

Receivership Schools ONLY

Quarterly Report #3: *January 31, 2017 to April 28, 2017* and Continuation Plan for 2017-18 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 Community 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	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*.

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: Teachers are developing STEM units across all grade levels, and NRCS has increased the frequency and depth of STEM experiences for students. All classrooms now participate in schoolwide monthly STEM Challenges, and the middle school career program links students to field experiences with industry partners in STEM careers. NRCS students have done well in STEM competitions around the region this year, and Family STEM Nights are attended by hundreds.
2. Academic interventions: NRCS has widened what was an original focus on reading/ELA, to include Math and Science. This shift utilizes innovative ways of increasing the intervention support for students, particularly in grades 3-8, using additional intervention specialists, item analysis and multiple sources of assessment data. The data that these practices generate help to inform student groupings and strategize placement/responsibility of instructional coaches to provide students more frequent and targeted interventions in smaller groups, in all subjects as needed. The school has also utilized an electronic platform for walkthrough observation to further align the instructional program with interventions.
3. Improve School climate through Restorative Practices: NRCS is committed to a system that responds to students' social-emotional needs rather than a punitive system. Students are provided supports such as in-house mental health providers, crisis interventionists and two Reconnect Rooms. This is the first year of using a school-wide system to track and coordinate social-emotional supports, which allowed problem-solving and adjustment. Unfortunately, the school will not meet its safety indicator this year. However, it has been successful at reducing the instructional time lost. Due to the restorative and multi-tiered response the number of long-term and out-of-school suspensions as well as total days of suspension have been reduced by about 25% this school year.
NRCS's work this school year has focused on academic progress, professional development opportunities, and school climate. Based on student, staff, and parent feedback, NRCS has made significant improvement to the culture and environment for learning. This improvement has allowed the school to move to the implementation phase of quality of instruction, work led by the instructional coaches who embed coaching and other forms of professional development. As the calendar shifts to planning for next year, the reduction of teachers who have chosen to enter the voluntary transfer process is a signal of the improvements in climate and culture. The stability created by staff remaining on board for multiple years will help build the consistency needed for school transformation.

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.



Receivership Quarterly Report and Continuation Plan – 3rd Quarter

January 31, 2017-April 28, 2017

(As required under Section 211(f) of NYS Ed. Law)

Please note - This document also serves as the Continuation Plan for Receivership schools for the 2017-18 school year. All prompts submitted under the "2017-18 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. 2017-18 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)

<i>LEVEL 1 Indicators</i>								
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	Base line	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 progress target for this indicator? For each Level 1 indicator, please answer	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.	2017-18 School Year Continuation Plan for Meeting this Indicator



				yes or no below.				
1. Priority School make yearly progress				No	Please see discussions below.			Please see discussions below, as this is a cumulative measure of school improvement.
5. School Safety	8	15% reduction in serious incidents		No	<p>The school has remained focused on its strategies of promoting a positive climate and designing systems to respond to behavior and social-emotional needs. Key areas of work have included:</p> <ul style="list-style-type: none"> Better utilization of ISS and Reconnect Room in an effort to decrease the use of out of school suspension. Continued Town Hall meetings with students and staff to focus on conveying academic and behavioral 	<p>Suspension Data</p> <p>Social emotional related contact data (a form that is used when students go for mediation) - in order to monitor school safety and the nature of disruptions and behavior.</p> <p>With project AIM - students have workbooks that they complete and that teachers complete to gather information to</p>	<p>While School 3 accepts that they will not meet this improvement indicator (26 serious incidents as of 5/8/2017), it is committed to improving school safety through a focus on building community within the school.</p> <p>This means that the school has invested supports in being responsive and restorative. Therefore, while</p>	<p>School 3 will invest efforts in developing the middle school culture in particular, as it continues with the levels of social-emotional support:</p> <ul style="list-style-type: none"> School 3 is taking another step and looking into building leadership opportunities through the leader In Me and in expanding the accelerated and honors numbers with additional support through



				<p>expectations to students.</p> <ul style="list-style-type: none"> Continued 1:1 meetings with counselor and students that have multiple disciplinary incident to set goals and monitor progress. Allocated resources towards support for middle school. The school has started programs to concentrate on seventh and eighth grade students such as a career exploration program. Center for Youth focusing on image support for girls, and began an Adult Identity Mentoring Project AIM - A program designed to reduce risky behavior, engage youth in present actions to achieve future success and encourage youth to safeguard the future through risk reduction. 	<p>inform group discussions.</p>	<p>suspensions have increased, it is important to note that out of school suspensions have decreased.</p> <p>In School Suspension numbers are up from last year, however this gives the school staff the opportunity to deliver instruction to students in a safe environment, rather than losing contact time due to long term and out of school suspension. Thus, the total number of days lost to suspension is currently 1338, compared to last year's 2217</p> <p>There have been 2900 Reconnect visits, documenting the intensity and volume of social-emotional supports provided.</p>	<p>staffing</p> <ul style="list-style-type: none"> Continue 2 Reconnect Rooms Increased Center for Youth Staff (2016/17 SY - functional family therapist, prevention educator, crisis interventionist) Google drive to coordinate and progress monitor; 2900 supports logged to date. Provide separate transportation for elementary and middle school in order to foster a sense of ownership to middle school students. Middle school students will also have their own entrance and own hall ways within the school. This represents a refocus on the middle school concept which provides adequate
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								<p>social emotional and academic supports for adolescents.</p> <ul style="list-style-type: none">● Reformat of the school schedule with the addition of an advisory class. The schedule will reduce transitions and the opportunity for issues in the hallway. The advisory block will allow students work in a small group setting with a teacher/mentor to spend time on areas such as goal setting, organization, and restorative practices. The school is also working to implement the "Leader in Me" curriculum by Steven Covey as an aspect of the advisement period in the 2017/18
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							School Year.	
9. 3-8 ELA All Students Level 2 & above	20%	3% increase 23%		Yes, the most current Data suggest that NRCS will surpass its progress target	NRCS has incorporated two reading teachers to the staff focused in grades K-2 and 7-8. Additionally, there is one intervention teacher focused on grades K-6 ELA. K-2 intervention has focused on synthetic phonics in order to further support the instruction in the classroom. NRCS Coaches and classroom teachers are providing additional ELA support during PIE for Grades 3-6. Staff was more consistent with goal setting for NWEA.	NWEA progress monitoring from interventions	Based on the Fall and Winter NWEA data and the NYS Linking Study a total of 114 students (Grades 3-8) are projected to score a level 2 or above on the 2017 NYS ELA test. Our metric indicates that we need 100 students (Grades 3-8) to score Level 2 and above. Our data projections indicate that we will just meet this metric.	The NWEA data suggests that the right structures are in place, but that next year's efforts should continue to focus on strengthening: <ul style="list-style-type: none"> Utilizing instructional coaches to support both teachers and students in ELA. Coaches will focus ½ time on instructional coaching with teachers and ½ time on intervention supports with students. Additionally NRCS will retain 2 reading teachers focused on grades K-2 & 7-8. NRCS is working to secure a 3rd reading teacher to focus on grades 3-6. The quality and matching of interventions to



								<p>specific skills/needs</p> <ul style="list-style-type: none"> Guided reading and differentiation of core ELA instruction. <p>The data coach and the intervention teachers in the SIG continuation plan support this work.</p>
15. 3-8 Math All Students Level 2 and above	25%	3% increase 28%		No, the data suggest there will be improvement, but the school may still not reach the progress target	<p>This quarter, School 3 has focused on and intensified their efforts on supporting this metric and providing mathematics interventions. These supports include identifying students to receive additional Math Intervention Grades 3-6:</p> <p>3rd Grade -- 26/54 students (48%) 4th Grade -- 26/53 students (49%) 5th Grade -- 8/48 students (17%) (plus 15 "highs" supported through Walk to Math) 6th Grade -- 12/51 students (24%)</p> <ul style="list-style-type: none"> Technology course used to support 	<ul style="list-style-type: none"> NWEA Data RCSD Common Assessment Data Progress Monitoring documentation 	<p>FALL and Winter NWEA projections estimate 23% of students will score Level 2 and above in the NYS exam. This is an improvement over last year's performance rate of 18%, but remains below the target. The Honors cohort that is taking the Algebra Regents will help boost this percentage.</p> <p>This data is troubling, but not altogether</p>	<p>The following initiatives are planned for the 17-18 school year:</p> <ul style="list-style-type: none"> 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. Adding an additional Math



				<p>math 8 with I-ready</p> <ul style="list-style-type: none">• Additional teacher in Math on Ramp to support targeted intervention• Math director and district couch perform walkthroughs and work with specific teachers on a weekly basis <p>Increasing the allocation of math-focused instructional coaching has helped because she is able to work with teachers on core math instruction, implementing common formative assessments in grades 3-6. Thus, teachers have been able to dig into their class and grade level data to look at the results of their students, and then trace it back to the standards. Analyzing standards, looking at the content emphases,</p>		<p>surprising given that reading intervention has been the priority. While students do receive weekly intervention, including individualized blended learning opportunities such as Compass, it is not as structured nor as frequent as the reading intervention.</p>	<p>teacher to the middle school to guarantee that tier 2 and tier 3 intervention can be accounted for in the master schedule</p> <ul style="list-style-type: none">• I-Ready will be provided to all 7th and 8th grade students as an additional math support (built in the schedule)
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					and overall data analysis has been a focus of this work, delivered through the common grade level data meeting.			
33. 3-8 ELA All Students MGP (NEWLY IDENTIFIED 2016-2017 LEVEL 1 INDICATORS BASED ON 2015-16 RESULTS)	48.6	1% Increase OR 49.6%			Please see discussions about interventions in other sections.	See discussions above.	This is an annual State -provided measure, relative to other students in the State. Hence, projections are not available.	Please see discussions above in indicator 9, which references interventions in other the retention of 2 reading teachers in order to continue to and implement reading interventions.
39. 3-8 Math All Students MGP (NEWLY IDENTIFIED 2016-2017 LEVEL 1 INDICATORS BASED ON 2015-16 RESULTS)	48	1% increase OR 49%			Please see discussions about interventions in other sections.	See discussions above.	This is an annual State -provided measure, relative to other students in the State. Hence, projections are not available.	Please see discussions about interventions in other sections. Specifically, indicator 15 and the increased use of coaches as well as an additional intervention teacher to provide more support to students.
85. Grades 4 and 8 Science All Students Level 3 and above	42%	3% increase		No, 4th and 8th grade students are performin	Since January, students in grades 4 and 8 have been meeting with small intervention groups outside of Core Science instruction to focus on performance	In January, a total combination of 80 students from the 4th and 8th grade scoring a 3 or above on the NYS science	Data collected from the March assessment at the 4th grade level, demonstrates greater student	Beginning in September 2017, School 3 will administer pre/post assessments per FOSS module.



				<p>g below the 47% passing expectation or 80 students combined 4 & 8 expectation for students to score level 3 and above on the 4th and 8th grades NYS Science Assessment.</p> <p>There has been growth at the 4th and 8th grades throughout the 2016-2017 SY. There will continue to be the</p>	<p>and content review of the 4th and 8th grades science curriculum.</p> <p>Programming for Grade 4 intervention has been directly linked to the areas of weakness found in the grade 4 science practice assessment administered this past March.</p> <p>Emphasis has been on using hands-on activities to engage students and support application of conceptual understanding of science based tasks.</p> <p>Programming for the Grade 8 intervention has purposely been focused towards meeting the needs of students who continuously struggle with Core Science instruction as well as those students performing consistently below the expected level 3 on practice assessments and lab session work. All 8th grade intervention has been hands-on (lab design) for students to apply skills and understanding to tasks as</p>	<p>exams (ELST and ISLT) was established as the metric for NRCS.</p> <p>After administering a 2nd assessment in March, instruction was designed to build competency with science standards and performance skills. Each 4th grade class has continued to receive science instruction from classroom teacher and a 2x - 1 hour weekly intervention block per class in the STEM lab with 2-3 instructors.</p>	<p>understanding in regard to test presentation, expectations and Science Practices/Process. Multiple Choice strategies were addressed through ELA and Math preparation sessions, constructed response strategies have been supported as students apply written responses to hands on activities. Additionally, all 4th and 8th grade students have practiced parallel task activities provided by the RCSD.</p>	<p>An immediate upgrade to NRCS science instruction will consist of a reflection of Data in the form of MC and CRQ questions from the 2017 and pre-2017 NYS assessments embedded into FOSS module lessons.</p> <p><u>Professional Development Planning</u></p> <p>Familiarity with the 4th and 8th grade science assessments/standards</p> <p>Identify the progression of the new K-2 NYS Science Standards leading to the 4th grade assessment</p> <p>How to use and write CRQ through science.</p> <p>Vertical teamwork</p>
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				<p>need for immediate intervention in 2017-2018 SY based on results from the 2017 NYS Science Assessment. This information will be critical in planning providing the amount of time needed to identify content/performance needs, identify students and formulate a consistent, direct plan to success for 2018 assessment</p>	<p>designed by the 8th grade science teacher.</p>			<p>focused Science Instruction/ Developmental path for Science at NRCS. Ex. "Students entering 4th grade should know..." "Students entering 5th grade should know..." etc.</p> <p>Using Science Notebooks as a form of informal, formative assessment.</p> <p>Developing lessons that are inquiry based and include the science practices.</p> <p><u>Grade Level Meetings</u></p> <p>Data dives</p> <p>FOSS (Full Option Science System) Module planning in addition to Interdisciplinary pieces.</p> <p>Development of grade level specific science</p>
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				Score of 57% 4th and 8th grades.				Vocabulary using NYS Assessments as guide.
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 – Demonstrable Improvement Indicators (Level 2)

<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.</p>								
Identify Indicator	Baseline	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	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 adjustments made to key strategies since the last reporting period and a rationale	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) which demonstrate impact towards meeting the target.	2017-18 School Year Continuation Plan for Meeting this Indicator



					as to why these adjustments were made.			
14. 3-8 ELA ED Students Level 2 and above	20%	6% increase OR 26%		Yes, the most current Data suggest that NRCS will surpass its progress target	Enhance instructional quality through a targeted focus on deepening understanding of the Common Core Learning Standards and improving research-based practices in inquiry-based methodology, research- literacy instruction, and interdisciplinary project-based learning experiences. —Deepen content knowledge by focusing on the education of mathematics and science teachers as a career-long process; bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills; —Broaden	Based on the Winter NWEA data and the NYS Linking Study a total of 119 students (Grades 3-8) are projected to score a level 2 or above on the 2017 NYS ELA test. Our metric indicates that we need 100 students (Grades 3-8) to score Level 2 and above. Our data projections indicate that we will surpass this metric.	NRCS has incorporated two reading teachers to the staff focused in grades K-2 and 7-8. Additionally, there is one intervention teacher focused on grades K-6 ELA. K-2 intervention has focused on synthetic phonics in order to further support the instruction in the classroom. NRCS Coaches and classroom teachers are providing additional ELA support during PIE for Grades 3-6. Additionally, there has been an effort to collect missing or incomplete free and reduced lunch applications from parents which will reduce the gap between ED and Non-ED students.	The NWEA data suggests that the right structures are in place, but that next year's efforts should continue to focus on strengthening: utilizing instructional coaches to support both teachers and students in ELA. Instructional coaches will become intervention specialists (partially funded through SIG) and focus ½ time on instructional coaching with teachers and ½ time on intervention supports with students. Additionally NRCS will retain 2 reading teachers focused on grades K-2 & 7-8. NRCS is working to secure a 3rd reading teacher to focus on grades 3-6. The quality and matching of interventions to specific skills/needs Guided reading and differentiation of core ELA instruction. The data coach and the intervention teachers in the SIG continuation plan support this work



				<p>pedagogical content through summer institutes and ongoing professional development for teachers to improve their knowledge and teaching skills</p> <ul style="list-style-type: none">—Use data to inform instruction and create a culture of continuous improvement.—Deepen content knowledge by focusing on the education of mathematics and science teachers as a career-long process; bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills;—Broaden pedagogical content through summer institutes and ongoing professional development for teachers to improve their knowledge and			
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					teaching skills — Use data to inform instruction and create a culture of continuous improvement.			
17. 3-8 Math Black Students Level 2 and above	25%	6% increase OR 31%		No. The current data suggests there may be improvement but the school will still come short of the progress target	<p>Winter NWEA projections estimate 21.2% of black students will score Level 2 and above in the NYS exam. This is an improvement over last year’s performance rate of 18.3 %, but remains below the target. The Honors cohort that is taking the Algebra Regents will help boost this percentage.</p> <p>This data is troubling, but not altogether surprising given that reading intervention has been the priority. While students do receive weekly intervention, including individualized blended learning opportunities such as Compass, it is not as structured nor</p>	<p>The school Identified additional students to receive additional Math Intervention Grades 3-6:</p> <p>3rd Grade -- 26/54 students (48%) 4th Grade -- 26/53 students (49%) 5th Grade -- 8/48 students (17%) (plus 15 “highs” supported through Walk to Math) 6th Grade -- 12/51 students (24%)</p> <ul style="list-style-type: none"> • Technology course used to support math 8 with I-ready • Additional teacher in Math on Ramp to support targeted intervention • Math director 	<p>The following initiatives are planned for the 17-18 school year:</p> <ul style="list-style-type: none"> • 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. • Adding an additional Math teacher to the middle school to guarantee that tier 2 and tier 3 intervention can be accounted for 	



					<p>as frequent as the reading intervention.</p> <p>Increasing the allocation of math-focused instructional coaching has helped because she is able to work with teachers on core math instruction, implementing common formative assessments in grades 3-6. Thus, teachers have been able to dig into their class and grade level data to look at the results of their students, and then trace it back to the standards. Analyzing standards, looking at the content emphases, and overall data analysis has been a focus of this work, delivered through the common grade level data meeting.</p>	<p>and district couch perform walkthroughs and work with specific teachers on a weekly basis</p> <ul style="list-style-type: none"> ● NWEA Data ● RCSD Common Assessment Data ● Progress Monitoring documentation 	<p>in the master schedule</p> <p>I-Ready will be offered to all 7th and 8th grade students (built into the master schedule)</p>	
49. 3-8 ELA ED Level 2 and above Gap with non-ED	16%	6% decrease OR		No, current data suggest that the “all students” target will meet the progress	See ELA information above	See ELA information above	See ELA information above	Upon reflection, the number of students identified as economically disadvantage could may not be accurate due to missing or incomplete paperwork turned in to the school from



Students		10%		target, but there may be more than a 10% gap between ED and non ED students. There has been a push to better identify ED students prior to the calculation of 2016-2017 results				families. When reviewing this date. The parent liaison has agreed to take on this task in the next school year to help assure these numbers are accurate.
94. Providing 200 Hours of Extended Day Learning Time (ELT)	NA	TBD		Yes. Current data suggests that the school will surpass this progress target			Progress monitoring via 21st Century grant evaluation, and district internal based on National Center for Time & Learning Aligned with NYSED Receivership rubric	The administrative team will spend the next month working with staff to determine who is willing to stay with the extra hour over contract. The school will still have a seven and a half hour day, which exceeds the expectation for expanded learning. The school will maintain their focus on social-emotional supports, STEM-related enrichments and targeted interventions. The team will also be reviewing intervention to see if more effective use of blended learning is a viable option for sustainability.
98. Chronic Absenteeism	NA	TBD		Yes. Current data suggests the school will surpass this progress target	District includes chronic absence (threshold = missing 10% of days, on rolling basis) and severely chronic absence (missing more than 20%). This metric and		There has been greater involvement from the parent liaison in helping with attendance issues this year, which will continue next year. With him leading the	The school will continue weekly meetings and implementing current strategies for the 2017-2018 school year. Additionally, the school plans on creating a more robust attendance incentive program for students



				roster of students is updated nightly.		<p>charge, the school has moved into second place among the District's attendance focus schools, with K-3 chronic absenteeism being reduced by 20% over the last two school years.</p> <p>The attendance support team meets weekly with the principal regarding specific students who are chronically absent. The team then creates weekly plans that targets specific students with home visits, phone calls and letters addressing chronic and severe chronic attendance</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 III – Additional Key Strategies – (As applicable)

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

<u>Key Strategies</u>			
Identify any key strategies being implemented during the current reporting period that are <i>not described in Part I or II above</i> , 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 2016-17 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant during the 2016-17 school year, or 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	2017-18 School Year Continuation Plan
1. STEM		<p>The school 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.</p> <p>The school has increased its community partners /resources in 2016-2017 adding the following:</p> <ul style="list-style-type: none"> •Seneca Park Zoo (Gardens, classroom support) •Rochester Museum and Science Center (Exhibit Design Expanded Learning opportunity) 	<p>The following initiatives are planned for the 17-18 school year:</p> <ul style="list-style-type: none"> • Redesign the NRCS STEM Advisory board to include greater depth with community resource partners • All school STEM Challenges (100% participation) • NRCS Service Learning Project • “Mini Internship” program for 7th and 8th • 8th Grade Capstone Project • Grant Writing Initiative with Community Resources/Colleges



		<ul style="list-style-type: none"> •Cornell Cooperative Extension (support FOSS interdisciplinary work and middle school science) •Optimax (7th grade) •Department of Environmental Conservation (6th and 7th grades) •Rochester Engineering Society (Engineers working in classrooms to support STEM Challenges and FOSS) •Lenel (programming, middle school) •City of Rochester Informational Technology Dept. (IT) •TruForm Manufacturing (7th grade) •Roberts Wesleyan College (Science 3rd and 4th grades, summer program) •SUNY Geneseo (Summer STEM School and Science) •One Cubic Foot project/Genesee River; Seneca Park Zoo (6th grade) •Rochester City Historian's Office and Local History Department. •Rochester Landmark Society 	
2.Literacy Instruction & Intervention		<p>In Quarter 3, NRCS school staff took on additional groups of students who were identified as needed more support. The middle school literacy specialist served students through her breaks and during expanded learning as well. Results from the winter</p>	<p>The following initiatives are planned for the 17-18 school year:</p> <ul style="list-style-type: none"> • Adjusting the job responsibilities off 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.



		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.	<ul style="list-style-type: none"> • Adding an additional ELA teacher to the middle school to guarantee that tier 2 and tier 3 intervention can be accounted for in the master schedule • Offer professional development on reader's and writer's workshop during the summer of 2017
3.Social/Emotional Restorative		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.	<p>The following initiatives are planned for the 17-18 school year:</p> <ul style="list-style-type: none"> • Professional development focused on student engagement and student leadership • Introduction of an advisory period for all middle school students • Continued professional development in restorative practices
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 – 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 2017-18 School Year.		
Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
Y	In 2016-2017, the Community Engagement Team and the School Based Planning Team were combined because of an overlap of several members in an attempt to be more time efficient. The Community Engagement Team meets monthly, on a schedule that dovetails with School-based Planning Team. The team is scheduled to meet on 5/25/17 to discuss transitioning into the new school year	Upon reflection, NRCS has found combining the SBPT and the CET to be problematic at times because of the amount of information that needs to be shared and discussed. Additionally, NRCS would like to add new members who represent local companies and universities that have partnered with the school during the 2016-2017 school year.
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 2017-18 School Year.		
Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
	Over the course of the past several months, the power of the receivership has allowed for greater flexibility in structures and operations that support the aggressive school improvement plans in each school to meet their respective demonstrable indicators. Structures include thoughtful placement procedures; effective budget allocation; professional learning design with collective bargaining units; and overall central office paradigm shifts that view the schools as the unit of	In moving forward the powers of receivership, as indicated above will continue in the 17-18 School Year as we improve our schools. As we build on our successes additional strategies for the 17-18 School Year include: <ul style="list-style-type: none"> • Increased autonomies and supports directly to the buildings via the budget process • Comprehensive Professional Development Plan for 17-18, including PLC text based group



change. The Office of Finance, Human Capital Initiatives and Office of Innovation, and Office of Teaching and Learning have been instrumental in the success of this shift.

Significantly, the teacher collective bargaining unit, in partnership with our Law Office has been extremely supportive in the development and implementation of each school's Election to Work Agreement. The powers of receivership have been extremely effective in clearly outlining the signature of the school and meaningful dialogue among all staff that establishes a common purpose to best meet the needs of students. Lastly, the Board of Education continue to engage in with our receivership schools to gain understanding and support through Board Leadership visits.

As part of the structure created in the RCSD for schools in Receivership a professional learning community structure has emerged which includes regular school visits, weekly conference calls and monthly meetings at rotating schools. In addition, professional learning has also included interdisciplinary teams, including the Superintendent, during weekend retreats; data deep dive protocols; and Teaching and Learning Partnership classroom walkthroughs. Also, additional partners have been engaged to support the school chief and principals to foster meaningful dialogue with Bank Street provided by support from the Gates Foundation and the early stages of support from NYCLA.

In addition, community engagement teams in all of the schools have been helpful in sharing expertise, improving accountability, increasing parent engagement and multi-tiered systems of support to our students and families. The Community School planning has also been an important part of our planning over the past several months to develop an internal framework for the district, as well as, engage with our partners and community to build the overall vision.

- Receivership summer literacy conference



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 – (As applicable)

(This section should only be completed, if the school is funded by the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG). Add rows as needed.)

<u>Budget Analysis</u>			
Please designate either as PSSG expenditures or SIG expenditure and describe the budget item or activity.	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.	ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:
SIG funded Intervention teachers		This expenditure is on target. The SIG-funded Intervention teachers are carrying out the work outlined above.	• SIG FS-10 2017-18 BUDGET AND BUDGET NARRATIVE AS APPLICABLE. <u>DO NOT SUBMIT PSSG BUDGET DOCUMENTS AT THIS TIME.</u> BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/
SIG funded STEM inquiry teachers		This expenditure is on target. The SIG-funded STEM inquiry teachers are carrying out the work outlined above.	
SIG Hourly teacher pay		This expenditure is on target. SIG-funded hourly pay for teachers provides for extended day programming.	



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.		



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: *[Handwritten Signature]*
Date: 5/26/17

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

Name of CET Representative (Print): Elyette G. Lyburn
Signature of CET Representative: *[Handwritten Signature]*
Date: 5/24/17