

Quarter 4 Receivership Survey

Respondent's Credentials	
School District:	Rochester City School District
Superintendent:	Barbara Deane-Williams
School Name:	Enrico Fermi School 17
School Principal Name:	Caterina Leone-Mannino
School Principal Appointment Date:	7/1/2016
2. What are the accomplishments of the 2016-17 school year that you would like the community to know about your school?	
<p>Enrico Fermi School 17 has greatly improved positive school climate in the 2016-17 SY with the implementation of a responsive, restorative, trauma-informed multi-tiered system of support for socio-emotional learning and wellness. As a result, in one year, disciplinary incidents decreased by 56.4%, suspensions decreased by 60%, and a 50% reduction in the number of serious violent incidents.</p> <p>In addition, student engagement in learning increased through school-wide implementation of project-based learning and authentic learning experiences through inter-thematic content units which built to four school-wide learning expos throughout the school year. Teachers learned to use a backward design method to develop unit plans in a CCSS-based instructional framework.</p>	
3. Which of this school's Demonstrable Improvement Indicators have been the most challenging to achieve and what steps will be taken in 2017-18 to make Demonstrable Improvement on these indicators?	
<p>Mathematics, Grades 3-8 due to large gaps in previous mathematics instruction and lack of deep understanding of mathematical concepts on the parts of both students and teachers. Teachers will embark on a year-long professional learning journey in the Developing Mathematical Ideas (DMI) modules to develop and refine their foundational understanding of mathematics and focus on how to better promote deep student thinking in mathematics and analyze student work to reteach and refine understanding of mathematical concepts. We will begin with the largest and most fundamental gap in "Building a Systems of Ten" to deepen understanding of the base-ten number system.</p>	
4. Did the superintendent use her Receivership Authority in the 2016-17 school year?	
X Yes	No
If choice is yes: please specify how the Superintendent receiver authority was used.	
<p>The Superintendent Receiver Authority was utilized in multiple ways during the 16-17 school year:</p> <ol style="list-style-type: none"> 1. Election to Work Agreements (EWA) were continued to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools. 2. Staffing was a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers was a priority and Receivership schools were given first access to available teachers. Additionally, principals of Receivership schools were allowed to recruit teachers from other non-Receiver schools. 3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal disruptions in the schools. All placements were reviewed by the School Chief as part of the process. 	

4. A new School Chief position was created to directly support and develop the Receivership Principals. The School Chief held weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning.
5. Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed.
6. Future opportunities for use of the Superintendent Receiver Authority includes exploring additional bargaining unit flexibilities.

5. Is your district interested in presenting a best practice at the second Promising Practices conference?

X Yes

No

If choice is yes: briefly describe the research-based practice that the school implemented and the change in student achievement that resulted from implementation of the best practice?

I would be happy to present on the multi-tiered system of support and restorative practice implementation and how that resulted in improved school climate and petition for removal from the persistently dangerous school category.

6. Summarize the trends in student achievement data that have resulted from the implementation of the SCEP, SIF or SIG plan. What has improved and what has not yet?

ELL achievement has improved through implementation of the dual language program framework and the quality of instruction and level of student engagement has improved school wide. Through the expanded learning day, student receive an additional period of targeted academic support (What I Need-WIN) in small groups and the opportunity for enrichment in multi-age student choice groups. IN addition, the implementation of the community school framework has enabled school staff to focus more deeply on instruction while coordinating with community resources to address obstacles to student learning. As a result, average daily attendance has increased, school safety has improved, and we are anticipating that student achievement in NYS ELA has improved.

7. Describe the role of the Community Engagement Team in development and oversight of implementation of the school's improvement plan. Describe any actions that will be taken to enhance the ability of the Community Engagement Team to support improvement in student achievement.

The CET has provided recommendations to SBPT for improvement and monitored school leaders' accountability to the SIG, particularly as related to the community school pillar of reform. IN the 2017-18 SY, School 17 will partner with a lead agency (CCSI) to co-chair the CET and formalize the multiple workgroups which are focused on the essential elements of community schools and the community school standards.

8. In what ways has the NYSED Office of Innovation and School Reform (OISR) been supportive of your school improvement efforts?

We have had support and a "push" for the utilization of Superintendent Receivership Authority to implement a neighborhood enrollment strategy. Quarterly reports provide a framework for pulse-checks and continuous improvement efforts as well as assuring that efforts remain focused on attainment of improvement indicators.

9. In what ways can OISR better serve your district/school's improvement efforts?

It would be helpful to have mid-course data for NYS achievement indicators. This is very difficult to gather and difficult to gauge alignment with end of year (after school year is over) indicators of success. In addition, continued push for more flexibility, autonomy and maneuvering of clunky district practices and systems which impede innovation would be appreciated.