Receivership Schools ONLY

Quarterly Report #2: *October 16, 2017 to January 12, 2018*

School Name	School BEDS Code	District	Lead Partner or EPO if applicable	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 Appointment Date: August 2013	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	526 *Internal SPA

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 competed in the Regional Future Cities competition and were recognized for "Outstanding Bridge Building". A partnership 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. NRCS is in the beginning stages of implementing a STEM service learning program for students. The first actions will see students working with the Leukemia and Lymphoma Society.

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. A K-6 skate party and 7-8 dance is planned for February to celebrate academic and social emotional growth.

4. Implementation of the Community Schools Model- A family night is planned for 1/25 with a focus on STEM, culture in schools, upcoming NYS assessments, and the Community Schools Model. The Community Schools site coordinator position is currently posted and interviews will begin soon.

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 Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership schools with School Cowmprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.

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Directions for Parts 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 first quarter in light of their realized level of implementation and their impact on student learning outcomes. 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)*

Identify Indicator # and Name	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 goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
5. School Safety	8	20% reduction in serious incidents		The school did not meet the progress target for 2016-17 for this indicator. The school is expected to meet the progress target for this indicator for SY 2017-2018.	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: ● Better utilization of ISS and Reconnect Room in an effort to decrease the use of out of school suspension. ● 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. We have added an additional crisis interventionist and also reorganized the entrance and dismissal of our middle school students. ● The master schedule has changed, moving from 45 minute periods to 90 minute blocks (A/C, B/D) which has lessened the number of transitions in the building creating a calmer and more orderly environment.	VADIR reporting SPA, internal data warehouse School tracking tool for social-emotional supports	There has been **1 serious incidents to date**, and the school is on track to meet the target for the 17-18 school year However, there is improvement in the climate. To date, 55 students have been suspended 85 times (44 Out of school suspensions, 40 In School suspensions and 1 long term suspension) compared to 136 total suspensions times at this time last year. NRCS has increased the number of social-emotional supports for students, including proactive social-emotional curriculum and play therapy in primary grades, two "Reconnect Rooms" and a variety of crisis intervention rooms. Center for Youth staff collaborate with school supports to create crisis intervention plans, and new systems are being put in place to ensure communication with teachers as well. The school has developed and is using a google

							form to track all student supports provided, which administrators can review to look for trends, and to assess the effectiveness of interventions.
9. 3 - 8 ELA All Students Level 2 & Above	25%	6% Increase (26%)	Yellow	The school met the progress target for 2016-17 for this indicator. The school is expected to meet the progress target for this indicator for SY 2017-2018.	**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. The winter benchmark window begins on January 8th, and reading and intervention teachers will assist teachers in administering the winter 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.	● 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 very close to meeting this indicator. At this time, we have not completed all testing for the winter administration of NWEA, but the current results are NWEA Winter Results (330 students) ● Level 1 -236 students (72%) ● Level 2 - 69 students (21%) ● Level 3 - 13 students (4%) ● Level 4 - 2 students (1%) ● **Level 2 and above (25%)** **Grade Level Distribution**

Grade Level Distribution

Grade	Total % Level 2 and Above
3	22%
4	23%
5	25%

					Writer's workshop in grades in grades K-5 is being implemented. Training is conducted at grade level meetings and during individual coaching sessions		6	29%
							7	26%
							8	30%
							Total	**25%**

Data analysis between the fall and winter suggest 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). 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 are a few percentage points away from hitting the mark, and doubling 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.

15. 3 - 8 Math All Students Level 2 and Above	25%	6% Increase (31%)	Yellow	The school did not meet the progress target for	**Blended Learning:** In order to provide additional math intervention, teachers are implementing	● NWEA Math ● Marking period grades	At this time, we have not completed all testing for the winter administration of NWEA, but the current results are

| | | | | 2016-17 for this indicator.

The school is uncertain as to whether or not it will meet the progress target for this indicator for SY 2017-2018. | Zearn (grades 1-5). K-2 teachers received technology at the end of December. The data coach and centralized math coach for RCSD are collaborating with grade 1 and 2 teachers to implement Zearn before the third quarter. All teachers K-6 have access to teacher toolbox. 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 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 | ● Other Formative Assessments:
-K - 2: Brigance
-6 - 8: iReady
-Zearn | NWEA Winter Results (347 students)
● Level 1 - 252 students (73%)
● Level 2 - 79 students (23%)
● Level 3 - 12 students (3%)
● Level 4 - 4 students (1%)
● **Level 2 and above (27%)** |

Grade Level Distribution

Grade	Total % Level 2 and Above
3	39%
4	25%
5	19%
6	28%
7	27%
8	29%
Total	27%

Data analysis between the fall and winter suggest 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 4th and 5th grades (Winter NWEA). We are meeting with teachers at those grade levels to create plans for every student that has

					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 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.		shown a significant decrease in performance. Additionally, we are identifying students who 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 have scheduled 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. ● Sixth grade classes implement IReady for students during their Math instructional block ● Students in grades 7 and 8 use IReady as an intervention during AIS time.
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 2016-17 for this indicator. The school is expected to meet the progress target for this indicator for SY 2017-2018.	See Indicator #9 above	See Indicator #9 above	See Indicator #9 above
39. 3 - 8 Math All Students MGP (Newly Identified	48%	2% Increase OR 50%		The school met the progress target for 2016-17 for this indicator.	See Indicator #15 above	See Indicator #15 above	See Indicator #15 above

2016-17 Level 1 Indicators based on 2015-16 Results)				The school is expected to meet the progress target for this indicator for SY 2017-2018.			
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 2016-17 for this indicator. The school is uncertain as to whether or not it will meet the progress target for this indicator for SY 2017-2018.	• Increased the number of students in Living Environment classes • Science Situation Report is created to drive targeted intervention based on school created assessments of standards • 4th Grade Science intervention groups have started • Instructional coaches are pushing into 8th grade Science classes and have created a schedule for small group interventions	• NWEA ELA and Math • Marking period grades • NRCS created Science Pre/Post Assessments -NYS Test Prep daily warm-ups	Targeted science intervention has started in grades 4 and 8. Intervention topics were developed based on data that was taken from a grade 4 and a grade 8 science pre-assessment developed by the NRCS STEM specialist. The results of the assessment were disaggregated under major science understandings and intervention groups were formed based upon the findings. 4th grade students who receive intervention are pulled twice per week and 8th grade students are pulled for intervention once out of the four day rotation.

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)_

Identify Indicator # and Name	Baseline	2017-18	Status (R/Y/G)	Based on the current implementation status, does the	What are the SCEP/SIG goals and or key strategies which have supported	List the formative data points being used to assess progress	Based upon those formative data points, provide quantitative

		Progress Target		school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	towards meeting the target for this indicator?	and/or qualitative statement(s) which demonstrate impact towards meeting the target.
14. 3 - 8 ELA ED Students Level 2 and Above	20%	6% Increase OR 26%		The school met the progress target for 2016-17 for this indicator. The school is expected to meet the progress target for this indicator for SY2017-2018.	See Indicator #9 above	See Indicator #9 above	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 2016-17 for this indicator. The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.	See Indicator #15 above	See Indicator #15 above	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	See Indicator #9 above
94. Providing 200 Hours of Extended Day Learning Time (ELT)	NA	TBD		The school met the progress target for 2016-17 for this indicator. The school is expected to meet the progress target for this indicator for SY2017-2018.		District progress monitoring through the Expanded Learning Time initiative	NRCS has a 7 ½ hour school day from 9am – 4:30pm , serving all students K-8 through these extended hours. The program builds in time for intervention, social-emotional time, and enrichments which offer a mix of arts, STEM and social-

							emotional opportunities. It also allows time for facilitated teacher collaboration.
98. Chronic Absenteeism	NA	TBD		The school met the progress target for 2016-17 for this indicator.

The school is expected tp meet the progress target for this indicator for SY2017-2018. | Current data suggest there will be a reduction in Chronic Absenteeism for the 2017-2018 school year. Even though we are waiting on the baseline determination, we have seen reductions in this metric in each of the last 2 years, with a 7% decrease from school years 15-16 to 16-17 and a 1% increase in daily attendance. | SPA data

Weekly Attendance Team meeting data | 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. |

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)*

Key Strategies		
• Do not repeat strategies described in Parts I and II.
• If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.
• Every school must discuss the use of technology in the classroom to deliver instruction.		
List the Key Strategy from your approved intervention plan (SIG or SCEP), which may also include PSSG and/or CSG initiatives	Status (R/Y/G)	Analysis/Report Out

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.
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. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.

Status (R/Y/G)	Analysis/Report Out
(green)	- Dr. Gail Evans has joined the CET as a neighborhood representative from Corn Hill. Dr. Evans has a doctorate in special education specializing in autism and is a former BOCES administrator - NRCS has received the Community Schools Grant and accounts are active. NRCS will work in conjunction with its community partner, The Center for Youth, to hire a Community Schools site coordinator. There is a concern about available space to fully accommodate the transformation. In order to make full use of the City Recreation facility connected

	to the school, the district needs to consider adjusting school start times to align with the recreation schedule. This would allow full use of the facility and also create an equitable opportunity for the middle school students to participate in athletics without student being forced to miss over an hour of instruction each day. ● The CET would like to explore the option of possibly lengthening the school year and shortening the school day as well. There will be further input during the February 2018 meeting. ● The CET would like to discuss expanding the NRCS Summer Scholars program to include more students and volunteers.

Powers of the Receiver Describe the use of the School Receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.	
Status (R/Y/G)	**Analysis/Report Out**
	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 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.

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 V – *Community Schools Grant (CSG)*

(This section needs to be completed by every Receivership school that has applied to receive CSG funds during the 8/1/17 – 6/30/18 budget period.)

Community Schools Grant (CSG) As per CR §100.19, Receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.

Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 17-18)	Multiple, ongoing Community-wide Needs Assessments are occurring at each of the struggling and persistently struggling schools, as part of and in preparation for Continuation (SIG/PSSG) plans, as well as specifically targeted at and as part of the Community School Strategy, and also for creating applications for new grant opportunities. Each of these assessment that involves School 3 reflects the school's unique characteristics and needs. The District continues to move its Path Forward process, including holding active, ongoing public engagement forums to informa, generate new ideas, and build upon the knowledge, creativity, and goals of each school community. As this is School 3's inaugural CS year, internal capacity is being built to design and implement appropriate CS needs/asset assessment process.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: 1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	As School 3 continues this inaugural year of the community school strategy, they will integrate the communication and understanding of the community school strategy into existing structures and events during the first part of the year. School 3 is poised to hire a CS Site Coordinator, and during the rest of the year year as the schools build internal capacity to design and implement an appropriate needs and asset assessment process, the public forums and active surveying will occur. See information above regarding School 3's Community Engagement Team.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	The District continues to centrally support timely communication to all stakeholders through the District Office of Communications, utilizing the two recently added staff positions (Assistant to the Superintendent for Communication and Community Outreach), and a Communications Assistant to support social media use centrally and at schools. The District also has a Spanish translator on staff. This follows with the nature of Community School strategy being local and holding relationships central, requiring the bulk of communication as close to the school as possible. All communication is provided, minimally, in English and Spanish, with Arabic, Somali, and Nepali as needed. School 9's Community School Resource teacher (TOA) and the Community School Site Coordinator have begun distributing a monthly newsletter to families in their native language. In addition, all ROBO calls are being transmitted in English and Spanish.
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	School 3's CS site coordinator will service, once identified, as part of the school leadership team, be a member of the School-based Planning Team, the CET, and other community/building roles as the principal assigns. Ongoing professional development is provided for site coordinators and leadership teams to deepen CS understanding, align their roles to their specific schools, and align their stakeholder communication skills
Steering Committee (challenges, meetings held, accomplishments)	As implementation of the community schools framework at School 3 is in its infancy stages, and the school is poised to hire a CS Site Coordinator, the CET currently serves as the steering committee for this work. See Part IV above.
Feeder School Services (specific services offered and impact)	n/a
Community School Site Coordinator (accomplishments and challenges)	School 3 is poised to appoint a CS Site Coordinator.

Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community Schools Grant was approved on November 15, 2017, and runs through June 30, 2018. To date accomplishments include: 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. Challenges are primarily calendar based: some budget line item amounts will be adjusted due to the lateness of the award, and therefore lateness of implementation, any amounts remaining is hoped to be repurposed, with programmatic approval requested from NYSED
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community Schools Grant was approved on November 15, 2017, and runs through June 30, 2018. *As the grant was not awarded until November 15, 2017, the timeline/budget for the remodeling portion of the grant is still undergoing modifications taking every effort to catch up with the delayed start.*

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 VI – *Budget*

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

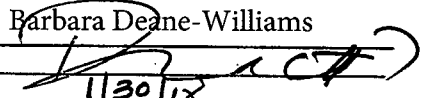| Budget Analysis		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 3.
PSSG:		
SIG:		**Code 15:** Includes .5 FTE Intervention/Prevention Teachers will serve as a teacher leader for improving instructional quality. S/he will support students through the entire school day including expanded day programming and provide direct academic interventions to students. This also provides additional pay for teacher hourly to cover Expanded Learning Time which is an additional hour per day. **Code 40:** Includes funding to secure services for Leader In Me **Code 45:** Amendment is forthcoming to use funds from this line to support a summer learning program **Code 80:** The school has requested to amend for District set-aside to be allocated to this Code to allow for purchase of EL curricular materials
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 VII*: 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. 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 the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	
2.	
3.	

Part VIII – 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: _____1/30/18_____

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 the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): _Elyette Clyburn_

Signature of CET Representative: _____

Date: _1/29/18__

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