

School Information

School Name: *Enrico Fermi #17*

School BEDS Code: *261600010017*

District: *Rochester City School District*

Superintendent: *Linda Cimusz/ Barbara Deane-Williams*

School Principal: *Caterina Leone-Mannino*

Additional District Personnel Responsible for Program Oversight and Report

Validation: *Dr. Ray Giamartino, Michele Alberti-White, Kirstin Pryor*

Grade Configuration: *Pre-K - Grade 8*

SIG/SIF/SCEP, and Cohort/Model: *SIG 4.2*

1. Please describe the greatest challenge yet to be addressed? What steps are being taken to address this challenge? What support from the Office of Innovation and School Reform would be helpful in addressing this challenge?

The greatest challenge is in navigating appropriate levels of school autonomy and innovation through a district system that has been unbendable to provide individualized support to receivership schools. We have been gaining external support for our reform efforts, however, many are sidelined by unchanging traditional district practices in student placement, curriculum, and special education that have contributed to the current state of school improvement needs. It would be helpful for NYSED OISR to support and catalyze change to support individual schools facing receivership in creating more autonomous practice and supporting independent school leadership. Instead of requiring external charter management, NYSED must pressure district policy changes to create appropriate internal structures to promote true autonomy for change. Consideration in alternative governance structures should be included in future planning for autonomy, including appointment or use of a distinguished educator to oversee receivership school support and supervision structures within the district/board of education.

2. What is the greatest accomplishment from the past year you would like the community to know about your school that not many people know?

Enrico Fermi School 17's greatest accomplishment has been the strategic inventorying and alignment of community resources to create a systemic network for students and families. We have identified a lead agency (Coordinated Care Services, Inc.), hired a full-time community school coordinator, and collaborated with city leaders and the Mayor of Rochester, NY to serve as a leader in the community for wrap around services and inter-governmental and cross agency data sharing and case management. We have garnered extensive community support

and interest in the community school model and are poised to serve as a pilot site for evaluation and scalability of the model at the local level.

3. What is one practice that OISR should continue in working to support Receivership schools?

OISR should continue to require quarterly data-rich reports to demonstrate the effectiveness of current strategy implementation in real time. The conference calls and reports should include a section for school leaders to request leverage from NYSED to push innovation and differentiated support to schools. In the past SIG monitoring, this was a function played through regular communication with OISR, the District's School Innovation and the Principal, with a direct and regular feedback loop to the Superintendent (conference call with all parties less principal.)

4. What is one practice that OISR should discontinue in working to support Receivership schools?

There is a strong need to coordinate reporting for OISR and Office of Accountability. The reports should be one and the same.

5. What is one practice that OISR should consider adopting in their work to support Receivership schools?

OISR should explore innovative techniques to support school leaders and districts to explore policies, structure, and strategies that focus on empowering school leaders and teachers in leading school reform efforts. There must be a systemic identification of district practices that impede individual school success. Consideration to increasing school level autonomy and accountability must be part of the process in supporting Receivership schools. There is a lack of willingness to individualize support and responsiveness to receivership schools in ways that may impact the larger district system. NYSED must step up the attention paid to these practices and their role in impacting change and innovation for school improvement and larger system based reform. Providing technical assistance and/or sharing the systemic learnings in areas such as placement from other large district with multiple schools in receivership would be helpful.

6. Did the superintendent receiver use his/her superintendent receivership authority? If so, what is the most impactful way that superintendent receiver authority was used in the last year? Please explain.

The most impactful support had to do with the negotiation of the Election to Work Agreement and the staffing of receivership schools. Unfortunately, the timing of these decisions was much

too late in the process and negatively impacted the larger district staffing practices. Additional receivership authorities were impeded by a change in multiple superintendents and changes in the district cabinet.

7. How has the school decision making process changed during the first year of Receivership? How has this contributed to improved outcomes?

School 17 has increased shared decision making and the structure of the school-based planning team/community engagement team to support implementation of the Receivership plan. We are currently exploring teacher-powered school models and increasing the role of teacher leaders in supporting reform strategies at School 17.

8. Would you send a district team to a “What Works in Receivership - Best Practices” Conference?

Yes

9. Would your district be willing to present a best practice at that conference?

Yes

10. If so, what best practice would you present?

We can focus on expanded learning and the use of WIN (What I Need Time) for differentiated supports; teacher collaboration/teacher leadership; and dual language. None are proven best practice YET, but we can talk about the process and direction.