

Receivership Schools ONLY

Quarterly Report #2: October 16, 2017 to January 12, 2018

School Name	School BEDS Code	District	Lead Partner or EPO if applicable	Hyperlink to where this report will be posted on the district website:				
Enrico Fermi School 17	261600010017	Rochester CSD	n/a	Check which plan below applies:				
				SIG Cohort 4.1 Model: Transformation			SCEP	
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Caterina Leone-Mannino.	Dr, Elizabeth Mascitti-Miller, School Chief Michele Alberti, Executive Director of School Innovation		PreK(3) - 8th	n/a	27.3%	15.7%	644 as of 1/4/18
	Appointment Date: July 1, 2015							

Executive Summary

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

School 17 is successfully implementing its third year as a community school. This strategy has resulted in integrated supports for students and families, expanded learning time and opportunities, family and community engagement, and collaborative leadership. The community school strategy continues to result in improved attendance and overall school climate. Student council elections were held. The Parent Liaison is now being supported by a newly added staff position, that of Neighborhood Liaison. Parents are formally represented on the PTO and as elected members of the School Based Planning Team; parents also sit on the Community Engagement Team, along with key community members.

School 17 continues to improve in school safety and overall school climate which continues to reduce behavioral incidents and suspensions. Student performance on NYS ELA Assessment in Grades 3-8 continues to improve. An Integrated Intervention Team Support Team (visit in December) noted that the first Project Based Learning period *resulted in student work that indicated the program was enabling students to practice writing about social responsibility and community action in their own words in both Spanish and English*. The dual language program alignment and vertical expansion continue to accelerate growth for Hispanic students and English Language Learners, although the ELL population has rapidly expanded due to recent national disasters. There is a new focus on vertical alignment of the bilingual literacy progressions for ENL and Spanish Language Arts development.

School 17 has adjusted administrative supports to address the high needs at Grade 7 with students with disabilities and new entrants. A full time CASE and possibly another full time administrator are anticipated. New entrants from Puerto Rico continue to arrive and are being enrolled into the bilingual program which will likely impact achievement levels due to limited English proficiency.

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	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.																																																						
#1 Priority School Make Yearly Progress	n/a	Make Progress		The school did not meet the progress target for the 2016-2017 school year for this indicator.	Please see below.	Please see below.	Please see below.																																																						
#5 School Safety	57	Target: 20% reduction or <46	G	The school met the progress target for 2016-2017 for this indicator, and expects to meet the 2017-2018 progress target	<p>Continued usage/implementation:</p> <ul style="list-style-type: none"> • multi-tiered system of support for socio-emotional learning • Restorative Practice • School Wide Behavioral Positive Behavior Supports (SW-PBIS) • Mental Health Services • EMBRACE <p>Challenges: Significant disproportionality is notes for chronic behavior challenges for students with disabilities, representing 64% of all suspensions and only 15.9% of the school population. This is exacerbated by students with multiple suspensions, with the</p>	<p>School Safety and Educational Climate (SSEC) Data:</p> <p>Total Behavioral Incidents: SMS and Google Sheet (HELP Zone data, Office Discipline Referral Data, Case Management Tracking Tool)</p> <table border="1"> <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 # of Days Suspended</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>315</td> <td>137</td> <td>1</td> <td>62</td> <td>75</td> <td>1</td> <td>138</td> <td>294</td> </tr> <tr> <td>2016-2017</td> <td>791</td> <td>506</td> <td>9</td> <td>238</td> <td>268</td> <td>9</td> <td>515</td> <td>1,298</td> </tr> <tr> <td>2015-2016</td> <td>1,813</td> <td>749</td> <td>26</td> <td>192</td> <td>557</td> <td>26</td> <td>775</td> <td>73</td> </tr> <tr> <td>2014-2015</td> <td>809</td> <td>204</td> <td>4</td> <td>120</td> <td>84</td> <td>4</td> <td>208</td> <td>0</td> </tr> <tr> <td>2013-2014</td> <td>596</td> <td>214</td> <td>2</td> <td>159</td> <td>56</td> <td>1</td> <td>216</td> <td>0</td> </tr> </tbody> </table> <p>15 students (4 of which are SWDs) account for 32.9% of behavior referrals to the HelpZone in grades 5-8. Individual accountability conferences (student-parent-teacher-admin-behav support) will be scheduled to begin Q3. Individualized behavior contracts will be developed in</p>	School Year	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # of Days Suspended	2017-2018	315	137	1	62	75	1	138	294	2016-2017	791	506	9	238	268	9	515	1,298	2015-2016	1,813	749	26	192	557	26	775	73	2014-2015	809	204	4	120	84	4	208	0	2013-2014	596	214	2	159	56	1	216	0	<p>a) There have been 15 weighted incidents as of 1/4/2017</p> <p>b) Incidents by grade</p> <p>c) HelpZone has de-escalated 90.7 % of incidents received</p> <p>School safety markers all demonstrate improved school climate and safety.</p>
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2017-2018	315	137	1	62	75	1	138	294																																																					
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unduplicated percentage being 22%.

	Enrollment	# of Suspensions	Suspension per 100	# of Unduplicated Suspensions	Unduplicated Suspensions per 100
Total	645	162	25.12	72	11.16
01 - Total					
02 - Total Female	325	50	15.38	23	7.08
03 - Total Male	320	112	35.00	49	15.31
04 - Total Black	240	117	48.75	49	20.42
05 - Total White	40	4	10.00	3	7.50
06 - Total Hispanic	360	41	11.39	20	5.56
08 - Total Asian		0		0	
10 - Total Multiracial	5	0		0	
11 - Total General Education	541	95	17.56	49	9.06
12 - Total Students with Disabilities	104	67	64.42	23	22.12

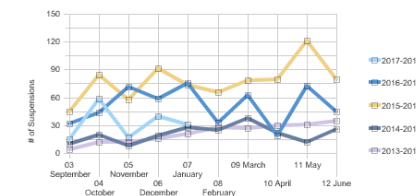
partnership with MC Behavioral Support Specialist, and RCSD Special Ed. Behavior Specialist for SWDs.

The school is well on track to meet this indicator.

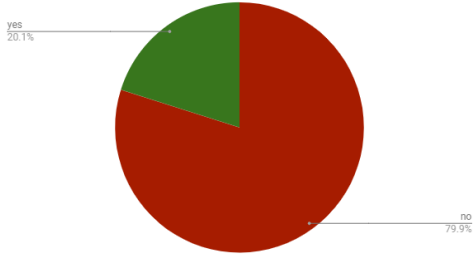
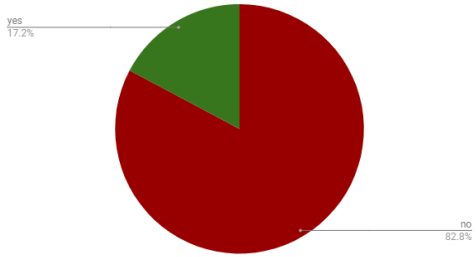
Suspension Rates are highest at the 6-8th grade level. Individual behavior support plans are under development for chronic students. Teacher support in classroom management is being offered for the teachers with the highest levels of referrals.

Grade Level	# of Suspensions	Percent of Total Suspensions
3	6	8.70%
Gen Ed	6	8.70%
4	8	11.59%
Gen Ed	7	10.14%
SWD	1	1.45%
5	4	5.80%
Gen Ed	4	5.80%
6	7	10.14%
Gen Ed	3	4.35%
SWD	4	5.80%
7	26	37.68%
Gen Ed	15	21.74%
SWD	11	15.94%
8	18	26.09%
Gen Ed	12	17.39%
SWD	6	8.70%

Suspensions by Month



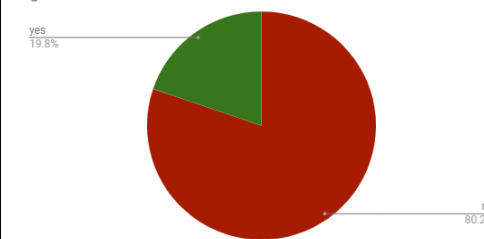
Suspensions by month for the entire school year demonstrate an improvement trend.

<p>#9 3-8 ELA - All students level 2 and above</p>	<p>19%</p>	<p>Target: 6% increase or 25%</p>	<p>G</p>	<p>The school met the progress target for 2016-2017 for this indicator, and based on NWEA proficiency in Fall, 2017, expects to meet the progress target for 2017-2018.</p>	<p>Following the most recent IIT review and DTSDE report, the Instructional Leadership Team developed a schedule for instructional walkthroughs and professional learning focused on:</p> <ul style="list-style-type: none"> analysis of student work samples to ensure all students are on-track to meeting the required curriculum standards; conversations regarding making appropriate adjustments to lesson planning and instructional delivery that sustain the academic rigor; and providing students with actionable feedback to help them to improve the quality of their work. <p>We have increased the number of classroom visits to ensure implementations fidelity and support equal rigor. Additional focus on Visible Learning strategies including clear learning intention and actionable feedback are at the heart of the coaching process.</p> <p>Additionally, the school leaders have developed and begun implementation of a strategy to</p>	<p>NWEA Fall Proficiency Projections for Grade 3-6 indicate that 20.1% of all students are on track for Level 2 or above, per the correlations study with NYS assessment; Grades 7-8, 17.2% on track.</p> <p>NWEA Projected ELA Proficiency Level 2 or Above: 3-6 grade</p>  <p>NWEA Projected ELA Proficiency Level 2 or Above: 7-8 Grade</p>  <p>Based on Winter NWEA administration, 77.5% of projected growth was met for English Language Arts in Grade K-6, with many classrooms demonstrating accelerated growth over 100%. Several bilingual classrooms who have received many newcomer students had skewed percentages due to new entrants included in the midyear Winter calculation. The administration</p>	<p>A continued focus on targeted intervention coupled with strengthened alignment with standards-based instructional rigor of the CCLS in project-based learning maintain a laser like focus on increasing students' literacy levels. Students with continuous enrollment at School 17 are on track to meet this progress indicator.</p> <p>It should be noted that 59 new entrants from Puerto Rico have been enrolled at School 17 since July 2017. Limited levels of English Language proficiency and native language (Spanish) proficiency of these new students is expected to negatively impact overall school achievement.</p> <p>Additionally, 28 new students were enrolled in grade 7 for the 2017-18 SY out of 88 (31.8%) total students in the grade level. This presents a challenge for improving the achievement rate of the</p>

					<p>monitor the quality of instruction on a routine basis. This strategy should include:</p> <ul style="list-style-type: none"> • a school-specific walk-through tool that allows school leaders to record the impact of instruction on student learning; • a system for providing teachers with actionable feedback following each classroom visit; and • a means of analyzing the findings of routine walk-throughs to identify priorities for school-wide instructional improvement. <p>As noted in the DTSDE review, instructional practices have been noted to limit student learning with limited differentiation and limited opportunities for gradual release of responsibility and independent practice. Additional support on the use of data and progress monitoring through targeted intervention is being provided by teacher on assignment for intervention support.</p> <p>A school wide book study of <i>Leaders of their Own Learning</i> has begun with a deep focus on ensuring that learning targets are tightly aligned to CCLS rigor and measurable, with</p>	<p>testing window is still open; Grades 7-8 had not completed administration at the time of this report due to midterm/end of semester exams.</p>	<p>overall grade level due to low proficiency rates upon entry.</p> <p>We will be examining data in multiple frames: continuously enrolled, newly enrolled, and total school achievement to best determine the impact of our instructional program on student achievement.</p>
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					<p>opportunities for feedback. This is the first of a series of 6 week coaching cycles to improve instructional quality.</p> <p>A tightened focus on embedded performance based assessment to monitor attainment of grade level CCLS is planned moving forward.</p>		
#15 3-8 Math - All students level 2 and above	17%	Target: 6 % increase or 23%		<p>The school did not meet the progress target for 2016-2017.</p>	<p>School 17 is receiving support 2 days per week from the RCSD Math Coach to support teachers in deepening their understanding of CCLS Math standards and effective instructional strategies. Additionally, Grades K-5 are participating in John Hopkins University Zearn implementation study.</p> <p>Additional support, i.e. 3 additional math intervention support specialists, are requested until the end of the 2017-18 SY.</p> <p>All grade 7 and 8 students are receiving additional time (75 min./day x 5 days/week) for mathematics with embedded intervention support. The gap of skills in these grade levels is very wide, with many students struggling at approx. 4th grade level. While we are accelerating student growth, the lift to</p>	<p>Based on Winter NWEA administration, 96.8% of projected growth was met for Mathematics in Grade K-6, with many classrooms demonstrating accelerated growth over 100%. Several bilingual classrooms who have received many newcomer students had skewed percentages due to new entrants included in the midyear Winter calculation.</p> <p>NWEA Fall Proficiency Projections for Grade 3-6 indicate that 19.8% of all students are on track for Level 2 or above, per the correlations study with NYS assessment; Grades 7-8, 8.3% on track.</p>	<p>It should be noted that 59 new entrants from Puerto Rico have been enrolled at School 17 since July 2017. Limited levels of English Language proficiency and native language (Spanish) proficiency and below grade level achievement/instructional experiences of these new students is expected to negatively impact overall school achievement. The majority of these students will not be exempt from NYS Math Assessment.</p> <p>Additionally, 28 new students were in enrolled in grade 7 for the 2017-18 SY out of 88 (31.8%) total students in the grade level. This presents a challenge for improving the achievement rate of the overall grade level due to</p>

NWEA Projected Math Proficiency Level 2 or Above: 3-6 grade



				proficiency remains very large at this level.		<p>NWEA Projected Math Proficiency Level 2 or Above: 7-8 grade</p>  <p>yes 8.3%</p> <p>no 91.7%</p>	<p>low proficiency rates upon entry.</p> <p>We will be examining data in multiple frames: continuously enrolled, newly enrolled, and total school achievement to best determine the impact of our instructional program on student achievement.</p>
#33 - ELA - All students MGP	49.81	Target 2% increase or 50.80		The school did not meet the progress target for 2016-2017.	See notes for Indicator #9.	<p>See notes for Indicator #9.</p> <p>NYSED growth score for 16-17 SY was 16, increasing from 9 in the 15-16 SY, and 8 in the 14-15 SY.</p>	<p>It should be noted that 59 new entrants from Puerto Rico have been enrolled at School 17 since July 2017. Limited levels of English Language proficiency and native language (Spanish) proficiency of these new students is expected to negatively impact overall school achievement.</p>
#39 - Math - All students MGP	51.17	Target: 2% increase or 52.19		The school did not meet the progress target for 2016.2017.	See notes for Indicator #15.	<p>See notes for Indicator #15.</p> <p>NYSED growth score for 16-17 SY was 16, increasing from 9 in the 15-16 SY, and 8 in the 14-15 SY.</p>	<p>It should be noted that 59 new entrants from Puerto Rico have been enrolled at School 17 since July 2017. Limited levels of English Language proficiency and native language (Spanish) proficiency of these new students is expected to negatively impact overall school achievement.</p>

#85 - Grades 4 and 8 Science - All students level 3 and above	36%	Target 6% increase or 42%		The school did not meet the progress target for 2016-2017 for this indicator.	<p>Increased attention to science instruction through 2 x 10 week project based learning units has demonstrated in increase in elementary science achievement.</p> <p>Teachers are unpacking and learning more about Next Generation Science Standards and incorporating Visible Learning techniques into their instruction.</p>	<p>A deep review of Science achievement data demonstrates that nearly 73% of Grade 4 students scored proficient on NYS Science Grade 4 assessment, but only 3.4% of Grade 8 students scored proficient. An additional 15.8% of students took and passed the NYS Living Environment Regents Exam, but did NOT take the Grade 8 exam. Deep consideration is being given to assessment of all students, including those in Living Environment, to take the Grade 8 exam in order to document accurate levels of proficiency.</p> <p>Additionally, School 17 is working to create practice stations to better prepare students for the field portion of the exam.</p>	
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Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#2 Plan for and implement Community School Model	n/a	75% of targets are met.	G	<p>The school met the progress target for 2016-2017.</p> <p>The school expects to meet the progress target for 2017-2018, which is set by the Community Engagement Team.</p>	School 17’s Community Engagement Team is functional and represents a true model of engagement. Workgroups are being led by members of the community who are leaders in each subgroup area and represent connections to the greater	School 17 has used the IEL and Coalition for Community School Standards to guide implementation.	School 17 and CCSI are well on track for meeting this indicator and serving as a local mentor/model and technical assistance resource for other school in implementation of the Community School framework.

					<p>Rochester community and supports to School 17 students and families.</p> <p>Each workgroup has identified priority goals for the 2017-18 SY. A shared webpage has been dedicated for full transparency and archiving of meeting information: https://sites.google.com/view/school17cet</p> <p>Goals have been outlined by each workgroup.</p>	<p>Additionally, NYSED’s Community School Rubric has served as a checklist of required activities.</p> <p>A project management approach has guided the work of School 17 jointly with our lead agency, CCSI.</p>	
#12 3-8 ELA Hispanic Students	20%	Target: 6% increase or 36.4%	G	<p>The school met the progress target for 2016-2017.</p> <p>The school expects to meet the progress target for 2017-2018.</p>		See also Indicator #9	<p>It should be noted that 59 new entrants from Puerto Rico have been enrolled at School 17 since July 2017. Limited levels of English Language proficiency and native language (Spanish) proficiency of these new students is expected to negatively impact overall school achievement.</p>
#13 3-8 ELA LEP Students Level 2 & Above	15%	Target: 4% increase or 25.1%	G	<p>The school met the progress target for 2016-2017.</p> <p>The school expects to meet the progress target for 2017-2018.</p>	Please also see above.	Please also see above.	<p>It should be noted that 59 new entrants from Puerto Rico have been enrolled at School 17 since July 2017. Limited levels of English Language proficiency and native language (Spanish) proficiency of these new students is expected to negatively impact overall school achievement.</p>

#94 Provide 200 hours of quality extended learning time (ELT)	n/a		G	<p>The school met the progress target for 2016-2017.</p> <p>The school expects to meet the progress target for 2017-2018.</p>	<p>WIN continues to be provided 5x per week, double periods of ELA and Math for grade 6 - 8.</p> <p>Proposal sent to RCSD for summer learning academy to serve approx. 200 students K-9.</p> <p>Continued partnership with SUNY Brockport and Allendale Columbia for summerLEAP.</p>	Please also see above.	<p>Please see also ELT catalog choice and survey Q3.</p> <p>A request to shift school start and end times has been made for the 18-19 SY to shift to an earlier time slot for the expanded day.</p> <p>Currently the 4:30 p.m. dismissal reduces the number of modified sports options for the 7th and 8th grade students and limits the use of the City of Rochester R-Center by the community.</p> <p>In order to support equity of access for students attending grade 7-8, it is necessary to consider this shift for the 18-19 SY.</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 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), which may also include PSSG and/or CSG initiatives	Status (R/Y/G)	Analysis/Report Out	
1.	Use of technology in the classroom to deliver instruction	G	School 17 is currently at a 2:1 ratio with Chromebook Technology, which is used daily for grades to facilitate differentiated instruction and response to intervention. School 17 is a Zearn Math treatment school for grades 3-5, which is supported through this technology. School 17 has also recently received 6 new iPads in Pre-K through grade 2

			classrooms to use as part of ELA and Math center rotations, and include apps such as Lexia, Raz Kids, and Seesaw. Some teachers Google Apps for Education to facilitate engagement, communication and collaboration among students
2.	Dual Language Enrichment Model		Implementation and refinement of Gomez/Gomez dual language enrichment model continues, with expanded focus on bilingual language progressions and common underlying language and literacy skills, challenge with staffing bilingual certified teachers. The continued and growing influx of Puerto Rican natural disaster victims is presenting exacerbating challenges to attainment of performance indicators. Newly designed Native Language Support for Grades 7-8 is planned for 18-19 SY.
3.	Restorative Practice	G	Staff continue to evolve thinking and planning as they incorporate PBIS and Restorative Practices into our cohesive framework and multi-tiered system of socio-emotional supports.
4.	Strengthened Teaching & Learning		We continue to focus on standards based instructional planning and monitoring of student learning, using visible learning high impact strategy focus for lesson design. The principal and Assistant Principals have rearranged responsibilities to allow the principal to be immersed in strengthening teaching and learning at the school. Additional administrative support for special education and the complexities of receivership, expanded learning and community school has been requested from the district.
5.	Engagement & Voice	G	The PTO continues to solicit new members and grow, and student council elections were held. CET active workgroups focused on community school elements and connections with larger community based efforts.
6.	Enrichment choices Q2	G	See catalog.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
			Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)

Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.

Status	Analysis/Report Out
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(R/Y/G)											
G	<p>The CET leadership remains the same as the 10/12/2017 document attached to Quarterly Report 1.</p> <table border="0" data-bbox="411 321 1384 479"> <tr> <td>CET Leadership Meetings</td> <td>CET Workgroup Meetings including ALL groups</td> </tr> <tr> <td>October 4, 2017</td> <td>October 13, 2017</td> </tr> <tr> <td>January 3, 2018</td> <td>January 28, 2018</td> </tr> <tr> <td>March 28, 2018</td> <td>June 13, 2018</td> </tr> <tr> <td>June 13, 2018</td> <td></td> </tr> </table> <p>LINK TO CET WEBSITE: https://sites.google.com/view/school17cet/home All CET groups meet monthly - meetings scheduled and communicated by the Group’s Chair.</p> <p>The CET provided recommendations to SBPT for improvement and monitored school leaders’ accountability to the SIG, particularly as related to the community school pillar of reform. In the 2017-2018 school year, School 17 is partnering with their lead agency (CCSI) to co-chair the CET and to formalize the multiple workgroups which are focused on the essential elements of community schools and the community school standards.</p> <p>Outcomes and Progress from CET subgroups can be viewed in the document attached</p>	CET Leadership Meetings	CET Workgroup Meetings including ALL groups	October 4, 2017	October 13, 2017	January 3, 2018	January 28, 2018	March 28, 2018	June 13, 2018	June 13, 2018	
CET Leadership Meetings	CET Workgroup Meetings including ALL groups										
October 4, 2017	October 13, 2017										
January 3, 2018	January 28, 2018										
March 28, 2018	June 13, 2018										
June 13, 2018											
<i>Powers of the Receiver</i>											
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 continues to be utilized in multiple ways for the 17-18 school year:</p> <ol style="list-style-type: none"> 1. 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. 2. Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers. 3. 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. 4. 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 additional professional development opportunities and long range planning. 5. Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed. 										

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.
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Part V – Community Schools Grant (CSG)

(This section needs to be completed by every Receivership school that has applied to receive CSG funds during the 8/1/17 – 6/30/18 budget period.)

Community Schools Grant (CSG)	
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 17-18)	Multiple, ongoing Community-wide Needs Assessments are occurring at each of the struggling and persistently struggling schools, as part of and in preparation for Continuation (SIG/PSSG) plans, as well as specifically targeted at and as part of the Community School Strategy, and also for creating applications for new grant opportunities. Each of these assessment that involves School 17 reflects the school’s unique characteristics and needs. The District continues to move its Path Forward process, including holding active, ongoing public engagement forums to inform, generate new ideas, and build upon the knowledge, creativity, and goals of each school community.
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)	School 17 continues its third year as a Community School, and continues holding already established: <ul style="list-style-type: none"> ● Weekly: (instructional Leadership Team; ATOM; Community Partners Meetings; Charles House Neighbors in Action; ● Bi-weekly: School-based Planning Team; CCSI Team; ● Monthly: PTO meetings; ● Quarterly: Community Partners (57 to date - see Service Directory), supervisors, and executive directors respectively; CS Leadership Team with Mayor’s Office to continue to ensure aligned vision and prompt problem solving; and ● Additional input is collected at Open Houses, Town Hall Meetings, and Voice your Visions sessions.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language)	The District continues to centrally support timely communication to all stakeholders through the District Office of Communications, utilizing the two recently added staff positions (Assistant to the Superintendent for Communication and Community Outreach), and a Communications Assistant to support social media use centrally and at schools. The District also has a Spanish translator on staff. This follows with the nature of Community School strategy being local and holding relationships central, requiring the bulk of communication as close to the

	school as possible. All communication is provided, minimally, in English and Spanish, with Arabic, Somali, and Nepali as needed.
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	School 17's Site Coordinator continues to serve as part of the school's leadership team, is a member on School-Based Planning, the CET, and other roles as the principal assigns. She receives ongoing professional development, along with the leadership team, to deepen CS understanding, properly align roles and stakeholder communication skills. The Site Coordinator represents the school in the community by participating in and/or facilitating City of Rochester NW Safety Net Meetings and the Charles Neighbors in Action groups. A series of CCSI Team Meetings and periodic check ins with the agency executives are facilitated by the Lead Agency. School 17 was recently able to add a new staff position -a Neighborhood Liaison, who is working closely with the leadership team\, the Parent Liaison, and the community.
Steering Committee (challenges, meetings held, accomplishments)	School 17 continues to work diligently coordinating and integrating the work of various shared leadership teams, including the required CET. The Parent Liaison no only assists with the implementation of the Community School Model, she has facilitated the first functioning PTO at the school, and the opening of an on-site Family Center, with a separate phone line for families with concerns. The Parent Liaison is now supported with a new staff position - Neighborhood Liaison. Parents have formal representation via PTO and election of School Based Planning Team members, as well as parents sitting on the CET. Key Community members continue to participate on CET, and hold regular community agency meetings to group into functional workgroups for : <ul style="list-style-type: none"> ● streamlining services; ● leveraging funding; ● making recommendations related to needs; ● data collection and analysis; and ● best practices. Parents have requested transportation assistance in order to participate at school events and for mental health/medical appointments, which is being provided under the Community School Grant.
Feeder School Services (specific services offered and impact)	n/a
Community School Site Coordinator (accomplishments and challenges)	School 17's Site Coordinator continues to work in conjunction with CCSI (lead agency) to align all MOUs, service delivery, and create a shared database. She also supports the launch of a new cross-system problem-solving process EMRACE.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community Schools Grant was approved on November 15, 2017, and runs through June 30, 2018. To date accomplishments include: Code 15: Special Ed Teacher on Assignment is hired Teacher hourly pay for summer PD was dispersed Code 16: Placement & Neighborhood Liaison (FTE) hired Teacher Assistant Hourly pay for childcare before school available

	<p>Additional.5 cleaner in place, and additional custodial and civil service pay available</p> <p>Code 40: Contracts in place or proceeding for services from: Coordinated Care Services Inc (CCSI) Site Coordinator and additional Services Gandhi Institute Center for Youth Ibero Cornell</p> <p>Code 45: Flexible fund for refugees is now available Code 46: Bus and local travel for parents not available Travel to Community Schools Conference in NYC (February) and Baltimore (May) is being planned</p> <p>Code 45: Flexible fund for refugees is now available Code 46: Bus and local travel for parents not available Travel to Community Schools Conference in NYC (January) and Baltimore (May) is being planned</p> <p>Challenges are primarily calendar based: some budget line item amounts will be adjusted due to the lateness of the award, and therefore lateness of implementation, any amounts remaining is hoped to be repurposed, with programmatic approval requested from NYSED</p>
<p>Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)</p>	<p>As the grant was not awarded until November 15, 2017, the timeline/budget for the remodeling portion of the grant is still undergoing modifications taking every effort to catch up with the delayed start. Bids open January 30 for the School 17 dividing walls; Equipment has been purchased to install and support the Community Kitchen Project, which is also being supported by other district fund; health suite roof bids opened last week.</p>

<p>Green</p>	<p>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>.</p>	<p>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>
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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.)

<i>Budget Analysis</i>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 3.
PSSG:		n/a
SIG:	G	<p>Code 15: includes</p> <ul style="list-style-type: none"> 4 x .50 Intervention/Prevention teachers who are mobilized and providing data-driven targeted interventions and/or enrichments aligned to students’ academic and/or social-emotional needs. <p>Code 16: includes</p> <ul style="list-style-type: none"> 1.0 FTE Paraprofessional for intervention providing additional supports during intervention. <p>Code 45: includes</p> <ul style="list-style-type: none"> A variety of professional texts to support professional learning for staff
CSG:	G	<p>The Community Schools Grant was approved on November 15, 2017, and runs through June 30, 2018. Although some budget line item amounts will be adjusted due to the lateness of the award, and therefore lateness of implementation, any amounts remaining will be repurposed, with programmatic approval requested from NYSED To date:</p> <p>Code 15: Special Ed Teacher on Assignment is hired Teacher hourly pay for summer PD was dispersed</p> <p>Code 16: Placement & Neighborhood Liaison (FTE) hired Teacher Assistant Hourly pay for childcare before school available .5 Cleaner, and additional custodial and civil service hourly pay</p> <p>Code 40: Contracts in place or proceeding for services from: Coordinated Care Services Inc (CCSI) Gandhi Institute Center for Youth Ibero Cornell</p> <p>Code 45: Flexible fund for refugees is now available</p> <p>Code 46: Bus and local travel for parents not available Travel to Community Schools Conference in NYC (February) and Baltimore (May) is being planned</p> <p>Code 45: Flexible fund for refugees is now available</p> <p>Code 46: Bus and local travel for parents not available Travel to Community Schools Conference in NYC (February) and Baltimore (May) is being planned</p> <p>CODE 30: Capital Project <u>WAITING FOR MIKE S.</u></p>

		Challenges are primarily calendar based: some budget line item amounts will be adjusted due to the lateness of the award, and therefore lateness of implementation, any amounts remaining is hoped to be repurposed, with programmatic approval requested from NYSED.
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Part VII: Best Practices (Optional)

<p><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.</p>	
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	<p>As a community school serving as “a beacon at the center of an urban village”, the work of School 17 is to ensure that we are able to connect our school, our students, their families, and our community through a strong set of partnerships that focuses more on collaboration than co-location. We strive to bring together our partners, parents, teachers, and community providers to utilize a child-centered, collaborative problem-solving approach to identify assets and resources, assess needs, and create the structure and culture to ensure that conditions for learning are optimized and potential barriers to learning addressed. The community school approach focuses on integrating services, beyond traditional academics, to help support students and families through the trusting relationship with the school serving as the hub of access. We believe that when students’ needs are met, teachers can focus more deeply on academics. We recognize that the work of our school in our community (ranked 1st in overall poverty, child poverty and extreme poverty among comparably sized cities) requires a collective impact approach. It is our responsibility to ensure that our students have a high quality, authentic, engaging, and culturally responsive academic program focused on high expectations and standards for all students taught by highly qualified, dedicated, and passionate educators. We recognize that respect, collaboration, and engagement are key values to ensure that we can work together to overcome the physical, mental, and emotional needs of our children and families so that successful learning can be achieved.</p> <p>As such, we have organized our school as the center of access to health, social, and human services and we leverage our relationships with our families and agencies to provide linkages and advocacy to the resources needed. A partnership with Coordinated Care Services, Inc. provides administrative, project-management support, expertise in human service provision and care coordination in the community school efforts. An on-site full time community school site coordinator helps navigate the resources and ensures appropriate follow through and case management. A dedicated phone line to the Family Center serves as an intake and coordination line. A comprehensive, inter-agency data management system captures all referrals and services by student to ensure on-track progress. The campus based community health center provides medical and dental care to students and community members. Mental health, child and family therapy, are provided through a satellite clinic at School 17. A comprehensive support service directory is provided to all families. A summary of the essential community school services is outlined in the attached infographic:</p>
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**ROCHESTER CITY SCHOOL 17
COMMUNITY SCHOOL ESSENTIAL
ELEMENTS**

158 Orchard Street, Rochester, NY 14611
Gabriela Lopez Mackinn, Principal
Heather Steink, Community School Site Coordinator, CCSJ

 **RIGOROUS ACADEMICS & HIGH EXPECTATIONS**

- Dual Language Enrichment Program (D/50 English/Spanish Language Immersion)
- Project-Based, Authentic, Engaging Learning Experiences
- Volunteer Tutors – Help/Helped, Professionally Speaking
- Service Learning

 **EXPANDED LEARNING OPPORTUNITIES & YOUTH DEVELOPMENT**

- Longer learning day (1 additional hour each day)
- Summer Learning Opportunities (summer LEAP)
- What I Need (WIN) Time Daily
- Enrichment Clubs - Multi-Age, Student Choice
- Music (Orchestra, Band, Chorus), Visual Arts, Dance (Ballet, STEP, Zumba, Cheer)
- Gardening, Culinary, STEM Learning
- Ibero-American Action League
- AmeriCorps Mentoring & Attendance Outreach
- City of Rochester II-Center in 17 (open until 9 p.m.)

 **EARLY CHILDHOOD EDUCATION**


- Full Day Pre-Kindergarten Program for 3 & 4 year olds
- Full Day Kindergarten Program, including Dual Language Enrichment
- Healthy Baby Network Partnership

 **PARENT & FAMILY ENGAGEMENT**

- Family Center & Parent Lounge
- Bilingual Parent Liaison
- Parent Volunteer Program
- Parent-Teacher Organization
- Monthly Family Events
- EMBRACE Multi-Agency Support Process
- Charles House Neighbors in Action (CHNA)

 **ADULT EDUCATION & WORKFORCE DEVELOPMENT**

- Partnership with City of Rochester Operation Transformation Rochester
- Informal Access for Applications & Resume Preparation
- Informational Sessions with Monroe Community College
- Rochester City School District OACES Program
- TES (Temporary Employment)
- Partnership with BCSD Facilities Department

 **HEALTH & MENTAL HEALTH SERVICES**

- On-site Community Health Center (Rochester Regional Health)
- University of Rochester Eastman Dental Center
- Pilsbide Child Family Therapy
- School-wide Restorative Practices & Morning Meeting
- PK Gandhi Institute HELP Zone
- Center for Youth Mediation and Social & Emotional Support

 **SOCIAL SERVICES**

- Partnership with Monroe County Department of Human Services, Probation, Office of Mental Health
- Emergency Referrals for Rapid Relocating Support
- Child & Family Centered Support Team Process-EMBRACE
- Coordinated Multi-Agency Case Management

FOR MORE INFORMATION, VISIT WWW.ACSDE.EDU/ny
FOLLOW US ON FACEBOOK @RCS17ny

	<p>Efforts in Community Engagement have included the initiation of a community-wide needs assessment and asset mapping. A Community Engagement Team (CET) has been established with work groups focused on each of the essential elements of the community school and facilitated by leaders of the work in the community. Each CET workgroup is designed to build on the already existing momentum in the City of Rochester and Monroe County to align the work at School 17 and build on community assets. Coordination with the City of Rochester Mayor’s Office and the Monroe County Executive ensure locally aligned and collaborative service provision which are child and family focused.</p> <p>Family engagement and student voice have also important areas of attention and effort. The establishment of a functioning and vibrant PTO and Student Council have been key in empowering stakeholders to have voice and agency in helping in school improvement effort. This has led to higher levels of satisfaction, increased stability of enrollment, and increased levels of trust. Events and celebrations are held bi-weekly for students, and monthly for parents to ensure a focus on positive achievements and student learning. The Charles House Neighbors in Action meet weekly at the school to maintain a focus on supporting improvement, political advocacy, and neighborhood engagement.</p> <p>While there is no silver bullet to school improvement, it is clear that “it takes a village”. The efforts for turnaround and improving student achievement in a complex, disenfranchised community require collaborative efforts that see no political divisions. Together, when we focus on doing right for children, we focus on our future. The community school strategy at School 17 has resulted in improved school climate, increased engagement of stakeholders, enhanced service provision, reductions in absenteeism, and overall school improvement. The momentum is building and the potential is promising.</p>
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2.	Teacher-led School Improvement	<p>A key priority at School 17 has been improvement the quality of instruction and enhancing the capacity of all teachers to successfully focus on the learning of all students. This required distributive leadership and the utilization non-threatening relationships to build trust, rapport, and skills and confidence in all staff. It was this premise that was the foundation of building the Instructional Leadership Team and Team Leader model that has helped catalyze school improvement efforts. In addition, teacher led committees and problem-solving teams exist to support school improvement efforts: Grade Level Teams/ Data Teams, Instructional Leadership Team/Academics, ATOMS committee/ SEDL, Student Support Team (SST), Dual Language Committee, and Safety Team. A shared decision making structure that facilitates teacher-led committees to provide specific recommendations to the school-based planning team for adoption and implementation has led to a sense of shared ownership and responsibility for moving the school forward.</p> <p>Team leaders are teachers who are released half-time from student instruction to provide coaching to their colleagues. They are assigned a vertical grade level team: K/1, 2/3, 4/5, 6/7/8 to support in leading collaborative grade level team meetings, curricular design, modeling, data team meetings, and providing intervention support for WIN for the assigned grade level students. They become “experts” in CCLS for the assigned grade levels; they are knowledgeable about the students on their team; and, they come to recognize the adult learning needs presented by the staff on the team. In addition to classroom teachers, each team consists of an English as a New Language Teacher, Special Education Support Teacher, and supplemental support staff.</p> <p>The teacher leader model has led to a deeper level of personal commitment by staff and supported individual teacher growth. Team meetings are held formally two times per week and facilitated by team leaders. Common planning time is scheduled daily to allow for more collaboration outside of the formal meeting time. This has decreased isolation and facilitated cooperation and collegiality. Furthermore, team leaders have been able to assist in leading curricular and instructional changes through modeling and adjusting implementation plans in action.</p> <p>School 17’s Election to Work Agreement (EWA) has served as an annual process to highlight the expectations and commitment of all staff members to continue to work collaborative on school improvement efforts. A school culture of collaboration and shared accountability is at the hard of ensuring a focus on professional growth and participation in a professional learning community. The commitment to focusing on what is right for children, along with a core belief that all children can succeed given the proper supports, are the foundation for School 17’s success. Improvement cannot be attributed to the work of any individual.</p>
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	<p>Enrico Fermi School 17 seeks to expand school- based decision making to include greater discretion over factors and conditions that affect student learning: budget, instructional materials, strategies, assessments, staffing, curriculum, professional development, instructional time and schedule, and student grouping. All faculty members are encouraged to participate in shared decision- making processes in the school, through election to SBPT or service on a teacher leadership committee. Each committee leader establishes the structure and process of the team. Each team has a representative that reports recommendations to SBPT for approval.</p> <p>School based planning team shall focus on setting and maintaining the school vision, providing professional and collegial feedback to the principal, budget approval, and instructional decision- making. Additionally, SBPT will work collaboratively with school administration to prepare, review and respond to all school reviews, data- dives, and improvement planning, as well as support the timely school- wide implementation of recommendations as identified through school, district, state or federal reviews. Team teaching, embedded coaching, collegial observation, and collaborative instructional planning are all expectations of being part of the School 17 community. We are a community of learners focused on improving learning opportunities for students. We strive to make learning engaging and authentic for all.</p> <p>As a community, we:</p> <ul style="list-style-type: none">Share goals and focus on shared outcomes.Advance our work through shared processes and leadership.Share ideas willingly and openly.Communicate by listening fully to one another.Build on one another's expertise.Trust one another to keep the best interests of the team and students at the focus of all decisions.Work collaboratively.Allow conflict as an opportunity to dialogue and grow together.Value and appreciate the unique contributions of members on the team <p>Together, we are smarter and better than any one of us alone. Where there is unity, there is strength and where there is teamwork and collaboration, wonderful things can be achieved.</p> <p style="text-align: center;">School 17</p>
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Community Engagement Team 2017-18

(Updated ~ October 12, 2017)



CET Leadership

Co-Chair Scott Benjamin, Charles Settlement House scott.benjamin@CSHROC.org

Co-Chair Heather Starks, Site Coordinator School 17 hstarks@ccsi.org

Organization	Contact/ Role	Email
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School 17	Caterina Leone-Mannino, Principal	Caterina.leone-mannino@rcsdk12.org
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	Debbie Jacket, School-Based Planning Team Rep	
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	Derek Kelly, School-Based Planning Team Rep	
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		Carmen Torres, Parent Liaison	Carmen.Torres@rcsdk12.org
Community Partners Rep (Chair for CET Workgroups)			
CET Workgroup	Community Partner/ Organization	Email	
Adult Education/Workforce	MaryLou McCloud, OTR, City of Rochester	marylou.mccloud@cityofrochester.gov	
Health Wellness	Alicia Evans, Common Ground Health	alicia.evans@commongroundhealth.org	
Human Services	Melissa Hayward, MCOMH	mhayward@monroecounty.gov	
	Kathy Cardilli, MCDHS	Kathy.cardilli@dfa.state.ny.us	
Early Childhood Education	Sherita Bullock, Healthy Baby Network	sherita@healthy-baby.net	

		Parent/Family Engagement	TBD (Children’s Agenda)
		After School/Youth Development	Chris Dandino, GRASA cdandino@racf.org
		Community Engagement	Luis Aponte laponte@MonroeAmbulance.com
		School 17 PTO/Parent Representative	Leticia Castro, Co-President Alvina Manning, Co-President Luzmar ‘Coco’ Casiano, Member-at-Large
		Student Council Representative	TBD TBD
		Convener	Elizabeth Meeker, emeeker@ccsi.org Coordinated Care Services, Inc

		Linh Ho, Coordinated Care Services, Inc. lho@ccsi.org
	Data Support	Luticha Doucette, City of Rochester Luticha.Doucette@CityofRochester.gov

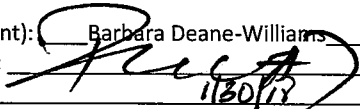
3.	Multi-Tiered System of Support	<p>The vision for Enrico Fermi School 17 is to be a beacon for our community at the center of an urban village. School 17 is a place of support and understanding. We strive to educate the whole child with respect for all. We seek to have our parents and community actively involved in our students’ learning. As a school community, we value a safe environment in which to teach and learn. We embrace our diversity as our strength. As part of this mission, School 17 recognizes the intensive needs of our many of our students and families and seeks to integrate a continuum of resources, strategies, structures, and practices through a multi-tiered system of supports.</p> <p>A school-wide focus on strengthening core instruction has included deepening an understanding of CCLS and standards-based instructional planning through long-range curricular planning focused on integrated thematic project-based learning with embedded service learning opportunities. In addition, School 17 converted a transitional bilingual education program which was limited to Spanish dominant students to a dual language enrichment program that allows English and Spanish speakers to learn alongside one another in both languages each day. Differentiation and personalized learning opportunities increase the opportunity and likelihood that students will achieve proficiency. The adoption of a school-wide, research-based reading program and supplemental writing activities, coupled with the implementation of the Project CRISS framework for teaching focusing on metacognition, learning strategies and self-awareness.</p> <p>As part of our longer learning day, supplemental academic supports include an extra daily period of WIN (<u>W</u>hat <u>I</u> <u>N</u>eed) where all students receive intervention and acceleration support focused on individualized student learning goals. Through schoolwide literacy and numeracy screenings, teachers work collaboratively in data teams to determine the strategic support necessary for accelerated student growth and targeted skill deficits. Additional staff, including speech, specialized reading, English as a Second Language, and intervention teachers, “float” into each grade level at staggered periods throughout the school day so that students can receive small group support based on this tiered structure. Flexible groupings are informed by progress monitoring data and adjustments are made as necessary.</p> <p>An essential component of our multi-tiered approach emphasizes a team-based problem-solving approach and integrated data collection system that monitors student responsiveness to the instruction and intervention received. Additionally, through a whole child lens, contextual factors outside of school are considered as community wrap-around services in mental health, social service, youth development, and medical supports are aligned as outlined in the school’s community school framework. Recognizing the impact of adverse childhood experiences and the need to address the risk factors that often create barriers to learning, including poverty, exposure to violence, trauma, and multi-system involvement, the multi-tiered system of support is</p>
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	<p>also reflected in School 17’s structure for socio-emotional development and learning and community school framework.</p> <p>As part of the universal tier of support, School 17 adopted the Responsive Classroom Framework to institute Morning Meeting in each classroom every day. Students begin the day with a greeting by name, sharing, team building activity and morning message to set a positive tone for the day’s learning as well as build positive, caring relationships with adults and one another. With the goals of promoting students’ self-awareness, self-management, social-awareness, relationship, and responsible decision-making skills, School 17 applies a restorative practice approach to school climate and student discipline. Expected behaviors are explicitly taught in a positive behavior support approach entitled the ATOMS (<u>A</u>lways <u>R</u>espectful, <u>T</u>ake <u>R</u>esponsibility, <u>O</u>n-task and cooperative, and <u>M</u>ake Good Choices, and <u>S</u>ucceed!) expectations. A Safety Office provides a safe space for releasing aggression and learning alternate strategies to work through the “fight or flight” response before cognitively processing students’ emotions with them. Through integrated community supports, students who need additional support may self-select or be referred to the HELP Zone (operated by the M.K. Gandhi Institute (Grades 5-8) and the Center for Youth Services (Grades K-4)) where they process the impact of their actions and determine appropriate next steps for restoring safety, peace, and trust to those they hurt. Conflict resolution expertise is provided by staff who mediate the restorative process with students, staff, and families as needed. Peace circles, reentry meetings, public apologies, and counseling are part of the school wide system for resolving conflict and restoring peace. Individual instruction on social skills, self-awareness, and alternate strategies are targeted to individual students as needs arise. Referrals and supports to in-house mental health specialists, social workers, and counselors provide longer term support proactively as students experience traumatic events and responsively as students demonstrate difficulty meeting the ATOMS expectations.</p> <p>The problem-solving approach is utilized throughout the multiple tiers to provide a child-centered approach to aligning and integrated collaborative efforts through a holistic lens. Grade-level teacher teams review academic, behavioral, and attendance data weekly to discuss the need for additional outreach and support. When additional support is needed, a student support team meets with the teacher team, family and student to create a plan to access additional, intensive, individualized support. For students and families who require support beyond school based resources, an EMBRACE (<u>E</u>veryone <u>M</u>atters <u>B</u>elieves <u>R</u>eaches and <u>A</u>chieves through <u>C</u>oordinated <u>E</u>fforts) team including county service providers and external agencies utilizes the Child and Family Team approach to create a cohesive, coordinated plan for collaboration and support. Educational Support Services and Committee for Special Education support this process for students with special needs.</p>
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		<p>The Multi-Tiered System of Support provides a structure to organize resources, review data, implement interventions, monitor progress and utilize a child-centered process to make sure that students are supported and successful. Partnerships and collaboration among agencies, both on-site and community-based, ensure coherence and alignment so that the needs of the whole child and family are met and barriers to learning are addressed so that academic success is achieved. Professional development and collaboration among staff and providers is essential to ensure a high quality, responsive learning environment to overcome the odds presented by trauma and historical disenfranchisement in a low-performing, high needs urban school. Academic achievement, while still far from high, is improving at a steady pace.</p>
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Part VIII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): Barbara Deane-Williams
Signature of Receiver: 
Date: 11/30/17

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 the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____
Signature of CET Representative: _____
Date: _____

		and successful. Partnerships and collaboration among agencies, both on-site and community-based, ensure coherence and alignment so that the needs of the whole child and family are met and barriers to learning are addressed so that academic success is achieved. Professional development and collaboration among staff and providers is essential to ensure a high quality, responsive learning environment to overcome the odds presented by trauma and historical disenfranchisement in a low-performing, high needs urban school. Academic achievement, while still far from high, is improving at a steady pace.
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Signature of Receiver: _____

Date: _____

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

Name of CET Representative (Print): SCOTT C. BENJAMIN

Signature of CET Representative: SCOTT C. BENJAMIN

Date: 1/30/18