

Receivership Schools ONLY

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

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:				
Enrico Fermi School 17	261600010017	Rochester CSD		Check which plan below applies:				
				SIG X			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, Executive Director of School Innovation		preK (3) – 8 th	25%	16%	624 as of 5/9/17	
	Appointment Date: 7/1/2016							

Executive Summary

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

School 17 has made significant progress in becoming “a beacon at the center of an urban village.” Through the implementation of a community school approach, the school has changed its approach to parent and community engagement and stands ready to assist families in removing barriers to children’s academic success. Through collaborative efforts with Coordinated Care Services, Inc. (CCSI), the City of Rochester Mayor’s Office, Monroe County Department of Human Services and on-site partnerships with Center for Youth Service, Ibero-American Action League, Gandhi Center for Nonviolence, Hillside, Unity Family Medicine, Eastman Dental and over 50 partner agencies, School 17 has created a network ready to implement innovative a multi-agency case-management and tracking system to ensure children and families receive effective services which have a positive impact on academic success. The EMBRACE problem-solving process places the child



and family at the center of every decision and brings multiple providers together to coordinate efforts.

Educators at School 17 have transformed their teaching approaches to focus on authentic, engaging project-based learning which include student voice and choice while focusing on the inter-thematic literacy instruction in both English and Spanish. Portfolios and authentic assessment focus on student growth and progress over time. Student achievement is improving and instruction is accelerated and targeted to close learning gaps. Students are encouraged to dig deeper in their learning through inquiry and develop critical thinking and problem-solving skills.

Through a longer learning day and expanded learning opportunities, students receive individualized academic and socio-emotional supports, enrichment options beyond the traditional school scope, and opportunities to engage in community building and student leadership. Service learning projects help foster a sense of ownership of our school campus and the ability to make the world a better place.

A multi-tiered system of socio-emotional learning embraces the core principles of restorative practice and seeks to promote student learning focused on community building, responsibility, and interdependence. Trauma informed systems of support meet each child and family where they are and guide their individual development and growth. This has led to significant improvement in school climate and reduction of violent incidents.

A focus on relationships has been the foundation of strengthening our school community and engagement of partners and families. Collaborative leadership, problem-solving, and continuous improvement are embraced as core values. As we progress, we will continue to embrace and celebrate the diversity in our school and engage and promote shared leadership and decision-making in all aspects. Community Engagement spans from neighbors at CHNA, to city and county leaders, instructional leaders and teacher-led committees, to the PTO and student council. School 17 belongs to you!

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for Receivership schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.

Please note - This document also serves as the Continuation Plan for Receivership schools for the 2017-18 school year. All prompts submitted under the "2017-18 School Year Continuation Plan" heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.



Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the third quarter in light of their realized level of implementation and their impact on student learning outcomes. 2017-18 Continuation Plan sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

<u>LEVEL 1 Indicators</u>								
Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	Baseline	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 progress target for this indicator? For each Level 1	What are the SCEP/SIG/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2017-18 School Year Continuation Plan for Meeting this Indicator



Receivership Quarterly Report and Continuation Plan – 3rd Quarter

January 31, 2017-April 28, 2017

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

				indicator, please answer yes or no below.					
(1) Priority School makes yearly progress	NA	Make Progress	Yellow	Participation – YES School 17 will meet 95% participation rate	See Indicators (9) and (15)	n/a		n/a	n/a



<p>(5) School Safety</p>	<p>57</p>	<p>48</p>	<p>Green</p>	<p>Yes; there have been 19 Serious Incidents to date.</p>	<p>The team at School 17 has utilized a <u>Restorative Practice</u> to build a sense of school community and resolve conflict by repairing harm and restoring positive relationships through peace circles where students and staff work together to set goals, focus on core values for the community and resolve conflicts; this has led to a 66.7% reduction in serious incidents to date. Continuation and refinement of the <u>school-wide positive behavior interventions and supports (SWPBIS)- ATOMS @ School 17</u> provides a format for explicitly teaching expectations for appropriate behavior in different contexts; this has led for consistent school-wide expectations and responses to student misbehavior within the classroom and shared spaces. Through more consistent implementation of ATOMS, we have been</p>	<p>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.</p> <p>b. Incidents/Suspensions by Campus</p> <table border="1" data-bbox="1284 521 1962 834"> <caption>Incidents / Suspensions by Campus</caption> <thead> <tr> <th>School Year</th> <th>Incidents</th> <th>Short Term</th> <th>Long Term</th> <th>In School</th> <th>Out of School</th> <th>In Alt. Program</th> <th>Total Suspensions</th> <th>Total # Days Suspen</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>683</td> <td>429</td> <td>12</td> <td>203</td> <td>227</td> <td>11</td> <td>441</td> <td>1</td> </tr> <tr> <td>2015-2016</td> <td>1,813</td> <td>761</td> <td>52</td> <td>194</td> <td>567</td> <td>52</td> <td>813</td> <td>4</td> </tr> <tr> <td>2014-2015</td> <td>809</td> <td>206</td> <td>7</td> <td>120</td> <td>86</td> <td>7</td> <td>213</td> <td></td> </tr> <tr> <td>2013-2014</td> <td>596</td> <td>215</td> <td>3</td> <td>160</td> <td>56</td> <td>2</td> <td>218</td> <td></td> </tr> <tr> <td>2012-2013</td> <td>288</td> <td>333</td> <td>28</td> <td>335</td> <td>0</td> <td>26</td> <td>361</td> <td></td> </tr> </tbody> </table> <p>c. Campus Disciplinary Summary</p>	School Year	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # Days Suspen	2016-2017	683	429	12	203	227	11	441	1	2015-2016	1,813	761	52	194	567	52	813	4	2014-2015	809	206	7	120	86	7	213		2013-2014	596	215	3	160	56	2	218		2012-2013	288	333	28	335	0	26	361		<p>65.9% reduction in School Violence Index (SVI) from 2.29 in 15-16 SY to 0.78 to date in 16-17 SY.</p> <p>66.7% reduction in the number of serious incidents from 15-16 SY (57) to 16-17 SY to date (19).</p> <p>62.4% reduction in behavioral incidents to date from 1813 in 15-16 SY to 683 to date in 16-17 SY.</p> <p>43.6% reduction in overall short term suspensions to date in 16-17 SY as compared with 15-16 SY.</p> <p>60% reduction in out-of-school suspensions to date in 16-17 SY as compared with 15-16 SY.</p>	<p>School 17 will refine and deepen implementation of <u>Restorative Practice and the Multi-Tiered System of Support for socio-emotional learning</u> in the 16-17 SY, continuing partnership with the Center for Youth Services to support restorative circles and alternative to suspension workshops, University of Rochester Gandhi Institute for Non-Violence to support HELP Zone.</p> <p>Continued professional development related to the Responsive Classroom approach for <u>Social and Emotional Learning</u> will ensure a more consistent implementation of Morning Meeting and ATOMS school-wide, with a deeper focus on implementation in grades 6-8, due to 77.5% of current year suspensions attributed to respective grade levels.</p>
School Year	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # Days Suspen																																																						
2016-2017	683	429	12	203	227	11	441	1																																																						
2015-2016	1,813	761	52	194	567	52	813	4																																																						
2014-2015	809	206	7	120	86	7	213																																																							
2013-2014	596	215	3	160	56	2	218																																																							
2012-2013	288	333	28	335	0	26	361																																																							



				<p>able to reduce office disciplinary referrals and increase instructional time. The implementation of <i>Responsive Classroom</i> Morning Meeting has provided a consistent structure for <i>socio-emotional learning</i> in which key competencies of self-awareness, social awareness, decision making, self-management, and relationship skills are developed through daily circles in the classroom setting; this has led to significant improvement in overall school climate and improvement in positive relationships as illustrated by the significant reduction in discipline incidents. A <i>trauma-informed multi-tiered system of support</i> has been developed including the addition of a de-escalation zone, safe room, HELP zone, alternative to suspension workshops. The use of progressive responses to the “flight, fight, freeze” reaction of children allows</p>	<p style="text-align: center;">Campus Discipline Summary</p> <p style="text-align: center;">School Year 2016-2017 ▼</p> <p style="text-align: center;">17 - Enrico Fermi</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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>634</td> <td>441</td> <td>69.56</td> <td>127</td> <td>20.03</td> </tr> <tr> <td>02 - Total Female</td> <td>305</td> <td>127</td> <td>41.64</td> <td>50</td> <td>16.39</td> </tr> <tr> <td>03 - Total Male</td> <td>329</td> <td>314</td> <td>95.44</td> <td>77</td> <td>23.40</td> </tr> <tr> <td>04 - Total Black</td> <td>266</td> <td>321</td> <td>120.68</td> <td>80</td> <td>30.08</td> </tr> <tr> <td>05 - Total White</td> <td>41</td> <td>27</td> <td>65.85</td> <td>8</td> <td>19.51</td> </tr> <tr> <td>06 - Total Hispanic</td> <td>317</td> <td>93</td> <td>29.34</td> <td>39</td> <td>12.30</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>6</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>534</td> <td>307</td> <td>57.49</td> <td>88</td> <td>16.48</td> </tr> <tr> <td>12 - Total Students with Disabilities</td> <td>100</td> <td>134</td> <td>134.00</td> <td>39</td> <td>39.00</td> </tr> </tbody> </table> <p>d. Disciplinary Offenses</p>	Total	Enrollment	# of Suspensions	Suspension per 100	# of Unduplicated Suspensions	Unduplicated Suspensions per 100	01 - Total	634	441	69.56	127	20.03	02 - Total Female	305	127	41.64	50	16.39	03 - Total Male	329	314	95.44	77	23.40	04 - Total Black	266	321	120.68	80	30.08	05 - Total White	41	27	65.85	8	19.51	06 - Total Hispanic	317	93	29.34	39	12.30	07 - Total American Indian and Alaska Native	1	0		0		08 - Total Asian	6	0		0		10 - Total Multiracial	3	0		0		11 - Total General Education	534	307	57.49	88	16.48	12 - Total Students with Disabilities	100	134	134.00	39	39.00	<p>78.8% reduction in long-term suspension referrals to alternative programming.</p> <p>68.2% reduction in the total number of instructional days lost to date in 16-17 SY as compared with 15-16 SY.</p> <p>Overall improvements in school climate, classroom climate, positive relationships among staff and students</p>	<p>31% of all suspensions are attributed to students with disabilities with 41 students (3% of enrollment) responsible. A continued focus on improved special education program options, including a <i>mixed continuum of services</i> designed on the IEP, are necessary to ensure specific behavior skill development and consistent supports for monitoring student behavior. Embedded coaching related to differentiated instruction and behavioral management of students with disabilities is planned for 17-18 SY.</p> <p>With nearly 50% of all discipline incidents occurring in the classroom, it is necessary to refocus and <i>refine the ATOMS expectations to align with the Responsive Classroom</i> approach through consistent</p>
Total	Enrollment	# of Suspensions	Suspension per 100	# of Unduplicated Suspensions	Unduplicated Suspensions per 100																																																																										
01 - Total	634	441	69.56	127	20.03																																																																										
02 - Total Female	305	127	41.64	50	16.39																																																																										
03 - Total Male	329	314	95.44	77	23.40																																																																										
04 - Total Black	266	321	120.68	80	30.08																																																																										
05 - Total White	41	27	65.85	8	19.51																																																																										
06 - Total Hispanic	317	93	29.34	39	12.30																																																																										
07 - Total American Indian and Alaska Native	1	0		0																																																																											
08 - Total Asian	6	0		0																																																																											
10 - Total Multiracial	3	0		0																																																																											
11 - Total General Education	534	307	57.49	88	16.48																																																																										
12 - Total Students with Disabilities	100	134	134.00	39	39.00																																																																										



				<p>for safe de-escalation, channeling of negative energy into physical activity, and individualized counseling related to problem-solving and re-teaching of strategies for individualized plans specific to the behavior. Founded on the premise of restorative practices and trauma-informed care, this system of support has led to a 62% reduction in the behavioral incidents to date and a 68% reduction in number of days suspended to date.</p>	<table border="1"> <thead> <tr> <th rowspan="2">Offense</th> <th colspan="2">2016-2017</th> <th colspan="2">2015-2016</th> </tr> <tr> <th># of Offenses</th> <th>% of Offenses</th> <th># of Offenses</th> <th>% of Offenses</th> </tr> </thead> <tbody> <tr> <td>02.2 Other Sexual Offense</td> <td>1</td> <td>0.1%</td> <td></td> <td></td> </tr> <tr> <td>04 Assault - Serious Phys Inj</td> <td></td> <td></td> <td>1</td> <td>0.1%</td> </tr> <tr> <td>07 Assault - Physical Injury</td> <td>10</td> <td>1.5%</td> <td>39</td> <td>2.2%</td> </tr> <tr> <td>08 Reckless Endangerment</td> <td>3</td> <td>0.4%</td> <td>5</td> <td>0.3%</td> </tr> <tr> <td>09 Minor Altercations</td> <td>168</td> <td>24.6%</td> <td>229</td> <td>12.6%</td> </tr> <tr> <td>10 IHMB No Physical Contact</td> <td>73</td> <td>10.7%</td> <td>40</td> <td>2.2%</td> </tr> <tr> <td>12 Criminal Mischief</td> <td>13</td> <td>1.9%</td> <td>14</td> <td>0.8%</td> </tr> <tr> <td>13 Larceny or Other Theft</td> <td>7</td> <td>1.0%</td> <td>3</td> <td>0.2%</td> </tr> <tr> <td>15 False Alarm</td> <td>1</td> <td>0.1%</td> <td></td> <td></td> </tr> <tr> <td>17.1 Weapons Confiscated</td> <td></td> <td></td> <td>2</td> <td>0.1%</td> </tr> <tr> <td>17.2 Weapons Found - Other</td> <td></td> <td></td> <td>3</td> <td>0.2%</td> </tr> <tr> <td>18 Drugs Use, Possess, Sale</td> <td>2</td> <td>0.3%</td> <td>1</td> <td>0.1%</td> </tr> <tr> <td>20 Other Disruptive Incidents</td> <td>55</td> <td>8.1%</td> <td>217</td> <td>12.0%</td> </tr> <tr> <td>Bullying</td> <td>4</td> <td>0.6%</td> <td>62</td> <td>3.4%</td> </tr> <tr> <td>Defiance/Non-compliance</td> <td>127</td> <td>18.6%</td> <td>467</td> <td>25.8%</td> </tr> <tr> <td>Disrespect</td> <td>14</td> <td>2.1%</td> <td>81</td> <td>4.5%</td> </tr> <tr> <td>Disruptive</td> <td>61</td> <td>8.9%</td> <td>468</td> <td>25.8%</td> </tr> <tr> <td>Fighting (NON VADIR)</td> <td>35</td> <td>5.1%</td> <td>84</td> <td>4.6%</td> </tr> <tr> <td>Harassment</td> <td>5</td> <td>0.7%</td> <td>27</td> <td>1.5%</td> </tr> <tr> <td>Inappropriate Affection</td> <td>1</td> <td>0.1%</td> <td>5</td> <td>0.3%</td> </tr> <tr> <td>Inappropriate Language</td> <td>11</td> <td>1.6%</td> <td>94</td> <td>5.2%</td> </tr> <tr> <td>Minor, Non-NYS Reportable</td> <td>1</td> <td>0.1%</td> <td>4</td> <td>0.2%</td> </tr> <tr> <td>Other NON-VADIR Behavior</td> <td>19</td> <td>2.8%</td> <td>25</td> <td>1.4%</td> </tr> <tr> <td>Out of Bounds</td> <td></td> <td></td> <td>3</td> <td>0.2%</td> </tr> <tr> <td>Physical Aggression</td> <td>99</td> <td>14.5%</td> <td>264</td> <td>14.6%</td> </tr> <tr> <td>Property Damage/Vandalism</td> <td>5</td> <td>0.7%</td> <td>47</td> <td>2.6%</td> </tr> <tr> <td>Skip</td> <td>1</td> <td>0.1%</td> <td>18</td> <td>1.0%</td> </tr> <tr> <td>Tardy</td> <td>3</td> <td>0.4%</td> <td>1</td> <td>0.1%</td> </tr> <tr> <td>Technology Violation</td> <td></td> <td></td> <td>10</td> <td>0.6%</td> </tr> <tr> <td>Theft</td> <td>1</td> <td>0.1%</td> <td>2</td> <td>0.1%</td> </tr> <tr> <td>Tuency (From Class or Day)</td> <td>5</td> <td>0.7%</td> <td>53</td> <td>2.9%</td> </tr> <tr> <td>Unsubstantiated IHMB Report</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grand Total</td> <td>682</td> <td>100.0%</td> <td>1,812</td> <td>100.0%</td> </tr> </tbody> </table>	Offense	2016-2017		2015-2016		# of Offenses	% of Offenses	# of Offenses	% of Offenses	02.2 Other Sexual Offense	1	0.1%			04 Assault - Serious Phys Inj			1	0.1%	07 Assault - Physical Injury	10	1.5%	39	2.2%	08 Reckless Endangerment	3	0.4%	5	0.3%	09 Minor Altercations	168	24.6%	229	12.6%	10 IHMB No Physical Contact	73	10.7%	40	2.2%	12 Criminal Mischief	13	1.9%	14	0.8%	13 Larceny or Other Theft	7	1.0%	3	0.2%	15 False Alarm	1	0.1%			17.1 Weapons Confiscated			2	0.1%	17.2 Weapons Found - Other			3	0.2%	18 Drugs Use, Possess, Sale	2	0.3%	1	0.1%	20 Other Disruptive Incidents	55	8.1%	217	12.0%	Bullying	4	0.6%	62	3.4%	Defiance/Non-compliance	127	18.6%	467	25.8%	Disrespect	14	2.1%	81	4.5%	Disruptive	61	8.9%	468	25.8%	Fighting (NON VADIR)	35	5.1%	84	4.6%	Harassment	5	0.7%	27	1.5%	Inappropriate Affection	1	0.1%	5	0.3%	Inappropriate Language	11	1.6%	94	5.2%	Minor, Non-NYS Reportable	1	0.1%	4	0.2%	Other NON-VADIR Behavior	19	2.8%	25	1.4%	Out of Bounds			3	0.2%	Physical Aggression	99	14.5%	264	14.6%	Property Damage/Vandalism	5	0.7%	47	2.6%	Skip	1	0.1%	18	1.0%	Tardy	3	0.4%	1	0.1%	Technology Violation			10	0.6%	Theft	1	0.1%	2	0.1%	Tuency (From Class or Day)	5	0.7%	53	2.9%	Unsubstantiated IHMB Report					Grand Total	682	100.0%	1,812	100.0%		<p>implementation of common lessons following <u>The First Six Weeks</u> school-wide during daily morning meeting. A focus on improving strategies for classroom management through the development of clear, consistent expectations, rituals and routines, and positive relationships with students and parents is planned.</p> <p>Deepened embedded training regarding <u>trauma-informed systems of care</u>, including exploration of the Sanctuary Model in partnership with community school lead partner, CCSI and Monroe County Office of Mental Health is planned. A <u>coordinated cross-agency student centered problem solving team process (EMBRACE meetings)</u> is currently being piloted to support the most intensive students; this</p>
Offense	2016-2017		2015-2016																																																																																																																																																																																		
	# of Offenses	% of Offenses	# of Offenses	% of Offenses																																																																																																																																																																																	
02.2 Other Sexual Offense	1	0.1%																																																																																																																																																																																			
04 Assault - Serious Phys Inj			1	0.1%																																																																																																																																																																																	
07 Assault - Physical Injury	10	1.5%	39	2.2%																																																																																																																																																																																	
08 Reckless Endangerment	3	0.4%	5	0.3%																																																																																																																																																																																	
09 Minor Altercations	168	24.6%	229	12.6%																																																																																																																																																																																	
10 IHMB No Physical Contact	73	10.7%	40	2.2%																																																																																																																																																																																	
12 Criminal Mischief	13	1.9%	14	0.8%																																																																																																																																																																																	
13 Larceny or Other Theft	7	1.0%	3	0.2%																																																																																																																																																																																	
15 False Alarm	1	0.1%																																																																																																																																																																																			
17.1 Weapons Confiscated			2	0.1%																																																																																																																																																																																	
17.2 Weapons Found - Other			3	0.2%																																																																																																																																																																																	
18 Drugs Use, Possess, Sale	2	0.3%	1	0.1%																																																																																																																																																																																	
20 Other Disruptive Incidents	55	8.1%	217	12.0%																																																																																																																																																																																	
Bullying	4	0.6%	62	3.4%																																																																																																																																																																																	
Defiance/Non-compliance	127	18.6%	467	25.8%																																																																																																																																																																																	
Disrespect	14	2.1%	81	4.5%																																																																																																																																																																																	
Disruptive	61	8.9%	468	25.8%																																																																																																																																																																																	
Fighting (NON VADIR)	35	5.1%	84	4.6%																																																																																																																																																																																	
Harassment	5	0.7%	27	1.5%																																																																																																																																																																																	
Inappropriate Affection	1	0.1%	5	0.3%																																																																																																																																																																																	
Inappropriate Language	11	1.6%	94	5.2%																																																																																																																																																																																	
Minor, Non-NYS Reportable	1	0.1%	4	0.2%																																																																																																																																																																																	
Other NON-VADIR Behavior	19	2.8%	25	1.4%																																																																																																																																																																																	
Out of Bounds			3	0.2%																																																																																																																																																																																	
Physical Aggression	99	14.5%	264	14.6%																																																																																																																																																																																	
Property Damage/Vandalism	5	0.7%	47	2.6%																																																																																																																																																																																	
Skip	1	0.1%	18	1.0%																																																																																																																																																																																	
Tardy	3	0.4%	1	0.1%																																																																																																																																																																																	
Technology Violation			10	0.6%																																																																																																																																																																																	
Theft	1	0.1%	2	0.1%																																																																																																																																																																																	
Tuency (From Class or Day)	5	0.7%	53	2.9%																																																																																																																																																																																	
Unsubstantiated IHMB Report																																																																																																																																																																																					
Grand Total	682	100.0%	1,812	100.0%																																																																																																																																																																																	



						<p>e. Suspensions by Month</p> <p>f. Incidents by Month</p>	<p>will be expanded in the 17-18 SY and include a multi-agency service tracking database.</p> <p>Additionally, courageous conversations and professional learning regarding <i>implicit bias</i> will be encouraged with a focus on the equity framework.</p>	
(9) 3-8 ELA All Students Level 2 & above	19%	22%	Yellow/ Green	Yes, based on projected proficiency of NWEA in	The focus for the 16-17 SY has been on first-year implementation of a K-6 core reading program, Houghton Mifflin’s <i>Journeys/Senderos</i> in an	NWEA Reading Projected Proficiency administered in Winter 16-17 is 24.6%.	See attached grade level analysis of mid-year NWEA data. End of year testing window is in progress and	Continued professional learning focused on the <i>identification of essential content and power standards for each grade level and</i>



				<p>Winter 17.</p> <p>effort to ensure a <u>guaranteed and viable reading program</u> which was correlated with CCSS. First year implementation has focused on learning the curriculum and supplemental components and focusing on the progression of learning throughout the core program. Year 2 implementation will focus on the refinement elements outlined in the continuation plan column.</p> <p>Every student participated in <u>What I Need (WIN)</u> to support literacy development throughout the 16-17 SY. This provided an additional 30 minutes of daily support through small group instruction with teachers, specialist, and community support members from IBERO and AmeriCorps. While this additional time and small group size is beneficial, alignment with research-based instructional interventions, closer monitoring of</p>		<p>not available at the time of this report.</p>	<p><u>vertically</u> and the understanding of revised NYS standards. Adjustment of <u> pacing and timing</u> of reading units to align with project-based learning themes will be the core of the summer curriculum writing work which all teachers will engage in. Development of <u>common performance tasks for writing/portfolio assessment</u> which integrate literacy skills and align with project based learning quarterly themes as well as ensure exposure to all genres of text in reading and writing. <u>Focus on a system of direct vocabulary instruction</u> in both English and Spanish is needed to ensure appropriate development of critical content.</p> <p><u>Individualized student goals focused on critical needs</u> will be established to focus on student</p>
--	--	--	--	--	--	--	--



				<p>student progress, and better coordination between WIN provider and teachers/parents is necessary to determine the true impact on student achievement.</p> <p>Grades 7/8 have been utilizing cross content literacy strategies from <u>Project CRISS: Creating Independence through student-owned Strategies.</u> This has focused on students monitoring their learning to assess when they understand content, integrating new information with prior knowledge, and being actively involved in the learning process through discussion, writing, organization and analysis of text structure to improve comprehension. The explicitly teaching of these comprehension strategies across content areas has improved student participation and engagement, yet the gaps to grade level achievement remain very significant.</p>		<p>growth and progress tracking every 5 weeks, to be communicated with parents and used for WIN grouping.</p> <p><u>Identification, training, and implementation</u> of research-based targeted reading intervention strategies for use during WIN time with aligned frequent progress monitoring, data tracking, and 5 week review. Ensure teacher of record is aware and approves of each students' assignment to WIN. Review progress monitoring data weekly.</p> <p>Continue and expand implementation of <u>Project CRISS</u> strategies to grades 5-8.</p>
--	--	--	--	---	--	--



			Red					
(15) 3-8 Math All Students Level 2 & above	17%	20%		No, School 17 did not meet this indicator for the 15-16 SY leading to a larger gap to goal for the 16-17 SY.	<p>Additional mathematics intervention support was provided during Quarter 3 through <u>small math pull-out WIN groups focused on skill-specific gap closing</u> prior to NYS assessment window. While this was targeted, it does not address the core need to strengthen Tier 1 Mathematics instruction and deepen teacher understanding of mathematical thinking.</p> <p>While we have continued to focus on the implementation of the <u>Engage NY Mathematics Modules</u> it is evident that there is limited understanding of how the curriculum is intended to spiral and build. Because of the transition to the modules, gaps in student understanding have snowballed. This will be an area of deepened focus in the 17-18 SY, with deepened professional learning outlined in the</p>	NWEA Mathematics Projected Proficiency administered in the Winter of 16-17 is 16.9%	See attached grade level analysis of mid-year NWEA data. End of year testing window is in progress and not available at the time of this report.	All teachers of mathematics in grades K-8 will engage in professional learning through the NCTM seminars for <u>Developing Mathematical Ideas (DMI)</u> . During the 17-18 SY, teachers will participate in a 24-hour module that will focus on learning the mathematics content they are responsible for teaching. Beginning with “Building a System of Tens”, DMI will allow teachers to make deeper sense of the content, understand what grade level understanding should look in the grade level and vertically, and learn how to analyze student thinking from a mathematical perspective. This will give each teacher the experience of being a learner in mathematics and learn to verbalize their thinking to better support student



				continuation plan.				<p>learning.</p> <p><u>Unpacking CCSS Math Standards and Modules</u> alongside the DMI professional learning will be key to ensure familiarity with the requirements for core mathematical ideas and the coherence of how these ideas connect to each other and are developed throughout the grades.</p> <p>Focus on deepening higher order thinking in mathematics through planning utilizing <u>Webb's Depth of Knowledge</u> framework to support rigor in mathematics instruction, ensuring students have opportunities to apply and evaluate mathematical procedures.</p> <p>Establish <u>model mathematics classrooms</u> in which demonstration lessons will take place for embedded coaching and application of</p>
--	--	--	--	--------------------	--	--	--	--



							<p>professional development outlined above.</p> <p>Utilize <u>common formative assessments</u> and <u>performance tasks</u> every 5 weeks to assess mathematical growth and progress toward grade level standard.</p> <p>Pilot implementation of <u>Learn Mathematics</u> in several K-5 math classrooms to support Engage NY Module implementation.</p>																																																																																																																																																																																																					
(33) 3-8 ELA All Students MGP	49.81	50.81	Yellow		Refer to Indicator (9).	<p>NWEA Mid Year Reading Growth Summary</p> <table border="1"> <thead> <tr> <th rowspan="3">Grade (Winter 2017)</th> <th rowspan="3">Growth Count</th> <th colspan="6">Comparison Periods</th> <th colspan="6">Growth Evaluated Against</th> </tr> <tr> <th colspan="3">Fall 2016</th> <th colspan="3">Winter 2017</th> <th colspan="2">Growth</th> <th colspan="2">School Norms</th> <th colspan="2">Growth Evaluated Against</th> <th colspan="2">Student Norms</th> </tr> <tr> <th>Mean RIT</th> <th>SD</th> <th>Percentile</th> <th>Mean RIT</th> <th>SD</th> <th>Percentile</th> <th>Observed Growth</th> <th>Observed Growth SE</th> <th>Projected Growth</th> <th>School Conditional Growth Percentile</th> <th>School Conditional Growth Percentile</th> <th>Count with Projection</th> <th>Count Met Projection</th> <th>Percent Met Projection</th> <th>Student Median Conditional Growth Percentile</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>99</td> <td>139.2</td> <td>9.8</td> <td>6</td> <td>141.3</td> <td>8.8</td> <td>8</td> <td>11.1</td> <td>1.0</td> <td>10.7</td> <td>0.23</td> <td>89</td> <td>89</td> <td>27</td> <td>45</td> <td>43</td> </tr> <tr> <td>1</td> <td>99</td> <td>145.6</td> <td>13.7</td> <td>1</td> <td>157.6</td> <td>12.2</td> <td>2</td> <td>11.8</td> <td>1.1</td> <td>10.5</td> <td>0.80</td> <td>82</td> <td>59</td> <td>29</td> <td>49</td> <td>43</td> </tr> <tr> <td>2</td> <td>85</td> <td>157.8</td> <td>14.6</td> <td>1</td> <td>168.1</td> <td>15.0</td> <td>1</td> <td>10.3</td> <td>1.1</td> <td>9.7</td> <td>0.45</td> <td>68</td> <td>55</td> <td>28</td> <td>81</td> <td>48</td> </tr> <tr> <td>3</td> <td>88</td> <td>174.8</td> <td>17.1</td> <td>3</td> <td>178.7</td> <td>18.1</td> <td>1</td> <td>2.9</td> <td>1.3</td> <td>7.8</td> <td>3.68</td> <td>1</td> <td>58</td> <td>29</td> <td>24</td> <td>27</td> </tr> <tr> <td>4</td> <td>44</td> <td>185.5</td> <td>15.4</td> <td>9</td> <td>193.7</td> <td>14.2</td> <td>8</td> <td>5.2</td> <td>1.2</td> <td>5.7</td> <td>0.53</td> <td>30</td> <td>44</td> <td>29</td> <td>45</td> <td>42</td> </tr> <tr> <td>5</td> <td>46</td> <td>184.9</td> <td>17.1</td> <td>1</td> <td>191.9</td> <td>14.9</td> <td>1</td> <td>7.0</td> <td>1.6</td> <td>4.6</td> <td>2.86</td> <td>39</td> <td>46</td> <td>24</td> <td>82</td> <td>51</td> </tr> <tr> <td>6</td> <td>69</td> <td>188.9</td> <td>17.4</td> <td>1</td> <td>187.5</td> <td>13.9</td> <td>1</td> <td>8.7</td> <td>1.4</td> <td>3.6</td> <td>6.60</td> <td>89</td> <td>69</td> <td>29</td> <td>87</td> <td>67</td> </tr> <tr> <td>7</td> <td>66</td> <td>201.0</td> <td>14.0</td> <td>2</td> <td>203.8</td> <td>15.1</td> <td>3</td> <td>2.8</td> <td>1.6</td> <td>2.6</td> <td>0.18</td> <td>87</td> <td>66</td> <td>29</td> <td>44</td> <td>41</td> </tr> <tr> <td>8</td> <td>81</td> <td>201.6</td> <td>17.3</td> <td>2</td> <td>205.0</td> <td>15.3</td> <td>3</td> <td>3.6</td> <td>1.6</td> <td>2.2</td> <td>0.88</td> <td>84</td> <td>81</td> <td>27</td> <td>83</td> <td>82</td> </tr> </tbody> </table> <p>Reading</p>	Grade (Winter 2017)	Growth Count	Comparison Periods						Growth Evaluated Against						Fall 2016			Winter 2017			Growth		School Norms		Growth Evaluated Against		Student Norms		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Percentile	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	K	99	139.2	9.8	6	141.3	8.8	8	11.1	1.0	10.7	0.23	89	89	27	45	43	1	99	145.6	13.7	1	157.6	12.2	2	11.8	1.1	10.5	0.80	82	59	29	49	43	2	85	157.8	14.6	1	168.1	15.0	1	10.3	1.1	9.7	0.45	68	55	28	81	48	3	88	174.8	17.1	3	178.7	18.1	1	2.9	1.3	7.8	3.68	1	58	29	24	27	4	44	185.5	15.4	9	193.7	14.2	8	5.2	1.2	5.7	0.53	30	44	29	45	42	5	46	184.9	17.1	1	191.9	14.9	1	7.0	1.6	4.6	2.86	39	46	24	82	51	6	69	188.9	17.4	1	187.5	13.9	1	8.7	1.4	3.6	6.60	89	69	29	87	67	7	66	201.0	14.0	2	203.8	15.1	3	2.8	1.6	2.6	0.18	87	66	29	44	41	8	81	201.6	17.3	2	205.0	15.3	3	3.6	1.6	2.2	0.88	84	81	27	83	82	See attached grade level analysis of mid-year NWEA data. End of year testing window is in progress and not available at the time of this report.	Refer to Indicator (9).
Grade (Winter 2017)	Growth Count	Comparison Periods							Growth Evaluated Against																																																																																																																																																																																																			
		Fall 2016			Winter 2017				Growth		School Norms		Growth Evaluated Against		Student Norms																																																																																																																																																																																													
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Percentile	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile																																																																																																																																																																																												
K	99	139.2	9.8	6	141.3	8.8	8	11.1	1.0	10.7	0.23	89	89	27	45	43																																																																																																																																																																																												
1	99	145.6	13.7	1	157.6	12.2	2	11.8	1.1	10.5	0.80	82	59	29	49	43																																																																																																																																																																																												
2	85	157.8	14.6	1	168.1	15.0	1	10.3	1.1	9.7	0.45	68	55	28	81	48																																																																																																																																																																																												
3	88	174.8	17.1	3	178.7	18.1	1	2.9	1.3	7.8	3.68	1	58	29	24	27																																																																																																																																																																																												
4	44	185.5	15.4	9	193.7	14.2	8	5.2	1.2	5.7	0.53	30	44	29	45	42																																																																																																																																																																																												
5	46	184.9	17.1	1	191.9	14.9	1	7.0	1.6	4.6	2.86	39	46	24	82	51																																																																																																																																																																																												
6	69	188.9	17.4	1	187.5	13.9	1	8.7	1.4	3.6	6.60	89	69	29	87	67																																																																																																																																																																																												
7	66	201.0	14.0	2	203.8	15.1	3	2.8	1.6	2.6	0.18	87	66	29	44	41																																																																																																																																																																																												
8	81	201.6	17.3	2	205.0	15.3	3	3.6	1.6	2.2	0.88	84	81	27	83	82																																																																																																																																																																																												
(39) 3-8 Math All Students MGP	49.73	50.73	Yellow		Refer to Indicator (9).	NWEA Mid Year Math Growth Summary	See attached grade level analysis of mid-year NWEA data. End of year	Refer to Indicator (9).																																																																																																																																																																																																				



						<table border="1"> <thead> <tr> <th rowspan="3">Grade (Winter 2017)</th> <th rowspan="3">Growth Count</th> <th colspan="6">Comparison Periods</th> <th colspan="4">Growth</th> <th colspan="4">Growth Evaluated Against</th> </tr> <tr> <th colspan="3">Fall 2016</th> <th colspan="3">Winter 2017</th> <th colspan="2">Observed</th> <th colspan="2">Projected</th> <th colspan="2">School Norms</th> <th colspan="2">Student Norms</th> </tr> <tr> <th>Mean RIT</th> <th>SD</th> <th>Percentile</th> <th>Mean RIT</th> <th>SD</th> <th>Percentile</th> <th>Observed Growth</th> <th>Observed Growth SE</th> <th>Projected Growth</th> <th>School Conditional Growth Index</th> <th>School Percentile</th> <th>Count with Projection</th> <th>Count Met Projection</th> <th>Percent Met Projection</th> <th>Student Median Conditional Growth Percentile</th> </tr> </thead> <tbody> <tr><td>K</td><td>87</td><td>128.2</td><td>10.2</td><td>7</td><td>139.6</td><td>10.7</td><td>6</td><td>11.3</td><td>1.1</td><td>12.1</td><td>-0.81</td><td>30</td><td>87</td><td>28</td><td>49</td><td>45</td></tr> <tr><td>1</td><td>96</td><td>147.6</td><td>10.3</td><td>1</td><td>189.9</td><td>14.3</td><td>2</td><td>12.4</td><td>1.1</td><td>11.4</td><td>0.96</td><td>71</td><td>86</td><td>26</td><td>46</td><td>41</td></tr> <tr><td>2</td><td>96</td><td>169.9</td><td>11.4</td><td>8</td><td>174.1</td><td>14.1</td><td>4</td><td>9.3</td><td>1.8</td><td>9.4</td><td>-0.82</td><td>71</td><td>89</td><td>23</td><td>38</td><td>32</td></tr> <tr><td>3</td><td>87</td><td>174.8</td><td>14.7</td><td>1</td><td>179.4</td><td>14.8</td><td>1</td><td>4.6</td><td>0.8</td><td>7.3</td><td>-2.28</td><td>1</td><td>87</td><td>23</td><td>37</td><td>28</td></tr> <tr><td>4</td><td>44</td><td>191.1</td><td>15.4</td><td>6</td><td>196.8</td><td>11.3</td><td>6</td><td>4.7</td><td>0.8</td><td>4.9</td><td>-1.87</td><td>14</td><td>44</td><td>19</td><td>41</td><td>40</td></tr> <tr><td>5</td><td>42</td><td>193.4</td><td>16.3</td><td>1</td><td>197.4</td><td>15.6</td><td>1</td><td>6.0</td><td>1.1</td><td>4.8</td><td>1.08</td><td>88</td><td>42</td><td>20</td><td>48</td><td>43</td></tr> <tr><td>6</td><td>49</td><td>197.4</td><td>12.1</td><td>1</td><td>202.0</td><td>10.6</td><td>1</td><td>4.6</td><td>1.0</td><td>3.5</td><td>0.91</td><td>82</td><td>49</td><td>29</td><td>43</td><td>38</td></tr> <tr><td>7</td><td>54</td><td>201.9</td><td>13.6</td><td>1</td><td>204.0</td><td>14.0</td><td>1</td><td>3.0</td><td>0.8</td><td>2.7</td><td>-0.84</td><td>30</td><td>54</td><td>20</td><td>44</td><td>42</td></tr> <tr><td>8</td><td>83</td><td>204.2</td><td>11.9</td><td>1</td><td>204.8</td><td>14.3</td><td>1</td><td>0.6</td><td>1.0</td><td>3.0</td><td>-1.24</td><td>11</td><td>83</td><td>23</td><td>43</td><td>38</td></tr> </tbody> </table> 	Grade (Winter 2017)	Growth Count	Comparison Periods						Growth				Growth Evaluated Against				Fall 2016			Winter 2017			Observed		Projected		School Norms		Student Norms		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	K	87	128.2	10.2	7	139.6	10.7	6	11.3	1.1	12.1	-0.81	30	87	28	49	45	1	96	147.6	10.3	1	189.9	14.3	2	12.4	1.1	11.4	0.96	71	86	26	46	41	2	96	169.9	11.4	8	174.1	14.1	4	9.3	1.8	9.4	-0.82	71	89	23	38	32	3	87	174.8	14.7	1	179.4	14.8	1	4.6	0.8	7.3	-2.28	1	87	23	37	28	4	44	191.1	15.4	6	196.8	11.3	6	4.7	0.8	4.9	-1.87	14	44	19	41	40	5	42	193.4	16.3	1	197.4	15.6	1	6.0	1.1	4.8	1.08	88	42	20	48	43	6	49	197.4	12.1	1	202.0	10.6	1	4.6	1.0	3.5	0.91	82	49	29	43	38	7	54	201.9	13.6	1	204.0	14.0	1	3.0	0.8	2.7	-0.84	30	54	20	44	42	8	83	204.2	11.9	1	204.8	14.3	1	0.6	1.0	3.0	-1.24	11	83	23	43	38	testing window is in progress and not available at the time of this report.	
Grade (Winter 2017)	Growth Count	Comparison Periods							Growth				Growth Evaluated Against																																																																																																																																																																																																	
		Fall 2016			Winter 2017				Observed		Projected		School Norms		Student Norms																																																																																																																																																																																															
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile																																																																																																																																																																																														
K	87	128.2	10.2	7	139.6	10.7	6	11.3	1.1	12.1	-0.81	30	87	28	49	45																																																																																																																																																																																														
1	96	147.6	10.3	1	189.9	14.3	2	12.4	1.1	11.4	0.96	71	86	26	46	41																																																																																																																																																																																														
2	96	169.9	11.4	8	174.1	14.1	4	9.3	1.8	9.4	-0.82	71	89	23	38	32																																																																																																																																																																																														
3	87	174.8	14.7	1	179.4	14.8	1	4.6	0.8	7.3	-2.28	1	87	23	37	28																																																																																																																																																																																														
4	44	191.1	15.4	6	196.8	11.3	6	4.7	0.8	4.9	-1.87	14	44	19	41	40																																																																																																																																																																																														
5	42	193.4	16.3	1	197.4	15.6	1	6.0	1.1	4.8	1.08	88	42	20	48	43																																																																																																																																																																																														
6	49	197.4	12.1	1	202.0	10.6	1	4.6	1.0	3.5	0.91	82	49	29	43	38																																																																																																																																																																																														
7	54	201.9	13.6	1	204.0	14.0	1	3.0	0.8	2.7	-0.84	30	54	20	44	42																																																																																																																																																																																														
8	83	204.2	11.9	1	204.8	14.3	1	0.6	1.0	3.0	-1.24	11	83	23	43	38																																																																																																																																																																																														
(85) Grades 4 & 8 Science All Students Level 3 & Above	36%	39%	Yellow/ Green	Yes	<p>School 17 teachers in grades 4 & 8 have begun the <u>science extravaganza</u> in assisting with test preparation activities to increase student performance on the respective NYS science exams.</p> <p><u>Grade 4 project-based units</u> have been deeply focused on scientific processes and content.</p> <p><u>Grade 8 students have been enrolled in accelerated Regents level Living Environment coursework</u> throughout the school year. The passing rate for the 15-16 SY exceeded the district average.</p>	At this time, there is no specific aligned assessment to predict science performance being utilized.	n/a	<p>Authentic performance based tasks, including <u>inter-thematic projects</u>, have been developed to instruct NGSS content at all grade levels. An <u>increased focus on the integration of literacy skills through content instruction</u> has been a key strategy for school improvement.</p> <p><u>Continued alignment</u> to ensure appropriate grade level coverage of standards and vertical alignment and coherence is the next step; the focus will continue to be on depth versus breadth of content coverage.</p> <p>In Grades 7/8 we will be</p>																																																																																																																																																																																																						



								<p><u>adding Environmental Science, Earth Science and Living Environment</u> to the schedule of offerings in the 17-18 SY.</p> <p><u>Identification of a progress monitoring assessment</u> aligned to the rigor of NYS Science Assessment would be beneficial. Support is needed in this area.</p>
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part II – Demonstrable Improvement Indicators (Level 2)

LEVEL 2 Indicators								
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	Baseline	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2017-18 School Year Continuation Plan for Meeting this Indicator
2) Plan for and implement quality Community School Model	NA	See Community School Rubric	Green	Yes	A <i>deepened partnership with CCSI</i> has fine-tuned the focus of the work on the coordination of multi-agency services for students with piloting of a cross-	With a refined focus on the coordination of multi-agency service to youth and families, the lead agency (CCSI) School 17 has identified 30 students for a case-management pilot in the 16-17 SY; full expansion is planned for the 17-18 SY. 57 partners to date (see service directory) Established regular bi-weekly, monthly, and quarterly meetings for community partners, supervisors and executive directors respectively, in order to ensure aligned vision and problem-solve	Service Directory of Community School Supports Increase in number of students participating at R-Center at School 17; alignment of school-based	<i>Full time site coordinator</i> transition is planned to provide skill-set aligned with case management and cross agency coordination. Job description has



					<p>functional problem solving team approach (<u>EMBRACE</u> process) and piloting of <u>cross agency case management and data-tracking system</u> for maintaining record of referrals, workers, and service delivery.</p> <p><u>Increased behavioral and mental health services and supports</u> including increase to 4 full days of child-family therapy of billable services.</p> <p><u>Addition of adult therapist</u> at Unity Family Health, co-located on School 17 campus.</p> <p><u>Streamlining and redesigning health services</u> to focus on a stronger alignment with school needs.</p>	<p>during alignment processes.</p> <p>We were able to ensure 60 students who lacked up to date immunizations receive them through the health clinic.</p> <p>Functioning PTO with elected officers, bi-weekly meetings, and monthly school-wide events with over 100 participants.</p> <p>Teachers report increases in: distributive leadership and collaboration, project-based learning, culture & climate, parent contact and presence at school, quality of relationships (students, teachers, and parents).</p> <p>200 students projected to attend Summer Beacon @ School 17 for 20 x ½ days during Summer 2017.</p> <p>Parents “graded” the school from their perspectives and gave specific recommendations for improvement.</p>	<p>summer program with City of Rochester programming through R-Center @ School 17.</p> <p>Increase in average daily attendance, higher than district average attendance.</p> <p>Improvements in school climate and safety as noted above.</p>	<p>been updated to reflect this goal.</p> <p><u>AmeriCorps VISTA fellow</u> to support cross systems database implementation as well as support progress monitoring of service effectiveness and progress on external agency referrals.</p> <p>Further exploration of a hybrid of community based health model and <u>school based health model</u> planned with Rochester Regional Health Services.</p> <p>Full implementation of <u>case-management system</u> to document and track referrals, lead contacts, and</p>
--	--	--	--	--	--	---	---	---



				<p>Currently the clinic is serving 90% adult population; this year there has been an addition of a pediatrician and family medicine doctor.</p> <p>80% of current School 17 students are enrolled at <u>Eastman Dental Center</u>.</p> <p>Increased <u>Coordination and Communication with Monroe County Child Protective Services, Juvenile Justice, and Office of Mental Health</u> through regular meetings and roundtables as well as through the EMBRACE process.</p> <p>Improving <u>Out of School Time</u> through increased coordination with City of Rochester</p>		<p>agency service provision.</p> <p><u>Develop clear MOUs and data sharing agreements</u> with partner agencies focused on complementary provision of service, shared vision and accountability.</p> <p>Explore <u>universal trauma screening for ACEs</u> (Adverse childhood experiences) to be implemented with incoming K families through entry interviews. Data will be used to inform continuous needs assessment and ensure appropriate service alignment through partner agencies that meet the needs.</p>
--	--	--	--	--	--	--



					services on site.			
(12) 3-8 ELA Hispanic Students Level 2 & above	20%	23%	Yellow/ Green	Yes	<p>Continued implementation of <u>Gomez & Gomez Dual Language Enrichment Model</u> with a focus on bi-literacy and bi-lingualism through 50/50 language immersion.</p> <p>Expanded implementation of <u>project-based learning</u> with deep learning in integrated thematic units culminating in final projects and multi-disciplinary presentations.</p>	<p>According to the NWEA Projected Proficiency report administered in the Winter of 2016-17, 22.8% of Hispanic students are projected to score a level 2 or above on the NYS ELA exam. This projection is right at the progress target with four months of intervention focused.</p>	<p>Increased student engagement and excitement about learning.</p> <p>Increased authentic use of academic language through learning exhibitions and project preparation.</p> <p>Increased biliteracy development of ELLs and native English speakers in both English and Spanish.</p>	<p>Refine <u>language balance for project based learning</u> to include more bilingual literacy centers and leveled texts to support thematic instructions.</p> <p>See also Indicator (9), expand to include <u>Spanish Language Arts</u>.</p>
(13) 3-8 ELA LEP Students Level 2 & above	15%	17%	Yellow	Yes	<p>Align <u>ENL teachers</u> with grade level teams to support content instruction, vocabulary development and</p>	<p>According to the NWEA Projected Proficiency report administered in the Winter of 2016-17, 9.9% of the LEP students are projected to score a level 2 or above on the NYS ELA exam.</p>	<p>Improved collaborative planning and co-teaching related to the provision of ENL services</p>	<p>See Indicator (9).</p>



					authentic project-based learning experiences with specific focus on strategies to support English language development.		through push-in model with supplemental pull-out for beginners. Improved student engagement and excitement about learning. Improved bi-literacy development	
(94) Provide 200 hours of quality extended learning time (ELT)	n/a	See ELT Rubric	Green	Yes	All students have received an additional three 45 minute periods of <u>WIN</u> for CCSS support 1-45 minute period of <u>service learning</u> , and 1-60 minute period of <u>enrichment/clubs</u> each week. <u>Morning Meeting</u> is included during the first 30 minutes each day with a school-wide community assembly every other Friday.	All students have participated in an additional 1 ½ hours of learning per school day = 270 additional hours of instruction. 200 students will participate in 80 hours of additional instruction focused on literacy and mathematics during Summer 2017.	Improved school climate Improved sense of student belonging and responsibility Improved relationships Improved student satisfaction with school through choice Increased opportunities for student leadership and voice	Expand <u>WIN</u> to 5 times per week. Include double periods of ELA/Math for grades 6-8. Align authentic <u>service learning with project based learning themes</u> to create a tradition for the school. Increase <u>student leadership</u> in enrichment/club provision for cross-age groups, i.e. student-led STEP team,



								<p>Increase <u>expanded learning opportunities</u> to include STEM focus, i.e. robotics, gardening, coding</p> <p>Explore alignment with <u>youth development to include academic tutoring</u> through R-Center programming at School 17 and infuse youth development into <u>recess programing</u> through PlayWorks utilizing R-Center staff during school hours.</p> <p>Seek <u>technical assistance</u> to improve documentation of progress, independent evaluation and project management.</p>
(98) Chronic Absenteeism	n/a	See Chronic Absenteeis	Yellow/ Green	Yes	<u>Attendance champions</u> are utilized to work	School 17's average daily attendance to date is 87.5% reflecting a slight increase over last year's 87.0%, surpassing the current district average of 85.5%.	Improvement in average daily attendance.	Expand <u>truancy blitz</u> to focus on different grade



		m Rubric			<p>with classroom teachers to follow up on student absences on a daily basis.</p> <p>Continued focused monitoring and <u>referrals to community based supports</u> are utilized to take a student-by-student approach, yielding the creation of individualized attendance intervention plans.</p>	<p>School 17: Chronic Absence YTD through 5/15/17 Note: includes preK</p>  <p>Campus Attendance Threshold Counts</p> <table border="1" data-bbox="1284 711 1999 781"> <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>624</td> <td>566</td> <td>496</td> <td>348</td> <td>183</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	624	566	496	348	183	<p>Reduction in chronically absent category.</p>	<p>levels twice per year.</p> <p>Utilize <u>case management system and community partners meetings</u> to evaluate impact of referral and effectiveness of services in improving attendance.</p> <p>Conduct a <u>summer home visit blitz</u>- Back to School campaign to meet and greet your teacher at your home, with a goal of reaching at least 25% of the student population in person before the start of school.</p>
School Group Name	# of Students Enrolled	3 Days Absent	5 Days Absent	10 Days Absent	20 Days Absent															
17 - Enrico Fermi	624	566	496	348	183															
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 III – Additional Key Strategies – (As applicable)

(This section should only be completed as needed, for strategies not already listed in Parts I and II.)

<u>Key Strategies</u> Identify any key strategies being implemented during the current reporting period that are <u>not described in Part I or II above</u> , but are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention Plan. Responses should be directly aligned with approved 2016-17 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant during the 2016-17 school year, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.			
List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2017-18 School Year Continuation Plan
1. Community School		See above – Community School	See above – Community School
2. Dual Language Enrichment			
3. More & Better Learning Time		See above – Community School	See above – Community School
4. Strengthened Teaching & Learning			<p>Increase <u>collaborative instructional walkthroughs</u> to monitor progress toward specific instructional goals and highlight effective practice.</p> <p>Increase <u>coaching support</u> in the classroom to give feedback on specific elements of lesson delivery on regular basis (once/week)</p> <p>Use of grade level planning time to support planning for <u>differentiation and scaffolding instruction</u> for ELLs and SWDs</p> <p>Increase <u>collaborative sharing of ideas</u> and feedback from other teachers</p>



			<p>Refine, not reinvent, current <u>project based learning units</u></p> <p>Examine how teachers might better support one another in <u>co-teaching and team teaching</u></p> <p>Identify <u>model classrooms</u> for demonstrating specific elements of instructional focus</p> <p>Create <u>differentiated PD</u> plans for staff</p> <p>Focus on <u>active learning strategies</u> for student engagement</p> <p>Focus on higher order thinking skills and <u>Webb's Depth of Knowledge</u> with a focus on increased rigor</p> <p>Expansion of a <u>mixed continuum of special education services</u>, reduction in self-contained special education programs at School 17</p>
5. Socio-Emotional Development & Health: A Multi-Tiered System of Support		See above-School Safety	See above-School Safety
6. Engagement & Voice		<p>PTO has been established</p> <p>Creation of the Family Center, one stop shop for wrap around services and supports</p>	<p>Establish <u>reciprocal communication strategies</u> for improved communication with parents.</p> <p>Create a <u>schedule of trainings for parents</u> to support student achievement and help families understand and access available services.</p> <p>Increase the number of <u>parent volunteers</u> and train them to specifically support identified needs, i.e. front office greeter/reception area, parent connect sign up,</p>
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy	Yellow	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p> <p>Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



	<i>with impact.</i>		
--	---------------------	--	--

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 and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2017-18 School Year.		
Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
	Bi-Annual meetings of the whole with multiple subgroups: School Based Planning Team (bi-weekly), Instructional Leadership Team (Weekly), ATOMS (Weekly), Charles House Neighbors in Action (weekly), Community Schools Leadership Team with Mayor’s Office (quarterly), PTO meetings (monthly), Community Partners Meetings (bi-weekly, monthly, quarterly), CCSI Team Planning meetings (bi-weekly)	Utilize Lead Partner Agency to coordinate among multiple CET subgroups and establish a deepened focus on coherence among community engagement efforts.
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. Please identify any changes in Receivership Powers to be utilized in the 2017-18 School Year.		
Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
	Over the course of the past several months, the power of the receivership has allowed for greater flexibility in structures and operations that support the aggressive school improvement plans in each school to meet their respective demonstrable indicators. Structures include thoughtful placement procedures; effective budget allocation; professional learning design with collective bargaining units; and overall central office paradigm shifts that view the schools as the unit of change. The Office of Finance, Human Capital Initiatives and Office of Innovation, and Office of Teaching and Learning have been instrumental in the success of this	Focus on improving student placement: SWDs, dual language recruitment, PreK to K stability/roll-over enrollment, neighborhood recruitment, grade 7 new entrants Focus on flexibilities regarding utilizing performance tasks and alternate assessments for APPR Consider adjusting school bell time to allow Grade 7/8 students equitable access to district-wide athletic programs



	<p>shift.</p> <p>Significantly, the teacher collective bargaining unit, in partnership with our Law Office has been extremely supportive in the development and implementation of each school’s Election to Work Agreement. The powers of receivership have been extremely effective in clearly outlining the signature of the school and meaningful dialogue among all staff that establishes a common purpose to best meet the needs of students. Lastly, the Board of Education continue to engage in with our receivership schools to gain understanding and support through Board Leadership visits.</p> <p>As part of the structure created in the RCSD for schools in Receivership a professional learning community structure has emerged which includes regular school visits, weekly conference calls and monthly meetings at rotating schools. In addition, professional learning has also included interdisciplinary teams, including the Superintendent, during weekend retreats; data deep dive protocols; and Teaching and Learning Partnership classroom walkthroughs. Also, additional partners have been engaged to support the school chief and principals to foster meaningful dialogue with Bank Street provided by support from the Gates Foundation and the early stages of support from NYCLA.</p> <p>In addition, community engagement teams in all of the schools have been helpful in sharing expertise, improving accountability, increasing parent engagement and multi-tiered systems of support to our students and families. The Community School planning has also been an important part of our planning over the past several months to develop an internal framework for the district, as well as, engage with our partners and community to build the overall vision.</p>	<p>In moving forward the powers of receivership, as indicated above will continue in the 17-18 School Year as we improve our schools. As we build on our successes additional strategies for the 17-18 School Year include:</p> <ul style="list-style-type: none"> • Increased autonomies and supports directly to the buildings via the budget process • Comprehensive Professional Development Plan for 17-18, including PLC text based group • Receivership summer literacy conference 			
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 – Budget – (As applicable)

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



<u>Budget Analysis</u>			
Please designate either as PSSG expenditures or SIG expenditure and describe the budget item or activity. – SIG 4.1	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	<p>ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</p> <ul style="list-style-type: none"> SIG FS-10 2017-18 BUDGET AND BUDGET NARRATIVE AS APPLICABLE. <p><u>DO NOT SUBMIT PSSG BUDGET DOCUMENTS AT THIS TIME.</u></p> <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/</p>
Teacher Pay		Support for expanded day programming and intervention provision, teacher leaders for improving instructional quality	
Civil Service Pay		Support for intervention paraprofessional to provide WIN instruction	
Professional & Technical Services		Support for enrichment within expanded learning day	

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 & Multi-Tiered System of Support for SEL	Improved school safety and climate as outlined in Indicator (5) – School Safety above.



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: [Signature]
Date: 5/26/17

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): Karla F. Boyle
Signature of CET Representative: [Signature]
Date: 5/26/17