

Receivership Schools ONLY

Quarterly Report #2: *October 14, 2018 to January 15, 2019 (Due January 31, 2019)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: https://www.rcsdk12.org/Page/43316			
Nathaniel Rochester Community School 03	261600010003	Rochester City School District	na	Check which plan below applies:			
				SIG			SCEP X
				Cohort (5, 6, or 7):			
Model:							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Pamela Rutland	Elizabeth Mascitti-Miller, Deputy Superintendent Amy Schiavi, Chief of Schools Michele Alberti, Executive Director of School Innovation		K-8	6.4%	14.6%	481
	Appointment Date: November 5, 2018						



Executive Summary

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

Nathaniel Rochester Community School No. 03 continues to make gains as indicated in the increase in proficiency rate on NYS 3-8 assessment results and the improvement in climate and culture demonstrated by the reduction in suspensions and the increased use of Restorative Practices. The progress made is a result of consistent implementation and school-wide focus on the following Key Strategies:

1. Providing targeted interventions and academic supports based on data for students; enrichment and academic acceleration of students.
2. Development and utilization of a strong Multi-Tiered Support System implementation plan with referrals initiated at the classroom level by teachers.
3. Strengthening our Community School Model, expanding the roles of our partners and the voice of our parents to better align the resources available to families.
4. Aligning resources to respond to the incidents that have historically led to suspensions in a way that is restorative and teaches replacement behaviors equipping our students, teachers and parents with new strategies that prepare our students for success and independence.
5. STEM lessons and units will continue to be a unifying theme for the school.

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 Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.



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	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 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 18-19 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	6	Y	Yes	Engaged our school community in re-visiting the vision and mission for our help zones/Reconnect areas: Jr. Eagle’s Nest, Eagle’s Nest and the process for entering: <ul style="list-style-type: none"> ● “Re-fresher” school-wide restorative practices professional learning provided during superintendent conference days - a specific focus on restorative conversations, relationships and how to continue to build a culture that is restorative. ● Increased the number of students joining in-school Boy Scouts team, and providing positive mentors to our young men ● Continue to build upon the Multi-Tiered System of Support to ensure that teachers are provided with various tools to respond to the 	<ul style="list-style-type: none"> ● Referrals – both in school, out of school ● Eagle’s Nest sign-in sheets ● Junior Eagle’s Nest sign-in sheets ● ATS sign-in sheets ● Student attendance ● Principal conversations with parents ● Restorative circles ● Number of referrals to Community Partners i.e. Center for Youth and repeating offenses after interventions 	To date there are three serious incidents that have occurred since the beginning of school. There have been one incident each of the following: Code 3a (Assault Physical Injury), Code 4b (Weapons Possession Other), and Code 5a (Discrimination, Harassment and Bullying). They have all been newly transferred in students.

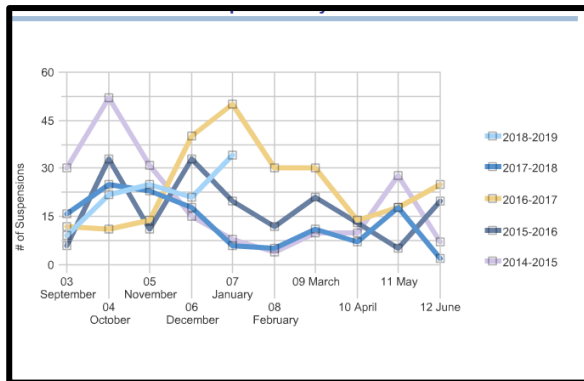


most intensive social and emotional needs of students.

- Restorative practice tool kits
- Grade level meetings
- Central office supports

	Suspensions by Month		
	2018-2019	2017-2018	2016-2017
3-Sep	9	16	12
4-Oct	22	25	11
5-Nov	25	23	14
6-Dec	21	18	40
7-Jan	34	6	50
Total	111	88	127

While there is increase in the total number of suspensions when comparing monthly, 2017-2018 with school year 2018-2019, the number of serious incidents has decreased over the past 3 years.







9. 3-8 ELA All Students Level 2 and above	20%	30%		No.	<p>Based upon classroom observation, analysis of student work, NYS Assessment and NWEA results, the following actions have taken place to improve the ELA instruction:</p> <ul style="list-style-type: none"> ● The SBPT approved the implementation of Be A Writer in grades K-3, and specifically targeted classes at grades 4, 5 & 6 ● Full time K-8 ELA coach, full time data coach that will provide classroom modeling as needed and there will be opportunities for teachers to observe peers and engage in feedback protocols ● In January of 2019, professional development in grade level meetings and online training was provided and will be utilized Being a Writer program (starting in January) ● Higher quality instruction is happening in alternative locations ● Letter to parents explaining NWEA process and student scores 	<ul style="list-style-type: none"> ● NWEA results ● In class and planning coaching support, focus on grades 3-8 ● End of cycle meetings to review intervention progress monitor data and re-assign intervention groups for next cycle 	<p>Preliminary results of the Winter administration indicates that the percentage of students who will score at levels 2-4 on the NYS assessments will not meet the 30% target.</p> <p>NWEA Data Talk 7-8 having individualized meeting to discuss data and growth. Students set meaningful and data bated goals before and after taking NWEA assessment * Students receive their mandated testing</p>
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- Conferences with students explaining NWEA scores and students being involved in goal setting
- Focused 6 week intervention cycles
- Dedicated 1 hour FLEX block (intervention) for each grade level K-6 and 1 period FLEX block for grades 7 & 8

accommodations when taking NWEA

NRCS 3-8 Profile Winter ELA

	Winter ELA 2019 (NYS Link)									
	% Level 1		% Level 2		% Level 3		% Level 4		Have	Need
	Total Population	Total Tested	Total Population	Total Tested	Total Population	Total Tested	Total Population	Total Tested		
3rd Grade	33/50=66%	33/39=84.6%	5/50=10%	5/39=12.8%	1/50=2%	1/39=2.5%	0/50=0%	0/39=0%	6	15
4th Grade	17/48=35.4%	17/27=62.9%	7/48=14.5%	7/27=25.9%	2/48=4.1%	2/27=7.4%	1/48=2%	1/27=3.7%	10	14.4
5th Grade	30/46=65.2%	30/42=71.4%	9/46=19.5%	9/42=21.4%	3/46=6.5%	3/42=7.1%	0/46=0%	0/42=0%	12	13.8
6th Grade	22/42=52.3%	22/38=57.8%	13/42=30.9%	13/38=34.2%	1/42=2.3%	1/38=2.6%	2/42=4.7%	2/38=5.2%	16	12.6
7th Grade	54/84=64.2%	54/76=71%	15/84=17.8%	15/76=19.7.1%	2/84=2.3%	2/76=2.6%	0/84=0%	0/76=0%	17	25.2
8th Grade	49/90=54.4%	49/68=72%	16/90=17.7%	16/68=23.5%	2/90=2.2%	2/68=2.9%	1/90=1.1%	1/68=1.4%	19	27
									80	108

Preliminary results of the Winter administration indicates that the percentage of students who will score at levels 2-4 on the NYS assessments will not meet the 30% target. As noted above, we are focused on every classroom teacher having professional learning that focuses on reading, writing and phonics; in particular decoding.

NWEA Projected Proficiency Fall/Winter 2018		
Grade 3	Reading Projected proficiency	4.3%
Grade 4- 8	Reading Projected Proficiency	4.0%



					<table border="1"> <thead> <tr> <th colspan="11">Winter Math 2019 (NYS Link)</th> </tr> <tr> <th></th> <th colspan="2">% Level 1</th> <th colspan="2">% Level 2</th> <th colspan="2">% Level 3</th> <th colspan="2">% Level 4</th> <th>Have</th> <th>Need</th> </tr> <tr> <th></th> <th>Total Population</th> <th>Total Tested</th> <th>Total Population</th> <th>Total Tested</th> <th>Total Population</th> <th>Total Tested</th> <th>Total Population</th> <th>Total Tested</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>3rd Grade</td> <td>27/50=54%</td> <td>27/39=69.2%</td> <td>8/50=16%</td> <td>8/39=20.5%</td> <td>4/50=8%</td> <td>4/39=10%</td> <td>0/50=0%</td> <td>0/39=0%</td> <td>12</td> <td>17.5</td> </tr> <tr> <td>4th Grade</td> <td>15/48=31.2%</td> <td>15/27=55.5%</td> <td>10/48=20.8%</td> <td>10/27=37%</td> <td>2/48=4.1%</td> <td>2/27=7.4%</td> <td>0/48=0%</td> <td>0/27=0%</td> <td>12</td> <td>16.8</td> </tr> <tr> <td>5th Grade</td> <td>35/46=76%</td> <td>35/45=77.7%</td> <td>6/46=13%</td> <td>6/45=13.3%</td> <td>4/46=8.6%</td> <td>4/45=8.8%</td> <td>0/46=0%</td> <td>0/45=0%</td> <td>10</td> <td>16.1</td> </tr> <tr> <td>6th Grade</td> <td>15/42=35.7%</td> <td>15/21=71.4%</td> <td>5/42=11.9%</td> <td>9/37=24.3%</td> <td>1/42=2.3%</td> <td>1/37=2.7%</td> <td>1/42=2.3%</td> <td>1/37=2.7%</td> <td>11</td> <td>14.7</td> </tr> <tr> <td>7th Grade</td> <td>61/84=72.6%</td> <td>61/75=81.3%</td> <td>13/84=15.4%</td> <td>13/75=17.3%</td> <td>1/84=1.1%</td> <td>1/75=1.3%</td> <td>0/84=0%</td> <td>0/75=0%</td> <td>14</td> <td>29.4</td> </tr> <tr> <td>8th Grade</td> <td>54/90=60%</td> <td>54/73=73.9%</td> <td>16/90=17.7%</td> <td>16/73=21.9%</td> <td>3/90=3.3%</td> <td>3/73=4.1%</td> <td>0/90=0%</td> <td>0/73=0%</td> <td>19</td> <td>31.5</td> </tr> <tr> <td>Totals (Tested)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>78</td> <td>126</td> </tr> <tr> <td>Totals (School Population)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>NRCS 3-8 Profile</p> <table border="1"> <thead> <tr> <th colspan="3">NWEA Projected Proficiency Fall/Winter 2018</th> </tr> </thead> <tbody> <tr> <td>Grade 4- 8</td> <td>Projected Proficiency</td> <td>5.1%</td> </tr> </tbody> </table>	Winter Math 2019 (NYS Link)												% Level 1		% Level 2		% Level 3		% Level 4		Have	Need		Total Population	Total Tested	Total Population	Total Tested	Total Population	Total Tested	Total Population	Total Tested			3rd Grade	27/50=54%	27/39=69.2%	8/50=16%	8/39=20.5%	4/50=8%	4/39=10%	0/50=0%	0/39=0%	12	17.5	4th Grade	15/48=31.2%	15/27=55.5%	10/48=20.8%	10/27=37%	2/48=4.1%	2/27=7.4%	0/48=0%	0/27=0%	12	16.8	5th Grade	35/46=76%	35/45=77.7%	6/46=13%	6/45=13.3%	4/46=8.6%	4/45=8.8%	0/46=0%	0/45=0%	10	16.1	6th Grade	15/42=35.7%	15/21=71.4%	5/42=11.9%	9/37=24.3%	1/42=2.3%	1/37=2.7%	1/42=2.3%	1/37=2.7%	11	14.7	7th Grade	61/84=72.6%	61/75=81.3%	13/84=15.4%	13/75=17.3%	1/84=1.1%	1/75=1.3%	0/84=0%	0/75=0%	14	29.4	8th Grade	54/90=60%	54/73=73.9%	16/90=17.7%	16/73=21.9%	3/90=3.3%	3/73=4.1%	0/90=0%	0/73=0%	19	31.5	Totals (Tested)									78	126	Totals (School Population)											NWEA Projected Proficiency Fall/Winter 2018			Grade 4- 8	Projected Proficiency	5.1%
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15. 3-8 Math All Students Level 2 and above	25%	35%		No	<ul style="list-style-type: none"> Grade level meetings are held weekly. They are facilitated by administration and the coaches. The focus is on improving teacher practice, planning and standards based instruction. Full time K-8 Math coach, full time data coach 4-6 and 7&8 math supervision by former math director Focused 6 week intervention cycles Dedicated one hour/day FLEX block (intervention) for each grade level K-6 and one period/day FLEX for grades 7/ 8 	<ul style="list-style-type: none"> NWEA ZEARN Lessons Monthly Zearn breakfasts to celebrate student achievement of 4 lessons per week (plus weekly certificates to students as well as displayed on bulletin board) November: 63 students, December: 72 students, 94 in January In class and planning coaching support, focus on grades 3-8 End of cycle meetings to review intervention progress monitor data and re-assign intervention groups for next cycle 	<p>Preliminary results of the Winter administration indicates that the percentage of students who will score at levels 2-4 on the NYS assessments will not meet the 35% target.</p> <p>NWEA Data Talk 7-8 having individualized meeting to discuss data and growth. Students set meaningful and data based goals before and after taking NWEA assessment * Students receive their mandated testing accommodations when taking NWEA</p>																																																																																																																													



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														80	108		
33. 3-8 ELA Students MGP	48.56			Yes											see above ELA		
39. 3-8 Math All Students MGP	47.96			Yes											see above Math		
85. Grades 4 and 8 Science All Students Level 3 and above	42%	52%		Yes	<ul style="list-style-type: none"> Intervention teacher focused on 4th grade science (and 3rd/4th grade math) 3 upper school science teachers (each assigned to one FLEX block to provide Science intervention to 8th grade students) Shift in Science teachers. 7th grade science teacher moved to Living Environment. Due to the percent passing 8th grade science teacher, moved to 7th grade in order to fill in gaps of skills and concepts needed to be better prepared for the 8th grade assessment Added an Earth Science section for those 8th grade students who successfully completed LE Future City is a Regional Competition that is STEM focused and project-based. It is a cross-curricular program that gives students the 	<ul style="list-style-type: none"> One classroom in 4th grade. Practice assessment showed 17/18 students are on target to receive a level 3 or above on the NYS Science 4 exam Grade 4-Pretest (prior ELST) to be administered early February to collect data for intervention. Classes may use the Measuring Up books-lessons are based on standards most addresses on prior ELST exams. SYFR Voc. words based on standards and prior ELST years' exams thru 23 weeks shared in google. The ELST test bank (district site) questions will be reviewed. 	Classroom teachers/ intervention teachers will continue to use benchmark assessments to identify areas of need and continue to work on identifying and improving on these concepts. Foss Units will continue to be implemented.										



				<p>opportunity to do the things that engineers do. Future city is an engaging way to build students' 21st century skills while applying math, science and engineer concepts to real-world problems. This program is offered to our 6th, 7th, and 8th grade students.</p>	<ul style="list-style-type: none"> ● Parallel tasks will begin early February for preparation of Performance portion of the ELST. ● Total Number of students on track with lab minutes <ul style="list-style-type: none"> ○ Living Environment: 26/34 ○ Earth Science: 13/15 	
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)*

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 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) which demonstrate impact towards meeting the target.
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14. 3 - 8 ELA ED Students Level 2 and Above	20%	30%				<ul style="list-style-type: none"> ● See above ● Individualized goal setting meetings, and follow-up goal conversations 	
17. 3 - 8 Math Black Students Level 2 and Above	25%	35%			Math intervention for Tier 2 and 3 students began in September based on a collection of data and the administration of pre-assessments.	<ul style="list-style-type: none"> ● See above ● Individualized goal setting meetings, and follow-up goal conversations 	
49. 3 - 8 ELA ED Level 2 and Above Gap with non-ED Students	16%	26%				<ul style="list-style-type: none"> ● See above ● Individualized goal setting meetings, and follow-up goal conversations 	
94. Providing 200 Hours of Extended Day Learning Time (ELT)	NA	Y		Yes	<p>The ELT time is used to provide both enrichment and intervention opportunities for students.</p> <p><i>Future City</i> is a Regional Competition that is STEM focused and project-based. This is a cross-curricular program that gives students the opportunity to do the things that engineers do. Future city is an engaging way to build students' 21st century skills while applying math, science and engineer concepts to real-world problems. This program is offered to our 6th, 7th, and 8th grade students.</p>		<p>NRCS has extended the school day fully integrating Extended Day Learning Time (ELT) for all students daily.</p> <p><i>Future City</i> Last year we had 1 team compete and this year 3 teams (13 students) entered the competition.</p>



				<p>We have Participated in Future cities for the past 4 years.</p> <p>Engineering Club Due to a generous donations this is the 2nd year our middle school students have been able to expand their technology class focus on the fundamentals of engineering. Students explore the types of engineers and the Engineering Design process. They receive the hands-on training and experiences they that allow them to open their minds to new skills and bright futures.</p> <p>Performing Arts Theater This year Students' in grades k-8 will be involved in a Musical Production. Students will not only be exposed to acting, singing, and dance, but they will have the opportunity to do more behind the scenes projects such as art design, set building, technical teams(which involves, lights, sounds, and stage managing). Students will also have a hand in costume design, hair and makeup.</p>		<p>Engineering Club There are 63 7th grade students involved in the Engineering Club. As Jr. Engineers they are able to develop models and prototypes of solutions to real word problems. This class is project focused and student led. Students are able to develop problem-solving skills and discover how the world around them works. In June students will have the opportunity to showcase their projects during the Engineering Fair, where the students will present, demonstrate, and be evaluated on their engineering creations.</p> <p>Performing Arts Theater This production will encompass over 100 students in various capacities. Their final show will be performed in June.</p>
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98. Chronic Absenteeism	NA	Y		<p>The team has enlisted the support of the district level Attendance Department to ensure all members of the team understand the tools and can access the data available to efficiently monitor and respond to the needs of students who are chronically absent.</p>	<p>A spreadsheet to track the progress made on reaching and altering patterns of absence for students who presented as chronically absent was created and shared in Google that all members of the team can edit and share progress. This one stop summary of who are the students/families that need support and follow up will improve efficiency and accuracy for monitoring and allocating resources to improve attendance.</p>	<ul style="list-style-type: none"> ● Attendance reports run daily ● Weekly attendance team meetings ● GoogleSheet to collect action taken and follow up requirements 	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e1eef6;"> <th colspan="4">Enrollment with Attendance Data</th> </tr> <tr style="background-color: #e1eef6;"> <th colspan="4">Enrollment and Average Daily Attendance by Grade</th> </tr> <tr> <th>Grade Level</th> <th># of Students Enrolled</th> <th>% of Students Enrolled</th> <th>Avg Daily Attendance</th> </tr> </thead> <tbody> <tr> <td>PK3</td> <td>16</td> <td>3.2%</td> <td></td> </tr> <tr> <td>Kindergarten</td> <td>37</td> <td>7.5%</td> <td>91.9%</td> </tr> <tr> <td>Grade 1</td> <td>34</td> <td>6.9%</td> <td>92.4%</td> </tr> <tr> <td>Grade 2</td> <td>47</td> <td>9.5%</td> <td>91.6%</td> </tr> <tr> <td>Grade 3</td> <td>50</td> <td>10.1%</td> <td>88.0%</td> </tr> <tr> <td>Grade 4</td> <td>48</td> <td>9.7%</td> <td>91.7%</td> </tr> <tr> <td>Grade 5</td> <td>47</td> <td>9.5%</td> <td>92.9%</td> </tr> <tr> <td>Grade 6</td> <td>42</td> <td>8.5%</td> <td>88.1%</td> </tr> <tr> <td>Grade 7</td> <td>83</td> <td>16.8%</td> <td>93.6%</td> </tr> <tr> <td>Grade 8</td> <td>90</td> <td>18.2%</td> <td>90.7%</td> </tr> </tbody> </table> <p>Attendance team meets every Tuesday at 10am. The team examines weekly attendance data, plans are developed for each student which includes a phone call, home visits and family meetings.</p>	Enrollment with Attendance Data				Enrollment and Average Daily Attendance by Grade				Grade Level	# of Students Enrolled	% of Students Enrolled	Avg Daily Attendance	PK3	16	3.2%		Kindergarten	37	7.5%	91.9%	Grade 1	34	6.9%	92.4%	Grade 2	47	9.5%	91.6%	Grade 3	50	10.1%	88.0%	Grade 4	48	9.7%	91.7%	Grade 5	47	9.5%	92.9%	Grade 6	42	8.5%	88.1%	Grade 7	83	16.8%	93.6%	Grade 8	90	18.2%	90.7%
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Part III – ~~Additional~~ *Key Strategies* – (As applicable)

<u>Key Strategies</u>		
<ul style="list-style-type: none"> • 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).	Status (R/Y/G)	Analysis/Report Out
1.	Use of technology in the classroom to deliver instruction	<p>School 03 is currently 1:1 with 17 chromebook carts at the 3-8 grade levels. K-1 classrooms have 6 ipads and 4 Chromeboxes in their classrooms while 2nd grade classes have 6 ipads and 6 chromebooks to help students transition from touch screens to keyboards in 3rd grade. 30% of teaching staff at school 03 have completed 3 or more of the Digital Transformation Ready Series Pd classes. All classes K-5 are using Zearn online curriculum for math instruction and have daily access to chromebooks or chromeboxes. K-2 classrooms use Lexia, Zearn, Raz-Kids programs with instruction. Many 3-8 classrooms are utilizing Google Classroom and Google apps for the distribution, completion, and collection of student work. Many teachers are using Lightspeed Classroom Relay this year to monitor and manage student online activity. Iready is being utilized for Math AIS in grades 6-8. The Library and Music room have been updated with new all-in-one desktops.</p> <p>Due to a generous donations this is the 2nd year our middle school students have been able to expand their technology class focus on the fundamentals of engineering. Students explore the types of engineers and the Engineering Design process. They receive the hands-on training and experiences they that allow them to open their minds to new skills and bright futures. As Jr. Engineers they are able to develop models and prototypes of solutions to real word problems. This class is very project focused and student led. Students are able to develop problem-solving skills and discover how the world around them works. In June students will have the opportunity to showcase their projects during Engineering Fair, where the students will present, demonstrate, and be evaluated on their engineering creations.</p>
2.	Community Schools	<p>The RCSD’s Office of Community Schools has been working on several new and exciting things over the past few months. Two new Community Partners have been added that will help to give our students and their families’ additional support. The MOA with FoodLink of Western New York was finalized. This MOA adds food pantries into all of our Community Schools. These pantries should be established by late January 2019. Hillside Health Home program will also now offer more opportunities for our students and families to receive general and mental health assistance in six of the Community Schools. Each building will have an assigned Case Manager and this will begin in early February 2019. Lastly, at the</p>



			<p>District level we have worked to establish a growing relationship with the Communities In Schools Lehigh Valley Network that will help both Community Schools Initiatives improve through sharing current practices and successes.</p> <p>Our Community Engagement Team (CET) meets the third week of each month. Our team is has grown from Quarter 1 when we had 9 to 15. The additional members that have joined include, an additional parent, grand parent, two students, Adams Street Recreation Center representatives, and a retired City of Rochester employee. Future partners include Hillside and R-Rec</p> <p>Generation two has been an organization that has been in partnership with Nathaniel for over 8 years. It is a nonprofit organization that believes in building healthy relationships with children through play. Generation two has over 100 volunteer that come into our school, and connect with grades k-2 building their social emotional strengths that are necessary for each child to thrive in their classrooms, in their neighborhoods and in the community. This year G2 donated \$1,000 in Wegmans/TOPS gift cards from G2 to support families/children during the November and December recess.</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 IV – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u>			
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 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report.			
Status (R/Y/G)	Analysis/Report Out		
	<p>Our school 3 C.E.T community meets the 3rd week of every month. The sub- committee has not met, we made progress on the completion of student surveys, and teacher surveys. the sub-committee will be utilized for the final assessment of parent survey, small focus groups and parent engagement. Two new community partners have been added to support student and families. (as stated above) The MOA for food link has been finalized and we will have the opportunity to move forward with our school food pantry. To support all grade levels with academic support we have implemented volunteer tutors from the community and local colleges (MCC, SJFC and Nazareth college) We have kept intact our previous C.E.T. team with a few additions, Alicia Evans- Common Ground Health and Josh Wilcox- Food link and Michael Porter- Director of R- rec). We will continue as a community school to provide resources and services as need to fulfill the needs of our students, families.</p> <p>Some of the activities of our team include, but are not limited to; Sept- Book bag give away for 500 students, Oct- Expose 20 students from our to Fashion week, Stem night- 10-12 families participated and food link prepared healthy food choices we used the Yonana blender</p> <p>Dec- Goodwill donated 200+ coats for a building based coat drive and give away, Jan- RCSD expo, Future clothing pantry, Area Volunteer/ tutors(Comm Members) SJFC, MCC, NAZ, Fathers group start-up 1/29/19, Stem Academic Night: focus on building, spring project- building a garden.</p>		
<u>Powers of the Receiver</u>			
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		
	OSI Completes this		
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 – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/19 budget period.)

<u>Community Schools Grant (CSG)</u>	
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 18-19)	Not Applicable - One will not be conducted in 2018-19
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	There was a change in school principals, November 5, 2018. The new principal implemented Hot Coffee and Cool Conversation as an open forum for parents and community to get to know her and provide an opportunity for them to build relationships with the school. Monthly parent community meetings with a focus on academics and relationship building are held, this month’s meeting was a STEM Academic Night with dinner provided. There is a Parent Teacher Organization and parent members on the SBPT. Our focus is on increasing the numbers and ensuring that the parents members represent the rich diversity of our student enrollment.
<ol style="list-style-type: none"> 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) written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language) 	<p>The district’s DOME (Department of Multilingual Education) website has the Google translation tool embedded so that families can choose their language to navigate the site https://www.rcsdk12.org/dome</p> <p>Language Line, the interpreter-by-telephone service to communicate with the family is also a tool available to us as a service purchased by the district. Another tool we encourage our parents to use to ask questions is Class Dojo which has a basic translator for many languages.</p> <p>Also, notification letters for NYSITELL, NYSESLAT, and student placement (translations provided) http://www.nysed.gov/bilingual-ed/parent-notification-lettersforms</p> <p>Parent Orientation video in several languages http://www.nysed.gov/bilingual-ed/parent-orientation-video-english-language-learner-ell-programs-new-york-state</p> <p>The desired state is to have the ESOL faculty take the lead by communicating with the parents and families of our ESOL students, sending home progress reports, newsletters and extending invitations for parents to come in and build relationships in the school.</p>
<ol style="list-style-type: none"> parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee 	The Nathaniel Rochester Community School No. 03 Community Engagement Team (C.E.T) meets on the third week of every month. The sub- committee has not met, we made progress on the completion of student surveys, and



	teacher surveys. the sub-committee will be utilized for the final assessment of parent survey, small focus groups and parent engagement.
Steering Committee (challenges, meetings held, accomplishments)	We continue to work on aligning the community supports available and offered to the needs of our students and families.
Feeder School Services (specific services offered and impact)	
Community School Site Coordinator (accomplishments and challenges)	Two new community partners have been added to support student and families. The MOA for food link has been finalized and we will have the opportunity to move forward with our school food pantry. To support all grade levels with academic support we have implemented volunteer tutors from the community and local colleges (MCC, SJFC and Nazareth college) We have kept intact our previous C.E.T. team with a few additions, Alicia Evans- Common Ground Health and Josh Wilcox- Food link and Michael Porter- Director of R- rec).
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	

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.
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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.)

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-19 (PSSG, CSG) or 2018-19 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		
SIG:		
CSG:		

Part VII: Best Practices (Optional)

<u>Best Practices</u>	
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, Superintendent

Signature of Receiver: 

Date: 1-31-19

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 2018-2019 community engagement team plan and membership.

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 2018-2019 community engagement team plan and membership.

Name of CET Representative (Print): Elyse Clyburn
 Signature of CET Representative: 