



Receivership Schools ONLY

Quarterly Report #1: July 1, 2017 to October 13, 2017

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	2616000100017	Rochester CSD		Check which plan below applies:			
				SIG		SCEP	
				Cohort 4.1			
				Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Caterina Leone-Mannino	Dr. Elizabeth Mascitti-Miller, Chief of Schools Michele Alberti, Executive Director of School Innovation		Prek - 8	24.9%	15.9%	630 *all data was pulled on 10/23/17 from RCSD SPA Data Warehouse
	Appointment Date: 7/1/2016						

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 continues to move forward in leading implementation of the community schools strategy through integrated supports for students and families, expanded learning time and opportunities, family and community engagement, and collaborative leadership. The community school strategy has resulted in improved attendance and overall school climate. Engagement of families and community leaders in the Community Engagement Team and through revived PTO has led to a shared sense of ownership and new level of advocacy for services and supports to support students, families, and neighbors.

Improvements in school safety and overall school climate are noted in a reduction in behavioral incidents and suspensions. Use of restorative practice model and implementation of tiered supports of socio-emotional learning include a focus on morning meeting, responsive classroom, PBIS and mental health services. A multi-agency database for tracking referrals and service integration has been key to identifying successful practices and ensuring a safety net of supports. The EMBRACE process has been piloted to support the most intensive students through a roundtable shared problem-solving process where the student and family voice is at the center of coordinated service care.

A school-wide focus on improved literacy instruction in the 2016-17 SY, in both English and Spanish, as well as integrated thematic literacy instruction through project based learning led to improvements in student performance on NYS ELA Assessment in Grades 3-8. Accelerated growth for Hispanic students and English Language Learners is noted through the dual language program alignment and vertical expansion. A new focus on vertical alignment of the bilingual literacy progressions is planned for ENL and Spanish Language Arts development. Improvements in mathematics instruction are planned for the 2017-18 SY including math workshop and computer assisted instruction (Zearn) to supplement Eureka Math Modules/Engage NY.

Continued use of expanded learning time to support differentiated acceleration and intervention to all students. Participation in summer learning programs for approximately 1/3 of all students at School 17 helped to minimize summer learning loss in reading. Additional support from Education Success Network to work with SummerLEAP students year-round has been made possible through generous philanthropic support.

School 17 is currently adjusting administrative supports to address the high needs at Grade 7 with students with disabilities and new entrants. In addition, new entrants from Puerto Rico are being enrolled into the bilingual program and may impact achievement levels due to limited English proficiency. Services for a mixed continuum of special education, with a focus on more inclusive educational settings, have been a priority for teacher development. Continued professional development on Visible Learning and Standard-based Instructional practices are planned for the 17-18 SY to ensure a continued focus on teaching and learning.



Receivership Quarterly Report and Continuation Plan –1ST Quarter

July 1, 2017-October 13, 2017

(As required under Section 211(f) of NYS Ed. Law)

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to 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 Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) 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.



Directions for Parts 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 first quarter in light of their realized level of implementation and their impact on student learning outcomes. 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)

Identify Indicator # and Name	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 goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#1 - Priority School Make Yearly Progress	n/a	Make Progress		The school did not meet the progress target for 2016-2017 for this indicator.	Please see below.	Please see below.	Please see below.



<p>#5 School Safety</p>	<p>57</p>	<p>Target: 20% reduction or < 46</p>		<p>The school met the progress target for 2016-2017 for this indicator, and expects to meet the 2017-2018 progress target.</p>	<p>School 17 continues to utilize a multi-tiered system of support for socio-emotional learning. Tier 1 support includes implementation of the Responsive Classroom curriculum, including <u>The First Six Weeks</u> and <u>Morning Meeting</u>. Restorative Practice has become a core part of the school climate, with community partners (Center for Youth and Gandhi Institute) providing support for counseling, mediation, and reflective HELP Zone.</p> <p>School Wide Positive Behavior Supports (SW-PBS)/ ATOMS has begun to evolve to include teacher conversations focused on trauma sensitive practice, implicit bias, and restorative practice.</p> <p>Mental Health services include case coordination with Hillside Children’s Center full-time (4 day/week) child-family therapist with a full caseload. Expansion of mental health coordination services in collaboration with funding from Monroe County Office of Mental Health will incorporate new full time community school behavioral health specialist from Villa of Hope to provide coordination services beginning Dec 2017. Additionally, a clinical intern has been added to support a 5th day of clinical therapy on site.</p>	<p>a) School Safety and Educational Climate (SSEC) Data; School Violence Index (SVI) = approx. 0.096</p> <p>b) Total Behavioral Incidents: SMS and Google Sheet (HELP Zone data, Office Discipline Referral Data)</p> <div data-bbox="1680 516 2104 617"> <p style="text-align: center;">Incidents / Suspensions by Campus</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Incidents</th> <th>Short Term</th> <th>Long Term</th> <th>In School</th> <th>Out of School</th> <th>In ALP</th> <th>Total Suspensions</th> <th>Total # of Days Suspended</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>125</td> <td>65</td> <td>2</td> <td>41</td> <td>24</td> <td>2</td> <td>67</td> <td>150</td> </tr> <tr> <td>2016-2017</td> <td>791</td> <td>506</td> <td>17</td> <td>298</td> <td>269</td> <td>17</td> <td>523</td> <td>1,296</td> </tr> <tr> <td>2015-2016</td> <td>1,813</td> <td>749</td> <td>52</td> <td>162</td> <td>567</td> <td>62</td> <td>691</td> <td>71</td> </tr> <tr> <td>2014-2015</td> <td>859</td> <td>204</td> <td>7</td> <td>120</td> <td>64</td> <td>7</td> <td>211</td> <td>0</td> </tr> <tr> <td>2013-2014</td> <td>596</td> <td>214</td> <td>3</td> <td>159</td> <td>56</td> <td>2</td> <td>217</td> <td>0</td> </tr> </tbody> </table> </div> <div data-bbox="1680 695 2104 917"> <p style="text-align: center;">Suspensions by Month</p> </div> <div data-bbox="1680 954 2104 1177"> <p style="text-align: center;">Incidents by Month</p> </div>	School Year	Incidents	Short Term	Long Term	In School	Out of School	In ALP	Total Suspensions	Total # of Days Suspended	2017-2018	125	65	2	41	24	2	67	150	2016-2017	791	506	17	298	269	17	523	1,296	2015-2016	1,813	749	52	162	567	62	691	71	2014-2015	859	204	7	120	64	7	211	0	2013-2014	596	214	3	159	56	2	217	0	<p>a) There have been 8 material safety incidents as of 10/23/17: 2 x 3a Assault with Physical Injury, 1 x 4a Weapons @ Security Check, and 1 x 5a Discrimination, Harassment, Bullying. One student was responsible for all 6 incidents of assault with physical injury; this is a new kindergarten student with a disability. Staff has worked to document the need for 1:1 para support and is working with the family to determine the disability and need for support (currently classified as speech language impaired). The student responsible for 5a has been recommended by CSE to attend an alternative special class program at an external facility beginning 10/30/17.</p> <p>b) Incidents by Grade</p>
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				<p>We have begun the EMBRACE, coordinated cross-agency student/family-centered problem solving team process for 2 students who are involved with multiple community based organizations and governmental agencies.</p> <p>Challenges related to the support of SWDs have been exacerbated due to a reduction in administrative support for CSE and reduction from 5 days to 1 day/week for Behavior Support. SWDs disproportionately reflect 31% of behavioral incidents to date (2x population ratio). Additionally 45% of incidents resulting in suspension, have included SWDs.</p>	<p style="text-align: center;">Violent Incidents</p> <table border="1"> <thead> <tr> <th>Year</th> <th>School Safety</th> <th>TARGET</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>37</td> <td>51.8</td> </tr> <tr> <td>2015-16</td> <td>52</td> <td>51.8</td> </tr> <tr> <td>2016-17</td> <td>26</td> <td>46.45</td> </tr> <tr> <td>2017-18</td> <td>45.6</td> <td>45.6</td> </tr> </tbody> </table>	Year	School Safety	TARGET	2014-15	37	51.8	2015-16	52	51.8	2016-17	26	46.45	2017-18	45.6	45.6	<table border="1"> <thead> <tr> <th>Grade</th> <th># of Students</th> <th>% of Incidents</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>5, with 1 student accounting for 7%</td> <td>11.4%</td> </tr> <tr> <td>1</td> <td>2</td> <td>2.5%</td> </tr> <tr> <td>2</td> <td>6, however 2 students account for 9.22%</td> <td>14.5%</td> </tr> <tr> <td>3</td> <td>9, however 4 students account for 11.4%</td> <td>15.6%</td> </tr> <tr> <td>4</td> <td>10, however 4 students account for 14.5%</td> <td>21.3%</td> </tr> <tr> <td>5</td> <td>4, however 1 student accounts for 2.8%</td> <td>3.9%</td> </tr> <tr> <td>6</td> <td>3</td> <td>1.4%</td> </tr> <tr> <td>7</td> <td>22</td> <td>20.2%</td> </tr> <tr> <td>8</td> <td>14</td> <td>9.2%</td> </tr> </tbody> </table> <p>12 students account for 45% of all school wide incidents. Personalized behavioral intervention plans are being developed for these students, including referral to community based mental health services and student supports.</p> <p>Newly enrolled students continue to present a challenge to the school climate overall.</p>	Grade	# of Students	% of Incidents	K	5, with 1 student accounting for 7%	11.4%	1	2	2.5%	2	6, however 2 students account for 9.22%	14.5%	3	9, however 4 students account for 11.4%	15.6%	4	10, however 4 students account for 14.5%	21.3%	5	4, however 1 student accounts for 2.8%	3.9%	6	3	1.4%	7	22	20.2%	8	14	9.2%
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							<p>Onboarding process for new teachers on staff includes Career In Teaching mentor support which has been heavily focused on classroom management for the first 6 weeks of the school year.</p> <p>The reduction of a full-time administrator has negatively impacted school safety and the capacity of the remaining members of the administrative team to focus on proactive strategies and instructional leadership during the school day. Additional support is needed for ensuring compliance, support, and specially designed instruction for SWDs</p>
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<p>#9 3-8 ELA - All students level 2 and above</p>	<p>19%</p>	<p>Target 6% increase or 36%</p>		<p>The school met the progress target for 2016-2017 for this indicator, based on projected proficiency of NWEA in Fall, 2017, and expects to meet the progress target for 2017-2018.</p>	<p>Grades K-6 have continued implementation of the Houghton Mifflin Journeys/Senderos and focused on supplemental writing activities. Grade 7-8 have focused on cross-content implementation of Project CRISS Framework for Teaching. Project CRISS focuses on metacognition of learning strategies and student self awareness.</p> <p>School wide professional learning has focused on building understanding of Visible Learning effective feedback strategies including: clear learning intention and success criteria (Where am I going? How am I going there? Where to next?)</p> <p>25 teachers participated in the Constructivist Learning Conference over the summer with a focus on active learning strategies and Piagetian approaches to instruction.</p> <p>Weekly data team meetings have been supplemented to include a focus on tracking individual research based intervention strategies and response to intervention documentation. A supplemental special education teacher on assignment (former lead teacher at NYS RTI TAC, funded through Community Schools Grant) helps to lead the conversation and review documentation to ensure appropriate tiered supports and</p>	<p>2017 NYS ELA Performance Data</p> <p>ELA Grades 3 - 8 Percent scoring in Performance Levels 3 & 4</p> <p>ELA Student Performance Levels 2+</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>ELA Level 2+</td> <td>18.5</td> <td>21</td> <td>19.5</td> <td>29.5</td> <td>24.5</td> </tr> </tbody> </table> <p>Spring NWEA Met Growth Target</p>	Year	2014-15	2015-16	2016-17	2017-18	Target	ELA Level 2+	18.5	21	19.5	29.5	24.5	<p>2017 NYS ELA performance data reflects targeted push during WIN to provide differentiated skill level support to ensure students “move” in their literacy level and NYS performance assessment.</p> <p>Specifically targeted skills are identified through item analysis and NWEA learning continuum. Learning paths are supported through intervention delivery. Leveled reading instruction has been expanded beyond ELA in the project based learning period, with a common skills focus for literacy and content understanding.</p> <p>Student performance data from 2017 NYS ELA represents an overall increase in level 3 proficiency (from 1.9% to 5.4%) and attainment of progress target for Levels 2+.</p> <p>Fall 2017 NWEA ELA Projected Proficiency is estimated at approx. 23%. Particular challenges are noted with grades 5 and 7 where less than 15% of students are at level 2 and a high percentage of</p>
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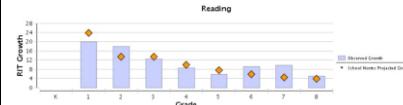
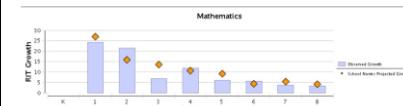


<p>#15 3-8 Math All students level 2 and above</p>	<p>17%</p>	<p>Target 6% increase or 23.2%</p>		<p>The school did not meet the progress target for 2016-2017.</p>	<p>A small group of 12 teachers have begun deep training in Developing Mathematical Ideas: Building a System of Tens to examine the metacognitive strategies to promote deeper mathematical understanding.</p> <p>Model mathematics classrooms will be established in the classrooms of teachers who have completed the DMI training, beginning in quarter 2.</p> <p>School 17 has also been accepted into a John Hopkins University pilot for Zearn mathematics in grades K-5. This program supplements the Engage NY Math Modules and provides a workshop format for computer assisted instruction to support each mathematics lesson. The structure of the lesson design allows the teacher to increase time with small group, differentiated support while classmates complete the online learning modules and then switch. This additional focus on clear learning intention, small learning target, and differentiation allows for additional time on task and teacher support for students.</p> <p>Support from district level mathematics coaches is requested to support deepening understanding of CCSS Math Standards and learning progressions. Gaps in mathematical understanding in the upper grades are so large, that</p>	<p>2017 NYS Assessment Data</p> <p>Math Grades 3-8 Percent scoring in Performance Levels 3 & 4</p> <table border="1"> <thead> <tr> <th>School Year Description</th> <th>% 3-4</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>3.7%</td> </tr> <tr> <td>2014-2015</td> <td>2.6%</td> </tr> <tr> <td>2015-2016</td> <td>2.7%</td> </tr> <tr> <td>2016-2017</td> <td>3.6%</td> </tr> </tbody> </table> <p>Math Level 2 +</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Math Level 2+</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>14.1</td> <td></td> </tr> <tr> <td>2015-16</td> <td>12.3</td> <td>15.1</td> </tr> <tr> <td>2016-17</td> <td>16.6</td> <td>17.1</td> </tr> <tr> <td>2017-18</td> <td>20.1</td> <td>20.1</td> </tr> </tbody> </table> <p>Fall NWEA Data: See chart below for data from Fall administration of NWEA. This is projected proficiency data.</p>	School Year Description	% 3-4	2013-2014	3.7%	2014-2015	2.6%	2015-2016	2.7%	2016-2017	3.6%	Year	Math Level 2+	Target	2014-15	14.1		2015-16	12.3	15.1	2016-17	16.6	17.1	2017-18	20.1	20.1	<p>While 2017 NYS Math data represented an increase in proficiency level (from 2.7% to 3.6%), the school did not meet the proficiency target. Gaps at the upper grade levels remain significant. While students may be improving in their mathematical skills, it is often not reflected in NYS assessment data due to the large gap from grade level standards.</p> <p>In order to capture this growth, School 17 is reviewing standards-based grading practices and portfolio tasks to represent the skills attainment.</p> <p>Projected proficiency based on Fall 2017 NWEA data for Math indicates 19% at level 2+; this will require significant intervention, particularly at the 7th grade level where 28 new students (representing 31.4% of 7th grade enrollment) have been enrolled since 7/1/2017, 7 of which are students with disabilities. At grade 7, 27.9% of the students are students with disabilities.</p>
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					<p>intervention supports do not appear to be sufficient to recover to levels of proficiency. Even through acceleration, it is difficult to ensure that the progress targets will be attainable for grades 5-8.</p>	<table border="1"> <thead> <tr> <th>Column</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 1,percentage</th> <th>Level 2,percentage</th> <th>Level 3,percentage</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>37</td> <td>13</td> <td>3</td> <td>69.81</td> <td>24.53</td> <td>5.66</td> </tr> <tr> <td>4</td> <td>39</td> <td>17</td> <td>0</td> <td>69.64</td> <td>30.36</td> <td>0</td> </tr> <tr> <td>5</td> <td>34</td> <td>7</td> <td>1</td> <td>80.95</td> <td>16.67</td> <td>2.38</td> </tr> <tr> <td>6</td> <td>36</td> <td>10</td> <td>3</td> <td>73.47</td> <td>20.41</td> <td>6.12</td> </tr> <tr> <td>7</td> <td>73</td> <td>3</td> <td>1</td> <td>94.81</td> <td>3.9</td> <td>1.3</td> </tr> <tr> <td>8</td> <td>54</td> <td>7</td> <td>0</td> <td>88.52</td> <td>11.48</td> <td>0</td> </tr> <tr> <td>Total</td> <td>273</td> <td>57</td> <td>8</td> <td>80.77</td> <td>16.86</td> <td>2.37</td> </tr> </tbody> </table> <p>NWEA Met Growth Target (Spring 2017)</p> <p>Projections based on:</p> <p>Assumption: Projected number of students are all at Performance Level 2</p> <table border="1"> <thead> <tr> <th>ELA</th> </tr> </thead> <tbody> <tr> <td>Rating A: A High Level 1-4; NWEA Spring High Level 1-4 and 85% or above attendance</td> </tr> <tr> <td>Rating B: ELA High Level 1-4 or NWEA Spring High Level 1-4 and 85% or above attendance</td> </tr> <tr> <td>Rating C: ELA High Level 1-4 or NWEA Spring High Level 1-4</td> </tr> <tr> <td>Rating D: may or may not be recognized with attendance of 85% or above</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Math</th> <th colspan="4">374 Students</th> </tr> <tr> <th>3-8 Level 2 and Above - All Students</th> <th>Current 3-8 Enrollment</th> <th># of Students to meet Goal/Target</th> <th>Tier (A)</th> <th>Tier (B)</th> <th>Tier (C)</th> <th>Tier (D)</th> </tr> </thead> <tbody> <tr> <td>Goal</td> <td>51%</td> <td>191</td> <td>45</td> <td>133</td> <td>22</td> <td>174</td> </tr> <tr> <td>Progress Target</td> <td>Increase from 17%</td> <td>374</td> <td>87</td> <td>45</td> <td>133</td> <td>22</td> </tr> </tbody> </table>	Column	Level 1	Level 2	Level 3	Level 1,percentage	Level 2,percentage	Level 3,percentage	3	37	13	3	69.81	24.53	5.66	4	39	17	0	69.64	30.36	0	5	34	7	1	80.95	16.67	2.38	6	36	10	3	73.47	20.41	6.12	7	73	3	1	94.81	3.9	1.3	8	54	7	0	88.52	11.48	0	Total	273	57	8	80.77	16.86	2.37	ELA	Rating A: A High Level 1-4; NWEA Spring High Level 1-4 and 85% or above attendance	Rating B: ELA High Level 1-4 or NWEA Spring High Level 1-4 and 85% or above attendance	Rating C: ELA High Level 1-4 or NWEA Spring High Level 1-4	Rating D: may or may not be recognized with attendance of 85% or above	Math		374 Students				3-8 Level 2 and Above - All Students	Current 3-8 Enrollment	# of Students to meet Goal/Target	Tier (A)	Tier (B)	Tier (C)	Tier (D)	Goal	51%	191	45	133	22	174	Progress Target	Increase from 17%	374	87	45	133	22	
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Math		374 Students																																																																																													
3-8 Level 2 and Above - All Students	Current 3-8 Enrollment	# of Students to meet Goal/Target	Tier (A)	Tier (B)	Tier (C)	Tier (D)																																																																																									
Goal	51%	191	45	133	22	174																																																																																									
Progress Target	Increase from 17%	374	87	45	133	22																																																																																									
#33 - ELA all students MGP	49.81	Target 2% increase or		The school did not meet the progress target for 2016-2017.	See notes for Indicator #9	See notes for Indicator #9 A Fall 2017-Fall 2018 comparison of NWEA Reading Data demonstrates that projected growth was achieved	The progress target for 2017-17 SY was MGP of 50.72, School 17 achieved a 49.58 MGP for ELA.																																																																																								



						<p>at grade 2, 6, 7, and 8 over the 50%. Grade 1, 3, 5 present the largest gaps in growth percentile.</p>  <p>The chart shows Reading Growth Percentile on the y-axis (0 to 25) and Grade on the x-axis (K to 8). Blue bars represent 'Observed Growth' and orange diamonds represent 'Observed Score - Projected Growth'. The observed growth is significantly below the projected growth for all grades from 1 to 8.</p>	<p>As MGP data is comparative and norm based, it is very difficult to predict this indicator. Comparative</p>
#39 - Math All students MPG	51.17	Target 2% increase or		The school did not meet the progress target for 2016-2017.	See notes in Indicator #15.	<p>See notes in Indicator #15.</p> <p>A Fall 2017-Fall 2018 comparison of NWEA Math Data demonstrates that projected growth was achieved at grade 2, 4, and 6 over the 50%. Grade , 7, 8 present the largest gaps in growth percentile.</p>  <p>The chart shows Mathematics Growth Percentile on the y-axis (0 to 30) and Grade on the x-axis (K to 8). Blue bars represent 'Observed Growth' and orange diamonds represent 'Observed Score - Projected Growth'. The observed growth is below the projected growth for all grades from 1 to 8.</p>	<p>See notes in Indicator #15. Math MGP for 2016-17 was 50.45; did not meet progress target of 50.73</p>
#85 Grades 4 and 8 Science - All Students Level 3 and above	36%	Target 6% increase or 42%		The school did not meet the progress target for 2016-2017 for this indicator.	<ul style="list-style-type: none"> ● Individualized student goals. ● Adjustment and alignment of curricula, pacing, and timing, along with common performance tasks. ● Increased focus on the integration of literacy skills through content instruction. ● Acceleration opportunities for students with the addition of Environmental Science, Earth Science, and Living Environment classes added to grades 7 and 8. ● Identification of a progress monitoring assessment aligned 	<ul style="list-style-type: none"> ● NWEA ELA and Math ● Marking period grades ● Other formative staff data 	<p>NWEA for Science, grades 7 and 8, was administered the week of 10/19/17. Results will be analyzed and students will receive personalized instruction as per individual need. IN addition, field practice will be increased and incorporated into the science curriculum to ensure exposure and connection to required performance tasks on NYS assessments.</p>



					to the rigor of the NYS Science Assessment.		
Green	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> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	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 goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#2 Plan for and implement Community School Model	n/a	75% of targets are met		<p>The school met the progress target for 2016-2017.</p> <p>The school expects to meet the progress target for 2017-2018, which is set by the Community Engagement Team.</p>	<ul style="list-style-type: none"> • Full time community school site coordinator in place • Shift from co-location to collaboration. • Multi-agency case management data tracking tool • EMBRACE intensive case management model 	See Community Schools IMplementation Plan.	See Community Schools IMplementation Plan.



					<ul style="list-style-type: none"> • Additional of student services in discussion with community based health center. • Addition of clinical mental health intern • Addition of Behavioral Health Support Specialists (Villa of Hope) in partnership with Monroe County Office of Mental Health • Launch of CET monthly workgroups.t • Addition of 2 Family Service Assistants (IBERO) for family case management (Nov 2017) • Addition of onsite neighborhood engagement and enrollment specialist (Nov 2017 - CSG \$) 																																																										
#12 3-8 ELA Hispanic Students	20%	Target 6 % increase or 36.4%		<p>The school met the progress target for 2016-2017.</p> <p>The school expects to meet the progress target for 2017-2018</p>	<p>ELL achievement has improved through implementation of the dual language program framework and the quality of instruction and level of student engagement has improved school wide. Through the expanded learning day, student receive an additional period of targeted academic support (What I Need-WIN) in small groups and the opportunity for enrichment in multi-age student choice groups. IN addition, the implementation of the community school framework has enabled school staff to focus more deeply on instruction while coordinating with community resources to address obstacles to student learning.</p>	See also Indicator #9	<p>Fall NWEA Data Hispanic Students. This is projected proficiency data.</p> <table border="1"> <thead> <tr> <th>Column1</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 1 percentage</th> <th>Level 2 percentage</th> <th>Level 3 percentage</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>25</td> <td>9</td> <td>0</td> <td>75.53</td> <td>26.47</td> <td>0</td> </tr> <tr> <td>4</td> <td>22</td> <td>4</td> <td>0</td> <td>88.89</td> <td>11.11</td> <td>0</td> </tr> <tr> <td>5</td> <td>13</td> <td>6</td> <td>0</td> <td>68.42</td> <td>31.58</td> <td>0</td> </tr> <tr> <td>6</td> <td>15</td> <td>6</td> <td>1</td> <td>68.18</td> <td>27.27</td> <td>4.55</td> </tr> <tr> <td>7</td> <td>28</td> <td>1</td> <td>0</td> <td>96.67</td> <td>3.33</td> <td>0</td> </tr> <tr> <td>8</td> <td>16</td> <td>7</td> <td>1</td> <td>66.67</td> <td>29.17</td> <td>4.17</td> </tr> <tr> <td>Total</td> <td>130</td> <td>33</td> <td>2</td> <td>78.79</td> <td>20</td> <td>1.21</td> </tr> </tbody> </table>	Column1	Level 1	Level 2	Level 3	Level 1 percentage	Level 2 percentage	Level 3 percentage	3	25	9	0	75.53	26.47	0	4	22	4	0	88.89	11.11	0	5	13	6	0	68.42	31.58	0	6	15	6	1	68.18	27.27	4.55	7	28	1	0	96.67	3.33	0	8	16	7	1	66.67	29.17	4.17	Total	130	33	2	78.79	20	1.21
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Total	130	33	2	78.79	20	1.21																																																									



#13 3-8 ELA LEP Students Level 2 & Above	15%	Target: 4% increase or 25.1%		The school met the progress target for 2016-2017. The school expects to mee the progress target for 2017-2018.	Please see above. Bilingual Language Progressions are being examined in a vertical ENL teacher group and through dual language committee to shift toward standards based learning and portfolio development.	See above.	NWEA Fall data for LEP students, level 2 or above <table border="1"> <thead> <tr> <th>Column1</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 1 percentage</th> <th>Level 2 percentage</th> <th>Level 3 percentage</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>17</td> <td>2</td> <td>0</td> <td>89.17</td> <td>20.93</td> <td>0</td> </tr> <tr> <td>4</td> <td>16</td> <td>1</td> <td>1</td> <td>88.89</td> <td>5.56</td> <td>5.56</td> </tr> <tr> <td>5</td> <td>7</td> <td>1</td> <td>0</td> <td>87.5</td> <td>12.5</td> <td>0</td> </tr> <tr> <td>6</td> <td>6</td> <td>2</td> <td>0</td> <td>75</td> <td>25</td> <td>0</td> </tr> <tr> <td>7</td> <td>16</td> <td>0</td> <td>0</td> <td>100</td> <td>0</td> <td>0</td> </tr> <tr> <td>8</td> <td>11</td> <td>1</td> <td>0</td> <td>91.67</td> <td>8.33</td> <td>0</td> </tr> <tr> <td>Total</td> <td>73</td> <td>7</td> <td>1</td> <td>90.12</td> <td>8.64</td> <td>1.23</td> </tr> </tbody> </table>	Column1	Level 1	Level 2	Level 3	Level 1 percentage	Level 2 percentage	Level 3 percentage	3	17	2	0	89.17	20.93	0	4	16	1	1	88.89	5.56	5.56	5	7	1	0	87.5	12.5	0	6	6	2	0	75	25	0	7	16	0	0	100	0	0	8	11	1	0	91.67	8.33	0	Total	73	7	1	90.12	8.64	1.23
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Total	73	7	1	90.12	8.64	1.23																																																									
#94 Provide 200 hours of quality extended learning time (ELT)	n/a	Provide 200 hours of quality extended learning time		The school met the progress target for 2016-2017. The school expects to meet the progress target for 2017-2018.	WIN provided 5 x week, double periods of ELA and Math for grades 6-8.	See above.	see also ELT catalog choice survey Q1.																																																								
Green	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> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.																																																							

Part III – Additional Key Strategies – (As applicable)

Key Strategies



<ul style="list-style-type: none"> Do not repeat strategies described in Parts I and II. If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. Every school must discuss the use of technology in the classroom to deliver instruction. 			
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out	
1.	Use of technology in the classroom to deliver instruction		Addition of 7 chromebook carts to support implementation of Zearn and Google Classroom (7/8)
2.	Dual Language Enrichment Model		Continue implementation and refinement of Gomez/Gomez dual language enrichment model; expanded focus on bilingual language progressions and common underlying language and literacy skills, challenge with staffing bilingual certified teachers. New influx of Puerto Rican hurricane victims expected to present challenges to attainment of performance indicators. Extended absence of bilingual literacy specialist due to FMLA.
3.	Restorative Practice		Evolution of thinking to incorporate PBIS and Restorative Practices into a cohesive framework and multi-tiered system of socio-emotional support.
4.	Strengthened Teaching & Learning		Continued focus on standards based instructional planning and monitoring of student learning. Visible learning high impact strategy focus for lesson design. Difficulty with long-term medical absence of coach.
5.	Engagement & Voice		Active, growing PTO and student council elections upcoming. CET active workgroups focused on community school elements and connections with larger community based efforts.
	Enrichment Choices Q1		
Green	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> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)
 Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.



Status (R/Y/G)	Analysis/Report Out										
	<p>CET Membership document attached (updated 10.12.2017)</p> <table border="0"> <tr> <td data-bbox="405 354 854 380"><u>CET Leadership Meetings</u></td> <td data-bbox="868 354 1387 380"><u>CET Work Group Meetings including ALL Groups</u></td> </tr> <tr> <td data-bbox="405 383 854 409">October 4, 2017</td> <td data-bbox="868 383 1387 409">October 13, 2017</td> </tr> <tr> <td data-bbox="405 412 854 438">January 3, 2018</td> <td data-bbox="868 412 1387 438">January 28, 2018</td> </tr> <tr> <td data-bbox="405 441 854 467">March 28, 2018</td> <td data-bbox="868 441 1387 467">June 13, 2018</td> </tr> <tr> <td data-bbox="405 470 854 496">June 13, 2018</td> <td></td> </tr> </table> <p>All CET Work Groups meet monthly - meetings scheduled by the Group Chair</p> <p>The CET has 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 2017-18 SY, School 17 is partnering with a lead agency (CCSI) to co-chair the CET and formalize the multiple workgroups which are focused on the essential elements of community schools and the community school standards.</p>	<u>CET Leadership Meetings</u>	<u>CET Work Group Meetings including ALL Groups</u>	October 4, 2017	October 13, 2017	January 3, 2018	January 28, 2018	March 28, 2018	June 13, 2018	June 13, 2018	
<u>CET Leadership Meetings</u>	<u>CET Work Group Meetings including ALL Groups</u>										
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<p><u><i>Powers of the Receiver</i></u></p>											
<p>Describe the use of the School Receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.</p>											
Status (R/Y/G)	Analysis/Report Out										
	<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 data-bbox="451 1192 2386 1256">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 data-bbox="451 1260 2421 1317">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. 										



	<p>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.</p> <p>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.</p> <p>5. Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed.</p>				
Green	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> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – Community Schools Grant (CSG)

(This section needs to be completed by every Receivership school receiving CSG funds during the 8/1/17 – 6/30/18 budget period.)

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, Receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 17-18)	Overall, there are multiple, ongoing Community-wide Needs Assessments occurring at each of the struggling and persistently struggling schools, as part of and in preparation for Continuation (SIG/PSSG) plans, as well as specifically targeted at either the continuation of , the Community School Strategy. Each of these meetings/events is uniquely adapted to School 17’s character. It is important to note that additionally and concurrently, the District is engaged in the Path Forward process - holding active, ongoing public engagement forums to inform, generate new ideas, and build upon the knowledge, creativity and goals of each school community. School 17’s first Path Forward meeting was 10/26/17.



<p>To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:</p> <ol style="list-style-type: none"> 1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year) 	<p>As School 17 is beginning their third year as a Community School, they have continued to hold the already established weekly (Instructional Leadership Team; ATOM; Community Partners Meetings); Charles House Neighbors in Action); bi-weekly (School-based Planning Team; CCSI Team), monthly (PTO Meeting);s, , and quarterly meetings (Community Partners (57 to date - please refer to Service Directory), supervisors, and executive directors, respectively; CS Leadership Team with Mayor’s Office) in order to ensure aligned vision and prompt problem solving. Additionally, opportunities for input occurred at Open Houses, Town Hall meetings, and Voice your Vision sessions.</p>
<ol style="list-style-type: none"> 2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language) 	<p>The District centrally supports timely communication to all stakeholders, as it has during the past two years of Receivership communication, through the District’s Office of Communications. Two staff positions were recently added to the department - Assistant to the Superintendent for Communication and Community Outreach, and a Communications Assistant so support social media use at the district and schools. The nature of Community School strategy is local, and holds that relationships are central, requiring that the bulk of communication be as close to the school as possible. All communication is provided, minimally, in English and Spanish, with Arabic, Somali, and Nepali if required. There is a Spanish translator on staff in the District Communications Office</p>
<ol style="list-style-type: none"> 3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee 	<p>School 17’s site coordinator serves as part of the school leadership team, is a member of the School-based Planning Team, the CET, and other community/building roles as the principal assigned. Ongoing professional development is provided for site coordinators and leadership teams to deepen CS understanding, align their roles to their specific schools, and align their stakeholder communication skills. The Site Coordinator also represents the school in the community by participating in and/or facilitation the City of Rochester NW Safety Net Meetings and the Charles Neighbors in Action groups. A series of CCSI Team Meetings and periodic check-ins with the agency executives are facilitated by the Lead Agency.</p>
<p>Steering Committee (challenges, meetings held, accomplishments)</p>	<p>School 17 has worked diligently to coordinate and integrate the work of various shared leadership teams, including the required CET. School 17’s Parent Liaison not only assists with the implementation of the Community School model, she has facilitated the creation of the school’s first functioning PTO, and the opening of an on-site Family Center, with a separate phone line for families to call with concerns. Formal parent representation includes PTO officers and elected School Based Planning Team members, as well as parents on the CET. Key community members participate on the CET, and hold regular community agency meetings to group into functional workgroups</p>



	for the purpose of streamlining services and leveraging funding, and making recommendations related to needs (see above), data collection and analysis, and best practice. Parents have reported transportation as a barrier to participation at school events and for mental health/medical appointments. Budgeting for RTS passes, Uber, and Lyft has been allocated in the Community School grant.
Feeder School Services (specific services offered and impact)	not applicable
Community School Site Coordinator (accomplishments and challenges)	The Site Coordinator works in conjunction with the CCSI Lead Agency to align all MOUs, service delivery and create a shared database. She also supports the launch of a new cross-system problem-solving process - EMBRACE.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community Schools Grant documents and Fs10 were submitted to NYSED and are under programmatic review. Preparations have been made so that both Central Office and each school is poised to initiate work the moment approval is given.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community Schools Grant documents and FS10 were submitted to NYSED and are under programmatic review. Preparations have been made so that both Central Office and each school is poised to initiate work the moment approval is given.

Green	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> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part VI – Budget

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:	not applicable	



SIG:		<p>Code 15: includes 4 x .50 Intervention/Prevention teachers. This staff is mobilized and providing data-driven targeted interventions and/or enrichments aligned to students’ academic and/or social-emotional needs.</p> <p>Code 16: Includes 1.0 FTE Paraprofessional for intervention. This individual provides supports during interventions.</p> <p>Code 45: Includes a variety of professional texts to support professional learning for staff.</p>
CSG:		<p>This grant is under NYSED review. Proposed expenditures, for School #17 specifically, include:</p> <p>Code 15: Special Education Teacher-on-Assignment; teacher hourly pay for summer professional learning on instructional priorities, math, literacy, and multi-tiered systems of support; teacher hourly pay for Kindergarten screening</p> <p>Code 16: Placement & Neighborhood Liaison FTE; cleaner .50; Teacher Assistant hourly pay for childcare delivery before the school day</p> <p>Code 40: Contracted services from Coordinated Care Services, Inc., Gandhi Institute, Center for Youth, Ibero, and Cornell.</p> <p>Code 45: Flexible fund to support families in transition</p> <p>Code 46: travel to Community Schools Conference; bus travel for parents; local Community School site visits</p>

Part VII: Best Practices (Optional)

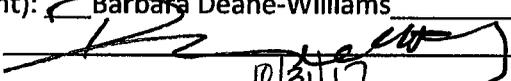
<p><u>Best Practices</u> The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school.. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>	
<p>List the best practice currently being implemented in the school.</p>	<p>Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.</p>



1.	The school is implementing many evidence-based strong practices as outlined above, and is showing improvement as a result.	
2.		
3.		

Part VIII – 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.

Name of Receiver (Print): Barbara Deane-Williams
Signature of Receiver: 
Date: 10/31/17

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 the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): Heather R Starks
Signature of CET Representative: 
Date: 10/31/17



Receivership Quarterly Report and Continuation Plan –1ST Quarter

July 1, 2017-October 13, 2017

(As required under Section 211(f) of NYS Ed. Law)