Enrico Fermi School #17

SCHOOL IMPROVEMENT – COMMUNITY ENGAGEMENT – RECEIVERSHIP

PUBLIC HEARING: AUGUST 8, 2015

PRESENTED BY CATERINA LEONE MANNINO, PRINCIPAL

Public Hearing Agenda

Receivership

- Purpose of the Public Hearing
- What is Receivership?

School Presentation

- Review of School Data and Context
- Overview of NYSED Approved Intervention Plan/ School Improvement Grant (SIG) for 2015-16 SY

Feedback Opportunity

What Is Receivership?

- State law requires "persistently struggling" or "struggling" schools to make rapid achievement gains

- If schools do not meet improvement targets within one or two years, the District is required to appoint an outside receiver approved by the State

- An appointed receiver will have broad authority to set and manage school improvement plans

- The Superintendent will act as a receiver first

- Data for improvement targets will be released Sept. 2

Receivership Schools Statewide

District	# Persistently Struggling	# Struggling	Total
Buffalo	5	20	25
New York City	7	55	62
Rochester	**4**	**10**	**14**
Syracuse	1	17	18
Yonkers	1	7	8
12 other districts statewide	2	15	17
TOTAL	**20**	**123**	**144**

Rochester's Receivership Schools

1 Year: Persistently Struggling

East High School

Charlotte High School

James Monroe High School

Dr. Martin Luther King Jr. School No. 9

2 Years : Struggling

Nathaniel Rochester School No. 3

Roberto Clemente School No. 8

Enrico Fermi School No. 17

Abraham Lincoln School No. 22

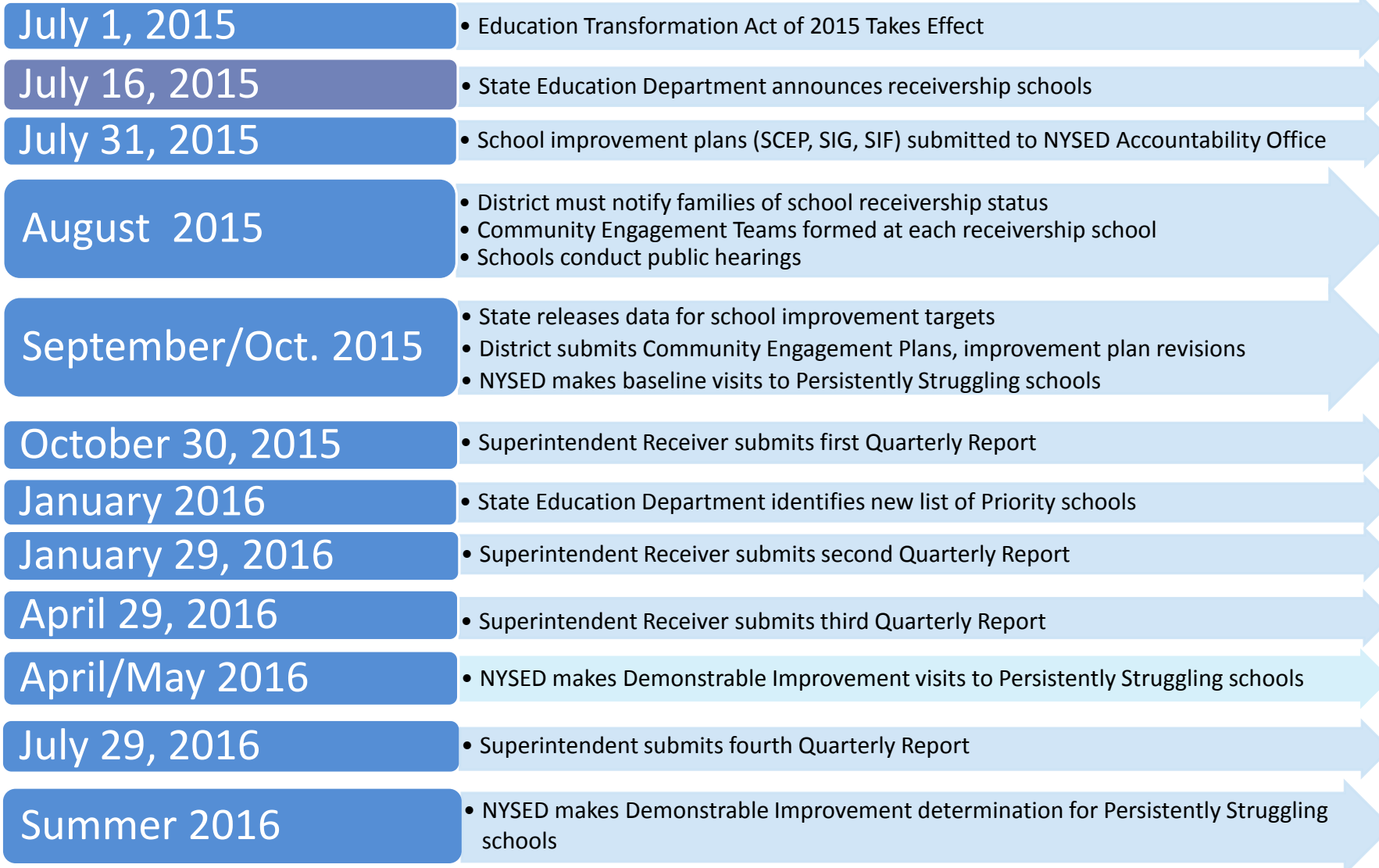Dr. Louis A. Cerulli School No. 34

Kodak Park School No. 41

Lincoln Park School No. 44

Mary McLeod Bethune School No. 45

Northeast College Prep

Northwest College Prep

Receiverhip School Timeline

Date	Events
July 1, 2015	• Education Transformation Act of 2015 Takes Effect
July 16, 2015	• State Education Department announces receivership schools
July 31, 2015	• School improvement plans (SCEP, SIG, SIF) submitted to NYSED Accountability Office
August 2015	• District must notify families of school receivership status • Community Engagement Teams formed at each receivership school • Schools conduct public hearings
September/Oct. 2015	• State releases data for school improvement targets • District submits Community Engagement Plans, improvement plan revisions • NYSED makes baseline visits to Persistently Struggling schools
October 30, 2015	• Superintendent Receiver submits first Quarterly Report
January 2016	• State Education Department identifies new list of Priority schools
January 29, 2016	• Superintendent Receiver submits second Quarterly Report
April 29, 2016	• Superintendent Receiver submits third Quarterly Report
April/May 2016	• NYSED makes Demonstrable Improvement visits to Persistently Struggling schools
July 29, 2016	• Superintendent submits fourth Quarterly Report
Summer 2016	• NYSED makes Demonstrable Improvement determination for Persistently Struggling schools

By Aug. 14, Receivership Schools Must Have:

✓Communicated the school's status

✓Established a School Community Engagement Team

✓Submitted a state-approved intervention model or comprehensive education plan

✓Conducted a Public Hearing

These steps are completed or underway and all schools will meet the deadline.

Purpose of the Public Hearing

- Discuss the performance of the designated school and the construct of Receivership.

- Provide feedback to the school's Community Engagement Team on the school's comprehensive education plan or department approved intervention plan.

Intervention Model (SCEP/SIG/SIF)

+

Community Engagement Team

Public Hearing & Feedback

Metrics

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Plan for Receivership

Stakeholder Input & Data
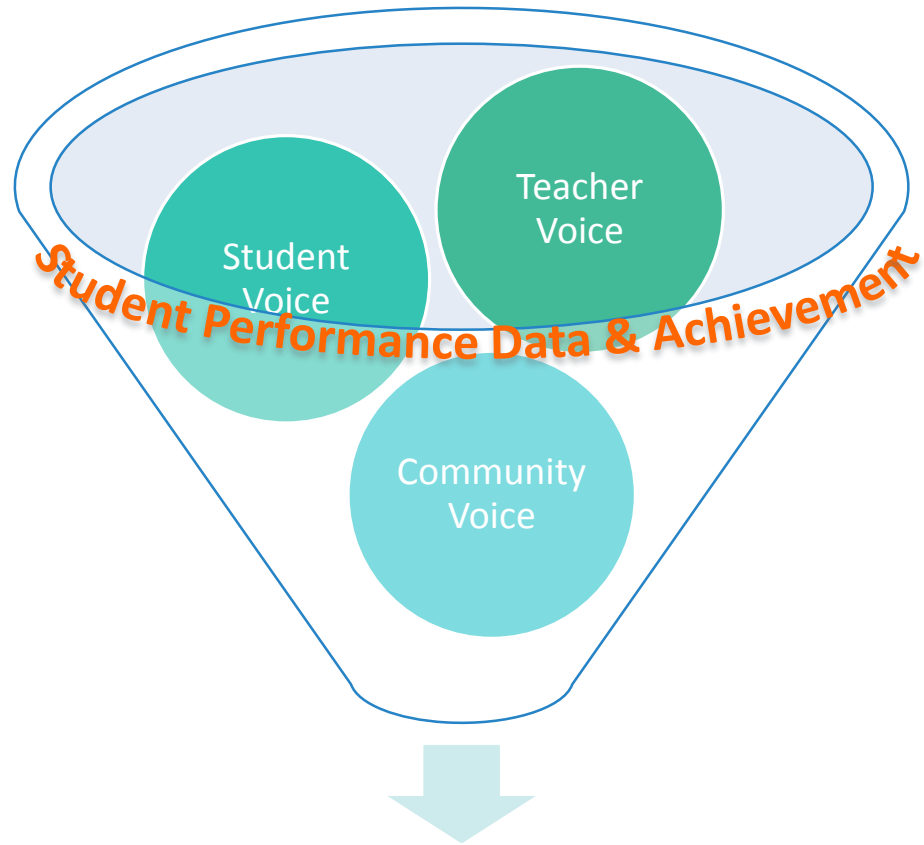
Mapping of Reform Initiatives

How do we improve our school?
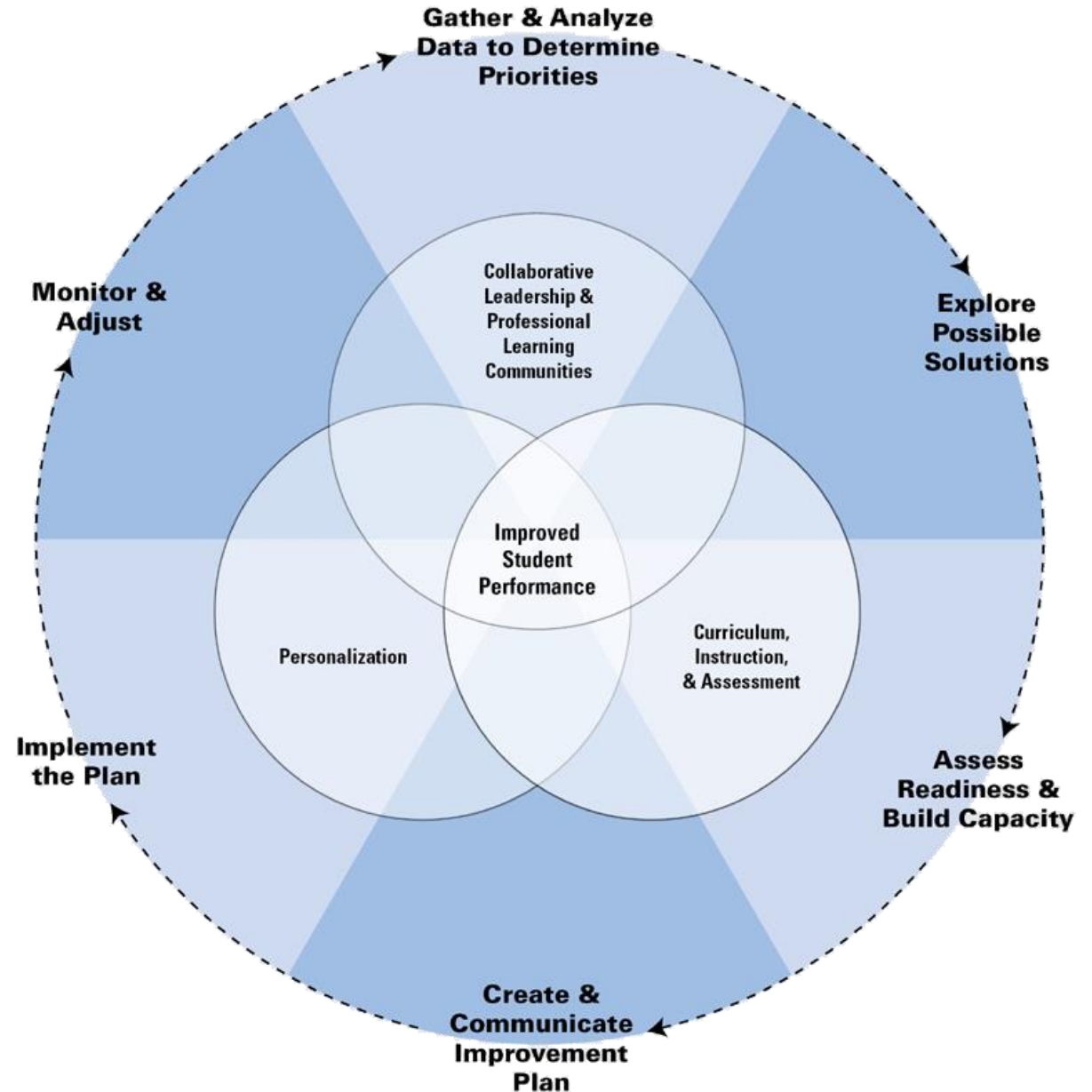
Understanding Where We Stand Now

DATA AND CONTEXT AT SCHOOL #17

School 17 is a beacon for our community in the center of an urban village.

School 17 is a place of support and understanding. We strive to educate the whole child maintaining high academic standards with respect for all learners. 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. We celebrate everyone, everything, every day!

Our Diversity is Our Strength!

Enrollment as of 8/7/15: 687

ENROLLMENT BY RACE

Black or African American 42% (291)

Hispanic 48% (332)

Other 2% (13)

White 8% (51)
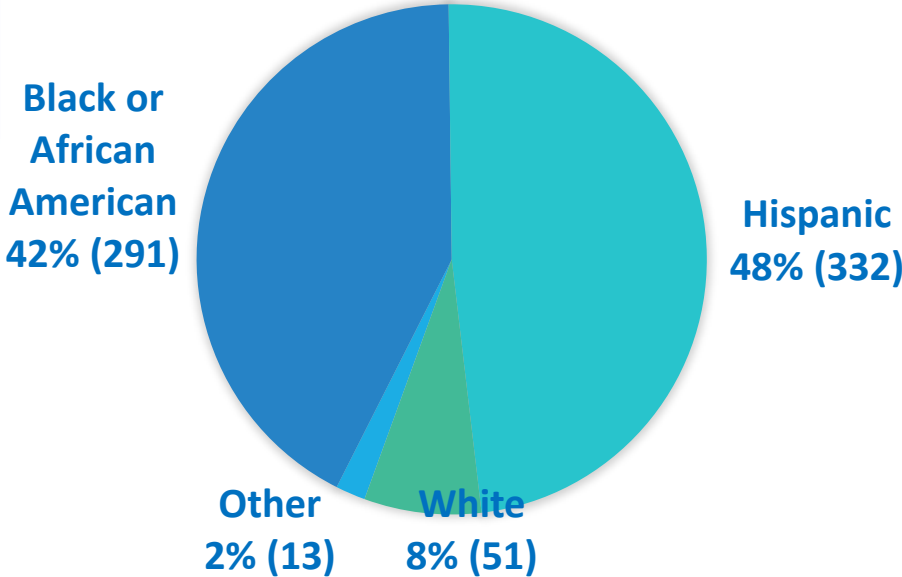
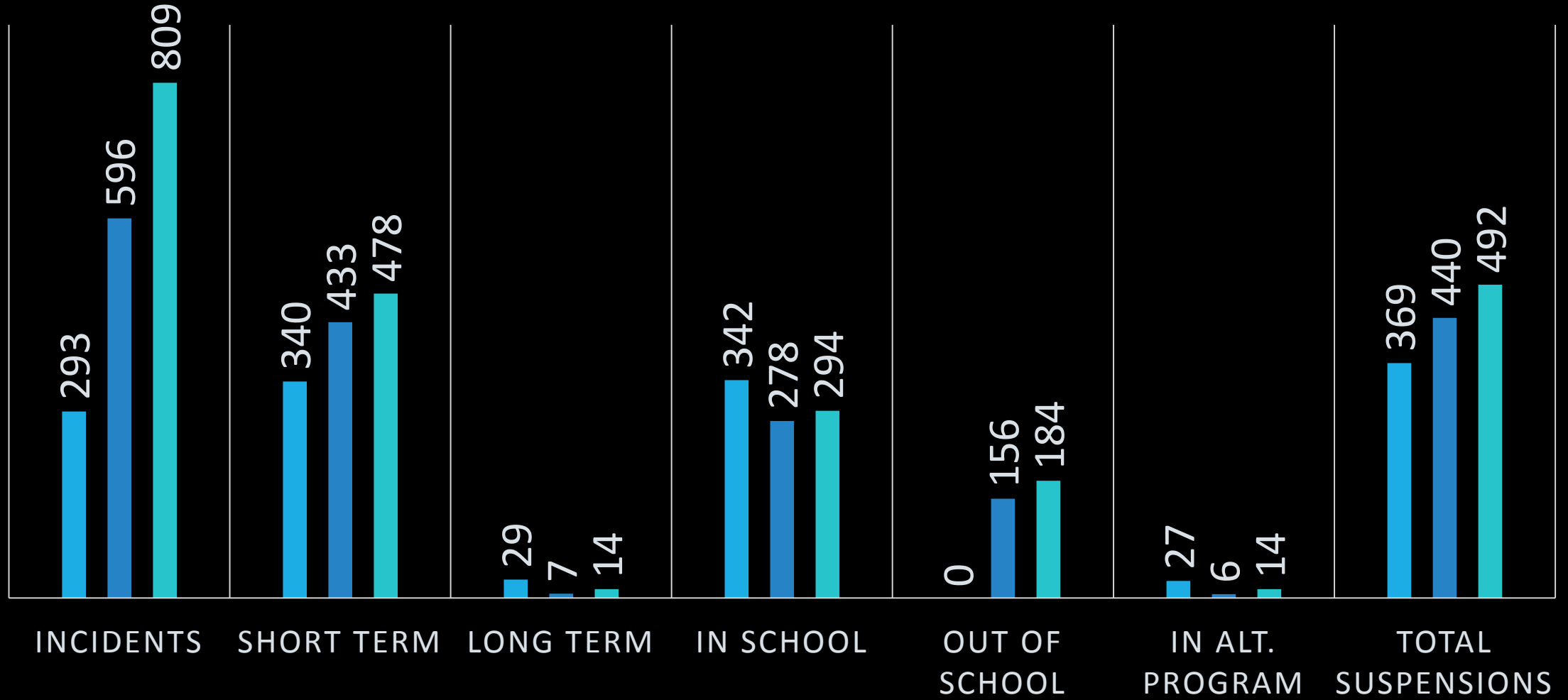| Enrollment by Program	# of Students
General Education	610
Students with Disabilities	77
Economically Disadvantaged	577
English Language Learners	180
Students in Bilingual Programs	142

Enrollment by Grade & Program

Grade Level	Program Configuration	Number of Students
Pre K (3)	1 section anticipated January 2016	Up to 18
Pre K (4)	3 sections, monolingual (bil. to be added 1617 SY)	54
Kindergarten	1 gen ed, 2 dual language	60
Grade 1	1 gen ed, 2 dual language	64
Grade 2	2 gen ed, 2 dual language	68
Grade 3	2 gen ed, 1 bilingual	58
Grade 4	2 gen ed, 1 bilingual, 1 SWD (8)	71
Grade 5	3 gen ed, 1 bilingual, 1 SWD (8), 1 SWD (12)	94
Grade 6	2 gen ed, 1 bilingual	73
Grade 7	3 gen ed	74
Grade 8	3 gen ed	71
		687

STUDENT AVERAGE DAILY ATTENDANCE

Avg Daily Attendance

| 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |

88.0% 87.2% 89.1% 90.0% 90.1%
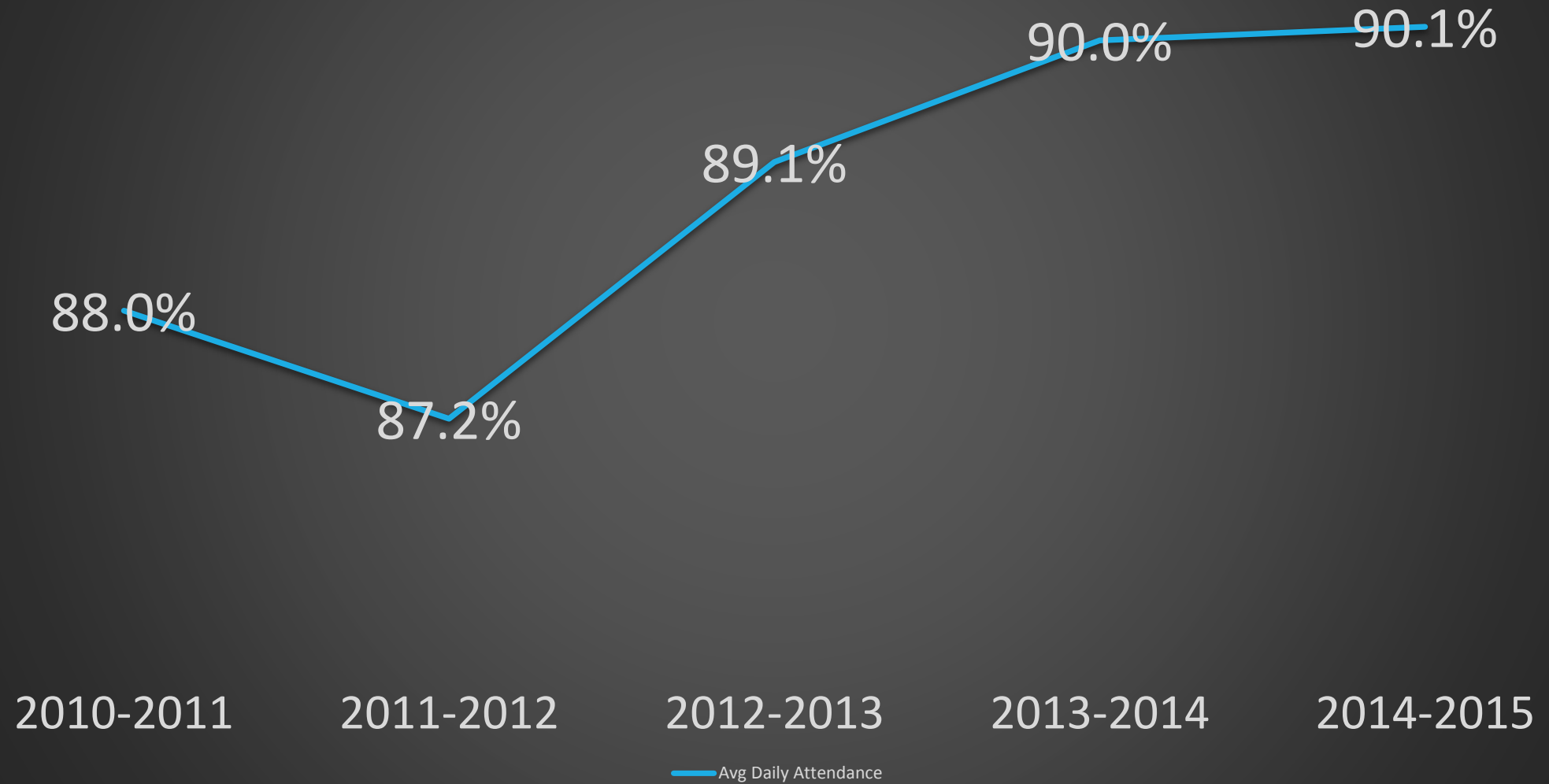
STUDENT DISCIPLINE

■ 2012-2013   ■ 2013-2014   ■ 2014-2015
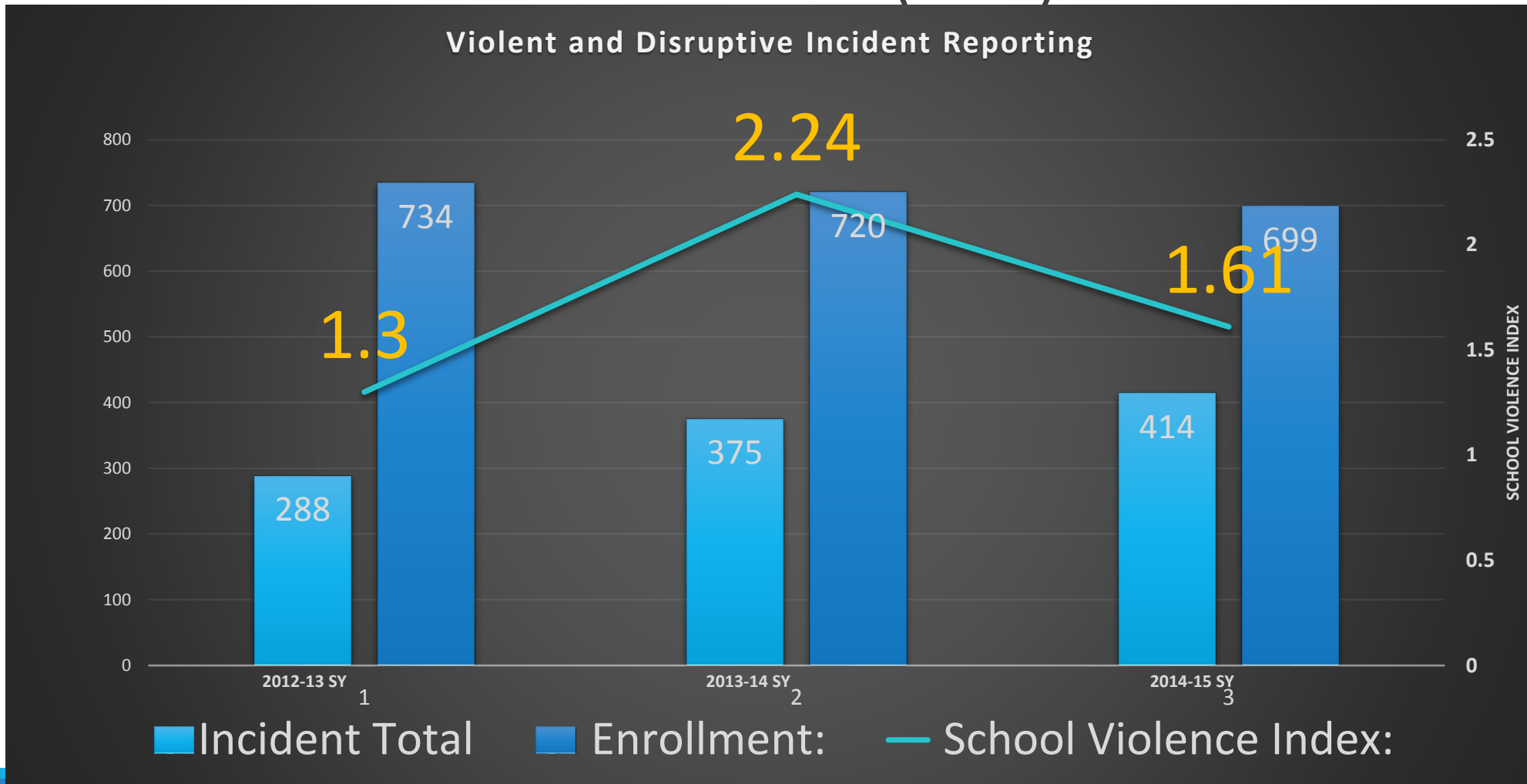
	INCIDENTS	SHORT TERM	LONG TERM	IN SCHOOL	OUT OF SCHOOL	IN ALT. PROGRAM	TOTAL SUSPENSIONS
2012-2013	293	340	29	342	0	27	
2013-2014	596	433	7	278	156	6	369
2014-2015	809	478	14	294	184	14	440 492

School Violence Index (SVI)

Violent and Disruptive Incident Reporting

- 2012-13 SY: Incident Total 288, Enrollment 734, School Violence Index 1.3
- 2013-14 SY: Incident Total 375, Enrollment 720, School Violence Index 2.24
- 2014-15 SY: Incident Total 414, Enrollment 699, School Violence Index 1.61

Incident Total   Enrollment: School Violence Index:

NYS Growth Scores

	2011-12	2012-13	2013-14
Unadjusted MGP	40	37.0	50.0
Adjusted MGP	39.5	37.5	52.0

Elementary/Middle
Combined ELA and Math Performanic Index by Subgroup from 2012-13 to 2013-14

Elementary/Middle
ELA Common Core Standards by Subgroup
Comparison of Performanic Index from 2012-13 to 2013-14

Elementary/Middle
Math Common Core Standards by Subgroup
Comparison of Performanic Index from 2012-13 to 2013-14
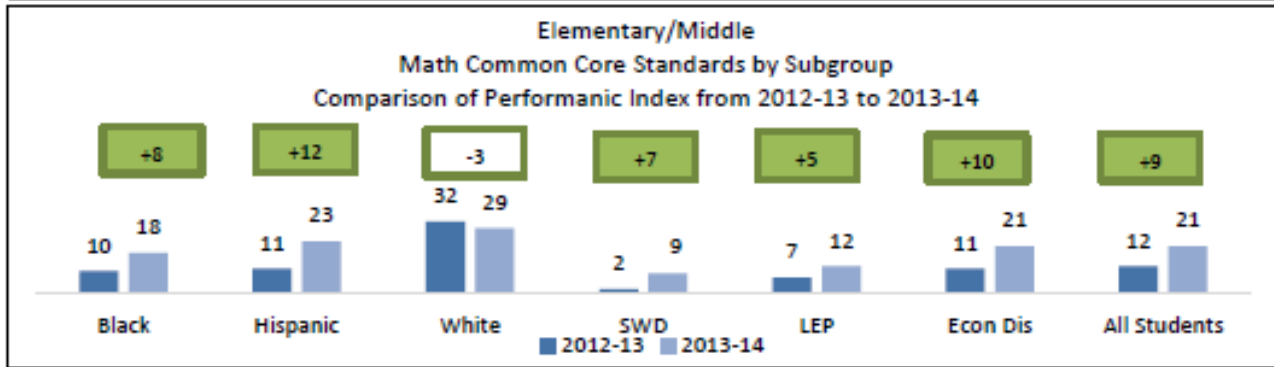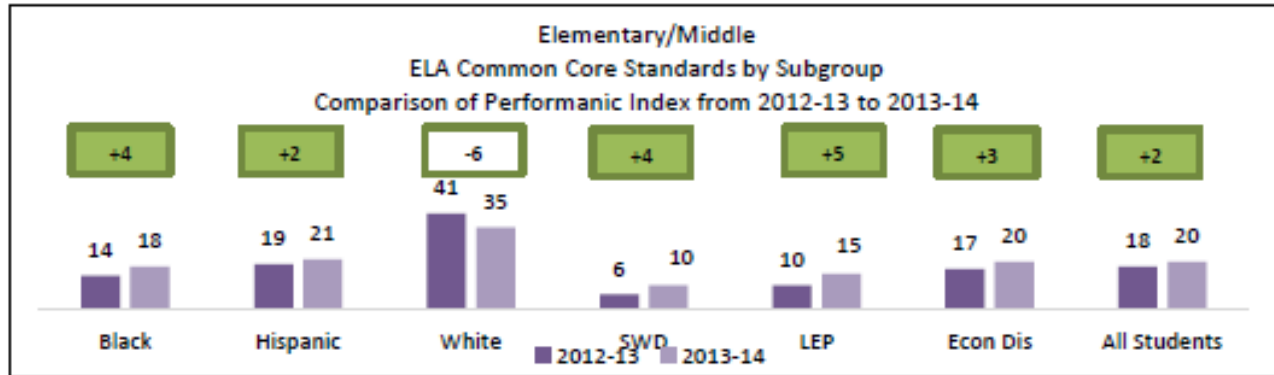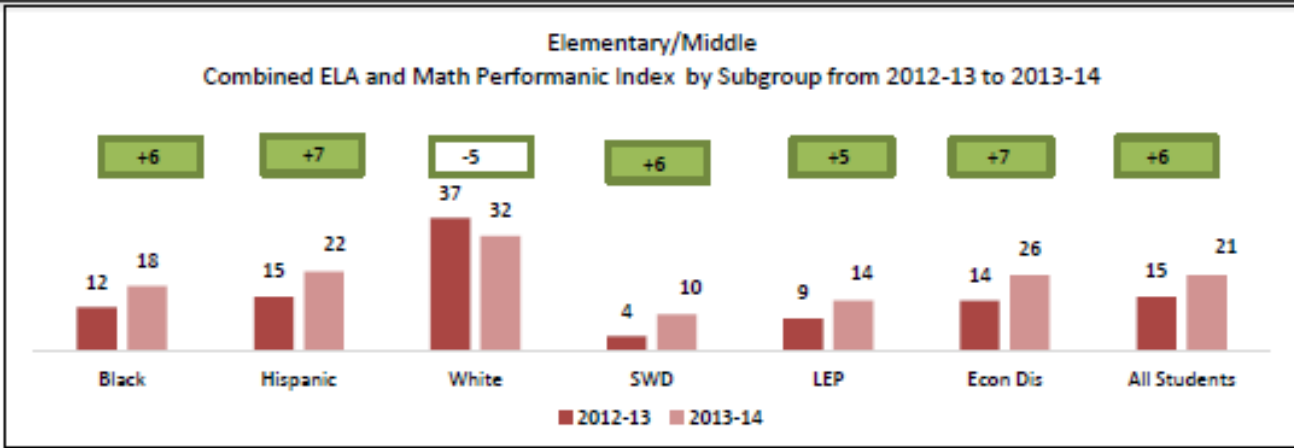
NWEA Reading Fall '14 to Spring '15

Average Fall 2014 to Spring 2015 Reading Growth
School 17 v. National Norm
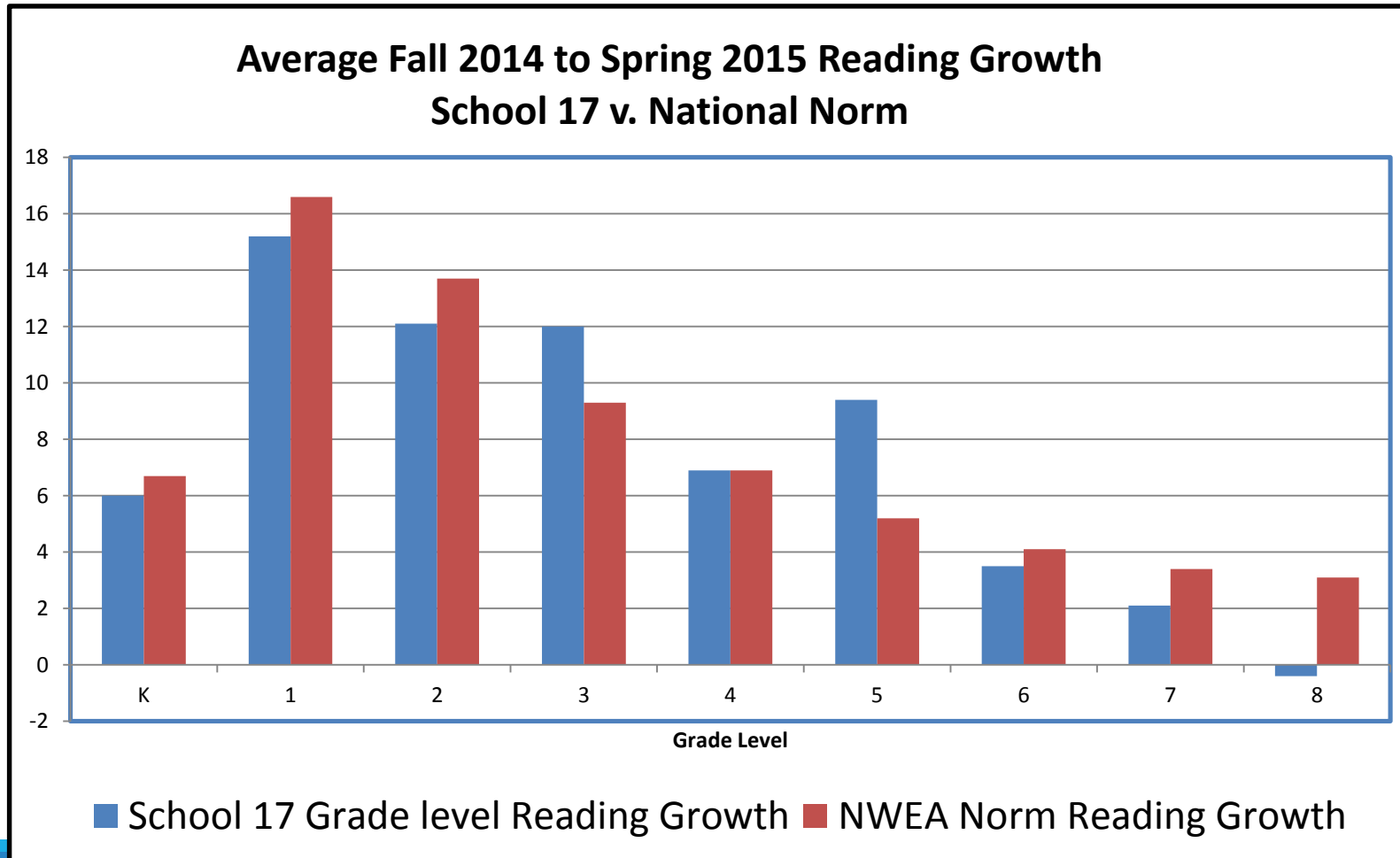
NWEA Math Fall '14 to Spring '15

Average Fall 2014 to Spring 2015 Math Growth School 17
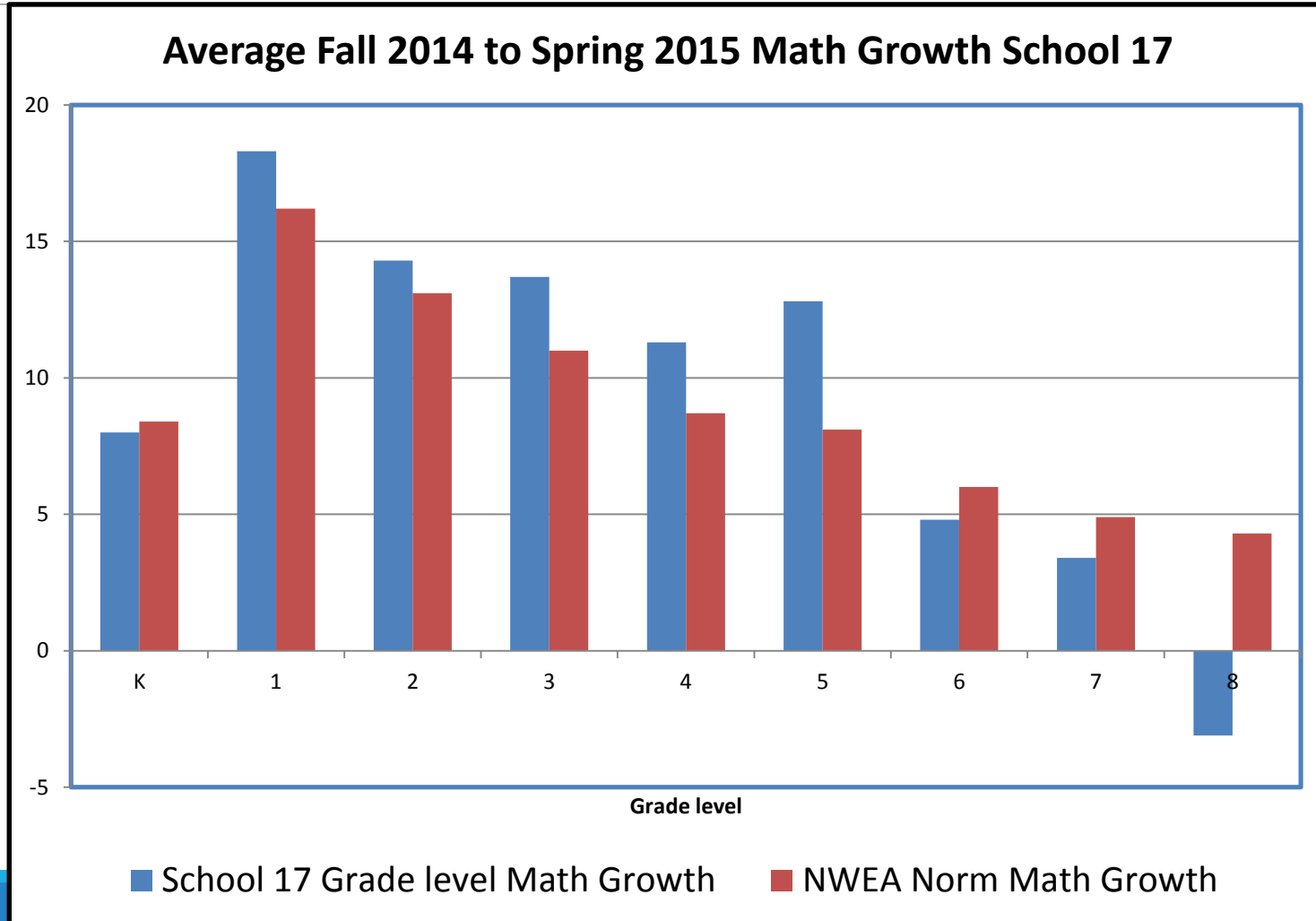
The Vision for School Improvement

KEY PILLARS OF REFORM AT SCHOOL 17

In the future...

Video of School 17 students sharing their dreams for the future (too large to insert in file)

KEY REFORM STRATEGIES

1. Community School

2. Dual Language Enrichment

3. More & Better Learning Time: Expanded Day and Summer Learning

4. Strengthened Teaching & Learning

5. Socio-Emotional Development and Health: A Multi-Tiered System of Support

6. Family Engagement and Student Voice

1) COMMUNITY SCHOOL: A BEACON

What does it involve?

Collaboration with government and community-based agencies to provide a full menu of wrap around services to students and their families, including medical, dental, mental health, and human services.   Possible shared governance, case management and shared goals/outcomes.

What does it mean for students and families?

Students and families can use the school as a "hub of access" to partner agencies to help them overcome the challenges of living in poverty. Family and community engagement become central advocates for and participants in high quality programs and activities at the school.
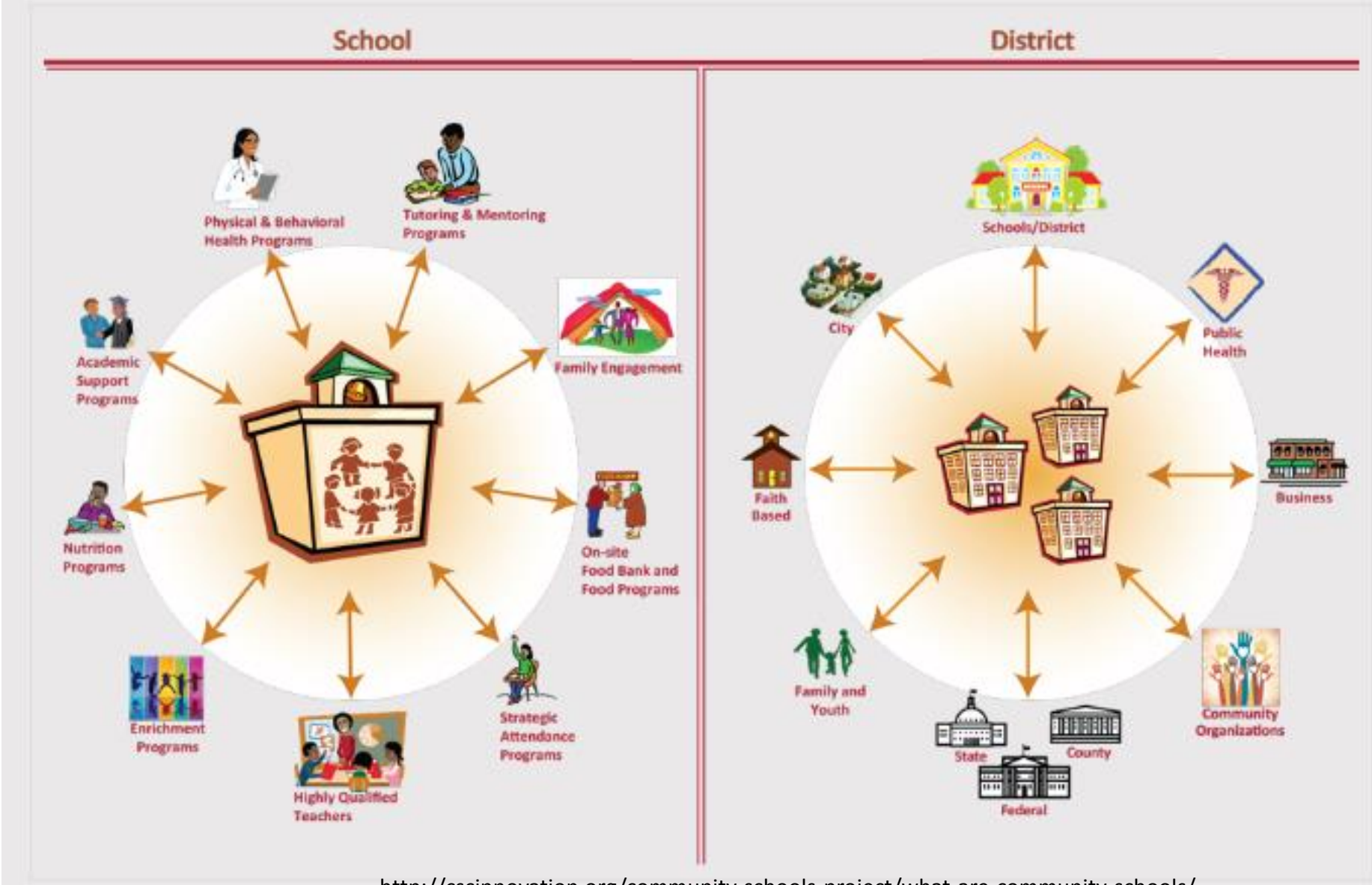
What does it mean for teachers?

Student learning and attendance improves as a result of better access to services.   Additionally, student behavior and "connection" to the school improves and the community is strengthened both inside and outside of school.

How will we measure its success?

More students and families will access school based services and will be part of a case-management approach. Average daily attendance will increase to 93%, 10% reduction in chronic absenteeism, single point of access will be identified for each agency, shared data agreements, and full service menu, collaboration with City of Rochester, CGR, Farash, RACF.

What are Community Schools

http://cscinnovation.org/community-schools-project/what-are-community-schools/

2) DUAL LANGUAGE: PROGRAMA SOL

What does it involve?

Implementation of the Gomez & Gomez Dual Language Enrichment Model, currently in grades K-2

What does it mean for students and families?

Families who enroll their children in the dual language program will learn in English and Spanish.   Students who speak English and those who speak Spanish will learn in the same classroom, 50% in English and 50% in Spanish. There will be a new level of appreciation for diversity of culture and language.

What does it mean for teachers?

Teachers will work as a team to teach Native Language Arts and core subjects in both English and Spanish. Teachers will provide a culturally responsive curriculum and research based instructional approaches in all content areas. School wide use of the language of the day, uniform classroom setup.

How will we measure its success?

40% students will achieve grade level proficiency in literacy in both English and Spanish by end of grade 2 as measured by NWEA reading, AIMSweb, Spanish Language Assessment, and authentic assessments in the 15-16 SY.

Programa SOL (Success through Other Languages): Dual Language Program at Enrico Fermi School 17
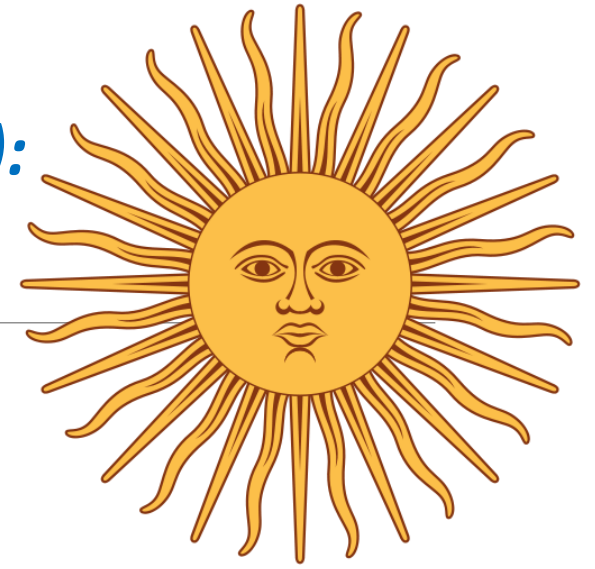
50% of students Native English Speakers

50% of students Native Spanish Speakers

Learning side-by-side in both languages (50/50)

3) MORE & BETTER LEARNING TIME

What does it involve?

Implementation of the National Center for Time & Learning 7 Essential Elements of High Quality Expanded Learning, partnership with summerLEAP to increase access to summer learning programs.

What does it mean for students and families?

All students receive 300 hours of additional learning time. This is about 90 minutes per day; 30 minutes for differentiated support and 60 minutes for engaging enrichment beyond the traditional scope of the school day.   All students are currently in school from 8:45 a.m. to 5 p.m. every day. Also, approximately 25% of students attend summer programs. Student have increased access to arts, music, sports, and physical activity with a focus on positive youth development and in partnership with the community.

What does it mean for teachers?

Teachers have the opportunity to provide intervention and acceleration opportunities to students, as well as extend their teaching beyond the traditional scope. We will begin incorporating increased opportunities for project based learning, writing, and service learning in the longer school day. Teachers participate in embedded professional learning including 60 minutes of shared data meetings and 60 minutes of common planning time per week.

How will we measure its success?

Increase student and family satisfaction with enrichment offerings, increased student growth scores (exceeding district average), increase by 10% the number of students demonstrating accelerated growth on the NWEA assessment.

Engaging Enrichment

Partners include:

Expanded Learning Providers: YMCA, IBERO, Charles Settlement House, Boy Scouts, Junior Achievement, Xerox, Prevention First, Eastman School of Music

Summer: Horizons Summer LEAP, SUNY Brockport, Allendale Columbia

Health: Unity/Orchard Street Community Health, Daisy Marquis Eastman Dental, Hillside/Crestwood

Community: City of Rochester Recreation Center, Garden Aerial/Greentopia, OACES Adult Ed, Rochester AmeriCorps, (VISTA)

SEDL: Center for Youth, Partners in Restorative Initiatives (PiRi), Gandhi Center/Positive Peace Warriors

Volunteers: Help Me Read, Ark of Jesus
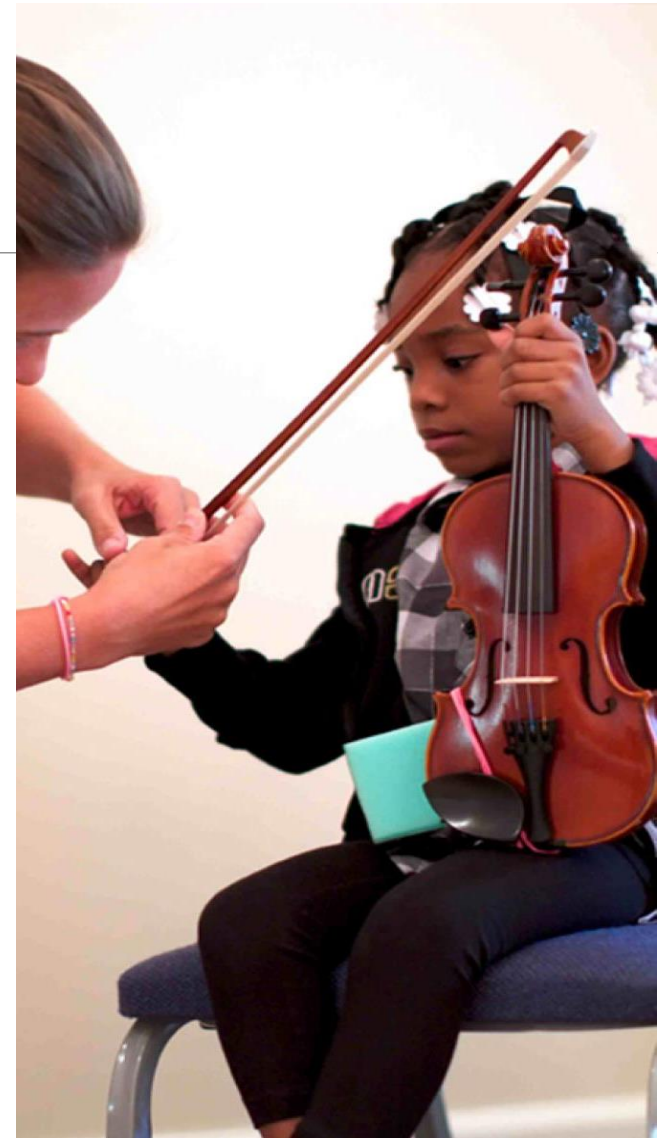
4) STRENGTHENED TEACHING & LEARNING

What does it involve?

Moving away from "page-turning" teaching to prioritized learning standards, integrated thematic instruction, common formative assessments, portfolio development, integrated writing, cooperative learning
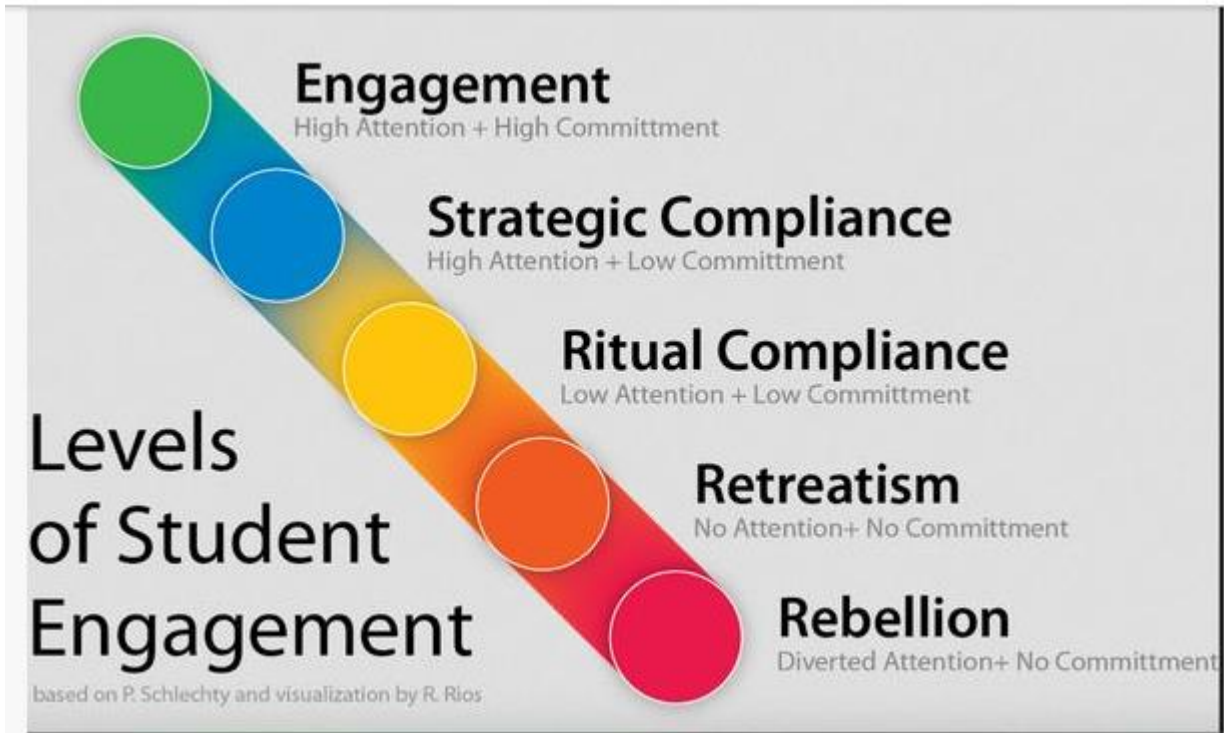
What does it mean for students and families?

Students will be more engaged in learning and excited about working toward successful completion of culminating projects to demonstrate their knowledge. Families will be better able to share in and celebrate learning through review of portfolio assessment that demonstrates growth during the school year.

What does it mean for teachers?

Teachers will have increased flexibility with a focus on standards-based teaching and assessment practices.   There will be more time to analyze work together and determine how best to adjust instruction to meet student needs. There will be school wide implementation of cooperative learning strategies and increased levels of student engagement.

How will we measure its success?

Increase student learning on both standardized and authentic assessment, increased rigor and common grade level expectations, improved teaching, improved student engagement

Levels of Student Engagement

- **Engagement** — High Attention + High Committment
- **Strategic Compliance** — High Attention + Low Committment
- **Ritual Compliance** — Low Attention + Low Committment
- **Retreatism** — No Attention + No Committment
- **Rebellion** — Diverted Attention + No Committment

based on P. Schlechty and visualization by R. Rios

5) IMPROVED SUPPORT FOR SOCIO-EMOTIONAL DEVELOPMENT AND HEALTH

What does it involve?

Strengthening universal supports for positive behavior, focus on restorative practices, and implementation of the Responsive Classroom Model

What does it mean for students and families?

Students and families will have deeper, more positive relationships with teachers and experience higher levels of consistency of behavioral expectations among teachers. Students and families will take part in more celebrations of positive behavior and learn more about how to support student SEDH development at home. There will be more access to tiered support through morning meeting, peace circles, restorative dialogues and reentry circles, and individual counseling.

What does it mean for teachers?

Teachers will develop stronger and more positive bonds with students and classroom management will improve. Teachers will learn new strategies and have clearer guidelines regarding the ATOMS system for positive behavior.

How will we measure its success?

Decrease in office disciplinary referrals, decrease in all suspensions, decrease school violence index, increase participation in ATOMS events

Developing a Multi-Tiered System of Support
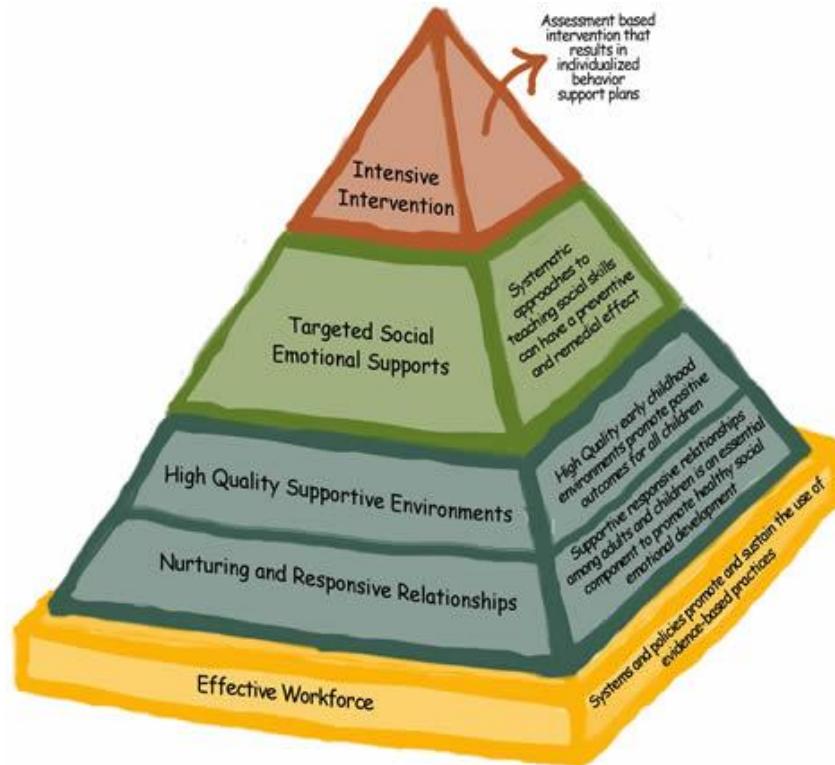
Click the image to view a larger version of the Pyramid Model

Academic: intervention & acceleration, project-based learning, WIN

Behavioral: Restorative Practice, ATOMS, HUGS, BIT

SEDL: ATS, Comfort Room, Emotional "Workout", Clinical Therapy

Community Supports: System of Care Approach

6) FAMILY ENGAGEMENT AND STUDENT VOICE

What does it involve?

Offering regular formal opportunities for meaningful and authentic dialogue with school leadership, creating a welcoming environment, engaging families and students in school leadership

What does it mean for students and families?

Student leaders will continue to learn about Kingian Nonviolence and leadership skills. Students will have the opportunity to participate in student council and will utilize a representative from their grade level to be the liaison to the leadership team. Students will be part of the ATOMS committee and help design the positive behavior system. Families are invited to an open coffee and conversation each month as well as one school wide event. A PTO and elected parent SBPT will be established. The principal will conduct a minimum of 10 home visits per month for informal dialogue about customer satisfaction and engagement.

What does it mean for teachers?

Teachers will support all students in the development of appropriate advocacy skills, leadership development, and representative processes for participatory leadership. Teachers will maintain a family communication log for all students.

How will we measure its success?

Increase parent participation at school-wide events, regular parent participation on SBPT, increase parent satisfaction, increase student satisfaction

INPUT SESSION: Charette Protocol

WE WILL HAVE 40 MINUTES TOTAL. PLEASE USE YOUR PERSONAL JUDGEMENT TO DETERMINE WHERE YOU WOULD LIKE TO HAVE INPUT.

The Charette Protocol: "none of us is as smart as all of us"

Provides a fresh perspective to a piece of work or a project during the formative process.

Process

TIME: The Charette is a more informal protocol. There are no specific time limits, and the presenting person or team stops the process when they have found what they were looking for. Once the problem is presented, it becomes everyone's problem. The presenter or presenting team stops the process when their needs are met. However, it is usually possible to complete a successful charrette in an hour.

ROLES: Facilitator — Person who records information that is being created, asks questions along the way, and occasionally summarizes the discussion.

Presenter — This may be a team or an individual. The presenter(s) describe the work completed and tell the consulting team how they are stuck and what they are hoping to get from the Charrette.

Adapted from Turning Points Associates,
http://files.eric.ed.gov/fulltext/ED509798.pdf

1. FORM A CONSULTING TEAM AND PRESENT THE WORK

Team size ranges from three to six people to look at the work. Choose a facilitator from this newly formed group. The requesting team presents its work in progress while the other group listens. There are no time limits, but this usually takes five or ten minutes.

2. FOCUS THE DISCUSSION

The requesting team states what it needs or wants from the Charrette, thereby accepting the responsibility of focusing the discussion. This focus usually takes the form of a specific request, but it can be as generic as "How can we make this better?" or "What is our next step?"

3. DISCUSS THE PROBLEM

The consulting team discusses the problem while the requesting team listens and takes notes. There are no hard and fast rules, and occasionally the requesting team joins in the discussion. The emphasis is on improving the work, which now belongs to both teams. Everyone should work with the attitude that "we're in this together," and our purpose is to improve the work.

4. SUMMARIZE THE DISCUSSION

The process is stopped when the requesting team decides that they have received enough help from the consulting team. The requesting team members briefly summarize what was gained, thank the consulting team and the facilitator, and return to the work with their new ideas.

Regroup & Share Out

❑ *Review recommendations from each consultancy group.*

❑ *Gather individual stakeholder input in writing.*

❑ *Further questions or concerns, email:* school17improvement@rcsdk12.org *or call 262-8450.*

❑ *Next steps*

Interested in being part of the Community Engagement Team?

Caterina Leone Mannino, Principal, School 17

Ron Boyd, RTA Representative, School 17

Diana Hernandez, SUNY Brockport

Patti Fose, Speech Pathologist, School 17

Ron Penders, NorthWest Neighborhood Service Center, City of Rochester

Michele Pietragrome, Social Worker, School 17

Martha Morales-McBride, Bilingual Intervention Specialist, School 17
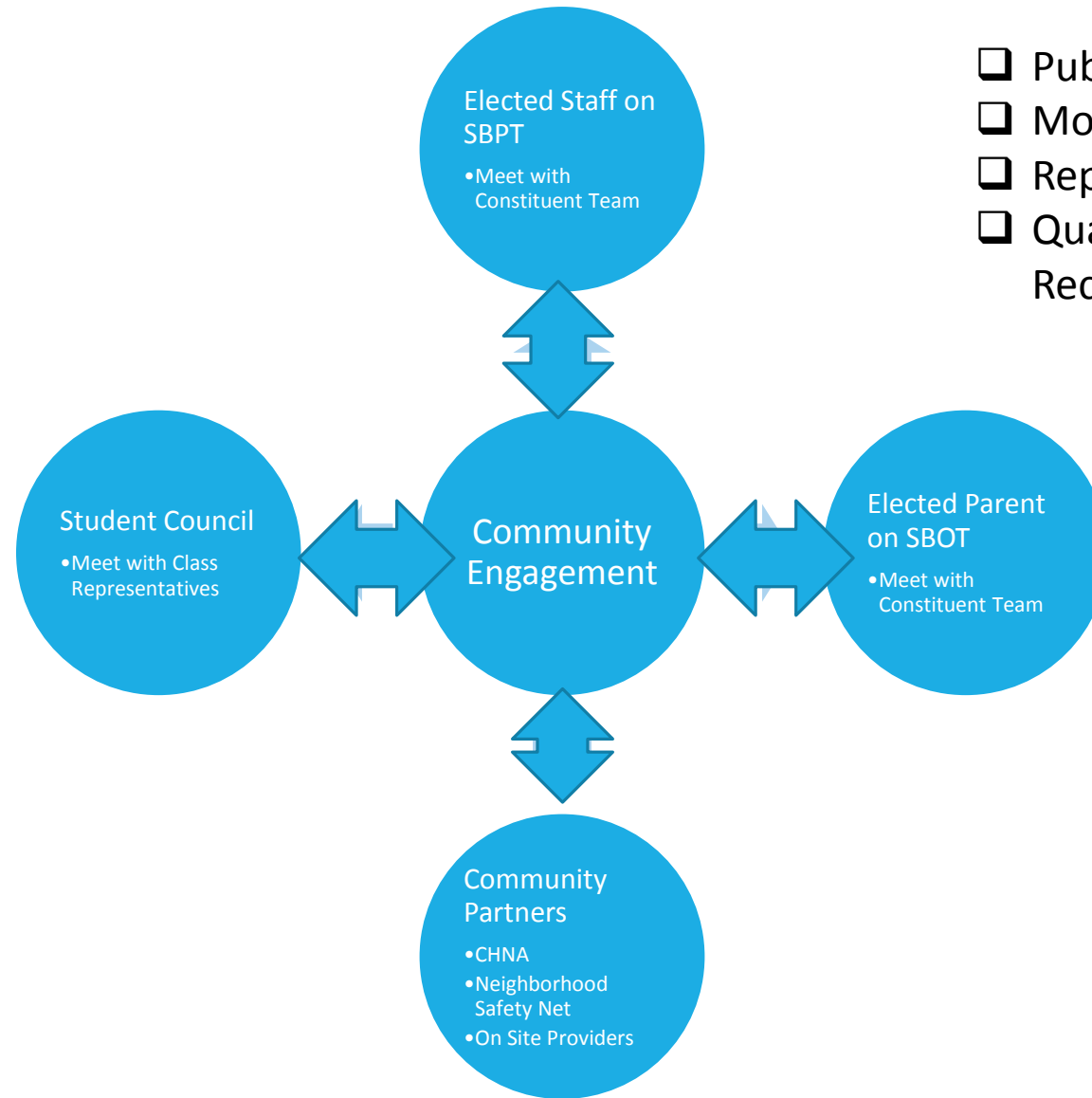
Kirstin Barclay, Center for Governmental Research

Scott Benjamin, Charles Settlement House

Desiree Rodriguez, Bilingual Parent Liaison

Morgan Kennedy, AmeriCorps VISTA Fellow, Rochester Youth Year

Mr. Cruz, parent of 5 students

Public Meeting/ Launch
Monthly Meeting of CET
Report to SBPT
Quarter Written Report to Receiver and NYSED

Elected Staff on SBPT
• Meet with Constituent Team

Student Council
• Meet with Class Representatives

Community Engagement

Elected Parent on SBOT
• Meet with Constituent Team

Community Partners
• CHNA
• Neighborhood Safety Net
• On Site Providers