

## Receivership Schools ONLY

### Quarterly Report #3: *January 31, 2017 to April 28, 2017* and Continuation Plan for 2017-18 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:				
Northeast Senior High School at Douglass	261600010073	Rochester City School District		Check which plan below applies:				
				SIG <input checked="" type="checkbox"/>			SCEP	
				Cohort: 6			Model: Transformation	
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment	
Barbara Deane-Williams	Linus Guillory, PhD	Beth Mascitti-Miller- Chief of Intensive Supports and Innovation		9-12	12.6%	20.8%	621	
	Appointment Date: March 2014	Michele Alberti-White, Executive Director of School Innovation Kirstin Pryor, Office of School Innovation						Source: internal SPA 5/3/17

#### **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.

Northeast continues to remain optimistic about its progress in receivership. Much learning has taken place at the school level, especially implementing practices that will lead to student success. The goal is to focus more intensely on teacher practices in the 17-18 school year that will yield greater results with student engagement and participation in the academic program. The structures and tools that are currently being used are now woven into the school's operating fabric. The idea is to implement best practice strategies that are sustainable, such as cohort tracking, Panther Lair, supports for accelerating student learning, and shifting mindsets around grading practices and guidelines.



The master schedule will continue to serve as a tool that supports student learning and infusing opportunities for teachers to plan, engage in academic recovery with students as well as promote opportunities for students to accelerate their learning as well as bridge achievement gaps. The school will infuse opportunities for students to make rapid gains when they fall behind. By leveraging a student rapid response team, school staff will be able to intervene much sooner for students demonstrating signs of struggle.

At this point, the school anticipates meeting five of seven Level 1 indicators and four of five Level 2 indicators.

**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 2017-18 school year. All prompts submitted under the “2017-18 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. 2017-18 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><u>LEVEL 1 Indicators</u></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	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 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.	2017-18 School Year Continuation Plan for Meeting this Indicator
Make yearly progress		Make Progress	Yellow		See discussions below.	See discussions below.	Northeast did make necessary progress in prior year.	Please see discussion below as making annual progress is a cumulative measure of school improvement as a whole.
School Safety	45	<6, or 15% reduction = 38		Yes		VADIR reporting  The District’s data warehouse (SPA) tracks incidents and	Through 5/8/17, Northeast has recorded 14 serious incidents. <b>The school is confident that it will</b>	The steady reduction in the school’s discipline data demonstrate that the comprehensive approach to building a strong school climate and culture, where all students are known and supported (“every student, by face and name, to and through graduation”) is paying off. Thus, next year



						<p>suspensions, with nightly refreshes.</p> <p>Weekly admin team reviews location and student trends</p>	<p><b>hit this progress target.</b></p> <p>Beyond reducing serious incidents, the school has also seen a 38% reduction in year-to-date disciplinary incidents and a 43% year-to-date reduction in suspensions over prior year.</p>	<p>will see a true continuation of strategies and structures that are working, with refinements as necessary. These include:</p> <ul style="list-style-type: none"> <li>Continuing to use the master schedule to maintain teacher teams/ clusters which fosters relationships;</li> <li>Maintain social-emotional supports such as the Panther Progress Room and the crisis intervention/prevention staff from Center for Youth Services;</li> <li>Maintain and potentially expand the Bridges alternative setting, continuing to use flexibly deployed staff, funded through SIG, to respond to student need;</li> <li>Strengthen the coordination of supports, through work of the SIG Administrator for Student Supports and the cohort tracking system;</li> <li>Work with the Panther Lair staff to refine the advisory structure, perhaps integrating it with the new AVID program in 9<sup>th</sup> grade.</li> <li>Instituting some form of community-building structure schoolwide, such that at least monthly there is a “Panther Pride” time during which smaller groups of students and teachers meet. This time promotes relationships and embedded goal-setting and reflection.</li> </ul>
<p>2012 Total Cohort Passing Math Regents (Score &gt;=65) Metric = 2015 cohort</p>	<p>35%</p>	<p>59%, or +3 percentage points = 38%</p>	<p>Yes</p>	<p>We attribute this to multiple strategies implemented over the past two years:</p> <ul style="list-style-type: none"> <li>Strategic intervention and teaming in 8<sup>th</sup> grade at Northwest</li> <li>Frequent cohort tracking that results in deploying responsive supports</li> <li>Increased interventions and expanded</li> </ul>	<p>Cohort tracking data</p>	<p><b>Northeast has already achieved the progress target</b> with 47% of the 2015 cohort passing this Regents. The goal is within reach in June.</p>	<p>The campus (Northwest Jr and Northeast Sr HS) will continue to work together to:</p> <ul style="list-style-type: none"> <li>strengthen the 8<sup>th</sup> grade program;</li> <li>support the transition to 9<sup>th</sup> grade, with summer work and with structures that bring counselors together;</li> <li>use the cohort tracking system to monitor and intervene with an ever-increasing menu of flexible interventions for students;</li> <li>continue with February and April break institutes, focused on math; and</li> <li>engage teachers in summer learning and planning.</li> </ul>	



					opportunities such as break week institutes, Saturdays and summer.			
2011 Total Cohort passing ELA Regents (Score >=65) Metric = 2014 Cohort	24%	53%, or +3 percentage points = 27%	Green	YES		Cohort tracking  Common Formative assessments modelled after the CC Regents Exam  Report cards grades	Of the 169 students in the 2014 total cohort, nineteen have already passed the English Regents and the rest are enrolled in English III and will take this Regents this year. Thus, this metric currently stands at 11%, and Northeast needs to have at least 28 more students pass the exam in June.  Using semester report card grades as a proxy, this percentage could be as high as 48%.	This year will see a more intentional focus on building teacher capacity to be teachers of literacy across all content areas. The PD Plan will also focus more deeply on student engagement and understanding standards-based grading. This will begin this summer with staff development, and continue throughout the school year.  Greater emphasis will be placed on strategic writing. NE has identified an ELA coach to work extensively with the ELA and Social Studies department. NE will be looking to establish a coherent instructional framework that emphasizes building content literacy.  Common Formative Assessments will continue to be used as a tool to gauge student content acquisition as well as inform teacher decision making.  Additionally, NE will continue to leverage a retired ELA teacher as a tutor, through per diem substitute structure, to provide more intensive supports to identified students.
Total Cohort 4-Year Grad Rate - All Students	(2009 Cohort) 49%	57%, or +3 percentage points = 52%	Green	Yes	During this quarter, Northeast continues to engage counselors and administration in its cohort tracking system to provide an increasingly individualized level of progress monitoring and intervention.	Cohort tracking  Marking period grades  Student participation in credit recovery	Internal conservative projections show that 39% of the total 2013 cohort currently have ≥16 credits and ≥3 Regents exams. The school's more personal student-by-student projection that takes into account the supports in place suggests that the graduation rate will	Northeast has demonstrated significant success in raising the graduation rate over the past two years. Thus, it will continue along the path it is on, while also increasing the focus on instructional leadership. The school will continue and enhance the following: <ul style="list-style-type: none"> <li>The cohort tracking system, which regularly reviews student progress at 5 week intervals and makes necessary adjustments to support student success. The addition of a counselor will assist in making this system as responsive as possible.</li> <li>Pursuing CTE opportunities for students, to ensure multiple pathways.</li> </ul>



							meet or exceed the progress target of 52% by August.	<ul style="list-style-type: none"> <li>The 9<sup>th</sup> grade academy structure, knowing that as students earn at least 5 credits and pass at least 1 Regents, it increases their odds of on-time graduation.</li> <li>A menu of flexible opportunities to support credit accrual, including push-in, pull-out, Bridges, after-school, Saturdays, and break weeks, in addition to summer programming.</li> <li>A more targeted PD Plan, focusing schoolwide on a few key drivers such as student engagement and critical literacy. At the same time, adding an Assistant Principal and taking a more cohesive approach to instructional leadership will deepen this work.</li> </ul>
Total Cohort 4-Year Grad Rate with Adv. Designation - All Students	4%	11%, or +2 percentage points = 6%	Yellow		The school continues supporting individual students to make the adjustments necessary to achieve this goal. The school has identified another nine students that need one or more exams to complete the requirements for the exams. Students are participating in the appropriate tutoring sessions.	Cohort tracking  Student participation in tutoring sessions.	<b>Northeast is within striking distance of this metric.</b> Presently, five students have met the exam and course requirements for the advanced diploma. Also, in working toward this metric, the school is noticing that an increasing number of students that would qualify for the advanced diploma are electing to graduate early (prior to earning the advanced designation).	The school plans to address this metric through a variety of long-term strategies: <ul style="list-style-type: none"> <li>Continuing to invest effort and resources in the 9<sup>th</sup> grade Panther Lair academy structure. Increasing the likelihood of students earning at least 5 credits in their first year sets them up to earn an Advanced diploma.</li> <li>Increasing access to advanced coursework, such as a new dual enrollment opportunity with SUNY Environmental Science &amp; Forestry.</li> <li>Exploring options to bring a CTE offering to campus, ensuring that students have access to another pathway, and furthering career readiness options on campus.</li> </ul>
Total Cohort 5-year Grad Rate – All Students Metric = 2012 Cohort	34%	63%, or +3 percentage point = 37%		Yes	Northeast continues to provide flexible and plentiful opportunities for students to recoup credits and exams. This has included an increase in April break and Saturday	Cohort tracking, 2012 cohort	The 2012 cohort graduation rate (2016) was 57.4% (109 of 191 in the cohort, meaning that <b>Northeast has already exceeded this metric.</b> Of the non-	The strategies outlined in previous sections all support this metric. Long term, Northeast aims to have more students earn credits in 9 <sup>th</sup> grade, and then will continue to support them in personalized and flexible ways. The alternative Bridges setting, the embedded academic intervention supports, increased break, Saturday and summer offerings,



				opportunities, as well as structured opportunities during the school day.		graduates, 19 are still enrolled and 5 are likely to graduate this year, contributing toward this metric.	and the cohort tracking system are all practices that will be continued.	
<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 <u>with impact</u> .			<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>LEVEL 2 Indicators</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	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 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 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) which demonstrate impact towards meeting the target.	2017-18 School Year Continuation Plan for Meeting this Indicator
HS ELA All Students Level 2 and above	51%	74%, or +3 percent age points = 54%	Green	Yes	Common Formative assessments modelled after the CC Regents Exam		The Estimated Accountability Cohort is now updated to 150, and at this point, 68 students have scored Level 2 or above. This is 45%, which is below the progress target, but within reach.	Please see previous discussions.
Total Cohort (9th Graders) with 5 or more credits	44%	75%, or +3 percent age	Green	Yes	The Panther Lair support system for this cohort provides additional social-emotional and academic supports. Northeast continues to monitor the academic progress and	Cohort tracking Report card grades Lunch Tutoring	The school is projecting <b>80% of Cohort 2016 students to advance to 10<sup>th</sup> grade with 5 or more credits by August.</b> In addition to the Panther	The Panther Lair structure will continue, as the devoted resources and physical proximity has helped to support 9 <sup>th</sup> graders. The addition of a counselor to the school will assist in



Metric = 2016 Cohort		points = 47%			adjust interventions regularly. April break included time for students to work with teachers to master content and recover coursework and seat time.	Saturday School Summer School	Lair, NE has launched a token system for this cohort that helps the students visually see their progress and what they need to complete.	being able to maintain the rapid responses to progress monitoring/cohort tracking.  Specifically, for the 20% of 2016 cohort students that may be off track, intensive academic supports will be leveraged to catch those students back up with the cohort.
Post-graduation plans of Completers (4-yr college)	12%	31%, or +2 percent age points = 14%	Red	No	The structured approach to proactive cohort tracking includes an academic advisement component.	Counselor will monitor and initiate completion at appropriate time.	This metric would require that 27 students intend to attend four-year colleges. The bulk of Northeast's college-bound students attend community-college first based on the affordability factors, which make community college attractive to their families. If this indicator were inclusive of 2-year colleges, Northeast could make this metric.	As the school builds its advanced coursework opportunities and supports students in goal-setting and attainment, this number may rise. The school will continue to focus efforts on instilling high expectations and a future-orientation.  The vast majority of NE students elect to attend community colleges prior to transitioning to 4-year colleges or universities.
Teacher Turnover	51%	40%, or -5 percent age points	Green	Yes			Due to Receivership hiring practices, teacher turnover may be higher than last year, but it is for a positive reason, and meets the target. <b>There are a total of 11 teachers (18.7%) that did not return, meeting this metric.</b>	As a Receivership school, there is an Election to Work Agreement, which staff is being asked to sign as a signal of their committing to key practices. In addition, as a Receivership school, there may be a few staff who are not asked to return. However, at this point, it is likely that there will be a good deal of stability of faculty.
Providing 200 Hours of Extended Day	NA	Provide 200 Hours of ELT, meet	Green	Yes	Using SIG funds, Northeast added considerable supports during the expanded program this quarter:	Cohort tracking data	Northeast's schedule runs from 8:30 – 3:30, adding approximately 240 hours to the mandated State floor of 5.5 hours a day. The school	Northeast will continue to operate an 8:30 – 3:30 day, providing approximately 240 hours over the State-mandated 5.5 hours a day. The time will continue to be embedded





		<p>rubric criteria</p>			<ul style="list-style-type: none"> <li>• Saturday sessions to prepare for Regents and pull grades up to support credit accrual;</li> <li>• April Break institutes which provide small group instruction to targeted students;</li> <li>• Per diem substitutes to provide additional interventions embedded throughout the day.</li> </ul>		<p>uses the time to provide Individualized opportunities and supports. <b>The expectations of the rubric are being met.</b></p>	<p>throughout the day in a seamless way, as a resource to meet student need. Northeast will continue to develop strategic ways of deploying time and people to personalize learning and support. It will also seek to engage more students through electives, sports and leadership experiences. Examples of this work for 17-18SY include:</p> <ul style="list-style-type: none"> <li>• Increasing the number of devoted intervention staff on campus and using resources flexibly to support student need.</li> <li>• Working to secure Career and Technical Education (CTE) options on campus; likely construction and automotive. This would require the creation of a 9<sup>th</sup> grade construction class; steps to explore this work are underway.</li> <li>• Utilizing community partners to promote student electives and/or clubs that develop student leadership opportunities.</li> </ul>
<p><b>Green</b></p>	<p>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>.</p>			<p><b>Yellow</b></p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></p>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>	



**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.)*

<b>Key Strategies</b>				
Identify any key strategies being implemented during the current reporting period that are <i>not described in Part I or II above</i> , but 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 2016-17 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant during the 2016-17 school year, or 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	2017-18 School Year Continuation Plan	
<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 2017-18 School Year.		
Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
Green	The CET met quarterly in the 16-17 school year to discuss data as well as measures and strategies to assist the school in moving forward. The team supported decisions identified as best supports for the campus.	The CET will continue at its present level of functioning in the 17-18 SY.
<b>Powers of the Receiver</b>		
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 2017-18 School Year.		
Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
	Over the course of the past several months, the power of the receivership has allowed for greater flexibility in structures and operations that support the aggressive school improvement plans in each school to meet their respective demonstrable indicators. Structures include thoughtful placement procedures; effective budget allocation; professional learning design with collective bargaining units; and overall central office paradigm shifts that view the schools as the unit of change. The Office of Finance, Human Capital Initiatives and Office of Innovation, and Office of Teaching and Learning have been instrumental in the success of this shift.  Significantly, the teacher collective bargaining unit, in partnership with our Law Office has been extremely supportive in the development and implementation of each school's Election to Work Agreement. The powers of receivership have been extremely effective in clearly outlining the signature of the school and meaningful dialogue among all staff that establishes a common purpose to best meet the needs of students. Lastly, the Board of Education continue to engage in with our receivership schools to gain understanding and support through Board Leadership visits.	In moving forward the powers of receivership, as indicated above will continue in the 17-18 School Year as we improve our schools. As we build on our successes additional strategies for the 17-18 School Year include: <ul style="list-style-type: none"> <li>• Increased autonomies and supports directly to the buildings via the budget process</li> <li>• Comprehensive Professional Development Plan for 17-18, including PLC text based group</li> <li>• Receivership summer literacy conference</li> </ul>



	<p>As part of the structure created in the RCSD for schools in Receivership a professional learning community structure has emerged which includes regular school visits, weekly conference calls and monthly meetings at rotating schools. In addition, professional learning has also included interdisciplinary teams, including the Superintendent, during weekend retreats; data deep dive protocols; and Teaching and Learning Partnership classroom walkthroughs. Also, additional partners have been engaged to support the school chief and principals to foster meaningful dialogue with Bank Street provided by support from the Gates Foundation and the early stages of support from NYCLA.</p> <p>In addition, community engagement teams in all of the schools have been helpful in sharing expertise, improving accountability, increasing parent engagement and multi-tiered systems of support to our students and families. The Community School planning has also been an important part of our planning over the past several months to develop an internal framework for the district, as well as, engage with our partners and community to build the overall vision.</p>				
<p><b>Green</b></p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u>.</p>	<p><b>Yellow</b></p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></p>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



**Part V – Budget – (As applicable)**

(This section should only be completed, if the school is funded by the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG). Add rows as needed.)

<u>Budget Analysis</u>			
Please designate either as PSSG expenditures or SIG expenditure and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 16-17 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.	<p><b>ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</b></p> <ul style="list-style-type: none"> <li><b>SIG FS-10 2017-18 BUDGET AND BUDGET NARRATIVE AS APPLICABLE.</b></li> </ul> <p><b><u>DO NOT SUBMIT PSSG BUDGET DOCUMENTS AT THIS TIME.</u></b></p> <p><b>BUDGET FORMS ARE AVAILABLE AT:</b>  <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>.</p>
1.0 Literacy TOA 1.0 Restorative TOA 1.0 Additional TOA 9 <sup>th</sup> Grade .75 Admin for Student Supports	Green	Recent amendment reconciles these costs. All positions are in place, working as planned in SIG.	
Per diem substitutes	Green	Substitutes are in place, working to deliver intervention throughout the school day. Recent amendment reduced the total allocation, based on need.	
Hourly Pay for ELT and/or professional learning	Green	With recent amendment, these funds are being re-allocated to fit the need for more Saturday supports for students.	
Contracted Services (Encompass, Center for Youth, Gandhi Institute)	Green	Expenditures are on track with all partners. Northeast is reviewing the impact of providers as it prepares to make decisions for next year.	
Instructional supplies and materials	Yellow	The recent amendment allowed opportunity to meet some emerging needs; procurement processes are in place.	
Travel	Yellow	Per recent amendment, leadership has decided not to travel this semester.	



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

### ***Best Practices***

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.	The practices that are paying off at both Northeast and Northwest (e.g., cohort tracking, Panther Lair, Panther Progress Zone and Bridges) are outlined above and in previous quarterly reports.	
2.		
3.		



**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.

Name of Receiver (Print): Barbara Deane-Williams

Signature of Receiver: [Handwritten Signature]

Date: 5/26/17

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 into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): Todi A. Scott

Signature of CET Representative: [Handwritten Signature]

Date: 5/24/2017