30</td> <td>55%</td> </tr> <tr> <td>4</td> <td>51</td> <td>27</td> <td>2</td> <td>0</td> <td>24</td> <td>47%</td> </tr> <tr> <td>5</td> <td>50</td> <td>28</td> <td>1</td> <td>0</td> <td>21</td> <td>42%</td> </tr> <tr> <td>6</td> <td>53</td> <td>25</td> <td>2</td> <td>0</td> <td>26</td> <td>49%</td> </tr> <tr> <td>7</td> <td>82</td> <td>58</td> <td>19</td> <td>0</td> <td>23</td> <td>28%</td> </tr> <tr> <td>8</td> <td>68</td> <td>38</td> <td>2</td> <td>0</td> <td>28</td> <td>41%</td> </tr> <tr> <td><b>Total Grades 3-8</b></td> <td><b>362</b></td> <td><b>209</b></td> <td><b>19</b></td> <td><b>0</b></td> <td><b>134</b></td> <td><b>37.0%</b></td> </tr> </tbody> </table>	Grade	Total # of Students	Level 1	Level 2	Level 3	Level 4	Total Level 2+	% Level 2+	3	54	23	1	0	30	55%	4	51	27	2	0	24	47%	5	50	28	1	0	21	42%	6	53	25	2	0	26	49%	7	82	58	19	0	23	28%	8	68	38	2	0	28	41%	<b>Total Grades 3-8</b>	<b>362</b>	<b>209</b>	<b>19</b>	<b>0</b>	<b>134</b>	<b>37.0%</b>	<p>Projection data is based namely on the NWEA Winter assessment scores as aligned to the <a href="#">NWEA Projected Proficiency Linking Study</a> cut points. The data was culled to align with BEDS accountable enrollment. This number differs from the whole school projection as the whole school projection includes over 59 additional new entrants from Puerto Rico who are currently exempt from NYS ELA testing. The impact of these new arrivals on NYS testing proficiency will be delayed by one year and impact the 18-19 SY. In addition, the change in testing format may decrease the reliability of the linking study information.</p> <p>Test acceleration focus included common benchmark assessment, differentiated</p>	<p>School 17 will continue to utilize evidence based instructional strategies to strengthen metacognition and student engagement.</p> <p>The integration of specific targeted literacy instruction, incorporating research based strategies for ELLs, within project-based learning units will be the next heavy lift.</p> <p>All instructional staff will participate in a week long professional learning opportunity with the Institute for Learner Centered Education This will be focused on ensuring vertical alignment and horizontal cohesion, as well as adequate coverage of grade level standard. In addition, all PBL units will be revised to include Next</p>
Grade	Total # of Students	Level 1	Level 2	Level 3	Level 4	Total Level 2+	% Level 2+																																																										
3	54	23	1	0	30	55%																																																											
4	51	27	2	0	24	47%																																																											
5	50	28	1	0	21	42%																																																											
6	53	25	2	0	26	49%																																																											
7	82	58	19	0	23	28%																																																											
8	68	38	2	0	28	41%																																																											
<b>Total Grades 3-8</b>	<b>362</b>	<b>209</b>	<b>19</b>	<b>0</b>	<b>134</b>	<b>37.0%</b>																																																											

				<p>the quality of their work.</p> <p>We have increased the number of classroom visits to ensure implementations fidelity and support equal rigor. Additional focus on Visible Learning strategies including clear learning intention and actionable feedback are at the heart of the coaching process.</p> <p>Additionally, the school leaders have developed and begun implementation of a strategy to monitor the quality of instruction on a routine basis. This strategy should include:</p> <ul style="list-style-type: none"> <li>• a school-specific walk-through tool that allows school leaders to record the impact of instruction on student learning;</li> <li>• a system for providing teachers with actionable feedback following each classroom visit; and</li> <li>• a means of analyzing the findings of routine walk-throughs to identify priorities for school-wide</li> </ul>		<p>groupings for WIN, focus on priority standards and practice with released test questions.</p>	<p>Generation standards alignment. Standards will be clarified into learning intentions which focus the lesson as an organizing feature of the learning students will do. Criteria for success will be identified to describe how students will be expected to demonstrate their learning. These learning intentions will be utilized to involve student sin the</p> <p>Teachers will develop a performance based assessment plan for each grade level, including opportunities for student self-assessment. Monthly opportunities for portfolio assessment will be built into the year long plan for learning.</p> <p>Opportunities for feedback included in three main questions: Where am I going, How am I going? Where to next?</p> <p>Rigorous learning, reading and writing stamina are areas of concern as observed during the test administration for ELA. Increased opportunities for extended independent work periods (without teacher</p>
--	--	--	--	---	--	--	--

				<p>instructional improvement.</p> <p>As noted in the DTSDE review, instructional practices have been noted to limit student learning with limited differentiation and limited opportunities for gradual release of responsibility and independent practice. Additional support on the use of data and progress monitoring through targeted intervention is being provided by teacher on assignment for intervention support.</p> <p>A school wide book study of <i>Leaders of their Own Learning</i> has begun with a deep focus on ensuring that learning targets are tightly aligned to CCLS rigor and measurable, with opportunities for feedback. This is the first of a series of 6 week coaching cycles to improve instructional quality.</p> <p>A tightened focus on embedded performance based assessment to monitor attainment of</p>			<p>assistance) are needed to increase student readiness for improved test performance.</p> <p>Specific focus on writers' workshop and the writing process is needed to ensure strategic writing instruction beyond formulaic task completion.</p> <p>Continued implementation of the Gomez &amp; Gomez dual language program with key features of dual language will continue with 50/50 immersion, including:          Pk-1st grade: Reading instruction in dominant language          2nd-6th grade: Reading instruction in both English and Spanish          7th-8th grade: Reading instruction in both English &amp; Spanish; native language support TA provided in all core content classes with supplemental Spanish Native Language Arts period.</p> <p>Students are integrated by language for all subjects except Native Language ARTs in PK-1. Math instruction is provided in English in all grades with PBL occurring bilingually.</p>
--	--	--	--	--	--	--	---



					<p>grade level CCLS is planned moving forward.</p> <p>In addition, a 4 week test acceleration unit was developed to support student familiarity with released test items. This was designed to demystify the NYS ELA exam, discuss testing situation requirement, allow students to share concerns about the test, focus on test taking strategies and develop stamina. All grade levels participated in a “mock test” administration and were grouped by similar needs for WIN time.</p>			<p>Common bilingual/biliteracy practices include: labels, student generated alphabets, word walls, content area bulletin boards with bilingual artifacts, cooperative learning with bilingual pairs, learning centers, PBL and research centers. Embedded vocabulary development in Language of the Day and conceptual refinement in the opposite language.</p> <p>All lesson plans will include specific language objectives for SWIRL (Speaking, Writing, Interacting, Reading, Listening) and Rigor/Relevance Framework (Bloom’s Taxonomy)</p>																																																								
<p>#15 3-8 Math - All students level 2 and above</p>	<p>17%</p>	<p>Target: 6% increase or 23%</p>		<p>The school did not meet the progress target for 2016-2017, but is expected to meet the target for the 2017-18 SY.</p>	<p>School 17 teachers have participated in Yale University study for implementation of Zearn Math to support the Engage NY/Eureka Math module instruction. Zearn provides digital content to support self-paced learning while small group instruction is occurring. This has provided additional opportunity for</p>	 <table border="1"> <caption>Grade 3-8 Math Projections (All Students)</caption> <thead> <tr> <th>Grade</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Total</th> <th>% Level 2+</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>32</td> <td>29</td> <td>27</td> <td>9</td> <td>97</td> <td>40%</td> </tr> <tr> <td>4</td> <td>51</td> <td>25</td> <td>26</td> <td>0</td> <td>102</td> <td>57%</td> </tr> <tr> <td>5</td> <td>38</td> <td>26</td> <td>13</td> <td>1</td> <td>78</td> <td>57%</td> </tr> <tr> <td>6</td> <td>51</td> <td>23</td> <td>24</td> <td>5</td> <td>103</td> <td>57%</td> </tr> <tr> <td>7</td> <td>42</td> <td>21</td> <td>6</td> <td>1</td> <td>70</td> <td>8%</td> </tr> <tr> <td>8</td> <td>47</td> <td>20</td> <td>12</td> <td>0</td> <td>79</td> <td>26%</td> </tr> <tr> <td><b>Subtotal</b></td> <td><b>261</b></td> <td><b>154</b></td> <td><b>103</b></td> <td><b>17</b></td> <td><b>535</b></td> <td><b>33%</b></td> </tr> </tbody> </table>	Grade	Level 1	Level 2	Level 3	Level 4	Total	% Level 2+	3	32	29	27	9	97	40%	4	51	25	26	0	102	57%	5	38	26	13	1	78	57%	6	51	23	24	5	103	57%	7	42	21	6	1	70	8%	8	47	20	12	0	79	26%	<b>Subtotal</b>	<b>261</b>	<b>154</b>	<b>103</b>	<b>17</b>	<b>535</b>	<b>33%</b>	<p>Projection data is based namely on the NWEA Winter assessment scores as aligned to the <a href="#">NWEA Projected Proficiency Linking Study</a> cut points. The data was culled to align with BEDS accountable enrollment. This number differs from the whole school projection as the whole school projection includes over 59 additional new entrants from Puerto Rico who are not currently exempt from</p>	<p>Teachers will engage in professional learning resulting in the use of constructivist, real world mathematics use and problem based mathematics to anchor priority standards and mathematical concepts in the same model as PBL.</p> <p>A math lab/demonstration classroom will be established for a TOA to model use of</p>
Grade	Level 1	Level 2	Level 3	Level 4	Total	% Level 2+																																																										
3	32	29	27	9	97	40%																																																										
4	51	25	26	0	102	57%																																																										
5	38	26	13	1	78	57%																																																										
6	51	23	24	5	103	57%																																																										
7	42	21	6	1	70	8%																																																										
8	47	20	12	0	79	26%																																																										
<b>Subtotal</b>	<b>261</b>	<b>154</b>	<b>103</b>	<b>17</b>	<b>535</b>	<b>33%</b>																																																										

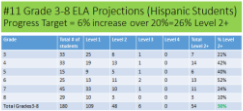
					<p>individualized learning through digital lesson and supported a teacher shift toward small group targeted lessons with teacher and peers. Students have gained experience utilizing concrete and virtual manipulatives and explaining their mathematical reasoning.</p> <p>In order to accelerate student readiness for NYS Math testing, teachers participated in an in-depth analysis of released testing questions aligned to priority standards. Through this analysis, nine categories of measurement were discovered to encompass all elementary questions: objects/ occurrences, linear distance, weight, monetary value, time, temperature, area, volume, and angles of rotation.</p> <p>Targeted testing acceleration related to these nine categories and increased practice with released test questions, coupled with real world anchor experiences has</p>		<p>NYS Mathematics testing. While these students will be eligible to take the test in Spanish, gaps in instruction and a lack of alignment of former instruction to NYS CCLS creates a challenge for achieving proficiency. In addition, the change in testing format may decrease the reliability of the linking study information.</p> <p>Test acceleration focus included common benchmark assessment, differentiated groupings for WIN, focus on priority standards and practice with released test questions.</p> <p>This year, School 17 will be including all Grade 8 students in the NYS assessment, including those currently taking Regents Integrated Algebra.</p>	<p>manipulative and real-world mathematical problem solving.</p> <p>Teachers will be studying the application of Piaget’s Theory of Cognitive Development to Mathematics Instruction: sensorimotor, preoperational, concrete operational, formal operations (clarification, inference, evaluation, and application). Students will be encouraged to self-check, reflect and reason in mathematics to promote metacognition and self-assessment as outlined by Visible Learning Strategies.</p> <p>Through use of situational mathematics experiences, the application of numbers and quantities will become meaningful and relevant.</p> <p>The TOA will provide professional development, modeling, embedded coaching to guide the practices from the lab to the classroom implementation, while continuing to support Zearn math implementation.</p> <p>The extended block periods will continue to be utilized in Grades 7-8, with an additional</p>
--	--	--	--	--	---	--	---	---

					been the focus of WIN following the ELA testing period. Students have gained knowledge and familiarity with priority standards and related test questions in preparation for NYS Math Assessment.			<p>period in each subject scheduled once every four day cycle to support academic intervention by student need.</p> <p>With the majority of students in grades 7-8 performing significantly (3 or more years) below grade level in mathematics performance, we will beginning the year with a foundational mathematical concept unit.</p> <p>Each mathematical unit will be organized with a real-world anchor experience prior to the launch of the mathematical concept. Differentiated support will be provided based on student’s current levels of understanding of the concepts to ensure attainment of grade level standard and extension.</p>
#33 ELA - All students MGP	49.81	Target 2% increase or 50.80		The school did not meet the progress target for 2016-2017	See Notes for Indicator #9	See notes for Indicator #9	See notes for Indicator #9	See notes for Indicator #9
#39 Math - All students MGP	51.17	Target 2% increase or 52.19		The school did not meet the progress target for 2016-2017	See notes for Indicator #15	See notes for Indicator #15	See notes for Indicator #15	See notes for Indicator #15
#85 Grades 4 and 8 Science	36%	Target 6% increase or 42%		The school did not meet the progress target for 2016-2017	Continuing to pay increased attention to science instruction through two x ten week project based learning units has demonstrated increase in elementary science	Current levels of student understanding as aligned to NGSS.	<p>There is no aligned assessment to NYS Science 4 &amp; 8. It is difficult to predict.</p> <p>Assessment data from 16-17 SY demonstrated a significant gap between Grade 4 &amp; Grade 8</p>	Through project-based learning and NGSS will focus on two units of in-depth inquiry into the content with power standards. These projects are the context for learning and focus on

					achievement. Teachers are unpacking and learning more about Next Generation Science Standards and incorporating Visible Learning techniques into their instruction. Students have increased hands-on field experience and scientific model application to problem-based scientific experiments. Two of four ten week units are deeply focused on Next Generation science understandings.		performance, with 72.7% at Level 3+ in Grade 4 and only 3.7% Level 3+ in Grade 8.  This year, School 17 will be including all Grade 8 students in the NYS assessment, including those currently taking Regents Living Environment.	engagement and relevance. Lessons and instructional activities are aligned to the rigor of NGSS. Hands-on measurement and application of the scientific method for inquiry is embedded throughout the units. Portfolio assessment tasks will be established for each grade level to ensure horizontal coverage and vertical cohesion of instruction and expectations.
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .				<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

**Part II – Demonstrable Improvement Indicators (Level 2)**

<b><u>LEVEL 2 Indicators</u></b>								
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator

					rationale as to why these adjustments were made.			
#2 Plan for an implement Community School Model	n/a	75% of targets are met		The school met the progress target for 2016-2017 and expects to meet the progress target for 2017-2018, which is set by the Community Engagement Team	School 17's Community Engagement Team is functional and represents a true model of engagement. Workgroups are being led by members of the community who are leaders in each subgroup area and represent connections to the greater Rochester community and supports to School 17 students and families. Each workgroup has identified priority goals for the 2017-18 SY. A shared webpage has been dedicated for full transparency and archiving of meeting information: <a href="https://sites.google.com/view/school17cet">https://sites.google.com/view/school17cet</a>  Goals have been outlined by each workgroup.	School 17 has used the IEL and Coalition for Community School Standards to guide implementation.  Additionally, NYSED's Community School Rubric has served as a checklist of required activities. A project management approach has guided the work of School 17 jointly with our lead agency, CCSI.	School 17 and CCSI are well on track for meeting this indicator and serving as a local mentor/model and technical assistance resource for other school in implementation of the Community School framework.	School 17 and CCSI are a model for other district schools entering or early in their the Community School growth, and continue to provide technical assistance throughout the district.
#12 3-8 ELA Hispanic Students	20%	Target 6% increase or 26%		The school met the progress target for 2016-2017 and expects to meet the progress target for 2017-20178		See also Indicator #9.  	See also Indicator #9.	See also Indicator #9.
#13 3-8 ELA LEP Students Level 2 & Above	15%	Target: 4% increase or 19%		The school met the progress target for 2016-2017 and expects to meet the progress target for 2017-2018.	Please also see above.	Please also see above.	See also Indicator #9.	See also Indicator #9.

						<p>#13 Grade 3-8 ELA Projections (LEP Students) Progress Target –4% increase over 15% = 19% level 2+</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Target</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Total</th> <th>% Level 2+</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>19</td> <td>0</td> <td>2</td> <td>1</td> <td>0</td> <td>3</td> <td>16%</td> </tr> <tr> <td>18</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>19</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>20</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>21</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>22</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>23</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>24</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>25</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>26</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>27</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>28</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>29</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>30</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>31</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>32</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>33</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>34</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>35</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>36</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>37</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>38</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>39</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>40</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>41</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>42</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>43</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>44</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>45</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>46</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>47</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>48</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>49</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> <tr> <td>50</td> <td>19</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>11%</td> </tr> </tbody> </table>	Year	Target	Level 1	Level 2	Level 3	Level 4	Total	% Level 2+	17	19	0	2	1	0	3	16%	18	19	0	2	0	0	2	11%	19	19	0	2	0	0	2	11%	20	19	0	2	0	0	2	11%	21	19	0	2	0	0	2	11%	22	19	0	2	0	0	2	11%	23	19	0	2	0	0	2	11%	24	19	0	2	0	0	2	11%	25	19	0	2	0	0	2	11%	26	19	0	2	0	0	2	11%	27	19	0	2	0	0	2	11%	28	19	0	2	0	0	2	11%	29	19	0	2	0	0	2	11%	30	19	0	2	0	0	2	11%	31	19	0	2	0	0	2	11%	32	19	0	2	0	0	2	11%	33	19	0	2	0	0	2	11%	34	19	0	2	0	0	2	11%	35	19	0	2	0	0	2	11%	36	19	0	2	0	0	2	11%	37	19	0	2	0	0	2	11%	38	19	0	2	0	0	2	11%	39	19	0	2	0	0	2	11%	40	19	0	2	0	0	2	11%	41	19	0	2	0	0	2	11%	42	19	0	2	0	0	2	11%	43	19	0	2	0	0	2	11%	44	19	0	2	0	0	2	11%	45	19	0	2	0	0	2	11%	46	19	0	2	0	0	2	11%	47	19	0	2	0	0	2	11%	48	19	0	2	0	0	2	11%	49	19	0	2	0	0	2	11%	50	19	0	2	0	0	2	11%		
Year	Target	Level 1	Level 2	Level 3	Level 4	Total	% Level 2+																																																																																																																																																																																																																																																																																									
17	19	0	2	1	0	3	16%																																																																																																																																																																																																																																																																																									
18	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
19	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
20	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
21	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
22	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
23	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
24	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
25	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
26	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
27	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
28	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
29	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
30	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
31	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
32	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
33	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
34	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
35	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
36	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
37	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
38	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
39	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
40	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
41	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
42	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
43	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
44	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
45	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
46	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
47	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
48	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
49	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
50	19	0	2	0	0	2	11%																																																																																																																																																																																																																																																																																									
#94 Provide 200 hours of quality extended learning time (ELT)	n/a			The school expects to meet the progress target for 2017-2018	<p>Daily provision of 30 min of additional Social-Emotional Learning Curriculum, following Responsive Classroom. 45 minutes each day of WIN (What I Need) provide differentiated intervention and acceleration support for all students in literacy and math 5 days per week.</p> <p>Enrichment Wednesdays provide each child with club options each 10-week quarter. Clubs are designed by student choice.</p> <p>Summer programming provides a continued partnership with SUNY Brockport and Allendale Columbia for summerLEAP. In addition, newly added partnership with Education Success Network (ESN)/EnCompass Resources for Learning Summer Program.</p>	<p>Quarterly student surveys provide satisfaction data. Student choice forms are completed every 10 weeks and students are guaranteed enrollment into 1 of their top three choices.</p>	<p>A deeper focus on the well-matched nature and research-based intervention delivery during WIN is needed.</p>	<p>Continued implementation of ELT is planned for 18-19 SY, with a focus on year-long schooling inclusive of summer programming.</p> <p>In addition, implementation of Fountas &amp; Pinnell Leveled Literacy Intervention, and Benchmark Assessment System is planned for 18-19 SY to address WIN support.</p> <p>Feedback from the Out of School Time (OST) CET workgroup will be the focus of programmatic improvement and alignment with non-school expanded learning opportunities, included City of Rochester R-Center programming.</p>																																																																																																																																																																																																																																																																																								
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.																																																																																																																																																																																																																																																																																									

**Part III – Additional Key Strategies – (As applicable)**

*(This section should only be completed as needed, for strategies not already listed in Parts I and II.)*

<u>Key Strategies</u>			
Identify any key strategies being implemented during the current reporting period that are <i>not described in Part I or II above but</i> are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention Plan. Responses should be directly aligned with approved 2017-18 interventions plans (SIG or SCEP), and should include evidence and/or data used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.			
List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).	Status (R/Y/G )	Analysis / Report Out	2018-19 School Year Continuation Plan
1. Use of technology in the classroom to deliver instruction		School 17 is currently at a 2:1 ratio with Chromebook Technology, which is used daily for grades to facilitate differentiated instruction and response to intervention. School 17 is a Zearn Math treatment school for grades 3-5, which is supported through this technology. School 17 has also recently received 6 new iPads in Pre-K through grade 2 classrooms to use as part of ELA and Math center rotations, and include apps such as Lexia, Raz Kids, and Seesaw. Some teachers Google Apps for Education to facilitate engagement, communication and collaboration among students	School 17 will continue to grow as a Zearn treatment school, and will be participating in teacher and administrator ‘walks’ with other Zearn treatment schools; and to apply newly acquired technology and Google Apps to expand Project-based Learning
2. Dual Language Enrichment Model		Implementation and refinement of Gomez/Gomez dual language enrichment model continues, with expanded focus on bilingual language progressions and common underlying language and literacy skills, challenge with staffing bilingual certified teachers. The continued and growing	School 17 will be piloting the newly designed Native Language Support in 7th and 8th grades. Expanded focus on our bilingual programs and staffing as we continue to work to meet the challenges stemming from the ongoing influx of refugees from disaster stricken areas.

			influx of Puerto Rican natural disaster victims is presenting exacerbating challenges to attainment of performance indicators. Newly designed Native Language Support for Grades 7-8 is planned.	
3..	Restorative Practice		Staff continue to evolve thinking and planning as they incorporate PBIS and Restorative Practices into our cohesive framework and multi-tiered system of socio-emotional supports.	The school continues to move forward diligently to apply PBIS and Restorative Practices into the school framework and system of socio-emotional support, modifying to meet the specific and unique needs of their population
4..	Strengthened Teaching and Learning		Staff continue to evolve thinking and planning as they incorporate PBIS and Restorative Practices into our cohesive framework and multi-tiered system of socio-emotional supports.	As the school moves toward full implementation of Restorative Practices, it is also expanding the number of staff implementing Project Based Learning.
5.	Engagement and Voice		The PTO continues to solicit new members and grow, and student council elections were held. CET active workgroups focused on community school elements and connections with larger community based efforts.	The PTO has grown considerably and anticipates adding more members in 18-19. The school, PTO, and community displayed strong unity, engagement, and voice both within the school, and publicly in support of their school and their school leadership.
6.	Enrichment Choices Q3		Catalog available for viewing.	catalog available for viewing.
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b> Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part IV – *Community Engagement Team and Receivership Powers*

<b>Community Engagement Team (CET)</b> Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2018-19 School Year.												
Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan										
	<p>The CET leadership remains the same as the 10/12/2017 document attached to QR1.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">CET Leadership Meetings</td> <td style="width: 50%;">CET Workgroup Meetings including ALL groups</td> </tr> <tr> <td>October 4, 2017</td> <td>October 13, 2017</td> </tr> <tr> <td>January 3, 2018</td> <td>January 28, 2018</td> </tr> <tr> <td>March 28, 2018</td> <td>June 13, 2018</td> </tr> <tr> <td>June 13, 2018</td> <td></td> </tr> </table> <p>LINK TO CET WEBSITE: <a href="https://sites.google.com/view/school17cet/home">https://sites.google.com/view/school17cet/home</a></p> <p>All CET workgroups meet monthly - meetings scheduled and communicated by the workgroup’s Chair and CCSI staff.</p> <p>The CET provided recommendations to SBPT for improvement and monitored school leaders’ accountability to the SIG, particularly as related to the community school pillar of reform. In the 2017-2018 school year, School 17 is partnering with their lead agency (CCSI) to co-chair the CET and to form the multiple workgroups which are focused on the essential elements of community schools and the community school standards.</p> <p>At the 2/28 meeting a collective exercise to identify assets/resources and needs/recommended actions for each subcommittee to achieve year end goals</p>	CET Leadership Meetings	CET Workgroup Meetings including ALL groups	October 4, 2017	October 13, 2017	January 3, 2018	January 28, 2018	March 28, 2018	June 13, 2018	June 13, 2018		<p>The CET is scheduled to meet on June 13, 2018 for the final meeting of the 2017-18 school year. This will be an opportunity to review all progress to date and inform planning for 2018-19. There are no anticipated changes to the membership structure. The funding partners is in process of engaging a participatory evaluator no later than July 1, 2018 to document the implementation work and support tracking of shared outcomes.</p>
CET Leadership Meetings	CET Workgroup Meetings including ALL groups											
October 4, 2017	October 13, 2017											
January 3, 2018	January 28, 2018											
March 28, 2018	June 13, 2018											
June 13, 2018												

	<p>was conducted. A <a href="#">summary document</a> was created and disseminated to all CET members and subcommittee members. The 3/28 meeting focused more specifically at identifying shared metrics to track outcomes and the available the data sources. The <a href="#">input</a> from 3/28 is in the process of being analyzed and will be disseminated.</p> <p>Outcomes and Progress from CET subgroups can be viewed <a href="#">here</a></p>	
--	--	--

**Powers of the Receiver**

Describe this quarter’s use of the School Receiver’s powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers. Please identify any changes in Receivership Powers to be utilized in the 2018-19 School Year.

Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan
	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 17-18 school year:</p> <ol style="list-style-type: none"> <li>1. Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools.</li> <li>2. Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers.</li> <li>3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made.</li> <li>4. The Chief of Superintendent’s Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning.</li> <li>5. Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to</li> </ol>	<p>The Superintendent Receiver Authority will continue to be utilized in multiple ways in the 18-19 school year:</p> <ol style="list-style-type: none"> <li>1. Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools.</li> <li>2. Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers.</li> <li>3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made.</li> <li>4. The Chief of Superintendent’s Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning.</li> <li>5. Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to</li> </ol>

	focus on their student needs that other comprehensive schools in the District were not allowed.		focus on their student needs that other comprehensive schools in the District were not allowed.
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

**Part V – Budget – (As applicable)**

(Please complete this section regarding any applicable funding: such as the Community School Grant (CSG), the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG) 1003(g). Add rows as needed.)

<u>Budget Analysis</u>			
Please designate either as CSG, PSSG or SIG expenditures and describe the budget item or activity.	Status(R/Y/G )	If expenditures from the approved 17-18 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	<b>ALONG WITH THIS REPORT /CONTINUATION</b>
SIG 4.2		Code 15: includes <ul style="list-style-type: none"> <li>4 x .50 Intervention/Prevention teachers who are mobilized and providing data-driven targeted interventions and/or enrichments aligned to students' academic and/or social-emotional needs.</li> </ul> Code 16: includes	

		<ul style="list-style-type: none"> <li>1.0 FTE Paraprofessional for intervention providing additional supports during intervention.</li> </ul> <p>Code 45: includes</p> <ul style="list-style-type: none"> <li>A variety of professional texts to support professional learning for staff</li> </ul>	<p><b>PLAN, PLEASE SUBMIT AS</b></p>										
CSG		<p>The Community Schools Grant was approved on November 15, 2017, and runs through June 30, 2018. Although some budget line item amounts will be adjusted due to the lateness of the award, and therefore lateness of implementation, any amounts remaining will be repurposed, with programmatic approval requested from NYSED To date:</p> <p>Code 15: Special Ed Teacher on Assignment is hired Teacher hourly pay for summer PD was dispersed</p> <p>Code 16: Placement &amp; Neighborhood Liaison (FTE) hired Teacher Assistant Hourly pay for childcare before school available .5 Cleaner, and additional custodial and civil service hourly pay</p> <p>Code 40: Contracts in place or proceeding for services from: Coordinated Care Services Inc (CCSI) Gandhi Institute Center for Youth Ibero Cornell</p> <p>Code 45: Flexible fund for refugees is now available</p> <p>Code 46: Bus and local travel for parents not available Travel to Community Schools Conference in NYC (February) and Baltimore (May) is being planned</p> <p>Code 45: Flexible fund for refugees is now available</p> <p>Code 46: Bus and local travel for parents not available Travel to Community Schools Conference in NYC (February) and Baltimore (May) is being planned</p> <p>CODE 30: Information from RCSD Facilities 4/19/2018</p> <table border="1" data-bbox="1271 1187 2292 1453"> <thead> <tr> <th>Description of work</th> <th>Proposed Expenditure (Facilities estimate)</th> <th>Status as of 4/10/18</th> <th>Responsible</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>17-Health Suite Roof</td> <td>\$11,000</td> <td>BOE awarded construction project on 3/29. Work to begin June 25.</td> <td>Design Group</td> <td></td> </tr> </tbody> </table>	Description of work	Proposed Expenditure (Facilities estimate)	Status as of 4/10/18	Responsible	Notes	17-Health Suite Roof	\$11,000	BOE awarded construction project on 3/29. Work to begin June 25.	Design Group		<p><b><u>APPLICABLE:</u></b></p> <ul style="list-style-type: none"> <li><b>SIG FS-10 201 8-19 BUDGET AND BUDGET NARRATIVE AS APPLICABLE.</b></li> </ul>
Description of work	Proposed Expenditure (Facilities estimate)	Status as of 4/10/18	Responsible	Notes									
17-Health Suite Roof	\$11,000	BOE awarded construction project on 3/29. Work to begin June 25.	Design Group										
		<p><b>DO NOT SUBMIT CSG or PSSG BUDGET</b></p>											

		<b>17-Community Kitchen</b>	<b>\$40,000</b>	<b>Funds were reassigned per Mike Schmidt. NYSED approved amendment</b>	<b>Facilities</b>	<b>This work in progress and being funded through other monies</b>	<b>DOCU MENTS. BUDGE T FORMS ARE AVAILA BLE AT: <a href="http://www.oms.ny.gov/cafeforms/">http:// www.o ms.ny sed.go v/cafef orms/</a></b>
		17-Purchase/install folding Dividing Wall for gym/presentations	\$100,000	RFP for design work from Architect. Waiting for BOE action increasing the limit on the design services contract before proceeding.	Design Group		

**Part VI: Best Practices (Optional)**


<b><i>Best Practices</i></b>		
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.		
List the best practice currently being implemented in the school.	Describe a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.	
1.	Community School	As a community school serving as “a beacon at the center of an urban village”, the work of School 17 is to ensure that we are able to connect our school, our students, their families, and our community through a strong set of partnerships that focuses more on collaboration than co-location. We strive to bring together our partners, parents, teachers, and community providers to utilize a child-centered, collaborative problem-solving approach to identify assets and resources, assess needs, and create the structure and culture to ensure that conditions for learning are optimized and potential barriers to learning addressed. The community school approach focuses on integrating services, beyond traditional academics, to help support students and families through the

		<p>trusting relationship with the school serving as the hub of access. We believe that when students' needs are met, teachers can focus more deeply on academics. We recognize that the work of our school in our community (ranked 1<sup>st</sup> in overall poverty, child poverty and extreme poverty among comparably sized cities) requires a collective impact approach. It is our responsibility to ensure that our students have a high quality, authentic, engaging, and culturally responsive academic program focused on high expectations and standards for all students taught by highly qualified, dedicated, and passionate educators. We recognize that respect, collaboration, and engagement are key values to ensure that we can work together to overcome the physical, mental, and emotional needs of our children and families so that successful learning can be achieved.</p> <p>As such, we have organized our school as the center of access to health, social, and human services and we leverage our relationships with our families and agencies to provide linkages and advocacy to the resources needed. A partnership with Coordinated Care Services, Inc. provides administrative, project-management support, expertise in human service provision and care coordination in the community school efforts. An on-site full time community school site coordinator helps navigate the resources and ensures appropriate follow through and case management. A dedicated phone line to the Family Center serves as an intake and coordination line. A comprehensive, inter-agency data management system captures all referrals and services by student to ensure on-track progress. The campus based community health center provides medical and dental care to students and community members. Mental health, child and family therapy, are provided through a satellite clinic at School 17. A <a href="#">comprehensive support service directory</a> is provided to all families. A summary of the essential community school services is outlined in the attached infographic:</p>
--	--	--

**ROCHESTER CITY SCHOOL 17  
COMMUNITY SCHOOL ESSENTIAL  
ELEMENTS**


254 Orchard Street, Rochester, NY 14611  
CERIEA LACRO MARINO, Principal  
Heather Steink, Community School Site Coordinator, CCSJ

---

 **RIGOROUS ACADEMICS & HIGH EXPECTATIONS**


- Dual Language Enrichment Program (50/50 English/Spanish Language Immersion)
- Project Based, Authentic, Engaging Learning Experiences
- Volunteer Tutors – Help Me Read!, Professionally Speaking
- Service Learning

---

 **EXPANDED LEARNING OPPORTUNITIES & YOUTH DEVELOPMENT**

- Longer learning day (1 additional hour each day)
- Summer Learning Opportunities (Summer LEAP)
- What I Need (WIN) Time Daily
- Enrichment Clubs - Multi-Age, Student Choice
- Music (Orchestra, Band, Chorus), Visual Arts, Dance (Baller, STEP, Zumba, Cheer)
- Gardening, Culinary, STEM Learning
- Ibero-American Action League
- AmeriCorps Mentoring & Attendance Outreach
- City of Rochester X-Center @ 17 (open until 9 p.m.)

---

 **EARLY CHILDHOOD EDUCATION**


- Full Day PreKindergarten Program for 3 & 4 year olds
- Full Day Kindergarten Program, including Dual Language Enrichment
- Healthy Baby Network Partnership

---

 **PARENT & FAMILY ENGAGEMENT**


- Family Center & Parent Lounge
- Bilingual Parent Liaison
- Parent Volunteer Program
- Parent-Teacher Organization
- Monthly Family Events
- EMBRACE Multi-Agency Support Process
- Charles House Neighbors in Action (CHNA)

---

 **ADULT EDUCATION & WORKFORCE DEVELOPMENT**


- Partnership with City of Rochester Operation Transformation Rochester
- Internet Access for Applications & Resume Preparation
- Informational Sessions with Monroe Community College
- Rochester City School District OACES Program
- TES (Temporary Employment)
- Partnership with RCSD Facilities Department

---

 **HEALTH & MENTAL HEALTH SERVICES**

- On-site Community Health Center (Rochester Regional Health)
- University of Rochester Eastern Dental Center
- Hillside Child-Family Therapy
- School-wide Restorative Practices & Planning Meeting
- MR Gandhi Institute HELP Zone
- Center for Youth Mediation and Social & Emotional Support

---

 **SOCIAL SERVICES**

- Partnership with Monroe County Department of Human Services, Probation, Office of Mental Health
- Emergency Referrals for Rapid Relocating Support
- Child & Family Centered Support Team Process-EMBRACE
- Coordinated Multi-Agency Case Management

FOR MORE INFORMATION, VISIT [WWW.RCSJ17.ORG](http://WWW.RCSJ17.ORG)  
FOLLOW US ON FACEBOOK @RCSJ17

**COMMUNITY SCHOOL**  
SHORT-TERM RESULTS (YEAR 2)

**Children are ready to enter school.**  
Onsite, full day PreK3 & PreK4 programs for 72 children  
Seamless Kindergarten Enrollment, including dual language  
67.4% neighborhood enrollment (PreK 4)

**Students attend school consistently.**

Average Daily Attendance	2015-16	2016-17	2017-18 YTD
	87%	87%	88.6%

10.4% reduction in chronically absent students year to date.

**Students are actively involved in learning & their community.**  
Service Learning - Agent of Change 365  
Student Council & Community Engagement Team  
Project-based learning with quarterly school-wide expo

NYSED School Growth Score	2014-15	2015-16	2016-17
	8	9	16

**Families are increasingly involved.**  
Active Parent Teacher Organization  
Parent Volunteer & Leadership Training  
Family to Family Referrals & Recruitment

**Schools are engaged with families and communities.**  
Community Engagement Team Process  
Building on existing leadership & momentum in the community  
Asset-Based Community Development Process

**Schools are safer and more supportive.**  
Restorative Practices  
Multi-Tiered System of Support for Academics & SEL  
Responsive Classroom

	2013-14	2014-15	2015-16	2016-17	YTD
NYSED School Violence Index	2.07	1.61	2.29	1.24	n/a
NYSED Weighted Incidents		57	52	27	15
Days Suspended	1249	1288	2926	1454	377

School 17 is a place of support and understanding. We strive to educate the whole child with respect for all. We seek parent and community involvement. As a school community, we value a safe environment in which to teach and learn. We embrace our diversity. OUR DIVERSITY IS OUR STRENGTH!

CATERINA LEONE-MANNINO, PRINCIPAL  
HEATHER STARKS, COMMUNITY SCHOOL SITE COORDINATOR, CCST  
LEAD AGENCY - COORDINATED CARE SERVICES, INC.

WWW.RCSOK17.ORG/17  
FACEBOOK: @RCSO17  
(565) 438-2560  
DATA AS OF 2/17/2018



<p>2.</p>	<p>Teacher Led School Improvement</p>	<p>A key priority at School 17 has been improvement the quality of instruction and enhancing the capacity of all teachers to successfully focus on the learning of all students. This required distributive leadership and the utilization non-threatening relationships to build trust, rapport, and skills and confidence in all staff. It was this premise that was the foundation of building the Instructional Leadership Team and Team Leader model that has helped catalyze school improvement efforts. In addition, teacher led committees and problem-solving teams exist to support school improvement efforts: Grade Level Teams/ Data Teams, Instructional Leadership Team/Academics, ATOMS committee/ SEDL, Student Support Team (SST), Dual Language Committee, and Safety Team. A shared decision making structure that facilitates teacher-led committees to provide specific recommendations to the school-based planning team for adoption and implementation has led to a sense of shared ownership and responsibility for moving the school forward.</p> <p>Team leaders are teachers who are released half-time from student instruction to provide coaching to their colleagues. They are assigned a vertical grade level team: K/1, 2/3, 4/5, 6/7/8 to support in leading collaborative grade level team meetings, curricular design, modeling, data team meetings, and providing intervention support for WIN for the assigned grade level students. They become “experts” in CCLS for the assigned grade levels; they are knowledgeable about the students on their team; and, they come to recognize the adult learning needs presented by the staff on the team. In addition to classroom teachers, each team consists of an English as a New Language Teacher, Special Education Support Teacher, and supplemental support staff.</p> <p>The teacher leader model has led to a deeper level of personal commitment by staff and supported individual teacher growth. Team meetings are held formally two times per week and facilitated by team leaders. Common planning time is scheduled daily to allow for more collaboration outside of the formal meeting time. This has decreased isolation and facilitated cooperation and collegiality. Furthermore, team leaders have been able to assist in leading curricular and instructional changes through modeling and adjusting implementation plans in action.</p> <p>School 17’s Election to Work Agreement (EWA) has served as an annual process to highlight the expectations and commitment of all staff members to continue to work collaborative on school improvement efforts. A school culture of collaboration and shared accountability is at the hard of ensuring a focus on professional growth and participation in a professional learning community. The commitment to focusing on what is right for children, along with a core belief that all children can succeed given the proper supports, are the foundation for School 17’s success. Improvement cannot be attributed to the work of any individual.</p> <p>Enrico Fermi School 17 seeks to expand school- based decision making to include greater discretion over factors and conditions that affect student learning: budget, instructional materials, strategies, assessments, staffing, curriculum, professional development, instructional time and schedule, and student grouping. All faculty members are encouraged to participate in shared</p>
-----------	---------------------------------------	---

decision- making processes in the school, through election to SBPT or service on a teacher leadership committee. Each committee leader establishes the structure and process of the team. Each team has a representative that reports recommendations to SBPT for approval.

School based planning team shall focus on setting and maintaining the school vision, providing professional and collegial feedback to the principal, budget approval, and instructional decision- making. Additionally, SBPT will work collaboratively with school administration to prepare, review and respond to all school reviews, data- dives, and improvement planning, as well as support the timely school- wide implementation of recommendations as identified through school, district, state or federal reviews. Team teaching, embedded coaching, collegial observation, and collaborative instructional planning are all expectations of being part of the School 17 community. We are a community of learners focused on improving learning opportunities for students. We strive to make learning engaging and authentic for all.

As a community, we:

Share goals and focus on shared outcomes.

Advance our work through shared processes and leadership.

Share ideas willingly and openly.

Communicate by listening fully to one another.

Build on one another's expertise.

Trust one another to keep the best interests of the team and students at the focus of all decisions.

Work collaboratively.

Allow conflict as an opportunity to dialogue and grow together.

Value and appreciate the unique contributions of members on the team

Together, we are smarter and better than any one of us alone. Where there is unity, there is strength and where there is teamwork and collaboration, wonderful things can be achieved.

School 17  
Community Engagement Team 2017-18  
(Updated ~ October 12, 2017)





		<p>many of our students and families and seeks to integrate a continuum of resources, strategies, structures, and practices through a multi-tiered system of supports.</p> <p>A school-wide focus on strengthening core instruction has included deepening an understanding of CCLS and standards-based instructional planning through long-range curricular planning focused on integrated thematic project-based learning with embedded service learning opportunities. In addition, School 17 converted a transitional bilingual education program which was limited to Spanish dominant students to a dual language enrichment program that allows English and Spanish speakers to learn alongside one another in both languages each day. Differentiation and personalized learning opportunities increase the opportunity and likelihood that students will achieve proficiency. The adoption of a school-wide, research-based reading program and supplemental writing activities, coupled with the implementation of the Project CRISS framework for teaching focusing on metacognition, learning strategies and self-awareness.</p> <p>As part of our longer learning day, supplemental academic supports include an extra daily period of WIN (<u>W</u>hat <u>I</u> <u>N</u>eed) where all students receive intervention and acceleration support focused on individualized student learning goals. Through schoolwide literacy and numeracy screenings, teachers work collaboratively in data teams to determine the strategic support necessary for accelerated student growth and targeted skill deficits. Additional staff, including speech, specialized reading, English as a Second Language, and intervention teachers, “float” into each grade level at staggered periods throughout the school day so that students can receive small group support based on this tiered structure. Flexible groupings are informed by progress monitoring data and adjustments are made as necessary.</p> <p>An essential component of our multi-tiered approach emphasizes a team-based problem-solving approach and integrated data collection system that monitors student responsiveness to the instruction and intervention received. Additionally, through a whole child lens, contextual factors outside of school are considered as community wrap-around services in mental health, social service, youth development, and medical supports are aligned as outlined in the school’s community school framework. Recognizing the impact of adverse childhood experiences and the need to address the risk factors that often create barriers to learning, including poverty, exposure to violence, trauma, and multi-system involvement, the multi-tiered system of support is also reflected in School 17’s structure for socio-emotional development and learning and community school framework.</p> <p>As part of the universal tier of support, School 17 adopted the Responsive Classroom Framework to institute Morning Meeting in each classroom every day. Students begin the day with a greeting by name, sharing, team building activity and morning message to set a positive tone for the day’s learning as well as build positive, caring relationships with adults and one another. With the goals of promoting students’ self-awareness, self-management, social-awareness, relationship, and responsible decision-making skills, School 17 applies a restorative practice approach to school climate and student discipline. Expected behaviors are explicitly taught in a positive behavior support approach entitled the ATOMS (<u>A</u>lways <u>R</u>espectful, <u>T</u>ake <u>R</u>esponsibility, <u>O</u>n-task and cooperative, and <u>M</u>ake Good Choices, and <u>S</u>ucceed!) expectations. A Safety Office provides a safe space for releasing aggression and learning alternate strategies to work through the “fight or flight” response before cognitively</p>
--	--	---

		<p>processing students’ emotions with them. Through integrated community supports, students who need additional support may self-select or be referred to the HELP Zone (operated by the M.K. Gandhi Institute (Grades 5-8) and the Center for Youth Services (Grades K-4)) where they process the impact of their actions and determine appropriate next steps for restoring safety, peace, and trust to those they hurt. Conflict resolution expertise is provided by staff who mediate the restorative process with students, staff, and families as needed. Peace circles, reentry meetings, public apologies, and counseling are part of the school wide system for resolving conflict and restoring peace. Individual instruction on social skills, self-awareness, and alternate strategies are targeted to individual students as needs arise. Referrals and supports to in-house mental health specialists, social workers, and counselors provide longer term support proactively as students experience traumatic events and responsively as students demonstrate difficulty meeting the ATOMS expectations.</p> <p>The problem-solving approach is utilized throughout the multiple tiers to provide a child-centered approach to aligning and integrated collaborative efforts through a holistic lens. Grade-level teacher teams review academic, behavioral, and attendance data weekly to discuss the need for additional outreach and support. When additional support is needed, a student support team meets with the teacher team, family and student to create a plan to access additional, intensive, individualized support. For students and families who require support beyond school based resources, an EMBRACE (<u>E</u>veryone <u>M</u>atters <u>B</u>elieves <u>R</u>eaches and <u>A</u>chieves through <u>C</u>oordinated <u>E</u>fforts) team including county service providers and external agencies utilizes the Child and Family Team approach to create a cohesive, coordinated plan for collaboration and support. Educational Support Services and Committee for Special Education support this process for students with special needs.</p> <p>The Multi-Tiered System of Support provides a structure to organize resources, review data, implement interventions, monitor progress and utilize a child-centered process to make sure that students are supported and successful. Partnerships and collaboration among agencies, both on-site and community-based, ensure coherence and alignment so that the needs of the whole child and family are met and barriers to learning are addressed so that academic success is achieved. Professional development and collaboration among staff and providers is essential to ensure a high quality, responsive learning environment to overcome the odds presented by trauma and historical disenfranchisement in a low-performing, high needs urban school. Academic achievement, while still far from high, is improving at a steady pace.</p>
--	--	---

Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Barbara Deane-Williams, Superintendent

Name of Receiver (Print):

Signature of Receiver:

Date: April 30, 2018

Benjamin Edm

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2018-2019 Community Engagement Team plan and membership.

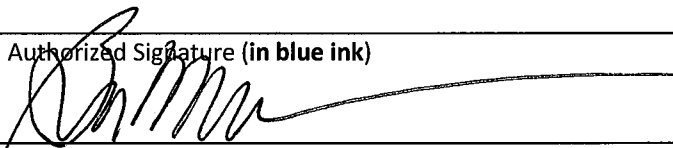
Name of CET Representative (Print): SCOTT C. BENJAMIN

Signature of CET Representative:

Date: 4/30/18

Scott C. Benjamin

**2018-19  
School Improvement Grant 1003(g)  
Continuation Plan Cover Page**

<b>District Name</b> ROCHESTER CITY SCHOOL DISTRICT	
<b>School Name</b> ENRICO FERMI SCHOOL #17	
<b>Contact Person</b> Barbara Deane-Williams	<b>Telephone</b> (585 )262-8378
<b>E-Mail Address</b> Barbara.deane-williams@rcsdk12.org	
<p>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.</p>	
<b>Authorized Signature (in blue ink)</b> 	<b>Title of Chief School/Administrative Officer</b> Superintendent of Schools <i>EDM</i>
<b>Typed Name:</b> Barbara Deane-Williams	<b>Date:</b> April 30, 2018