

## Receivership Schools ONLY

### Quarterly Report #2: *October 31, 2016 to January 30, 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://www.rcsdk12.org/Page/43322">http://www.rcsdk12.org/Page/43322</a>			
				Check which plan below applies:			
Enrico Fermi School 17	261600010017	Rochester CSD	n/a	SIG/SIF 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	Beth Mascitti-Miller, School Chief Michele Alberti, Exec. Dir. School Innovation Kirstin Pryor, Research Analyst		Pre K (3) – 8 <sup>th</sup>	25.9%	15.9%	634 as of 1/30/17
	Appointment Date: July 1, 2015						

### Executive Summary

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

School 17 continues to focus on the following key strategies in the implementation of the School Improvement Grant:

1. DUAL LANGUAGE PROGRAMMING -- Expansion of the Gomez & Gomez Spanish/English dual-language enrichment model in grades K-3, strengthening one-way dual language (transitional bilingual education) in grades 4-6, adding Native Language Arts support for grades 7-8.
2. COMMUNITY SCHOOL—serve as the “beacon at the center of an urban village”, providing High Quality, Engaging Academics and Supports, Early Childhood Education, Expanded Learning, Health/Wellness Services, Family Engagement & Support, and Community Engagement & Development. The 16-17 SY includes the addition of a full-time Community School Site Coordinator and Lead Agency – Coordinated Care Services Inc. (CCSI); this individual is specifically focused on case management of multi-agency involved youth and families.
3. EXPANDED LEARNING – Redesign, strengthen, and expand the school day/year by adding at least 200 additional hours to the standard school schedule to enable teacher collaboration and development and empower students with the knowledge, skills, and experiences needed for success in college and



career. Additional time provides a focus on a small set of school-wide priorities (Integrated thematic instruction, literacy development, and project-based learning), rigorous academic instruction, differentiated supports, common time for teacher collaboration and embedded teacher development, and engaging enrichment opportunities beyond traditional offerings.

4. MULTI-TIERED SYSTEM OF SUPPORTS FOR SOCIO-EMOTIONAL LEARNING & DEVELOPMENT – Utilize Responsive Classroom Morning Meeting and Restorative Practices to strengthen Tier 1 – Universal Supports, create a system of support including Tier 2 - Buddy Classrooms/ HELP Zone and Peace Circles, Tier 3 – Individualized behavior support, SEL counseling, and Behavior Support Plans.

5. TEACHER LEADERSHIP & COLLABORATION – Utilizing multi-classroom team leaders to support grade level team meetings, coordination of community based WIN supports, curriculum development, assessment and data analysis, and modeling of instructional practices. Teacher-led committees provide recommendations to School-Based Planning Team for school-wide implementation. Innovative curricular and instructional practices, including project-based learning and service learning, have been incorporated to promote deeper, authentic student engagement and improve academic outcomes.

6. ENGAGEMENT & VOICE – Re-establish a parent leadership team, identify community leaders to serve as family navigators, establish a student council for grades 5-8, and consider community partners’ voice in ownership and accountability. Exploration of teacher-leadership structure and opportunities to formalize through shared governance are being explored.

The Election to Work Agreement enacted under Receivership provides details regarding the expectations for staff commitment to the instructional framework and distributive leadership aspects of the school. Distributive leadership is experienced at the teacher level through School-Based Planning Team, teacher-led work groups and committees, and grade level team decisions. Community members join the school’s leadership through the Charles House Neighbors in Action (CHNA), NW Area Safety Net, Community Partners Meetings, and Public Hearings. In addition, a parent leadership team and student council have voice in the school’s decision making structure through formal presentation of recommendations and vote in school-based planning team. The Community Engagement Team announces a public hearing three times per year for review of progress and public presentation of the school’s successes and challenges. This provides an opportunity for shared planning and monitoring of the improvement plans.

Data demonstrates improvements in school climate, school safety, attendance, and small gains in academic growth. Anecdotal evidence paints a picture of renewed hope and sense of community through engagement events and learning celebrations which are open to the public and very well attended. Students, families and staff all report a stronger sense of belonging, community, and satisfaction with the school experience.

Now that the foundation of order, systems, trust and shared ownership have been well-established, the focus on instructional quality improvements and targeted academic growth will take priority in the next quarter. Instructional walkthroughs with targeted feedback and common performance tasks aligned with the rigor of CCLS will serve as tools for progress monitoring, as well as formal assessments, school-wide benchmarks, and NYS assessments.

**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.



**Part I – Demonstrable Improvement Indicators**

<b>LEVEL 1 Indicators</b>																									
Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.																									
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?																				
(1) Priority School makes yearly progress		N/A	Make Progress	School makes the necessary increase in Performance Index (PI), Graduation Rate (GR), or meets a progress filter for the year the school is evaluated. The school must also meet 95% participation rate for English Language Arts (ELA) and mathematics	School 17 is using monthly common formative assessments consisting of released test questions in grades 3-8 ELA and Mathematics to better prepare students for the rigor and stamina of the NYS exam. It is difficult to gauge preparedness for this indicator due to testing changes, administrative testing accommodations, and range in the validity of released test questions.																				
(5) School Safety	Green	57	48	a) Count of individual serious incidents throughout the school year. Serious incidents are defined as: Homicide, Forcible Sexual Offences, Other Sex Offences, Robbery, Assault with Serious Physical Injury, Arson, Kidnapping, Assault with Physical Injury, Reckless Endangerment, Any incident with use of a Weapon, Weapons Possession.	a) School 17 has experienced a positive improvement in school climate and school safety in the 2016-17 SY. Overall, serious incidents at the mid-year reflect a 76.9% reduction from totals in the 2015-16 SY as follows: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>VADIR Code</th> <th>2015-16 # of Incidents (full year)</th> <th>2016-17 # of Incidents (as of 2/9/17)</th> <th>2015-16 School Violence Index (SVI) Weight</th> <th>2016-17 School Violence Index (SVI) Weight</th> </tr> </thead> <tbody> <tr> <td>04 Assault-Serious Physical Injury</td> <td>1</td> <td>0</td> <td>0.06</td> <td>0</td> </tr> <tr> <td>07 Assault – Physical Injury</td> <td>39</td> <td>8</td> <td>1.78</td> <td>.37</td> </tr> <tr> <td>08 Reckless Endangerment</td> <td>5</td> <td>2</td> <td>0.19</td> <td>.08</td> </tr> </tbody> </table>	VADIR Code	2015-16 # of Incidents (full year)	2016-17 # of Incidents (as of 2/9/17)	2015-16 School Violence Index (SVI) Weight	2016-17 School Violence Index (SVI) Weight	04 Assault-Serious Physical Injury	1	0	0.06	0	07 Assault – Physical Injury	39	8	1.78	.37	08 Reckless Endangerment	5	2	0.19	.08
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09 Minor Altercation (w/weapon)	2	1	.08	.04
10 IMHB (w/weapon)	2	1	0.08	.04
17.1 Weapons Confiscated	2	0	0.05	0
17.2 Weapons Found	3	0	0.07	0
TOTAL (as of 2/9/17)		10	2.29	0.53

b) Incidents/Suspensions by Campus

b) Overall Incidents reflect a 72.4% decrease and Suspensions reflect a 76.3% decrease from totals in the 2015-16 SY.

Incidents / Suspensions by Campus

School Year	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # of Days Suspended
2016-2017	499	247	3	131	116	3	250	653
2015-2016	1,813	694	25	163	531	25	719	2,781
2014-2015	809	199	4	114	85	4	203	0
2013-2014	596	215	2	160	56	1	217	0
2012-2013	288	333	28	335	0	26	361	0

c) Campus Disciplinary Summary

c) The year to year comparison to date of unduplicated suspensions per 100 students represents an overall decrease of 50% from last school year. The breakdown still demonstrates an overrepresentation of suspensions for Students with Disabilities. School 17 is working with NYSED through the Special Education Corrective Action Plan (CAP) and Quality Improvement Plan (QIP) to ensure appropriate provision of behavioral supports, procedural safe guards for manifest determinations, FBAs and significant behavioral intervention services to address problem behaviors. A full-time behavioral specialist has developed individual student safety, crisis, and adult response plans for students exhibiting the most intensive behaviors (with or without IEPs).



					<div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p style="text-align: center;"><b>Campus Discipline Summary</b></p> <p style="text-align: center;">School Year <span style="border: 1px solid black; padding: 2px;">2016-2017</span></p> <p style="text-align: center;">17 - Enrico Fermi</p> <table border="1"> <thead> <tr> <th>Total</th> <th>Enrollment</th> <th># of Suspensions</th> <th>Suspension per 100</th> <th># of Unduplicated Suspensions</th> <th>Unduplicated Suspensions per 100</th> </tr> </thead> <tbody> <tr><td>01 - Total</td><td>646</td><td>250</td><td>38.70</td><td>92</td><td>14.24</td></tr> <tr><td>02 - Total Female</td><td>307</td><td>69</td><td>22.48</td><td>33</td><td>10.75</td></tr> <tr><td>03 - Total Male</td><td>339</td><td>181</td><td>53.39</td><td>59</td><td>17.40</td></tr> <tr><td>04 - Total Black</td><td>274</td><td>191</td><td>69.71</td><td>65</td><td>23.72</td></tr> <tr><td>05 - Total White</td><td>41</td><td>16</td><td>39.02</td><td>5</td><td>12.20</td></tr> <tr><td>06 - Total Hispanic</td><td>322</td><td>43</td><td>13.35</td><td>22</td><td>6.83</td></tr> <tr><td>07 - Total American Indian and Alaska Native</td><td>1</td><td>0</td><td></td><td>0</td><td></td></tr> <tr><td>08 - Total Asian</td><td>5</td><td>0</td><td></td><td>0</td><td></td></tr> <tr><td>10 - Total Multiracial</td><td>3</td><td>0</td><td></td><td>0</td><td></td></tr> <tr><td>11 - Total General Education</td><td>545</td><td>156</td><td>28.62</td><td>57</td><td>10.46</td></tr> <tr><td>12 - Total Students with Disabilities</td><td>101</td><td>94</td><td>93.07</td><td>35</td><td>34.65</td></tr> </tbody> </table> </div> <div style="width: 45%;"> <p style="text-align: center;"><b>Campus Discipline Summary</b></p> <p style="text-align: center;">School Year <span style="border: 1px solid black; padding: 2px;">2015-2016</span></p> <p style="text-align: center;">17 - Enrico Fermi</p> <table border="1"> <thead> <tr> <th>Total</th> <th>Enrollment</th> <th># of Suspensions</th> <th>Suspension per 100</th> <th># of Unduplicated Suspensions</th> <th>Unduplicated Suspensions per 100</th> </tr> </thead> <tbody> <tr><td>01 - Total</td><td>659</td><td>719</td><td>109.10</td><td>189</td><td>28.68</td></tr> <tr><td>02 - Total Female</td><td>310</td><td>284</td><td>91.61</td><td>81</td><td>26.13</td></tr> <tr><td>03 - Total Male</td><td>349</td><td>435</td><td>124.64</td><td>108</td><td>30.95</td></tr> <tr><td>04 - Total Black</td><td>280</td><td>459</td><td>163.93</td><td>104</td><td>37.14</td></tr> <tr><td>05 - Total White</td><td>40</td><td>39</td><td>97.50</td><td>12</td><td>30.00</td></tr> <tr><td>06 - Total Hispanic</td><td>328</td><td>217</td><td>66.16</td><td>72</td><td>21.95</td></tr> <tr><td>07 - Total American Indian and Alaska Native</td><td>1</td><td>0</td><td></td><td>0</td><td></td></tr> <tr><td>08 - Total Asian</td><td>7</td><td>0</td><td></td><td>0</td><td></td></tr> <tr><td>10 - Total Multiracial</td><td>3</td><td>4</td><td>133.33</td><td>1</td><td>33.33</td></tr> <tr><td>11 - Total General Education</td><td>567</td><td>511</td><td>90.12</td><td>139</td><td>24.51</td></tr> <tr><td>12 - Total Students with Disabilities</td><td>92</td><td>208</td><td>226.09</td><td>50</td><td>54.35</td></tr> </tbody> </table> </div> </div> <p>d) An analysis of disciplinary offenses by category demonstrate an overall improvement in Tier 1 classroom management and fidelity of implementation of behavior management plans as demonstrated by non-VADIR behaviors including defiance/non-compliance, disrespect and disruption. The decrease in serious incidents has led to an increase in lower level incidents such as IMHB and minor altercations, reflective of the reduction in severity and improvement in restorative interventions designed to de-escalate situations through reflection and repair of harm. Improved student/adult relationships and an increase in supplemental social-emotional supports provide the opportunity for early problem identification and intervention prior to escalation of incidents.</p>	Total	Enrollment	# of Suspensions	Suspension per 100	# of Unduplicated Suspensions	Unduplicated Suspensions per 100	01 - Total	646	250	38.70	92	14.24	02 - Total Female	307	69	22.48	33	10.75	03 - Total Male	339	181	53.39	59	17.40	04 - Total Black	274	191	69.71	65	23.72	05 - Total White	41	16	39.02	5	12.20	06 - Total Hispanic	322	43	13.35	22	6.83	07 - Total American Indian and Alaska Native	1	0		0		08 - Total Asian	5	0		0		10 - Total Multiracial	3	0		0		11 - Total General Education	545	156	28.62	57	10.46	12 - Total Students with Disabilities	101	94	93.07	35	34.65	Total	Enrollment	# of Suspensions	Suspension per 100	# of Unduplicated Suspensions	Unduplicated Suspensions per 100	01 - Total	659	719	109.10	189	28.68	02 - Total Female	310	284	91.61	81	26.13	03 - Total Male	349	435	124.64	108	30.95	04 - Total Black	280	459	163.93	104	37.14	05 - Total White	40	39	97.50	12	30.00	06 - Total Hispanic	328	217	66.16	72	21.95	07 - Total American Indian and Alaska Native	1	0		0		08 - Total Asian	7	0		0		10 - Total Multiracial	3	4	133.33	1	33.33	11 - Total General Education	567	511	90.12	139	24.51	12 - Total Students with Disabilities	92	208	226.09	50	54.35
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Receivership Quarterly Report – 2nd Quarter  
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 (As required under Section 211-f(11) of NYS Ed. Law)



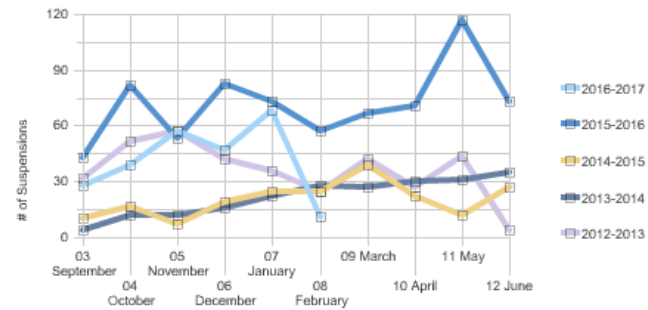
Offense	2016-2017		2015-2016	
	# of Offenses	% of Offenses	# of Offenses	% of Offenses
02.2 Other Sexual Offense				
04 Assault - Serious Phys Inj			1	0.1%
07 Assault - Physical Injury	8	1.6%	39	2.2%
08 Reckless Endangerment	2	0.4%	5	0.3%
09 Minor Altercations	123	24.7%	229	12.6%
10 IHMB No Physical Contact	51	10.2%	40	2.2%
12 Criminal Mischief	8	1.6%	14	0.8%
13 Larceny or Other Theft	5	1.0%	3	0.2%
15 False Alarm				
17.1 Weapons Confiscated			2	0.1%
17.2 Weapons Found - Other			3	0.2%
18 Drugs Use, Possess, Sale	1	0.2%	1	0.1%
20 Other Disruptive Incidents	38	7.6%	217	12.0%
Bullying			62	3.4%
Defiance/Non-compliance	101	20.3%	467	25.8%
Disrespect	14	2.8%	81	4.5%
Disruptive	51	10.2%	468	25.8%
Fighting (NON VADIR)	23	4.6%	84	4.6%
Harassment	4	0.8%	27	1.5%
Inappropriate Affection	1	0.2%	5	0.3%
Inappropriate Language	9	1.8%	94	5.2%
Minor, Non-NYS Reportable	1	0.2%	4	0.2%
Other NON-VADIR Behavior	12	2.4%	25	1.4%
Out of Bounds			3	0.2%
Physical Aggression	75	15.1%	264	14.6%
Property Damage/Vandalism	5	1.0%	47	2.6%
Skip	1	0.2%	18	1.0%
Tardy	3	0.6%	1	0.1%
Technology Violation			10	0.6%
Theft	1	0.2%	2	0.1%
Truancy (From Class or Day)			53	2.9%
Unsubstantiated IHMB Report				
<b>Grand Total</b>	<b>498</b>	<b>100.0%</b>	<b>1,812</b>	<b>100.0%</b>



e) Suspensions by Month (as of Feb 9, 2017)

Overall, suspensions to date reflect a 28.4% decrease year to date in comparing the 2015-16 SY to the 2016-17 SY. Efforts to utilize a restorative discipline system have been paired with some punitive consequences as the school climate suffers from disruption of the educational environment.

Suspensions by Month



Suspensions by Month

Month	2015-16 SY	2016-17 SY	% reduction
Sept	43	28	46.5%
Oct	82	39	52.4%
Nov	53	57	+7.5%
Dec	83	47	43.4%
Jan	73	68	6.8%
TOTAL YTD	334	239	28.4%



				<p>f) Incidents by Month</p>	<p>e) Behavioral incidents requiring administrative interventions have significantly decreased as a result of the implementation of a multi-tiered system of socio-emotional supports.</p> <div style="text-align: center;"> <p><b>Incidents by Month</b></p> <table border="1"> <caption>Approximate data from 'Incidents by Month' graph</caption> <thead> <tr> <th>Month</th> <th>2012-2013</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr><td>03 September</td><td>20</td><td>30</td><td>50</td><td>100</td><td>170</td></tr> <tr><td>04 October</td><td>40</td><td>60</td><td>70</td><td>110</td><td>190</td></tr> <tr><td>05 November</td><td>30</td><td>70</td><td>50</td><td>120</td><td>160</td></tr> <tr><td>06 December</td><td>30</td><td>60</td><td>60</td><td>100</td><td>170</td></tr> <tr><td>07 January</td><td>20</td><td>50</td><td>100</td><td>110</td><td>200</td></tr> <tr><td>08 February</td><td>20</td><td>40</td><td>90</td><td>190</td><td>180</td></tr> <tr><td>09 March</td><td>30</td><td>70</td><td>130</td><td>180</td><td>180</td></tr> <tr><td>10 April</td><td>30</td><td>80</td><td>90</td><td>180</td><td>180</td></tr> <tr><td>11 May</td><td>30</td><td>80</td><td>90</td><td>190</td><td>230</td></tr> <tr><td>12 June</td><td>10</td><td>60</td><td>80</td><td>120</td><td>120</td></tr> </tbody> </table> </div>	Month	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	03 September	20	30	50	100	170	04 October	40	60	70	110	190	05 November	30	70	50	120	160	06 December	30	60	60	100	170	07 January	20	50	100	110	200	08 February	20	40	90	190	180	09 March	30	70	130	180	180	10 April	30	80	90	180	180	11 May	30	80	90	190	230	12 June	10	60	80	120	120
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<p>(9) 3-8 ELA All Students Level 2 &amp; above</p>	<p>Y</p>	<p>19%</p>	<p>22%</p>	<p>a) NWEA proficiency projections Fall 16 to Winter 17                  b) Houghton Mifflin mid-year reading fluency screen (English and Spanish)                  c) Common Formative Assessments with NYS Released Test Questions</p>	<p>While the mid-year assessment window closes on 2/10/17, no finalized data is available as of the writing of this report. Grade level summaries are attached for review.</p> <p>Continued work on focused intervention through the What I Need (WIN) period as part of the longer learning day with a targeted focus on the necessary skills identified as part of the Learning Continuum. Please note projection is slated at 50%ile as compared to national norm and Level 2 proficiency projections typically align with 40%ile.</p> <p>School wide adoption of the Houghton Mifflin Journeys/Senderos reading series in English and Spanish Language Arts is helping to ensure a viable reading curriculum in grades K-6 to ensure consistency of skills development and comprehension through spiral instruction. Extensive teacher professional development continues with deepening understanding of reading instruction, guided reading, and differentiated supports for struggling readers. Literacy extensions into the project based learning period through guided reading and thematic literature ensure increased time focused on reading development.</p>																																																																		





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(33) 3-8 ELA All Students MGP	Y	49.81	50.81	a) NWEA proficiency projections Fall 16 to Winter 17	Growth indicators will be available at end of testing window and will be provided as addendum.
(39) 3-8 Math All Students MGP	R	49.73	50.73	a) NWEA proficiency projections Fall 16 to Winter 17	Growth indicators will be available at end of testing window and will be provided as addendum.
(85) Grades 4 & 8 Science All Students Level 3 & above	Y	36%	39%	Project based learning, embedded field tasks, science labs	Increased field experiences and incorporation of science test procedures as part of project-based learning tasks.



<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	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
(2) Plan for and implement quality Community School Model		NA	See Community School Rubric	Weekly collaboration sessions with CCSI, engagement of 3 <sup>rd</sup> party to “tell the story of the Community School Development”, project management plan under development.	<p>School 17 has deepened the partnership with the lead agency CCSI through the formalization of the site based community school coordinator.</p> <p>Coordination of services with the community-based health care center have led to the initial discussion with Rochester Regional Health regarding a school-based health clinic. On-site dental services have extended to nearly 80% of students enrolled at School 17. Clinical mental health therapist is carrying a full-time billable load of students and Hillside is considering expansion of services to the evening hours.</p> <p>Weekly collaboration sessions with CCSI leaders and extension meetings have developed additional focused partnerships in wrap-around services for families.</p> <p>Prototype development of a case management system for cross-agency tracking is underway (sample attached).</p>
(12) 3-8 ELA Hispanic Students Level 2 & above		20%	23%	a) NWEA Winter 2017 proficiency projections b) Spanish Language Arts benchmarks (HM)	See above.
(13) 3-8 ELA LEP Students Level 2 & above		15%	17%	a) NWEA Winter 2017 proficiency projections	See above.



(94) Provide 200 hours of quality extended day learning time (ELT)		NA	See ELT Rubric	<p>45 minutes of WIN (acceleration/intervention period) for all students K-8, 3 x week</p> <p>45 minutes of student choice based enrichment/week</p> <p>45 minutes of community building school-wide morning meeting per week</p>	<p>Students and families at School 17 have expressed great enthusiasm for the school-wide team building and enrichment activities which have been incorporated into the school's expanded learning time. Increased participation and attendance reflects this satisfaction.</p> <p>A request for continued summer program has been made to the district for consideration. Community partners have committed support for shared delivery of summer learning opportunities; no plans have been finalized at this time pending budget considerations.</p> <p>This decrease in SIG funding and disqualification/ loss of consideration of School 17's community partner (IBERO) in the 21<sup>st</sup>CCLC puts the expanded learning program at risk for the following school year.</p>												
(98) Chronic Absenteeism		NA	See Chronic Absenteeism Rubric	Daily attendance monitoring, attendance champions outreach, positive attendance incentives, community truancy outreach with home visitation	<p>School 17's average daily attendance to date is 87.7% reflecting a slight increase over last year's 87.0%, surpassing the current district average of 85.4%. Attendance champions are utilized to work with classroom teachers to follow up on student absences on a daily basis. A cold weather campaign focusing on positive incentives for student attendance is in place for the winter months. Continued focused monitoring and referrals to community based supports are utilized to take a student-by-student approach, yielding the creation of individualized attendance intervention plans.</p> <p style="text-align: center;"><b>Campus Attendance Threshold Counts</b></p> <table border="1" data-bbox="1020 954 1990 1015"> <thead> <tr> <th>School Group Name</th> <th># of Students Enrolled</th> <th>3 Days Absent</th> <th>5 Days Absent</th> <th>10 Days Absent</th> <th>20 Days Absent</th> </tr> </thead> <tbody> <tr> <td>17 - Enrico Fermi</td> <td>633</td> <td>512</td> <td>423</td> <td>248</td> <td>75</td> </tr> </tbody> </table>	School Group Name	# of Students Enrolled	3 Days Absent	5 Days Absent	10 Days Absent	20 Days Absent	17 - Enrico Fermi	633	512	423	248	75
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<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.												



## Part II – Key Strategies

<b>Key Strategies</b>			
Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i> , but are part of the approved SCEP, SIG or SIF plan.			
Identify key strategy.		Status (R/Y/G)	Analysis of evidence supporting QR#2 status in reaching the goal identified in the plan. If you need to make a course correction during QR#3, please describe.
1.	Community School		An analysis of issues and risks has begun and prioritization related to the resolution of each issue is occurring. This “braiding” of resources, status, and intervention is required to ensure appropriate planning for continued community school work beyond the SIG implementation period. Alignment with overall district strategy and vision and identification of a community school lead is needed to ensure a long term sustainable plan. Full inventory of community partners is complete, continued needs assessment with community voice is needed to ensure a well-rounded plan for partnerships. A challenge identified across the board is the need for funding and a long-term plan beyond the grant period.
2.	Dual Language Enrichment		In the implementation of the Gomez & Gomez framework, 50/50 dual language immersion program, it is essential that we improve parental understanding of the requirements after grade 3 when Spanish language and literacy tasks increase. With the first cohort in grade 3, we are experiencing difficulty with retention of English dominant students. Grades 2 & 3 have also experienced an increase in bilingual temporary special education placements, making it difficult to maintain appropriate language mentors for bilingual pairing. WE are working collaborative the RCSD student placement offices and leadership in special education to better design a continuum of services to support the diversity of need in the program. Future planning for strategic Spanish as a Second Language instruction, mirroring ENL instruction, is underway for the new cohort of students. There have also been requests to extend Spanish as a foreign language instruction to the third general education strand at each grade. Highly qualified teacher recruitment continues to be a challenge in the bilingual classrooms; early recruitment efforts and a partnership



			with a local university to offer bilingual education extension are in place. 2/6 teachers currently instructing in the program do not have NYS certification at this time.
3.	More & Better Learning Time: Expanded Day & Summer Learning		The expanded learning day will continue to focus on the provision of intervention supports, counseling, and enrichment, as well as morning meeting and service learning projects. The focus for the next quarter will include more intensive NYS assessment focused preparation, including focused writing, released test question practice, and test taking skills.
4.	Strengthened Teaching & Learning		Teachers have embraced project-based learning and are continuing to deepen their understanding and comfort with standards-based backwards design. Focus on common products in each grade level and use of rubrics is needed in the next marking period. Reading instruction is improving and fidelity of implementation of the reading program will continue to be monitored as we align skills instruction in Spanish and English for efficient utilization of ENL staff. Professional development will continue to focus on embedded assessment to provide differentiated supports during instruction in all content areas. More time conducting joint instructional walkthroughs is needed to ensure alignment of instructional expectations of administrative staff and coaching team. Identification of demonstration classrooms and bright spots for collegial sharing is planned for next quarter.
5.	Socio-Emotional Development & Health: A Multi-Tiered System of Support		Continued implementation of the multi-tiered system of support is needed for social-emotional development. Monitoring of fidelity of morning meeting implementation and mid-year review of classroom management plan and consistency is needed as we are beginning to see a slide back into old habits in terms of student disciplinary referrals. Targeted intervention for teachers struggling with classroom management is planned in collaboration with the district's Career in Teaching Team for the next quarter. Community partners will continue to provide intervention support. Case management pilot will be used to prototype evaluation of effectiveness and efficiency of service of various interventions.
6.	Engagement & Voice		School 17 successfully began a PTO; school events are growing in attendance. A student council with representatives from grades 5-8 is active and is learning to appropriately advocate for their constituency. Neighborhood based community



			engagement through needs-assessment and asset mapping has come to a stalemate; the work was originally intended for CCSI and alternate means are being identified for completion of these tasks. A community partner inventory has been completed and regular meetings have been established from ground level direct service providers to executive directors and CEOs for longer term strategic planning. The next quarter will focus on budget development for continued collaborative provision of services to students and families. Teacher leadership and ownership have increased and future work will explore the role of teacher-led schools and shared decision making through alternate governance models, including community leadership board.
<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.
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### Part III – 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.	
Status (R/Y/G)	Analysis/Report Out
	<p>Community Engagement Team holds a tri-annual public hearing with the next meeting planned for mid-March. Subsets of the team meet with more frequency:</p> <ul style="list-style-type: none"> <li>School Based Planning Team-bi-weekly – elements of SIG monitoring, DTSDE improvement plan, instructional decision-making</li> <li>Charles House Neighbors in Action – weekly – JOSANA neighborhood master plan</li> <li>Community Partners-direct service – bi-weekly – wrap—around service provision</li> <li>NW Area Safety Net – bi-weekly – external service referrals</li> <li>Community Partners-supervisors – monthly – direct service provider planning</li> <li>Community Partners – exec. Directors &amp; CEOs – quarterly – strategic long-term community school planning</li> <li>Community School Leadership Team – Quarterly – coordination between district, city and county leaders</li> <li>Community Site Leadership Team – Weekly – on the ground principal, site coordinator, project manager, philanthropy</li> <li>PTO – bi-weekly – parent leadership, engagement events</li> </ul> <p>Minutes from the meetings are maintained in hard copy in the school office, electronic minutes from SBPT and public hearings are on the school website.</p>



The challenge lies in the coordination of the multiple subgroups. Project management assistance is sought for improvement of accountability and delineation of the team functions within the larger community school development and receivership plan implementation.

**Powers of the Receiver**

Describe this quarter’s use of the School Receiver’s powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.

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

In the last quarter, the Rochester City School District (RCSD) has taken significant measures to improve supports to our schools in Receivership status to successfully meet their Level 1 and Level 2 Demonstrable Indicators. Since the last report the following has occurred:

- Appointing a Chief of Intensive Supports and Innovation to oversee Receivership schools;
- Developed a Theory of Action/Action Plan for Receivership schools;
- Revised the RCSD’s placement practices in Receivership schools;
- Allocated funds to each school based on each school’s request. Funds are dedicated to meet all students’ academic and social and emotional needs. Funds also supported innovative structures that support each school’s signature and school plan.
- Provided critical data to each school, every child by face and name, that is essential to personalize learning for every student;
- Developed a professional learning group among Receivership principals, which included an organized retreat, scheduled weekly calls and monthly meetings to specifically address ongoing and immediate needs for each school;
- Provided regular visits to schools and engage in regular classroom and school walkthroughs
- Engaged in data deep dive conversations with principals and leadership teams to develop critical data-driven dialogue among principals, teachers and stakeholders
- Offered additional supports as needed at each school based on needs;
- Established and engaged in RCSD leadership team walkthroughs;
- Established continuation of the collective bargaining agreement with the Rochester's Teachers association. The agreement includes an election to work agreement that will continue at each school based on their needs.

In addition, School No. 17 has;

- a) Alternate curriculum – project-based learning, school-wide reading program – improved teaching and learning, teacher team leaders, demonstration classroom development
- b) Replacing teachers – exemption from district transfer process anticipated for 17-18 SY
- c) Salary increase- we have not used this power, recommend exploring an incentivized salary differential to attract highly qualified candidates and move away from hourly pay for expanded learning day
- d) Innovative, embedded professional development – through the utilization of team leaders, 4 teachers on assignment support grade level teams, data, and curricular innovations
- e) School budget- in the planning phases for 17-18 SY – exploring innovative continuum for inclusive special education programming and reallocation of staff for academic intervention support





	f) Expand the school day – in place, will continue; seeking finalization of summer 2017 plans g) Early Childhood - Added full day PreK for 3 year olds, partnership with Baden Street PreK at Charles Settlement House to provide feeder pattern for K; seeking rollover enrollment of PreK students seeking to enroll at School 17 for K-8 h) job-embedded professional development – exploring external supports for curricular innovations at School 17, i.e., Expeditionary Learning, Marzano, Fountas & Pinnell, Learning Forward i) Distributive Leadership – interest in exploring formalized teacher-led school model with RTA and district leaders j) Community School Model – implementation well underway, continued exploration of alternate governance to support community school model and shared ownership and accountability with community partners				
<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 – Instructional Technology Plan

<b>Instructional Technology Plan</b>					
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.					
Key Components		Status (R/Y/G)	Analysis of evidence supporting QR#2 status in reaching the goal identified in the plan. If you need to make a course correction during QR#3, please describe.		
1.	Current status of the District Technology Plan pertinent to this school		Awaiting roll-out of chromebooks, increased usage of Computer Assisted Instruction (CAI) supported by intervention para includes: Compass, Lexia, dreambox, Zearn		
2.	Use of technology in the classroom		Google classroom being utilized in grades 6-8, SMARTboards maintained and upgraded in 5 classrooms		
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

### Part V – Budget



<u>Budget Analysis</u>		
Expenditures	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 for QR#3.
Teacher Pay		On target – support for intervention and expanded day programming, teacher leaders for embedded professional development
Civil Service Pay		On target – support for CAI intervention paraprofessional
Prof & Tech Services		On target – Earthworks support for enrichment programming as part of expanded learning

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

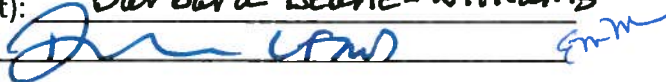
<u>Best Practices</u>		
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school that has resulted in significant improvements in 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.	Restorative Practice, Trauma Informed Multi-Tiered System of Support for Socio-Emotional Learning	Utilize Responsive Classroom Morning Meeting and Restorative Practices to strengthen Tier 1 – Universal Supports, create a system of support including Tier 2 - Buddy Classrooms/ HELP Zone and Peace Circles, Tier 3 – Individualized behavior support, SEL counseling, and Behavior Support Plans.  Effectiveness is demonstrated by the improved school climate and decrease in disciplinary data.
2.		




3.		
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**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:   
Date: 2/17/17

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 has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): Karla Boyce  
Signature of CET Representative:   
Date: 2/17/17