

## 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: <a href="http://wyandanch.k12.ny.us">wyandanch.k12.ny.us</a>			
Milton L. Olive Middle School	5801-0902-0004	Wyandanch		Check which plan below applies:			
				SIG		SCEP	
				Cohort (4, 5, 6, or 7?):			
				Model: Community School			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Jones	Mr. Kenya Vanterpool	Mr. Kenya Vanterpool, Principal Valena Welch-Woodley, Asst. Principal Darryl Tue, Asst. Principal Gina Talbert, Asst. Supt. For Curric. & Inst. Margaret Guarneri, Director of ELA & Second Language Acqs. Dianna Rivera, Curriculum Associate for RTI Izett Thomas, Curriculum Associate for STEAM Christine Jordan, Director of Math and Science		5-8	20.2%	18%	798
	Appointment Date: July 9, 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.

The Milton L. Olive Middle School (MOMS) continues to implement a specialized research-based set of strategies to address the 12 Demonstrable Improvement Indicators that leads to improved student achievement. This year, the Community Schools Model has been selected to address our efforts in the broad areas of:

- transformational leadership
- monitoring and instruction improvement
- the exclusive use of data to inform our work
- creating and sustaining a culture of high expectations, instructional excellence and achievement.
- The delivery of high quality professional development provided by educational partners including REACH, CET, Adelante, PTA. STRONG Youth, SRO



- Expanded opportunities for meaningful parent and community engagement.

Monthly community engagement activities have been scheduled for the 2017-2018 school year (see attachment #1). The work of the CET group continues to be centered around formulating recommendations, soliciting input, and sharing information in a timely manner with the public (see minutes of meetings). This work continues to grow with the cooperation of Suffolk County Police Department Mentoring Program, STRONG Youth, Inc., Stony Brook Rise Program, Liberty Partnership Program, social work interns.

Key strategies enacted by the Receiver with input from Central Office and School Based Administrators and teachers, to improve student outcomes are:

- to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports.
- Math & Science development skills with strong infusion of technology
- expansion of the school day by 1 hour each day using the Community Schools Grant funds.
- building pedagogical content and instructional knowledge of staff through, focused Instructional Learning Walks

During the 2015/2016, 2016-2017 school years, the Milton Olive Middle School provided progress-to-date on the Demonstrable Improvement Metrics and key strategies. The ratings are modest, but they serve as a catalyst to rejuvenate the desire of the team to continue to take an in-depth, reflective, comprehensive review of the work using empirical evidence to determine progress.

At the monthly faculty meetings, the staff unite their conversations around the common themes of exceeding Demonstrable Improvement targets, by use of the following:

Formative Academic Assessments are continuous and are administered quarterly through Renaissance (baseline assessments and progress monitoring), Read 180 (Students with Disabilities). These assessments provide valuable information about students' academic progress

- Math
- ELA
- Science (Regional Assessments)
- Social Studies (Regional Assessments)

The 2016-2017 DTSDE Report indicated that the school leaders must create a timely, cyclical system for observing and responding to the delivery of instruction and provide time bound, actionable feedback that addresses the effectiveness of instruction and student learning. The school leadership is presently implementing a fully functional system aligned with the district's APPR to conduct targeted and frequent observation cycles and track teacher progress based on student data and feedback. The administrative team has identified teachers in need of improvement and next steps are to utilize evidence based systems and structures to examine and improve critical individual and school-wide practices. REACH consultants have been brought in to help improve the school leaders' practices in order to produce consistent improvements of teacher pedagogy and widely understood cogent beliefs that undergird staff members' decisions and actions that impact student achievement.



Receivership Quarterly Report and Continuation Plan –1<sup>ST</sup> 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](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 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.
Priority School Makes Yearly Progress	N/A	Make Progress	Y	Yes	<ul style="list-style-type: none"><li>- to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports.</li><li>- Math &amp; Science development skills with strong infusion of technology</li></ul>	Renaissance STAR 360, Receivership School Data, Out of School Suspension Records, Superintendent's hearings, VADIR Report Data, Student Attendance Data, CET meetings DATA, Parent Engagement Meetings Data.	To date we have only administered one round of Renaissance assessments (benchmark) and we are in the process of disaggregating the data. Data will be available in the next few weeks.



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					<ul style="list-style-type: none"> <li>- expansion of the school day by 1 hour each day using the Community Schools Grant funds.</li> <li>- building pedagogical content and instructional knowledge of staff through, focused Instructional Learning Walks</li> </ul>		
School Safety	12	20% reduction in serious incidents	Y	Yes	<ul style="list-style-type: none"> <li>- to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports.</li> </ul>	Student suspension data Superintendent's hearing data Behavior referrals Counseling referrals BIPS Behavior contracts PBIS	To date we have experienced 2 serious incidents for the 2017-2018 school year. The expectation is that this trend will continue (no more than 8 for the whole year)
3-8 ELA, all students level 2 and above	37%	6% increase	Y	Yes	<ul style="list-style-type: none"> <li>- to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement,</li> </ul>	Renaissance Data to support guided reading activities NYSESLAT data NYSITELL data ELA assessments Unit tests Read 180 data Quarterly class grades Moby Max formative assessments Feedback from REACH ELA coach	To date we have only administered one round of Renaissance assessments (benchmark) and we are in the process of disaggregating the data. Data will be available in the next few weeks. Additionally we have analyzed ELA data from 2016-2017 assessments to guide instruction for the 10 <sup>th</sup> period to close the achievement gaps in ELA.



					<p>academic and enrichment supports.</p> <ul style="list-style-type: none"><li>- expansion of the school day by 1 hour each day using the Community Schools Grant funds.</li><li>- building pedagogical content and instructional knowledge of staff through, focused Instructional Learning Walks</li></ul>		
3-8 Math, all students level 2 and above	29%	6% increase	Y	Yes	<ul style="list-style-type: none"><li>- to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports.</li><li>- Math &amp; Science development skills with strong infusion of technology</li><li>- expansion of the school day by 1 hour each day using the Community Schools Grant funds.</li><li>- building pedagogical content and instructional knowledge of staff through, focused Instructional Learning Walks</li></ul>	Renaissance Data to support small group activities, building fluency and deepening skills Math assessments Unit tests Quarterly class grades Moby Max formative assessments Feedback from REACH Math coach	To date we have only administered one round of Renaissance assessments (benchmark) and we are in the process of disaggregating the data. Data will be available in the next few weeks. Additionally we have analyzed math data from 2016-2017 assessments to guide instruction for the 10 <sup>th</sup> period to close the achievement gaps in math.



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3-8 ELA All Students MGP	40.99	2% increase	Y	Yes	<ul style="list-style-type: none"> <li>- to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports.</li> <li>- expansion of the school day by 1 hour each day using the Community Schools Grant funds.</li> <li>- building pedagogical content and instructional knowledge of staff through, focused Instructional Learning Walks</li> </ul>	Renaissance Data to support guided reading activities NYSESLAT data NYSITELL data ELA assessments Unit tests Read 180 data Quarterly class grades Moby Max formative assessments Feedback from REACH ELA coach	To date we have only administered one round of Renaissance assessments (benchmark) and we are in the process of disaggregating the data. Data will be available in the next few weeks. Additionally we have analyzed ELA data from 2016-2017 assessments to guide instruction for the 10 <sup>th</sup> period to close the achievement gaps in ELA.
3-8 Math All Students MGP	38.99	2% increase	Y	Yes	<ul style="list-style-type: none"> <li>- to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports.</li> </ul>	Renaissance Data to support small group activities, building fluency and deepening skills Math assessments Unit tests Quarterly class grades Moby Max formative assessments Feedback from REACH Math coach	To date we have only administered one round of Renaissance assessments (benchmark) and we are in the process of disaggregating the data. Data will be available in the next few weeks. Additionally we have analyzed math data from 2016-2017 assessments to guide instruction for the 10 <sup>th</sup> period to close the achievement gaps in math.



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					<ul style="list-style-type: none"> <li>- Math &amp; Science development skills with strong infusion of technology</li> <li>- expansion of the school day by 1 hour each day using the Community Schools Grant funds.</li> <li>- building pedagogical content and instructional knowledge of staff through, focused Instructional Learning Walks</li> </ul>		
Grades 4 and 8 Science All Students Level 3 and above	24%	6%	Y	<ul style="list-style-type: none"> <li>- to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports.</li> <li>- Math &amp; Science development skills with strong infusion of technology</li> <li>- expansion of the school day by 1 hour each day using the Community Schools Grant funds.</li> <li>- building pedagogical content and instructional</li> </ul>	Unit tests Quarterly class grades Lab grades Moby Max formative assessments Feedback from REACH Math coach	To date we have only administered one round of Renaissance assessments (benchmark) and we are in the process of disaggregating the data. Data will be available in the next few weeks. Additionally we have analyzed math data from 2016-2017 assessments to guide instruction for the 10 <sup>th</sup> period to close the achievement gaps in math.	At this point, we have only administered the 8 <sup>th</sup> grade benchmark assessment and have not finished disaggregating the data. We will be administering quarterly assessments, as well as midterms in January.





				knowledge of staff through, focused Instructional Learning Walks				
Green	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> .			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.
Student Suspension Rate (out of school)	23%	3%	Y	Yes	to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental	Student Suspension Data	To date we have experienced 2 serious incidents for the 2017-2018 school year. The expectation is that this trend will continue (no more than 8 for the whole year)



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					involvement, academic and enrichment supports.		
Family and Community Engagement	N/A	Movement up one level on HEDI scale	Y	Yes	to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports.	Sign in sheets for CET meetings Sign in sheets for Parental Engagement Activities Adelante progress monitoring tool	Parent attendance and survey data are under review determine the baseline from quarter 1 last year to quarter 1 this year.  This year's Quarter 1 events include: MLO Paint Nite ELL Orientation 5 <sup>th</sup> Grade Orientation Parent Teacher Night Adelante's Morning Parent Meeting PTA/Fidelis Care Night
Providing 200 hours of quality Extended Day Learning Time	N/A	N/A	Y	Yes	expansion of the school day by 1 hour each day using the Community Schools Grant funds.	Attendance for 10 <sup>th</sup> period classes Progress reports for 10 <sup>th</sup> period classes Report card grades for 10 <sup>th</sup> period classes	Each student at MLO has been scheduled for an additional class by elongating the school day by one hour (2:38-3:38). These classes include ELA, math, science, social studies and STEAM activities.
Teacher Attendance	N/A	96%	Y	Yes	building pedagogical content and instructional knowledge of staff through, focused Instructional Learning Walks	Teacher Attendance data	Teachers who have been absent 2 or more times have received a counseling memo from the Receiver.
Chronic Absenteeism	N/A	TBD	Y	Yes	to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental	Student Attendance data	The UIAS (Unique Identifier Audit Summary) report has been reviewed biweekly by central office and building administration and staff. Any students who have been absent 2 or more times have received a letter from the Receiver.



					involvement, academic and enrichment supports.				
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)**

<b><u>Key Strategies</u></b>			
<ul style="list-style-type: none"><li>Do not repeat strategies described in Parts I and II.</li><li>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.</li><li>Every school must discuss the use of technology in the classroom to deliver instruction.</li></ul>			
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	Y	All classrooms now have been implemented with SMARTBoards, a ZSpace lab has been installed and 4 Chrome book carts are available for student and teacher use.
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY		
3.	Letters will be sent to teachers and students who are averaging more than one absence per month	Y	In order to more closely monitor student and teacher attendance, letters have been generated for those who are on track to being absent 5% or more of the school year.
5.	Leadership Mentoring provided by REACH	Y	REACH consultant, Dr. Lisa Gioe, will be providing shoulder to shoulder mentoring for school administration and leadership team.



6.	Instructional Delivery focus by REACH	Y	REACH, in collaboration with building administrators, will work with teachers to develop instructional strategies to include: appropriate delivery method, building student engagement, provide clear directions, wait time, pacing, and the use of formative assessment (checking for understanding.		
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
Y	Meetings are held monthly, on the last Wednesday of the month. To date we have had meetings in July, September and October. Please see attached agenda, minutes and sign in sheets.

##### **Powers of the Receiver**

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.

Status (R/Y/G)	Analysis/Report Out				
Y					
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.)*

<b>Community Schools Grant (CSG)</b>	
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.	
<b>Required Activities</b>	<b>Provide updates to each activity with regard to its planning, implementation, or operations.</b>
Community-Wide Needs Assessment (if one is being conducted in 17-18)	A needs assessment was conducted in July 2018, in collaboration a subcommittee of the CET (Council Advisory) to guide the work of the Community Schools Grant.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: 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)	The PTA Executive Council has been formed and chartered, with the Community Site Coordinator and other staff members. Please see attached agenda, minutes and sign in sheets.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	Community School Notification letter has been posted on the district website and has been disseminated district wide. Notices of forthcoming services, including homeless assistance, financial literacy, social and emotional supports have been sent to parents and community members. Partners have presented to the community at Board of Education meetings and "meet and greet" at the schools. A calendar of events is also posted on the district website.
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	The bilingual Community School Site Coordinator is housed at Milton L. Olive with flexible hours, accessible to parents, teachers and community members both during the day and evening.
Steering Committee (challenges, meetings held, accomplishments)	The Advisory Council has assembled 3 times to provide guidance in the implementation of the CSG. The challenge has been finding a regular meeting time that works for all members. Members of the committee are active participants in the integral workings of the school such as mentoring, providing outdoor activities, donating snacks and enhancing culture through dance.
Feeder School Services (specific services offered and impact)	STEAM activities have been introduced at MLK Elementary, Robotics, Coding, Drama, enabling students to compete in county-wide competitions. Summer school programming provided readiness for incoming 5 <sup>th</sup> graders to close the achievement gap and counteract summer slide. Additionally, parent workshops and adult education classes at Milton L. Olive are open to parents district-wide.
Community School Site Coordinator (accomplishments and challenges)	The hiring of a bilingual Site Coordinator enables her to communicate with both English and Spanish speaking parents. Although she had a late start, by being hired in September, Ms. Urena has been able to organize several



Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)		parent events including the first ever Paint Nite as well as the first ever ELL parent orientation. Attendance has been high due to her making personal phone calls to parents.	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)		The Programmatic Costs allowed us to provide students with 180 hours of extended learning time (approx. 45 hours to date), hire both the Site Coordinator and Family Assistant, provide students with additional STEAM enrichment, provide teachers and administration with job embedded coaching, contract with Adelante to provide additional family and parent services. Our main challenge is procuring a bilingual Truant Officer.	
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 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.)

Budget Analysis		
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:		N/A
SIG:		N/A
CSG:	Y	With the exclusion of hiring a bilingual Truant Officer, all expenditures are on target. Students are receiving additional instruction in the 4 core areas, as well as STEAM electives. REACH has been procured to provide job embedded support for Math and ELA teachers and Leadership Mentoring for building administrators. Parents are receiving support from the Community Site Coordinator and the Family Assistant. Parent



		workshops and events, organized by the Site Coordinator and Adelante, have provided parents with financial literacy and information about ELL services.
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## Part VII: Best Practices (Optional)

<b>Best Practices</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. 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 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.
1.	
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): DR. MARY JONES

Signature of Receiver: Mary Jones

Date: 11/8/2017



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): Lisa McQueen-Starling

Signature of CET Representative: \_\_\_\_\_

Date: \_\_\_\_\_