Receivership Schools ONLY

Quarterly Report #3: *January 15, 2018 to April 20, 2018* and Continuation Plan for 2018-19 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:		
Nathaniel Rochester School No. 3	2616000100003	Rochester City School District		Check which plan below applies:		
				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, Superintendent	Rodney Moore	Dr. Elizabeth Mascitti-Miller, Chief of Superintendent's Receivership Schools and Innovation Michele Alberti White, Executive Director of School Innovation Dan Hurley, School Ambassador, OSI	K - 8	9% *Internal SPA		16.6% *Internal SPA	507 *Internal SPA 4/20/18

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*.

NRCS School No. 3 remains focused on its transformation strategies to provide students with equitable opportunities for an engaging inquiry-based STEM education, using the expanded day to provide social-emotional supports and targeted academic interventions. The foundational structures have been developed and this year in particular has seen NRCS leading the way in STEM experiences and strengthening its ability to respond to student needs in an increasingly strategic manner. Specifically, strides have been made relative to these key strategies:

1. STEM-NRCS has partnered with the Seneca Zoo created an opportunity for teachers to collaborate with zoo educators to create expeditionary experiences for students at the zoo and for zoo educators to push into classrooms during Science instruction. 1st and 5th grade teachers are involved in the training and students at both of those grade levels are scheduled for their first trip to the zoo.

2. Academic Interventions - Using a data analysis protocol of NWEA data, the school leadership team has identified key areas and grade levels in need of additional support. To support these areas, they have identified curricular coaching for teachers and small groups for academic interventions for students. Interventions will be aligned with standards and delivered by classroom teachers and instructional coaches.

3. Improvement of School Climate - An additional Center for Youth crisis intervention staff member has been added. This staff member comes with a background of supporting classroom instruction and behavior in BOCES classes. Every grade level was provided funding to celebrate student progress and achievement through generous community donations.

4. Implementation of the Community Schools Model- A family night on 1/25 with a focusing on STEM, a Black History Month Community Celebration on 2/28 and a Black History is Every Month Showcase on 3/20 all addressed culture in schools, upcoming NYS assessments, and the Community Schools Model. The Community Schools site coordinator position has been offered and the contract is currently being processed.

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.

Please note - This document also serves as the C*ontinuation Plan* for Receivership schools for the 2018-19 school year. All prompts submitted under the *"2018-19 School Year Continuation Plan"* heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.

Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the third quarter in light of their realized level of implementation and their impact on student learning outcomes. *2018-19 Continuation Plan* sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – *Demonstrable Improvement Indicators (Level 1)*

> *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	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
5. School Safety	8	20% Reduction in serious incidents		The school did not meet the progress targets for 2016-17 for this indicator. The school is expected to meet the progress target for this indicator for SY 2017-18	**Re-Connect Rooms** NRCS has two Re-Connect Rooms, one for grades k-6 and one for 7-8. Students who come to the Re-connect rooms are evaluated to see if their needs could be met by Re-Connect staff, or if necessary, students can be referred to school counselors, social workers, principals, or other staff. Re-connect staff listen to student concerns, ensuring the space is non-punitive, having a clear system for student arrival, referral, re-entry to class, and for following-up. This proactive measure has been an effective triage for students before behavior escalates. **SEL Curriculum**	VADIR Reporting SPA, internal data warehouse School tracking tool for social emotional supports	**Average Daily Attendance Data** 90.4% as of 4/20/18, a 1.5% decrease from the 91.9% in 2016-17. Attendance in all grade levels is above the District average daily attendance. Grade 8 has the highest rate of attendance with 92.9%.11 Attendance Referrals have been submitted either to CPS or CO/FACT. There are currently 21 students with perfect attendance. Staff are active in addressing absences of more than 2 consecutive days to ensure students return to school and families are supported. **Suspension/Serious Incident Data:** Out of School Suspensions continue to be down from this time last year, as per internal SPA data below. The school has	Establishing consistent systems to provide and monitor social-emotional support will remain a central focus next year. The school has seen a significant decrease in serious incidents through the 17-18 school year, so we will continue refining many of the new practices and systems established this school year, but we will also ● Include 2 days (of the 4 day cycle) of social emotional supports for all students K-6 which will include focus on restorative practices/circles and mindfulness ● The first day of each school week will focus on restorative

				A universal social-emotional curriculum (Positive Action) has been purchased and is being delivered to students through the social workers. Additionally, two full time employees from the Center for Youth push into classrooms and deliver curriculum from Get Real About Violence and the Teen Outreach Program. Additionally, they deliver character education through the NED (Never give up, Encourage others and Do your best). **Restorative Practices:** Restorative practices continue to be utilized school-wide.		had 4 serious incidents year to date. The school is demonstrating a decrease of Out of School Suspensions from 2016-17. There have been 62 Out of School Suspensions as of 4/20/18 compared to 108 in 2016-17. **Re-Connect Rooms** As of 4/20/18, there have been 3915 (3,479 elementary and 436 secondary) visits to the Re-connect Rooms.	practices/circles in grades 7 and 8 ● All staff will be trained in the The Relationship Model of Educational Intervention (Dr. Joy DeGruy) ● All staff will be offered the opportunity to take part in Victorious Minds Academy (VMA) training which focuses on relationships and cultural relevance in the classroom We note that most of the social-emotional supports planned do not require associated SIG funding, either because they are funded through complementary funding streams or they are changed in practice, rather than new resources.
9. 3-8 ELA All Students Level 2 and Above	20%	6% Increase (26%)		The school met the progress target for this indicator for SY 2016-17 The school is expected to meet the progress target for this indicator for SY 2017-18	**Reading/Intervention Specialists:** The Reading Specialists have been working with Tier 2 and Tier 3 students. Students are progress monitored based and grouped based on their strengths and needs.	NWEA ELA Marking period grades RCSD Common Assessments Other Formative Assessments: -F & P - Brigance (k-2)	Based on the Winter NWEA data and the NYS Linking Study a total of 84 students (Grades 3-8) are projected to score a level 2 or above on the 2017 NYS ELA test. Our metric indicates that we needed 86 students (Grades 3-8) to score Level 2 and above. Our data projections indicate that we are	NWEA data suggests that the right structures are in place, but that next year's efforts should continue to focus on strengthening: ● The intervention delivery model. Intervention teachers will be

					Reading and intervention teachers will assist teachers in administering benchmark assessments; NWEA MAP (K-8 Reading and Math), F&P Assessments and RCSD Common formative Assessments.. This data will be analyzed and used to develop flexible groups during intervention blocks. NRCS has incorporated 4 reading /literacy specialists focused in grades K-2, 3-4, 5-6 and 7-8. K-2 intervention has focused on synthetic phonics in order to further support the instruction in the classroom. **Professional development:** Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to identify and address gaps in achievement. Writer's workshop in		very close to meeting this indicator. NWEA Winter Results (330 students) ● Level 1 -236 students (72%) ● Level 2 - 71 students (21%) ● Level 3 - 13 students (4%) ● Level 4 - 2 students (1%) ● **Level 2 and above (25%)** **Grade Level Distribution** <table><tr><td>ELA</td><td>Total Percentage Level 2 or Above</td></tr><tr><td>3</td><td>22.81</td></tr><tr><td>4</td><td>17.78</td></tr><tr><td>5</td><td>25.</td></tr><tr><td>6</td><td>29.27</td></tr><tr><td>7</td><td>30.12</td></tr><tr><td>8</td><td>22.77</td></tr><tr><td>Total</td><td>24.8</td></tr></table> Since data analysis between the fall and winter suggested additional supports (PD, targeted intervention and more frequent monitoring) are needed in specific grade levels as we saw a decrease in in student performance in 3rd, 4th and 7th grades (Winter NWEA). Teachers at those grade levels are creating plans	assigned to specific grade levels and classes giving them the opportunity to plan with teacher teams and work with two guided groups during intervention periods ● An instructional coach will focus on PD and modeling Readers' and Writers' Workshop for grades K-6

					grades in grades K-5 is being implemented. Training is conducted at grade level meetings and during individual coaching sessions		for every student that has shown a significant decrease in performance. Additionally, the school has identified students who are a few percentage points away from meeting targets and doubled down on in-class and pull-out intervention opportunities through small group, standards based instruction. ● Students at grades 3-6 in need of more intensive interventions are using Leveled Literacy Intervention by Fountas and Pinnell. ● Students in Grades 7 and 8 in need of more intensive interventions receive instruction using Really Great Reading Phonics Boost and Phonics Blitz. The administration of the NYS ELA assessment for grades 3-8 proved to be successful with only 3 students opting out and over half of all students testing for more than than 90 minutes during each testing day.	
15. 3 - 8 Math All Students Level 2 and Above	25%	6% Increase (31%)		The school did not meet the progress target for this indicator in 2016-17	**Blended Learning:** In order to provide additional math	NWEA Math Marking period grades	NWEA Winter Results (347 students) ● Level 1 - 252 students (73%)	Grade level instructional coaches will support the work at NRCS next year,

| | | | | The school is expected to meet the progress target for this indicator for SY 2017-18 | intervention, teachers are implementing Zearn (grades 1-5). The data coach and centralized math coach for RCSD are collaborating with grade 1 and 2 teachers to implement Zearn. All teachers K-6 have access to teacher toolbox. and a scaffolded intervention guide created by the district to support teachers in bridging gaps. Additionally, Math Teachers in 6-8 have been trained in I Ready and are implementing it as an intervention.

On-site Math Coach:
A centrally-assigned Math Coach provided on-site Zearn training for both teachers and students.

Acceleration Opportunities:
Moved from 1 section of Algebra (16-17 sy) to 3 sections of Algebra including a section of 7th grade students. Replicating | Other Formative Assessments:
-K - 2: Brigance
-6 - 8: iReady
-Zearn | Level 2 - 79 students (23%) Level 3 - 12 students (3%) Level 4 - 4 students (1%) **Level 2 and above (27%)**
Grade Level Distribution

Data analysis between the fall and winter suggest additional supports (PD, targeted intervention and more frequent monitoring) were needed in specific grade levels as we saw a decrease in in student performance in 4th and 5th grades (Winter NWEA). We are meeting with teachers at those grade levels to create plans for every student that has shown a significant decrease in performance. Additionally, we are identifying students who | which will include:

Continued use of grade level collaboration time to analyze the common formative assessments in order to deepen the understanding of the standards and to adjust instruction and intervention. A more aggressive schedule of math intervention from the start of the school year based on Spring 17-18 data |

Grade Level Distribution table:

Math	Total Percentage Level 2 or Above
3	38.59
4	26.67
5	18.75
6	26.83
7	25.61
8	25.25
Total	26.89

last year's Algebra Regents pass rate of 90% (19 of 21 students) will have a significant impact on our math results

Professional Development:
Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to recognize and address gaps in achievement. Weekly meetings allow teachers time to collaborate to align instructional delivery with district expectations

Additional Supports:

Increased the allocation of math-focused instructional coaching and utilizes outside partners (Americorps and Third Presbyterian Church) to create scheduled intervention and tutoring opportunities for all

are a few percentage points away from hitting the mark, and doubling down on in class and pull out intervention opportunities through:

- Grades 3-6 conducted small group intervention outside of the regular Math block twice a week with instruction based on NYS assessment released questions focused in the individual student's area of need as identified by NWEA, Common Formative Assessments, and class work. Also, the use of ZEARN as a part of the math instructional block increased significantly between the second and third quarter

- Sixth grade classes implemented IReady for students during their Math instructional block

- Students in grades 7 and 8 used IReady as an intervention during AIS time.
- 50 students are

				students Adjusting the job responsibilities of all "coaches " in the building. They will now be classified as intervention support teachers and spend at least 50% of their professional time with students.			currently scheduled to take the regents algebra exam. As of a month ago, over 75% of those students were projected to pass which will have a positive impact on our math indicators	
33. 3 - 8 ELA All Students MGP (Newly Identified 2016-17 Level 1 Indicators based on 2015-16 Results)	48.6	2% increase OR 50%		The school met the progress target for this indicator for SY 2016-17 The school is expected to meet the progress target for this indicator for SY 2017-18	See indicator #9 above	See indicator #9 above	See indicator #9 above	See indicator #9 above
39. 3 - 8 Math All Students MGP (Newly Identified 2016-17 Level 1 Indicators based on 2015-16 Results)	48%	2% increase OR 50%		The school met the progress target for this indicator for SY 2016-17 The school is expected to meet the progress target for this indicator for SY 2017-18	See indicator #15 above	See indicator #15 above	See indicator #15 above	See indicator #15 above
85. Grades 4 and 8 Science All Students Level 3 and Above	42%	6% Increase 48%		The school did not meet the progress target for this indicator in 2016-17 The school is uncertain as to whether or not it will meet the progress target	Students in grade 4 are meeting in small intervention groups outside of Core Science instruction to focus on performance and content review of the 4th grade	Marking period grades School created Science Pre/Post Assessments NYS Test Prep Daily Warm-ups	**Marking Period Data:** As of 4/20/18, 73.7% (28 of 38) of 8th Grade students taking Life Science were passing.	Grade level instructional coaches will support the work at NRCS next year, which will include: ● Push in Science 8

| | | | | for this indicator for SY 2017-2018. | science curriculum.

Students in grade 8 have a push in model of intervention with 2 highly qualified science teachers. Additionally, there are 2 sections of Living Environment this year which will hopefully have a positive impact on science 8 achievement.
The school has created and administered benchmark assessments for 4th and 8th grade . Data from these assessments has been used to inform intervention through small group inst | | | | intervention schedule for 8th graders instead of taking a 2nd year of Technology class.
● A more aggressive schedule of science intervention in the 4th grade from the start of the school year based on Spring 17-18 data from a local assessment |

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	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 – *Demonstrable Improvement Indicators (Level 2)*

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	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level	What are the SCEP/SIG/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any	What are the formative data points that are being utilized to assess progress towards the target for this	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator

				2 indicator, please answer yes or no below.	adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	demonstrable improvement indicator?		
14. 3 - 8 ELA ED Students Level 2 and Above	20%	6% Increase OR 26%		The school met the progress target for this indicator for SY 2016-17 The school is expected to meet the progress target for this indicator for SY 2017-18	See indicator #9 above 90% of the school's student population is considered "Economically Disadvantaged". This is a significant portion of the the school's All Student population.			See indicator #9 above
17. 3 - 8 Math Black Students Level 2 and Above	25%	6% Increase OR 31%		The school did not meet the progress target for this indicator in 2016-17 The school is expected to meet the progress target for this indicator for SY 2017-18	See Indicator #15 above 70.6% of the school's student population is considered "Black or African American". This is a significant portion of the the school's All Student population.			See Indicator #15 above
49. 3 - 8 ELA ED Level 2 and Above Gap with non-ED Students	16%	6% decrease OR 22%		The school did not meet the progress target for 2016-17 for this indicator, but the target was suppressed due to less than 30 students being in this group	See indicator #9 above			See indicator #9 above
94. Providing 200 Hours of Extended Day Learning Time (ELT)	NA	TBD		The school met the progress target for this indicator for SY 2016-17 The school is expected to meet the progress target for this indicator for SY 2017-18	School #3's expanded learning model continues to impact the school's positive growth in climate and academic success. Through the expanded day, the school has been able to :	Attendance data School Safety data Student/Parent Survey	NRCS has a 7 ½ hour school day from 9am – 4:30pm , serving all students K-8 through these extended hours. This will allow the school to exceed the 200 hours of ELT for the school year.	

					• Facilitate focused teacher collaboration time • Provide time for delivery of SEL curriculum • Provide enrichment opportunities for students (Future Cities, Lego Club, and Young Scientists program at the University of Rochester)		See indicator #5 above and NYSED ELT Rubric	
98. Chronic Absenteeism	NA	TBD		The school met the progress target for this indicator for SY 2016-17 The school is expected to meet the progress target for this indicator for SY 2017-18	The school is using data from the internal SPA system to track chronically absent students daily. Weekly attendance team meetings identify students that are at risk for chronic absenteeism and provide intervention and prevention strategies to teachers and staff working with those students.	SPA data Weekly Attendance Team meeting data	A Community Schools Site Coordinator with deep connections to the school's families was recently hired. One of the responsibilities of this position will be to address attendance issues and build relationships with students and families that are chronically absent. Based on the history of chronic absenteeism reduction, increase in daily attendance rates and new organizational structures in place to monitor and address issues of attendance (featured in a district wide publication), we project that we will meet this metric.	The school will begin the 18-19 school year with a Community School Site Coordinator and Parent Liaison who will work in collaboration to support District and building level attendance initiatives. Both of those positions were not filled until late in the 2017-18 school year.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy _with impact_.	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 – *Additional Key Strategies – (As applicable)*

(This section should only be completed as needed, for strategies not already listed in Parts I and II.

Key Strategies
Identify any key strategies being implemented during the current reporting period that are _not described in Part I or II above but_ are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention Plan. Responses should be directly aligned with approved 2017-18 interventions plans (SIG or SCEP), and should include evidence and/or data used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.

List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).		Status (R/Y/G)	Analysis / Report Out	2018-19 School Year Continuation Plan
1.	Use of technology in the classroom to deliver instruction	Green	All 3-8 teachers now have access to chromebook carts in a 2:1 ratio. Carts are shared with ability for teacher to plan for using entire cart when needed. Chromebook Technology used daily for grades 3-5 for Zearn Math as a treatment school, 3-6 for compass, lexia Google Classroom used 3-8 with google apps for projects, lessons, and assessments. Elearning used for some 7/8 class assignments and assessments ready for Math ramp up in grades 7,8 and some 6th. K-2 teachers have 6 ipads which are used as one of their learning centers for Zearn, Lexia, Raz-kids and Seesaw.	We do not expect any further additional technology purchases other than updated software or IReady (ELA) for grades 6-8. All 3-8 teachers now have access to chromebook carts in a 2:1 ratio. Carts are shared with ability for teacher to plan for using entire cart when needed. Chromebook Technology used daily for grades 3-5 for Zearn Math as a treatment school, 3-6 for compass, lexia Google Classroom used 3-8 with google apps for projects, lessons, and assessments. Elearning used for some 7/8 class assignments and assessments ready for Math ramp up in grades 7,8 and some 6th. K-2 teachers have 6 ipads which are used as one of their learning centers for Zearn, Lexia, Raz-kids and Seesaw.

2.					
3.					
4.					
5.					
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**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 – *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. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2018-19 School Year.	
Status (R/Y/G)	Analysis/Report Out

(table continued)

Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan

	● The CET would like to discuss expanding the NRCS Summer Scholars program to include more students and volunteers. This would allow more students access to an accelerated program of studies by the 7th and 8th grade ● A Community Schools Site Coordinator has been hired through the Center For Youth for NRCS. This Position will run through the end of the school year and then the 2018-2019 school year as well	● CET Meetings will continue on a monthly basis at NRCS for the 2018-2019 school year. The position of Chairperson will transition to the Community Schools Site Coordinator instead of the principal. ● NRCS looks to add additional members to the team to represent new partnerships

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. Please identify any changes in Receivership Powers to be utilized in the 2018-19 School Year.

Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan
	The Superintendent Receiver Authority continues to be utilized in multiple ways for the 17-18 school year: 1. Election to Work Agreements (EWA) continue 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 continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers. 3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made. 4. The Chief of Superintendent's Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on	The Superintendent Receiver Authority will continue to be utilized in multiple ways for the 18-19 school year: 1. Election to Work Agreements (EWA) continue 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 continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers. 3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made. 4. The Chief of Superintendent's Receivership Schools holds 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.	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.
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Part V – *Budget – (As applicable)*

(Please complete this section regarding any applicable funding: such as the Community School Grant (CSG), the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG) 1003(g). Add rows as needed.)

Budget Analysis			
Please designate either as CSG, PSSG or SIG expenditures and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 17-18 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.	**ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:** ● **SIG FS-10 2018-19 BUDGET AND BUDGET NARRATIVE AS APPLICABLE.**
SIG		Code 15: ● Additional hourly pay for ELT delivery for summer program Code 16: ● Additional hourly pay for civil service for summer program Code 45: ● Funding to provide daily snacks and basic supplies to students during summer programming	**DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS.** **BUDGET FORMS ARE AVAILABLE AT:** http://www.oms.nysed.gov/cafe/forms/ .

		Code 46: ● Provide transportation for 50 students to attend summer program	
CSG:		Code 15: ● Additional hourly pay for ELT delivery Code 16: ● Additional hourly pay for civil service and custodial Code 40: ● Additional social emotional supports during expanded day ● STEM mini course at Rochester Museum and Science Center ● Contract underway for STARBRIDGE to assist parents in SPED process Code 45: ● Ordering laptops for site coordinator and parent liaison ● Purchase order underway for emergency funds for immigrant/refugee families fleeing recent natural disasters Code 46: ● Principal registered for February CS PD in NYC ● Parent transportation (bus passes) being purchased.	

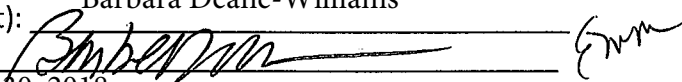## Part VI: *Best Practices (Optional)*

> ### *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.	
2.	
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: _____

Date: April 30, 2018

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 into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2018-2019 Community Engagement Team plan and membership.

Name of CET Representative (Print): _Elyette Clyburn_

Signature of CET Representative: _____

Date: ___4/20/18___

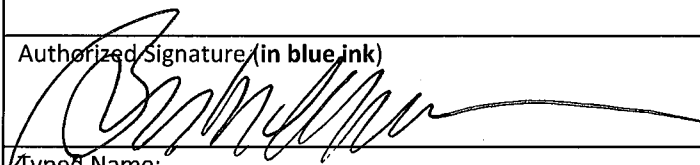The University of the State of New York

THE STATE EDUCATION DEPARTMENT
Albany, NY 12234
2018-19
School Improvement Grant 1003(g)
Continuation Plan Cover Page

District Name	Rochester City School District		
School Name	Nathaniel Rochester School No. 3		
Contact Person	Rodney Moore	Telephone (585)	262-8272
E-Mail Address	Rodney.Moore@rcsdk12.org		

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THE STATE EDUCATION DEPARTMENT
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District Name: Rochester City School District	

School Name	Nathaniel Rochester School No. 3	

Contact Person	Rodney Moore	**Telephone** (585)262-8272

E-Mail Address	rodney.moore@rcsdk12.org

I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
	Superintendent
Typed Name: Barbara Deane-Williams	Date: April 30, 2018