

Receivership

Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
Enrico Fermi School #17	2616000100017	Rochester CSD	Orange	SIG 4
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Linda Cimusz	Caterina Leone-Mannino	Raymond Giamartino Michele Alberti Kirstin Pryor	preK-8	684 as of 1/24/16

Executive Summary

Please provide a *plain-language summary* of the current reporting 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*.

There are many signs that Enrico Fermi School 17 is well on its way to realizing its vision of being a beacon at the center of an urban village. Progress on all major strategies in the Receivership Plan have been made; however, given the very broken starting place and extremely low student achievement, we are not confident about meeting all metrics; hence the orange assessment.

Since the new principal's placement, a strategic partnership with the City of Rochester and local philanthropists to re-create 17 as a Beacon School is underway. This partnership brings expertise in policy and evaluation; governance and management; and resources to the school. The Strategic Plan lays out a roadmap for these early months and benchmarks that have been met. The next imminent step is the hiring of a full-time onsite community school coordinator by March, funded externally through June, at which time alternate funding must be secured.

The work to stabilize school climate by building a multi-tiered system of social-emotional supports remains a critical area of focus. Restoring expectations and order, along with accurate record keeping and use of referral data has resulted in increases in incidents and suspensions. However, because this work is grounded in a restorative approach and evidence-based systems and interventions, outlined in the Incident Reduction Plan, it is making inroads into



changing the culture. ELT time is used for Peace Warrior clubs and for provision of social-emotional interventions, as well as for engaging enrichment such as the first school dramatic performance on Greek mythology.

Collaborative grade level data and planning meetings, with structured protocols are taking root this quarter. The emphasis on using student data collectively and publicly to make decisions is building adult capacity and ownership of student progress. Successes include the targeted WIN (What I Need) groupings, during which teachers and all available intervention and support staff provide a walk to intervention model. Teachers also worked directly with students to explain their progress and their goals. As a result, 40% of students met their growth goals on NWEA. Noting that these targets do not equate to proficiency, this is still progress.

Strides in the dual language program and culture are also evident. The Gomez & Gomez framework is being implemented in classrooms, giving staff a common language across bi-lingual and mono-lingual classrooms, and giving students more writing experience. WIN time is provided in both languages. Progress monitoring data, particularly in Kindergarten and Grade 1, are promising. Continued professional learning and curriculum writing is being planned and implemented over the next few months.

The School-Based Planning Team has voluntarily begun exploring re-staffing as a potential way to build on the momentum. They have brainstormed the expectations that might need to be in place to have collective ownership for a successful dual-language community school to thrive and serve students well. Questions about whether this option, and some of the requested flexibilities, are feasible under the current Receivership status need to be resolved quickly for the school to fully implement its Receivership Plan.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome 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 schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators				
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
School Safety	Orange – yellow for meeting indicator, but orange for outcomes	1314, 57 Serious Incidents	10% reduction; 51.3	<p>There are 19 reported serious incidents through January 26th, far fewer than the target.</p> <p>Bringing a sense of order and restoring expectations has also resulted in more incidents and suspensions—which are already exceeding prior year totals, halfway through the year. (See charts and graphs below.) All office disciplinary referrals are entered into SMS PowerSchool; this is a change in practice for School 17. As a result, data from behavioral referrals is reviewed weekly so that intervention plans for students and staff can be put in place.</p> <p>Data show:</p> <ul style="list-style-type: none"> • 132 students have generated 371 suspensions • Almost three-quarters of the suspensions are driven by 3 grade levels: 5th, 8th and 7th. • Over half (56%) of incidents originate in classrooms. • Gymnasium is a prime location for violent incidents, which often result in injury. Instructional quality and classroom management is a key concern. School administration working with district leaders to address. • Long term absence in grade 5 has resulted in increases in disciplinary incidents, and decreases in student growth. <p>The overall climate and ability to meet the intensity and volume of social-emotional needs remain a high concern at School 17. There has been significant effort invested in stabilizing the building through revised procedures and there is a</p>

Current Grade Level	# of Suspensions	%
K	0	0.0%
1	0	0.0%
2	9	2.4%
3	29	7.8%
4	26	7.0%
5	99	26.7%
6	43	11.6%
7	72	19.4%
8	93	25.1%
Grand Total	371	100.0%



noticeably improved atmosphere as you walk the school. However, the intensity of social-emotional needs and physical violence is high and continues to demand urgent attention and a responsive approach to addressing. Re-occurring new placements of high-needs students with histories of intense behaviors in this Receivership school has strained the school’s ability to stabilize its climate by building relationships.

This systemic approach to building a multi-tiered system of social-emotional supports is outlined in the Incident Reduction Plan and is founded on evidence-based practices and interventions, on systems to respond, and on a universal tier that is grounded in restorative practices and/or trauma-informed care. The SED-organized site visit to progress monitor this plan is scheduled in early March.

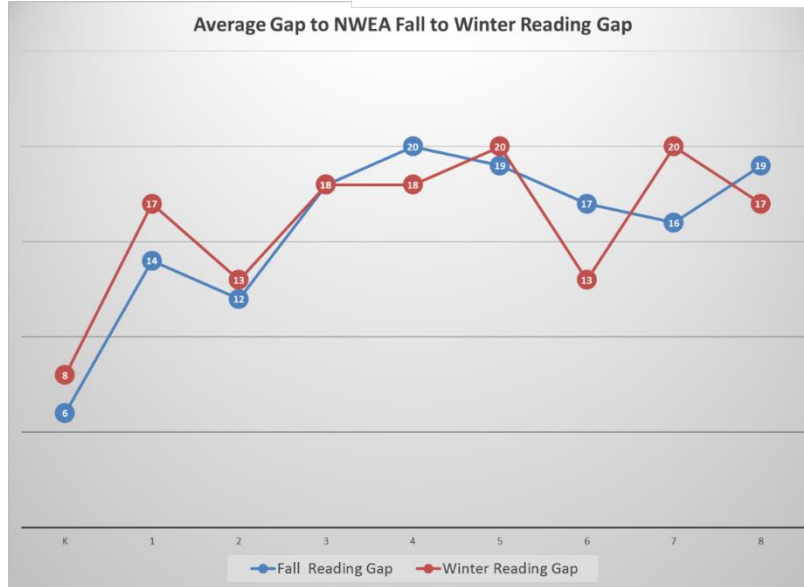
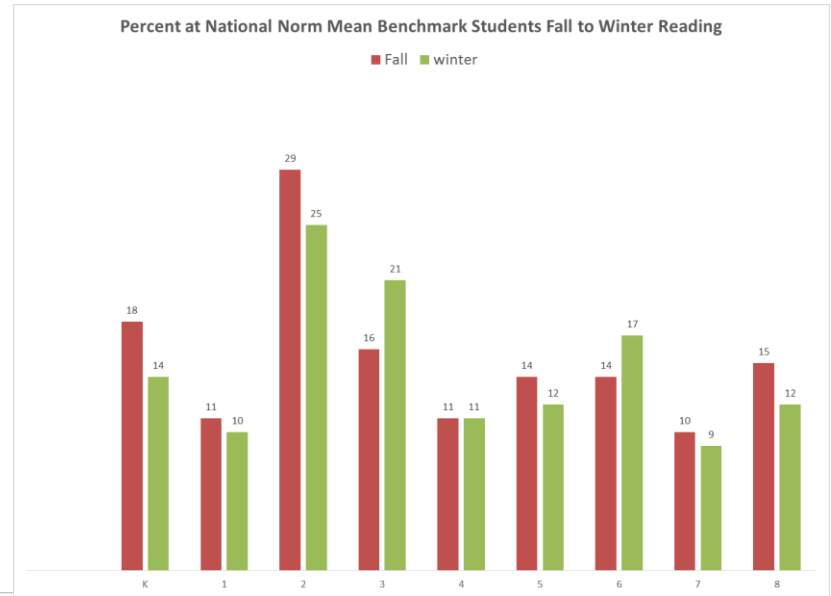
School leadership is taking a two-pronged approach to becoming a restorative school. The proactive cultivation of community and relationships include continued investment in training both staff (12) and students (12) to function as peace ambassadors in the school, and contracting with Gandhi Institute for a staff member who teaches a Positive Peace Warrior group during ELT time. Refocused use of the PBIS practices and the ATOMS rubric also support this Tier 1 work. On the reactive side, the school is now using restorative conversations as much as possible in discipline, and has established Tier 2 supports such as the Reflection room to provide structured place for students to reflect and repair the harm done. To support the school community in becoming practitioners, the school is participating in the District’s ROCRestorative Professional Learning Community.

Incidents / Suspensions by Campus

School Year Description	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # of Days Suspended
2015-2016	921	347	24	87	260	24	371	2,844
2014-2015	809	213	8	127	86	8	221	1,347



				<div style="text-align: center;"> <h3>Suspensions by Month</h3> <table border="1"> <caption>Suspensions by Month Data</caption> <thead> <tr> <th>Month</th> <th>2015-2016</th> <th>2014-2015</th> <th>2013-2014</th> <th>2012-2013</th> <th>2011-2012</th> </tr> </thead> <tbody> <tr><td>03 September</td><td>48</td><td>12</td><td>10</td><td>32</td><td>0</td></tr> <tr><td>04 October</td><td>92</td><td>22</td><td>12</td><td>52</td><td>0</td></tr> <tr><td>05 November</td><td>62</td><td>10</td><td>12</td><td>58</td><td>0</td></tr> <tr><td>06 December</td><td>92</td><td>18</td><td>18</td><td>42</td><td>0</td></tr> <tr><td>07 January</td><td>75</td><td>22</td><td>22</td><td>38</td><td>0</td></tr> <tr><td>08 February</td><td>5</td><td>28</td><td>28</td><td>28</td><td>0</td></tr> <tr><td>09 March</td><td>42</td><td>28</td><td>28</td><td>42</td><td>0</td></tr> <tr><td>10 April</td><td>28</td><td>28</td><td>28</td><td>28</td><td>0</td></tr> <tr><td>11 May</td><td>45</td><td>12</td><td>28</td><td>45</td><td>0</td></tr> <tr><td>12 June</td><td>28</td><td>28</td><td>28</td><td>5</td><td>0</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <h3>Incidents by Month</h3> <table border="1"> <caption>Incidents by Month Data</caption> <thead> <tr> <th>Month</th> <th>2015-2016</th> <th>2014-2015</th> <th>2013-2014</th> <th>2012-2013</th> <th>2011-2012</th> </tr> </thead> <tbody> <tr><td>03 September</td><td>175</td><td>50</td><td>30</td><td>30</td><td>0</td></tr> <tr><td>04 October</td><td>195</td><td>65</td><td>65</td><td>65</td><td>0</td></tr> <tr><td>05 November</td><td>155</td><td>45</td><td>70</td><td>45</td><td>0</td></tr> <tr><td>06 December</td><td>170</td><td>55</td><td>45</td><td>30</td><td>0</td></tr> <tr><td>07 January</td><td>195</td><td>95</td><td>45</td><td>25</td><td>0</td></tr> <tr><td>08 February</td><td>85</td><td>85</td><td>45</td><td>35</td><td>0</td></tr> <tr><td>09 March</td><td>135</td><td>135</td><td>70</td><td>35</td><td>0</td></tr> <tr><td>10 April</td><td>95</td><td>95</td><td>80</td><td>30</td><td>0</td></tr> <tr><td>11 May</td><td>85</td><td>85</td><td>85</td><td>30</td><td>0</td></tr> <tr><td>12 June</td><td>80</td><td>80</td><td>65</td><td>0</td><td>0</td></tr> </tbody> </table> </div>	Month	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	03 September	48	12	10	32	0	04 October	92	22	12	52	0	05 November	62	10	12	58	0	06 December	92	18	18	42	0	07 January	75	22	22	38	0	08 February	5	28	28	28	0	09 March	42	28	28	42	0	10 April	28	28	28	28	0	11 May	45	12	28	45	0	12 June	28	28	28	5	0	Month	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	03 September	175	50	30	30	0	04 October	195	65	65	65	0	05 November	155	45	70	45	0	06 December	170	55	45	30	0	07 January	195	95	45	25	0	08 February	85	85	45	35	0	09 March	135	135	70	35	0	10 April	95	95	80	30	0	11 May	85	85	85	30	0	12 June	80	80	65	0	0
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3-8 ELA All Students Level 2 & above	Red	19%	20% (+1 % point)	<p>Winter NWEA assessment shows that over 40% of students reached their growth goal. And yet, only 15% hit the national norm mean for their grade level; see chart below. The “gap closing” chart is particularly helpful in that it shows that in 4 of 8 grade comparisons (excluding K) the gap to the national norm is shrinking. The projections based on fall NWEA estimated that 17% would score level 2 or above. AimsWeb progress monitoring is showing that many students are making growth, evidenced by the Tier Transition charts, particularly in Kindergarten and First grade. However, progress is not at the rates necessary, nor consistent across grade levels.</p>																																																																																																																																				





Enrico Fermi has invested heavily in building structures and protocols to support the collective and active use of student data. The data coach and instructional coach are working two out of every four days with each grade level team and have focused on:

- Deepening student ownership of NWEA data, leading teachers through the process of goal setting for each student, which teachers then led students through. This practice is paying off: during the winter administration, many classes came to test with their own personal growth goal written on post-its, the time-on-task increased for middle schoolers, and many classes are tracking their individual goals.
- The creation of a dynamic data wall that clearly captures both NWEA and AIMS Web data, making trends and progress visible. This work has supported professional development to make the data actionable for teachers--understanding about what various measures mean, how to set targets, how to link to skills, and how to use the data to assign appropriate interventions.
- Utilizing the data to form targeted intervention groups, called WIN (What I Need) groups, that meet daily. These groups are formed every 6-8 weeks, and include both academic and social-emotional interventions. These groups have been much more targeted as a result of increased use of the NWEA Learning Continuum, and within specific skills, the coaches are seeing student growth.
- A major shift in practice and culture is that the conversations about and application of student data are happening as a team, meaning that the data is public, inviting reflection on teacher practice and collective ownership for student success.
- A focus on unpacking standards, and on aligning questions and tasks to the standards.



A recent push to emphasize lesson planning will direct the instructional support for the second half of the year. All of this work is the correct path and will pay off, however challenges around complete staff support for new practices remain, and building capacity is a multi-year endeavor.



3-8 Math All Students Level 2 and above		17%	18% (+1 % point)	<p>Over 40% hit their growth goal, and only 10% met or exceeded the national norm grade level mean. The gap to norm was shrunk slightly in about half of grade levels.</p> <p>While much of the same work on assessment data, WIN groupings and understanding standards and assessments has occurred in both content areas, the major focus is currently on reading. This will support students in math as well, of course. Students do receive intervention support in math, and math teachers did participate in the District provided common formative assessments. Coaches supported the collaborative grading and analysis of student work, and this next round will be done in eDoctrina to facilitate analyses.</p>	
3-8 ELA All Students MGP		49.81	50.81 (+1% point)	The 1415SY MGPs provide a more recent snapshot of the school’s performance, and for All students in ELA, the MGP was 44.50. This actually means that the progress target will be harder to meet because the MGP declined between the baseline and the next year.	
3-8 Math All Students MGP		49.73	50.73 (+1% point)	The 1415SY MGPs provide a more recent snapshot of the school’s performance, and for All students in ELA, the MGP was 41.50. This actually means that the progress target will be harder to meet because the MGP declined between the baseline and the next year.	
Grades 4 and 8 Science All Students Level 3 and above	Yellow	36%	37% (+1% point)	<p>In 1415SY, 60% of Enrico Fermi’s 4th graders scored Level 3 or 4, while only 8% of 8th graders did. This would have exceeded the target.</p> <p>While there is no predictive measure at this point, the fact that a group of 8th graders are taking Living Environment this year is a positive step toward meeting this target. Currently, over 90% of these students are passing the course. Of the remaining 8th grade students, just over half (53%)</p>	



			<p>failed science in the second marking period, which will require discussion with the students and the teacher.</p> <p>The use of an AIS period to support the Regents level work is also in place. At 4th grade, a partnership with Xerox Science consultants is strategically placed to support this goal.</p>
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LEVEL 2 Indicators				
Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Baseline	Target	Analysis / Report Out
Plan for and implement Community School Model	Green in terms of meeting school benchmarks; yellow in terms of how it fits with District systems.	n/a	Implementation plan targets met; needs assessment completed; engagement team meetings scheduled and held	<p>The community school model has taken off and has a strong path to becoming operationalized, transcending the school walls and becoming anchored in the community as well. The immediate challenge is resolution on some key aspects of how this work links to the District as a system.</p> <p>The Mayor of the City of Rochester has made the community school model at School 17 a pivotal part of her anti-poverty work. There are local philanthropic and consultancy resources devoted to the development of a firm implementation plan that spans operations and policy levels, and specifies key benchmarks for progress (see Artifact). The next key milestone will be the hiring of a community-funded, but school-based, site coordinator; interviews are underway and hiring is expected in March. The District's role in sustaining the community-school model is an area for further discussion.</p> <p>As the systemic and governance work proceeds, the daily work to respond to student, family and school needs continues in real time. This shift to seeing the school as the point of integrated access for services that exist in the community is what the community school vision is predicated upon, and School 17 is well on its way to fulfilling its vision of being "A Beacon at the center of an urban village".</p> <p>Internally, the school leader is working to strengthen the governance, ownership and progress monitoring for the various strands of school improvement. This has resulted in a restructuring of School-Based Planning Team so that each committee is represented, and a set rotating meeting pattern with reporting protocols that guide goal setting and progress monitoring.</p>



				<p>Joint work is in place with the Center for Governmental Research (see attached report) and the City of Rochester Mayor’s office toward the implementation of a true beacon school model. A Community Leadership Team meets regularly (see minutes) to plan for collaborative implementation of the community school model in Rochester. An updated inventory of Community Services and pilot of case management is in place utilizing the expertise of the AmeriCorps VISTA fellow. Joint work with the Charles House Neighbors in Action (CHNA) and the NW Safety Net allow for weekly collaborative meetings which access resources outside of the district. Additionally, a job description and interviews have been established for a full time community school coordinator. The role of this individual will be focused on ensuring the realization of shared community ownership for support services and leveraging of external community resources for School 17 students and families. A joint application for Rochester’s Promise Zone has been submitted, as well as shared planning with the National League of Cities Institute for Youth and Families.</p> <p>A Needs Assessment is required to move forward with next steps of receivership, as well as consideration of the district’s responsibilities as receiver to support this position in the interim period. A list of receiver actions has been recommended to superintendent as receiver, yet recent turnover has led to delays in adoption. Further consideration of school level autonomies and district processes is required to realize true community school implementation.</p>
3-8 ELA Hispanic Students Level 2 and above		20%	21% (+1 % point)	The projections from fall’s NWEA predicts that 16.58% of Hispanic students would score a Level 2 and above. This, in conjunction with the stronger practices in the dual language programming give us hope that with continued strong effort, we will make this target.
3-8 ELA LEP Students Level 2 and above		15%	16% (+1% point)	The projected proficiency from Fall’s NWEA predicts that 9% of LEP students would score a Level 2 and above.
Providing 200 Hours of Extended Day		n/a	Provide 200 hours	School 17 provides students a fully expanded day, running from 9 – 5 and integrating enrichment, differentiated supports and teacher collaboration into the day, in accordance with the research-based National Center for Time & Learning framework. This year has brought refinement of the operations and programming including:



Learning Time (ELT)				<ul style="list-style-type: none"> • 30-minute differentiated support block known as “What I Need (WIN) Time” for all students to work on specific skills (Artifact); • Walk to Intervention schedule whereby 10 adults (classroom teacher plus support staff such as Speech, English and Second Language, paraprofessionals, and bi-lingual specialized services flood each grade level in succession to lower group size; • Steadily working to strengthen the quality of enrichment offerings, infusing the arts and project-based learning wherever possible. This is also supported by strategic use of SIG funds to complement the staffing for the specials, which allowed all special subjects to be increased to 60 minute blocks. This has supported the increased enrichment, which in turn supports student engagement. • Introduction of new protocols and agenda format for the teacher collaboration time, which sets the expectation that grade level teams will review the “ABCs” including attendance, behavior and course completion/academic data regularly and in a way that drives responsive action. <p>Ensuring that enrichment is consistently engaging and productive, and that the differentiated block is targeted and effective will be an ongoing process. One adjustment for next year would be to seek and obtain flexibility about moving toward block scheduling or other creative uses of time. We would also propose flexibility in meeting the standards for family & consumer science.</p>
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<p>Chronic Absenteeism</p>	<p>Green to meet rubric target; yellow in terms of student outcome.</p>		<p>Rubric, district ability to track by 1/31; School using plan by 4/1/16</p>	<p>RCSD tracks students who are absent in the following increments: <5%, 5 – 9.99%, 10-19.99% and >20%, making this data available daily for school leaders. Defining chronically absent as the national research does (missing 10% or more of school days), 39% of Enrico Fermi’s students in K-8 are chronically absent so far this year, with 16% of those having missed more than 20% of days. Another 28% have missed 5-10% of school, leaving a third (34%) with satisfactory attendance.</p> <p>The chart below shows that attendance in preK is even more problematic, although typical since preK is not mandatory and young children are still building immunity and stamina. It also shows that attendance rates vary from grade to grade, with a range of about 5 percentage points, and the high being two grades breaking 90%.</p> <p>The school has instituted more consistent practices such as targeted daily monitoring of homeroom attendance, homeroom attendance champions, and daily follow up on students absent yesterday. The school also continues to participate as a target school in the district’s chronically absent reduction outreach, which sends community volunteers to homes monthly, and helps make integrated referrals to community agencies to remove attendance barriers.</p>	<div data-bbox="1226 235 1984 690"> <p>17 - Enrico Fermi - Chronic Absence through 1/15/16</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>% Satisfactory (absent <5%)</td> <td>33.8%</td> </tr> <tr> <td>% At Risk (absent 5-9.99%)</td> <td>28.2%</td> </tr> <tr> <td>% Chronic (absent 10-19.99%)</td> <td>21.5%</td> </tr> <tr> <td>% Severe Chronic (absent >20%)</td> <td>16.3%</td> </tr> </tbody> </table> </div> <div data-bbox="1323 812 1984 1185"> <p>Grade Level Attendance</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>Attendance Rate</th> </tr> </thead> <tbody> <tr> <td>P3</td> <td>82.9%</td> </tr> <tr> <td>P4</td> <td>82.7%</td> </tr> <tr> <td>K</td> <td>88.1%</td> </tr> <tr> <td>1</td> <td>87.1%</td> </tr> <tr> <td>2</td> <td>90.7%</td> </tr> <tr> <td>3</td> <td>89.7%</td> </tr> <tr> <td>4</td> <td>86.1%</td> </tr> <tr> <td>5</td> <td>85.1%</td> </tr> <tr> <td>6</td> <td>88.2%</td> </tr> <tr> <td>7</td> <td>87.8%</td> </tr> <tr> <td>8</td> <td>90.2%</td> </tr> </tbody> </table> </div>	Category	Percentage	% Satisfactory (absent <5%)	33.8%	% At Risk (absent 5-9.99%)	28.2%	% Chronic (absent 10-19.99%)	21.5%	% Severe Chronic (absent >20%)	16.3%	Grade Level	Attendance Rate	P3	82.9%	P4	82.7%	K	88.1%	1	87.1%	2	90.7%	3	89.7%	4	86.1%	5	85.1%	6	88.2%	7	87.8%	8	90.2%
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Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part II – Key Strategies

Key Strategies		
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
1.	Promote the development of bi-literacy through a dual language framework within a school climate that upholds cross cultural understanding and embraces diversity.	<p>There is continued visible progress on this strategy, with the K-2 strand being fully implemented this fall. For the first time, the school is giving literacy assessments in English and Spanish and is using intervention materials in Spanish on a daily basis. The way the school has structured the WIN (What I Need intervention) time is structured for the Dual Language and Bilingual students, is resulting in students making good gains in both languages, particularly in K and 1. Spanish dominant students in grades K-2 receive WIN time in their native language for 30 minutes from a team composed of their classroom teacher and 2 bilingual paraprofessionals. They also receive ENL instruction during the building wide WIN time.</p> <p>During Social Studies and Science a bilingual paraprofessional pushes into grades 1 and 2 to assist the classroom teacher with teaching Spanish through content to English dominant students. This follows the Gomez and Gomez model that many staff trained in over the summer. The model provides a framework for language use and lesson design. What is different now is that all classrooms, even the monolingual ones, are applying this framework, providing a common and unifying approach schoolwide. Another change is that the dual language teachers now participate in collaborative teacher time together with the monolingual teachers. Visible changes across the school such as all signs now posted in both English and Spanish and announcements made in both languages signal the intentional focus on celebrating both languages and diversity of cultures. Another observable change is that there is more journal writing in place of worksheets in many classrooms. While this impact is</p>



			<p>hard to quantify, the conversations that adults are having about language and literacy, the fact that language is “on more people’s radar”, and the school’s explicit and equal valuing of two languages counts as emerging impact.</p> <p>In grades 3rd through 6th decisions are made jointly by the classroom teacher, ENL teacher and the bi-lingual specialist on which language to deliver instruction in during WIN. Some students in intermediate grades are receiving WIN in 2 languages which adds up to an hour a day. Progress has been attained in the intermediate grades, however it seems to be at a slower rate. We are confident that if we continue to work on perfecting the use of the Gomez and Gomez model along with the way we our implementing our WIN time, we will continue to improve the level of reading and writing in primary grades and eventually students in intermediate grades will do better.</p> <p>This is a long-term strategy and there are challenges including staff readiness and the availability of availability of bi-lingual speech and SPED staff in particular. This last challenge requires District action on aggressive recruiting in this high-needs area. For capacity building, The Dual Language Team will be participating in a 20-hour PD offering to look at data and plan next steps which will be delivered by District Director of Bi-lingual Education in the upcoming few weeks.</p> <p>The Dual Language Team would also like to construct integrated language arts, social studies and science units over the summer, so that next year we can use an integrated unit approach that includes project based learning, and follows grade level standards to teach our students which is more representative of the Gomez and Gomez model that we are trying to implement in our school.</p>
2.	Other strategies discussed 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 <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 – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)			
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.			
Status (R/Y/G)	Analysis / Report Out		
	The Community Engagement Team (CET) has met, especially in the fall, and the school is working its way through a thoughtful approach to integrating the multiple site-based leadership and management teams. School-based planning team meets regularly, the Mayor’s Community School team does as well, in addition to local SafetyNet team and other working groups. A more coordinated, effective integration of these teams—often comprised of overlapping membership—is part of the work that needs doing as the community school model develops further.		
Powers of the Receiver			
Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.			
Status (R/Y/G)	Analysis / Report Out		
	<p>The Receivership status was used to provide some additional supports in the beginning of the year, but not during this quarter. Given the timing of the Independent Receiver notice and the multiple transitions in the Superintendentcy, specific powers have not yet been exercised. In fact, the District is experiencing challenges about how to balance the oft-competing needs of relieving pressures from steadily changing enrollment, special education placements and staffing concerns at Receivership schools with needs of other schools.</p> <p>Because of the community school approach with multiple stakeholders already working in the school, Enrico Fermi’s School Based Planning Team has already had favorable conversations about exploring the potential of re-staffing so that there is clear buy-in for the expectations inherent in transforming into a dual-language, expanded-day community school that will truly be a “beacon at the center of an urban village.” Given this conversation, there are immediate questions and deadlines about what powers will be invoked for next school year.</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 IV – Best Practices (Optional)

Best Practices	
The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1. There are practices such as the “What I Need” time, coined by a fellow RCSD principal, and operationalized at Enrico Fermi, that we believe will become a best practice, but we choose to wait for data to support.	
2.	
3.	

Part V – Attestation

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): Linda L. Cimusz

Signature of Receiver: Linda L. Cimusz



Date: 2/19/16