

ENRICO FERMI SCHOOL 17  
ELECTION TO WORK AGREEMENT  
2017-18 SY

PREAMBLE

Enrico Fermi School 17 is a school under Year 3 of NYS Receivership in the Rochester City School District. By Memorandum of Agreement with the Rochester Teacher’s Association (RTA) and New York State Education Department (NYSED) Commissioner’s Approved Intervention Plan, Enrico Fermi School 17 is required to demonstrate rapid and demonstrable improvement as outlined in NYS Education Law Section 211-f and Commissioner’s Regulation Section 100.19 and thereby authorized to engage in innovative and collaborative approaches to school improvement . These innovative approaches include:

- Dual Language Enrichment Program (Spanish/English) utilizing the Gomez & Gomez Framework
- Expanded Learning including intervention, acceleration, and enrichment opportunities
- Community School Model with integrated wrap-around services, including inter-governmental leadership and collaboration
- Project-Based Learning, Integrated Thematic Instruction, and Performance Assessment
- Restorative Practices & Community Building
- Integrated Instructional Technology
- Teacher-Powered School Model with embedded instructional coaching & peer support
- Teacher Collaboration in data-based decision making and curriculum development

VISION

Enrico Fermi School 17 is a beacon for our community at the center of an urban village.

MOTTO

Our diversity is our strength!

MISSION STATEMENT

Enrico Fermi School 17 is a place of support and understanding. We strive to educate the whole child maintain high academic standards with respect for all learners. We seek to have our parents and community actively involved in student learning. As a school community, we value a peaceful and safe environment in which to grown and learn. We embrace our diversity and celebrate everyone every day.

PRIORITIES

1. Strengthen Core Instruction through teacher development in understanding CCLS, backwards design, project-based learning, literacy development, and dual language framework.

2. Expand the learning day to include additional time for targeted supplemental differentiated instructional support (WIN Time) and engaging enrichment opportunities beyond the traditional scope, including increased art, music, sports, theatre, technology, and project-based learning opportunities
3. Strengthen the provision of wrap-around services for students and families through a strong community school model with strategic partnerships.
4. Create a safe learning environment by strengthening relationships through the implementation consistent school wide structures and practices for socio-emotional learning and student behavior, including morning meeting, PBIS/ATOMS, and a restorative framework.
5. Improve parent and community engagement through establishment of practices and structures for regular communication, case management, and community school framework.

#### DEMONSTRABLE IMPROVEMENT INDICATORS

Commissioner’s Regulations §100.19 requires Persistently Struggling and Struggling Schools to make Demonstrable Improvement on indicators jointly selected by the New York State Education Department and the district. Demonstrable Improvement Indicators for Enrico Fermi School 17 are as follows:

Indicator Code #	Description	Level	School Baseline Year	School Baseline	Goal for 15-16	Progress Target for 15-16	Goal for 16-17	Progress Target for 16-17	Goal for 17-18	Progress Target for 17-18
1	Priority School makes yearly progress	Level 1	13-14	NA	Make Progress	NA	Make Progress	NA	Make Progress	NA
5	School Safety	Level 1	13-14	57	<7 Serious Incidents	10% reduction in Serious Incidents	<6 Serious Incidents	15% reduction in Serious Incidents	<5 Serious Incidents	20% reduction in Serious Incidents
9	3-8 ELA All Students Level 2 & above	Level 1	13-14	19%	40%	1% Increase	42%	3% Increase	51%	6% Increase
15	3-8 Math All Students Level 2 and above	Level 1	13-14	17%	38%	1% Increase	41%	3% Increase	51%	6% Increase
33	3-8 ELA All Students MGP	Level 1	13-14	49.81	50.72	1% Increase	50.72	1% Increase	50.72	2% Increase
39	3-8 Math All Students MGP	Level 1	13-14	49.73	51.17	1% Increase	51.17	1% Increase	51.17	2% Increase
85	Grades 4 and 8 Science All Students Level 3 and above	Level 1	13-14	36%	44%	1% Increase	47%	3% Increase	57%	6% Increase
2	Plan for and implement quality Community School Model	Level 2	13-14	NA	See Community School Model rubric.	NA	See Community School Model rubric.	NA	See Community School Model rubric.	NA
12	3-8 ELA Hispanic Students Level 2 and above	Level 2	13-14	20%	39%	1% Increase	41%	3% Increase	47%	6% Increase
13	3-8 ELA LEP Students Level 2 and above	Level 2	13-14	15%	22%	1% Increase	24%	2% Increase	29%	4% Increase
94	Providing 200 Hours of quality Extended Day Learning Time (ELT)	Level 2	13-14	NA	See Extended Learning Time rubric.	NA	See Extended Learning Time rubric.	NA	See Extended Learning Time rubric.	NA
98	Chronic Absenteeism	Level 2	13-14	NA	See Chronic Absenteeism rubric.	NA	See Chronic Absenteeism rubric.	NA	See Chronic Absenteeism rubric.	NA

## PROFESSIONAL DAY AND RESPONSIBILITIES (SECTION 16)

1. SBPT may approve up to two, sixty (60) minute faculty meeting per month at School 17. Attendance may be voluntary. If attendance is mandatory, members will be compensated at the contractual rate for this additional time. The dates will be provided prior to the start of the school year and approved by School-Based Planning Team (SBPT).
2. Bargaining Unit members will participate in common planning time twice per week. Common Planning Time will be built into the contractual work day. The length of this period will be 45 minutes for the 2017-18 SY.
3. The length of the school day for School 17 will be 7 hours and 45 minutes for the 2017-18 SY, inclusive of a 15 minutes of unencumbered time at the beginning of each school day. Staff reporting time will be 8:45 a.m. Student arrival for students in Grades K-8 will be a 9 a.m. and dismissal at 4:30 p.m. Student arrival for students in PreK will be 9 a.m. and dismissal at 3 p.m.

Bargaining Unit Members may be required to teach additional time, and compensated at the contractual rate of pay. All classroom teachers, exclusive of PreK teachers, will be expected to teach the expanded learning day. Unit members who are not able to commit to teaching the longer day shall have the opportunity to apply for a job-sharing arrangement with another bargaining unit member as outlined in Section 51 of the CBA. Bargaining Unit Members who are not classroom teachers will have the option of working a longer day to expand the enrichment offerings for students of School 17 or through job sharing. Bargaining Unit members from other schools may also apply to teach the longer day, utilizing the job sharing format or submitting an application for enrichment programming. The Instructional Leadership Team (ILT) shall review the instructional priorities and use of expanded learning opportunities on a quarterly basis; recommendations will be shared with SBPT.

During the 2017-18 SY, expanded learning time will include integrated WIN (What I Need) time for 45/minutes per day x 3 times per week (Mondays, Tuesdays, and Thursdays). During WIN time, students will be grouped by homogenous needs and supported by additional staff to support academic acceleration. School Wide Community Meeting (K-5 and 6-8) will be conducted every other Friday morning for 45 minutes, alternating for grades K-5 and 6-8. Community Meetings will be led by grade level teams on a rotating schedule. Enrichment, Service Learning, and Positive Behavior Events will be offered on the alternate Friday schedule. Enrichment offerings beyond traditional school offerings will be offered in hour long increments in multi-age groupings on Wednesdays from 3:30-4:30 p.m. The master schedule will be reviewed by ILT and SBPT on a quarterly basis, allowing for adjustment through shared decision making processes.

## SECTION 17 –PROFESSIONAL DEVELOPMENT

Professional learning is a core practice of Enrico Fermi School 17 and all bargaining unit members are expected to participate fully and collaboratively in this regularly scheduled time. Professional practice will be public and open to collegial observation and coaching in order to improve and strengthen instructional practice. All unit members assume collective responsibility for exemplary teaching practice and work together with selected lead teachers to improve instructional practice aligned with school

improvement priorities. As such, Enrico Fermi School 17 will apply a School-Based Team Leader Model in the 2017-18 School year, as outlined in Section 52 of the Collective Bargaining Agreement. The School Based Team Leader Model will incorporate demonstration classrooms, embedded coaching for curricular and instructional planning and delivery and supporting instructional improvement priorities.

1. All unit members are expected to participate in up to 30 hours of school-based professional development during the summer months and up to 36 hours of professional development during the school year. Summer hours will be compensated at the contractual rate and school year hours may be applied toward the district's PD incentive. Priorities for the professional development will be aligned to the needs identified in the approved intervention plan, DTSDE review, Danielson evaluations, and other relevant state and district reviews. SBPT will work collaboratively with school leaders to set a preliminary calendar for this professional development after survey of staff availability.
2. Unit members shall be compensated for mandatory professional development beyond the professional day at the contractual rate.
3. Unit members will be notified of these professional development sessions at least 30 days in advance of the session. Dates for professional development scheduled for summer will be shared with SBPT prior to July 1, 2017. In the event that a professional development session is scheduled on a day that is not a normal work day for unit members, the same session will be offered in the evening hours of a regularly scheduled work day. Unit members will be expected to attend the sessions and will be responsible for demonstrating integration of the knowledge gleaned from the professional development sessions.

#### SECTION 24 – VACANCIES AND TRANSFERS

1. All unit members shall notify the principal of their intent to transfer from Enrico Fermi School 17 by June 15, 2017.
2. All vacancies will be filled through an interview process by the most qualified candidate as identified by a school-level committee which may include one RTA member. Members who ranked 1 during the first voluntary transfer round for the 2017-18 SY shall have the option of signing the EWA and transferring into School 17 following the Exempt Schools Transfer Process, prior to the second round of voluntary transfer.
3. An Election to Work Agreement (EWA) must be signed by each current bargaining unit member who chooses to continue working at Enrico Fermi School under the specified conditions by May 8, 2017. The EWA may include approved additions through the School Level Living Contract process during the school year.
4. The principal may request to involuntarily transfer any unit member and have a meeting to discuss the basis for the request by June 15, 2017. If a unit member is involuntarily transferred, he/she shall be placed in a similar position at another non-Receiver school.
5. A list of such transfers with a description of the reasons will be shared with elected RTA representatives at School 17.
6. A unit member at School 17 may request a transfer out of the school, however, in the event there will be an academic hardship created at School 17 as a result of the transfer, the Receiver

may delay this transfer for a reasonable period of time, but no more than one academic year, while a search is conducted to fill the position.

## SECTION 27 - TEACHING CONDITIONS

### 1. Unit Member Responsibilities

Unit members are required to utilize all technological tools necessary to communicate with students and parents. This includes the use of PowerSchool Gradebook, school website, email, SMART board, and google applications. Additionally, instructional technology programs to support targeted instruction and intervention shall be identified by ILT and presented to SBPT for additional requirements.

Required curricula during the 2017-18 SY at Enrico Fermi School 17 include:

- Houghton Mifflin Journeys/Senderos Reading Program with a Balanced Literacy, Readers/Writers Workshop Approach
- Engage NY Mathematics modules and supplemental hands-on mathematic curricula as approved by ILT
- Project-based learning, utilizing integrated thematic content area instruction aligned with NYS Social Studies standards and Next Generation Science Standards
- Adherence to co-constructed curriculum maps utilizing the UbD Framework designed by School 17 teachers, with review by ILT and approval from SBPT
- Research-based literacy interventions
- All curricula will be aligned to Common Core Learning Standards, and meet or exceed the rigor of RCSD expectations.
- Accelerated course offerings for middle school students

As identified in the 2016-17 DTSDE Review Tenet 3, grade level teams, with the support of the teacher leaders, will develop instructional plans which include deliberate groupings, differentiation, and effective co-teaching to meet and enhance student individual needs. Lesson plans will include standards to be addressed, objective (learning target), explicit core instruction, specially designed instruction, active teaching, guided practice, independent practice and lesson closure (assessment). A sample lesson plan format can be found at <http://www.p12.nysed.gov/specialed/commoncore/samplelessonplan.htm>.

Required instructional practices during the 2017-18 SY at Enrico Fermi School 17 include:

- Key Elements of the Gomez & Gomez Dual Language Enrichment Model: Language of the Day, Bilingual/Cooperative Pairs/Groups, (Bilingual) Learning and Research Centers, Conceptual Refinement, Student-Generated Alphabets, Interactive Word Walls, Project-Based Learning, and Specialized Content-Area Vocabulary Enrichment
- Student Engaged Assessment Practices including: Learning Targets; Checks for Understanding; Using Data with Students; Models, Critique & Descriptive Feedback; Student-Led Conferences; Celebrations of Learning; Portfolios; and Standards-Based Grading.
- Differentiated Instruction with tiered supports

- Work with grade-level colleagues and community support agencies to provide What I Need (WIN) instruction in shared data-based groupings for academic intervention support

As identified in the 2016-17 DTSDE Review Tenet 4, the classroom teachers will access multiple sources of data to drive their daily instruction. These sources may include: NWEA, Houghton Mifflin, classroom work samples, project based rubrics, and student participation. Progress monitoring will occur frequently and include the whole classroom population vs. the child who raises his/her hand. Real-time adjustments to instruction will be a part of an ongoing process by embedding checks for understanding. The book Explicit Direct Instruction by John Hollingsworth provides examples of how to do whole group assessment.

A strong system of assessing students is essential in improving our school. As such, we will:

- provide multiple ways of assessing student competency in meaningful ways, rather than relying on a single method.
- make learning visible and be transparent about students' current level of performance, growth, and standard expectations.
- focus on providing information to students, families, and the community about how students are progressing toward meeting goals.
- embed assessment in curriculum and instruction that engages students in work that has a public purpose.
- provide opportunities for revision, learning from mistakes and building persistence and resiliency

Required formative assessments during the 2017-18 SY at Enrico Fermi School 17 include:

- NWEA Measures of Academic Progress in Reading & Mathematics
- AIMSweb Reading Fluency, R-CBM, MAZE, M-Comp, Math Fluency
- DRA/EDL
- Embedded end of module performance assessments in Math
- Min. of five written portfolio pieces across genres (narrative, informational, persuasive, poetry, and response to literature) per grade level
- End of Unit Performance Tasks as identified by grade-level teams and ILT
- \*\*\*A request to utilize formative assessments on this list in lieu of district created pre/post assessments for APPR growth scores may be formally made by SBPT to the Receiver.

Required support of Student Social and Emotional Developmental Health include:

- Consistent implementation of ATOMS expectations
- Implementation of Responsive Classroom Elements to promote a positive learning environment, including: morning meeting/responsive advisory meeting; establishing and investing students in the rules, energizers/brain breaks, quiet time, and closing circle.

- Use of restorative practices including: affective statements, restorative questions, fair process, small conference, proactive circles, and restorative conferences.
- Proactively engage in the Building Intervention Team (BIT) problem solving process to bring academic and community resources to students and families.

As recommended in the 2016-17 SY DTSDE Review Tenet 5, school leaders and student support service team will establish a case management database for clearer communication between internal and external service providers. This database will be used for the collection, tracking and sharing of students who are referred and receiving student support services.

Required support of Family and Community Engagement includes:

- Grade level quarter syllabi that outline learning for each marking period
- Grade level monthly newsletter celebrating student learning
- At least two meetings with each student’s family per school year, ideally one meeting before September 30<sup>th</sup> of each school year.
- Parent communication log for each student, with positive communication highlighted

As recommended in the 2016-17 SY DTSDE Review Tenet 6, classroom teachers will work with the Parent Liaison and Community Engagement Team to increase parent academic and school engagement. This will be accomplished by:

- Classroom Teachers will take the responsibility for establishment and use of reciprocal communication strategies such as calls, emails, ClassDojo, texts, newsletters, as outlined in EWA.

The Parent Liaison will develop a schedule of trainings and workshops for parents that support student achievement and help families understand and access available services.

## SECTION 57 – SHARED ACCOUNTABILITY

Enrico Fermi School 17 seeks to expand school-based decision making to include greater discretion over factors and conditions that affect student learning: budget, instructional materials, strategies, assessments, staffing, curriculum, professional development, instructional time and schedule, and student grouping.

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

For the 2017-18 SY, the following teacher leadership teams have been established:

- Instructional Leadership Team
- Dual Language Team
- Safety Team

- Community Partners Team
- ATOMS Committee

School based planning team shall focus on setting and maintaining the school vision, providing professional and collegial feedback to the principal, budget approval, and instructional decision-making. Additionally, SBPT will work collaboratively with school administration to prepare, review and respond to all school reviews, data-dives, and improvement planning, as well as support the timely school-wide implementation of recommendations as identified through school, district, state or federal reviews.

Team teaching, embedded coaching, collegial observation, and collaborative instructional planning are all expectations of being part of the School 17 community. We are a community of learners focused on improving learning opportunities for students. We strive to make learning engaging and authentic for all.

As a community, we:

- Share goals and focus on shared outcomes.
- Advance our work through shared processes and leadership.
- Share ideas willingly and openly.
- Communicate by listening fully to one another.
- Build on one another's expertise.
- Trust one another to keep the best interests of the team and students at the focus of all decisions.
- Work collaboratively.
- Allow conflict as an opportunity to dialogue and grow together.
- Value and appreciate the unique contributions of members on the team.

Together, we are smarter and better than any one of us alone. Where there is unity, there is strength and where there is teamwork and collaboration, wonderful things can be achieved. Thank you for committing to being a part of the team at Enrico Fermi School 17!