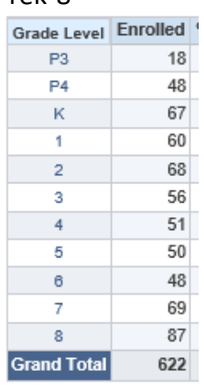
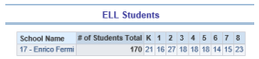
Receivership Schools ONLY-- SCHOOL 17

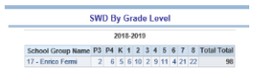
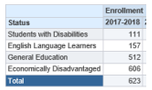
Quarterly Report #2: *October 14, 2018 to January 15, 2019 (Due January 31, 2019)*

<table>
<tr><td>School Name</td><td>School BEDS Code</td><td>District</td><td>Lead Partner or EPO</td><td colspan="4">Hyperlink to where this report will be posted on the district website: www.rcsdk12.org/17</td></tr>
<tr><td rowspan="2">Enrico Fermi School 17</td><td rowspan="2">261600010017</td><td rowspan="2">Rochester CSD</td><td rowspan="2">Coordinated Care Service, Inc.</td><td colspan="4">Check which plan below applies:</td></tr>
<tr><td colspan="3">SIG x

Cohort:

Model:</td><td>SCEP X</td></tr>
<tr><td>Superintendent/EPO</td><td>School Principal</td><td colspan="2">Additional District Staff working on Program Oversight</td><td>Grade Configuration</td><td>% ELL</td><td>% SWD</td><td>Total Enrollment</td></tr>
<tr><td>Barbara Deane-Williams</td><td>Caterina Leone-Mannino

Appointment Date:
July 1, 2015</td><td colspan="2">Amy Schiavi, Chief of Schools
Michele Alberti, Executive Director of School Innovation
Lynne Hawthorne, Office of School Innovation</td><td>Prek-8
 
</td><td>ELL:
27.5%
SPA
1.14.19
 

SWD:
14.7%
SPA
1.14.19
 
</td><td>622 PreK-8
(555 K-8)
 

SPA
1.18.19</td></tr>
</table>

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.

Students and families have requested exploration of a grow-out to grade 12. A teacher committee has been formed to explore the option of grow up with a possible New York State Performance Standards Consortium (http://www.performanceassessment.org/memberschools/) model. This option will be explored with anticipated recommendations to come forward by 7/1/2019. If recommended, 9th grade cohort grow-out (50 students) would be requested for approval in the 2020-21 SY.

The school is also exploring a School Level Living Contract option with Rochester Teachers Association for the 19-20 SY to maintain current strategies and flexibilities post-Receivership. We are in the beginning stages of this exploration with an anticipated decision by March 2019.

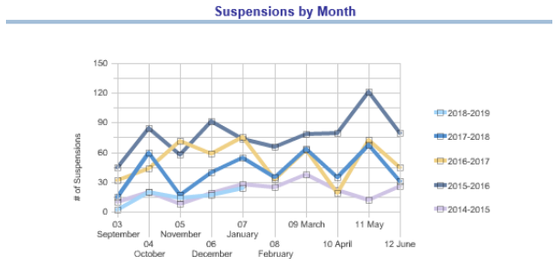
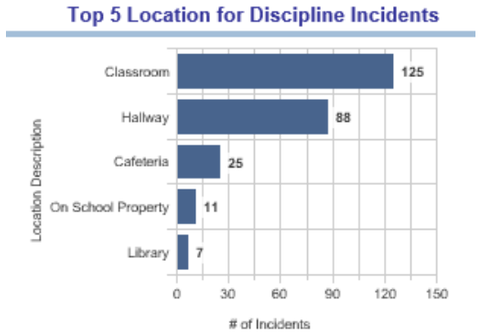
Attention – This document is intended to be completed by the school receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to receivership, and as such, should not be considered a formal evaluation 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)*

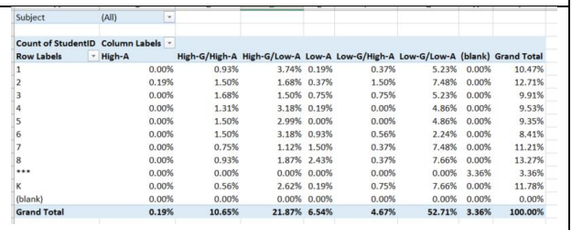
Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies 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	***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.	17-18 SY SSEC Data = 32 serious incidents 17-18 SY School Violence Index = 0.92 18-19 SY SSEC Data to date = 5 serious incidents 18-19 SY School Violence Index YTD=0.10 18-19 SY Incidents to date 18-19 SY Suspensions 18-19 SY Discipline Events	Discipline Incidents & Suspensions YTD 18-19 SY (1/25/19) School Year: 2018-2019; Incidents: 256; Short Term: 71; Long Term: 1; In School: 19; Out of School: 52; In Alt. Program: 1; Total Suspensions: 72; Total # of Days Suspended: 233 18-19 SY by Month (as of 1/25/19) / Incidents / 17-18 SY Comparison / % change: September 33 33 0; October 84 127 -33%; November 61 66 -8%; December 48 79 -39%; January 50 90 -44% SSEC Serious Incidents YTD 18-19 SY (1/25/19) Discipline Conduct Description / # of Incidents: 3a Assault Physical Injury 1; 4b Weapons Other 2; 5a Discrim Harass Bullying 2; Grand Total 5 Suspensions by Month YTD 18-19 SY (1/25/19)

					STRATEGIES: Implement The First Six Weeks curriculum K-6, Responsive Advisory 7-8. Weekly meetings of MTSS SEL Workgroup to highlight best practice. Supplemental monthly newsletter sharing and monthly PD sessions for all staff on restorative practice. Weekly SST meetings to support GL concerns regarding SEL Weekly FST meetings to support Tier 3 SEL needs of students and families. Use of case management tracking tool to monitor effectiveness of interventions. Weekly admin team meetings to review GL concerns and refer to SST/FST for follow up by CS Coordinator. One GL meeting per week to review student concerns for referral to SST TOA. Teacher coaching in trauma-informed classroom management and relationship building. Trauma informed system of care/sanctuary model training. Continued expansion of mental health supports and tightened coordination of system of supports and	***ADJUSTMENTS:*** High number of classroom incidents indicate a need to revisit classroom management plans and consistency in implementation and coordination amongst classes; increased monitoring of fidelity to morning meeting Improve SST process to include new coordinator and behavior support specialist; focus on development of individualized plans for intensive support students; admin meeting with teacher teams for progress monitoring	 18-19 SY by Month (as of 1/25/19) / Suspensions / 17-18 SY Comparison / % change September: 2 / 45 / -96% October: 20 / 60 / -67% November: 14 / 17 / -18% December: 17 / 40 / -58% January: 31 / 55 / -44% 

					responsiveness of students and families.		
#9 3-8 ELA All Students Level 2 and above	19%	10% increase = 29%		Yes	***GOAL TENET 3:*** 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. ***GOAL TENET 4:*** 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	***ADJUSTMENTS:*** Mid Year course corrections will include revisiting CCLS Priority Standards by grade level to examine correlation of taught and intended instruction coverage. Looking at Student Work Samples in alignment with Buck Institute Gold Standard PBL Rubric, Lucy Calkins Writing Pathways, and Priority Standards will refocus on "content as a medium for literacy instruction". Increased focus on student writing and process of culminating project creation. Examination of portfolio process for maintaining evidence of student learning and progress throughout the school year. Priority Standards will guide portfolio development with progress monitoring checklist and evidence gathering of student work samples. Priority Standards Quarterly portfolio map will be designed by grade level teams to guide ELA/SLA & PBL and Math (2 per grade level per quarterly). This will serve as the portfolio cover sheet for Q3. A NYS Testing Mini Unit is embedded in WIN for all grades 3-6. Released questions are utilized for mini-test simulations weekly and data is analyzed for reteaching throughout the following week's WIN session.	NWEA projected proficiency reports will be available after 2/8/19

					teachers will participate in Impact Team action research cycles to focus on targeted instructional improvements.	Q2 Learning Expo reflected a partial setback in evidence of process writing and literacy integration in student products. A refocus on priority literacy and lesson planning aligned to genre of product and horizontal coverage/vertical cohesion. A mid-year reflection on current covered topics and planned topics/genres will be conducted by each grade level	
#15 3 - 8 Math All Students Level 2 and ABove	15%	10% increase = 25%			***STRATEGIES TENET 3:*** Introduce SOLO taxonomy Provide quarterly professional learning focused on curriculum mapping with coaching for embedding language and literacy objectives. All teachers will unpack essential mathematics priority standards at each weekly grade level and identify performance based tasks that will support feedback and assessment opportunities. Monthly review of performance assessments in grade level teams. Vertical alignment of language and literacy progressions to be examined during monthly ENL/Language & Literacy Work Group meetings. Vertical alignment of mathematics progressions during monthly mathematics leadership work group. Quarterly learning expos will	See also #9 Grade levels are reexamining alignment in pacing and correlation of Zearn time on task and mid-year NWEA Results	NWEA projected proficiency reports will be available after 2/8/19

					provide authentic audience opportunities for student learning to be shared. ***STRATEGIES TENET 4:*** ENL and consultant teachers will participate in collegial circle focused on co-teaching strategies. Teachers will participate in training focused on elements of constructivism and identify priority areas for personal growth. Weekly Instructional Leadership Team Meetings to discuss identified instructional priorities and review walk through data. Minutes from ILT meeting and fan out to GL teams. Participants will include: Principal, Aps, Team Leaders. Weekly administrative team meetings to review ABC data as well as CS referral data and responsiveness, for SST and FST follow-up. Minutes from Admin meeting and case management tracking tool. Participants will include: Principal, APs, CASE, CS Coordinator, SST TOA. Monthly Impact Team cycles focused on instructional changes as related to instructional priorities:		

					Identify, Learn, Improve; GL team minutes utilizing Impact Team Model (ITM) protocols. Impact Team Model Introduction for all certified teachers and ILT. Formal Evaluation Schedule complete before 9/1/18; weekly progress monitoring during Admin Team meeting GL team meetings twice per week, 45 min/each, teachers and team leaders will work together through an action inquiry cycle on specific instructional improvements as identified by GL and ILT.		
#33 3-8 ELA All students MGP	49.81	4% increase =			See #9 & #15	NWEA Projected Growth Met (Winter 2019) ELA High Growth/ High Achievement: 10.7% High Growth/ Low Achievement: 21.9% Low Growth/ High Achievement:4.7% Low Growth/Low Achievement: 52.7%	
#39 3 - 8 Math All Students MGP	49.73				See #9 & #15	NWEA Project Growth Met Math High Growth/ High Achievement: 9.4% High Growth/ Low Achievement:29.4% Low Growth/ High Achievement: 5.7% Low Growth/Low Achievement: 46.8%	
#85 4 - 8 Science All Students Level 3	36%	10% increase = 46%		Yes			

Subject (All)

Count of StudentID	Column Labels						
Row Labels	High-A	High-G/High-A	High-G/Low-A	Low-A	Low-G/High-A	Low-G/Low-A	(blank)	Grand Total
1	0.00%	0.93%	3.74%	0.19%	0.37%	5.23%	0.00%	10.47%
2	0.19%	1.50%	1.68%	0.37%	1.50%	7.48%	0.00%	12.71%
3	0.00%	1.68%	1.50%	0.75%	0.75%	5.23%	0.00%	9.91%
4	0.00%	1.31%	3.18%	0.19%	0.00%	4.86%	0.00%	9.53%
5	0.00%	1.50%	2.99%	0.00%	0.00%	4.86%	0.00%	9.35%
6	0.00%	1.50%	3.18%	0.93%	0.56%	2.24%	0.00%	8.41%
7	0.00%	0.75%	1.12%	1.50%	0.37%	7.48%	0.00%	11.21%
8	0.00%	0.93%	1.87%	2.43%	0.37%	7.66%	0.00%	13.27%
***	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.36%	3.36%
K	0.00%	0.56%	2.62%	0.19%	0.75%	7.66%	0.00%	11.78%
(blank)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Grand Total	**0.19%**	**10.65%**	**21.87%**	**6.54%**	**4.67%**	**52.71%**	**3.36%**	**100.00%**

Count of StudentID	Column Labels						
Row Labels	High-A	High-G/High-A	High-G/Low-A	Low-A	Low-G/High-A	Low-G/Low-A	(blank)	Grand Total
1	0.00%	1.48%	3.51%	0.18%	0.37%	4.99%	0.00%	10.54%
2	0.00%	2.22%	1.66%	0.55%	0.92%	5.55%	0.00%	10.91%
3	0.00%	1.85%	3.51%	0.37%	0.00%	3.51%	0.00%	9.24%
4	0.00%	0.55%	4.25%	0.18%	0.18%	3.70%	0.00%	8.87%
5	0.00%	0.00%	4.07%	0.00%	0.00%	4.81%	0.00%	8.87%
6	0.00%	0.55%	2.59%	0.92%	0.18%	4.44%	0.00%	8.69%
7	0.00%	0.74%	3.14%	0.55%	0.18%	5.91%	0.00%	10.54%
8	0.18%	0.18%	4.44%	2.96%	0.00%	6.84%	0.00%	14.60%
***	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	6.28%	6.28%
K	0.00%	1.85%	2.22%	0.00%	0.37%	7.02%	0.00%	11.46%
(blank)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Grand Total	**0.18%**	**9.43%**	**29.39%**	**5.73%**	**2.22%**	**46.77%**	**6.28%**	**100.00%**

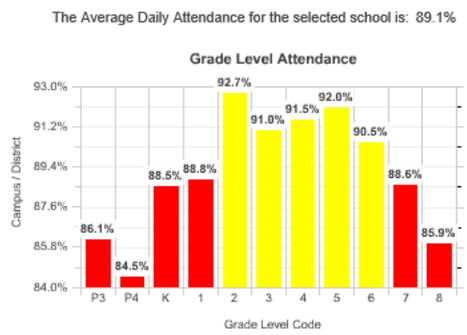
and above											
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.				**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve 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% are met		Yes	***GOAL TENET 6:*** The CS Site Coordinator will work with school leaders to establish terms of collaboration and communication to maintain a primary focus on identifying and addressing the needs of students and families. As a result, referrals made from GL teams to CS Coordinator to external agencies will be completed and status (on track, obstacles, off track) communicated back to staff within a 10 day period. By June 2019, the success of this will be measured by: successful interventions for 80% of Student Support Team and Family Support Team referrals; improved student attendance; decreased student disciplinary incidents; increased parental participation at school events; increased participation on CET; increase # of parental volunteers; increase # of daily check-ins with parents; increase African American parent engagement	SST and FST referrals, data from case management tracking tools, student attendance data and improvement plans; intervention plans, discipline data; parental involvement sign-ins and	Parent & Community Engagement The School 17 Parent Teacher Organization continues to grow in number and advocacy; elections for officers took place on October 26, 2018, with results yielding a more representative group of parents(2 male, 2 female; 2 African American, 2 Latino) named as officers. 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 13 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

					STRATEGIES: PTO will meet every 2nd Tuesday of the month. SBPT, with parent representation, will meet every 2nd and 4th Thursday of the month. Agents of Change Academy will be held every 1st Tuesday (p.m.) and every 3rd Thursday (AM). This academy focuses on externally provided workshops to continue their education as related to supporting their child's growth and development as well as furthering their own development and growth. CET leadership team will meet each 1st Friday bi-monthly. Workgroups focused on Human Services, Early Childhood Education, Health & Wellness, Youth Development & Out of School Time, Community Engagement/Neighborhood Association, Parent Engagement/PTO, and Adult Education/Workforce Development will continue to meet a minimum of once per month with minutes posted on website and facilitators sharing to CET Leadership Team. Monthly parent events (as outlined in Title I supplement) will include education opportunities focused on supporting their child's education at School 17. Student Support Team/EMBRACE meetings will be scheduled weekly to support a shared child/family centered problem solving process for intervention and additional support. CS Coordinator will chair Family Support Team meetings weekly to support a shared child/family centered problem solving process involving referrals to external support agencies and onsite community partners. Weekly School Wide Morning Meetings to celebrate student learning and goal attainment (1st/3rd Friday grades K-5, 2nd & 4th Friday grades 6-8). CS Coordinator will provide an update to SBPT regarding Community Partners and CS implementation every 1st	surveys; CET meetings; GL team minutes/referrals; parent volunteer schedule; daily check-in data; parent involvement data	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,

					Thursday of the month.		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.

#12 3 - 8 ELA Hispanic Students Level 2 and above	20%	10% increase = 30%		Yes	See #9 & #15		Concerns remain for the projected proficiency of the newly arrived students from PR. We are working with Office of Accountability to ensure that they are properly coded as SIFE. SIFE entry protocol did not exist when the majority of these students arrived.
#13 3-8 ELA LEP Students Level 2 and above	15%	10% increase = >25%		Yes	See #9 & #15		Concerns remain for the projected proficiency of the newly arrived students from PR. We are working with Office of Accountability to ensure that they are properly coded as SIFE. SIFE entry protocol did not exist when the majority of these students arrived.
#94 Providing 200 hours of Extended Day				Yes	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 Quarter 3 offerings		A request has been made for a change in bell times for the 19-20 SY. The 4:30 p.m. dismissal does not allow for equitable access to modified sports for the ⅞ grade students as all other middle schools dismiss at an earlier time. A change to 7:45-3:30 OR 8-4 has been requested.
#98 Chronic Absenteeism	n/a	rubric		Yes	Attendance Champions Protocol 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.	**Chronic Absenteeism Rubric Daily Attendance Rate** **Chronic Absenteeism Report**	Average Daily Attendance YTD (1/25/19, includes PreK)=89.1% 

					Perfect homeroom and student attendance is celebrated to promote positive recognition of everyone's efforts on attendance improvement.			

Attendance Range	# of students (includes PreK)	% of student enrollment
Satisfactory: 95% or above	216	34.7%
At Risk: 90-95%	153	24.6%
Chronic Absence: 89-79%	177	28.5%
Severe Chronic Absence: 80% or below	74	11.9%

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**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)*

Key Strategies

- 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		School #17 currently is 1:1 in 10 classrooms grades 3-8 and 2:1 in 16 classrooms. Eight Chrome boxes have been added to the library to ensure students have access to Google Apps for education for research project purposes. PreK has 6 iPads and 2 Chrome boxes in each classroom. Kindergarten and First Grade have 6 iPads and 4 Chrome boxes in each classroom. Grade 2 has 6 iPads and 6 chrome books in the classroom. Students are using these devices to access instructional programs such as Lexia Core5, Zearn, RazKids, & IXL. Students and teachers also are using devices to access Google Apps for education and other creation tools to support learning.
2.	Expanded Learning +200 hours		Daily morning meeting in classroom for community building & SEL development; additional 45 minute WIN period daily; Wednesday School-wide Morning Meeting; Enrichment clubs

3.	Family Engagement		Increasing diverse parent representation on PTO, new officers elected, additional parent liaison works with bilingual parent liaison on increasing African American Parent Engagement, 30+ parent volunteers support classroom instruction, 11 parents of students in School 17 are also School 17 employees
4.	Community School		School 17 continues to be the pioneer/proof point for Community School in the District (including for the ten newly identified Receivership Schools); local leaders strategizing re replication and scalability
5.	Neighborhood Enrollment		77% of PreK-1st grade students are from School 17 neighborhood; up to 58% of PreK-8 students overall; seamless PreK to K enrollment; onsite neighborhood enrollment liaison/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 *with impact*.	**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 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
	The CET has met as scheduled on a bimonthly basis. Meetings were held on November 2, 20198 and January 4, 2019. New members this quarter include the President and Vice President of the PTO. At the November meeting, the goals and metrics for each workgroup were reviewed. The January meeting focused on progress updates from all workgroups. CET workgroups continue to meet monthly and the meeting schedule of all groups is publicly posted on the CET website. Outcomes this quarter includes the launch of the Community Kiosk (Human Services workgroup), outfitting of the Community Kitchen (Health & Wellness workgroup) and implementation of Early Childhood LEAP (Learning and Exploring at Play) volunteers in Kindergarten classrooms (Early Childhood workgroup). Supporting documentation can be found on the CET google site https://sites.google.com/view/school17cet

Powers of the Receiver

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
	The Superintendent Receiver Authority continues to be utilized in multiple ways for the 18-19 school year: · 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. · 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. · 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 additional professional development opportunities and long range planning. · 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 *with impact*.	**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.)

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 18-19)	District-level CSG News: The RCSD's Office of Community Schools has been working on several new and exciting things over the past few months. Two new Community Partners have been added that will help to give our students and their families' additional support. The MOA with FoodLink of Western New York was finalized. This MOA adds food pantries into all of our Community Schools. These pantries should be established by late January 2019. Hillside Health Home program will also now offer more opportunities for our students and families to receive general and mental health assistance in six of the Community Schools. Each building will have an assigned Case Manager and this will begin in early February 2019. Lastly, at the District level we have worked to establish a growing relationship with the Communities In Schools Lehigh Valley Network that will help both Community Schools Initiatives improve through sharing current practices and successes. A process evaluation is currently being conducted by the Warner School of Education and collaboration is underway to coordinate Needs Assessment within their planned focused group and surveys with partners, school staff, parents and teachers. See Needs Assessment Plan.
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)	"Pancakes with the Principal" was held in conjunction with the PTO on January 8, 2019.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	A monthly Community School newsletter continues to be sent out electronically to all partners and school staff. A monthly calendar of learning opportunities, the Seeds of Change, is available both electronically and printed (both in English and Spanish). 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	There is a central phone number to contact the Community School Office and onsite community partners and teachers can make referrals for student needs directly to the Community School Site Coordinator. A Community Kiosk was launched in December. All Community Partners have the ability to sign up and meet with parents and community members to provide information about their services and make appropriate referrals.
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: Through the collective voice and team cohesion among our Family Support Team and Attendance Team we have been able to provide timely and individual responses to students and families. The attendance rate has increased as we are able to connect with grade level teams to their attendance champions and the connections to the family have provided opportunities for families to express their needs and linkage has been seamless. The community school site coordinator and onsite partners as well as the PTO have built solid working relationships and meet a minimum of once a week to plan for events and share important information. Through the workshop offerings several community partners have attended a variety of offerings alongside parents. Challenges: There have been some staffing changes with onsite community partners. We anticipate a change in staff for the Community School Site Coordinator as of 2/15/19. New staff from lead agency will join on 2/11/19 for a 5 day overlap. The current staff will be returning to CSSI to work with Monroe County Department of Human Service in a promotion.
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)	The Community Kitchen originally planned from CSG has been fully equipped with funds for an alternate source. This is in use daily for dinner service and used by PTO for fundraising and health clinic for diabetes education. A facilities use protocol is being created to ensure appropriate access and adherence to wellness policy and food service guidelines.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**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 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.)

Budget Analysis		
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 contribution funded the following at No 17 School: ● Teacher on Assignment for Special Education ● Placement / Neighborhood Liaison ● Cleaner ● Community School Site Coordinator Contract (CCSI) ● CCSI Contract to support Community School work ● Ibero-American Action League Contract to support Community School work ● Code 30 contracts to be completed by June 30, 2019

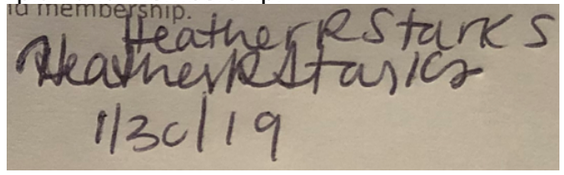
Part VII: *Best Practices (Optional)*

Best Practices 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	see above
2.	Restorative Practices	see above
3.	Multi-tiered System of Support	see above

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, Superintendent
Signature of Receiver: Barb Deane-Williams
Date: 1-31-19

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: