

Receivership Schools ONLY

Quarterly Report #1: July 1, 2016 to October 30, 2016

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:			
				Check which plan below applies:			
Enrico Fermi School #17	261600010017	Rochester City School District		SIG/SIF SIG		SCEP	
				Cohort: 4.0			
				Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Caterina Leone-Mannino	Sandra Simpson, Chief of Receivership Schools Kirstin Pryor, School Ambassador, Office of School Innovation		preK - 8	26.7%* <i>*internal Data Warehouse (SPA)</i>	15.3%* <i>*internal Data Warehouse (SPA)</i>	659* <i>*internal Data Warehouse (SPA)</i>
	February 2015; half-time July 2015; full-time						

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*.

Enrico Fermi School #17 continues to move toward its vision, and has put systems and structures in place that support students and that are changing the culture; there is a decidedly different feel to the building. Despite only meeting a third of the Year 1 targets, last year's data show some academic growth, and the school has organized strategically for success as a community school. However, the overarching concern is one of time; the needs are so great, the starting point was so low, and even the right strategies take time to pay dividends in performance scores 3-8. While we are making gains in a more positive school climate, teacher collaboration, and more engaging instruction, we are deeply struggling with the intense needs of our special class population (which has grown), temporary bilingual special education placements, and new students with severe behavioral challenges. As we enter this second year in Receivership, we are optimistic about the likelihood of making School 17 a school where students thrive, but candid in our concerns about not meeting all our metrics this year.



A schoolwide emphasis on restorative practices—proactive relationship and community building, and responsive mediations and re-entry conferences—coupled with an enhanced multi-tiered system of social-emotional supports is resulting in improved climate. Referrals, incidents and suspensions are all down dramatically; almost two-thirds fewer than there were at this time last year. The school is using its Incident Reduction Plan to coordinate tracking of supports and push active progress monitoring internally. A recent “Bright Spot” walk / appreciative inquiry found that students and teachers alike were near universal in reporting high-levels of awareness about the increased social-emotional supports, and critically, an increasing orientation toward peaceful conflict resolution.

Academic progress is driven through a systemic approach to intervention, utilizing expanded learning time to offer every child a daily “What I Need” time. To strengthen core instruction, refined systems for instructional leadership and improvement are in place this year. Teacher leaders support grade bands, meeting with the principal twice a week and then facilitating grade level collaboration time, and modeling / coaching in classrooms. Literacy and math instruction continue to be the focus, and engaging students through more project-based learning in the humanities is an emphasis this year as well. The infusion of a new ELA program to support the bi-lingual classrooms provides unifying materials. While academic progress is slow, practices begun last year did result in growth, particularly in primary grades.

The school has hired a community school site coordinator, under the auspices of a lead agency, Coordinated Care Services, Inc. The agency is developing an approach to the needs and asset assessment and the site coordinator is making inroads in establishing the new communication and coordination structures, a daunting task when two organizations collaborate. The school continues to foster strategic linkages to existing community networks and is working to integrate existing committees and workgroups into a cohesive approach. Current decisions about applying for sources of long-term funding are underway with partner agencies. School 17 continues to play a key role in shaping the larger community’s framework for the community school strategy as well.

Overall, School 17 is a much more stable school community than it was last year, with many of the parts moving synergistically. There remain challenges—placement of high-needs classrooms and students for example—that work at cross-purposes to the intent to stabilize and move forward quickly. All in all, however, the school is better equipped than it was last year to meet social-emotional needs and to support students to academic growth.

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 School Improvement Grant (SIG) or School Innovation Fund (SIF) 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.

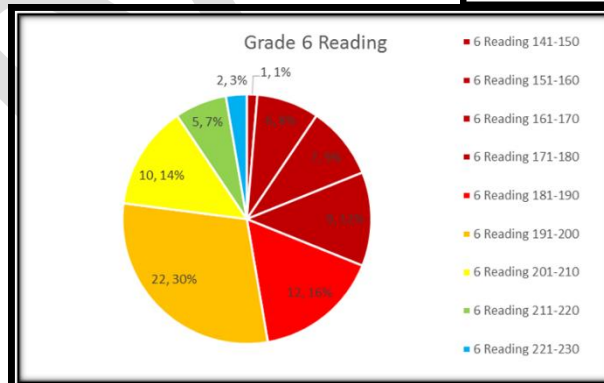
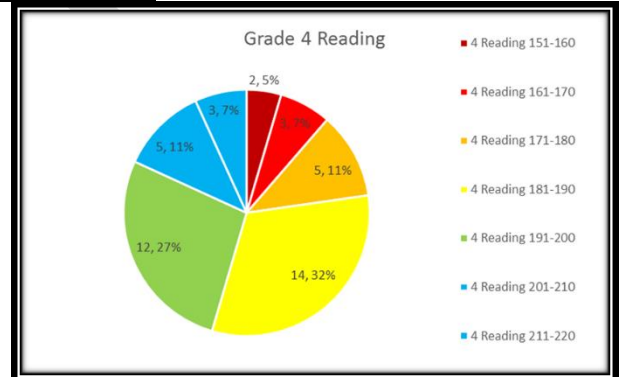
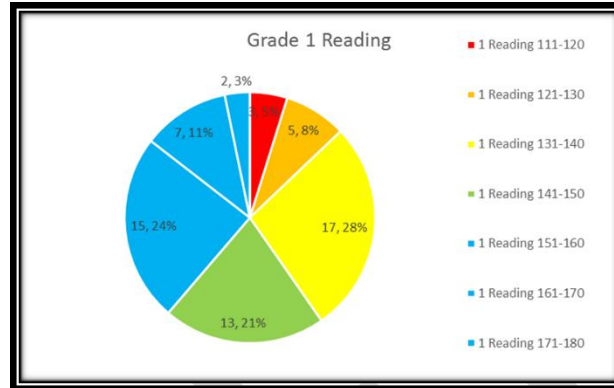


Part I – Demonstrable Improvement Indicators

LEVEL 1 Indicators																																																																							
Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.																																																																							
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?																																																																		
Make yearly progress																																																																							
School Safety	Yellow	57	<6, or 15% reduction = 48	<p>VADIR reporting</p> <p>Internal Data Warehouse, SPA</p> <p>School 17 has instituted new systems (online referral tools, bi-weekly partner meetings) to monitor multi-tiered social-emotional supports.</p>	<p>At the time of writing, School 17 has recorded 8 serious incidents (7 “07 Assault with Physical Injury”, 1 “08 Reckless Endangerment).</p> <p>To date, there have been 120 incidents, resulting in 41 students being suspended a total of 50 times. These numbers represent a 68% reduction over last fall (see charts). Furthermore, the average length of suspension is down by about a day this year.</p> <p>These promising trends are a result of a commitment to restorative practices and a well-crafted multi-tiered system that increases strategic access to social emotional supports. It includes a universal layer with Responsive Classroom implementation and community building structures such as Morning Meeting and School-wide Morning Meetings. It also includes levels of supports and interventions, coordinated across providers, and outlined in the recently submitted Incident Reduction Plan. In addition, the school</p> <div style="text-align: center;"> <p>Incidents by Month</p> <table border="1"> <caption>Incidents by Month Data</caption> <thead> <tr> <th>Month</th> <th>2016-2017</th> <th>2015-2016</th> <th>2014-2015</th> <th>2013-2014</th> <th>2012-2013</th> </tr> </thead> <tbody> <tr><td>03 September</td><td>180</td><td>70</td><td>70</td><td>70</td><td>70</td></tr> <tr><td>04 October</td><td>200</td><td>70</td><td>70</td><td>70</td><td>70</td></tr> <tr><td>05 November</td><td>160</td><td>70</td><td>70</td><td>70</td><td>70</td></tr> <tr><td>06 December</td><td>170</td><td>70</td><td>70</td><td>70</td><td>70</td></tr> <tr><td>07 January</td><td>200</td><td>70</td><td>70</td><td>70</td><td>70</td></tr> <tr><td>08 February</td><td>190</td><td>70</td><td>70</td><td>70</td><td>70</td></tr> <tr><td>09 March</td><td>180</td><td>70</td><td>130</td><td>70</td><td>70</td></tr> <tr><td>10 April</td><td>180</td><td>70</td><td>90</td><td>70</td><td>70</td></tr> <tr><td>11 May</td><td>230</td><td>90</td><td>90</td><td>70</td><td>70</td></tr> <tr><td>12 June</td><td>120</td><td>70</td><td>70</td><td>70</td><td>70</td></tr> </tbody> </table> </div>	Month	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	03 September	180	70	70	70	70	04 October	200	70	70	70	70	05 November	160	70	70	70	70	06 December	170	70	70	70	70	07 January	200	70	70	70	70	08 February	190	70	70	70	70	09 March	180	70	130	70	70	10 April	180	70	90	70	70	11 May	230	90	90	70	70	12 June	120	70	70	70	70
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				<p>principal and team are reporting to SED on the IIRP on the 15th of each month, primarily to enable a more aggressive approach to progress monitoring and adjustment.</p> <p>Challenges clearly remain; The majority of serious incidents have been generated by students enrolled in the new 6/7th grade 12:1:1 section. Overall, 60% of suspensions are generated by 7th and 8th graders. This underscores the continuing challenges relating to Receivership powers regarding the special education continuum and placement.</p>	<p style="text-align: center;">Suspensions by Month</p>																					
3-8 ELA All Students Level 2 & above	orange	19%	42%, or +3%age points = 22%	NWEA scores and projections	<ul style="list-style-type: none"> Fall NWEA results show that 22% of students are projected to score a Level 2 or above. This projection has us exactly hitting our progress target, and we note that it is encouraging to see, before a year of intervention and instruction. However, given that these are projections and that we know our student needs from digging into the data, we assess this as orange. 16% scored at or above the national norm for their grade level; grade breakdown is shown in the table. School 17 has further mapped the span of RIT bands at each grade level (samples shown below) and in a visible data wall in the teacher collaboration room. These show pockets of relative strength in grades 2 and 4 and more worrisome baselines such as grade 6. 	<table border="1"> <thead> <tr> <th>Grade</th> <th>% At/Above National Norm</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>20.6</td> </tr> <tr> <td>1</td> <td>14.8</td> </tr> <tr> <td>2</td> <td>11.3</td> </tr> <tr> <td>3</td> <td>23.4</td> </tr> <tr> <td>4</td> <td>20.5</td> </tr> <tr> <td>5</td> <td>14.0</td> </tr> <tr> <td>6</td> <td>9.3</td> </tr> <tr> <td>7</td> <td>16.2</td> </tr> <tr> <td>8</td> <td>13.8</td> </tr> </tbody> </table>	Grade	% At/Above National Norm	K	20.6	1	14.8	2	11.3	3	23.4	4	20.5	5	14.0	6	9.3	7	16.2	8	13.8
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3-8 Math All Students Level 2 and above	red	17%	41%, or +3%age points = 20%	NWEA scores and projections	<p>Fall NWEA results show that 19% of students are projected to score a Level 2 or above. This is just below our progress target.</p> <p>13% of students met the grade level norm, ranging from almost a third in 2nd and 4th grades to single digits in the middle school. School 17 has analyzed the data in the same way shown above with reading, to give teachers a sense of the span within each grade.</p>	<table border="1"> <thead> <tr> <th>Grade</th> <th>% At/Above National Norm</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>13.2</td> </tr> <tr> <td>1</td> <td>22.4</td> </tr> <tr> <td>2</td> <td>29.5</td> </tr> <tr> <td>3</td> <td>10.9</td> </tr> <tr> <td>4</td> <td>29.6</td> </tr> <tr> <td>5</td> <td>6.5</td> </tr> <tr> <td>6</td> <td>1.4</td> </tr> <tr> <td>7</td> <td>4.6</td> </tr> <tr> <td>8</td> <td>3.3</td> </tr> </tbody> </table>	Grade	% At/Above National Norm	K	13.2	1	22.4	2	29.5	3	10.9	4	29.6	5	6.5	6	1.4	7	4.6	8	3.3
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3-8 ELA All Students MGP	orange	49.81	50.72, or +1%	No measure	<p>The 1516 MGP was 43.</p> <p>There is no specific way to track this during the year, beyond the NWEA and progress monitoring discussed above.</p>																					
3-8 Math All Students MGP	red	49.73	51.17, or +1%	No measure	<p>The 1516 MGP was 44.</p> <p>There is no specific way to track this during the year, beyond the NWEA and progress monitoring discussed above.</p>																					
Grades 4 and 8 Science All Students Level 3 and above	red	36%	47%, or +3%age points = 50%	Progress reports and report cards in Science	<p>There is no concrete way to progress monitor in this content area at this time. The school does monitor interim and report card grades, recognizing that these are not predictive of test results. It also has made intentional effort to provide widened access to Livign Environment in 8th grade. While the focus this year remains on ELA and math instruction, there is an emerging emphasis on project-based learning, which will help to deepen the application level of science content.</p>																					

LEVEL 2 Indicators



Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.					
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
Plan for and implement Community School Model	Green	n/a	rubric	<p>The community site coordinator is working toward the implementation plan, which is also informed by the rubric used for this indicator.</p> <p>Regular meetings to review progress toward milestones such as the asset and needs assessment.</p>	<p>This quarter has seen the hire of the full-time community schools site coordinator, through the formalized lead agency Coordinated Care Services, Inc. The main work for this quarter includes building relationships and beginning to establish communication and data systems so that family desires and needs can be met in a coordinated way. The workplan is being developed, and the specifics of how to best structure the site coordinator role are being worked out. While aspects of preliminary needs assessment have already been done over the past year, the formal needs assessment, through the framework of asset-based community development, is being designing and will be launched shortly.</p> <p>In reflecting for this report, the need to establish a set schedule of monthly partnership meetings to review and refine service delivery, convened and facilitated by the site coordinator, was identified.</p>
3-8 ELA Hispanic Students Level 2 and above	Orange	20%	41%, or +3%age points = 23%	Use NWEA projections, subgroup, Jing will provide.	Fall NWEA projects that 18% of this subgroup will score Level 2 and above, which would be below our progress target.
3-8 ELA LEP Students Level 2 and above	red	15%	24%, or +2%age points = 17%	Use NWEA projections, subgroup, Jing will provide.	Fall NWEA projects that 4% of this subgroup will score Level 2 and above, which would be significantly below our progress target. This metric is further challenging due to new placements of bilingual students with IEPs from Puerto Rico or other states, which are considered TEMP placements until further evaluation is complete.
Providing 200 Hours of Extended Day	Green		rubric	RCSD has utilized the National Center for Time & Learning's framework and progress monitoring tools to ensure strategic use of the expanded hours. This	The school day is running from 9 – 4:30 for all students, which far exceeds the state mandated five hour days. This additional time is strategically used, following the NCTL's framework, to provide very targeted intervention (What I Need) time informed by frequent data cycles, as well as job-embedded teacher collaboration time. Over the past year and a half, School 17 has improved on the progress monitoring.

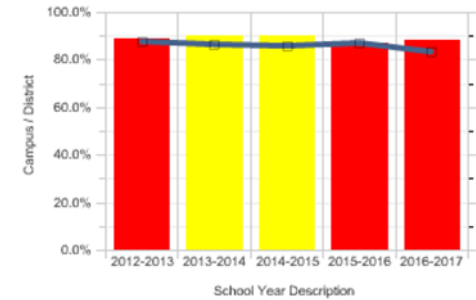


			<p>framework is also aligned to the rubric for this indicator.</p> <p>School schedule shows the additional hours.</p>	<p>Steps have been taken to further strengthen implementation this quarter. Notably, some of the additional time has been devoted to proactive restorative / social-emotional practices, through daily Morning Meetings in classrooms and weekly school-wide gatherings. Additionally, many of the services provided in an integrated manner throughout the school day by community partners have been better coordinated and deployed through the multi-tiered system of supports.</p> <p>School 17 has made efforts to increase the level of student choice in enrichment during the first quarter, and the community site coordinator is now convening students to have them generate interesting proposals for enrichment offerings for the rest of the year.</p> <p>Furthermore, for the first time, the school is running a student election and launching a Student Council this fall.</p>
Chronic Absenteeism	green	rubric	<p>District data systems track chronic absence daily and flag the number of students chronically absent (defined as missing 10% of days) and severely absent (missing 20% or more). This is refreshed nightly, enabling schools to monitor and intervene.</p> <p>School 17 has internal progress checks built into schedule of meetings.</p>	<p>The District and school already have systems in place to track and review chronic absence lists regularly, for the purpose of intervening. At 17, there are multiple layers of attack—1) globally building a climate where students want to be and where attendance is celebrated; 2) implementing protocols whereby classroom teachers and grade level teams review attendance data and chronically absent students and problem solve attendance; and 3) a detailed workplan for Attendance Champions. The Champions include parent liaisons, support staff and AmeriCorps members and they follow a daily protocol for following up on a student after they have missed one day of school. This team progresses through levels of outreach and intervention with teachers and with families as needed, and is spearheaded by the parent liaison and the community school site coordinator. Students who are chronically absent present a perfect intersection between this indicator and the community school strategy, as the process of removing barriers to attendance involves family and community supports.</p>

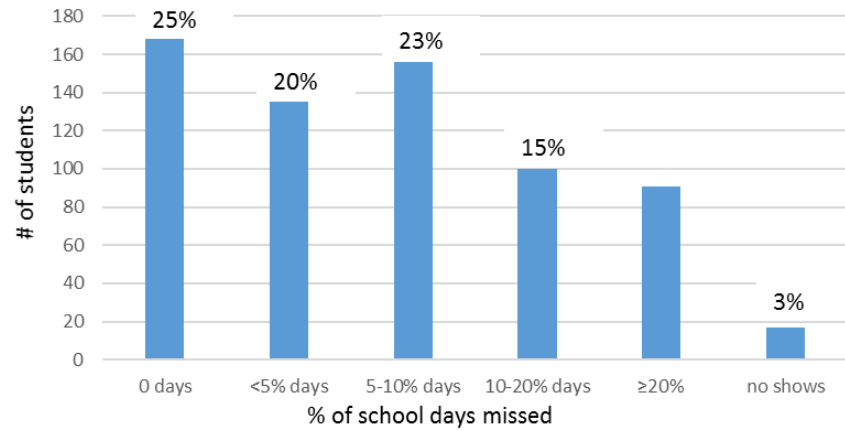


At this point, almost half (45%) of students have satisfactory attendance, with 25% having perfect attendance. Twenty-nine percent (29%) of the student body (including preK) is chronically absent, which is down from the 34% at this time last year. That, and the fact that Average Daily Attendance is 88.3%, higher than last year and above the district’s average are evidence that our work to promote a positive climate and to combat chronic absence are paying off.

Yearly Campus Avg Daily Attendance Compared to District ADA



Student Attendance: Distribution Shows 25% Attend Every Day, while 29% are Chronically Absent (absent >10%)



					<p>At this point, almost half (45%) of students have satisfactory attendance, with 25% having perfect attendance. Twenty-nine percent (29%) of the student body (including preK) is chronically absent, which is down from the 34% at this time last year. That, and the fact that Average Daily Attendance is 88.3%, higher than last year and above the district’s average are evidence that our work to promote a positive climate and to combat chronic absence are paying off.</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 II – Key Strategies



Key Strategies			
Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i> , but are part of the approved SCEP, SIG or SIF plan.			
Identify key strategy.		Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1.	Dual Language	Yellow	<p>The continued work to build a school culture that values both English and Spanish, that promotes language development and that builds a shared school culture is evident. All signage in the school is posted in both languages, there is an alternating “language of the day,” the principal presented the Receivership hearing in both languages and there is a new reading series (Journeys) in place so that both strands can use the same common texts.</p> <p>There has been a hiccup in progress monitoring, as a result of a District “upgrade” to AimsWeb Plus, which did not provide the assessment tool in Spanish. As a result, the school is going to use the Houghton-Mifflin progress monitoring tool for bilingual students for this year.</p> <p>This intentional valuing of both cultures is having an impact on culture and climate as well—there has been a reduction in racially charged fights this year.</p>
2.	SEL Culture / Climate	Yellow	Please see the discussion above.
3.	Community School	Green	Please see the discussion 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.
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Part III – 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 and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information.					
Status (R/Y/G)	Analysis/Report Out				
	The school is currently reviewing options for how to make the most effective use of the Community Engagement Team, especially as the community school structure emerges. The current thinking is that three functioning groups / structures (Community Schools Leadership Team, Neighborhood Safety Net, and Community Partners) combine to form the CET. This team then would work in partnership with School-based Planning Team to steer and monitor the overall improvement path for School 17.				
Powers of the Receiver					
Describe this quarter's use of the School Receiver's powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.					
Status (R/Y/G)	Analysis/Report Out				
	The most significant use of the receiver's powers came at the end of last year, when the Superintendent as Receiver negotiated a separate contract which allowed each school to involuntarily displace teachers and to articulate a school-specific set of expectations to which new hires agreed. Furthermore, following the appointment of a new Superintendent in August, she has created a position devoted to the oversight of these schools (Chief of Innovation and Receivership Schools). The prioritized needs of Receivership schools, such as the challenges associated with continual placement of high needs students, are currently being reviewed and will be used to determine what further powers should be invoked and what structure can best support that improvement.				
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 – Instructional Technology Plan

Instructional Technology Plan		
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.		
Key Components	Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1.		Although we have embarked on our Digital Transformation we are still awaiting the Smart Bond Funding. The application is under review and we expect funding to



	Current status of the District Technology Plan pertinent to this school		become available during the latter half of the 2016-2017 school year. As funding arrives, schools will see a significant increase in student devices. Tailored professional development has been created and offerings are commencing during the 2016-2017 school year. The professional development series "Ready, Set, Go" is mandatory for teachers to begin receiving devices.
2.	Use of technology in the classroom		Google classroom implementation is planned for roll-out in the second half of the school year, when the anticipated technology supports are available through SMART bond funding. SMART boards are utilized in all classrooms, yet minimally as student directed learning activities.
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 V – Budget

Budget Analysis

The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.

Expenditures	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for QR#2.
		The expenditures in all codes are on track and being spent down in ways that contribute to the impacts discussed above. For example, the teacher salaries support the intervention, enrichment and embedded collaboration aspects of expanded day, while the contract contributes to the restorative practice support in the building. We expect a small amendment as the year progresses to reconcile actual salaries and maximize the use of grant funds.



Part VI: 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 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 a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1. Multi-tiered system of social-emotional support, including differentiated places for students to access a variety of supports in response to variations in behaviors.	The school has a continuum of “places” where students can access immediate supports to help recover, reflect, build self-regulation and empathy and take necessary steps to repair harm done. Students can be seen in the Help Zone, in the Restorative Room, or in a tier of other support offices. In each, the staff/partner staff is working with consistent messages and tools to support students through this process. The school has created an integrated tracking form so that all parties and administrators can monitor supports. The school also uses a process whereby students can ask for this help, and adults and students report that there is more of an orientation to request mediations, and try to resolve problems than there has been in the past. A recent “Bright Spot Asset Inventory” surfaced a widespread groundswell of support for these new structures and their effectiveness; this is also underscored by the improving disciplinary numbers.
2. Attendance Champions and chronic absence work	By articulating a clear workplan for Attendance Champions and a system of monitoring and intervention, chronic absence is declining and overall attendance is improving. See attached artifact for the documentation of the Champions’ role and procedures used.
3.	

Part VII – 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
Signature of Receiver: *Barbara Deane-Williams*
Date: 11/7/16

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 has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): Karla F. Boyce
Signature of CET Representative: *Karla F. Boyce*
Date: 11/3/2016

Name of SBPT Representative (Print): Deborah Jackett
Signature of SBPT Representative: *Deborah Jackett*
Date: 11/3/16