

Quarter 4 Receivership Survey

Respondent's Credentials	
School District:	Rochester City School District
Superintendent:	Barbara Deane-Williams
School Name:	Nathaniel Rochester Community School No. 3
School Principal Name:	Rodney Moore
School Principal Appointment Date:	
2. What are the accomplishments of the 2016-17 school year that you would like the community to know about your school?	
<ul style="list-style-type: none"> ● 20% of 8th grade students received a regents credit in algebra 1 ● 10% of 8th grade students received a regents credit in algebra 1 and living environment ● Chronic attendance has decreased by almost 20 % over the last two years moving from 31st place to 8th place among elementary schools ● All 7th grade students participated in a STEM career research and exploration project in conjunction with local businesses ● 2017 First Annual RCSD STEM Olympic Competition <ul style="list-style-type: none"> ○ (2) First Place Challenge Awards ○ First Place Overall Championship ● 2017 Xerox Science Challenge Day Invitational Convention Competition <ul style="list-style-type: none"> ○ (2) First Place Awards ○ Special Award for Salesmanship ● 2017 City of Rochester Future City Competition <ul style="list-style-type: none"> ○ First round- moved to Final Four at City Hall ○ Championship Round - Finished 2nd Place ● 2017 Rochester Institute of Technology E3 Fair Competition <ul style="list-style-type: none"> ○ 2nd Place - Option 2: Tractor Pull ● 2017 Finger Lakes STEM Hub School Innovation Award <ul style="list-style-type: none"> ○ Nathaniel Rochester Community School's Family Science and Engineering Program ● Piloting summer acceleration program for current 6go7 and incoming 7th graders to prepare them for regents level courses in the 7th grade ● Building cultural responsiveness with the implementation of: <ul style="list-style-type: none"> ○ Northstar Rites of Passage Program ○ My Brothers Keeper Parent Advocacy Workshops ● Creating stability by improving culture and climate <ul style="list-style-type: none"> ○ Number of student transfers from 6th to 7th grade decreased ○ Only 2 classroom teachers chose to voluntarily transfer 	

3. Which of this school's Demonstrable Improvement Indicators have been the most challenging to achieve and what steps will be taken in 2017-18 to make Demonstrable Improvement on these indicators?

Indicator Code No. 5 - School Safety

School 3 will invest efforts in developing the middle school culture in particular, as it continues with the levels of social-emotional support:

- 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 staffing
- 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 social emotional and academic supports for adolescents.
 - 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 School Year.

Indicator Code No. 85 - Grades 4 and 8 Science All Students Level 3 and above

Beginning in September 2017, we will administer pre/post assessments per FOSS module.

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.

Professional Development Planning

Familiarity with the 4th and 8th grade science assessments/standards

Identify the progression of the new K-2 NYS Science Standards leading to the 4th grade assessment
How to use and write CRQ through science.

Vertical teamwork focused Science Instruction/ Developmental path for Science at NRCS. Ex. "Students entering 4th grade should know..." "Students entering 5th grade should know..." etc...

Using Science Notebooks as a form of informal, formative assessment.

Developing lessons that are inquiry based and include the science practices.

Grade Level Meetings

Data dives

FOSS (Full Option Science System) Module planning in addition to Interdisciplinary pieces.

Development of grade

level specific science Vocabulary using NYS Assessments as guide.

4. Did the superintendent use her Receivership Authority in the 2016-17 school year?	
Yes	No
If choice is yes: please specify how the Superintendent receiver authority was used.	
<p>The Superintendent Receiver Authority was utilized in multiple ways during the 16-17 school year:</p> <ol style="list-style-type: none"> 1. Election to Work Agreements (EWA) were continued 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 was a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers was a priority and Receivership schools were given first access to available teachers. Additionally, principals of Receivership schools were allowed to recruit teachers from other non-Receivership schools. 3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal disruptions in the schools. All placements were reviewed by the School Chief as part of the process. 4. A new School Chief position was created to directly support and develop the Receivership Principals. The School Chief held 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. 6. Future opportunities for use of the Superintendent Receiver Authority includes exploring additional bargaining unit flexibilities. 	
5. Is your district interested in presenting a best practice at the second Promising Practices conference?	
Yes	No
If choice is yes: briefly describe the research-based practice that the school implemented and the change in student achievement that resulted from implementation of the best practice?	
Attendance procedures - How School 3 has developed protocols to improve attendance that include increased student and family outreach and regular staff meetings.	
6. Summarize the trends in student achievement data that have resulted from the implementation of the SCEP, SIF or SIG plan. What has improved and what has not yet?	
<p>We have seen an increase in math and ELA achievement as measured by NWEA scores and local assessments. Also, the number of students participating and passing regents level courses has increased. 19 of 21 students who took regents algebra in the 8th grade successfully passes the exam. In addition, 10 of 20 students successfully enrolled in and passes the living environment regents course. The students that were unsuccessful are currently enrolled in summer school and have another opportunity to pass the exam.</p>	

Overall science achievement seems to have stalled but we are taking steps for the upcoming school year to close learning deficits through scheduled intervention from the start of the school year.

7. Describe the role of the Community Engagement Team in development and oversight of implementation of the school's improvement plan. Describe any actions that will be taken to enhance the ability of the Community Engagement Team to support improvement in student achievement.

The Community Engagement Team meets regularly and has the opportunity to review academic achievement data, progress monitoring reports and trends in behavior and discipline. The team is able to make recommendations on strategies to address challenges and also suggest resources that may be available in the community to assist.

During the 2016-2017 school year, NRCS combined the School Based Planning Team (SBPT) and the Community Engagement Team (CET) in an effort to more time efficient since many members served on both teams. 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.

8. In what ways has the NYSED Office of Innovation and School Reform (OISR) been supportive of your school improvement efforts?

Fostering open conversation with principals about day-to-day practices and responding to our challenges with actionable feedback was very helpful. This, in conjunction with the frequent feedback we receive from the Superintendent and School Chief, creates a true sense of collaboration, unifying the school community.

9. In what ways can OISR better serve your district/school's improvement efforts?

More frequent walkthroughs or check ins would be welcome. The quality and usefulness of the feedback received was impactful on daily practice and student achievement