

Receivership Schools ONLY

Quarterly Report #1: *July 1, 2018 to October 13, 2018 (Due October 31, 2018)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: www.rcsdk12.org/17		
Enrico Fermi School 17	261600010017	Rochester CSD		Check which plan below applies:		
				SIG (former SIG 4.1, ended 8/30/2018)	SCEP x	
				Cohort (5, 6, or 7): Model:		
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane Williams	Caterina Leone Mannino	Amy Schiavi, Chief of Innovation & Intensive Supports; Michele Alberti, Exec. Dir. School Innovation	PK(3)--8 th grade	174 (K-8), 31%	85 (K-8), 15%	633 (PK-8) 567 (K-8)
	Appointment Date: 9/1/2015					



ELL Students

School Name	# of Students Total	K	1	2	3	4	5	6	7	8
17 - Enrico Fermi	174	21	17	26	18	18	19	15	16	24

SWD By Grade Level

2018-2019

School Group Name	P3	P4	K	1	2	3	4	5	6	7	8	Total Total
17 - Enrico Fermi	1	5	5	4	10	2	8	10	3	22	21	91

Campus Enrollment by Grade Level

Grade Level

Select Display Format Pivot Table

Grade Level	Enrolled	% Enrolled
P3	18	2.8%
P4	48	7.6%
K	66	10.4%
1	60	9.5%
2	66	10.4%
3	59	9.3%
4	52	8.2%
5	54	8.5%
6	51	8.1%
7	73	11.5%
8	86	13.6%
Grand Total	633	100.0%



Executive Summary

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

The Enrico Fermi School 17 community has continued to implement core improvement strategies focused on strengthening teaching and learning practices, creating a cohesive multi-tiered system of support, increasing parent and community engagement, and pioneering a groundbreaking collaborative and integrative community school framework.

Strengthened teaching and learning practices include:

1. Dual Language Programming - School 17 offers dual language programming focused on instruction in both English and Spanish for students who are enrolled as native English and native Spanish speakers. English Language Learners are accelerating in developing their English proficiency and literacy levels while continuing to develop their native language. English speakers are learning Spanish as a new language and we are bridging racial and cultural divides.
2. Project-Based Learning - Teachers at School 17 have worked to unpack the Next Generation Standards and deepen their understanding of grade level rigor while building in culturally relevant and transformative learning experiences.
3. Visible Learning -- Units and lessons are designed to scaffold from surface to deep learning. Teachers explicitly focus on their learning intentions and lesson progression, designing assessments and experiences that encourage deep learning and application to their own world.
4. Re-imagining Mathematics Instruction -- School 17 teachers are unpack the Next Generation Standards for Math, utilizing Zearn, and designing problem-based experiences to anchor each math unit. The addition of a math lab with math manipulatives and a full time math coach is working with teachers to deepen their understanding of grade level mathematics concepts, co-teaching to model and support instruction, and designing learning experiences in math that progress from concrete to abstract and integrated application.

Multi-Tiered System of Support: Academic, Socio-Emotional, and Family Supports

The multi-tiered system of support for students includes both academic and socio-emotional supports. Tier 1 Universal Academic Supports are in place to ensure that teachers do not utilize a page-by-page teaching approach, but rather that they are able to differentiate instruction to meet the specific needs of students in the class. Utilizing Hattie's Visible Learning high yield strategies (collective teacher efficacy, response to intervention, and student self-reported grades) and Ainsworth's Rigorous Curriculum Design. Teachers are focused on deliberate planning and creating engaging classroom learning experiences. Through a focus on precise learning targets, meaning and relevant lessons and activities, and multiple opportunities to succeed, all students are able to work toward grade level standards through reflection and revision. Tier 2 supports include WIN (What I Need) time for academic intervention and acceleration and Help Zone and mediation for socio-emotional learning support. Tier 3 interventions include individualized learning plans for academic support, including specialized reading instruction and supplemental individualized intervention as well as clinical mental health and counseling supports for socio-emotional intensive support. The system of support has expanded to include attendance outreach, student support team, family support team and multi-agency data tracking, as well as cross-system case management through family service assistants and the EMBRACE process.

Parent & Community Engagement

The School 17 Parent Teacher Organization continues to grow in number and advocacy; elections for officers will take place on October 26, 2018, with multiple candidates for each office. The PTO is becoming more representative of the student body and parents are encouraged to volunteer in the school as well. With 34 parent volunteer applications to date and 11 parent/employees



of School 17, we are excited to incorporate parents as assets to our school community to enhance instruction and support their children’s education. The role of parent liaison has expanded to include a bilingual liaison, African American liaison, and Neighborhood outreach specialist.

The Community Engagement Team is comprised of community leaders and representatives by workgroup function by strand: Adult Education/Workforce Development, Neighborhood Engagement, Early Childhood Education, Health/Wellness, Human Services, Out of School Time/Youth Development, Parent/Family Engagement. Workgroups are open to families, neighbors, students, and community members. Each workgroup is facilitated by a community leader who is able to connect their expertise to the work at School 17 and connect the needs at School 17 to larger community work focus. The CET leadership team, for which each workgroup has a representative, meets bi-monthly to strategize and ensure alignment to school improvement priorities, as well as reflect on new findings from the ongoing needs assessment and implementation plan progress.

Collaborative & Integrative Community School Model

Working with Coordinated Care Services, Inc. (CCSI) as a lead agency partner, School 17 is focused on pioneering the community school strategy for organizing resources around student success. The school has become a hub of access for services for students and neighbors alike. We are beginning to ensure accurate cross systems data tracking with multi-agency and teacher data input on real time, capturing points of service and referrals; therefore, we are better able to monitor student needs and access to services through leadership team meetings. Attendance champions monitor daily attendance, connecting with families to determine the root cause of absenteeism and create improvement plans with appropriate family service referrals when needed. The student support team includes both internal and external resources for academic and behavioral support, as well as resources for teacher development. Family support team has been newly added to provide a structure for addressing family needs through a coordinated referral and tracking process to ensure well-matched services and coordinated care approach. In addition, the EMBRACE protocol is used to bring all those providing services for multi-agency involved youth around the table to create one cohesive plan for support, with the child and family at the center; community school staff serve as the facilitators of this process and assist human service agencies in coming together to support student success. Increased neighborhood involvement, improved student attendance, increased parent engagement, improved school climate and increased student achievement are being realized in year three of implementation. An evaluation is being conducted by University of Rochester, funded by the Farash Foundation, to document the process for other schools in the Rochester community.

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 Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.



Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The district should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging state academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.																		
#5-School Safety	57	25% reduction = <42		Yes.	<p>Gap Statement: School 17 has been shifting from PBIS/ATOMS to a Responsive Classroom, restorative practice framework; however, the Tier 1 supports for SEL have not been implemented with fidelity in all classrooms. While the school has established additional supports for SEL, protocols for communication regarding Tier 2 and 3 supports for behavior to classroom teacher.</p> <p>SMART Goal: By June 2019, the school team will improve school climate as measured by reduced behavior concerns and improved student engagement and connectedness. This will be demonstrated by: 10% reduction in recidivism of behavior of high needs students; Individualized support plans for the most intensive 15% of all students and their families; 10% reduction in SVI; 10% reduction in ODR; 10% reduction in suspensions.</p> <p>Strategies:</p>	17-18 SY SSEC Data = 32 serious incidents 17-18 SY School Violence Index = 0.95 18-19 SY SSEC Data to date = 1 – Code 8 Drug Possession 18-19 SY YTD Incidents to date = 54 18-19 SY YTD Suspensions = 7 18-19 SY YTD SSEC Discipline Events = 1	<p style="text-align: center;">Incidents / Suspensions by Campus</p> <table><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 # of Days Suspended</th></tr><tr><td>2018-2019</td><td>54</td><td>7</td><td>0</td><td>4</td><td>3</td><td>0</td><td>7</td><td>13</td></tr></table> <p>All disciplinary incidents involving administrative intervention are documented in PowerSchool SMS. There have been 54 incidents as of 10/13/18, with 1 SSEC incident. 7 suspensions to</p>	School Year	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # of Days Suspended	2018-2019	54	7	0	4	3	0	7	13
School Year	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # of Days Suspended																	
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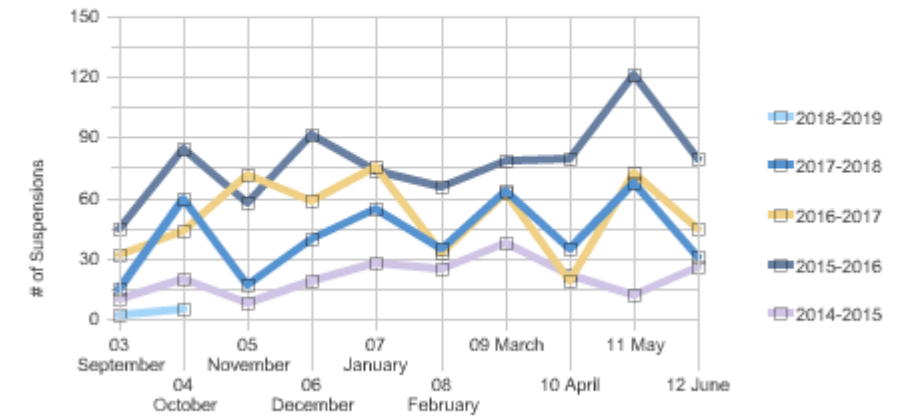


The multi-tiered system of support for socio-emotional learning (SEL) is stronger and communication protocols are systematic. School-wide implementation of Responsive Classroom The First Six Weeks curriculum K-6 and Responsive Advisory 7-8 have laid the framework for classroom expectations and agreements and helped to solidify Universal Supports for all students. The Tier 2 SEL support level includes Gandhi Institute Help Zone and Center for Youth mediation for students exhibiting behavior challenges and referred for assistance by the classroom teacher; self-referral is also allowable. Tier 3 individualized SEL interventions include clinical mental health and counseling supports from Hillside Children’s Center clinician, weekly sessions with the school social worker and individualized behavior support plans designed for the most intensive socio-emotional needs. A behavior support specialist from the Villa of Hope is available through Monroe County Department of Human Services and provides observation and consultation to develop both teacher and system capacity to respond to the most challenging students. In addition, multi-agency involved youth, i.e. PINS, JD, and ED, and families are provided support by a school facilitated EMBRACE meeting utilizing the Child & Family Team process. Providers from multiple agencies come together to create one cohesive plan for support and communication to ensure coordinated care for the neediest of students.

A new case management data tracking tool allows teachers to electronically track all disciplinary referrals and administrators and service providers to electronically capture and automatically community follow up notes. Reports can be run by serving

date put us well on track to meeting our improvement targets for reducing suspensions overall.

Suspensions by Month



Suspensions by Month

September 2018=2

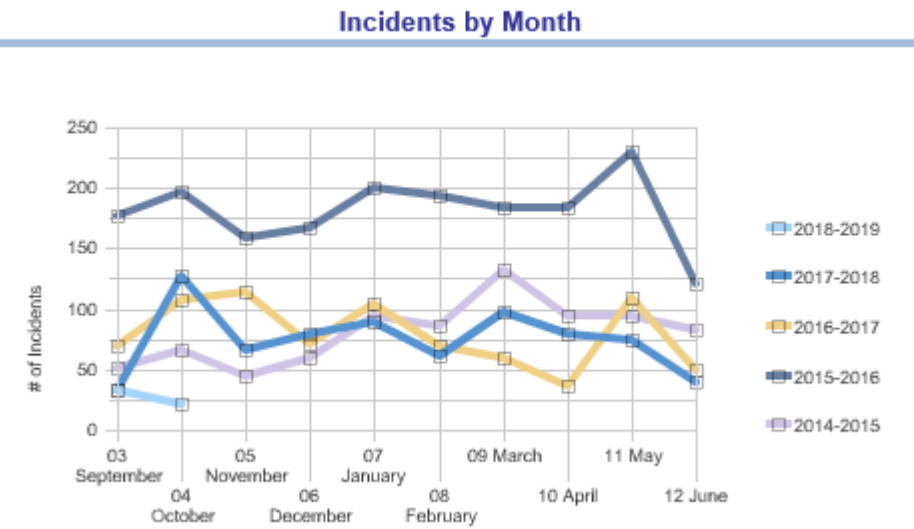
October 2018 (ytd)=5

Sixth grade had the highest number of incidents and suspensions during this first reporting period; a long term sub has since been replaced by a certified teacher and the climate and student behavior has significantly improved.

Incident Number	Current Grade Level	Gender	Race	SW D	ELL	Location	Discipline Action Description	# of Days Susended
97747	4	Female	Hispanic	N	N	Classroom	1 Short-Term/ISS (1 - 5 Days)	1.00
97794	8	Male	Black or African American	Y	N	Classroom	1 Short-Term/ISS (1 - 5 Days)	2.00



				<p>agency or by individual youth and capture all services to date as well as concerns per student.</p> <p>Teachers are able to discuss behavioral concerns as part of the grade level team process with team leaders. Team leaders bring these concerns to the attention of the Instructional Leadership Team in a weekly summary. A problem-solving process among the administrative team is initiated to determine next step supports for each individual student concerned at a weekly admin team meeting. Concerns requiring additional SEL support may be also brought to the Student Support Team to co-create and document appropriate individualized intervention plans and/or Family Support Team if concerns are initiating due to familial challenges; a referral to the appropriate community based agency is made to ensure follow up support needed to remove obstacles leading to SEL challenges and academic focus.</p> <p>Additional structural supports have also begun in the 18-19 SY including: weekly meetings of MTSS SEL workgroup to highlight best practice and research new practices, a supplemental monthly newsletter to highlight some of the successes, and monthly PD sessions for all staff on restorative practice.</p> <p>Next step adjustments include continued expansion of mental health supports and tightened coordination of system of supports and responsiveness of students and families. In addition, a data dashboard for tracking progress toward the identified SMART Goals is being established with shared ownership of metrics by the CET workgroups.</p> <p>The school will continue with the strategies outlined in the SCEP.</p>		<table><tr><td>97795</td><td>7</td><td>Male</td><td>Black or African American</td><td>Y</td><td>N</td><td>Courtyard</td><td>1 Short-Term/ISS (1 - 5 Days)</td><td>2.00</td></tr><tr><td>97836</td><td>6</td><td>Male</td><td>Hispanic</td><td>N</td><td>N</td><td>Classroom</td><td>1 Short-Term/ISS (1 - 5 Days)</td><td>1.00</td></tr><tr><td>97712</td><td>6</td><td>Male</td><td>Black or African American</td><td>N</td><td>N</td><td>Hallway</td><td>5 Out-Of-School <= 5 Days</td><td>3.00</td></tr><tr><td>97713</td><td>6</td><td>Male</td><td>Hispanic</td><td>N</td><td>N</td><td>Hallway</td><td>5 Out-Of-School <= 5 Days</td><td>2.00</td></tr><tr><td>97845</td><td>6</td><td>Male</td><td>Hispanic</td><td>N</td><td>N</td><td>Hallway</td><td>5 Out-Of-School <= 5 Days</td><td>2.00</td></tr></table> <p>Current Year Suspensions by Demographic Selector</p> <p>Current Grade Level ▾</p> <table><tr><th>Current Grade Level</th><th># of Suspensions</th><th>%</th></tr><tr><td>1</td><td>0</td><td>0.0%</td></tr><tr><td>2</td><td>0</td><td>0.0%</td></tr><tr><td>3</td><td>0</td><td>0.0%</td></tr><tr><td>4</td><td>1</td><td>14.3%</td></tr><tr><td>5</td><td>0</td><td>0.0%</td></tr><tr><td>6</td><td>4</td><td>57.1%</td></tr><tr><td>7</td><td>1</td><td>14.3%</td></tr><tr><td>8</td><td>1</td><td>14.3%</td></tr><tr><td>Grand Total</td><td>7</td><td>100.0%</td></tr></table> <p>The number of total incidents requiring administrative intervention is well below trend lines for previous school years and the school is well on track to meeting improvement targets.</p>	97795	7	Male	Black or African American	Y	N	Courtyard	1 Short-Term/ISS (1 - 5 Days)	2.00	97836	6	Male	Hispanic	N	N	Classroom	1 Short-Term/ISS (1 - 5 Days)	1.00	97712	6	Male	Black or African American	N	N	Hallway	5 Out-Of-School <= 5 Days	3.00	97713	6	Male	Hispanic	N	N	Hallway	5 Out-Of-School <= 5 Days	2.00	97845	6	Male	Hispanic	N	N	Hallway	5 Out-Of-School <= 5 Days	2.00	Current Grade Level	# of Suspensions	%	1	0	0.0%	2	0	0.0%	3	0	0.0%	4	1	14.3%	5	0	0.0%	6	4	57.1%	7	1	14.3%	8	1	14.3%	Grand Total	7	100.0%
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Disciplinary Incidents by Month

September 2018=33

October 2018 (ytd)=21



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#9 3-8 ELA All Students Level 2 & above	19%	10% increase= >29%		Yes	<p>Gap Statement: Curriculum mapping and standards-based lesson design has been a focus for professional development for the past two school years. Project-based learning units have been created to support integrated thematic, meaning learning and authentic assessment, yet there still is a heavy focus on content over process. There is uneven alignment of instructional rigor and expectations and this is evident in the varied quality of student work; lessons and projects are not always designed to lead to deep learning. Additionally, there is a focus on product over process with minimal differentiation. Many lessons are teacher-driven, with students carrying minimal cognitive load and responsibility. Feedback and lesson adjustment is minimally observed.</p> <p>SMART Goal: By June 2019, all curriculum maps will identify learning intentions for content, language, and process which are aligned to Next Generation Standards. Each learning intention will have very clearly identified success criteria to promote teacher clarity from the onset. Learning progressions will be aligned to the SOLO taxonomy (J. Biggs) to promote Piagetian/constructivist deep learning. Learning and intentions and success criteria will be shared in student-friendly language.</p> <p>Visible Learning units and lessons are designed to scaffold from surface to deep learning. Utilizing J. Bigg’s SOLO Framework, learning is organized from one or few aspects (unilateral) to several aspects (multi-structural) and then integrated (relational) and then applied (extended abstract) into new contexts. Through application of constructivist learning approaches, students are active participants in designing their learning activities. Learning is focused on what students do and the outcomes of their</p>	17-18 SY = 35.3%	18-19 Current Student ELA Rank Report by Current Grade	Fall 2018 NWEA MAP ELA Projected Proficiency Report	<p>A review of 2017-18 SY ELA Performance Data demonstrates that many students are at the cusp of achieving a Level 2 and 3, as their recent test scores were in the high levels of the performance levels. With continued targeted support, the school believes it can achieve the current improvement goals.</p> <p>2017-18 NYS ELA Performance – Current Students w/ Previous Test Results</p> <table><tr><th>17-18 ELA Performance Level</th><th colspan="5">Current Grade:</th><th>Grand Total</th></tr><tr><td></td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td></td></tr><tr><td>Level 1</td><td>28</td><td>3</td><td>6</td><td>3</td><td>8</td><td>178</td></tr><tr><td>High Level 1</td><td>19</td><td>5</td><td>0</td><td>4</td><td>3</td><td>121</td></tr><tr><td>Low Level 1</td><td></td><td>2</td><td>1</td><td>1</td><td>2</td><td>6</td></tr><tr><td>Mid Level 1</td><td>9</td><td>6</td><td>5</td><td>8</td><td>3</td><td>51</td></tr><tr><td>Level 2</td><td>15</td><td>0</td><td>8</td><td>7</td><td>6</td><td>66</td></tr><tr><td>High Level 2</td><td>1</td><td>8</td><td>6</td><td>3</td><td>1</td><td>19</td></tr><tr><td>Low Level 2</td><td>10</td><td>4</td><td>2</td><td>2</td><td>7</td><td>25</td></tr><tr><td>Mid Level 2</td><td>4</td><td>8</td><td></td><td>2</td><td>8</td><td>22</td></tr><tr><td>Level 3</td><td>6</td><td>3</td><td>5</td><td>5</td><td>3</td><td>22</td></tr><tr><td>High Level 3</td><td>1</td><td></td><td>2</td><td>1</td><td></td><td>4</td></tr><tr><td>Low Level 3</td><td>3</td><td>3</td><td>2</td><td>3</td><td>1</td><td>12</td></tr><tr><td>Mid Level 3</td><td>2</td><td></td><td>1</td><td>1</td><td>2</td><td>6</td></tr><tr><td>Level 4</td><td></td><td></td><td></td><td>1</td><td>1</td><td>2</td></tr><tr><td>Low Level 4</td><td></td><td></td><td></td><td>1</td><td>1</td><td>2</td></tr><tr><td>Grand Total</td><td>49</td><td>6</td><td>9</td><td>6</td><td>8</td><td>268</td></tr></table> <ul style="list-style-type: none">It must be noted that School 17 received 74 students from Puerto Rico in the 2017-18 SY following Hurricane Maria. Many of these students are considered Students with Interrupted Formal Education (SIFE). Many have limited literacy skills in both English and Spanish. Due to the date	17-18 ELA Performance Level	Current Grade:					Grand Total		4	5	6	7	8		Level 1	28	3	6	3	8	178	High Level 1	19	5	0	4	3	121	Low Level 1		2	1	1	2	6	Mid Level 1	9	6	5	8	3	51	Level 2	15	0	8	7	6	66	High Level 2	1	8	6	3	1	19	Low Level 2	10	4	2	2	7	25	Mid Level 2	4	8		2	8	22	Level 3	6	3	5	5	3	22	High Level 3	1		2	1		4	Low Level 3	3	3	2	3	1	12	Mid Level 3	2		1	1	2	6	Level 4				1	1	2	Low Level 4				1	1	2	Grand Total	49	6	9	6	8	268
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				<p>throughout the week both for comprehension strategy practice and content area reading. In additional literacy and language objectives are posted across content areas. Grades 7-8 continue to incorporate Project CRISS strategies in ELA and across content areas.</p> <p>Increased writing opportunities and use of the writing process is another priority of the school year. Teachers received Calkin’s Writing Rubrics and student work samples for K-8 in order to anchor expectations to Next Generation Standards.</p> <p>A pacing chart of prioritized ELA standards by grade level as aligned to NYS assessment has been developed utilizing released test questions to ensure appropriate rigorous test practice and formative benchmarks along the way. School 17 is beginning this process at the beginning of quarter 2 to ensure adequate preparation and alignment.</p> <p>Co-teaching opportunities are widely available for ELA, allowing for additional differentiation of Tier 1 instruction. In addition, all students have an additional 45 minute WIN (What I Need) period embedded throughout the expanded school day in which they receive targeted acceleration and intervention support. Two full time reading teachers and two additional reading specialists from EnCompass Resources for Learning are part of th WIN team. During WIN students in each grade level are grouped homogeneously according to similar needs every 5 weeks.</p> <p>Students attended Summer LEAP programming throughout the summer. An analysis of student</p>		
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				performance data and summer learning is forth coming.																																																																																																																									
#15 3-8 Math All Students Level 2 & above	15%	10% increase = >25%		<p>Gap Statement: Curriculum mapping and standards-based lesson design has been a focus for professional development for the past two school years. Project-based learning units have been created to support integrated thematic, meaning learning and authentic assessment, yet there still is a heavy focus on content over process. There is uneven alignment of instructional rigor and expectations and this is evident in the varied quality of student work; lessons and projects are not always designed to lead to deep learning. Additionally, there is a focus on product over process with minimal differentiation. Many lessons are teacher-driven, with students carrying minimal cognitive load and responsibility. Feedback and lesson adjustment is minimally observed.</p> <p>SMART Goal: By June 2019, all curriculum maps will identify learning intentions for content, language, and process which are aligned to Next Generation Standards. Each learning intention will have very clearly identified success criteria to promote teacher clarity from the onset. Learning progressions will be aligned to the SOLO taxonomy (J. Biggs) to promote Piagetian/constructivist deep learning. Learning and intentions and success criteria will be shared in student-friendly language.</p> <p>Visible Learning units and lessons are designed to scaffold from surface to deep learning. Utilizing J. Bigg's SOLO Framework, learning is organized from one or few aspects (unilateral) to several aspects (multi-structural) and then integrated (relational) and then applied (extended abstract) into new contexts. Through application of constructivist learning approaches, students are active participants in</p>	17-18 SY = 21.3% Fall 2018 NWEA MAP Math Projected Proficiency Report	<p>While School 17 did not meet a 6% increase over the baseline of 17% in the 2013-14 SY for this performance indicator 2017-18 SY, we achieved 21% which was a 7% increase over the 2014-15 SY which had a dip from the baseline level to 14%.</p> <p><u>2017-18 NYS Math Performance – Current Students w/ Previous Test Results</u></p> <table><tr><th>17-18 Math Performance Level</th><th colspan="5">Current Grade:</th><th>Grand Total</th></tr><tr><td></td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td></td></tr><tr><td>Level 1</td><td>39</td><td>5</td><td>0</td><td>4</td><td>9</td><td>217</td></tr><tr><td>High Level 1</td><td>29</td><td>8</td><td>0</td><td>6</td><td>1</td><td>154</td></tr><tr><td>Low Level 1</td><td>1</td><td></td><td>1</td><td>9</td><td>3</td><td>14</td></tr><tr><td>Mid Level 1</td><td>9</td><td>7</td><td>9</td><td>9</td><td>5</td><td>49</td></tr><tr><td>Level 2</td><td>7</td><td>1</td><td>7</td><td>1</td><td>8</td><td>44</td></tr><tr><td>High Level 2</td><td>2</td><td>2</td><td>5</td><td>3</td><td>4</td><td>16</td></tr><tr><td>Low Level 2</td><td></td><td>3</td><td>1</td><td>7</td><td>2</td><td>13</td></tr><tr><td>Mid Level 2</td><td>5</td><td>6</td><td>1</td><td>1</td><td>2</td><td>15</td></tr><tr><td>Level 3</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>15</td></tr><tr><td>High Level 3</td><td></td><td>2</td><td>1</td><td>1</td><td>1</td><td>5</td></tr><tr><td>Low Level 3</td><td>4</td><td>2</td><td>1</td><td>1</td><td></td><td>8</td></tr><tr><td>Mid Level 3</td><td>1</td><td></td><td>1</td><td></td><td></td><td>2</td></tr><tr><td>Level 4</td><td>1</td><td></td><td>1</td><td></td><td>1</td><td>3</td></tr><tr><td>Low Level 4</td><td>1</td><td></td><td>1</td><td></td><td>1</td><td>3</td></tr><tr><td>Grand Total</td><td>52</td><td>0</td><td>1</td><td>7</td><td>9</td><td>279</td></tr></table>	17-18 Math Performance Level	Current Grade:					Grand Total		4	5	6	7	8		Level 1	39	5	0	4	9	217	High Level 1	29	8	0	6	1	154	Low Level 1	1		1	9	3	14	Mid Level 1	9	7	9	9	5	49	Level 2	7	1	7	1	8	44	High Level 2	2	2	5	3	4	16	Low Level 2		3	1	7	2	13	Mid Level 2	5	6	1	1	2	15	Level 3	5	4	3	2	1	15	High Level 3		2	1	1	1	5	Low Level 3	4	2	1	1		8	Mid Level 3	1		1			2	Level 4	1		1		1	3	Low Level 4	1		1		1	3	Grand Total	52	0	1	7	9	279
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				<p>designing their learning activities. Learning is focused on what students do and the outcomes of their learning experiences. Teachers explicitly focus on their learning intentions and lesson progression, designing assessments and experiences that encourage deep learning and application to their own world.</p> <p>Gap Statement: Instructional practices sometimes limit student learning through use of close ended questions or compliance focused worksheet activities. Co-teaching is not always successful due to lack of coordination of adults and support staff in the classroom. There is minimal differentiation of instruction and few opportunities for students to receive feedback and revise their work. Instruction is more focused on monologue than dialogue.</p> <p>SMART Goal: By June 2019, 80% students in Grades K-8 will achieve their annual growth goals as measured by NWEA or authentic performance based assessments. Increase the percentage of students achieving grade level standards in literacy and mathematics by 10%. 80% of instructional observations will contain evidence of constructivist practice. All teachers will participate in Impact Team action research cycles to focus on targeted instructional improvements.</p> <p>Re-imagining Mathematics Instruction -- School 17 teachers will be part of the MSP grant awarded to RCSD to better understand best practices and unpack the Next Generation Standards for Math and Science in the 2018-19 SY. Zearn, technology integrated mathematics instruction, has been utilized to support math instruction for the past school year in grades K-</p>		
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					<p>5, resulting in improved growth scores on the NYS assessment. In addition, teachers are designing problem-based experiences to anchor each math unit. The addition of a math lab with math manipulatives and a full time math coach is working with teachers to deepen their understanding of grade level mathematics concepts, co-teaching to model and support instruction, and designing learning experiences in math that progress from concrete to abstract and integrated application.</p> <p>Additional support for SIFE students is being provided as a bilingual teacher supports math instruction in Spanish and provides current level instruction while attempting to scaffold grade level mathematic skills. In addition, in grades 7-8, a bilingual teacher assistant provides Spanish language support across content areas for limited English speakers.</p>		
#33 3-8 ELA All Students MGP	49.81	4% increase = >51.80		Not sure; unclear how this is calculated and how to accurately predict	See Indicator #9 above	?	School did not make adequate growth to achieve this progress indicator in the 2017-18 SY.
#39 3-8 Math All Students MGP	49.73	4% increase = >51.72		Not sure; unclear how this is calculated and how to accurately predict	See Indicator #15	?	School made adequate growth to achieve this progress indicator in the 2017-18 SY.
#85 Grades 4 & 8 Science All Students	36%	10% increase=>46%		Yes.	Gap Statement: Curriculum mapping and standards-based lesson design has been a focus for professional development for the past two school years. Project-based learning units have been created to support integrated thematic, meaning learning and authentic	17-18 SY NYS Science Grade 4 & 8 Combined = 43%	NEED SCIENCE DATA BREAKDOWN HERE



Level 3 and above				<p>assessment, yet there still is a heavy focus on content over process. There is uneven alignment of instructional rigor and expectations and this is evident in the varied quality of student work; lessons and projects are not always designed to lead to deep learning. Additionally, there is a focus on product over process with minimal differentiation. Many lessons are teacher-driven, with students carrying minimal cognitive load and responsibility. Feedback and lesson adjustment is minimally observed.</p> <p>SMART Goal: By June 2019, all curriculum maps will identify learning intentions for content, language, and process which are aligned to Next Generation Standards. Each learning intention will have very clearly identified success criteria to promote teacher clarity from the onset. Learning progressions will be aligned to the SOLO taxonomy (J. Biggs) to promote Piagetian/constructivist deep learning. Learning and intentions and success criteria will be shared in student-friendly language.</p> <p>Visible Learning units and lessons are designed to scaffold from surface to deep learning. Utilizing J. Bigg’s SOLO Framework, learning is organized from one or few aspects (unilateral) to several aspects (multi-structural) and then integrated (relational) and then applied (extended abstract) into new contexts. Through application of constructivist learning approaches, students are active participants in designing their learning activities. Learning is focused on what students do and the outcomes of their learning experiences. Teachers explicitly focus on their learning intentions and lesson progression, designing assessments and experiences that encourage deep learning and application to their own world.</p> <p>Gap Statement:</p>		
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				<p>Instructional practices sometimes limit student learning through use of close ended questions or compliance focused worksheet activities. Co-teaching is not always successful due to lack of coordination of adults and support staff in the classroom. There is minimal differentiation of instruction and few opportunities for students to receive feedback and revise their work. Instruction is more focused on monologue than dialogue.</p> <p>SMART Goal:</p> <p>By June 2019, 80% students in Grades K-8 will achieve their annual growth goals as measured by NWEA or authentic performance based assessments. Increase the percentage of students achieving grade level standards in literacy and mathematics by 10%. 80% of instructional observations will contain evidence of constructivist practice. All teachers will participate in Impact Team action research cycles to focus on targeted instructional improvements.</p> <p>Project-Based Learning - Teachers at School 17 have worked to unpack the Next Generation Standards and deepen their understanding of grade level rigor while building in culturally relevant and transformative learning experiences. Using the Understanding by Design Framework and Buck Institute Model, curriculum maps for each grade level focus deeply on two social studies and two science based themes for the year in 10-week intervals. Each unit integrates literacy skills and culminates in a school-wide learning exposition. In additional, teachers are participating in the MSP grant to better understand Next Gen Science Standards.</p>		
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				Increased lab experiences are paced throughout the year at each grade level to better prepare students for the NYS Science Assessments in Grades 4 & 8. A Cohort of 7 th and 8 th grade students will also take the Living Environment & Earth Science Regents exams. .		
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)*

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#2 Plan for and implement Community School Model	n/a	CET sets targets; 75% of targets are met		Yes.	Parent & Community Engagement The School 17 Parent Teacher Organization continues to grow in number and advocacy; elections for officers will take place on October 26, 2018, with multiple candidates for each office. The PTO is becoming more representative of the student body and parents are encouraged to volunteer in the school as well. With 34 parent volunteer applications to date and 11 parent/employees of School 17, we are excited to incorporate parents as assets to our school community to enhance instruction and support their children's education. The role of parent liaison has expanded to include a bilingual liaison, African American liaison, and Neighborhood outreach specialist.	Rubric: Pass	See Addendum: IEL Community School Logic Model and School 17's Short Term Outcomes See also CET and Community School Update below See Addendum: CET Artifacts



				<p>The Community Engagement Team is comprised of community leaders and representatives by workgroup function by strand: Adult Education/Workforce Development, Neighborhood Engagement, Early Childhood Education, Health/Wellness, Human Services, Out of School Time/Youth Development, Parent/Family Engagement. Workgroups are open to families, neighbors, students, and community members. Each workgroup is facilitated by a community leader who is able to connect their expertise to the work at School 17 and connect the needs at School 17 to larger community work focus. The CET leadership team, for which each workgroup has a representative, meets bi-monthly to strategize and ensure alignment to school improvement priorities, as well as reflect on new findings from the ongoing needs assessment and implementation plan progress.</p> <p>Collaborative & Integrative Community School Model Working with Coordinated Care Services, Inc. (CCSI) as a lead agency partner, School 17 is focused on pioneering the community school strategy for organizing resources around student success. The school has become a hub of access for services for students and neighbors alike. We are beginning to ensure accurate cross systems data tracking with multi-agency and teacher data input on real time, capturing points of service and referrals; therefore, we are better able to monitor student needs and access to services through leadership team meetings. Attendance champions monitor daily attendance, connecting with families to determine the root cause of absenteeism and create improvement plans with appropriate family service referrals when needed. The student support team includes both internal and external resources for academic and behavioral support, as well as resources for teacher</p>		
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					development. Family support team has been newly added to provide a structure for addressing family needs through a coordinated referral and tracking process to ensure well-matched services and coordinated care approach. In addition, the EMBRACE protocol is used to bring all those providing services for multi-agency involved youth around the table to create one cohesive plan for support, with the child and family at the center; community school staff serve as the facilitators of this process and assist human service agencies in coming together to support student success. Increased neighborhood involvement, improved student attendance, increased parent engagement, improved school climate and increased student achievement are being realized in year three of implementation. An evaluation is being conducted by University of Rochester, funded by the Farash Foundation, to document the process for other schools in the Rochester community.		
#12 3-8 ELA Hispanic Students Level 2 and above	20%	10% increase = >30%		Yes	See also #9 Dual Language Programming - School 17 offers dual language programming focused on instruction in both English and Spanish for students who are enrolled as native English and native Spanish speakers. Utilizing the Gomez/Gomez model, students receive formal reading instruction in their dominant language in Grades K-2 and then transition to their second language. Math and Project-Based Learning is taught in both English and Spanish utilizing bilingual pairs as peer support for learning. As a result, English Language Learners are accelerating in developing their English proficiency and literacy levels while continuing to develop their native language. English speakers are learning Spanish as a new language and we are bridging racial and cultural divides.	17-18 SY = 37.2%	



#13 3-8 ELA LEP Students Level 2 and above #94 Providing 200 Hours of Extended Day	15%	10% increase = >25%		Yes	See #9 & #12	17-18 SY = 26.6%
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NYSESLAT Summary											
Currently enrolled students who had taken a NYSESLAT exam starting with the 2014-2015 School Year.											
Select the Subject Area - School Year and click on any of the numbers below to see a detail report by student, test, and proficiency level.											
School Year 2017-2018											
Subject Area ELA											
Grade Level When Tested	Entering	Emerging	Transitioning	Expanding	Commanding	% Entering	% Emerging	% Transitioning	% Expanding	% Commanding	Total Tested
Kindergarten	2	7	4	0	0	15%	54%	31%	0.0%	0%	13
Grade 1	2	14	5	3	0	8%	58%	21%	12.5%	0%	24
Grade 2	2	2	6	5	1	13%	13%	38%	31.3%	6%	16
Grade 3	0	1	9	9	0	0%	5%	47%	47.4%	0%	19
Grade 4	3	5	4	6	2	15%	25%	20%	30.0%	10%	20
Grade 5	0	0	6	3	0	0%	0%	67%	33.3%	0%	9
Grade 6	1	1	6	4	0	8%	8%	50%	33.3%	0%	12
Grade 7	0	2	4	16	0	0%	9%	18%	72.7%	0%	22
Grand Total	10	32	44	46	3	7%	24%	33%	34.1%	2%	135
Refresh Print Download											



#98 Chronic Absenteeism	n/a	rubric		Yes	<div>Attendance Champions Protocol</div> <p>A laser-like focus on attendance improvement has focused on improving attendance and record keeping procedures, including ensuring timely student drops. Grade level teams review attendance concerns weekly and review notes SMS “Attend Actions” tab. An attendance champion who is a representative from the Family Support Team is assigned to each grade. The champion is responsible for making daily phone calls to students with unexcused absences. These phone calls are opportunities for the champion to determine the underlying cause of the student’s absence and offer support to the family. Once the need is determined, a referral to Family Support Team is made and the case is assigned to a case manager with relevant community based agency referral to help remediate the root cause of the attendance issue.</p> <p>Perfect homeroom and student attendance is celebrated to promote positive recognition of everyone’s efforts on attendance improvement.</p>	<div>Chronic Absenteeism Rubric Daily Attendance Rate (YTD)</div> <div>Chronic Absence Reports</div>	<div>The Average Daily Attendance for the selected school is: 90.5%</div> <div><div>Grade Level Attendance</div><table><tr><th>Grade Level Code</th><th>Campus / District Attendance (%)</th></tr><tr><td>P3</td><td>89.9%</td></tr><tr><td>P4</td><td>86.8%</td></tr><tr><td>K</td><td>91.2%</td></tr><tr><td>1</td><td>88.9%</td></tr><tr><td>2</td><td>94.2%</td></tr><tr><td>3</td><td>92.5%</td></tr><tr><td>4</td><td>93.3%</td></tr><tr><td>5</td><td>91.0%</td></tr><tr><td>6</td><td>90.3%</td></tr><tr><td>7</td><td>88.5%</td></tr><tr><td>8</td><td>89.3%</td></tr></table></div>	Grade Level Code	Campus / District Attendance (%)	P3	89.9%	P4	86.8%	K	91.2%	1	88.9%	2	94.2%	3	92.5%	4	93.3%	5	91.0%	6	90.3%	7	88.5%	8	89.3%
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										<div>Student Daily Attendance - Grades K - 12 (as applicable)</div> <div><div>Student Daily Attendance 17 - Enrico Fermi 2018-2019</div><div><div><div>Satisfactory</div><div>Severely Chronically Absent</div></div><div><div>At Risk</div><div>No Attendance Taken</div></div><div><div>Chronically Absent</div></div></div><div><div>Satisfactory = 0% - 4.99% Absence At Risk = 5% - 9.99% Absence Chronically Absent = 10% - 19.99% Absence Severely Chronically Absent = 20% or Greater Absence</div></div></div>																		
										<table><tr><th>Absence Threshold</th><th># of Students (PK-8)</th><th># of Students (K-8)</th></tr><tr><td>Satisfactory Attendance (0-4.99% Absence)</td><td>359</td><td>330</td></tr><tr><td>At Risk Attendance (5-9.99% Absence)</td><td>84</td><td>73</td></tr><tr><td>Chronic Absence (10-19.99% Absence)</td><td>91</td><td>82</td></tr><tr><td>Severe Chronic Absence (>20%)</td><td>97</td><td>80</td></tr><tr><td>No Show (100% Absence)</td><td>8</td><td>8</td></tr></table>	Absence Threshold	# of Students (PK-8)	# of Students (K-8)	Satisfactory Attendance (0-4.99% Absence)	359	330	At Risk Attendance (5-9.99% Absence)	84	73	Chronic Absence (10-19.99% Absence)	91	82	Severe Chronic Absence (>20%)	97	80	No Show (100% Absence)	8	8
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Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.																				



Part III – Additional Key Strategies – (As applicable)

<u>Key Strategies</u> <ul style="list-style-type: none">Do not repeat strategies described in Parts I and II.If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.Every school must discuss the use of technology in the classroom to deliver instruction.				
List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis/Report Out	
1.	Use of technology in the classroom to deliver instruction		Addition of Google Chromebooks, Chromeboxes, and ipads. Zearn implementation.	
2.	Expanded Learning 200+ hours		Continue with daily morning meeting in classroom for community building and SEL development, additional 45 minute WIN period daily, Wednesday School-Wide Morning Meeting and Enrichment Clubs	
3.	Family Engagement		Increasing diverse parent representation on PTO, new officer elections, additional parent liaison to work with bilingual parent liaison on increasing African American Parent Engagement, 30+ parent volunteers to support classroom instruction, 11 parents of students in School 17 are also employees	
4.	Community School		School 17 has been the pioneer/proof point for Community Schools and local leaders are recognizing this and strategizing about replication and scalability.	
5.	Neighborhood Enrollment		Up to 77% of students from the neighborhood in PreK-1 st grade, up to 58% PreK-8 th overall ; seamless PreK to K enrollment, onsite neighborhood enrollment specialist.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part IV – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u> Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	<p>The CET agreed to break over the summer and resumed meeting September 7, 2018. It was agreed to increase the frequency of meetings from quarterly to bi-monthly in order to be better able to monitor progress towards goals and response to emerging issues. Due to both internal and external staff changes, membership of the CET changed (add link 1 here) including two new parent liaisons and new chairs for Parent and Family Engagement and Adult Education and Workforce Development. The agenda for 9/7/18 included an update on the State of the School with a review of 2017-18 data as well as new goals and targets for 2018-19 (add link 2). The CET workgroups met on 9/26/18 to identify specific goals, metrics and data sources for the 2018-19 school year which tie to the Community School Logic Model and identified goals and targets (add link 3). These workplans are being reviewed and finalized by the end of October. CET workgroups will meet monthly and the meeting schedule of all groups is publicly posted on the CET website (link 4).</p>
<u>Powers of the Receiver</u> Describe the use of the school receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.	
Status (R/Y/G)	Analysis/Report Out
	<p>The Superintendent Receiver Authority will continue to be utilized in multiple ways for the 18-19 school year:</p> <ul style="list-style-type: none">• Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools.• Receivership school staffing continues to be a priority by the Department of Human Relations. Receivership schools are provided flexible opportunities for hiring teachers and are given first access to available teachers.• Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made.• The Chief of Superintendent's Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on professional learning, intensive supports, and monitoring.• The Chief of Superintendent's Receivership Schools visits schools weekly to<ul style="list-style-type: none">• Review all data by school, grade and student



	<ul style="list-style-type: none">• Conduct classroom walk-throughs• Monitor professional development plans• Monitor Demonstrable Improvement Indicator progress				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part V – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/19 budget period.)

<u>Community Schools Grant (CSG)</u> As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 18-19)	The findings from the needs assessments completed in 2017-18 (student, parent/family, partner, community outreach) were aggregated and disseminated at the Partner Orientation, all school staff orientation, CET, and Parent/Community session (link). Planning is underway for 2018-19 and will include, but is not limited to, continued community outreach sessions, parent/family and school staff. (Link 5 to report)
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: 1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	Several State of School presentations were held in September including all staff orientation (9/2/18), CET (9/7/18), Open House (9/14/17), PTO meetings (9/11/18, 10/9/18) and CET workgroups (9/26/18). At the Open House, participants were invited to contribute to the Asset Based Community development assessment which will be summarized and distributed.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	In September, a monthly Community School newsletter was launched which is sent out to all partners and school staff (link 6). In addition, the principal sends a weekly communication to school staff which includes weekly progress monitoring toward school improvement targets. A monthly calendar of learning opportunities, the Seeds of Change, is available both electronically and printed (both in English and Spanish) (add link 7). It is posted on social media accounts, sent home in backpacks and through a robocall.
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	Information about the CET and workgroups was disseminated at the August 30 th Back to School Bash. Printed material, in English and Spanish, was available (add link 8). Over 500 individuals attended the event and included parents, teachers, and community members. Interested individuals were able to sign up to attend and participate in CET workgroups. There is a central phone number to contact the Community School Office and onsite community partners and teachers can direct referrals for student needs directly to the Community School Site Coordinator.
Steering Committee (challenges, meetings held, accomplishments)	See above regarding CET
Feeder School Services (specific services offered and impact)	N/A
Community School Site Coordinator (accomplishments and challenges)	Accomplishments: Community Engagement Team meetings are being well attended and synergy among work groups is occurring. The collaboration with the onsite community partners and staff is supporting the School's attendance committee, and a Family Support Team has been created which centralizes our ability to respond to students and family needs. Despite staffing changes with some of the onsite community partners new staff have seamlessly transitioned into their positions with no disruption to the student population. Communication



	structures including the use of the Case Management Tracking Tool are supporting timely responses, thus increasing responsiveness and overall communication improvement.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	

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.
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Part VI – Budget

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-19 (PSSG, CSG) or 2018-19 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		n/a
SIG:		n/a
CSG:		While additional funds were not allocated for 18-19, the CST continuation funded the following items at No. 17 School: <ul style="list-style-type: none">Teacher on Assignment for Special Education



		<ul style="list-style-type: none">• Placement/Neighborhood Liaison• Cleaner• Community School Site Coordinator Contract with CCSI• Contract with CCSI to support Community School work• Contract with Ibero-American Action League to support Community School work• Code 30 contracts to be completed by June 30, 2019
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Part VII: 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. It is the intention of the Department to share these best practices with schools and districts in receivership.		
List the best practice currently being implemented in the school.		Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	Community School Model	As described above
2.	Restorative Practices	As described above
3.	Multi-Tiered System of Support	As described above



Part VIII – Assurance and Attestation

Receivership Quarterly Report – 1st Quarter
July 1, 2018-October 13, 2018,
(As required under Section 211(f) of NYS Ed. Law)

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.

CET Rep
Name of Receiver (Print): Heather R Starks
Signature of Receiver: Heather R Starks
Date: 10/20/18

[Signature]

Superintendent: One
Signature: _____
Date: 10/31/18

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2018-2019 community engagement team plan and membership.

Name of CET Representative (Print): SCOTT C. BENJAMIN
Signature of CET Representative: Scott C. Benjamin
Date: 10/26/18