

Receivership Schools ONLY

Quarterly Report #2: *October 31, 2016 to January 30, 2017*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: http://www.rcsdk12.org/Page/41659 and/or http://www.rcsdk12.org/Page/43322			
				Check which plan below applies:			
Nathaniel Rochester Community School #3	2616000100003	Rochester City School District		SIG/SIF: SIG		SCEP	
				Cohort: 4.2			
				Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Rodney Moore	Beth Mascitti-Miller, School Chief Michele Alberti-White, Executive Director of School Innovation Brennen Colwell, School Ambassador, OSI		K - 8	9%* *Internal SPA	16.6%* *Internal SPA	587* *Internal SPA
	Appointment Date: August 2013						

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.

Nathaniel Rochester Community School #3 continues to provide students with an engaging STEM-focused education, social-emotional supports and targeted intervention throughout the day, and the use of an electronic platform for walkthroughs. NRCS has continued to expand the amount and quality of STEM experiences for students, and this quarter has made strides in expanding the middle school programming with a career shadowing component to link students to industry partners. Expanded day is well-planned to provide engaging enrichment and targeted intervention in reading.

Accomplishments can be found in the key strategies on which the improvement plan is based. These include:

1. STEM development-School 3 has moved from the foundation stage that included professional development to interdisciplinary planning and implementation of stem-based units. This is seen when science is a central focus with a FOSS (Full Operational Science System) that connects ELA and math through science.
2. Delivery of targeted academic support and engaging enrichments aligned with student needs and interests that are literacy based. The school has been innovative in adding additional intervention supports for student in grades 3-8 in ELA, math and science. These include additional intervention specialists to work with identified students to close gaps found in May 2016 NYS testing through item analysis, and work to exceed goals by May 2017.
3. Development, implementation, and maintenance a school climate that supports the social/emotional developmental health needs of students centered in Restorative Practices. There have been intermediate improvements such as significant reduction in incidents and suspensions year-to-date. Looking at 3



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significant discipline data points that include long term suspensions (LTS), out of school suspensions (OSS) and total days suspended) we see that the school has made significant strides in addressing behavior that causes students to lose instructional time. As of 1/19/17, there are 5 LTS (Compared to 27 at the end of the 15-16 school year) and 355 total days of suspension (compared to 1414 at the end of the 15-16 school year.) Daily attendance continues to show great improvement, standing at 92.3%, a marked increase over prior year's 90%. There are a few new key monitoring systems that have been instituted such as the new school-wide system to track and coordinate social-emotional supports in order to identify trends and responses that are effective in addressing root causes. Additionally, the school has recently added additional administrative support to assist with behavior and supervision in order to increase the amount of time focused on instructional leadership.

Monitoring metrics will help the school know if it is accomplishing progress towards its goals. Academic metrics that outline achievement goals in ELA, math, and science being used include Level 1 indicators #1, #9, #15, and #85 that were selected by the State Education Department (SED), and School Safety, Indicator #5. (Description of indicators can be found on the NYS Education Department website at <http://www.p12.nysed.gov/accountability/de/SchoolReceivership.htm>. The school has met or exceeded the minimum indicator #9- ELA. Lack of expected progress in math and science as resulted in additional intervention being available for identified students and an emphasis on cross-curricular planning. 8th grade student schedules have been modified to provide additional science preparation. Progress monitoring continues with these students to identify gaps that impact instructional planning and delivery.

Level 2 indicators (#14, #17, and #49) are centered on academic progress in ELA and math, and were selected based on meetings with the School Based Planning Team (SBPT) and Community Engagement Team (CET). The school met or exceeded the goals for ELA. Additional indicators address the goal to provide Expanded Learning Time (ELT) program and the issue of chronic absenteeism. The school met the year 1 goal for ELA, providing at least 200 hours of additional time for students to participate in interventions, and the goal for reducing chronic absenteeism.

The Community Engagement Team (CET) has been merged with the School Based Planning Team (SBPT), and remains active and will continue to be responsible for monitoring implementation of the school's improvement plan. Work in SY 16-17 has centered on issues around academic progress, professional development opportunities, and school climate that involves community resources to support the goals of the plan. The school has made significant progress in creating a positive culture and environment for learning based on student, staff, and parent feedback and is now in the implementation phase of quality of instruction. Instructional coaching is available to support teachers and provide embedded professional development for use of best practices.

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



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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

<u>LEVEL 1 Indicators</u>					
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?
1. Priority School make yearly progress	Orange	N/A	N/A	Student Academic Data Student/Staff Attendance Data Incident/ Suspension Data Student/Staff/ Parent Surveys	School #3 made progress in 5 of 10 indicators, and has been given the second year in order to make substantial progress and be removed from Receivership. Based on data as of this report, School #3 is on track to meet or exceed minimum required increases in ELA. Data indicates that there is still work to do to meet the minimum targets in math for all students. They acknowledge that the School Safety indicator target will not be met, as the school has already exceeded the target for serious incidents and have addressed this issue as detailed below in order to hold or minimize increases in serious incidents.
5. School Safety	Red for metric; Yellow for overall climate	8 serious incidents	<6 or 15% reduction (6.8)	VADIR reporting SPA, internal data warehouse School tracking tool for social-emotional	The school is not on track to meet this metric by the end of SY 16-17. There have been 21 serious incidents to date, which exceeds the target. The District tracks suspensions and incidents. The school began the school year with far fewer suspensions (see below), and then experienced a spike in incidents in November to December. Of the 21 serious incidents to date, the school reports the following disaggregation of their serious incident data: <ul style="list-style-type: none"> ● To date, there have been 10 Assaults with Physical Injury. Out of 10 events, 8 of

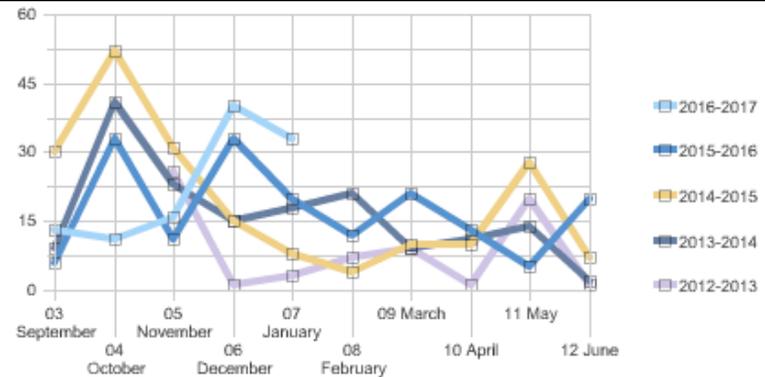


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			supports	<p>these were between middle school students (grades 7 and 8).</p> <ul style="list-style-type: none">● To date, there has been 1 Assault with Serious Physical Injury. The student responsible for this incident was a 7th grade student.● 1 sexual offence has occurred at School 3, this school year. This student was an 8th grade student.● To date, there have been 3 incidents reported of Reckless Endangerment. Out of the 3 incidents, 2 of them were 7th and 8th grade students.● There have been 2 Serious Incidents of Weapons Confiscated to date, this school year. In one of these instances, the student responsible was in grade 7.● To date, there have been 4 instances of Weapons Found at School 3. Of those 4 instances, 3 involved middle school students. <p>To address this issue the school has increased the number of social-emotional supports for students, including use of a proactive social-emotional curriculum and play therapy in primary grades, two “Reconnect Rooms” disaggregated by grade level, and a variety of crisis intervention rooms used to provide “time out” locations for mediations. This work is supported through a partnership with Center for Youth that provides crisis intervention/prevention specialists who work directly with students and staff.</p>
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Out of 107 total suspensions, 10 students have been identified as being suspended multiple times. Additional support is being provided to those 10 students in the form of crisis intervention plans discussed by the Grade Level Teams to determine root causes and respond accordingly in the expectation of better outcomes in the 2nd semester.

School #3 has continues to receive newcomers at the upper grade levels which has created a “top-heavy” 7-8 grade student population (38% percent of the total school population). Because the vast majority of behavioral and disciplinary incidents occur in the 7th and 8th grade, the school has a renewed focus on middle school including:

- Identifying specific behavioral issues and trends through data analysis and staff/student input. These include addressing disrespect, defiance, inappropriate language and physical aggression
- Beginning in January 2017 hold town hall meetings for 7th and 8th grade- in order to re-establish expectations for academic and behavioral success, create a common understanding that “We” are all a part of the school community and to provide opportunities for students to provide input to establish positive behavioral



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					<p>incentives and plan and execute positive behavior celebrations. One of these incentives is a student-sponsored school dance for students who meet behavioral expectations by 2/17.</p> <ul style="list-style-type: none"> ● Monitoring referrals, profanity and walk outs more specifically to identify any continuing issues. ● The formation of a student government in order to give students a stronger voice within the school and help to foster a better sense of community which in turn will help make students feel accountable to themselves as well as the adults in the building. ● Peer Mediation training is in the process of being completed by 15 students with the goals of: <ul style="list-style-type: none"> ○ helping students resolve conflict before it gets to the point where adults have to ○ creating a safe school ambassadors program based on this pilot program with the goal of teaching students not to be an observer and to act and do something about what is happening ○ in order to deal with issues primarily occurring between female students the school is exploring a program through Eileen Graham who is working with Action for a Better Community. This community partner can provide support specific to middle school girls' issues <p>Using the new school-wide Google driven system to ensure communication with teachers and track all student supports provided, administrators review looking for trends, and assess the effectiveness of interventions. To date, School 3's social emotional support team has made 2232 contacts with students. This has resulted in the identification of students who need increased/additional social-emotional supports. This is offered at School 3 via Center for Youth and School 3 Social Workers.</p>
9. 3-8 ELA All		20%	42% or +	NWEA, F & P,	In the Winter administration of the NWEA, 19% of students hit the national norm for their



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Students Level 2 & above			3%age points = 23%	Progress Monitoring documentation, NYS 3 - 8	<p>grade level (see below). The data has been disaggregated per grade level to analyze the needs of students. The table also demonstrates the school’s inherently large proportion of 7th and 8th grade students to grades 3 through 6.</p> <table border="1" data-bbox="978 516 1488 1117"> <thead> <tr> <th colspan="4">NWEA Winter - Share of Students At or Above National Norm</th> </tr> <tr> <th>READING</th> <th># of Students</th> <th># of Students</th> <th>% of Students</th> </tr> </thead> <tbody> <tr><td>K</td><td>15</td><td>38</td><td>39%</td></tr> <tr><td>1</td><td>7</td><td>53</td><td>13%</td></tr> <tr><td>2</td><td>16</td><td>57</td><td>28%</td></tr> <tr><td>3</td><td>9</td><td>54</td><td>17%</td></tr> <tr><td>4</td><td>8</td><td>52</td><td>15%</td></tr> <tr><td>5</td><td>8</td><td>46</td><td>17%</td></tr> <tr><td>6</td><td>5</td><td>52</td><td>10%</td></tr> <tr><td>7</td><td>12</td><td>114</td><td>11%</td></tr> <tr><td>8</td><td>13</td><td>87</td><td>15%</td></tr> <tr><td>TOTAL</td><td>93</td><td>553</td><td>17%</td></tr> <tr><td>3-8 TOTAL</td><td>55</td><td>405</td><td>14%</td></tr> </tbody> </table> <p>Three reading / intervention teachers have completed the fall Fountas & Pinnell and NWEA</p>	NWEA Winter - Share of Students At or Above National Norm				READING	# of Students	# of Students	% of Students	K	15	38	39%	1	7	53	13%	2	16	57	28%	3	9	54	17%	4	8	52	15%	5	8	46	17%	6	5	52	10%	7	12	114	11%	8	13	87	15%	TOTAL	93	553	17%	3-8 TOTAL	55	405	14%
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					<p>administration, and continue to work with students, using the Really Great Reading phonics program as well as Leveled Literacy Intervention (LLI). School 3 continues to develop teachers’ capacity to write interdisciplinary engaging units that integrate reading and writing with STEM. This year, novice teachers at School 3 are also supported through a New Teacher Potential grant partnership with Expeditionary Learning, which helps to develop and deepen their understanding of standards-based instruction. School leadership staff complete regular walkthroughs in order to observe interventions in practice and determine if professional development has an impact on instructional planning and delivery.</p>
15. 3-8 Math All Students Level 2 and above		25%	41% or +3%age points = 28%	NWEA, I-Ready, Progress monitoring Documentation, NYS 3 - 8	<p>In the Winter administration of the NWEA, 11% of students met the national norm for their grade level. The school recognizes the need to focus more specifically on strategies that will increase this outcome in May 2017. This fall saw the launch of math intervention through iReady for 7th and 8th graders. The school continues to work closely with District department of math, working on lesson design. Additionally, there are 21 8th graders enrolled in Algebra, as of quarter 1, 8 out of 21 students are passing the class. This subgroup of the 8th grade is projected as of quarter 1 to pass at a rate of 38%, which exceeds the 2016/17 target for School 3. All students enroll in this section of Algebra receive academic intervention services every other day (opposite their Living Environment Lab) via an Algebra Lab. This will help the school achieve or exceed the minimum target.</p>



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					<table border="1"> <thead> <tr> <th colspan="4">NWEA Winter - Share of Students At or Above National Norm</th> </tr> <tr> <th>MATH</th> <th># of Students</th> <th># of Students</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>17</td> <td>38</td> <td>45%</td> </tr> <tr> <td>1</td> <td>14</td> <td>53</td> <td>26%</td> </tr> <tr> <td>2</td> <td>16</td> <td>58</td> <td>28%</td> </tr> <tr> <td>3</td> <td>4</td> <td>54</td> <td>7%</td> </tr> <tr> <td>4</td> <td>4</td> <td>52</td> <td>8%</td> </tr> <tr> <td>5</td> <td>4</td> <td>48</td> <td>8%</td> </tr> <tr> <td>6</td> <td>6</td> <td>52</td> <td>12%</td> </tr> <tr> <td>7</td> <td>10</td> <td>110</td> <td>9%</td> </tr> <tr> <td>8</td> <td>12</td> <td>89</td> <td>13%</td> </tr> <tr> <td>TOTAL</td> <td>87</td> <td>554</td> <td>16%</td> </tr> <tr> <td>3-8 TOTAL</td> <td>40</td> <td>405</td> <td>10%</td> </tr> </tbody> </table> <p> Additionally, the math coach has begun coaching cycles to support teacher instructional planning and delivery. School leadership completes focused walkthroughs with specific “look-for’s” aligned to interventions. Support for students is also provided by the instructional and data coaches who provide model lessons and support teachers as they develop and deliver lessons. </p>	NWEA Winter - Share of Students At or Above National Norm				MATH	# of Students	# of Students	% of Students	K	17	38	45%	1	14	53	26%	2	16	58	28%	3	4	54	7%	4	4	52	8%	5	4	48	8%	6	6	52	12%	7	10	110	9%	8	12	89	13%	TOTAL	87	554	16%	3-8 TOTAL	40	405	10%
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33. 3-8 ELA					Based on projected progress towards targets, the school is on track to meet this indicator.																																																				



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All Students MGP (NEWLY IDENTIFIED 2016-2017 LEVEL 1 INDICATORS BASED ON 2015-16 RESULTS)					MGP should increase given that the school exceeded the minimum in year 1 of receivership and is on track to again exceed the minimum in ELA.
39. 3-8 Math All Students MGP (NEWLY IDENTIFIED 2016-2017 LEVEL 1 INDICATORS BASED ON 2015-16 RESULTS)					Progress in math related to the MGP calculation is not certain at this point in time. Use of iReady to provide additional intervention in math is resulting in some promising progress data, but the program is too new at this time to make a prediction about its effectiveness. More data will be available in the 3rd Quarterly Report that will demonstrate the trajectory of progress for students in math.
85. Grades 4 and 8 Science All Students Level 3 and above		42%	47%, or +3%age points = 45%	No standardized mid-year measure other than grade reports, NYS Grades 4 & 8 CBAM survey for	Last spring, 67% (3% higher than the district average) of 4 th grade students at School reached proficiency on the NYS Science exam. However, only 13% (3% lower than the district average) of 8 th graders did. The inflated class size at the middle school level presents a challenge to meeting this metric due to the weight of the 8 th grade score on the total performance score. School 3 has had a very high relative passing rate for students in grade 8 taking the Living



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				<p>staff on levels of use</p>	<p>Environment Regents through the accelerated science program. 17 out of 19 students passed this regents exam in 2015-2016 school year, or 89.5%. Students are selected for this program based on academic data, assessment data, and teacher recommendation. As a result, these students tend to be at or above grade level academically which effectively gives them a greater capacity towards proficiency on NYS assessments. The same students are also enrolled in the Algebra Regents course which puts them on track to take the Algebra Common Core regents exam 1 year early. Students in this track need commit to lab hours which are additional hours they would not need to spend in the school day if they were on the regular eighth grade track. This increases exposure to science and math and accelerates their academic program. In the current school year, the program has been expanded to ~25% of the cohort or about 23 out of 97 students, and at least 20 students are on-track to pass based on first quarter grades.</p> <p>Additionally, more STEM programming has been developed at the upper grades to engage students and make real life connections to science, technology, engineering, and math and increase relevancy for students. The STEM Specialist supports administration a pre-assessment to all students in order to gather data per standard and strand and help to develop lessons accordingly based on student need. Data is disaggregated and a gap analysis is performed in order to find exactly where instruction should be focused and adjusted in order to increase student success.</p> <p>Part of the result of this gap analysis performed by the STEM Specialist and through this data found gaps that spanned back to 4th grade standards. To address this, a course consisting of 17 classes was created for all 8th graders in order to help students “catch up” on content and close those gaps. These classes are very focused on individual students and their specific identified needs. Findings went as far back as deficits in the 4th grade. These classes are scaffolded and student progress is monitored weekly by the STEM Specialist through data from both the extra STEM classes as well as the students regularly attended class. In</p>
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					<p>addition. Finally, School 3 is working to begin using the NWEA science component in order to obtain baseline data that is consistent and to project levels of proficiency in science for students before NYS assessments occur. Data from this assessment will further drive planning and delivery of targeted interventions to support student progress.</p>
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<i>LEVEL 2 Indicators</i>					
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?
14. 3-8 ELA ED Students Level 2 and above		20%	39% or +3%age points = 23%	NWEA, subgroup projections	School 3 has a poverty rate of 90%. The educationally disadvantaged (ED) population, as a substantial part of the All Student Group receives the same supports that all student do. (See above, indicator #9).
17. 3-8 Math Black Students Level 2 and above		25%	34% or +3%age points = 28%	NWEA, subgroup projections	School 3's percentage of black students is ~80%. As a substantial part of the All Student group, students receive the same supports that all student do. (See above, indicator #15 above)
49. 3-8 ELA ED Level 2 and above Gap with		16%	10% reduction or -3%age points =	NWEA	School# 3 has a poverty rate of 90%. The ED population, as a substantial part of the All Student group receives the same supports that all student do. (See above, indicator #9). This analysis will be completed following NYS testing.



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non-ED Students			13%		
94. Providing 200 Hours of Extended Day Learning Time (ELT)				<p>Progress monitoring via 21st Century grant evaluation, and district internal based, and District-based assessment of ELT implementation</p>	<p>School #3 runs from 9 – 4:30, serving all students K-8 in an Extended Day Learning Time model (ELT). The program provides time for academic and social/emotional interventions and enrichments which offer a mix of arts, STEM and social-emotional opportunities. It also allows time for facilitated teacher collaboration.</p> <p>Intervention support is provided 5 days a week, 40 minutes a session, with classroom teachers providing Tier 1 supports and intervention as well as:</p> <ul style="list-style-type: none"> ● Tier 2 (using skills strand assessment and remediation guide) for kindergarten through second grade from Reading Teacher and Intervention Teacher; ● Tier 2 and 3 (using Leveled Literacy Intervention (LLI) for Grades 3 – 6) by Intervention Teacher ● 2 additional Intervention per diem subs have started ● AmeriCorps is providing acceleration for Grades K – 6 <p>Enrichment (PIE time) offers:</p> <ul style="list-style-type: none"> ● Kindergarten through First Grade: Social Emotional Curriculum ● Grades 2 through 4: Student choose from Yoga, Crazy 8’s Math club, Therapeutic Coloring, Exploring Space, Friendship Bracelet Society, Exploring Martial Arts, Jr. Lego League, and Little Stemmies Exploration. ● Grades 5 through 6: Student choice from Bridge Designing, Building Stories, Crazy 8’s Math club, Introduction to Hip Hop Dance, Chess, and Game Time. ● Grades 7 through 8: Student choose from a student run Newspaper, Life Skills, Fit and Fun, Therapeutic Coloring, Graphic Designing, Safe Swimming, Eagle Pride, Cheerleading and Becoming an Author. <p>School 3 has administered a survey following Quarter 1 to students in order to gather data on what offerings could be added to the instructional program and gain insight into the offerings the</p>



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				<p>school currently has. Based on the information gathered the school was able to add a variety of new offerings to the course catalog, these include but are not limited to cheerleading, basketball, taekwondo, building a positive self-image, etc.</p> <p>The main purpose of Extended Day Learning Time at School 3 is to offer enrichment to students. The school has adjusted this offering slightly in an effort to include a stronger academic intervention component to it. Students now receive academic and social-emotional support through the ELT program, this is done so in an effort to increase academic intervention services beyond the scope of the regular school day and pair this with student choice activities to increase student participation and engagement. ELT helps to create more opportunities for kids to be connected to the school, this in turn helps to develop a culture for learning within the community of School 3 and give students substantially more exposure to resources for academic intention and social emotional development. This is tracked through attendance to the program, and due to the fact that ELT is part of the school day from the start of the school day in the morning, the attendance to the program can be reflected in the school's average daily attendance, which is 92.3%.</p>
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<p>98. Chronic Absenteeism</p>		<p>rubric</p>	<p>District includes chronic absence (threshold = missing 10% of days, on rolling basis) and severely chronic absence (missing more than 20%). This metric and roster of students in updated nightly.</p>	<p>Chronic absence has decreased at this point in the year, with 21% of students having missed more than 10% of days compared to 23% same time last year. Additionally, in K-3, the school has reduced chronic absenteeism by 5% YTD. The average daily attendance of 92.3% is something to celebrate compared to last year's ADA as will be done during the February School Attendance Celebration.</p> <p>The District appealed the chronic absenteeism indicator results for SY 15-16, resulting in a reversal of the decision. With this, the school has now met 50% of its metrics from last year. The school acknowledges that gains are only a starting point for improvement. In order to meet or exceed attendance targets for SY 16-17, the school has prioritized accurate taking and monitoring of attendance. The principal along with the Attendance Team monitors the chronic absence list weekly in order to identify students and determine root causes for absences. Social workers have increased the frequency of home visits for chronically absent students, visiting identified students' homes weekly. St The school continues to participate actively in the District's monthly attendance blitz which regularly visits families with chronically absent primary students in order to re-engage students and their families. This is demonstrated by the reduction of chronic absenteeism and increased overall attendance.</p>	<p style="text-align: center;"> Yearly Campus Avg Daily Attendance Compared to District ADA <small>Standard</small> </p> <table border="1" style="margin-top: 10px;"> <caption>Yearly Campus Avg Daily Attendance Compared to District ADA</caption> <thead> <tr> <th>School Year Description</th> <th>Campus / District (%)</th> </tr> </thead> <tbody> <tr> <td>2012-2013</td> <td>~88.0%</td> </tr> <tr> <td>2013-2014</td> <td>~87.0%</td> </tr> <tr> <td>2014-2015</td> <td>~86.0%</td> </tr> <tr> <td>2015-2016</td> <td>~85.0%</td> </tr> <tr> <td>2016-2017</td> <td>~85.0%</td> </tr> </tbody> </table>	School Year Description	Campus / District (%)	2012-2013	~88.0%	2013-2014	~87.0%	2014-2015	~86.0%	2015-2016	~85.0%	2016-2017	~85.0%
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Part II – Key Strategies



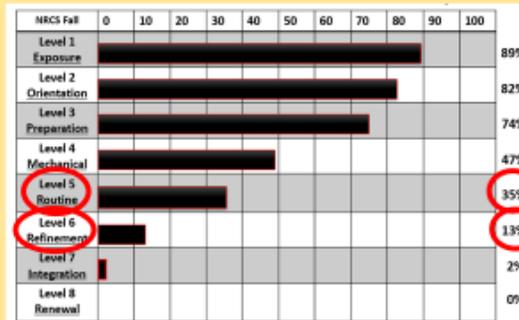
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<u>Key Strategies</u> Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i> , but are part of the approved SCEP, SIG or SIF plan.			
Identify key strategy.		Status (R/Y/G)	Analysis 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.	STEM Program	Green	This quarter continues to see expansion on how STEM instruction and experiences are integrated into the fabric and culture of NRCS. We placed emphasis this summer and fall on being more visible in the middle school grades. NRCS works to progress monitor teachers' use of STEM strategies and resources through the Concerns-based adoption model survey. The survey is administered 3 times a year with the fall baseline being live now. The data shows that despite a 25% rate of teacher turnover, NRCS has experienced significant growth in adoption of STEM practices and strategies at most grade levels.

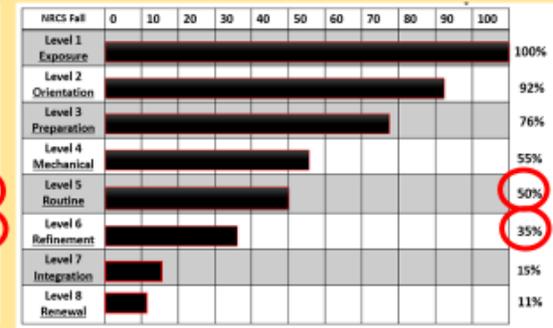


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Fall 2015 NRCS School Wide CBAM Survey



Fall 2016 NRCS School Wide CBAM Survey



From implementation of the STEM Magnet Transformation at NRCS the school has seen a staff turnover of 25% from 2014-2015 and 25% from 2015-2016.

Fall 2016 CBAM results in the largest growth occurring in the more advanced levels of the CBAM despite the second straight year of significant staff turnover.

STEM Focused Programs in progress at Middle School:

- NRCS launched a 7th Grade Career Research Investigation Project. A collaboration of 7th grade Technology, Art and FACS (Family and consumer science) teachers which began with career interest surveying last spring and is now providing students with shadowing, research and exploration experiences. Industry partners are: Lenel/UTC, RMSC, Gannett/D&C, City Historian, NRCS K & 1 teachers, NRCS Cafeteria Manager, NRCS Social Worker, RCSD Physical Therapist, District Attorney's Office, First Student Transportation, Department of Environmental Conservation, and



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			<p>LaBella Associates.</p> <ul style="list-style-type: none">• One Cubic Foot Project – http://senecaparkzoo.org/citizen-science/ - The 7th Grade Science Honors Class is part of the region-wide study of the Genesee River. Once declared one of the United States’ most polluted rivers, the Genesee River is being brought back to life through the efforts of many, allowing the reintroduction of North American river otters and lake sturgeon. Students contribute by providing invaluable scientific information and baseline data regarding the plant and animal species now living the in the Genesee.• “A Long Walk to Water” Expedition - 7th Grade students engage in an interdisciplinary unit facilitated and implemented at the Seneca Park Zoo – Monday 10/24 and Friday 10/28. The experience incorporates a scientific field study and a self-guided creative writing activity within the Zoo and aligns to both ELA and Science standards.• The Saturday Rochester Young Scientist Club links 5th and 6th grade students to medical students at the University of Rochester for hands-on lab experiences and mentoring into a science profession. <p><u>Schoolwide events</u></p> <ul style="list-style-type: none">• Wednesday Jan. 25th - Winter STEM EXPO and Family Science and Engineering night event. NRCS had the greatest turn out of the year with about 150 people attending. NRCS school staff, AmeriCorps and G2 volunteers helped to make this event a great success. The evening event was designed as a two part experience for families. In the primary and intermediate STEM Labs, student presenters from each classroom shared through display and oral presentation, the STEM experiences their class had participated in during the first semester. Families then participated in the Engineering and Science activities set up in the Café. The evening event was capped off with a family pizza dinner. <p><u>Staff Professional Development</u></p> <ul style="list-style-type: none">• ELST (Elementary Level Science PD) - K-4 eligible• Interdisciplinary Unit Writing - K-6 eligible• STEM Challenge Introduction - K-8 eligible• NRSC School Website Teacher Page management - K-8 eligible• Book Circle <i>Resistant Learner; Reach Me Before You Teach Me</i> – K-8 and school staff eligible
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2.	Literacy Instruction & Intervention	Green	In Quarter 3 the school is in the process of hiring an additional literacy intervention teacher to assist with targeted supports. Results from the winter administration of the NWEA informed regrouping of students by academic need and identified skill gaps that need to be addressed before the NYSED ELA assessment in the Spring.		
3.	Social/Emotional-Restorative	Green	The school has reached out to members from Action for a Better Community to offer additional supports targeted to young ladies in the 7th and 8th grade that have multiple disciplinary referrals of are frequently in need of mediation with other students (specifically other young ladies). Students have been identified and are currently working in an ELT group focused on empowerment and positive self-identity series in conjunction with support from the Center for Youth.		
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)	
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
	NRCS has merged its Community Engagement Team with its pre-existing School Based Planning Team. The team meets monthly and continues to refine its work. Merging the two teams has allowed a more all-inclusive response to school needs and has better informed stakeholders outside of the school building. For example, when discussing challenges to academic progress at NRCS in SBPT meetings, the need for increased social and emotional supports often surfaced. CET members whose primary focus is providing social and emotional supports, have provided additional resources to students and families (financial, clothing, hygiene essentials, and winter outerwear).
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
	<p>In the last quarter the Rochester City School District (RCSD) has taken significant measures to improve supports to our schools in Receivership status to successfully meet their Level 1 and Level 2 Demonstrable Indicators. Since the last report the following has occurred:</p> <ul style="list-style-type: none"> · Appointed a Chief of Intensive Supports and Innovation to oversee Receivership schools · Developed a Theory of Action/Action Plan for Receivership schools · Revised the RCSD’s placement practices in Receivership schools · Allocated funds to each school based on each school’s request. Funds are dedicated to meet all students’ academic and social and emotional needs. Funds also supported innovative structures that support each school’s signature and school plan · Provided critical data to each school, every child by face and name, that is essential to personalize learning for every student · Developed a professional learning group among Receivership principals, which included an organized retreat, scheduled weekly calls and monthly meetings



	to specifically address ongoing and immediate needs for each school <ul style="list-style-type: none"> · Provided regular visits to schools and engage in regular classroom and school walkthroughs · Engaged in data deep dive conversations with principals and leadership teams to develop critical data driven dialogue among principals, teachers and stakeholders · Offered additional supports as needed at each school based on needs · Established and engaged in RCSD leadership team walkthroughs 				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	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

<u>Instructional Technology Plan</u>		
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.	Current status of the District Technology Plan pertinent to this school	Currently, School 3 has a 1:6 ratio of Chromebook carts to students in Grades 3-6 with an additional 3 to 4 desktop computers in each classroom. <ul style="list-style-type: none"> ● Grades K-2 have iPads and desktop computers inside of classrooms. ● Grades 7-8 have Chromebook carts in the core subject classrooms. ● Chromebook carts are also in the 7/8 Spanish and Technology Classrooms for use in Virtual Spanish 1 and I-ready programs. ● School 3 also has a pending technology grant with the purpose of expanding to 1:3 Chromebook technology in grades 3-6.



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			<p>The first “phase” of professional development to support the pending deployment of equipment, titled “Google: Ready, Set, Go,” became available District-wide.</p> <p>As stated above, Chromebooks, Desktops and iPads are accessible throughout the building. SMART Boards are utilized in every classroom. Document cameras are utilized in some classrooms throughout the building as well. Instructional software (Compass, iReady, Castle Learning, Lexia) is used as an intervention tool in small groups and whole class instruction. Some grade levels are receiving weekly progress reports for Compass to view student usage and progress. Classes are being taught through Google Classroom and eLearning in 7th & 8th grade classes.</p> <p>Although School 3 has embarked on a Digital Transformation we are still awaiting the Smart Bond Funding. The application is under review and we expect funding to become available during the latter half of the 2016-2017 school year. As funding arrives, schools will see a significant increase in student devices. Meanwhile, tailored professional development has been created and offerings will commence during the 2016-2017 school year. The professional development series "Ready, Set, Go" is mandatory for teachers to begin receiving devices.</p> <p>School 3 will be phased in over three years, with 3 classrooms: 1 cart in the 2016-2017 school year, 2:1 in 2017-2018 school year and 1:1 in the 2017-2018 school year.</p>		
2.	Use of technology in the classroom		<p>NRCS utilizes technology in all classrooms as teaching tools and resources for students to access the curriculum and to provide intervention and enrichments supports. All students in grades 7 and 8 have access to Chromebooks (1:1) and students K-3 have iPads (5) in the classroom. Students in grades 3-6 have access to Chromebooks through sharing carts as well. Additionally, there is a computer lab in one of the music rooms (technology in music) and smartboards in each classroom. With readily available technology, students have access to intervention programs such as First in Math, I-Ready and Compass. Availability of technology has made the task of providing intervention services more efficient and with greater frequency</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 V – Budget

<u>Budget Analysis</u> 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#3.
Primary expenditures in the SIG grant include ELA intervention staff, STEM coaches and teacher hourly pay to support Expanded Learning Time (ELT). Additionally, a small amount has been set aside for additional staff professional development and community partners who also support ELT.		Expenditures are on track and support student intervention, staff professional development, and contracted services and staff additional pay to implement ELT. Upon review of budget, no course corrections are necessary at this time.



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.	School #3 will detail best practices in the Quarter 3 report that can be demonstrated through data analysis.	

Part VII – Assurance and Attestation



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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* *EDW*
Date: 2/17/17

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): Angela Clemons
Signature of CET Representative: *Angela Clemons*
Date: 2/15/17