

New York State Education Department
ROCHESTER CITY SCHOOL DISTRICT
 School Improvement Grant Application, FY 2010
 Under 1003 (g) of the Elementary and Secondary Education Act of 1965

**School Improvement Grants
 Application**

**Section 1003(g) of the
 Elementary and Secondary Education Act**

Cover Page

LEA BEDS Code

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

Authorized Signature of Chief School Officer (in blue ink)

Typed Name: John Scanlan, Deputy Superintendent	Date: May 9, 2011
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Assurances (specific to School Improvement Grant)

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements:
 - a. Number of minutes within the school year;
 - b. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - c. Dropout rate;
 - d. Student attendance rate;
 - e. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 - f. Discipline incidents;
 - g. Truants;
 - h. Distribution of teachers by performance level on an LEA’s teacher evaluation system; and
 - i. Teacher attendance rate.

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Section B: Descriptive Information

1. District capacity to implement the intervention models by the beginning of the 2012-2011 school year.

SUBMISSION OF ANY REVISED COLLECTIVE BARGAINING AGREEMENTS THAT SUPPORT FULL IMPLEMENTATION OF MODELS OR A JOINTLY SIGNED LETTER INDICATING THE STATUS OF DISCUSSIONS.

The Rochester City School District (RCSD) and the Rochester Teachers Association (RTA) have negotiated a tentative agreement which allows the District to implement Education Law 3012-c for the 2011-2012 school year. Education Law ties student performance to teacher evaluations. It is anticipated that the teacher-developed benchmarks that are based on the Rochester Curriculum will be used. Benchmark assessments will be offered for ELA and Math for grades 3 – 9. Approximate dates of the assessments will be October, January, and April.

Both identified schools will be exempt from the teacher voluntary transfer process and the District will implement a process to identify a new principal for each school. This process will ensure that the principal's skill set matches the needs of the school. The *new* principal will be instrumental in leading the process to hire teachers interested in the unique model of each school. The teacher positions will be internally posted and will be filled by interview. Principal and teacher job descriptions will be tailored to each school rather than a standard job description. The District plans to negotiate on the removal of teachers and the utilization of student growth in teacher evaluations. The District has proposed, in negotiations with RTA, rewarding teachers based on student growth.

The District has and will continue to negotiate with the Administrators and Supervisors of Rochester (ASAR) in the area of rewarding principals. The current ASAR agreement allows for tenured principals to select a performance-based compensation model, which factors student performance into the salary determination. It is amenable to revising the section on performance-based compensation provided that all non-tenured principals are eligible for this pay structure. RTA negotiations are ongoing.

CREATION OF A TEACHER EVALUATION SYSTEM THAT INCLUDE STUDENT GROWTH IN ACADEMIC ACHIEVEMENT AS A SIGNIFICANT FACTOR. "SIGNIFICANT" WILL BE DEFINED PURSUANT TO NY'S ROUND 1 AND, IF SUBMITTED, ROUND 2 RACE TO THE TOP APPLICATIONS.

The District is currently engaged in negotiations with RTA and ASAR on measures to establish a comprehensive evaluation system for both teachers and principals based on multiple measures. As per the legislation, student standardized test scores would first count for 20% of the teacher evaluation and other measures of student achievement would count for another 20% of the rating. The other 60% of the evaluation score would be based on locally negotiated measures. The District is committed to working collaboratively with each bargaining unit to identify these measures pending Legislature approval.

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The District is also aligned with the USDOE's push by way of the Teacher Incentive Fund to implement performance-based teacher, principal, and staff compensation. The District seeks to use value-added measures to reward staff.

In school year 2010-2011, East High School (Cohort I) piloted a teacher financial incentive program, as outlined by the Transformation model. The District and RTA agreed to allow the school to negotiate, per the School-Level Living Contract Committee provisions of the RTA contract, the conditions that constitute student growth. This strategy demonstrated a high level of local educator support and involvement, as outlined in the TIF guidelines. As a result, East High School created an agreement identifying several measurable goals for teachers to meet in order to receive financial compensation. An additional component that was negotiated provided teachers with a classroom supply fund. The District is looking to create a similar agreement at Dr. Freddie Thomas High School.

HIRING OF A FULL TIME SIM (SCHOOL IMPLEMENTATION MANAGER) FOR EACH PLA SCHOOL. A SIM WILL BE EQUIVALENT TO AN ASSISTANT PRINCIPAL AND WILL ASSUME MOST NON-INSTRUCTIONAL RESPONSIBILITIES IN THE SCHOOL.

At district schools named in this application, a School Implementation Manager (SIM) will be hired to assist the principal in the total administration, organization, and supervision of all non-instructional school activities and programs. This SIM will also oversee the implementation of the selected intervention model at the building level, working closely with the Office of School Innovation. Additional responsibilities of the School Implementation Manager include but are not limited to the following:

- Coordinating, supervising, and evaluating student support services staff,
- Assisting the principal in providing a safe and secure environment for students and staff, including building and grounds, and supervising school security,
- Implementing policies related to student discipline and intervention through pupil, parent and staff collaboration,
- Attending meetings with community members and various school partners,
- Collecting and monitoring data,
- Creating summary reports of progress,
- Facilitating community connections,
- Engaging partners, and
- Monitoring budget expenditures.

SIMs are/will be selected/screened based on meeting NYS qualifications for administrators and their administrative experience. Past experience in raising student achievement will be considered. The District will provide training and support to ensure that the SIM is capable of performing the additional duties as indicated. This training will be coordinated by the Office of School Innovation.

REQUIRING PRINCIPALS OF PLA SCHOOLS TO COMPLETE TRAINING FOCUSED ON STRATEGIES FOR IMPLEMENTATION OF CHOSEN MODELS.

The District has several internal structures in place that will provide principals with various levels of support. These structures include the following:

The Deputy Superintendent for Teaching and Learning is the District's Chief Academic Officer and oversees all aspects of curriculum and academic support. Additionally, this office is charged with the oversight of schools, through the supervision of the School Chiefs. Primary focus is given to the integration of the work of subject area directors in support of schools based on student data and overall school need.

The Special Assistant to the Deputy Superintendent coordinates district level school improvement efforts. To this end, the office provides technical assistance to schools in the following areas: School Comprehensive Education Plans; School Improvement Grants; and NYSED School Improvement Liaison activities. The Special Assistant also serves as a direct conduit for principals in need of additional supports from subject area directors and cross department collaborations.

The Office of School Chiefs reports directly to the Deputy Superintendent of Teaching and Learning to ensure that academics and student achievements are the central focus for all schools. The three School Chiefs are essentially regional superintendents of approximately 20 schools each; working closely with principals while providing various levels of support.

The Office of Professional Learning initiates, coordinates and supervises professional and leadership development activities across the District. This office collaborates with subject area directors to provide pedagogy and content area training in support of schools. In this regard the Director of Professional Learning collaborates with internal and external partners to support teacher training (Career in Teaching Mentor/Intern Program), and leadership development.

Both schools will be assigned a *Professional Learning Coordinator*, responsible for leading/coordinating all professional development for school staff. This individual will report to the Director of Professional Learning while working with staff to develop a deep understanding of, and effective practices for, addressing the school improvement goals. This work will be done in a variety of configurations (e.g., whole staff, content departments, vertical teams, building wide committees) and will take place in a variety of contexts, such as:

- Coaching
- Collegial Learning Circles
- Classroom visitations
- Action Research
- Study Groups
- Content and Pedagogy Courses

Rochester Leadership Academy: The Rochester Leadership Academy (RLA) operates within the context of the NYSED's policy initiative and a formal partnership between the Rochester City School District and St. John Fisher College with the support of ASAR and the School Administrators Association of NYS (SAANYS). The primary focus of the RLA is to support school leaders in achieving successful school and student outcomes in the unique environment of the Rochester public school system. All components of the RLA are aligned with the Interstate School Leaders Licensure Consortium standards, principal and school needs, and the RCSD's Strategic

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Plan. The RLA's integration of applied research, simulations, and application of evidence-based best practices in schools is designed to provide principals and school leadership teams with the skills, knowledge, and dispositions that are required to support the successful implementation of the turnaround and transformational models, and measure the progress and impact of such efforts on improving student outcomes.

Through the various structures listed above, principals will receive training related to a multitude of school improvement related topics, which will include but are not limited to the following:

- Whole staff training where transferable instructional practices and protocols are used to present strategies teachers can use in their classrooms
- Small team coaching sessions to help teams plan curriculum and implement practices
- Individual planning meetings with teachers
- Individual or small group meetings with the principal, school leadership team and/or district staff
- Leadership coaching and support for administrators and other site-based leaders
- Presentations to various constituent groups (such as parents and community groups)
- Demonstration teaching with students and follow-up debriefing sessions with teachers
- Classroom observations and feedback/coaching sessions with teachers
- Implementation of Curriculum Developer and targeted instructional agendas, and operational and school issues
- Using data to inform teaching & learning
- Creating a data-informed and data-friendly whole school culture
- Looking at student work as evidence of student achievement
- Involving students and teachers in data collection and analysis
- Assessment, grading and reporting, curriculum, and other pragmatic structures unique to the model

Additionally, each Principal will partake in at least one conference focused on building principal capacity and/or the implementation of a specific instructional program. The District will identify a partner organization that will support the achievement of students by coordinating the organization's instructional reform approach with the RCSD Strategic Plan, the Rochester Curriculum Framework, and the school's design. Examples of such activities and organizations include but are not limited to:

- National Staff Development Council – Summer Conference
- National Staff Development Council's Learning School Alliance
- National Academy Foundation's Academy Leadership Summit
- National Academy Foundation's Annual Institute for Staff Development
- Montessori Training and Annual Conference

Training specific to implementation of the intervention plan at each school will be provided. At Charlotte High School, the National Academy Foundation's Leadership Summit brings together leaders of schools, districts, and local partner organizations to provide an overview of how leaders can best implement the career academy model in their school districts. The 2011 Institute for Staff Development launches enhanced professional development and technical assistance offerings for NAF academies designed to be year-round, data driven and directed by the self-identified needs of

each NAF academy.

At the new Montessori Academy at Freddie Thomas, the principal will participate in the Center for Montessori Teacher Education/New York's Course for Montessori Management. This multi-year course will assist in the effective management of a successful Montessori school and emphasize Montessori theory and practical challenges.

ESTABLISHING AN LEA TURNAROUND OFFICE OR OFFICERS TO MANAGE THE SCHOOL-LEVEL IMPLEMENTATION OF THE MODELS AND COORDINATE WITH NYSED.

The Office of School Innovation was created in 2008 to develop our high quality school options. Strategies the office oversees include:

- **New School Creation**

Over the past three years, the District has created several new schools including Robert Brown High School of Construction & Design, Rochester Science, Technology, Engineering & Mathematics (STEM) High School, Vanguard Collegiate High School, Integrated Arts & Technology High School, and Dr. Walter Cooper Academy School #10. Each of the new high schools listed is replacing one or more of high schools identified as Persistently Lowest Achieving.

- **School Closure**

Persistently Lowest Achieving schools that have begun to phase-out are: School of Engineering and Manufacturing at Edison, School of Imaging and Information Technology at Edison, School of Business, Finance and Entrepreneurship at Edison, School of Applied Technology at Edison, Bioscience & Health Academy Careers High School at Franklin, Global Media Arts High School at Franklin, International Finance Career High School at Franklin, and John Marshall High School.

- **School Redesign**

The District is in the process of changing the grade configuration of most of our schools from PreK-6/7-12 to PreK-8/9-12. Three elementary schools recently began to grow out while 9 others will begin to grow out in school year 2011-2012. All but one of our new high schools has started at grade 9 while plans for transitioning our existing high schools are underway. Dr. Freddie Thomas High School will be phasing down by losing grades 9-12 while Charlotte High School will be phasing down by losing grades 7 and 8.

It is important to note that various levels of support will be needed for staff, parents, and students in grades that will be phasing out. For example, credit recovery opportunities for students in grades 9-12 at Dr. Freddie Thomas High School or extended day opportunities for 8th grade students at Charlotte High School. Other examples include individualized professional development for teachers interested in improving their practices to better prepare them for the transition to another school or informational sessions and communications sent home to parents informing them of options for their child. The District is also requesting approval to fund various District-level initiatives (i.e. Advancement Via Individual Determination, AVID, etc.) with the SIG 1003(g) grant. Sustainability will become viable as phase down is complete.

In school year 2010-2011, the Office of School Innovation has been responsible for assisting with

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all aspects of implementing the District's 5 new schools (Rochester STEM High School, Integrated Arts & Technology High School, Vanguard Collegiate High School, Robert Brown High School of Construction and Design, and East High School Small Learning Communities) and phasing-out 8 out of the District's 9 Persistently Low Achieving schools (School of Engineering and Manufacturing at Edison, School of Imaging and Information Technology at Edison, School of Business, Finance and Entrepreneurship at Edison, School of Applied Technology at Edison, Bioscience & Health Academy Careers High School at Franklin, Global Media Arts High School at Franklin, International Finance Career High School at Franklin, and John Marshall High School). This work will expand to both Dr. Freddie Thomas High School and Charlotte High School. The position of **Assistant Director of School Innovation** was created to assist with this work and will also be responsible for monitoring each school, with a focus on those leading indicators detailed in section III of the final requirements. This position will be funded via Cohort I SIG 1003 (g) dollars for two more years. Therefore, funding for this position in Cohort II will not be needed until year 3.

This central position will report directly to the Chief of School Innovation, work with the Director of School Innovation and will collaborate with all Central Office departments to ensure the coordination and alignment of department efforts in support of successful outcomes as the District implements its portfolio plan. The primary task of this individual will be to meet bi-monthly with principals to discern their specific needs/concerns as their schools evolve and to serve as their primary Central Office liaison. Additionally, this individual will participate in a District-level Implementation Committee which will consist of representatives from various Central Office departments who will be charged with responding to the concerns/needs of school principals involved in implementation of the District's portfolio plan. This will require the significant coordination of district resources over the three year period identified for portfolio plan implementation.

ADDING AT LEAST ONE PERIOD OF INSTRUCTIONAL TIME PER DAY AND/OR EXTENDING SCHOOL YEAR FOR EACH PLA SCHOOL.

Both schools will institute an Extended Day and/or Saturday School program that will target students who are at-risk or are performing below state standards. Each school will also look to expand the offering of online course recovery using RCSD teachers. Teachers will be offered the opportunity to teach an additional class during the school day as per existing agreement. This additional assignment will afford struggling students extra time on task in small learning groups. Intersession school programs (December, February, and April) held during school breaks will provide students with an additional opportunity to receive course remediation or credit recovery as per existing agreement.

Each school will offer a summer school program that will provide students with the opportunity during the summer months for remediation, credit recovery (for courses not offered in district summer program) as well as enrichment in academic core subjects and other subjects that contribute to a well-rounded education. Additionally, Dr. Freddie Thomas High School will offer a summer orientation program to prepare incoming seventh grade students for arrival in September while Charlotte High School will offer a similar program for incoming ninth grade students. These programs will orientate students to the buildings and expose them to various activities that will assist in their transition. The programs will also provide students and parents

the opportunity to become familiar with staff, as well as school policies and procedures. Lastly, school staff will benefit as they establish relationships with students while familiarizing themselves with individual student learning styles.

Both schools will provide students with enrichment activities that contribute to a well-rounded education. Dr. Freddie Thomas High School will be transitioning into a PreK-8 Montessori school. The Montessori methodology encourages multiple experiential learning opportunities for students recognizing that children develop at different rates. In addition, students are encouraged to display such external behavior as spontaneous self-discipline, independence, love of order, and complete harmony and peace with others in the social situation. Charlotte High School will partner with the National Academy Foundation to develop two academies that will provide students with a themed sequence of courses designed to engage students while preparing them for the 21st Century. The Academy of Finance & Enterprise connects high school students with the world of financial services, offering a curriculum that covers banking and credit, financial planning, international finance, securities, insurance, accounting, and economics. Students will also develop entrepreneurial skills to open their own business. The Academy of Hospitality & Tourism helps students chart career paths in hotel management, sports, entertainment, and event management, and include the study of geography, economics, and world cultures.

PROVIDING EACH TEACHER IN PLA SCHOOLS, 90 MINUTES OF TIME DEDICATED TO PROFESSIONAL LEARNING COMMUNITIES

Targeted, differentiated professional development based on student and school data is an essential part of each school's plan. The Rochester City School District is committed to on-going professional learning that couples district initiatives with the individual needs of schools. The Office of Professional Learning (via the Professional Learning Coordinator) will work with each school to support the development and integration of job embedded professional development throughout the day. Such plans should be shared with the Joint Professional Development Committee upon their request. School administrators are expected to participate in or lead the professional development including data dialogues grade level team meetings. Effective teachers will be identified and their classrooms used as models with other teachers scheduled to observe to view effective instructional strategies in practice. The peer coaching model will ensure that teachers are visiting each other's' classrooms and using the established coaching protocols to provide feedback, following negotiations with the RTA. Teachers will review student work at horizontal, vertical, team meetings for student and program monitoring as well as to ensure consistency in expectations and grading across classrooms.

Dr. Freddie Thomas High School will continue to incorporate a co-teaching model in core content areas. Per the school's JIT review, professional development will focus on the following:

- Observation of other co-teaching models within the building
- Alignment of curricula to define common concepts as well as interdisciplinary literacy skills
- Utilization of the Common Core Standards to for Science and Social Studies to serve as the basis for team teaching and co-planning
- Creation of lesson plans, unit plans, and teacher questioning that build concepts through the application of higher order thinking skills

Charlotte High School will incorporate common planning time for teachers. Per the school's JIT

review, this time will be focused on several topics including but not limited to:

- Utilizing a variety of instructional strategies and resources to address the needs of students in all subgroups
- Increasing collegial conversation regarding core curriculum to inform instruction
- Aligning lesson plan objectives/learning goals with the school and district curricula and NYS standards
- Ensuring that classroom grouping for instruction is appropriate and flexible and include whole group direct instruction and small group differentiated instruction
- Effective instructional practices, such as: direct instruction; modeling; scaffolding; and instruction in content-area literacy (reading/writing)
- Using student data to inform instruction

PROVIDING AT LEAST 10 DAYS OF SITE-BASED TRAINING EACH SCHOOL YEAR FOR ALL TEACHERS IN PLA SCHOOLS.

Individual school plans include extensive site-based training specific to the program/model being implemented. The Office of Professional Learning (via the Professional Development Coordinator) will ensure that all staff members of these schools are provided with ample training to address the needs to the students to whom they teach. Additionally, each plan provides a number of staff with opportunities to gain professional knowledge through participation in national conferences and local training sessions.

PROVIDING TRAINING TO NEW TEACHERS THAT JOIN PLA SCHOOLS AFTER THE IMPLEMENTATION OF THE MODEL HAS BEGUN AND THROUGHOUT THE THREE YEAR GRANT PERIOD.

Candidates for vacant positions in these schools will be fully informed of the professional learning expectations and will agree to those expectations before being offered a position in the school. Each new staff member will be expected to attend up to 10 paid days of targeted professional development before and during the school year starts in their identified areas of need in alignment with the school's redesign plan. Teachers new to the District are assigned a mentor, or master teacher, who will mentor the teacher throughout their first year in areas of behavior management, instructional practice and assessment. Mentor teachers assigned to new teachers in these schools will be expected to be knowledgeable in initiatives and strategies used in the school.

IDENTIFYING PARTNER ORGANIZATIONS AND THE ROLE THAT THEY WILL PLAY IN SUPPORTING IMPLEMENTATION OF A MODEL.

The work of the Office of School Innovation is guided by a set of school design characteristics that draw from national research and practice. Schools must have academic rigor for students to graduate prepared for postsecondary success, personalization to provide students the necessary supports to attain success, and partnerships with intermediary organizations to bring educational resources to the school.

Intermediary organizations currently partnering with the District include Expeditionary Learning, College Board, National Academy Foundation, and Asia Society. The District continually seeks to partner with successful intermediaries in order to improve the quality of schools.

Dr. Freddie Thomas High School

- **North American Montessori Center (NAMC)** will promote high quality staff development in Montessori methodology, technology, and content area learning. The coordinated effort will promote inquiry-based learning, as well as infuse technology to support high standards of learning that are aligned with the NYS Common Core Standards, as well as the Competencies for Montessori Teacher Candidates approved by the Montessori Accreditation Council for Teacher Education (MACTE).
- **Hillside Work-Scholarship Connection's (HW-SC)** core program reaches students by pairing individual students with Youth Advocates who provide mentoring and other types of support in school, at home and at work. The rationale behind this model is it allows the youth advocate to establish long term relationships with students, parents/guardians, and all other adults working to provide services that benefit the student. In addition, by supporting at-risk students in settings where they are most likely to struggle and have the most to gain, HW-SC helps youth stay in school, achieve academic success, earn their high school diploma or General Equivalency Diploma, and acquire the habits and skills that will prepare them for success at work and in life. In addition to their efforts to improve their students' academic retention and success, HW-SC simultaneously prepares them for entry into the workforce with pre-employment training through the Youth Employment Training Academy (YETA).

Charlotte High School

- **National Academy Foundation (NAF)** will partner with the school to assist in the operation of two academies: Finance & Virtual Enterprise and Hospitality & Tourism. The National Academy Foundation is an acclaimed national network of high school career academies predominately based in urban districts-schools within schools-with rigorous, career-themed curricula created with current industry and educational expertise.
- **Rochester Institute of Technology (RIT)** will partner with the school to offer a Saturday program for incoming 9th grade students. The program is designed to expose students to various careers associated with each of the two NAF academies and to provide students with enrichment in the areas of math and English Language Arts (ELA).
- **Monroe Community College (MCC)** will partner with the school to incorporate Service Learning projects into the curriculum. Initially, ninth grade students will be participating in projects through Health-related topics and each year, students will participate in various, more in-depth service learning experiences through different content areas. Additionally, a dual credit Introduction to Service-Learning Seminar (SVL 101, 135 hr. service-learning project) will be offered. Students who successfully complete service-learning projects and dual credit courses with a grade of C or higher will have their service-learning hours listed on their official MCC transcript. Please note that this is contingent upon Learn and Serve Grant funding. If not approved, the District would like to use 1003(g) funds to support this initiative.
- **Urban League** will partner with the school to provide various behavioral and academic support services to all students.

IN ADDITION, THE LEA SHOULD INDICATE THAT IT HAS THE ABILITY TO GET THE BASIC ELEMENTS OF ITS SELECTED MODELS UP AND RUNNING BY THE BEGINNING OF THE 2010-2011 SCHOOL YEAR.

The following activities have taken place, are currently taking place, or will take place as indicated:

- Principal appointment -June 1, 2011
- All teaching positions posted -June 1, 2011
- Teacher interview and selections process completed -July 1, 2011
- Informational staff meetings –May/June, 2011
- Parent forums –May/June, 2011
- Identification of Intermediary Partner –April, 2011
- School specific teacher training sessions -July/August, 2011

Section B: Descriptive Information (cont.)

2. Obstacles faced in plan implementation

As described in the response to Section B, Question #6 following, the District has engaged in ongoing dialogue with all stakeholders around the development of the components included in this application. The District will have the opportunity to select current staff that fit the model of each school, including principals and teachers. Interested RCSD staff members will apply and be interviewed for selection. Finally, the District has an already established Office of School Innovation that will coordinate the models identified for schools that it seeks to expand through 1003(g) funds.

A hurdle to implementation is collective bargaining, specifically in the areas of rewarding teachers, removal of teachers, and utilizing student growth in teacher evaluations, which are most critical for the Transformation model and also included in part in the Turnaround model. RCSD will address the following areas through negotiations:

- 1) Implementation of the New York State teacher evaluation system.
- 2) Implementation of School Improvement Grant areas that impact contractual agreements. To facilitate negotiations, in January 2010, the District created an Office of Labor Relations that is responsible for labor-management oversight and the negotiation of the District's four collective bargaining agreements. The Office of School Innovation will continue to collaborate with the Office of Labor Relations to develop proposals for implementation, such as the proposal to RTA on financial incentives for teachers based on student growth.
- 3) Aligning Turnaround and Transformation model implementation. The Chief of School Innovation has been added to the District's labor negotiations team for the purpose of further aligning Turnaround and Transformation model implementation with the District's negotiations.
- 4) The District will continue to align its proposals with SIG and Teacher Incentive Fund (TIF) guidelines as part of its negotiations with all collective bargaining units.
- 5) The District will continue to make public its interest in revised evaluation and reward systems in order to garner community and teacher support.

Communication continues between the Superintendent, Office of School Innovation, Office of Labor Relations, RTA and ASAR regarding provisions of the bargaining agreements that may need to be addressed and/or modified. The District, working with its union partners, will remove contractual impediments to ensure the success of the selected models at each school. The District believes that tentative agreements can be reached prior to the beginning of the academic school year.

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Section B: Descriptive Information (cont.)

3. Supporting LEA-level activities and implementation timeline for Tier I schools

TYPE OF ACTIVITY	DESCRIPTION	TIMELINE	PERSON(S) RESPONSIBLE	DESCRIPTION OF DUTIES
Pre-Implementation	a. Family/Community Engagement b. Review of External Partners c. Selection of Instructional Program d. Professional Development e. Staff Recruitment	a. April 2011 – August 2011 b. March 2011 – April 2011 c. March 2011 – April 2011 d. May 2011 – throughout e. April 2011 – May 2011	a. Office of School Innovation; Director of Communications b. Office of School Innovation; Teaching and Learning c. Teaching and Learning; Office of School Innovation; Principal d. Director of Professional Learning; Principal e. Human Capital Initiatives; Principal	a. Engage/inform parents and the community of school choice options through various media outlets b. Send RFP’s for potential partners and instructional programs c. Arrange visits to various schools/districts d. Engage various stakeholders regarding professional development specific to each school e. Develop job descriptions specific to each school
Implementation	District Redesign Collaboration	a. Spring 2011 through Year 3	a. Chief of School Innovation; Senior Director of Labor Relations; Chief of Human Capital Initiatives; RTA President; ASAR President	a. Develop procedures; remove any contractual impediments; set timelines; review results
Monitoring	Governance Structure	a. June 2011 through Year 3	a. School Chiefs	a. Work with each school to ensure principal capacity and provide support as needed
Budget	School budget	a. Dec. 2010 through Feb. 2011 b. Dec. 2010 – Feb. (annually)	a. Chief Financial Officer; Office of School Innovation; Human Capital Initiatives b. Chief Financial Officer	a. Determine school staffing levels b. Establish school budget by determining school funding sources, Local, grants, C4E,

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TYPE OF ACTIVITY	DESCRIPTION	TIMELINE	PERSON(S) RESPONSIBLE	DESCRIPTION OF DUTIES
				Title I, SIG
School Operations	New Principals for Turnaround Schools	a. March 2011 – April 2011 b. May 2011 c. June 2011	a. Office of School Innovation; Human Capital Initiatives; School Chiefs b. Human Capital Initiatives; School Chiefs; Office of School Innovation c. Board of Education	a. Create job description and post for candidates b. Conduct interviews c. Appoint all principals
School Operations	Staff schools	a. May 2011 – June 2011 (annually) b. June (annually) c. June (annually)	a. Principal; Human Capital Initiatives b. Principal; Human Capital Initiatives; c. Principal; Human Capital Initiatives	a. Create job descriptions and post for candidates b. Interview candidates c. Hire candidates
School Operations	Establish School-based Planning Teams (SBPT)	a. September/October 2011 through Year 3	a. Principal; SIM	a. Establish and elect members of the School-based Planning Team from individual constituencies; Provide input and oversees implementation of intervention model; Monitors various data and modifies plan accordingly; Develops School Improvement Plan
Student Placement	Student Recruitment / Placement	December – June (annually)	a. Youth Development & Family Services; Office of Communications b. Youth Development &	a. Publish School of Choice booklets b. Promote schools via public forums, media, parent outlets c. Accept applications

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TYPE OF ACTIVITY	DESCRIPTION	TIMELINE	PERSON(S) RESPONSIBLE	DESCRIPTION OF DUTIES
			Family Services; Office of Communications; Principal c. Youth Development & Family Services; Principal d. Youth Development & Family Services	d. Maintain enrollment statistics to insure a balanced enrollment
Professional Development	Ongoing Professional Development	July 2011-Year 3	a. Director of Professional Learning; Principal; Administrative Team b. Deputy Superintendent for Teaching and Learning c. Principal; Registrar d. Principal; Leadership Team e. District Trainers	a. Development of ongoing job embedded support b. Summer professional development in alignment with school plans c. Master Schedules developed allowing time within the school day for teaming and collaborative planning d. Review student work to monitor student growth and program implementation e. Peer Coaching
Curriculum	Program/curriculum development and alignment	July 2011-Year 3	a. Deputy Superintendent for Teaching and Learning b. Subject Area Directors; Administrative Team; Office of School Innovation	a. Support for the development of needed course curriculum though Subject Area Directors b. Engagement of school partners in the curriculum development process (NAF, Montessori, etc.)
School Operations	Extension of school day and year, and additional instructional time within the school day	July 2011-Year 3	a. Principal; Leadership Team b. Principal; Leadership Team; Human Capital Initiatives	a. Support the implementation of before and after school, intersession and summer programs b. Use of additional teaching time

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TYPE OF ACTIVITY	DESCRIPTION	TIMELINE	PERSON(S) RESPONSIBLE	DESCRIPTION OF DUTIES
Use of Data	Access to reliable student and program data	July 2011-Year 3	a. Office of Accountability b. Office of Accountability; Director of Professional Learning	a. All student data needed for program evaluation; All student data needed to assess student performance; b. Ongoing training in data analysis
Monitoring	Program Implementation and Monitoring	July 2011 – Year 3	a. Principal; Office of Accountability b. Principal; Leadership Team c. Office of School Innovation; School Chiefs	a. Utilize Datacation b. Progress monitoring using 4-Tier (RTI) model c. Monitor program implementation to ensure fidelity and modify as needed
Monitoring	Administrator and Teacher Evaluation	July 2011 – Year 3	a. School Chiefs; School Principal and Administrators; Human Capital Initiatives	a. Utilize current contractual evaluation systems for teachers and administrators
Curriculum / Professional Development	Provide additional technology for instructional use, and professional development	July 2011 -Year 3	a. Principal; Instructional Technology Department b. Instructional Technology Department; Facilities Department c. Instructional Technology Department; Principal; Leadership Team; Director of Professional Learning	a. Purchase hardware as outlined in each school’s Plan. b. Install hardware c. Provide intensive training using Instructional Technology
Parent/ Community	Strengthen Parent	July 2011 - Year 3	a. Principal	a. Identify parent liaison for each

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TYPE OF ACTIVITY	DESCRIPTION	TIMELINE	PERSON(S) RESPONSIBLE	DESCRIPTION OF DUTIES
Involvement	Involvement		b. Principal; Youth Development and Family Services c. Youth Development and Family Services d. Principal; Administrative Team; Counselors e. Principal; School Leadership Team; SBPT	school b. Establish parental involvement in school and parent representation on SBPT c. Provide training and encourage the use of the Parent Portal allowing Parents access to their children's grades, attendance and behavior records electronically d. Utilize Datacation system for student tracking parent information e. Schools will work to engage in home visits as appropriate; host parent meetings; work with parents to understand the curriculum; establish active PTAs/PTOs/PTSAs; establish Advisory Teams to inform new school development
Parent/ Community Involvement	Identifying Partnerships to Support Schools	July 2011 – Year 3	a. Principal; Office of School Innovation; Office of Community Partnerships	a. Establish partnerships with High Education Institutions; Establish PENCIL Partnerships; Identify business partners who will provide internship and job shadowing

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Section B: Descriptive Information (cont.)

4. Baseline data charts (Appendix A) and the Model Implementation Plans (Appendix B)

Appendices A (Baseline Data Chart) and B (Model Implementation Plan) have been completed for the two schools included in this application.

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Section B: Descriptive Information (cont.)

5. Annual LEA Goals

Each year RCSD assigns annual performance targets for each one of its schools. The intensity of these performance targets are approximately 10% higher than those required by the State Education Department (as noted on the school's state report card). Annually, the performance of each school, inclusive of each subgroup that the school is accountable for, is analyzed using multiple indicators to measure the academic and environmental status of the school. The reporting of such status is done in year-end and periodic reports for the District leadership and Board of Education to enact instructional and/or organizational decisions to redirect or intensify efforts to raise student achievement.

The process for setting goals for the 2011-12 school year, based on official New York State Accountability Data, commences in late August due to the timing of the release of official data by the New York State Education Department. It was the intent of the Rochester City School District to set goals for grades 7 and 8 for both Charlotte High School and Dr. Freddie Thomas High School, but the release of official state testing results was postponed to a date unknown. In late August 2011, pending the release of this information, the Office of Accountability and the Teaching and Learning Division will collaboratively and formally set proposed Superintendent's Goals for the Board of Education and the Superintendent to consider, and upon approval, communicate and monitor these expectations.

The Rochester City School District set the following goals for the 2010-11 school year for Charlotte High School and Dr. Freddie Thomas High School.

Charlotte

Leading Indicator/ School Year	2009-10	2010-11
Graduation Rate	48%	55%
HS ELA at 65 or higher	72%	74%
HS Math at 65 or higher	37%	54%
Grades 7&8 ELA	12%	39%
Grades 7&8 Math	13%	47%
In-school suspensions reduced by 75%	146	109
Out of school suspensions reduced by 75%	40	30
Attendance Rate	83%	92%

Dr. Freddie Thomas

Leading Indicator/ School Year	2009-10	2010-11
Graduation Rate	45%	52%
HS ELA at 65 or higher	70%	73%
HS Math at 65 or higher	67%	71%
Grades 7&8 ELA	32%	69%
Grades 7&8 Math	55%	88%
In-school suspensions reduced by 75%	48	36
Out of school suspensions reduced by 75%	54	40
Attendance Rate	88%	92%

Section B: Descriptive Information (cont.)

6. Consultation with relevant stakeholders

The Rochester City School District has continuously consulted with relevant stakeholders throughout the development of this application and prior to its development as part of the RCSD Portfolio Plan, Part II. The District's School Improvement Grant application is based on the strategies outlined in the Portfolio Plan Part II.

Stakeholders consulted include representatives of collective bargaining units and recognized parent groups. These stakeholders collectively represent the District's School-Based Planning Team Steering Committee. The Steering Committee meets monthly as the representative body of School-Based Planning Teams in the District. Each school in the District has a School-Based Planning Team.

The presidents of each collective bargaining unit participate in the Steering Committee, including Margie Brumfield of Rochester Association of Paraprofessionals (RAP), Dan DiClemente of Board of Education Non-Teaching Employees (BENTE), Debbie Rider of Association of Supervisors and Administrators of Rochester (ASAR), and Adam Urbanski of Rochester Teachers Association (RTA). Parent representatives Candice Lucas and Makita Saloane. The Superintendent of Schools and district staff designees also serve on the Steering Committee.

District representatives met with NYSED via phone consultation to discuss/finalize school intervention model for each school. Based on feedback provided by NYSED and the needs assessment information, the District selected the most appropriate model for each school and began the development of the application.

The Steering Committee has reviewed the School Improvement Grant application as the main agenda item in several meetings. Evidence of this continued collaboration can be located in Appendix C, Collaboration and Consultation. The District will be submitting drafts of the application as they are being completed for advance review prior to the final meeting. The District will ask for representatives to review and prepare for sign off on Appendix C at a future meeting. The District met individually with stakeholder groups as well to address specific input.

As stated above, the District released its School Portfolio Plan for 2010-12 in March 2010 and an addendum, School Portfolio Plan II in January 2011. The plan was based on the District's Strategic Plan objective to provide a portfolio of high quality choices for families. The District consulted with stakeholders as part of the approval process by the Board of Education for the Portfolio Plan.

In conclusion, the Rochester City School District has engaged in an extensive consultation process with stakeholders. Prior to the application, the District had begun engagement around the Portfolio Plan, which was approved by the Board of Education. Specific to the application, the District has met regularly with the School-Based Planning Team Steering Committee, which consists of collective bargaining and parent leadership, to inform and seek feedback on the application. As the District continues to implement its Portfolio Plan and this application it will engage relevant stakeholders, including in the hiring of teachers and the creation of representative School-Based Planning Teams for each school.

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APPENDIX A: BASELINE DATA

School: <u>Charlotte High School</u> NCES#: <u>3624750003362</u> Grades Served: <u>7 - 12</u> Number of students: <u>1,049</u> Model to be implemented: <u>Turnaround</u>	
Achievement Indicators	2009-2010
AYP status	Restructuring Advanced
Which AYP targets the school met and missed	ELA Middle: Missed Math Middle: Missed Science Middle: Missed ELA HS: Missed Math HS: Missed Graduation: Missed
School improvement status	Restructuring Advanced
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	See Tables 1 and 2
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup*	See Tables 1 and 2
Percentage of limited English proficient students who attain English language proficiency	11%
Graduation rate - <i>The 2008-09 rate reported.</i>	44%
College enrollment rates / Achievement	79%

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APPENDIX A: BASELINE DATA (continued)

School: <u>Charlotte High School</u> NCES#: <u>3624750003362</u> Grades Served: <u>7 - 12</u> Number of students: <u>1,049</u> Model to be implemented: <u>Turnaround</u>	
Leading Indicators	2009-2010
Number of minutes within the school year*	68,925
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	See NYS Report Card (included)
Dropout rate	7%
Student attendance rate	83%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes*	115/94.3%
Discipline incidents	7
Truants – Unexcused absences	25,709
Distribution of teachers by performance level on LEA's teacher evaluation system	Not Available
Teacher attendance rate*	92.6

APPENDIX A: BASELINE DATA (cont.)

New York State Education Department
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State Assessment Proficiencies: Regents Math, Grade 7 Math, Grade 8 Math

CHARLOTTE HIGH SCHOOL									
MATH - 2010									
	NUMBER IN LEVEL:				TOTAL	PERCENT IN LEVEL:			
	0 - 54	55 - 64	65 - 84	85 - 100		0 - 54	55 - 64	65 - 84	85 - 100
TOTAL	103	84	114	2	303	34.0%	27.7%	37.6%	0.7%
FEMALE	62	46	55	1	164	37.8%	28.0%	33.5%	0.6%
MALE	41	38	59	1	139	29.5%	27.3%	42.4%	0.7%
BLACK	64	51	62	1	178	36.0%	28.7%	34.8%	0.6%
HISPANIC	18	12	22	0	52	34.6%	23.1%	42.3%	0.0%
WHITE	19	19	27	1	66	28.8%	28.8%	40.9%	1.5%
OTHER	2	2	3	0	7	28.6%	28.6%	42.9%	0.0%
ELL	3	0	1	0	4	0.0%	0.0%	0.0%	0.0%
SWD	18	6	5	0	29	62.1%	20.7%	17.2%	0.0%

CHARLOTTE HIGH SCHOOL
MATH 7: 2010

	NUMBER IN LEVEL:				TOTAL	PERCENT IN LEVEL:			
	Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4
TOTAL	47	73	21	10	151	31.1%	48.3%	13.9%	6.6%
FEMALE	25	38	6	5	74	33.8%	51.4%	8.1%	6.8%
MALE	22	35	15	5	77	28.6%	45.5%	19.5%	6.5%
BLACK	32	38	12	3	85	37.6%	44.7%	14.1%	3.5%
HISPANIC	9	21	5	0	35	25.7%	60.0%	14.3%	0.0%
WHITE	6	14	4	6	30	20.0%	46.7%	13.3%	20.0%
OTHER	0	0	0	1	1	0.0%	0.0%	0.0%	100.0%
SWD	20	12	1	1	34	58.8%	35.3%	2.9%	2.9%
LEP	4	3	1	0	8	50.0%	37.5%	12.5%	0.0%

CHARLOTTE HIGH SCHOOL
MATH 8: 2010

	NUMBER IN LEVEL:				TOTAL	PERCENT IN LEVEL:			
	Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4
TOTAL	88	58	8	0	154	57.1%	37.7%	5.2%	0.0%
FEMALE	41	25	1	0	67	61.2%	37.3%	1.5%	0.0%
MALE	47	33	7	0	87	54.0%	37.9%	8.0%	0.0%
BLACK	56	34	3	0	93	60.2%	36.6%	3.2%	0.0%
HISPANIC	28	10	1	0	39	71.8%	25.6%	2.6%	0.0%
WHITE	3	13	3	0	19	15.8%	68.4%	15.8%	0.0%
OTHER	1	1	1	0	3	33.3%	33.3%	33.3%	0.0%
SWD	29	8	0	0	37	78.4%	21.6%	0.0%	0.0%
LEP	14	0	0	0	14	100.0%	0.0%	0.0%	0.0%

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APPENDIX A: BASELINE DATA (cont.)

State Assessment Proficiencies: Regents ELA, Grade 7 ELA, Grade 8 ELA

CHARLOTTE HIGH SCHOOL									
ELA 11 - 2010									
	NUMBER IN LEVEL:				TOTAL	PERCENT IN LEVEL:			
	0 - 54	55 - 64	65 - 84	85 - 100		0 - 54	55 - 64	65 - 84	85 - 100
TOTAL	26	13	94	12	145	17.9%	9.0%	64.8%	8.3%
FEMALE	11	8	60	5	84	13.1%	9.5%	71.4%	6.0%
MALE	15	5	34	7	61	24.6%	8.2%	55.7%	11.5%
BLACK	22	10	54	4	90	24.4%	11.1%	60.0%	4.4%
HISPANIC	3	2	13	1	19	15.8%	10.5%	68.4%	5.3%
WHITE	1	1	24	6	32	3.1%	3.1%	75.0%	18.8%
OTHER	0	0	3	1	4	0.0%	0.0%	75.0%	25.0%
ELL	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%
SWD	9	1	6	0	16	56.3%	6.3%	37.5%	0.0%

SCHOOL #60

ELA 7: 2010

	NUMBER IN LEVEL:				TOTAL	PERCENT IN LEVEL:			
	Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4
TOTAL	53	80	19	0	152	34.9%	52.6%	12.5%	0.0%
FEMALE	24	40	9	0	73	32.9%	54.8%	12.3%	0.0%
MALE	29	40	10	0	79	36.7%	50.6%	12.7%	0.0%
BLACK	29	45	10	0	84	34.5%	53.6%	11.9%	0.0%
HISPANIC	15	21	1	0	37	40.5%	56.8%	2.7%	0.0%
WHITE	9	13	8	0	30	30.0%	43.3%	26.7%	0.0%
OTHER	0	1	0	0	1	0.0%	100.0%	0.0%	0.0%
SWD	22	11	1	0	34	64.7%	32.4%	2.9%	0.0%
LEP	6	3	1	0	10	60.0%	30.0%	10.0%	0.0%

SCHOOL #60

ELA 8: 2010

	NUMBER IN LEVEL:				TOTAL	PERCENT IN LEVEL:			
	Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4
TOTAL	64	73	19	0	156	41.0%	46.8%	12.2%	0.0%
FEMALE	30	29	8	0	67	44.8%	43.3%	11.9%	0.0%
MALE	34	44	11	0	89	38.2%	49.4%	12.4%	0.0%
BLACK	41	42	10	0	93	44.1%	45.2%	10.8%	0.0%
HISPANIC	19	17	3	0	39	48.7%	43.6%	7.7%	0.0%
WHITE	3	12	6	0	21	14.3%	57.1%	28.6%	0.0%
OTHER	1	2	0	0	3	33.3%	66.7%	0.0%	0.0%
SWD	31	7	0	0	38	81.6%	18.4%	0.0%	0.0%
LEP	9	4	0	0	13	69.2%	30.8%	0.0%	0.0%

School **CHARLOTTE HIGH SCHOOL**
School ID **26-16-00-01-0060**

District **ROCHESTER CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

**Accountability Status
for This Subject
(2010–11)**

Restructuring (advanced) Comprehensive

Accountability Measures 1 of 6 Student groups making AYP in English language arts
✗ Did not make AYP

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (328:304)	✗	✓	98%	✗	120	149	142 [‡] 87
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (190:175)	✗	✓	97%	✗	116	147	142 [‡] 85
Hispanic or Latino (79:79)	✗	✓	100%	✗	110	144	138 [‡] 75
Asian or Native Hawaiian/Other Pacific Islander (4:4)	—	—	—	—	—	—	—
White (55:46)	✓	✓	96%	✓	150	141	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (86:85)	✗	✓	98%	✗	84	144	123 [‡] 54
Limited English Proficient (25:25)	—	—	—	—	—	—	—
Economically Disadvantaged (311:290)	✗	✓	97%	✗	118	149	142 [‡] 84
Final AYP Determination	✗	1 of 6					
Non-Accountability Groups							
Female (149:136)			98%		115	146	
Male (179:168)			97%		124	147	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **CHARLOTTE HIGH SCHOOL**
School ID **26-16-00-01-0060**

District **ROCHESTER CITY SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2010–11)

In Good Standing

Accountability Measures 1 of 6 Student groups making AYP in mathematics
✗ Did not make AYP

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2009–10	2010–11
Accountability Groups								
All Students (328:301)	✗	✓	97%	✗	121	129	129 [‡]	85
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (191:175)	✗	✓	97%	✗	115	127	127 [‡]	79
Hispanic or Latino (79:77)	✗	✓	97%	✗	109	124	124 [‡]	75
Asian or Native Hawaiian/Other Pacific Islander (4:4)	—	—	—	—	—	—	—	—
White (109:45)	✓	✓	97%	✓	156	121		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (86:83)	✗	✓	97%	✗	98	124	117 [‡]	70
Limited English Proficient (26:23)	—	—	—	—	—	—	—	—
Economically Disadvantaged (312:287)	✗	✓	96%	✗	119	129	129 [‡]	83
Final AYP Determination	✗	1 of 6						
Non-Accountability Groups								
Female (150:136)			98%		112	126		
Male (178:165)			96%		128	127		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **CHARLOTTE HIGH SCHOOL**
School ID **26-16-00-01-0060**

District **ROCHESTER CITY SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status for This Subject (2010–11)

Improvement (year 1) Comprehensive

Accountability Measures

1 of 4 Student groups making AYP in English language arts
X Did not make AYP

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11	
Accountability Groups								
All Students (139:135)	X	✓	99%	X	150	168	153 [†]	155
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (81:80)	X	✓	99%	X	146	166	149 [†]	151
Hispanic or Latino (31:21)	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:2)	—	—	—	—	—	—	—	—
White (26:32)	✓ ^{SH}	—	—	✓ ^{SH}	159	160	20	163
Multiracial (0:0)								
Other Groups								
Students with Disabilities (20:18)	—	—	—	—	—	—	—	—
Limited English Proficient (3:3)	—	—	—	—	—	—	—	—
Economically Disadvantaged (104:107)	X	✓	98%	X	155	167	154 [†]	160
Final AYP Determination	X 1 of 4							
Non-Accountability Groups								
Female (77:70)			99%		167	166		
Male (62:65)			98%		132	165		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X** Did not make AYP
- Fewer Than 40 12th Graders/
Fewer Than 30 Cohort
- † Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **CHARLOTTE HIGH SCHOOL**
School ID **26-16-00-01-0060**

District **ROCHESTER CITY SCHOOL DISTRICT**

Secondary-Level Mathematics

Accountability Status for This Subject (2010–11)

Improvement (year 1) Comprehensive

Accountability Measures 1 of 4 Student groups making AYP in mathematics
X Did not make AYP

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11	
Accountability Groups								
All Students (139:135)	X	✓	99%	X	137	164	139 [†]	143
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (81:80)	X	✓	99%	X	135	162	131 [†]	142
Hispanic or Latino (31:21)	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:2)	—	—	—	—	—	—	—	—
White (26:32)	✓ ^{SH}	—	—	✓ ^{SH}	144	156	20	150
Multiracial (0:0)								
Other Groups								
Students with Disabilities (20:18)	—	—	—	—	—	—	—	—
Limited English Proficient (3:3)	—	—	—	—	—	—	—	—
Economically Disadvantaged (104:107)	X	✓	99%	X	144	163	133 [†]	150
Final AYP Determination	X 1 of 4							
Non-Accountability Groups								
Female (77:70)			99%		151	162		
Male (62:65)			100%		122	161		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X** Did not make AYP
- Fewer Than 40 12th Graders/
Fewer Than 30 Cohort
- † Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

New York State Education Department
ROCHESTER CITY SCHOOL DISTRICT
 School Improvement Grant Application, FY 2010
 Under 1003 (g) of the Elementary and Secondary Education Act of 1965

APPENDIX A: BASELINE DATA

School: <u>Dr. Freddie Thomas High School</u> NCES#: <u>362475005586</u> Grades Served: <u>7-12</u> Number of students: <u>1066</u> Model to be implemented: <u>Transformation</u>	
Achievement Indicators	2009-2010
AYP status	Improvement Year I
Which AYP targets the school met and missed	ELA Middle: Met Math Middle: Met Science Middle: Met ELA HS: Met Math HS: Met Graduation: Missed
School improvement status	Improvement Year I
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	See Tables 1 and 2
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement percentile, and for each subgroup*	See Tables 1 and 2
Percentage of limited English proficient students who attain English language proficiency	21%
Graduation rate - <i>The 2008-09 rate reported.</i>	46%
College enrollment rates / Achievement	86%

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APPENDIX A: BASELINE DATA (cont.)

School: <u>Dr. Freddie Thomas High School</u> NCES#: <u>362475005586</u> Grades Served: <u>7-12</u> Number of students: <u>1066</u> Model to be implemented: <u>Transformation</u>	
Leading Indicators	2009-2010
Number of minutes within the school year*	68,925
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	See NYS Report Card (included)
Dropout rate	9%
Student attendance rate	85%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes*	65/83.3%
Discipline incidents	12
Truants/ unexcused absences	16,431
Distribution of teachers by performance level on LEA's teacher evaluation system	Not Available
Teacher attendance rate*	95.1

New York State Education Department
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APPENDIX A: BASELINE DATA (cont.)

Table 1: State Assessment Proficiencies: Regents Math, Grade 7 Math, Grade 8 Math

Regents 2010									
	NUMBER IN LEVEL:				TOTAL	PERCENT IN LEVEL:			
	0 - 54	55 - 64	65 - 84	85 - 100		0 - 54	55 - 64	65 - 84	85 - 100
TOTAL	57	51	151	6	265	21.5%	19.2%	57.0%	2.3%
FEMALE	33	29	75	0	137	24.1%	21.2%	54.7%	0.0%
MALE	24	22	76	6	128	18.8%	17.2%	59.4%	4.7%
BLACK	38	31	104	1	174	21.8%	17.8%	59.8%	0.6%
HISPANIC	13	17	34	4	68	19.1%	25.0%	50.0%	5.9%
WHITE	5	2	10	1	18	27.8%	11.1%	55.6%	5.6%
OTHER	1	1	3	0	5	20.0%	20.0%	60.0%	0.0%
ELL	0	2	2	0	4	0.0%	50.0%	50.0%	0.0%
SWD	5	6	8	0	19	26.3%	31.6%	42.1%	0.0%

Grade 7 2010									
	NUMBER IN LEVEL:				TOTAL	PERCENT IN LEVEL:			
	Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4
TOTAL	10	44	85	39	178	5.6%	24.7%	47.8%	21.9%
FEMALE	8	29	41	22	100	8.0%	29.0%	41.0%	22.0%
MALE	2	15	44	17	78	2.6%	19.2%	56.4%	21.8%
BLACK	6	32	55	27	120	5.0%	26.7%	45.8%	22.5%
HISPANIC	3	9	22	9	43	7.0%	20.9%	51.2%	20.9%
WHITE	1	2	7	2	12	8.3%	16.7%	58.3%	16.7%
OTHER	0	1	1	1	3	0.0%	33.3%	33.3%	33.3%
SWD	5	12	14	5	36	13.9%	33.3%	38.9%	13.9%
LEP	0	3	5	0	8	0.0%	37.5%	62.5%	0.0%

Grade 8 2010									
	NUMBER IN LEVEL:				TOTAL	PERCENT IN LEVEL:			
	Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4
TOTAL	19	80	54	7	160	11.9%	50.0%	33.8%	4.4%
FEMALE	10	36	31	1	78	12.8%	46.2%	39.7%	1.3%
MALE	9	44	23	6	82	11.0%	53.7%	28.0%	7.3%
BLACK	16	40	33	5	94	17.0%	42.6%	35.1%	5.3%
HISPANIC	2	32	14	1	49	4.1%	65.3%	28.6%	2.0%
WHITE	1	7	6	1	15	6.7%	46.7%	40.0%	6.7%
OTHER	0	1	1	0	2	0.0%	50.0%	50.0%	0.0%
SWD	5	23	1	1	30	16.7%	76.7%	3.3%	3.3%
LEP	0	11	1	0	12	0.0%	91.7%	8.3%	0.0%

New York State Education Department
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APPENDIX A: BASELINE DATA (cont.)

Table 2: State Assessment Proficiencies: Regents ELA, Grade 7 ELA Grade 8 ELA

Regents 2010									
	NUMBER IN LEVEL:				TOTAL	PERCENT IN LEVEL:			
	0 - 54	55 - 64	65 - 84	85 - 100		0 - 54	55 - 64	65 - 84	85 - 100
TOTAL	43	29	143	26	241	17.8%	12.0%	59.3%	10.8%
FEMALE	20	18	86	11	135	14.8%	13.3%	63.7%	8.1%
MALE	23	11	57	15	106	21.7%	10.4%	53.8%	14.2%
BLACK	31	22	94	14	161	19.3%	13.7%	58.4%	8.7%
HISPANIC	8	5	37	8	58	13.8%	8.6%	63.8%	13.8%
WHITE	3	1	11	3	18	16.7%	5.6%	61.1%	16.7%
OTHER	1	1	1	1	4	25.0%	25.0%	25.0%	25.0%
ELL	1	1	2	0	4	25.0%	25.0%	50.0%	0.0%
SWD	10	2	11	0	23	43.5%	8.7%	47.8%	0.0%

Grade 7 2010									
	NUMBER IN LEVEL:				TOTAL	PERCENT IN LEVEL:			
	Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4
TOTAL	20	102	51	5	178	11.2%	57.3%	28.7%	2.8%
FEMALE	13	55	28	4	100	13.0%	55.0%	28.0%	4.0%
MALE	7	47	23	1	78	9.0%	60.3%	29.5%	1.3%
BLACK	15	65	37	3	120	12.5%	54.2%	30.8%	2.5%
HISPANIC	5	27	10	1	43	11.6%	62.8%	23.3%	2.3%
WHITE	0	9	3	0	12	0.0%	75.0%	25.0%	0.0%
OTHER	0	1	1	1	3	0.0%	33.3%	33.3%	33.3%
SWD	12	22	2	0	36	33.3%	61.1%	5.6%	0.0%
LEP	4	4	0	0	8	50.0%	50.0%	0.0%	0.0%

Grade 8 2010									
	NUMBER IN LEVEL:				TOTAL	PERCENT IN LEVEL:			
	Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4
TOTAL	2	81	105	1	189	1.1%	42.9%	55.6%	0.5%
FEMALE	0	34	56	1	91	0.0%	37.4%	61.5%	1.1%
MALE	2	47	49	0	98	2.0%	48.0%	50.0%	0.0%
BLACK	2	64	65	1	132	1.5%	48.5%	49.2%	0.8%
HISPANIC	0	16	32	0	48	0.0%	33.3%	66.7%	0.0%
WHITE	0	1	6	0	7	0.0%	14.3%	85.7%	0.0%
OTHER	0	0	2	0	2	0.0%	0.0%	100.0%	0.0%
SWD	1	21	12	0	34	2.9%	61.8%	35.3%	0.0%
LEP	0	5	6	0	11	0.0%	45.5%	54.5%	0.0%

School **DR FREDDIE THOMAS HIGH SCHOOL**
School ID **26-16-00-01-0085**

District **ROCHESTER CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

**Accountability Status
for This Subject
(2010–11)**

In Good Standing

Accountability Measures

4 of 5

Student groups making AYP in English language arts

X

Did not make AYP

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (339:322)	✓	✓	100%	✓	158	149	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (215:205)	✓	✓	100%	✓	157	147	
Hispanic or Latino (92:86)	✓	✓	100%	✓	153	144	
Asian or Native Hawaiian/Other Pacific Islander (5:5)	—	—	—	—	—	—	—
White (27:26)	—	—	—	—	—	—	—
Multiracial (0:0)							
Other Groups							
Students with Disabilities (67:66)	X	✓	100%	X	123	143	138 89
Limited English Proficient (20:19)	—	—	—	—	—	—	—
Economically Disadvantaged (323:310)	✓	✓	100%	✓	157	149	
Final AYP Determination	X 4 of 5						
Non-Accountability Groups							
Female (179:168)			100%		163	147	
Male (160:154)			100%		153	147	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X** Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **DR FREDDIE THOMAS HIGH SCHOOL**
School ID **26-16-00-01-0085**

District **ROCHESTER CITY SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2010–11)

In Good Standing

Accountability Measures 5 of 5 Student groups making AYP in mathematics
 Made AYP

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (339:322)			100%		181	129	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (215:205)			100%		178	127	
Hispanic or Latino (92:86)			100%		184	124	
Asian or Native Hawaiian/Other Pacific Islander (5:5)	—	—	—	—	—	—	—
White (27:26)	—	—	—	—	—	—	—
Multiracial (0:0)							
Other Groups							
Students with Disabilities (67:66)			99%		164	123	
Limited English Proficient (20:19)	—	—	—	—	—	—	—
Economically Disadvantaged (323:310)			100%		181	129	
Final AYP Determination	 5 of 5						
Non-Accountability Groups							
Female (179:168)			99%		176	127	
Male (160:154)			100%		186	127	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **DR FREDDIE THOMAS HIGH SCHOOL**
School ID **26-16-00-01-0085**

District **ROCHESTER CITY SCHOOL DISTRICT**

Secondary-Level English Language Arts

**Accountability Status
for This Subject
(2010–11)**

Improvement (year 1) Comprehensive

Accountability Measures

3 of 3

Student groups making AYP in English language arts



Made AYP

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (82:66)	✓	✓	100%	✓	170	165	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (62:49)	✓	✓	100%	✓	163	163	
Hispanic or Latino (16:13)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (3:3)	—	—	—	—	—	—	—
Multiracial (0:0)							
Other Groups							
Students with Disabilities (14:17)	—	—	—	—	—	—	—
Limited English Proficient (2:0)	—	—	—	—	—	—	—
Economically Disadvantaged (66:54)	✓	✓	100%	✓	180	164	
Final AYP Determination	✓ 3 of 3						
Non-Accountability Groups							
Female (42:32)			100%		159	160	
Male (40:34)			100%		179	160	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12th Graders/
Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **DR FREDDIE THOMAS HIGH SCHOOL**
School ID **26-16-00-01-0085**

District **ROCHESTER CITY SCHOOL DISTRICT**

Secondary-Level Mathematics

Accountability Status for This Subject (2010-11)

In Good Standing

Accountability Measures

3 of 3

Student groups making AYP in mathematics



Made AYP

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009-10 2010-11
Accountability Groups							
All Students (82:66)	✓	✓	100%	✓	173	161	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (62:49)	✓	✓	100%	✓	171	159	
Hispanic or Latino (16:13)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (3:3)	—	—	—	—	—	—	—
Multiracial (0:0)							
Other Groups							
Students with Disabilities (14:17)	—	—	—	—	—	—	—
Limited English Proficient (2:0)	—	—	—	—	—	—	—
Economically Disadvantaged (66:54)	✓	✓	100%	✓	178	160	
Final AYP Determination	✓ 3 of 3						
Non-Accountability Groups							
Female (42:32)			100%		166	156	
Male (40:34)			100%		179	156	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12th Graders/
Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

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APPENDIX B: TURNAROUND MODEL

LEA Implementation Plan for the Turnaround Model

LEA: Rochester City School District **NCES#:** 3624750

School: Charlotte High School **NCES#:** 362475003362

Grades Served: 7-12

Number of students: 1,048

CHARLOTTE HIGH SCHOOL NEEDS ASSESSMENT																							
NEEDS ASSESSMENT PROCESS	LIST DATA ANALYZED	MAJOR FINDINGS																					
<p>RCSD uses the following needs assessment protocol to identify school performance:</p> <p>1) At the time NYS assessment results are made available for local analysis, RCSD examines the progress of schools from one assessment year to another through analysis of the State status assessment model as is, and through statistical norming of each assessment level/year to estimate the growth of student populations at each school.</p> <p>2) At the time accountability statuses are made available, trends regarding subgroup performance inclusive of membership, PI values, and AYP status are examined.</p>	<p>NYS Accountability Data</p> <ul style="list-style-type: none"> • Grades 3-8 ELA • Grades 3-8 Math • Grade 8 Science • High School ELA • High School Math • Graduation <p>Local Assessment Data</p> <ul style="list-style-type: none"> • Formative Assessment-Grade 7 • Formative Assessment-Grade 8 • Formative Assessment-Grade 9 <p>School Climate Data</p> <ul style="list-style-type: none"> • Attendance • Suspensions <p>School Demand</p>	<p><u>Elementary/Middle Level English Language Arts (Grades 7-8 ELA)</u></p> <p>The performance of Charlotte’s seventh and eighth graders on the 2010 New York State English Language Arts examination was lower than the District by 14 percentage points with 12% achieving a performance level of 3 or 4. Performance in 2010 was significantly lower than the previous two years because of NYSED’s change in the calculation methodology for determining academic proficiency. In 2008-09, 36% of Charlotte’s seventh and eighth grade students achieved proficiency up 4 percentage points from 2007-08 performance of 28%.</p> <p style="text-align: center;">Charlotte Performance on NYS Grade 7 and 8 ELA (2008-2010)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th colspan="3" style="text-align: center;">Grades 7 and 8 (Levels 3 and 4)</th> </tr> <tr> <th style="text-align: center;">Test Year</th> <th style="text-align: center;">Performance Index</th> <th style="text-align: center;">% at Levels 3 and 4</th> <th style="text-align: center;">AYP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2008</td> <td style="text-align: center;">119</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">NO</td> </tr> <tr> <td style="text-align: center;">2009</td> <td style="text-align: center;">135</td> <td style="text-align: center;">36%</td> <td style="text-align: center;">YES</td> </tr> <tr> <td style="text-align: center;">2010</td> <td style="text-align: center;">120</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">NO</td> </tr> </tbody> </table>			Grades 7 and 8 (Levels 3 and 4)			Test Year	Performance Index	% at Levels 3 and 4	AYP	2008	119	28%	NO	2009	135	36%	YES	2010	120	12%	NO
	Grades 7 and 8 (Levels 3 and 4)																						
Test Year	Performance Index	% at Levels 3 and 4	AYP																				
2008	119	28%	NO																				
2009	135	36%	YES																				
2010	120	12%	NO																				

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CHARLOTTE HIGH SCHOOL NEEDS ASSESSMENT																						
NEEDS ASSESSMENT PROCESS	LIST DATA ANALYZED	MAJOR FINDINGS																				
<p>3) Programs that exist in these buildings, in particular C4E programs are annually evaluated to ascertain the impact on improving student achievement.</p> <p>4) School climate indicators inclusive of student behavior and student attendance are examined for trends.</p> <p>5) Review of benchmark assessment data in the subject areas of ELA and mathematics.</p>	<p>Observational Data</p>	<p><u>Secondary English Language Arts (HS ELA)</u></p> <p>In 2009-10, 54% of the District’s 2006 Total Cohort (TC) passed the NYS Comprehensive English Exam. In this same year, 60% of Charlotte’s 2006 TC students passed this exam, a performance level that is 6 percentage points above the District.</p> <p>Charlotte’s passing rate for HS ELA has increased in the past year from 52% in 2008-09 (2005 TC) to 60% in 2009-10 (2006 TC), representing an 8 percentage point increase (see Table 6).</p> <p style="text-align: center;">Charlotte Performance on NYS Comprehensive ELA (2004-2006 Total Cohort)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2" style="padding: 5px;">Cohort Year</th> <th colspan="3" style="padding: 5px;">HS ELA (Levels 3 and 4)</th> </tr> <tr> <th style="padding: 5px;">Performance Index</th> <th style="padding: 5px;">% at Levels 3 and 4</th> <th style="padding: 5px;">AYP</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">2004</td> <td style="padding: 5px;">153</td> <td style="padding: 5px;">58%</td> <td style="padding: 5px;">YES</td> </tr> <tr> <td style="padding: 5px;">2005</td> <td style="padding: 5px;">148</td> <td style="padding: 5px;">52%</td> <td style="padding: 5px;">NO</td> </tr> <tr> <td style="padding: 5px;">2006</td> <td style="padding: 5px;">150</td> <td style="padding: 5px;">60%</td> <td style="padding: 5px;">NO</td> </tr> </tbody> </table> <p><u>Elementary/Middle Mathematics (Grades 7-8 Math)</u></p> <p>The performance of Charlotte’s seventh and eighth graders on the 2010 New York State Mathematics examinations was below the District by 15 percentage points with 13% achieving a performance level of 3 or 4. Performance in 2010 was significantly lower than the previous two years because of NYSED’s change in the calculation methodology for determining academic proficiency. In 2008-09, 45% of Charlotte’s seventh and eighth grade students achieved proficiency, an increase of 5 percentage points from 2007-08’s performance of 40%.</p>		Cohort Year	HS ELA (Levels 3 and 4)			Performance Index	% at Levels 3 and 4	AYP	2004	153	58%	YES	2005	148	52%	NO	2006	150	60%	NO
Cohort Year	HS ELA (Levels 3 and 4)																					
	Performance Index	% at Levels 3 and 4	AYP																			
2004	153	58%	YES																			
2005	148	52%	NO																			
2006	150	60%	NO																			

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CHARLOTTE HIGH SCHOOL NEEDS ASSESSMENT

NEEDS ASSESSMENT PROCESS	LIST DATA ANALYZED	MAJOR FINDINGS																																								
		<p style="text-align: center;">Charlotte Performance on NYS Grades 7 and 8 Math (2008-2010)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Grades 7 and 8 Math (Levels 3 and 4)</th> </tr> <tr> <th style="width: 15%;">Test Year</th> <th style="width: 15%;">Performance Index</th> <th style="width: 15%;">% at Levels 3 and 4</th> <th style="width: 15%;">AYP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2008</td> <td style="text-align: center;">126</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">YES</td> </tr> <tr> <td style="text-align: center;">2009</td> <td style="text-align: center;">137</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">YES</td> </tr> <tr> <td style="text-align: center;">2010</td> <td style="text-align: center;">121</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">NO</td> </tr> </tbody> </table> <p><u>Secondary Mathematics (HS Math)</u></p> <p>In 2009-10, 54% of the District's 2006 Total Cohort passed the NYS Mathematics Exams. At Charlotte 48% of the students passed these exams, a performance rate that is 6 percentage points lower than the District.</p> <p>Charlotte has seen a decrease in its passing rate over the past three years from 63% in 2007-08 (2004 Total Cohort) to 48% in 2009-10 (2006 Total Cohort), representing a 15 percentage point decrease (see Table 8).</p> <p style="text-align: center;">Charlotte Performance on NYS Secondary Mathematics (2004-2006 Total Cohort)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">HS Math (Levels 3 and 4)</th> </tr> <tr> <th style="width: 15%;">Cohort Year</th> <th style="width: 15%;">Performance Index</th> <th style="width: 15%;">% at Levels 3 and 4</th> <th style="width: 15%;">AYP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2004</td> <td style="text-align: center;">168</td> <td style="text-align: center;">63%</td> <td style="text-align: center;">YES</td> </tr> <tr> <td style="text-align: center;">2005</td> <td style="text-align: center;">132</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">NO</td> </tr> <tr> <td style="text-align: center;">2006</td> <td style="text-align: center;">137</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">NO</td> </tr> </tbody> </table>	Grades 7 and 8 Math (Levels 3 and 4)				Test Year	Performance Index	% at Levels 3 and 4	AYP	2008	126	40%	YES	2009	137	45%	YES	2010	121	13%	NO	HS Math (Levels 3 and 4)				Cohort Year	Performance Index	% at Levels 3 and 4	AYP	2004	168	63%	YES	2005	132	41%	NO	2006	137	48%	NO
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		<p><u>Graduation Data</u></p> <p>Charlotte’s 2005 Total Cohort (TC) graduation rate is 44%, representing a decrease of 14 percentage points from 58% for the 2004 TC. Over three years, the school saw a 6 percentage point decrease in the number of graduates earning their diplomas in four years for the 2005 Total Cohort compared to the 2003. Charlotte’s dropout rate has increased 5 percentage points over the past three years from 27% for the 2003 TC to 32% for the 2005.</p> <p style="text-align: center;">Charlotte Commencement Graduation Rates (Total Cohort)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Graduation Rate</th> <th>AYP (Graduation)</th> <th>Dropout Rate</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>All</td> <td>All</td> <td>All</td> </tr> <tr> <td>2003 Cohort</td> <td>50%</td> <td>YES</td> <td>27%</td> </tr> <tr> <td>2004 Cohort</td> <td>58%</td> <td>YES</td> <td>25%</td> </tr> <tr> <td>2005 Cohort</td> <td>44%</td> <td>NO</td> <td>32%</td> </tr> </tbody> </table>		Graduation Rate	AYP (Graduation)	Dropout Rate	Cohort	All	All	All	2003 Cohort	50%	YES	27%	2004 Cohort	58%	YES	25%	2005 Cohort	44%	NO	32%
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<p>A Joint Intervention Team (JIT) Review was conducted at on February 7-11, 2011.</p>	<p>Curriculum</p>	<p>Findings:</p> <ul style="list-style-type: none"> - In grades 7-8, the lowest performing students are receiving READ 180 as their core ELA curriculum. This intervention program does not meet the NYS Standards for English, which require higher skills. - There is limited evidence of a horizontally and vertically articulated curriculum that is aligned with the guidance documents provided by the district. - There is little collegial conversation among staff members, i.e., common planning time regarding the core curriculum to inform day to day instruction. - There were limited examples of rigorous lesson plans, incorporation of pacing guidance documents, and learning goals that follow the Rochester Instructional Framework and NYS standards. 																				

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		<p>- Instructional resources were limited and lacked the required rigor necessary to meet the NYS standards for middle and commencement levels.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> - CHS and RCSD should ensure all students receive core ELA instruction that meets the mandated NYS Standards and incorporates the developing common core standards. READ 180 should only be used as a supplemental intervention strategy. - CHS administration, in conjunction with Central Office content specialists, should create opportunities for teachers to vertically and horizontally map curriculum in core content areas. - A structured system should be provided for departments to meet regularly to review and align curriculum based on assessment data. - A systematic lesson plan review that includes monitoring of implementation, pacing, and level of rigor should be established. - A review of instructional resources should be conducted and professional development provided to ensure appropriate pacing and rigor of instructional materials to meet NYS learning standards.
JIT Review (continued)	Teaching and Learning	<p>Findings:</p> <ul style="list-style-type: none"> - The staff is not consistently using research-based instructional strategies in their lessons. There was little evidence of: differentiated instruction and flexible instructional groupings, efficient use of instructional time, effective classroom management and routines, integration of available technology, thus resulting in limited active student engagement. - There is minimal evidence that the integrated co-teaching class for students with disabilities includes specialized instruction and co-teaching. - The delivery of ESL services as observed does not comprise a rigorous instructional program.

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		<ul style="list-style-type: none"> - Higher order thinking skills and processes were not incorporated in most observed lessons, representative of low teacher expectations for student learning. - The school lacks a uniform school-wide grading policy that reflects clear expectations for student academic performance. <p>Recommendations:</p> <ul style="list-style-type: none"> - Staff should consistently implement research-based instructional practices in daily instruction for all content areas. Instructional practices should include differentiated instruction, cooperative learning, rubrics, higher order thinking skills, inquiry-based learning, research, problem-solving, scaffolding, writing across the content, and project-based learning. Students should be provided more access to technology as part of their instructional program. - District and school leaders should take an active role in monitoring integrated special classes for effectiveness. The district should ensure that special education teachers are provided with substantial professional learning opportunities related to the delivery of special education services within the general education classroom. It is essential that the monitoring of this model is led by an administrator who is knowledgeable about special education regulations; this person should be solely dedicated to this area. - Instructional planning should be driven by the Rochester Instructional Framework and ELA/ESL standards. It essential that the monitoring of this implementation is led by an administrator. - Professional development to increase staff expectations for student achievement should be provided to the faculty. Lesson plans should be regularly monitored for the inclusion of higher order thinking skills. - The grading policy should be consistently implemented by each content area department and clearly communicated to staff, students, and parents.

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JIT Review (continued)	School Leadership	<p>Findings:</p> <ul style="list-style-type: none"> - Although a formal Annual Professional Performance review process exists, there are limited informal walkthroughs. - The master schedule that has been maintained from previous leadership has limited opportunities for common planning time. - The currently constituted administrative team does not focus on instructional improvement; the majority of their time is spent on behavior and daily operational issues. - There was limited evidence of teachers in the hallways during passing periods and multiple examples of security staff ineffectively transitioning students from the halls to rooms after class periods began. - The principal was not aware of many secondary school regulatory requirements. <p>Recommendations:</p> <ul style="list-style-type: none"> - The administration should develop a plan for regular, frequent informal walkthroughs that result in data to drive instructional practices. - Common planning time and opportunities for vertical teaming should be built into the school's master schedule. - The administrative staff should be reconstituted to include strong instructional leaders. - The principal, assistant principal (operations), and lead School Safety Officer should plan and implement a formal process for management of the school that includes monitoring students exiting and entering the school at all times, as well as inter period transition times and during cafeteria usage. - The principal should be assigned an experienced secondary administrative mentor and attend professional development on mandates and regulations, including CR Part 100, Part 154, and Part 200.

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JIT Review (continued)	Infrastructure for Student Success	<p>Findings:</p> <ul style="list-style-type: none"> - Classroom and stairwell doors were locked after each transition period; many doors have broken hinges and doorknobs and lack a window to provide visibility into the classrooms. This created a serious safety issue and a loss of instructional time for students. There were some bathrooms with non-working sinks, lacking toilet paper and working toilets. - Four security cameras had not yet been installed even after numerous requests from the school. - There is inconsistency in the implementation and enforcement of school-wide behavior policies and the district code of conduct. - Behavior Intervention Plans (BIPs) are not being consistently implemented for students with disabilities, as required by Individual Education Plans. - Academic Intervention Services are not available to students in all four core content areas. - There is limited parent involvement in the school. <p>Recommendations:</p> <ul style="list-style-type: none"> - Classroom and stairwell doors should be unlocked and adequately supervised at all times. The facilities department should work with the school full compliance with safety regulations as related to restrooms and doors. - The facilities department should work with the school to address safety and security needs related to functioning security cameras. - CHS should work closely with NYS School Comprehensive Resource Center and RCSD's School-Wide Positive Behavior Support team to review student disciplinary data using a school-wide evaluation tool and to revise disciplinary procedures. - CHS should be included in a current Quality Improvement Process (QIP) targeting Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs). School administration needs

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		<p>professional development regarding discipline of students with disabilities.</p> <ul style="list-style-type: none"> - Academic intervention services in core content areas should be available to all non-proficient students and documentation of these services is maintained in a school-wide database While the Response to Intervention team is in its first year of implementation, it is important that the team focus more strongly on academic support services and development of a Standard Protocol for Tier II academic interventions. - The school should develop and implement a plan to involve parents and the school community.
JIT Review (continued)	Collection, Analysis, and Utilization of Data	<p>Findings:</p> <ul style="list-style-type: none"> - There is minimal evident of data usage to inform instruction and improvement planning. - There is a disproportionate representation of overage students in all grades (27% overall); in grade 9, 43% of students are 16 years of age or older. <p>Recommendations:</p> <ul style="list-style-type: none"> - Administrators and teachers should systematically use trend data to identify students' strengths and needs and to inform instructional planning. The School Leadership Team should model the use of data. The district should provide mandatory training on the usage of data tools, data analysis, and the use of data for instructional improvement and differentiation. - Retention policies and practices must be revised to reflect research in this area. Additionally, alternative programming and options for credit recovery should be considered.
JIT Review (continued)	Professional Development	<p>Findings:</p> <ul style="list-style-type: none"> - There is no evidence of a cohesive plan for school-wide professional development. - There is no evidence of professional development at the school level

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		<p>that focuses on meeting the diverse learning needs of students.</p> <ul style="list-style-type: none"> - There is no strategic plan for ensuring staff are held accountable for incorporating strategies learned in professional development into their daily teaching. <p>Recommendations:</p> <ul style="list-style-type: none"> - The school leadership team should ensure that professional development is aligned to the school's improvement goals and student outcomes. - The school should provide professional development opportunities for teachers to meet diverse student needs, including SWDs, ELLs, and at-risk youth. - Teacher evaluations should include implementation of the strategies learned during professional development.
JIT Review (continued)	District Support	<p>Findings:</p> <ul style="list-style-type: none"> - There is little evidence of the district actively monitoring the implementation of the Comprehensive Education Plan (CEP). - The district appears to have provided the school with sufficient staff positions and instructional resources. However, there is no evidence that the district has monitored the implementation of these resources. <p>Recommendations:</p> <ul style="list-style-type: none"> - Collaborative monitoring by the Office of Teaching and Learning, the Zone Chief, and other district offices should be conducted frequently. The CEP should be evaluated for effectiveness regularly. - A strategic Resource Review should be conducted regularly by the Zone Chief. - The district should provide support in implementing the recommendations of the Joint Intervention Team.
JIT Review (continued)	Overall	<p><u>Overall Recommendation</u></p> <ul style="list-style-type: none"> - Develop and implement a new plan that could include significant changes in staff, organizational structure, leadership and/or

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		<p>configuration, to address issues that continue to negatively impact student academic performance in identified areas.</p> <ul style="list-style-type: none"> - The administrative staff should be reconstituted to include strong secondary level instructional leaders. - A school-wide plan for student behavior led by the SLT should be implemented immediately. All staff should consistently enforce the agreed upon plan. - The faculty, as currently constituted, should be evaluated; all staff should reapply for a position in the school. The remaining new staff should undergo mandatory, intensive PD in researched based best practices. - Under the selected federal model, the school should work with an Educational Partner to develop a positive identity and unique, curricular offerings as an asset in the District’s school portfolio. This change will address the need to attract students and change traditional placement practices. - The District and school should implement an attendance improvement plan. - Central office Department of Specialized Services should monitor and support the school to ensure compliance with regulations for students with disabilities. - Central office should monitor and support the school to ensure compliance with regulations for ELL. -The Zone Chief should lead regularly scheduled monitoring and technical assistance visits to the building and identify and deploy the necessary resources to improve student achievement. The building needs to maintain compliance with federal and State regulations.

Describe how the Turnaround Model addresses the major findings of the needs assessment.

The proposed plan will transform Charlotte High School from a comprehensive high school that serves over a thousand students in grades 7-12 to a small high school consisting of two National Academy Foundation (NAF) Academies serving approximately five hundred students (250 per

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academy) in grades 9-12. The small schools model has a positive impact on both school culture and student performance. With the creation of two NAF Academies, students will be a part of an even more personalized learning environment and obtain an education that prepares them for college, careers, and the global economy. The smaller learning environment also allows teachers the opportunity to establish meaningful relationships with students and parents and as a result, students feel an increased sense of belonging to the school community.

The specific programs for Charlotte High School were chosen in response to the rising need/demand for employees in the fields of Finance and Enterprise and Hospitality and Tourism. These high needs areas will make the school's graduates more marketable in the 21st century workforce. The National Academy Foundation (NAF) will partner to assist in the operation of the two academies, as well as overall support for the school. During the 2011-12 school year, Charlotte High School will be in a "Year of Planning" which involves professional development for staff, curriculum writing, and program development.

All existing teachers interested in being a part of the new NAF academies at Charlotte High School must re-apply. For all teachers hired, there will be a comprehensive professional development plan to increase teacher capacity to deliver high quality, standards-based lessons that engage all students. The plans include school-specific training, along with training that will develop capacity for the full implementation of NAF academies. Teachers will be provided with embedded professional development throughout the day as well as several workshops and trainings after school and on weekends. These professional development opportunities will be led by the NAF Coach and content area coaches in conjunction with district personnel to ensure that school-based activities are aligned with district initiatives.

Charlotte High School will begin to phase-out its middle school program starting with grade seven in September 2011. Therefore, the grade configuration for Charlotte will be 8-12 in 2011-12, and will be 9-12 in 2012-13. The activities described below support all students and provide each of them the opportunity to be successful. Charlotte High School will partner with RIT to offer a Saturday program for the first cohort of NAF Academy students; the Urban League will provide cultural enrichment and social development training to 8th graders; the Junior Achievement Program will provide 10-12 graders with a unique job shadowing experience; and the Multiple Pathways Coordinator will target at-risk students and provide alternatives to overage and under-credited students.

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ACTION REQUIRED BY TURNAROUND MODEL	HOW THE ACTION WILL BE ACCOMPLISHED	WHEN THE ACTION WILL OCCUR DURING THE GRANT PERIOD, (include actions taken during the pre-implementation period) AND WHY AT THAT TIME (Person Responsible in Parentheses)	DESCRIPTION OF COSTS ASSOCIATED WITH THE ACTION (Description should align with budget narrative and budget provided for grant.)
<p>1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p>Mr. Michael Allen has been appointed the new principal of Charlotte High School. He is transitioning to this assignment from his current position as Director of School Innovation, where he has worked for 1-1/2 years. As Director of School Innovation, Mr. Allen worked closely with all SIG Cohort I schools in the implementation of their school intervention model. Four of the Cohort I schools are implementing the turnaround model, and Mr. Allen has played an integral role in guiding the process. He has been intricately involved in every phase of the Cohort I implementation and Cohort II application processes, including meeting with SED, financial amendment submission, grant monitoring, and proposal development. Prior to his time in the Office of School Innovation, Mr. Allen served an administrator at East High School (a Cohort I school) as they initiated redesign to small learning communities.</p> <p>Mr. Allen will have sufficient operational flexibility to:</p> <ul style="list-style-type: none"> • Hire new staff; • Align and develop curriculum; • Develop the master schedule and professional development calendar; • Establish school procedures; • Secure resources; and • Other activities that address recommendations 	<p><u>Pre-Implementation</u> Mr. Michael Allen was appointed the new principal of Charlotte High School on 6/22/2011. (Human Capital Initiatives, School Zone Chief)</p>	<p><u>Please Note:</u> All costs described will continue each year of the grant unless noted otherwise.</p>
			<p>No SIG cost.</p>

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	from the Joint Intervention Team (JIT) review.		
<p>2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff</p>	<p>All current Charlotte staff must re-apply for positions. Central Office will provide assistance with this process which will include: posting of all positions; screening of applicants; and interviews. The District is working in collaboration with RTA to implement the Turnaround model at Charlotte.</p> <p>As required by the turnaround model, no more than 50% of the existing Charlotte staff will be rehired. Only three (3) of the seven (7) administrator positions were filled by current staff (43%). There are a total of 70 teaching positions that will be filled; no more than 35 of these positions will be assigned to current Charlotte teachers.</p> <p>Recruitment of highly effective teachers and evaluation of the staff will be conducted per RCSD policy and agreements with Human Capital Initiatives, Rochester Teachers Association (RTA), Board of Education Non-Teaching Employees (BENTE), Administrators and Supervisors of Rochester (ASAR), and Rochester Association of Paraprofessionals (RAP). School instructional focus, building layout, operations and procedural orientation, mentoring; administrative support; on-going professional development; ample instructional materials and supplies; and a technology-rich environment that</p>	<p><u>Pre-Implementation - Year 1</u> Applications were accepted from all existing Charlotte HS staff wishing to remain at the school in 2011-2012, along with internal RCSD transfer candidates. Applications have been reviewed and interviews are/will be conducted. New teachers and support staff will be hired by August 1, 2011 following turnaround requirements that no more than 50% of existing staff are rehired. (Principal; Human Capital Initiatives, Office of School Innovation)</p> <p><u>Years 2-3</u> The application, interview, and hiring processes will be completed by July 1. (Principal; Human Capital Initiatives, Office of School Innovation)</p>	<p><u>School Implementation Manager (SIM)</u> \$92,700 salary plus benefits = \$112,408</p> <p><u>Coordinating Administrator of Special Education (CASE)</u> \$67,000 salary plus benefits = \$81,244</p> <p><u>Coordinator of Multiple Pathways</u> \$67,000 salary plus benefits = \$81,244</p> <p><u>NAF Coach</u> \$56,800 salary plus benefits = 68,876</p> <p><u>College/Career Counselor</u> \$56,800 salary plus benefits = 68,876</p> <p><u>ELA Coaches (2)</u> 2 x \$56,800 =</p>

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	<p>supports and enhances teaching and learning will be used as recruitment strategies.</p> <p>Incoming staff will provide evidence of effective pedagogy, content knowledge, parent engagement, and professional learning. Teachers will be interviewed by a team that is trained in interview protocol and assessment criteria.</p> <p>Essential Functions of teachers at Charlotte High School:</p> <ul style="list-style-type: none"> • Embrace the National Academy Foundation model and work to implement it with fidelity; • Develop deep understanding of grade level curriculum and an interest in creative, student-centered learning; • Develop and integrate technology to enhance student learning; • Commitment to a multi-disciplinary and inter-disciplinary integrated approach to instruction. • Ability to immerse multi-cultural curricula into subject areas; • Ability to effectively use a wide variety of assessment practices in the classroom; • Have had successful experiences in fostering parent involvement; • Work with school leadership to evaluate school performance and set school improvement goals; • Commitment to the creation of a constructive 		<p>\$113,600 salary plus benefits = \$137,751</p> <p><u>Math Coaches (2)</u> 2 x \$56,800 = \$113,600 salary plus benefits = \$137,751</p> <p><u>Instructional Technology Coach</u> \$56,800 salary plus benefits = 68,876</p> <p><u>PBIS Coach</u> \$56,800 salary plus benefits = 68,876</p> <p>TOTAL = \$850,154</p>

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	<p>school-wide environment and culture</p> <p>In Year 1, Charlotte will serve students in grades 8–12 (819 students), with the 9th grade being the first cohort of the turnaround school. The Principal will be supported by one School Implementation Manager (SIM) and an assistant principal at each grade level. The SIM will oversee School Improvement Grant implementation at the building level.</p> <p>Additional support for the turnaround of Charlotte will include:</p> <ul style="list-style-type: none"> • Coordinating Administrator of Special Education (CASE) – responsible for ensuring that the Integrated Special Class model is implemented with fidelity and that Special Education teachers are receiving relevant, necessary professional development in order to enhance teaching and learning for special education students in all types of learning environments. This individual will also work with district personnel to ensure compliance with regulations for students with disabilities. • Coordinator of Multiple Pathways – responsible for working with various community-based organizations and programs to provide alternatives and multi-tiered levels of support for at risk students, specifically those who are overage and under-credited. This individual will 		

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	<p>also coordinate the implementation of an attendance improvement plan.</p> <ul style="list-style-type: none"> • NAF Coach – responsible for overseeing all NAF related activities including but not limited to professional development and organizing advisory board meetings. • College/Career Counselor – responsible for working with area colleges to provide college-bound students with increased opportunities which include various programs, scholarships, and grants. This individual will also work with the Coordinator of Multiple Pathways in supporting students who are overage and under-credited. • ELA and Math Coaches – responsible for providing professional development to all staff, developing school-wide grading policies, developing a process for classroom walkthroughs, ensuring the Rochester Curriculum is being implemented with fidelity. These individuals will also work directly with the Professional Learning Coach to align building level professional development with district initiatives. • Professional Development Coach (funded through District level) – will serve as the liaison between the building level and district office to ensure alignment of all school-based efforts and district 		

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	<p>initiatives.</p> <ul style="list-style-type: none"> • Instructional Technology Coach – responsible for providing staff training and professional development on integrating technology in the classroom to enhance teaching and learning. This individual will also provide various levels of technical support. • PBIS Coach – responsible for the full implementation and coordination of a school-wide positive behavior support program. This individual will provide professional development for staff and will monitor the program by tracking relevant data and modifying the implementation of the program as needed. 		
<p>3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school</p>	<p>The District has an existing career leader in the teachers’ contract and a pay-for-performance option under the administrators’ contract. The work to implement Education Law §3012-c is underway. The RCSD is also working to align financial incentives with the Teacher Incentive Fund (TIF) grant, as it was part of New York State’s successful TIF application, along with Syracuse, Yonkers, and New York City. The District seeks to include Charlotte High School in its TIF program.</p> <p>TIF has the following program objectives as outlined by NYSED:</p>	<p><u>Year 1</u> TIF collaboration is underway with RTA and ASAR. (Labor Relations, ASAR, RTA)</p> <p><u>Years 2-3</u> It is anticipated that in year 2 and 3 that there will be that an agreement will be in place. (Labor Relations, ASAR, RTA)</p>	<p>No SIG cost.</p>

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	<ul style="list-style-type: none"> • Support implementation of new teacher and principal evaluation systems • Pilot early versions of new teacher and principal career ladder roles in selected high needs schools • Pilot early version of state-wide performance-based assessment • Support national research study to evaluate program effect on teacher and principal effectiveness, retention, and student learning in selected high needs schools. 		
	<p>Financial Incentives and additional pay opportunities that are available to all RCSD teachers will be available to teachers at Charlotte High School.</p> <p>Additional pay currently available to teachers:</p> <ul style="list-style-type: none"> • Teachers of Tomorrow - \$3,400 stipend for critical shortage areas (3 years) • Extended Day/Saturday School/Summer School participation payment • Additional Pay for curricular work or selected professional development sessions • Clubs/Extra Curricular Activities participation stipends • Increased opportunities for promotion and career 	<p><u>Year 1-3</u></p> <p>These actions are currently contractual and will be available to teachers for the life of their current contract.</p>	No SIG cost

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	<p>growth</p> <ul style="list-style-type: none"> • LEAD Teacher / Mentor compensation and release time • Professional Development Incentive • Tuition Reimbursement (for first Master's Degree) <p>Teachers who are Nationally Board Certified, a \$10,000 stipend consecutively for the first 3 years of employment, if they agree to teach at a high needs school</p>		
<p>4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	<p>The District is committed to on-going professional learning aligned with District Initiatives and individual school needs. The Office of Professional Learning (via the Professional Learning Coach) will work with the Principal and the Instructional Leadership Team to support the development and integration of job-embedded professional development throughout the day. They will meet periodically to develop a school-based plan on the process and context for which to engage the community in professional learning. The Principal will lead Instructional Coaches in each content area. Together, they will develop an instructional team designed to develop and deliver professional learning experiences aligned with NYS Professional Development Standards.</p> <p>All professional development will be on-going. The professional development plan will include peer training (i.e. Teachers as Partners) and use of District</p>	<p><u>Year 1</u> A 0.5 FTE Professional Learning Coach will be hired. (RCS D Director of Professional Learning)</p> <p><u>Year 1</u> Other PD for year 1 will focus on team building, creating a positive school culture, best instructional practices, meeting diverse needs of SWDs, ELLs and at-risk students/differentiated instruction, effective utilization of common planning time, and student engagement. (RCS D Director of Professional Learning, SIG Professional Learning Coach, principal)</p> <p><u>Year 2 and 3</u></p>	<p><u>Professional Learning Coach</u> 0.5 FTE @ \$56,800 (funded at District level) = \$28,400 plus \$6,038 benefits = \$34,438</p> <p><u>Teacher Salaries</u> 60 teachers x 32 hours x \$33 = \$63,360 + \$13,717 benefits = \$77,077 (year 1)</p> <p>60 teachers x 32 hours x \$33 = \$63,360 + \$13,717 benefits = \$77,077 (year 2 and 3)</p> <p><u>Teacher substitutes</u></p>

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	<p>and non-District presenters and consultants. It is an expectation that staff, like students, will be life-long learners. All staff and administration will participate in regularly scheduled professional development opportunities.</p> <p>Prior to the start of the school year, Charlotte staff will participate in five days of professional development. Three of the days will focus on teambuilding and creating a positive school culture. The National Academy Foundation (NAF, see below) will also lead a two-day professional development workshop to introduce staff to the NAF model. This workshop will also be delivered in Years 2 and 3, but it will be tailored each year based on teacher input/feedback.</p> <p>Professional Development programs and opportunities will be evaluated on a regular basis for relevancy to the teachers' needs, crafts and impact on improving student performance. Once the professional development activities have been finalized, the Professional Learning Coach (PLC), in collaboration with the school principal and the instructional leadership team, will develop a series of checkpoints throughout the year and incorporate these into the plan. There will be specific dates identified and shared so that staff are fully aware of what is expected and by when.</p> <p>Staff will also be surveyed so that the PD team</p>	<p>PD plan will be developed based on staff need and of monitoring and assessing effectiveness of year 1 professional development. (RCSD Director of Professional Learning, SIG Professional Learning Coach, principal)</p>	<p>50 days x \$177 = \$8,850 + \$\$1,960 benefits = \$10,766</p> <p><u>Professional Books</u> \$3,550</p> <p><u>Supplies</u> \$5,000</p> <p><u>Consultant Fees (TBD)</u> \$15,000</p>

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	<p>(principal, PLC, and SIM) can adjust efforts accordingly to meet the needs of the staff. The activities associated with evaluating the impact will include the number of sessions planned, attendance, data analysis, classroom visits, and student data. Data will be collected and analyzed to determine the impact on:</p> <ul style="list-style-type: none"> • Participants’ knowledge and understanding of key concepts; • Impact on participants’ knowledge/understanding of student-centered pedagogy that promotes student learning; • Impact on student achievement as a result of participants’ professional development experiences; and • Changes in the classroom instructional practices of teachers. 		
	<p>In addition, the National Academy Foundation (NAF) will provide on-site coaching that is specific to the four elements of the NAF model: 1) academy development and structure, 2) curriculum, 3) advisory boards, and 4) work-based learning.</p> <p>Teachers will receive professional development on the following elements of the NAF model through coaching, online access and NAF Institutes for Professional Development:</p> <ul style="list-style-type: none"> • Working with student cohorts 	<p>Year 1 Charlotte HS staff will participate in NAF-provided training during the “Year of Planning” required by NAF. Staff will also attend conferences and visit other NAF schools to further develop their understanding of the NAF model. (NAF, SIG Professional Learning Coach) Years 2-3 NAF will provide teacher training for the Academy of Finance and</p>	<p>Professional Learning Coach 0.5 FTE @ \$56,800 (funded at District level) = \$28,400 plus benefits = \$34,438</p> <p>Teacher Salaries 60 teachers x 32 hours x \$33 = \$63,360 + \$13,717 benefits = \$77,077 (year 1)</p>

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	<ul style="list-style-type: none"> • Working in teams • The NAF Learning Strategies • Integrated instruction • Project based learning • Working with business partners • Work-based learning <p>Beginning in Summer 2011, a core group of Charlotte teachers and administrators will participate in the NAF Summer Institute. NAF will then provide year-round professional development and technical assistance offerings for NAF academies designed to be data driven and directed by the self-identified needs of each NAF academy. This training will occur each year of the grant.</p> <p>In Years 2 and 3, NAF will provide additional supports to ensure that teachers are equipped to deliver up-to-date instruction and content in their Academy theme; course objectives are met and teachers implement NAF Curriculum with maximum effectiveness; and essential components of the NAF Academy model (i.e., partnerships that engage stakeholders from the business and civic sectors) are in place and generating the necessary resources to support Academy students and teachers. This will be supported through in-person training on an ongoing basis as teachers strive to improve their own and their partners' fidelity to the NAF Academy</p>	<p>Enterprise and the Academy of Hospitality and Tourism. NAF supports will take place at various times during the school year with mandated participation in the Annual Institute for Staff Development each July. (NAF, SIG Professional Learning Coach)</p>	<p>60 teachers x 50 hours x \$33 = \$99,000 + \$21,434 benefits = \$120,434 (year 2 and 3)</p> <p>Supplies \$3,000</p> <p>Teacher substitutes 45 days x \$177 = \$7,965 + \$1,725 benefits = \$9,690 (year 1)</p> <p>Administrative Substitutes 10 days x \$250 = \$2,500 + \$541 benefits = \$3,041</p> <p>NAF Summer Institute 6 staff x \$2,500 = \$15,000</p> <p>Site Visits 12 staff x \$2,500 = \$30,000</p>

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	<p>model. Additionally, there will be various resources for teachers to utilize such as the NAF Collaboration Network, NAF Professional Development Network, working groups (such as the NAF Curriculum Fellows, comprised of teachers who improve curriculum implementation nationwide), and electronic learning courses, guides, and web-based instruction.</p> <p>Throughout the school year, NAF will provide technical support as Charlotte continues with the Year of Planning process. Since a large portion of the staff will be new to the building, it is imperative that a preliminary assessment of their areas of strength as well as their areas in need of improvement takes place. Based on this information, along with information from the JIT review, the administrative team in collaboration with the school leadership team and professional learning coach will develop a series of meaningful, relevant, professional learning opportunities tailored for Charlotte staff members. This will occur during common planning time, early dismissal Wednesday's, after school, and/or on Saturdays.</p> <p>Year 1 training will focus on the following topics:</p> <ul style="list-style-type: none"> • Team building, • School culture, • Effective use of common planning time, 		

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	<ul style="list-style-type: none"> • Establishing consistent school-wide policies and procedures, • Parent engagement, • Collegial circles, • High quality, standards-based, lesson planning, and • Differentiated instruction. <p>Year 2 will continue to build upon goals for Year 1 and add components such as:</p> <ul style="list-style-type: none"> • Teaching writing across content areas, • Integrating the NAF themes into content areas, • Integrating technology into instructional delivery, • Data-driven instruction, and • Curriculum mapping. <p>Year 3 PD will continue to build capacity among staff and will focus on:</p> <ul style="list-style-type: none"> • Student advisory, • Co-teaching, and • Vertical teaming. <p>There will also be more of an emphasis on the components of NAF, such as internship experiences for students, building relationships with partners, project-based learning, and work-based learning.</p>		
5. Adopt a new governance structure, which may include, but	The school will be supervised by the Northwest School Zone Chief.	<u>Years 1-3</u> This governance structure and its	No SIG Cost for years 1 and 2. Assistant

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<p>is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability</p>	<p>The Chief of Schools is a key instructional management position, supervising a cluster of K-12 schools, with wide latitude for independent judgment and decision making, as well as assisting in the formation of educational policy and practice. Under a newly implemented organizational structure the Northeast Zone Chief will report directly to the Deputy Superintendent for Teaching and Learning / Chief Academic Officer.</p> <p>The Office of School Innovation serves as the “turnaround office” in the District. The District seeks to ensure that each student is academically prepared to succeed in college, life, and the global economy. As part of this goal, an objective is to create an innovative portfolio of high-quality choices for families. The district’s schools are a “portfolio” that must reflect the diverse talents, needs, and interests of each student. One of the district’s three pillars of reform is the “Right School for Every Child.” Creating the right school includes: 1) building a learning environment that supports student success, 2) creating an innovative portfolio of high-quality choices for families, and 3) supporting the whole child through a systems approach to school culture and climate.</p> <p>The Office of School Innovation was created in 2008 to oversee the work of improving the district’s</p>	<p>supports will be in place for the duration of the grant. (Northwest School Zone Chief)</p>	<p>Director of School Innovation in year 3 (will be a District level expense).</p>

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	<p>portfolio of schools. The district has developed and implemented two Portfolio Plans of school reform: opening new high-quality schools, redesigning schools by program and/or grade configuration, and phasing out low-performing schools. The school design principles of rigor, personalization, and partnerships guide this work. There must be high expectations and standards for students, strong relationships cultivated between staff and students, and intermediary partners that provide expertise in effective practices. Expeditionary Learning and the College Board are examples of such district partners.</p> <p>The district has opened six new high-quality schools, including five new high schools. One new high school is the district's first Early College High School, in which students earn college credits while still in high school. Over half of the high schools in the district are closing; nine persistently lowest-achieving high schools are phasing out. Schools are redesigning by program, for example to Small Learning Communities at East High School and International Baccalaureate at Wilson Foundation Academy, as well as by grade configuration to grades K-8 and 9-12 schools to create better transition points for students. The district is growing World of Inquiry School #58, a highly successful National Blue Ribbon School, to serve grades K-12.</p>		

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	<p>Creating the right school for every child includes district-level innovation in addition to school innovation. Autonomous contract schools were piloted to increase decision-making by those closest to students. District/charter school collaboration is underway in order to share practices to improve outcomes for all students in the city. Reform work led and supported from the federal to the state to the district level includes Race to the Top, School Improvement Grants, and the Teacher Incentive Fund.</p> <p>The Office of School Innovation continues to examine ways to improve the district’s portfolio of schools and to assess progress on the work to date. The goal is to ensure that every Rochester City School District school is a great school that students and families seek to attend.</p>		
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	<p>The Rochester Curriculum is an academic program that is aligned with rigorous State and national learning standards in support of high achievement. Specific academic goals are in place for all grades and subjects that are consistent from school to school. Curriculum alignment is an essential attribute of high achieving schools and districts.</p> <p>Charlotte High School will become a part of the National Academy Foundations (NAF) Year of</p>	<p><u>Years 1-3</u> Charlotte HS will follow the Rochester Curriculum. (Dept. of Teaching and Learning)</p> <p><u>Years 1</u> The required NAF Year of Planning</p>	<p><u>NAF Contracts</u> \$13,200 (total)</p> <p><u>Student transportation</u> \$7,500</p> <p>Teacher salaries and benefits described previously.</p> <p><u>Model ELA</u></p>

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	<p>Planning (YOP). During this period from July, 2011 through September 2012, Administration and staff will participate in a series of activities to ready the school for membership in the NAF network. This will be part of a five-year plan to move the Academies toward model fidelity which has proven outcomes for students.</p> <p>The Academy of Finance and Enterprise and the Academy of Hospitality and Tourism will provide small learning communities where students will learn the technical and soft skills necessary for success in the business and finance industry and in the hospitality and tourism industry while providing students with the team building, interpersonal, problem solving, and communication skills that will allow them to work in the industry or develop entrepreneurial skills to begin their own business.</p> <p>The NAF model includes four essential components: the academy structure; curriculum and instruction; advisory boards; and work-based learning experiences, including internships.</p> <p>The NAF academy structure promotes admission that is open to all students; creates a small learning community; and allows for teacher collaboration across subject areas. The NAF curricula is created in partnership with industry professionals and designed</p>	<p>will be completed.</p> <p><u>Years 2-3</u> The NAF Academies of Finance and Enterprise, Hospitality and Tourism, and Virtual Enterprise will be implemented. (Principal, Design Team)</p> <p><u>Years 2-3</u> Students will enroll in NAF-related dual-credit courses at Monroe Community College.</p>	<p><u>Classrooms</u> 4 x \$3,000 = \$12,000</p> <p><u>Model Math Classrooms</u> 4 x \$5,000 = \$20,000</p> <p><u>Model Science Classrooms</u> 4 x \$5,000 = \$20,000</p> <p><u>Model Social Studies Classrooms</u> 4 x \$3,000 = \$12,000</p> <p><u>Rosetta Stone Licenses</u> 50 x \$89 = \$4,450</p> <p><u>Teacher substitutes</u> 5 days x \$177 = \$885 + \$191 benefits = \$1,076</p> <p><u>Student Recruitment</u> \$10,000</p> <p><u>MCC Enrollment Fees</u> None in Year 1 50 students x \$130 =</p>

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	<p>around projects that help students make connections across subject areas, acquire valuable workplace skills, and see their education as a step toward long-term career options.</p> <p>Academy students participate in a series of work-based learning activities, culminating in a paid internship, designed to provide context and career exposure and build their professional experience and networks. Students will also attend the regional and New York City trade fairs. Teachers and academy directors rely on Advisory Boards, made up of local business, higher education, and community leaders, to provide current industry context and to secure funding, volunteers, and internships. To ensure the success of the academies, Charlotte High School staff members will develop a district-wide recruitment plan targeting current 8th grade students and families interested in the NAF Academies.</p>	<p><u>Year 1-3</u> This activity will occur each year of the grant.</p>	<p>\$6,500 (Year 2) 100 students x \$130 = \$13,000 (Year 3)</p>
	<p>Service Learning</p> <p>Charlotte High School will also partner with Monroe Community College (MCC) to incorporate Service Learning projects into the curriculum. Initially, ninth grade students will participate in projects through health-related topics and each year, students will participate in various, more in-depth service learning experiences through different content areas. Additionally, a dual credit Introduction to Service-Learning Seminar (MCC Course Identification:</p>	<p><u>Year 1</u> Service learning and dual credit opportunities begin.</p> <p><u>Years 2-3</u> Students continue to participate in service learning and dual credit opportunities.</p>	<p>No SIG cost.</p>

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	MSVL 101, 135 hour service-learning project) will be offered. Students who successfully complete service-learning projects and dual credit courses with a grade of C or higher will have their service-learning hours listed on their official MCC transcript.		
	<p>Classroom Technology</p> <p>Every classroom will be equipped with the latest instructional technology to enhance the teaching and learning experience for both teachers and students. This will include but is not limited to Smartboards with speakers, document cameras, senteo clickers, AV presenters, teacher laptops, and laptop carts. Additional technology such as iPads and Rosetta Stone software will be used specifically to enhance and differentiate instruction for SWDs and ELLs. Teachers will receive professional development on how to incorporate these technologies into their planning. This will be further supported by the Instructional Technology Coach.</p>	Due to scheduled capital improvements to the Charlotte building, set up of model classrooms will be postponed until Year 3. Only transportable technology included for model classrooms will be purchased in Years 1-2.	<p><u>Technology for Model Classrooms</u> (including SmartBoards with speakers, Senteo clickers, AV presenters, document cameras, netbook carts, teacher laptops, ipads, wireless access points, and installation) 16 x \$11,294 = \$180,704</p>
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the	To promote the continuous use of student data to inform instruction, the school will use a variety of data sources (report cards, local assessments, state examinations, NER and NCCER benchmark assessments) to monitor student progress in meeting state and industry standards. During common planning time, teacher teams will review	These methods of analyzing student data will be in place for the duration of the grant; years 1-3 and will be evaluated yearly.	No SIG cost.

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academic needs of individual students	<p>data on individual student performance to inform instruction. Staff will also review aggregated data on groups of students to monitor the implementation of curricula and adjust programs. Specifically, teacher teams will:</p> <ul style="list-style-type: none"> • Use diagnostic, and formative assessments to monitor student progress to design and monitor the student learning plan for each student; • Use summative assessments to measure achievement of students; • Use summative assessments and district benchmark assessments to measure achievement of the goals of the student learning plan; and • Utilize the district’s Datacation system to develop an individualized student learning plan for high school students. <p>Math and ELA Benchmark Assessments are each given three times yearly. Anticipated administration times are October, January, and March.</p> <p>Assessment data are analyzed in terms of participation, overall performance, and growth in skill acquisition. The assessment is loaded onto DataMate which generates numerous reports used at both the school and district level. At the district level, trends in certain performance indicators are noted and then used to create professional development opportunities to inform curriculum development and create teacher</p>		Included in NAF cost

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	<p>resources and supports.</p> <p>Additionally, NAF membership includes the use of Connect EDU's College and Career platform. This will also entail tagging NAF students for de-identified data analysis throughout their high school career.</p>		
8. Establish schedules and implement strategies that provide increased learning time	<p>The schedule for Charlotte will be responsive to student needs and feature the following structural elements:</p> <ul style="list-style-type: none"> • Extended instructional time in core content areas. • Flexibility to ensure credit acquisition and credit acceleration. • Six-week summer school program for remediation and enrichment in academic. • Online courses for credit recovery/acceleration of course offerings. • Extended day program for remediation, acceleration, and supplemental instruction. <p>Grades 9 and 10 will receive an additional 225 minutes of ELA instruction each week. This is the second year of "Every Classroom, Every Day" which focuses on student engagement, curriculum alignment, and academic rigor in mathematics and ELA. Students in grades 9-12 students will have opportunities for extended time in core areas through credit recovery courses.</p>	<p><u>Year 1 – 3</u> These schedules and strategies will be in place for the duration of the grant. They will be evaluated yearly. (Charlotte Administrative Team)</p> <p><u>Year 1</u> RIT Saturday Academy</p> <p><u>Year 2-3</u> RIT and Charlotte will look to further this experience for students providing a week-long on campus summer experience for students in addition to the Saturday Academy. (Charlotte Administrative Team)</p>	<p><u>Extended Day</u> 5 teachers x 180 hours x \$37 = \$33,300 + \$7,209 benefits = \$40,509</p> <p><u>Additional Period</u> 2 teachers x 20% (\$56,800) = \$23,440 + \$5,075 benefits = \$28,515</p> <p><u>Support Staff</u> Paraprofessional: 100 hours x \$20 = \$2,000 + 520 benefits = \$2,520 Custodial: 100 hours x \$20 = \$2,000 + 520 benefits = \$2,520 Clerical: 100 hours x \$20 = \$2,000 + 520 benefits = \$2,520</p>

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	<p>RIT Saturday Academy</p> <p>As previously indicated, Charlotte High School will enter a “Year of Planning” for the NAF Academies of Finance and Virtual Enterprise and Hospitality and Tourism. During this year of planning, Charlotte High School will not offer NAF elective courses to the incoming group of 9th grade students. In an effort to provide 9th grade students with exposure to the future NAF Academies and to get them thinking about their future from the onset, Charlotte High School will partner with the Rochester Institute of Technology (RIT) to offer a Saturday Academy Program. This will be a year-long program, in which students will explore the academic and professional opportunities offered through the NAF Academies. The NAF model curriculum will be engaged with a co-curricular program that will include cultural and global awareness.</p> <p>Students will be transported to RIT on Saturday’s beginning in October and participate in activities related to three areas: ELA/Math Skill Acquisition; Career Exploration; and Personal Development. The program day will include a two hour academic skills sessions focused on math and ELA followed by a one hour personal and leadership development session. After a one hour lunch, the day will culminate with a two hour content session with RIT staff on career</p>		<p><u>AVENTA Credit Recovery Licenses</u> 20 x \$300 = \$6,000</p> <p><u>Materials/supplies</u> \$5,000</p> <p><u>RIT Contract</u> \$250,000 (year 1) \$500,000 (year 2-3)</p> <p><u>Student Transportation</u> \$7,000</p>

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	<p>exploration.</p> <p>To obtain an objective assessment of academic preparedness, students will take the Accuplacer diagnostic assessment. This computer based assessment will measure knowledge in reading comprehension, writing and mathematical ability toward a goal of college readiness. Additionally, benchmarked skill levels in reading, writing and math will be established by RIT and the National Academy Foundation (NAF) to identify yearly academic goals for students. Academic instruction will be guided by information provided through the assessments.</p> <p>A personalized student achievement plan will be developed by a program coordinator in cooperation with the College/Career Counselor. This plan will monitor students' progress in their classes, skill achievement during Saturday, and career planning activities toward identified goal. The plan will be reviewed and updated quarterly based upon the students' achievements and interests.</p> <p>RCSD students will be paired with an RIT student who will serve as their mentor. Mentors will begin interaction with the RCSD students during the program. They will interact with them during the Saturday Academy and will attend a minimum of four RIT and Rochester community events.</p>		

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	Charlotte High School students will create a career profile and explore career areas of interest related to NAF Academies through research, interactions with professionals employed in that career field, and identification of higher education requirements. Ongoing career exploration activities will take place during the Saturday Academy sessions. Through their content sessions with RIT staff, students will explore a wide range of career options and possible college requirements.		
9. Provide appropriate social-emotional and community-oriented services and supports for students.	<p>The Career/College Counselor and the Multiple Pathways Coordinator will work with ISS teachers to ensure at-risk students receive appropriate services. Students assigned to ISS will participate in an entry and exit interview and progress will be monitored to ensure that a pattern of negative behaviors is not established.</p> <p>These individuals will also be responsible for leading proactive and preventative initiatives and intervention programs in collaboration with other staff within the school community. Other staff may include but are not limited to the school probation and resource officers as well as staff from various school-based agencies.</p> <p>In addition, a 3-day orientation program for all students will be offered to reintroduce students to</p>	<p><u>Years 1-3</u> All described services and supports will begin in Year 1 and continue through the grant period. (Principal, Multiple Pathways Coordinator)</p>	<p>Multiple Pathways Coordinator and Career/College Counselor previously described.</p> <p><u>Student transportation</u> \$3,000</p> <p><u>Materials/supplies</u> \$2,000</p> <p><u>Student Admissions</u> \$10,000</p> <p><u>Summer Orientation Program -</u></p>

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	Charlotte High School and to provide students with information and materials to start the school year prepared to be successful. One day will be specifically for grade 8 students, one for grades 9-11, and one day for grade 12.		<u>Teacher Salaries (planning)</u> 6 x 7 hours x \$33 = \$1,386 plus benefits = \$1,678 <u>Teacher Salaries (delivery)</u> 6 x 15 hours x \$37 = \$3,330 plus benefits = \$4,038 <u>Student Bookbags with Supplies</u> 150 x \$45 = \$6,750 <u>Student Meals</u> 150 x 3 days x \$3 = \$1,350
	<u>Hillside Work Scholarship Program</u> HW-SC's core program reaches students by pairing individual students with Youth Advocates who provide mentoring and other types of support in school, at home and at work. The rationale behind this model is that it allows the youth advocate establishing long-term relationships with students, parents/guardians, and all other adults working to provide services that benefit the student. In addition,	<u>Year 1 – 3</u> These activities will continue through each year of the grant and will be evaluated each year. (Charlotte High School Administrative Team)	No SIG cost.

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	by supporting at-risk students in settings where they are most likely to struggle and have the most to gain, HW-SC helps youth stay in school, achieve academic success, earn their high school diploma or GED, and acquire the habits and skills that will prepare them for success at work and in life.		
	<u>Urban League</u> The Urban League will offer additional programs to support Charlotte High School students. The Youth Intervention Program (YIP) provides intensive school-based mentoring for at-risk students and the Leadership Academy provides academic support, behavioral monitoring, cultural enrichment and social development training to help prepare 8 th graders for the transition into high schools. Additionally, the Black Scholars Program provides recognition, assistance and incentives to students who achieve and maintain a "B" or better average throughout high school.	<u>Year 1 – 3</u> These activities will continue through each year of the grant and will be evaluated each year. (Charlotte High School Administrative Team)	<u>Urban League</u> <u>Contract</u> \$106,000
	<u>College Summit</u> Charlotte High School will also work with College Summit in an effort to create, promote, and sustain a college-going culture. College Summit strengthens schools' capacity to prepare all students for success after high school. High-achieving low-income students often lack many of the resources and information available to their more affluent classmates	<u>Year 1 – 3</u> These activities will continue through each year of the grant and will be evaluated each year. (Charlotte High School Administrative Team)	<u>College Summit</u> <u>Contract</u> \$15,000

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	<p>when applying to college, such as test prep courses, college visits, and application guidance. College Summit equips schools so that all students can be supported through this application and transition process.</p> <p><u>Junior Achievement Program</u> Junior Achievement (JA) offers a unique hands-on experience to help students bridge the gap between what they are learning in school and how they will use that knowledge as an individual, worker and consumer through the JA Job Shadow program.</p> <p>Charlotte High School students who participate in the JA Job Shadow program will have the opportunity to learn from, and meet with, volunteers in our community during pre-site visit classroom sessions (JA programs are typically 7-8 sessions); explore their skills, interests and values with independent, student-driven pre-work (students will be required to complete pre-site visit exercises before going to a particular company); on-site job shadow experience at local businesses and organizations that dovetail with the National Academy Foundation (NAF) independent learning community model; and complete a post-site visit assessment.</p> <p>Students will also be expected to:</p>	<p><u>Year 1 – 3</u> These activities will continue through each year of the grant and will be evaluated each year. (Charlotte High School Administrative Team)</p>	<p><u>Junior Achievement Contract</u> \$10,000</p>

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	<ol style="list-style-type: none"> 1. Participate in a JA classroom based program: Students receive a minimum of 1 JA program classes conducted by the classroom teacher and business mentor. JA program will be correlated to the classroom curriculum within each independent learning community (i.e. Hospitality/Tourism or Finance/Virtual Enterprise). 2. Complete pre-site visit exercises: Students will independently explore their skills, interests and values through the pre-site visit exercises by utilizing the JA Student Center to help them determine the following: <ul style="list-style-type: none"> • Exercise 1: How Do I Know What Career Is Right For Me? Complete a series of online career assessments and learn which career clusters align with your skills, interests, and values. • Exercise 2: What's In a Job? Explore jobs and career clusters associated with your selected workshops. • Exercise 3: How Important Is Managing My Finances To My Personal and Professional Success? Test your financial knowledge and see if you are ready to manage your future. • Exercise 4: Do You Want To Hire Me? A resume is an important way to summarize your skills, interests, and values to a potential employer. Use this resume template to build yours today. 		

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	<p>3. Participate in Job Shadow on-site visit: Students visit a company for a minimum of 3-5 hours to introduce the students to an industry and provide them with possible career opportunities available to them.</p> <p>4. Post Job Shadow Assessment: Students will complete an assessment regarding their experience.</p>		
<p>10. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality</p>	<p>National Academy Foundation (NAF) currently partners with two high schools in the Rochester City School District: East High School and Rochester STEM High School. Based on the success of these existing partnerships coupled with NAF's proven track record, it was determined that this organization would be the best match for the Charlotte High School turnaround.</p> <p>NAF will partner to assist in the operation of the two academies: Finance and Virtual Enterprise and Hospitality and Tourism. The National Academy Foundation (NAF) is an acclaimed national network of high school career academies predominately based in urban districts-schools. NAF works with schools on rigorous, career-themed curricula created with current industry and educational expertise.</p> <p>During the 2009-10 school year, NAF academies served more than 50,000 students. Approximately 70% of NAF students are of minority backgrounds –</p>	<p><u>Year 1</u> The required NAF Year of Planning will be completed. (Principal, Design Team, SIM, Office of School Innovation)</p> <p><u>Years 2-3</u> Two NAF Academies will be implemented (Hospitality and Tourism, Business and Finance). (Principal, Design Team, SIM, Office of School Innovation)</p>	<p>NAF costs described previously</p>

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	<p>34% are Black; 26% are Hispanic; 10% are Asian/Pacific Islander – and the majority of NAF’s student enrollment have been identified as at-risk. NAF academies are in more than 200 school districts, primarily in urban areas including 21 of the 25 largest districts in the U.S.</p> <p>Graduates of NAF academies complete college faster, earn more, and have stronger ties to their communities than their peers.</p> <ul style="list-style-type: none"> • An estimated 90% of NAF students graduate from high school—compared to 50% in the urban areas where most academies are located. • Four out of five NAF students go on to post-secondary education. More than half of whom, are the first in their families to go to college. • Fifty-two percent of NAF graduates earn bachelor’s degrees in four years, compared with 32% of college-goers nationally. • Ninety percent of students report that the academies helped them to develop career plans. <p>Eighty-five percent of five- and ten-year alumni are working in a professional field. A recent independent study by MDRC of career academies, of which NAF academies were a part, found:</p> <ul style="list-style-type: none"> • Career-academy graduates earned 11% more in 		

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	<p>total earnings over the eight years following high school than their non-academy peers.</p> <ul style="list-style-type: none"> • Young men from career-academies experienced increased earnings over eight years totaling 17 % more per year than their non-academy peers. • An increased percentage of career academy graduates live independently with their children and spouse or partner. Young men, specifically, reported positive effects on marriage and parenting. 		

Cost of Implementation of Model (over 3 years)	Amount of 1003(g) funds LEA will allocate to school	Amount of additional funds, to be provided by other sources, LEA will allocate to school
\$19,606,785	\$6,083,195	\$13,523,590

APPENDIX B: TURNAROUND MODEL

Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.

The Rochester City School District (RCSD) will utilize funding from a number of sources to support the efforts described in the proposed turnaround of Charlotte High School into a 9-12 small high school consisting of two (2) NAF Academies. In addition to 1003(g) funds, district

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funding to Charlotte High School will include, but are not limited to, Federal Title I funding, State funding under Contract for Excellence, Local funding, and District obtained Federal, State and Local grants.

RCSD plans to sustain the educational efforts and students supports outlined in this plan. Starting in 2011-2012, all schools will be funded based on Equitable Student Funding (ESF). ESF is a student need-based formula that distributes dollars to school based on student enrollment. Each school will have increased autonomy by having greater discretion of resources at their site. The budgets will be created at the school level thereby better serving the needs of the students, and the resources will be aligned to the school plan. Staffing outlined in this plan can be maintained beyond the 2013-14 school year; however the teacher-to-student ratio may increase if current funding sources available to the district decrease.

Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.

Please see district-level responses to the questions in Section B, #2 and #6.

Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.

The Rochester City School District will:

- Create, implement and monitor the use of data to drive improvement in teaching and learning, as well as to evaluate program implementation;
- Collaborate with the teachers' and administrators unions' to use the growth model as one of the measures for teacher and administrator evaluation;
- Conduct periodic reviews to ensure that the curricula (district and NAF) are being implemented with fidelity;
- Provide embedded professional development aligned with this plan and supported by assigned instructional coaches and the Office for Professional Learning;
- Give the principal sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation;
- Support extended day and year programs resulting in increased instructional time for students;
- Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- Strengthen parent participation by increasing opportunities for family and community to engage in the life of the school; and
- Continue its efforts to integrate technology-based supports and interventions as part of the instructional program.

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APPENDIX B: TRANSFORMATION MODEL

School: Dr. Freddie Thomas High School

DR. FREDDIE THOMAS HIGH SCHOOL - NEEDS ASSESSMENT																					
NEEDS ASSESSMENT PROCESS	LIST DATA ANALYZED	MAJOR FINDINGS																			
<p>RCSD uses the following needs assessment protocol to identify school performance:</p> <p>1) At the time that NYS assessment results are made available for local analysis, RCSD examines the progress of schools from one assessment year to another through analysis of the State status assessment model as is, and through statistical norming of each assessment level/year to estimate the growth of student populations at each school.</p> <p>2) At the time that accountability statuses are made available, trends regarding subgroup performance inclusive of membership, PI values, and AYP status are examined.</p> <p>3) Programs that exist in these buildings, in particular C4E programs are annually evaluated to ascertain the impact on improving student achievement.</p> <p>4) School climate indicators inclusive of student behavior and</p>	<p>NYS Accountability Data</p> <ul style="list-style-type: none"> • 3-8 ELA • 3-8 Math • 8 Science • HS ELA • HS Math • Graduation <p>Local Assessment Data</p> <ul style="list-style-type: none"> • Formative Assessment-Grade 7 • Formative Assessment-Grade 8 • Formative Assessment-Grade 9 <p>School Climate Data</p> <ul style="list-style-type: none"> • Attendance • Suspensions <p>School Demand Observational Data</p>	<p><u>Elementary/Middle Level English Language Arts (Grades 7-8 ELA)</u></p> <p>The performance of FTTHS's seventh and eighth graders on the 2010 New York State English Language Arts examination exceeded the District by 6 percentage points with 32% achieving a performance level of 3 or 4. Performance in 2010 was significantly lower than the previous two years because of NYSED's change in the calculation methodology for determining academic proficiency. In 2008-09, 55% of FTTHS seventh and eighth grade students achieved proficiency, up 12 percentage points from 2007-08 performance of 43%.</p> <p style="text-align: center;">FTTHS Performance on NYS Grade 7 and 8 ELA (2008-2010)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Test Year</th> <th colspan="3">Grades 7 and 8 (Levels 3 and 4)</th> </tr> <tr> <th>Performance Index</th> <th>% at Levels 3 & 4</th> <th>AYP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2008</td> <td style="text-align: center;">137</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">YES</td> </tr> <tr> <td style="text-align: center;">2009</td> <td style="text-align: center;">155</td> <td style="text-align: center;">55%</td> <td style="text-align: center;">YES</td> </tr> <tr> <td style="text-align: center;">2010</td> <td style="text-align: center;">158</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">NO</td> </tr> </tbody> </table> <p><u>Secondary English Language Arts (HS ELA)</u></p> <p>In 2009-10, 54% of the District's 2006 Total Cohort (TC) passed the NYS Comprehensive English Exam. In this same year, 52% of FTTHS's 2006 TC students passed this exam, a performance level that is 2 percentage points below the District.</p> <p>FTTHS has increased its passing rate in the past year from 38% in 2007-08 and 2008-09 (2004 and 2005 TCs) to 52% in 2009-10 (2006 TC), representing a 14 percentage point increase (see Table 6).</p>	Test Year	Grades 7 and 8 (Levels 3 and 4)			Performance Index	% at Levels 3 & 4	AYP	2008	137	43%	YES	2009	155	55%	YES	2010	158	32%	NO
Test Year	Grades 7 and 8 (Levels 3 and 4)																				
	Performance Index	% at Levels 3 & 4	AYP																		
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<p>student attendance are examined for trends.</p> <p>5) Review of benchmark assessment data in the subject areas of ELA and mathematics.</p>		<p style="text-align: center;">FTHS Performance on NYS Comprehensive ELA (2004-2006 Total Cohort)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">HS ELA (Levels 3 and 4)</th> </tr> <tr> <th style="text-align: center;">Cohort Year</th> <th style="text-align: center;">Performance Index</th> <th style="text-align: center;">% at Levels 3 & 4</th> <th style="text-align: center;">AYP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2004</td> <td style="text-align: center;">138</td> <td style="text-align: center;">38%</td> <td style="text-align: center;">NO</td> </tr> <tr> <td style="text-align: center;">2005</td> <td style="text-align: center;">131</td> <td style="text-align: center;">38%</td> <td style="text-align: center;">NO</td> </tr> <tr> <td style="text-align: center;">2006</td> <td style="text-align: center;">170</td> <td style="text-align: center;">52%</td> <td style="text-align: center;">YES</td> </tr> </tbody> </table> <p><u>Elementary/Middle Mathematics (Grades 7-8 Math)</u> The performance of FTTHS's seventh and eighth graders on the 2010 New York State Mathematics examinations exceeded the District by 27 percentage points with 55% achieving a performance level of 3 or 4. Performance in 2010 was significantly lower than the previous two years because of NYSED's change in the calculation methodology for determining academic proficiency. In 2008-09, 80% of FTTHS's seventh and eighth grade students achieved proficiency, an increase of 17 percentage points from 2007-08's performance of 63%.</p> <p style="text-align: center;">FTTHS Performance on NYS Grades 7 and 8 Math (2008-2010)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Grades 7 & 8 Math (Levels 3 and 4)</th> </tr> <tr> <th style="text-align: center;">Test Year</th> <th style="text-align: center;">Performance Index</th> <th style="text-align: center;">% at Levels 3 & 4</th> <th style="text-align: center;">AYP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2008</td> <td style="text-align: center;">155</td> <td style="text-align: center;">63%</td> <td style="text-align: center;">YES</td> </tr> <tr> <td style="text-align: center;">2009</td> <td style="text-align: center;">179</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">YES</td> </tr> <tr> <td style="text-align: center;">2010</td> <td style="text-align: center;">181</td> <td style="text-align: center;">55%</td> <td style="text-align: center;">YES</td> </tr> </tbody> </table> <p><u>Secondary Mathematics (HS Math)</u> In 2009-10, 54% of the District's 2006 Total Cohort passed</p>		HS ELA (Levels 3 and 4)				Cohort Year	Performance Index	% at Levels 3 & 4	AYP	2004	138	38%	NO	2005	131	38%	NO	2006	170	52%	YES	Grades 7 & 8 Math (Levels 3 and 4)				Test Year	Performance Index	% at Levels 3 & 4	AYP	2008	155	63%	YES	2009	179	80%	YES	2010	181	55%	YES
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		<p>the NYS Mathematics exams. At FTTHS 56% of the students passed these exams, a performance rate that is 2 percentage points higher than the District.</p> <p>FTTHS has seen an increase in its passing rate over the past year from 44% in 2008-09 (2005 Total Cohort) to 56% in 2009-10 (2006 Total Cohort), representing a 10 percentage point increase (see Table 8).</p> <p style="text-align: center;">FTTHS Performance on NYS Secondary Mathematics (2004-2006 Total Cohort)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="3" style="text-align: center;">HS Math (Levels 3 and 4)</th> </tr> <tr> <th style="text-align: center;">Cohort Year</th> <th style="text-align: center;">Performance Index</th> <th style="text-align: center;">% at Levels 3 & 4</th> <th style="text-align: center;">AYP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2004</td> <td style="text-align: center;">152</td> <td style="text-align: center;">46%</td> <td style="text-align: center;">YES</td> </tr> <tr> <td style="text-align: center;">2005</td> <td style="text-align: center;">157</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">YES</td> </tr> <tr> <td style="text-align: center;">2006</td> <td style="text-align: center;">173</td> <td style="text-align: center;">56%</td> <td style="text-align: center;">YES</td> </tr> </tbody> </table> <p><u>Graduation Data</u></p> <p>FTTHS's 2005 Total Cohort (TC) graduation rate is 35%, representing a decrease of 9 percentage points from 44% for the 2004 TC. Over three years, the school saw a 7 percentage point decrease in the number of graduates earning their diplomas in four years for the 2005 Total Cohort compared to the 2003. FTTHS's dropout rate has increased 6 percentage points over the past three years from 36% for the 2003 TC to 42% for the 2005.</p>			HS Math (Levels 3 and 4)			Cohort Year	Performance Index	% at Levels 3 & 4	AYP	2004	152	46%	YES	2005	157	44%	YES	2006	173	56%	YES
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A Joint Intervention Team (JIT) Review was conducted on February 7-11, 2011.	School Strengths	<ul style="list-style-type: none"> - There appears to be a sense of family and belonging that has a positive impact on behavior in the school. Over the past three years, the suspension rate has declined from 20% in 2006-2007 to 3% in 2009-2010, as the District policy on out of school suspensions has changed. - Each cohort of students is assigned a school counselor who remains with the cohort until graduation. Counselors advocate for students and are liaisons to parents and the community. Counselors work to support students in meeting graduation requirements. This is one step the school has taken to address attendance and graduation rates.
	Curriculum	<p>Findings:</p> <ul style="list-style-type: none"> - New York State (NYS) Standards were not observed posted in most classrooms, nor was there clear evidence of consistent implementation of the Standards across subject areas. - Although there is a District curriculum aligned with State Standards, it is not used consistently in every classroom. <p>Recommendations:</p> <ul style="list-style-type: none"> - Post the NYS Standards and use them to plan and implement instruction. Use common planning time for collaboration across grade levels and content areas. Review lesson plans to ensure implementation. - Use the District curricula consistently in all classrooms and subject areas for planning to increase the rigor of teaching and learning.
	Teaching and Learning	<p>Findings:</p> <ul style="list-style-type: none"> - Although there is some evidence of differentiated instruction within classrooms, teacher-centered classrooms with whole group instruction were frequently observed. - There was limited evidence of modeling, practice and transfer of literacy skills or collaborative instructional strategies across disciplines. Most students in English language arts (ELA) classrooms

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		<p>were not engaged in authentic reading and writing activities.</p> <ul style="list-style-type: none"> - In content area subjects, there were limited opportunities for students to develop content-specific vocabulary skills and read content area texts or supplementary materials. - While there is some evidence of instructional rigor, more emphasis needs to be placed on higher order thinking skills. School report cards for 2008-09 and 2009-10 at the middle level indicate a decrease in the percentage of Level 3 and Level 4 students in grades 7 and 8 who are proficient in ELA, mathematics and science. - Some co-teaching models were observed that were more effective than others. In several co-teaching classrooms, one teacher was monitoring students, rather than teaching. - There is little evidence of quality student work displayed with rubrics that use the language of the Standards to provide specific feedback for students. <p>Recommendations:</p> <ul style="list-style-type: none"> - Implement research-based strategies for the differentiation of instructional process, product, and content across all classrooms to assure that teachers plan and implement lessons that meet student needs. - Engage students in authentic learning to increase in-class opportunities for students to construct their own knowledge. - Develop a process to integrate critical reading and writing strategies. Increase sustained reading in academic content that includes systems for the teaching of academic vocabulary within content areas. Minimize the use of worksheets as the main product of student output. - Focus on creating lesson plans, unit plans, and teacher questioning that builds concepts through the application of higher order thinking skills such as analyzing, evaluating, and creating (Bloom's Taxonomy).

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		<ul style="list-style-type: none"> - Use the Common Core Standards for literacy in science and social studies to serve as the basis for team teaching and co-planning. Use the professional development (PD) blocks to enable teachers engaged in co-teaching to observe other co-teaching models within the building and to align their respective curricula to define common concepts, as well as interdisciplinary literacy skills. - Post student work, rubrics, and teacher feedback so students can reflect on and revise their own work.
	School Leadership	<p>Findings:</p> <ul style="list-style-type: none"> - There is inconsistent evidence that daily lesson planning is aligned with NYS Standards and the District curriculum. Written lesson plans were not observed in most classrooms. - Parents voiced a concern that communication could be timelier regarding academic progress, course requirements and homework expectations. <p>Recommendations:</p> <ul style="list-style-type: none"> - Set an expectation that lesson plans be completed weekly and available for review by an administrator before they are used. Administrators should monitor the implementation of these plans and ensure that they are based on the NYS Standards and the District curriculum. - Provide timely communication to parents regarding academic performance and completion of homework between marking periods. Work to improve parent involvement.
	Infrastructure for Student Success	<p>Findings:</p> <ul style="list-style-type: none"> - Decisions regarding student placement in grades 7 through 9 are based upon the NYS assessment results in ELA and mathematics. Students are homogenously grouped for the entire school day for all subjects. Research indicates that using this type of “tracking” may not be in the best interest of high needs students.

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		<p>- Two hundred-twenty five members of the 2005 Cohort were students who were placed at FTHS from another school that was closed by the District due to poor performance. FTHS was not prepared to meet the needs of this influx of at-risk students. This may have contributed to the 35 percent graduation rate.</p> <p>- School resources were focused on grades 7 and 8 when the school became a high school. This continues to be true for some technology resources.</p> <p>- The 2005 Cohort dropout rate was 42 percent. This was a major contributor to the 35 percent graduation rate, resulting in FTHS being identified as PLA/SURR. Academic Intervention Services (AIS) and other supplemental services for students scoring at Levels 1 and 2 on the NYS assessments were limited, especially for grades 9 through</p> <p>Recommendations:</p> <p>- Change the practice of grouping students homogeneously for the entire day. Provide differentiated instruction to eliminate the need to group students homogeneously, with flexible grouping for ELA and mathematics.</p> <p>- Plan and implement researched-based strategies for meeting the needs of all students, such as extending the school day to accommodate students who need to earn more than four credits per semester to get back on track to graduation.</p> <p>- Distribute technology and other resources equitably for grades 7 through 12 to support student learning at every grade level.</p> <p>- Improve first instruction for students based on researched- based strategies in order to create a foundation for student success that should result in improving graduation rates. Provide additional AIS for all students scoring at Levels 1 and 2 on NYS assessments, as well as students identified by teachers as at-risk of not meeting State Standards.</p>

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		Expand the number of student supports, such as the <i>Hillside Work Scholarship Program</i> that works to keep students in school by providing student mentoring, tutoring, goal setting and counseling, in addition to providing school-to-work and school-to-college connections.
	Collection, Analysis, and Utilization of Data	<p>Findings:</p> <ul style="list-style-type: none"> - Although data regarding benchmarks and the NYS Report Cards is shared with ELA and mathematics teams through AYP meetings and grade-specific team meetings, the data was not consistently used to inform instruction beyond homogeneous grouping. - There was limited evidence that formative or informal assessments are used consistently to monitor student progress. - It is unclear whether content area teachers and subgroup teachers have access to student ELA and mathematics data. - There is evidence that some students set learning goals and monitor their own progress. <p>Recommendations:</p> <ul style="list-style-type: none"> - Use formative assessments during the year that are similar in rigor and format to State assessments. Use these assessment results to inform instruction. - Use formative and informal assessments for progress monitoring to inform differentiated instruction. - Include social studies and science teachers when sharing AYP and benchmark data to build capacity for increased student achievement across academic grade-level teams. - Expand the use of students accessing their own progress data and monitoring their personal learning goals.
	Professional Development	<p>Findings:</p> <ul style="list-style-type: none"> - The school master schedule allows for job-embedded ongoing PD for all staff members during the school day; the school offers PD led by

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		<p>staff members. However, participation in external PD offerings is limited.</p> <ul style="list-style-type: none"> - There is a need for sustained PD in such areas as: design and implementation of student supports to improve graduation rates; planning and implementation of effective co-teaching models; differentiated instruction; progress monitoring; and writing in response to literature and embedding literacy supports in content area classes. <p>Recommendations:</p> <ul style="list-style-type: none"> - Increase staff participation in external PD opportunities, including District provided PD offerings that are sustained and provide follow-up. The application of acquired strategies should be monitored for implementation by administrative walkthroughs, with timely feedback to teachers regarding the implementation of newly acquired strategies. - Identify an area for improvement within the revised Comprehensive Educational Plan (CEP) plan and form collegial circles to address the CEP action plan using the embedded PD time. Research, plan and implement effective student supports for improving graduation rates, and include these in the CEP plan.
	District Support	<p>Finding:</p> <ul style="list-style-type: none"> - A small number of classrooms (primarily grades 7 and 8) were equipped with technology that supports teaching and learning, e.g., SMART Boards. Some classrooms lacked computers. <p>Recommendations:</p> <ul style="list-style-type: none"> - Work with the school to equip as many classrooms as possible with up-to-date technology. - Support the school in implementing the Joint Intervention Team (JIT) recommendations.
	Overall Finding and Recommendation	<p>Finding:</p> <ul style="list-style-type: none"> - The school has not made sufficient progress in identified areas, and is

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		unlikely to make AYP under the current structure and organization. Recommendation: - Develop and implement a new plan that could include <u>significant changes in staff, organizational structure, leadership and/or configuration</u> , to address issues that continue to negatively impact student academic performance in identified areas.

Describe how the Transformation Model addresses the major findings of the needs assessment.

The proposed plan will radically transform Dr. Freddie Thomas High School (FTHS) from a school that serves students in grades 7-12 to a Montessori Academy for students in grades preK-8. The new school's day-to-day operation and instruction will promote the use of active inquiry and exploration and be guided by the principles of Dr. Maria Montessori, which are supported by current research. The focus of the Montessori Method on developmental learning and hands-on work with the didactic materials provides for a differentiated instructional approach based on individual student goals. Peer learning is embodied from the start of Montessori instruction. Beginning in the primary grades, a family atmosphere is created. Parents, students, and teachers develop a relationship that benefits the children emotionally, socially, and academically. Two of FTHS's strengths are a sense of family and belonging (as reported in the February 2011 JIT Review) and student performance in grades 7-8 that exceeds district averages. By transforming Freddie Thomas into a preK-8 Montessori Academy, the transformed school will build upon these strengths.

Dr. Freddie Thomas High School (FTHS) will phase out grades 9-12 during the next three years, with an anticipated closing after the 2013-2014 school year. In 2011-2012 (Year 1 of the SIG grant), RCSD's current Montessori Academy will merge into the FTHS BEDS Code and become the new Montessori Academy at Freddie Thomas (MAFT). The school will remain at its current location on the Franklin campus while necessary renovations are made to the Dr. Freddie Thomas building, and in Year 2 of the grant, MAFT will move to the Freddie Thomas campus. The table below describes the proposed reconfiguration plan for the school.

Dr. Freddie Thomas Grade-Level Reconfiguration Plan

	Current Year 2010-2011	SIG Year 1 2011-2012	SIG Year 2 2012-2013	SIG Year 3 2013-2014	Transformation Complete 2014-2015
FTHS Grades Served	7-12	7-8, 10-12	8, 11-12	12	-

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MAFT Grades Served	PreK-6	PreK-6	PreK-7	PreK-8	PreK-8
MAFT Site	Franklin	Franklin	FTHS	FTHS	FTHS

Activities described in the implementation plan below address the needs for students at both the Tier 1 Dr. Freddie Thomas High School and the new Montessori Academy at Freddie Thomas. Work has begun on the alignment of the Montessori Plan with the Common Core Standards, and this work will continue as MAFT grows out into a preK-8 school. The Center for Montessori Teacher Education will provide support in the form of teacher training and quality review for implementation of the Montessori Method. The Method’s focus on inquiry and exploration will engage students in authentic learning and promote the development of higher order thinking skills. Extended work periods are an integral part of the Montessori program, which promotes students’ interest and concentration. Students are grouped in mixed ages and abilities in three to six year spans to develop peer to peer learning, responsibility, and a caring community. Differentiated instruction is the teaching method in the Montessori classroom. Observation, anecdotal notes, and targeted goals for all students make it differentiated by design. The integration of subject areas, small group/individual instruction is found in the Montessori environment and is aligned with expected instructional practices.

The proposed implementation plan includes cohesive school-wide professional development plans for both MAFT and FTHS. The plans include school-specific training, along with training that will develop capacity for the expansion of the Montessori Academy. RCSD and an outside consultant will conduct quality reviews to ensure the strategies are incorporated into classroom instruction.

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ACTION REQUIRED BY TRANSFORMATION MODEL	HOW THE ACTION WILL BE ACCOMPLISHED	WHEN THE ACTION WILL OCCUR DURING THE GRANT PERIOD, (include actions taken during the pre-implementation period) AND WHY AT THAT TIME	DESCRIPTION OF COSTS ASSOCIATED WITH THE ACTION (Description should align with budget narrative and budget provided for grant.)
Required Activities: <u>Developing and increasing teacher and school leader effectiveness</u>			
Replace the principal who led the school prior to commencement of the transformation model	The current principal of Dr. Freddie Thomas High School has been replaced as part of the school’s transformation from a school that serves grades 7-12 (Dr. Freddie Thomas HS, or FTHS) to a Montessori school that serves grades Pre K-8 (Montessori Academy at Dr. Freddie Thomas, or MAFT). Ms. Miriam Cruz-Vazquez has been identified as the new principal of MAFT. She has been with RCSD for 18 years and was principal of RCSD’s current	<u>Pre-Implementation</u> Ms. Miriam Cruz-Vazquez was identified as the new principal of MAFT and principal-of-record for both schools on the Freddie Thomas campus in May 2011. (Zone Chief, Department of Human Capital Initiatives) The Montessori School will be merged into the FTHS BEDS code. (Office of	<i>Please Note:</i> <i>All costs described will continue each year of the grant unless noted otherwise.</i> No SIG cost

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	<p>Montessori School from June 2010 until her assignment at MAFT in May 2011. Prior to her work at the Montessori schools, Ms. Cruz-Vazquez was the assistant principal of RCSD School #8 for five years. Ms. Cruz-Vazquez possesses a strong commitment to authentic Montessori practice and is knowledgeable of district and academic programs based on the Montessori method. Ms. Cruz-Vazquez will strike a balance of utilizing authentic assessment via Montessori methods and the RCSD approved curricular scope and sequence in the school setting.</p> <p>Ms. Miriam Cruz-Vazquez is certified in early childhood, bilingual, and educational administration and holds a Montessori elementary program certificate. She has three years of hands-on experience in European Montessori schools where she served as the education program specialist for programs birth through six years. Her training as the leader of the Montessori School includes attendance at the annual American Montessori Society conference, training at the North American Montessori Center, participation in the Rochester Leadership Academy, membership on the Rochester Council for Elementary Leaders Assessment Committee, and training in observations and walk-throughs. Ms. Cruz-Vazquez will participate in the summertime Course for Montessori School Management (CMSM) as part of, at the completion of</p>	<p>Accountability)</p> <p>Phase-in of MAFT under the leadership of Ms. Cruz-Vazquez will take place according to the following RCSD Board of Education-approved plan: <u>Year 1:</u> MAFT will maintain its physical location on the Franklin campus and serve students in grades preK-6. (Department of Teaching and Learning, Student Placement) The Freddie Thomas campus will be adapted to serve elementary students. (Educational Facilities) <u>Year 2:</u> MAFT will move to the Freddie Thomas campus and serve students in grades preK-7. . (Department of Teaching and Learning, Student Placement, Educational Facilities) <u>Year 3:</u> MAFT will serve students in grades preK-8 at the Freddie Thomas campus. (Department of Teaching and Learning, Student Placement)</p>	

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	<p>which she will receive a certificate.</p> <p>Mr. Tony Robinson has been identified as the principal of FTTHS and will support students as the school phases out. Mr. Robinson was the acting principal at Global Media Arts High School at Franklin, a SIG Cohort I PLA, during the 2010-2011 school year and an administrator at FTTHS prior to that assignment. At Global Media Arts HS, Mr. Robinson improved data tracking for graduation progress and credit accrual, modified scheduling to accommodate student needs, and sought out community partners.</p> <p>Ms. Cruz-Vazquez will be the principal-of-record.</p> <p>The two Freddie Thomas principals will:</p> <ul style="list-style-type: none"> • Hire administrative, teaching, and support staff • Utilize the RCSD school-based budgeting process to direct the school's local and Title I funding to the areas of greatest need, • Develop a master school schedule that maximizes instructional time, • Establish before- and after-school programs to meet the needs of students, and • Develop a school-specific professional development calendar. <p>A School Implementation Manager (SIM), who is equivalent to an assistant principal, will assume most non-instructional responsibilities of the school and</p>	<p><u>Pre-Implementation</u> Mr. Tony Robinson was identified as the FTTHS principal in June 2011. (Zone Chief, HCI)</p> <p>Mr. Robinson will lead the phase-out of FTTHS according to the following RCSD Board of Education-approved plan: <u>Year 1:</u> FTTHS will serve students in grades 7-8 and 10-12. (Student Placement) <u>Year 2:</u> FTTHS will serve students in grades 8, 11, and 12. (Student Placement) <u>Year 3:</u> FTTHS will serve students in grade 12 and close in June 2014. (Student Placement)</p> <p><u>Pre-Implementation</u> The SIM will be identified before the start of the 2011-2012 school.</p>	<p>No SIG cost</p> <p><u>School Implementation Manager</u> \$92,700 salary plus</p>

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	assist with the transformation of Dr. Freddie Thomas HS (FTHS) to the Montessori Academy at the Dr. Freddie Thomas campus (MAFT).	(Principal of Record, HCI) <u>Years 1-3</u> The SIM will assist the MAFT and FTHS principals to implement the Transformation Plan. (SIM)	benefits = \$112,408
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement; <u>Note:</u> LEAs can demonstrate commitment through developing	Teacher Evaluation The work to implement Education Law §3012-c is underway in the District. The District is working to incorporate a revised evaluation system for all teachers and principals that include multiple measures specifically focused on student outcomes. The establishment of a rigorous, transparent, and equitable teacher evaluation system that takes into account data on student growth as a significant factor requires the proposal of changes to evaluation language in the current Rochester Teachers Association's (RTA) contract. Negotiations between the RTA and RCSD are ongoing and involve proposed changes to the evaluation process. The District is negotiating in alignment with Race to the Top (RTTT) and the Teacher Incentive Fund (TIF).	<u>Pre-Implementation - Year 1</u> RCSD and the Rochester Teachers Association have reached a tentative agreement. The contract was approved by the Board of Education on June 28, 2011. (Department of Labor Relations)	No SIG cost
	Principal Evaluation The contractual language regarding administrator evaluation in the Association of Supervisors and Administrators of Rochester (ASAR) contract currently contains a provision for performance-based compensation for tenured administrators. Negotiations	<u>Years 1-3</u> The described provision is included in the current ASAR contract approved in November 2009 and expires on June 30, 2014. (Department of Labor Relations)	No SIG cost

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<p>teacher evaluations that are based on a significant percentage of student growth in achievement.. “Significant” will be defined pursuant to NY’s Round 1 and, if submitted, Round 2 Race to the Top applications.</p>	<p>will occur with ASAR to determine if non-tenured administrators can participate in a performance-based compensation system if this application is approved.</p> <p>There are three performance objectives in the principal evaluation provision. One objective has an academic focus and connects directly to student performance, the second focuses on culture, and the third “free” objective typically targets leadership. The principals and their supervisor will agree at the beginning of the school year on three measurable performance objectives to be attained during the year ahead. At the end of the school year, the principals will be evaluated on their progress toward meeting the agreed-upon objectives and will be eligible for a salary increase within a percentage range for achieving the identified objectives.</p> <p>Additionally, the Superintendent may recommend administrators, or teams of administrators, for a one-time merit payment of up to \$15,000.</p>		

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<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p><u>Teachers (represented by Rochester Teachers Association, RTA)</u></p> <p><i>Reward Teachers</i></p> <p>Teacher incentives will be awarded at MAFT and FTTHS pending successful negotiations between building-level administration and RTA. The district will work to develop a teacher incentive agreement at Freddie Thomas schools that is similar to the agreement developed as part of the SIG transformation plan at East High School. Award of the incentive will be determined by criteria mutually identified by RTA and school administration. At East HS, the district and teachers union (RTA) reached an agreement to allow the school's teachers and administrators to negotiate at the school level an agreement aligned with the Transformation model criteria of rewarding for student growth. East High School's agreement this year was a school-wide incentive based on ELA and Math assessment performance, graduation rate, student attendance, and student disciplinary referral. It is anticipated that the incentives for MAFT and FTTHS teachers will include both a financial stipend and a classroom supply fund and will include factors such as attendance and student achievement data.</p> <p><i>Removal of Teachers</i></p>	<p><u>Years 1-3</u></p> <p>School leadership and RTA membership will identify incentive criteria in the fall for the upcoming school year. Data will be collected throughout the year, and incentives will be paid at the end of each school year. (Office of School Innovation, Office of Accountability)</p>	<p><u>Financial Incentive for Teachers</u> 110 teachers x \$2,000 = \$220,000</p> <p><u>Classroom Supply Fund Incentive</u> 110 teachers x \$1,000 = \$110,000</p> <p>Total Cost = \$330,000</p>

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	For removal of teachers, the district has reached a tentative agreement with the teachers union to implement the new teacher and principal evaluation system in 2011-2012 in Transformation model schools and in all schools for grades 4-8 ELA and Math. As a result, student performance will now be a criteria in teacher evaluation and staffing decisions.		
	<p><u>Administrators (represented by Administrators and Supervisors of Rochester, or ASAR)</u></p> <p><i>Reward Leaders</i></p> <p>Under current contract, the RCSD Superintendent may award up to \$15,000 for merit pay, if the school is successful.</p> <p><i>Remove Principal</i></p> <p>Under current contract, the Superintendent may remove a principal at his/her discretion without negotiation needed for the removal, if the school fails.</p>	<p><u>Years 1-3</u></p> <p>The described provision is included in the current ASAR contract approved in November 2009 and expires on June 30, 2014. (Departments of Labor Relations and Human Capital Initiatives)</p>	No SIG cost
Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper	In collaboration with the Office for Professional Development (PD), RSCD Pencil Partnership, Center for Montessori Teacher Education/ New York (CMTE/NY), and the North American Montessori Center (NAMC), MAFT will promote high quality staff development in Montessori methodology, technology,	<p><u>Year 1</u></p> <p>The Montessori Coach will be hired upon written notification of SIG funding from NYSED. (Principal, Department of Human Capital Initiatives)</p>	<p><u>Montessori Coach</u></p> <p>\$56,800 salary plus benefits = \$68,876</p> <p><u>Teacher PD Supplies</u></p> <p>\$1,500</p>

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<p>understanding of the community served by the school, and differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	<p>and content area learning. The coordinated effort will promote inquiry-based learning, as well as infuse technology to support high standards of learning that are aligned with the NYS Common Core Standards, as well as the Competencies for Montessori Teacher Candidates approved by the Montessori Accreditation Council for Teacher Education.</p> <p>A Montessori Coach will provide training to MAFT teachers and expose teachers at FTHS to the Montessori Method. The Coach will be an experienced Montessori teacher and provide side-by-side coaching, data collection, and collegial sharing. He/she will work with “novice” teachers (teachers new to a Montessori school who are in the process of completing their certification, and teachers who earned their Montessori certification in the past year and require additional practice with Montessori materials, observation and anecdotal record keeping) and “experienced” teachers. Novice teachers will receive support twice a week in the form of peer dialogue/modeling and side-by-side coaching in the classroom. The district’s Wednesday professional development day will be used for teachers to meet with the coach and work on next steps.</p> <p>The Montessori Coach will work with developed/expert-level teachers (i.e., teachers who have Montessori certification and more than two years teaching experience) in the classroom twice each</p>	<p><u>Years 1-3</u> PD that addresses teacher needs will be delivered to MAFT teachers. (Montessori Coach and CMTE/NY)</p>	<p><u>Professional Books</u> \$1,000</p> <p>Total Cost = \$71,376</p>

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	<p>month. Teachers will select a focus area each year, such as English Language Arts or Mathematics and identify their instructional goals. The coach will monitor them closely through observation and provide support for student goal setting during teacher-coach feedback sessions. Expert-level teachers can also provide professional development alongside the coach on the various curriculum areas/levels in the Montessori classroom (peer learning and peer dialogue).</p>		
	<p>All MAFT teachers not trained in the Montessori Method will be expected to complete their Montessori certification within the first year of teaching at MAFT. Due to uncertainty in RCSD teaching assignments from year to year, certification prior to teachers' first year of Montessori instruction is not practical. Teachers will be able to earn their Montessori certificate through the 12-month, online program offered by NAMC. A summer CMTE/NY course in New York City is also available.</p>	<p>New MAFT teachers will be expected to receive their certification within the first year of teaching at MAFT. The RCSD Montessori Coach will provide support to all first-year Montessori teachers while they work toward their official certification.</p> <p><u>Year 1</u> Uncertified Montessori teachers in grades preK-6 will complete NAMC's online certification program. (Principal, Department of Teaching and Learning)</p> <p><u>Year 2</u> As the school phases in, all MAFT seventh grade teachers will complete</p>	<p><u>NAMC Teacher Certification</u> 6 teachers x \$2,800 = \$16,800 (Year 1) 10 teachers x \$2,800 = \$28,000 (Years 2-3)</p>

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		<p>the NAMC online certification program, along with any other teachers in grades preK-6 who are new to MAFT. (Principal, Department of Teaching and Learning)</p> <p><u>Year 2</u> As the school phases in, all MAFT eighth grade teachers will complete the NAMC online certification program, along with any other teachers in grades preK-7 who are new to MAFT. (Principal, Department of Teaching and Learning)</p>	
	The Center for Montessori Teacher Education/ New York (CMTE/NY) will provide summer and school-year training to all staff. CMTE/NY will also conduct quality review throughout the year to ensure the method is being implemented with fidelity.	<u>Years 1-3</u> Training will be delivered each summer and throughout the school year. Quality review will occur throughout the year, every year. (Montessori Coach, Professional Learning Coach, CMTE/NY)	<p><u>CMTE/NY Contract</u> \$20,000</p> <p><u>Teacher Substitutes</u> 14 days x \$177 = \$2,478 plus benefits = \$3,005</p> <p>Total Cost = \$23,005</p>
	A Summer Montessori Institute will be delivered to all MAFT staff and facilitated by the Montessori Coach and CMTE/NY. The Summer Institute will be two-weeks and include “refresher” training for current teachers, along with hands-on experiences with the	<u>Years 1-3</u> A summer training program will be delivered to all teachers each year. (Montessori Coach, Professional Learning Coach, CMTE/NY)	<p><u>Montessori Coach</u> <u>Summer Salary</u> 8 hours (planning) plus 20 hours (deliver) x \$33 = \$924 plus</p>

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	Montessori materials and training in common core standards and their alignment with the Montessori Method.		benefits = \$1,120 <u>Teacher Salaries</u> 20 teachers x 10 days x 6 hours x \$33 = \$39,600 plus benefits = \$48,019 Total Cost = \$49,139
	The MAFT principal and SIM will participate in CMTE/NY's <i>Course for Montessori School Management (CMSM)</i> . The course assists school leaders in managing successful Montessori schools and emphasizes the Montessori theory and practical challenges.	MAFT school leaders will attend this course annually. Different course material will be covered each year. (Montessori Coach, Professional Learning Coach, CMTE/NY) <u>Year 1</u> CMSM Workshop Topic: Montessori Overview <u>Year 2</u> CMSM Workshop Topic: Basics in School Leadership <u>Year 3</u> CMSM Workshop Topic: Art of School Leadership	<u>CMSM Registration</u> 2 x \$6,000 = \$12,000 <u>CMSM Travel</u> 2 x \$1,250 = \$2,500 Total Cost = \$14,500
	The MAFT principal, SIM, and teachers will visit and observe other Montessori Schools in and around NYS, especially schools that serve seventh and eighth grade	<u>Year 1</u> Site visits to Montessori schools will be concentrated in Year 1, before the	<u>Site Visit Travel</u> 10 people x \$1,000 = \$10,000

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	students.	introduction of the middle school program in Year 2. (Principal, Montessori Coach) <u>Years 2-3</u> Site visits will continue but will not be as numerous. (Principal, Montessori Coach)	<u>Teacher Substitutes</u> 16 days x \$177 = \$2,832 plus benefits = \$3,434 (Year 1, lower cost in Years 2-3) <u>Administrator Substitutes</u> 5 days x \$250 = \$1,250 plus benefits = \$1,516 (Year 1, lower cost in Years 2-3) Total Cost = \$14,950
	In anticipation of the introduction of grades 7 and 8 into MAFT in Year 2 and the resultant need for new Montessori seventh and eighth teachers, a series of workshops will introduce secondary teachers to the Montessori Method. These sessions will be facilitated by the Montessori Coach and CMTE/NY and target seventh and eighth grade teachers at FTTHS, but will be open to any qualified and interested teacher district-wide.	<u>Years 1-2</u> These workshops will be delivered in Years 1 and 2 in anticipation of teacher recruitment for 7 th and 8 th grade phase-in in Years 2 and 3, respectively. (Montessori Coach, Department of Teaching and Learning) <u>Year 3</u> Recruitment will continue, but a formal workshop series will not be offered as school phase-in will be complete in Fall 2013.	No teacher salaries are needed; teachers will receive RCSD professional development participation credit.

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	The District is seeking to provide better transition points and support students across grade levels. To this end, the District is reconfiguring schools to grades K-8 and 9-12 schools, including MAFT. The District seeks to offer a portfolio of high-quality schools that meet student needs. Montessori Method and the International Baccalaureate Programme (IB) both meet the needs of the whole child, set high academic standards, and promote the use of active inquiry and exploration. In order to better support MAFT students who choose to attend RCSD's IB high school (Joseph C. Wilson Magnet High School Commencement Academy) in grade 9, MAFT teachers will participate in training that will introduce them to IB.	<u>Years 1-3</u> IB training will be shared with Wilson Commencement Academy (grades 9-12) teachers. (Department of Teaching and Learning)	No SIG cost
	<p>FTHS teachers will receive diverse professional development during the summer and throughout the school year. Topics will include, but are not limited to:</p> <ul style="list-style-type: none"> • Implementation of Response To Intervention (RTI), including startup and evaluation of students; • Understanding data driven instruction and its implementation as a team or content cluster; • Common Planning across grade level and content area; • Assessing student work with rubrics that use the language of the standards (using examples); • Providing instructional supports that develop and 	<u>Years 1-3</u> Teachers will participate in two (2) hours of training each month. (Principal, Professional Learning Coach, Director of Professional Learning)	<p><u>Consultant (TBD)</u> <u>Contracts</u> \$15,000</p> <p><u>Teacher Salaries (for after school sessions)</u> 90 teachers x 8 hours x \$33 = \$23,760 plus benefits = \$28,811</p> <p><u>Teacher Substitutes (for during school workshops)</u> 90 teachers x 2 days x</p>

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	<p>enhance the graduation rate of students.</p> <p>Sessions will be facilitated by recognized instructional leaders.</p>		<p>\$177 = \$31,860 plus benefits = \$38,633</p> <p><u>Teacher PD Supplies</u> \$3,500</p> <p><u>Professional Books</u> \$3,000</p> <p>Total Cost = \$88,944</p>
	<p>The Montessori School's PENCIL partnership is with Westervelt Consulting, a Rochester-based educational management company. Nan Westervelt will aide in the development of learning communities at MAFT that focus on teamwork and solution-focused questioning to support improved student outcomes.</p>	<p><u>Years 1-3</u> The PENCIL partnership will begin in Year 1 and continue throughout the grant period. (Youth Development and Family Services)</p>	<p>No SIG cost</p>
	<p>Conference Attendance</p> <p>MAFT and FTHS teachers and administrators will attend conferences to become aware of effective methodologies and instructional strategies for differentiated instruction and diverse student populations. Teachers and administrators will be exposed to core subject area instruction and supporting technology.</p>	<p><u>Year 1-3</u> Staff will attend each year. (Professional Learning Coach)</p>	<p><u>Conference Travel</u> 3 x \$2,500 = \$7,500</p> <p><u>Teacher Substitutes</u> 2 x 3 days x \$177 = \$1,062 plus benefits = \$1,288</p> <p><u>Administrator Substitutes</u></p>

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			1 x 3 days x \$250 = \$750 plus benefits = \$909 Total Cost = \$9,697
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	All MAFT teachers will have the opportunity to participate in Montessori training based on a proficiency continuum (novice to expert). The Summer Montessori Institute and year-long training sessions will be differentiated by skill to serve teachers who are new to the program and others who need a refresher course for continued growth. The NAMC on-line coursework will be offered to novices. The Montessori Summer Institute will be offered to all staff through the Center for Montessori New York.	<u>Years 1-3</u> The needs of teachers will be assessed each year and training will be delivered that meets teachers' needs. (Montessori Coach, CMTE/NY)	SIG costs have been described previously
	All tenured RCSD teachers are eligible for a Professional Development Incentive (PDI) that is paid for the successful completion of 36 hours or more of pre-approved PD (either in- or out-of-district). (Teachers in years 2 and 3 pre-tenure may complete 28 hours). RCSD teachers also have opportunities for promotion and career growth by serving as lead teachers or mentors (compensation and release time provided). Tuition reimbursement is paid for a teacher's first Master's Degree, and teachers who are Nationally Board Certified receive a \$10,000 stipend consecutively for the first three years of employment following certification, if they agree to teach at a high	<u>Years 1-3</u> RCSD opportunities are contractual and will be available to teachers for the duration of their current contract and be included in future negotiations. (Teaching and Learning)	SIG costs for professional development are described in other sections.

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 Under 1003 (g) of the Elementary and Secondary Education Act of 1965

DR. FREDDIE THOMAS HIGH SCHOOL - TRANSFORMATION			
ACTION REQUIRED BY TRANSFORMATION MODEL	HOW THE ACTION WILL BE ACCOMPLISHED	WHEN THE ACTION WILL OCCUR DURING THE GRANT PERIOD, (include actions taken during the pre-implementation period) AND WHY AT THAT TIME	DESCRIPTION OF COSTS ASSOCIATED WITH THE ACTION (Description should align with budget narrative and budget provided for grant.)
	<p>needs school.</p> <p>Teachers at MAFT and FTHS, along with all RCSD schools, are eligible for the following existing financial incentives and additional pay opportunities:</p> <ul style="list-style-type: none"> • Teachers of Tomorrow - \$3,400 stipend for critical shortage areas; • Extended Day/Saturday School/Summer School participation payment; • Additional pay for curricular work or selected professional development sessions; • Clubs/Extra Curricular Activities participation stipends; • Extra Block/Extra Period Compensation (20% for teaching an extra period 25% for teaching an extra block). 		
<p>Permissible Activities: <u>Developing and increasing teacher and school leader effectiveness</u></p>			
<p>Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school</p>	<p>The new school will be RCSD's only Montessori school serving grades preK-8, and teachers will be attracted to the school because of its unique instructional program. New teachers will be trained in the Montessori Method and current Montessori teachers will be encouraged to participate in advanced training opportunities as part of the school's training plan. As a result of the trainings, teachers will have Montessori teaching certificates. These training opportunities will be at no cost to the teachers.</p>	<p><u>Years 1-3</u> Teachers not certified in the Montessori Method will obtain their certification within their first year of teaching at MAFT at no personal cost (cost paid by SIG). (Principal)</p>	<p>SIG costs described previously</p>

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<p>Instituting a system for measuring changes in instructional practices resulting from professional development</p>	<p>Ongoing support, recommendations, and resources will be determined and made available through scheduled visits, formal reviews of the school's comprehensive education plan, and interviews/visits with school leadership to ensure a positive trajectory of change in practice. Walkthroughs by school principals and CMTE/NY will provide the measurement of change over time.</p> <p>Another way in which professional development results will be measured is through the design of the professional development offerings. With support from the Professional Learning Coach, professional development will be designed to be extended over time with opportunities for teachers to share student work and samples of how they have instituted their new knowledge. Student data may also be collected as pre-and post-data to show the impact on student achievement.</p> <p>The SIG-funded Professional Learning Coach will be trained by RCSD-certified trainers to provide a district perspective and incur no travel costs. The training for the Professional Learning Coach will begin in the Fall with two full days of training, including six (6) hours on Decision-Making for Results (DMR, described in a following section) which walks participants through a research-based cycle of improvement (Day 1), and six</p>	<p><u>Years 1-3</u> Formal and informal reviews will be conducted throughout the year and adjustments to the PD plan will be made as needed. (Principals, SIM, and the Professional Learning Coach)</p>	<p><u>Professional Learning Coach</u> 0.5 FTE @ \$56,800 (funded at District level) = \$28,400 plus benefits = \$34,438</p>

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	<p>hours on the introduction of data teams, their function and how the DMR process will be used to facilitate ongoing use of data to drive instruction and collaborative learning (Day 2).</p> <p>The vision for initial training will involve all Professional Learning Coordinators (administrator-level), Professional Learning Coaches (lead teachers who are district-wide instructional coaches), and Race to the Top Network Team Members. The trickledown timeline in the classroom will be both immediate and long term. This cross section will ensure that all those supporting the building will have the same basis of understanding.</p>		
Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	Because of the unique school model, the Montessori Academy has been previously exempt from the voluntary teacher transfer process through an agreement with the District and RTA. As described in the contract, this exemption enhances the District's ability to recruit new staff, provide stability, support organizational changes, and demonstrates the district's respect for the Montessori culture. As a result, the Montessori School may hire by interview, without placing teachers by seniority, which supports the hiring of highly-qualified teacher candidates.	<u>Years 1-3</u> Continuation is dependent upon future RTA contract agreements. (Department of Labor Relations)	No SIG cost
Required Activities: <u>Comprehensive instructional reform strategies</u>			

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<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>The Rochester Curriculum is an academic program that is aligned with rigorous State and national learning standards in support of high achievement. Specific academic goals are in place for all grades and subjects that are consistent from school to school. Curriculum alignment is an essential attribute of high-achieving schools and districts.</p> <p>At the Montessori Academy, the common core standards have been aligned with the Montessori pre-kindergarten and kindergarten program. The current 2010-2011 school year was dedicated to aligning common core writing standards to Montessori methodology in grades 1-6. Beginning in Summer 2011, Montessori teachers will be engaged in professional development that addresses all common core standards and the Montessori Method.</p> <p>The Rochester Curriculum has been aligned with NYS and Common Core Standards, and the Montessori curriculum was aligned to NYS Standards in 2007-2008. Future work will include: Year 1: The Montessori curriculum in ELA and Math will be aligned with the Common Core Standards. Year 2: The Montessori curriculum in sciences and geography will be aligned with the Common Core Standards.</p>	<p>All RCSD schools, including MAFT and FTTHS, follow the Rochester Curriculum, which has been aligned to NYS and Common Core Standards. RCSD's Montessori curriculum was aligned to the NYS standards in 2007-2008.</p> <p>Future work will include: <u>Year 1</u> The Montessori curriculum in ELA and Math will be aligned with the Common Core Standards. (Department of Teaching and Learning) <u>Year 2</u> The Montessori curriculum in sciences and geography will be aligned with the Common Core Standards. (Department of Teaching and Learning) <u>Year 3</u> The Montessori curriculum in technology and arts will be aligned with the Common Core Standards. (Department of Teaching and Learning)</p>	<p>No SIG cost</p>

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	Year 3: The Montessori curriculum in technology and arts will be aligned with the Common Core Standards.		
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	<p>In collaboration with staff from the Office of Accountability and the Office of Professional Learning, the SIG Professional Learning Coach will train instructional leadership and schools teams on DMR (Decision Making for Results) and Data Teams. The training will consist of protocols and embedded practices on how to use student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. Department teams will integrate their new learning into supporting the RTI framework which provides a structure to supporting students in need of intense intervention, moderate intervention or little to no additional support.</p> <p>Teacher training will come in the form of both large group sessions for all staff on early release Wednesdays set aside for professional development days and embedded into the work day during department meeting times. The actual schedule will be determined when the Professional Learning Calendar for the school year is developed. Ongoing support will be provided during coaching opportunities and facilitated data team meetings.</p>	<p><u>Years 1-3</u> Training on DMR will begin in Year 1 and continue throughout the three years. (Department of Teaching and Learning)</p>	Salary and benefits for the Professional Learning Coach have been described previously.

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	<p>Once teachers are introduced to the process they will immediately have tools to engage in the process of using data to inform their work. Intermediately, once Data Team protocols are instituted, it will take about six weeks for classroom practice to become targeted on student need. Long-term this process should inform how RTI services are provided and inform the development of the schools' Comprehensive Education Plan (CEP).</p> <p>The training includes a process for monitoring the implementation of DMR and Data Teams. Logs will be collected, and trend data and notes from meetings maintained. A review of these items plus visitations to team meetings will provide a real-time monitoring mechanism.</p> <p>Math and ELA Benchmark Assessments are each given three times yearly. Anticipated administration times are October, January, and March.</p> <p>Assessment data are analyzed in terms of participation, overall performance, and growth in skill acquisition. The assessment is loaded onto Datamate which generates numerous reports used at both the school and district level. At the district level, trends in certain performance indicators are noted and then used to create professional development opportunities to</p>		

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	<p>inform curriculum development and create teacher resources and supports. In 2010-2011, Rochester Curriculum content-based sessions were offered four times for each grade level based on data gathered from NYS and RCSD Benchmark assessments. Also during this past year, several schools piloted scoring the open ended questions as a professional learning opportunity. These schools had instant feedback on student responses which they were able to share in a timely fashion with their students. This provided opportunities to address common math misconceptions and also identify effective teaching strategies.</p> <p>At the school level, these reports are used by teachers to identify students in need of interventions, create flexible groupings, and inform lesson planning. For example, a report called the Question Summary allows teachers to look at how their students performed on a certain question by percentage. Teachers have the ability to target and individualize student instruction or if necessary, reteach the concept. Another report, called Miscue Analysis, allows teachers to see how often students chose incorrect distractors on multiple choice questions. This leads to identifying misconceptions that can many times be easily remedied. The Summary Graph report allows teachers to see at which levels students are performing and also how close they are to reaching the next higher level.</p>		

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	<p>This can also be broken down into all subgroups for accountability purposes. Also, Principals find these reports useful to conference with teachers, to note areas of concern and strength, comparative analysis of performance in relation to RCSD performance.</p> <p>The following benchmark data will be evaluated:</p> <ul style="list-style-type: none"> • Northwest Evaluation Association (NWEA), Grades 1-2 • NER Grades 3-8 • NYS assessments <ul style="list-style-type: none"> – ELA, Grades 3-8 – Math, Grades 3-8 – Science, Grades 4 & 8 <p>Teacher teams will:</p> <ul style="list-style-type: none"> • Use diagnostic, and formative assessments to monitor student progress to design and monitor the student learning plan for each student; • Use summative assessments to measure achievement of students; • Use summative assessments and district benchmark assessments to measure achievement of the goals of the student learning plan; and • Utilize the District’s Datacation system to develop an individualized student learning plan for high school students. 		

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	These activities will be supported by FTHS' professional development sessions that focus on differentiated instruction.		
Permissible Activities: <u>Comprehensive instructional reform strategies</u>			
Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.	<p>At the building level, school leadership will conduct regular walk-throughs to monitor and evaluate the implementation of effective practice, effective use of the Rochester Curriculum, and to gather information for refining their professional development plan.</p> <p>Central Office will collaborate with school leaders on conducting periodic reviews through internal district Quality Reviews that will ensure data are being used to differentiate instruction, the curriculum is being implemented with fidelity, and measured changes in instructional practices are resulting from professional development. Two full Quality Reviews will be completed in the Fall and Spring with intermittent visitation throughout.</p> <p>In addition, RCSD is establishing Network Teams as defined by Race to the Top, to work with school-level Inquiry Teams to change instructional practice by implementing the Common Core Standards. The Network Teams in collaboration with the Inquiry Teams will allow the District to support classrooms and push data analysis, curriculum, and instruction as</p>	<p><u>Years 1-3</u> Reviews by all responsible parties will begin in Year 1 and continue throughout the three years. (Principal, Department of Teaching and Learning)</p>	No additional SIG cost

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	<p>priorities for all school staff and to target assistance where needed.</p> <p>CMTE/NY will serve as an independent consultant for MAFT and assist with observation and feedback that will ensure the Montessori Model is being implemented with fidelity.</p>		
Implementing a school-wide “response-to-intervention” model	<p>The school-wide Response to Intervention framework will provide a multi-tiered system for delivering preventative supports and intervention programs through a hybrid standard treatment protocol and problem-solving team model. The school will begin with the examination of instructional priorities and research-based practices that comprise Tier 1- Core Instruction for all students. A school-wide system for screening in reading and mathematics will be conducted three times per year for all students. Students who exhibit risk factors and fall below benchmark on screening assessments will have intervention plans which include increasing intensive interventions and more frequent progress monitoring. Students who fail to demonstrate an adequate rate of learning will be referred to the building-based problem solving team for accessing additional supports within the general education framework at Tiers II and III. An Intervention Specialist will monitor the progress of student achievement and the strategies with which staff respond to student needs and strengths.</p>	<p><u>Pre-Implementation</u> Identified teachers from MAFT and FTTHS will participate in a two-day, district-delivered RTI training. (Department of Teaching and Learning)</p> <p><u>Years 1-3</u> RTI will be implemented at MAFT and FTTHS. (Department of Teaching and Learning)</p>	<p><u>Intervention Specialist</u> \$56,800 salary plus benefits = \$68,876</p>

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<p>Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content</p>	<p><u>Support for Students with Disabilities</u> <i>Balanced Literacy for)Students:</i> Special education teachers and content area teachers will receive training in balanced literacy (e.g., leveled texts; progress monitoring; supplemental text; instructional delivery; computer assisted instructional programs; writing skill development; content specific literacy; strategy instruction).</p> <p><i>Assessment and Progress Monitoring:</i> Professional Learning Communities will consist of ELA/Special Education and Math/Special Education teachers; AIS providers; reading specialists; and ESOL teachers. Groups will focus on how to use formative/summative assessments; progress monitoring data (curriculum based measures; Basic Reading Inventory (BRI); Quality Reading Inventory-4-Expository Text (QRI-4); miscue analysis; and Behavior Improvement Plans (BIP) to better inform instructional needs for struggling students.</p> <p><i>Co-Teaching</i> Professional development will be provided for all “Integrated Specialized Class teams,” both general and special education teachers in the models of co-teaching. The Department of Specially Designed Instruction and</p>	<p><u>Years 1-3</u> All activities will continue throughout the grant period. (Department of Teaching and Learning, Specialized Services)</p>	<p><u>Consultant (TBD)</u> <u>Contracts</u> \$5,000</p> <p><u>MAFT Teacher Salaries</u> 10 teachers x 10 hours x \$33 = \$3,300 plus benefits = \$4,001</p> <p><u>FTHS Teacher Salaries</u> 90 teachers x 6 hours x \$33 = \$17,820 plus benefits = \$21,608</p> <p><u>Instructional Supplies</u> \$2,500</p> <p>Total Cost = \$33,109</p>

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	<p>Programs will provide, coordinate, and monitor professional development and job-embedded coaching support after initial training through the use of in-or out-of-district consultants.</p> <p>Professional development will also be offered for supervising and department administrators in the models of co-teaching and how to use a quality indicators progress monitoring tool to assess effectiveness of models being implemented.</p> <p><i>IEP development</i></p> <p>Special Education teachers will receive training in the development of quality IEP's focusing on individual students' strengths and needs specific to content mastery and high stakes assessments.</p> <p><i>Curriculum Mapping</i></p> <p>Communities consisting of ELA/Special Education and Math/Special Education teachers; Science/Special Education and Social Studies/Special Education teachers; other content area teachers; AIS providers; reading specialists; and ESOL teachers will focus on curriculum mapping and unit design to provide specially designed instruction for students with disabilities. The Rochester Curriculum Framework will be utilized where applicable.</p>		
	<u>Conference Attendance</u>	<u>Year 1-3</u>	<u>Conference Travel</u> 3 x \$2,500 = \$7,500

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	MAFT and FTHS teachers and administrators will attend conferences to become aware of effective methodologies and instructional strategies for teaching SWD.	Staff will attend each year. (Principal, Professional Learning Coach)	<u>Teacher Substitutes</u> 2 x 3 days x \$177 = \$1,062 plus benefits = \$1,288 <u>Administrator Substitutes</u> 1 x 3 days x \$250 = \$750 plus benefits = \$909 Total Cost = \$9,697
	<u>Support for ELL Students</u> <i>ELLite Training</i> ELLite training is a RCSD-developed training program for effective instruction for ELLs. It is focused professional development for general education content area teachers. As a result of the training, teachers will have a better understanding of the language acquisition process and how it affects students' access to the curriculum, leading to curriculum and instruction that are more appropriate and effective for ELLs of all proficiency levels. <i>SIOP Training</i> Sheltered Instruction Observational Protocol (SIOP) is	<u>Years 1-3</u> PD to support classroom instruction for ELLs will be delivered to MAFT and FTHS teachers. (Department of English Language Learners)	<u>Consultant (TBD) Contracts</u> \$5,000 <u>MAFT Teacher Salaries</u> 10 teachers x 10 hours x \$33 = \$3,300 plus benefits = \$4,001 <u>FTHS Teacher Salaries</u> 90 teachers x 6 hours x \$33 = \$17,820 plus benefits = \$21,608

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	a nationally recognized, research based approach to making content comprehensible for ELLs. In Year 1, content area teachers and the ESOL teacher(s), will take the training together. As a result, teachers will more effectively structure their lesson objectives and tasks to increase the learning outcomes of ELL's and other students as well.		<u>Instructional Supplies</u> \$2,500 Total Cost = \$33,109
	<u>State and National ELL Conference Attendance</u> MAFT and FTHS teachers and administrators will attend ELL conferences to become aware of cutting edge methodologies and learning outcomes for ELLs around the world. Teachers and administrators will be exposed to new technology and resources to use when working with ELLs, leading to current and cutting edge educational strategies.	<u>Year 1-3</u> Staff will attend each year. (Principal)	<u>Conference Travel</u> 3 x \$2,500 = \$7,500 <u>Teacher Substitutes</u> 2 x 3 days x \$177 = \$1,062 plus benefits = \$1,288 <u>Administrator Substitutes</u> 1 x 3 days x \$250 = \$750 plus benefits = \$909 Total Cost = \$9,697
	<u>Rosetta Stone</u> ELLs will be able to work on and demonstrate their communicative language skills in a non-threatening way that they will also be able to access from any computer in the community, leading to additional	<u>Years 1-3</u> Rosetta Stone licenses will be purchased annually. (Department of ELL)	<u>Rosetta Stone Licenses</u> 75 licenses x \$89 = \$6,675

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	learning opportunities outside of school.		
	<p><u>Online Credit Recovery</u></p> <p>RCSD will use an Online Credit Recovery Program (i.e., AVENTA) to incorporate a collection of instructional strategies that will allow ELL students to practice and retain both the English language and course content. This will include:</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary to increase comprehension of new material, • Addition of activities in drag and drop graphic format, • Use of cloze activities that provide repetition with support gradually removed, and • Use of graphic organizers that students manipulate to complete. 	<p><u>Years 1-3</u></p> <p>The successful AVENTA program will continue throughout the grant period. (Department of Teaching and Learning)</p>	<p><u>AVENTA Licenses</u> 20 licenses x \$300 = \$6,000</p>
	<p><u>Community Exposure Field Trips</u></p> <p>“Going Out” activities in MAFT aligned with the Montessori Method will offer students opportunities to continue learning, develop research and problem solving skills, and increase awareness of their responsibility to the community. Students will visit local galleries, museums, parks, universities, hospitals and businesses to create and/or plan projects.</p>	<p><u>Years 1-3</u></p> <p>Students will participate in field experiences each summer. (Principal)</p>	<p><u>Student Travel</u> \$4,000</p>
Using and integrating technology-based supports and interventions as part	Integration of interactive technology into the instructional program will be supported by the establishment of “model technology classrooms.”	<p><u>Years 1-3</u></p> <p>Additional model classrooms will be established each year. (Department of</p>	<p><u>Model ELA Classrooms</u> 4 x \$2,000 = \$8,000</p>

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of the instructional program	Technology for the model classrooms will include SmartBoards with speakers, Senteo clickers, AV presenters, document cameras, netbook carts, and teacher laptops. Additional technology (iPads) for Students With Disabilities and English Language Learners will also be utilized to enhance student engagement, and as a result student learning. With the iPad's ability to access a standard suite of learning tools such as: translation applications, PLATO instructional software for English, reading and mathematics, internet for research purposes, words processing and presentation software, students will obtain the necessary 21st Century skills needed to be successful in today's global economy. Professional development on the use of this technology to support students and create dynamic lessons will be delivered by the Department of Instructional Technology.	Teaching and Learning)	<u>Model Math Classrooms</u> 4 x \$3,000 = \$12,000 <u>Model Science Classrooms</u> 4 x \$3,000 = \$12,000 <u>Model Social Studies Classrooms</u> 4 x \$2,000 = \$8,000 <u>Technology for Model Classrooms</u> (including SmartBoards with speakers, Senteo clickers, AV presenters, document cameras, netbook carts, teacher laptops, ipads, wireless access points, and installation) 16 x \$14,044 = \$224,700 Total Cost = \$224,704
In secondary schools--	The Montessori Method provides an ideal foundation	<u>Years 1-3</u>	No SIG cost

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Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;	for the International Baccalaureate Programme (IB), and MAFT students will be well-prepared to continue their learning at RCSD's IB high school, Joseph C. Wilson Magnet High School Commencement Academy, or other high-quality school options such as the Rochester Early College International High School. The continuous promotion of global thinkers and learners from grades preK-12 will prepare students for post-secondary success. To support this relationship with the Wilson IB Programme, MAFT teachers in grades 6-8 will be provided with training in IB. Teachers will also have opportunities to learn in-depth about other school models, including the Early College model.	This activity will continue in Years 1-3. (Principal)	
	A College/Career Counselor will work specifically with 10-12 grade students to facilitate the transition of students from HS to college and/or the workplace. This individual will serve as a liaison between local and national colleges as well as various businesses and organizations that will provide students with numerous options after high school.	<u>Years 1-3</u> This activity will continue in Years 1-3. (Principal)	<u>College/Career Counselor</u> \$56,800 salary plus benefits = \$68,876
	<u>Bryant and Stratton Middle College</u> Through the Bryant and Stratton Middle College program, FTHS students will travel daily to the Bryant and Stratton campus in Henrietta (a Rochester suburb) where they will participate in two courses with college students each semester and receive a college transcript upon successful completion of the course.	<u>Years 1-3</u> This activity will continue in Years 1-3. (Principal)	<u>Bryant and Stratton Fees and Books</u> 40 students x \$1,150 (includes fees and books for 2 classes each semester) = \$46,000

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			<u>Student Transportation (School Bus)</u> \$2,600/month x 10 months = \$26,000 Total Cost = \$72,000
In secondary schools-- Improving student transition from middle to high school through summer transition programs or freshman academies	A five-day jump start summer program will be delivered to prepare incoming seventh grade students at FTTHS for the rigors of secondary school. The transition will be coordinated through the College/Career Counselor. Since FTTHS is phasing out, there will be no incoming ninth grade students at FTTHS.	<u>Year 1</u> This program will be delivered in Year 1 only. There will be no new students to the building in Years 2-3 as future seventh graders will be promoted from sixth grade at MAFT. (College/Career Counselor)	<u>Teacher Salaries</u> 8 teachers x 2 hours x 5 days x \$37 = \$2,960 plus benefits = \$3,589 (Year 1 only) <u>Program Supplies</u> 200 students x \$20 = \$4,000 (Year 1 only) <u>Student Meals</u> 200 students x 3 days x \$3 = \$1,800 (Year 1 only) Total Cost = \$9,389
In secondary schools-- Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller	RCSD's Online Credit Recovery Program will provide a cost-effective, comprehensive, and flexible tool to help FTTHS students pass courses they previously failed and get the credits they need to graduate. Courses are designed for students who did not pass a course	<u>Years 1-3</u> Online credit recovery will continue throughout the grant period. (Department of Teaching and Learning)	AVENTA costs previously described

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learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills	<p>initially, but learned enough to make a complete repetition of the course unnecessary. In these courses, students will test out of the material they have already learned and focus on what they need to demonstrate achievement on essential content standards.</p> <p>The credit recovery solution is entirely web-based and available 24 hours per day, seven days a week. The courses contain large test banks for quizzes and tests so students retaking assessments will receive new questions. In addition, reading levels can be adjusted to below the expected reading level of the class, and audio options allow students to click on a button to have course content read to them.</p> <p>Students participating in online credit recovery programming will receive high quality course content that is aligned with the applicable NYS learning standards for the subject. The student-learning environment is a robust electronic learning platform that allows for flexible instructional delivery, personalization of instruction and supports a student-centered approach to learning. The principal will ensure that the student receives equivalent, intensive instruction in the subject matter area provided, as applicable, under the direction and/or supervision of a school teacher who is certified in the subject matter area.</p>		
	Read 180	<u>Years 1-3</u>	<u>READ 180 Licenses</u>

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	The school will implement READ 180 as a comprehensive reading intervention program. The program uses high-interest literature and non-fiction, instructional software that adapts to the student's current reading level, which is measured in Lexiles, and direct content-based and skills-based instruction in the areas of vocabulary, reading and writing to differentiate instruction according to individual student needs.	Read 180 will support reading achievement throughout the grant period. (Department of Teaching and Learning)	<u>and Supplies</u> \$74,000
In secondary schools-- Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate	An early warning system for drop-out prevention, as referred to by the National High School Center, will be implemented. Early Warning Systems will incorporate a school-wide system for academic screening for all students at three points throughout the school year; increasingly intensive interventions and progress monitoring will follow the district-wide framework for Response to Intervention. Regular grade level/department level/cluster team meetings will focus on the review of attendance data, office disciplinary referrals, and students' core course performance to determine a system of supports to prevent failure. Opportunities for during the school day academic intervention extended learning time, computer assisted instruction, and online credit recovery will be explored for students exhibiting risk factors. Individual school counselor recommendations and referrals will provide a plan for social-emotional support and college/career readiness. The	<u>Year 1-3</u> This activity will occur in Years 1-3. (Department of Teaching and Learning)	No SIG cost

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	College/Career counselor will coordinate this initiative.		
Required Activities: <u>Increasing learning time and creating community-oriented schools</u>			
Establish schedules and strategies that provide increased learning time	The Montessori Method encourages a minimum of one, three-hour work period each day to focus attention on task completion and independent work time. This work period is to be uninterrupted by required attendance at group activities.	<u>Years 1-3</u> The three-hour work period is an integral part of the Montessori program design. (Principal)	No SIG cost
	Extended day (i.e., afterschool) programs will be offered at MAFT to provide additional academic intervention and/or enrichment services to students in grades 1-6 who are one or two levels below grade level. The program will focus on the improvement of reading, writing, and math skills to address student needs and increase achievement. It will be delivered twice a week for two hours each day. An alternating schedule will be utilized: Day A: Extended Day will be hands-on Montessori materials/manipulatives, teacher direct instruction, independent practice. (3 stations rotation) Day B: Read 180 will be used for students in the area of reading. (90 minute)	<u>Years 1-3</u> Extended day programs will begin in Year 1 and continue throughout the three years. (Principal)	<u>Teacher Salaries</u> 4 teachers x 27 weeks x 4 hours x \$37 = \$15,984 plus benefits = \$19,208 <u>Support Staff Salaries</u> <u>(clerk, paraprofessional, custodian, school security officer)</u> 4 staff x 50 hours x \$20 = \$4,000 plus benefits = \$5,058 <u>Instructional Supplies</u> \$4,000 <u>Student Snacks</u> \$2,000

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			Total Cost = \$30,266
	<p>The schedule for FTHS will be responsive to student needs and will feature some or all of the following structural elements:</p> <ul style="list-style-type: none"> • A master schedule that has extended instructional time for math and English language arts • Flexibility to ensure credit acquisition and credit acceleration through the use of direct instruction and on-line credit recovery/ acceleration programs • An additional period in the school day for academic support, online courses, credit acquisition, or student activities • Extended day and Saturday programs • Summer school program for remediation and enrichment <p>Seventh and eighth grade students receiving AIS (Academic Intervention Services) will participate in one additional hour of instruction each day. The AVENTA on-line credit recovery program will provide extended learning time to students in Grades 10-12 before and after the school day, and classroom credit recovery will be built into the school day. In addition, Regents review will be delivered for one hour before and one hour after the school day, and Bryant and Stratton Middle College will provide college readiness; students will attend a class with college students daily</p>	<p><u>Years 1-3</u> Extended day programs will begin in Year 1 and continue throughout the three years. (Principal)</p>	<p><u>Teacher Salaries - Extended Day/Saturday</u> 7 teachers x 30 weeks x 6 hours x \$37 = \$46,620 plus benefits = \$56,531</p> <p><u>Teacher Salaries - Additional Period</u> 4 teachers x 20% (\$56,800) = \$45,440 plus benefits = \$55,052</p> <p><u>Support Staff Salaries (clerk, paraprofessional, custodian, school security officer)</u> 4 staff x 50 hours x \$20 = \$4,000 plus benefits = \$5,058</p> <p><u>Program Supplies</u> \$4,000</p> <p style="text-align: right;">Total Cost = \$120,641</p>

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	during the semester.		
Provide ongoing mechanisms for family and community engagement	Parent representatives are included on the School-Based Planning Teams at each existing school and will continue at the transformed MAFT. The Office of Family Engagement will support MAFT and FTTHS in providing technical assistance in the implementation of strategies that increase parent participation in the educational process through its close collaboration with the Home School Assistant. The Home School Assistant serves as a direct connection between parents and the school. The current Montessori Academy PTA at Franklin will become the MAFT PTA and hold monthly meetings. School-wide events will be planned and the organization will conduct fundraising activities.	<u>Years 1-3</u> This activity will occur in Years 1-3. (Youth Development and Family Services)	<u>Printing and Advertising (for all community initiatives)</u> \$20,000
	The Montessori Parent Institute is held twice each year (Fall and Spring) and is coordinated by teachers. This is a school-wide effort to introduce /reinforce Montessori practices and home connections.	<u>Years 1-3</u> This activity is an established Montessori activity and will continue in Years 1-3. (Principal, Youth Development and Family Services)	No SIG cost
	An annual school-wide project in May, Montessori Global, focuses on student application of knowledge and problem solution skills in a current problem across the globe. All students participate, from three-year old to eighth graders.	<u>Years 1-3</u> This activity is an established Montessori activity and will continue in Years 1-3. (Principal, Youth Development and Family Services)	No SIG cost
	Two school orientation programs are delivered in the beginning of the school year; one is for three-year olds, the other a school-wide program. Families and children participate together in activities that introduce	<u>Years 1-3</u> This activity is an established Montessori activity and will continue in Years 1-3. (Principal, Youth	No SIG cost

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	the Montessori methodology, curriculum, and materials.	Development and Family Services)	
	An open house is held every September to present curriculum, staff, programs, and school expectations.	<u>Years 1-3</u> This activity is an established Montessori event and will continue in Years 1-3. (Principal)	No SIG cost
	Other standard MAFT family events will include an international dinner and family picnic.	<u>Years 1-3</u> These activities are established Montessori events and will continue in Years 1-3. (Principal)	No SIG cost
	An active MAFT PTA will hold monthly events/meetings.	<u>Years 1-3</u> This activity is an established Montessori event and will continue in Years 1-3. (Principal)	No SIG cost
	At FTHS, some of the ways parents will be engaged are: <ul style="list-style-type: none"> • Participation on the School-Based Planning Team, • Parent-Teacher Institutes that will provide hands-on realistic activities that teachers can roll out to parents so they assist students at home, and • An annual curriculum night will provide parents with critical information and prepare them to support their children at home. Informational phone calls using the district's ConnectEd system and informational letters sent home will inform parents of events, encourage participation, and provide information on exam dates and review sessions.		

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Permissible Activities: <u>Increasing learning time and creating community-oriented schools</u>			
Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs	Parent engagement is described in the preceding section.	<u>Years 1-3</u> Diverse activities to engage parents will be scheduled in all years. (Principal, Youth Development and Family Service)	No additional SIG cost
	Rochester Roots is garden-based community education program that provides students with hands-on learning in an on-site greenhouse. Experiential learning, social relationship building, academic achievement, and decision-making align with the Montessori mission to develop a child's mind, body, and spirit.	<u>Years 1-3</u> Rochester Roots is a current partner of the Montessori Academy; this partnership will continue through the grant period. (Principal, Youth Development and Family Service)	No SIG cost
	The MAFT PENCIL partner is Westervelt Consulting; Ms. Westervelt will assist with developing professional learning communities and team building.	<u>Pre-Implementation/Year 1</u> The partnership is being established. (Principal, Youth Development and Family Service) <u>Years 2-3</u> The PENCIL partnership will continue. (Principal, Youth Development and Family Service)	No SIG cost
	Hillside Work-Scholarship Connection (HWSC) pairs individual students with youth advocates who provide mentoring support at school, home, and work. Youth advocates establish long-term relationship with their students, their parents/guardians, and other adults to provide services that benefit the student. HWSC helps	<u>Years 1-3</u> HSC is an established RCSD partner, and programming will continue in Years 1-3. (Principal, Youth Development and Family Service)	No SIG cost

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	youth stay in school, achieve academic success, and develop skills for success at work and in life.		
	MAFT and FTHS will work with RCSD's Department of Safety and Security to provide a safe and secure environment for all students. RCSD School Safety Officers (SSO) receive 160 hours of training through the Department of Safety and Security on an annual basis. Topics are chosen through feedback from school administration and the SSOs. The Department collaborates with several community partners to provide the training, including the Rochester Police Department, Rochester Fire Department, Monroe County Probation, Monroe County Sheriff's Department, and Monroe County Mental Health.	<u>Years 1-3</u> RCSD's Department of Safety and Security provides continual support to all schools. (Department of Safety and Security)	No SIG cost
	The Community Place is a community-based organization located on the Dr. Freddie Thomas campus that provides family support services. The Community Place has a family case worker who is available to support all Freddie Thomas students. The "foster grandparents" program provides classroom volunteers who assist children one-on-one or one-on-two for academic support and social skill development.	<u>Year 1</u> The Community Place will provide the described services. (Principal, Youth Development and Family Service) <u>Years 2-3</u> When MAFT re-locates to the Freddie Thomas campus and the campus includes elementary age children, additional opportunities for partnership will be explored. (Principal, Youth Development and Family Service)	No SIG costs in Year 1, possible expansion of services to be explored in Years 2-3.
Extending or restructuring the school day so as to	The school day will be restructured and/or lengthened for students who need additional supports through:	<u>Years 1-3</u> Initiatives will be implemented in	SIG costs described previously

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add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff	<ul style="list-style-type: none"> • Extended Day Programs before and after school; • A master schedule that has extended instructional time for math and English language arts; • Additional period in the high school day (9th period) for academic support, online courses, credit acquisition, or student activities. 	September 2011 and continue throughout the three-year grant period. (Principal)	
Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	Positive Behavior Intervention Strategies (PBIS) is being implemented as a district-wide intervention. School-based PBIS teams at MAFT and FTTHS will review their school's disciplinary incidents and other data to identify climate and behavior problems in the school. A plan of action that will communicate school rules, implement a system of rewards and consequences for behavior, and change school climate will be developed. The RCSD PBIS Director will ensure that FTTHS teachers are trained in the implementation of the PBIS initiatives.	<u>Year 1</u> Teachers will be trained in PBIS, and the program will be implemented. (Department of Teaching and Learning) <u>Years 2-3</u> PBIS will continue under the guidance of the PBIS Coach. (Department of Teaching and Learning)	<u>PBIS Coach</u> \$56,800 salary plus benefits = \$68,877 <u>Student Supplies</u> \$5,000 Total Cost = \$73,877
Expanding the school program to offer full-day kindergarten or pre-kindergarten	The existing Montessori Academy at Franklin will merge into the Freddie Thomas BEDS code as part of the proposed radical transformation plan. The Montessori Academy's "primary classes" serving students ages 3-5 (i.e., kindergarten- and prekindergarten-level) are currently, and will remain, full-day programs. Montessori is the District's only full-day program for prekindergarten students and is in high-demand among families.	<u>Year 1</u> MAFT will continue to provide a full-day program that serves kindergarten and prekindergarten students from its current "annex" location on the Franklin campus. (Department of Teaching and Learning) <u>Years 2-3</u> MAFT will move to the Freddie Thomas campus and continue its full-	No SIG cost

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		day programs. (Department of Teaching and Learning)	
Required Activities: <u>Providing operational flexibility and sustained support</u>			
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	<p>The principals of MAFT and FTHS will have operational flexibility to implement the initiatives included in this school transformation plan, including the hiring of new administrative, teaching, and support staff. Principals will develop a master school schedule that maximizes instructional time and have control over extended day funding, with latitude for establishing before-school, after-school, and summer programs to meet the needs of their students. They will also have flexibility to develop a school-specific professional development calendar.</p> <p>Through a new student-based funding system, <i>Equitable Student Funding</i>, schools will have more autonomy over their resource use and be held accountable for how use of those resources supports and impacts student achievement. Centrally held controls will decrease, and Central Office will take on the role of an advisor, providing guidance to schools.</p>	<p><u>Pre-Implementation - Year 3</u> MAFT and FTHS leadership has been given operational flexibility beginning during the Implementation Period; this will continue through Year 3. (Principals, Budget Department)</p>	No SIG cost
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner	The Office of School Innovation (OSI) develops innovative schools, programs, and polices that increase school and student performance and oversees the work of improving RCSD's portfolio of schools. OSI is charged with providing technical assistance and support to new schools and schools in redesign (e.g.,	<p><u>Years 1-3</u> OSI was created in 2008 and will support both Freddie Thomas schools throughout the three-year grant period. (Office of School Innovation)</p>	No SIG cost

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organization (such as a school turnaround organization or an EMO)	<p>MAFT). The office serves as a liaison with SIG schools, and the Chief of School Innovation and the Executive Director of School Innovation work closely with school principals to provide assistance and ensure district-level coordination of SIG initiatives. Part of the RCSD Portfolio Plan is the redesign of schools by grade reconfiguration to create more K-8 and 9-12 schools.</p> <p>The structure of the technical assistance will be the same; however, there will be additional support for FTTHS. The district has appointed a Principal on Assignment for Academic Monitoring who will support high schools in guiding students' progress toward on-time graduation. The Principal on Assignment for Academic Monitoring will develop processes and procedures in collaboration with high school principals that will support and build capacity in tracking cohort data. Another area of work is to develop a structure for school counselors to be involved in monitoring students' academic plans and in strengthening communication with parents.</p>		
Permissible Activities: <u>Providing operational flexibility and sustained support</u>			
Allowing the school to be run under a new governance arrangement, such as a turnaround	In Spring 2010, the RCSD school governance structure was modified and all schools were incorporated into the Department of Teaching and Learning to ensure direct alignment with and implementation of the	<u>Years 1-3</u> The governance structure is in place and will continue throughout the three-year grant period. (Office of School	No SIG cost

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division within the LEA or SEA	District’s academic and instructional priorities. In this structure, school principals report to “zone chiefs,” who lead a cluster of approximately 20 schools and programs. Each of RCSD’s three zone chiefs has wide latitude for independent judgment and decision making and assists in the formation of educational policy and practice. School chiefs support the work of their schools and the development of professional learning communities within each school. These professional learning communities are designed to improve student achievement through research-based instructional practice, using assessment for learning as the foundation. The school chiefs report directly to RCSD’s Chief Academic Officer/Deputy Superintendent for Teaching and Learning. Both schools on the Freddie Thomas campus are located in the District’s “Northeast Zone” and report to the Northeast Zone School Chief.	Innovation)	
	Each of the three RCSD zones will have its own Network Team that will report to their corresponding school chief. The Northeast Zone’s Network Team will work with school-based inquiry teams at MAFT and FTHS to support sustained, evidence-based improvement in student learning.	<u>Years 1-3</u> RCSD’s Network Teams will be in place for the start of the 2011-2012 school year. (Department of Teaching and Learning)	No SIG cost
Implementing a per-pupil school-based budget formula that is weighted based on student needs	A new RCSD funding mechanism, <i>Equitable Student Funding</i> (ESF), is being implemented in the 2011-2012 school year. ESF distributes RCSD’s available funding to schools through allocations that are based on student	<u>Pre-Implementation - Year 3</u> RCSD’s 2011-2012 budget was developed using ESF funding allocations, and principals were	No SIG cost

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ACTION REQUIRED BY TRANSFORMATION MODEL	HOW THE ACTION WILL BE ACCOMPLISHED	WHEN THE ACTION WILL OCCUR DURING THE GRANT PERIOD, (include actions taken during the pre-implementation period) AND WHY AT THAT TIME	DESCRIPTION OF COSTS ASSOCIATED WITH THE ACTION (Description should align with budget narrative and budget provided for grant.)
	enrollment and the needs of those students. Per pupil costs are weighted, with additional funding allocated to students to reflect the increased cost of serving their learning needs (i.e., special education and ELL). Because the majority of the District's students are economically disadvantaged, the additional support needed for these students is built into the base weight for all students.	responsible for developing their own school budget. ESF will be fully implemented for the start of the 2011-2012 school year (i.e., Year 1) and will continue throughout the three-year grant period. (Budget Department)	
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality	Montessori is an existing model in RCSD. A RFP exists for new and re-designed schools. The District will develop a Memorandum of Agreement with the Montessori partners to ensure quality using the established RCSD process used for all partners. Request for Information and Request for Proposal processes currently exist and will be followed.	<u>Pre-Implementation</u> The MOA will be finalized in Summer 2011. (Office of School Innovation) <u>Years 1-3</u> RCSD policies will continue throughout the three-year grant period. (Office of School Innovation)	Contractual costs associated with the Montessori Model are described in previous sections.

Cost of Implementation of Model (over 3 years)	Amount of 1003(g) funds LEA will allocate to school	Amount of additional funds, to be provided by other sources, LEA will allocate to school
\$16,344,622	\$6,331,489	\$10,013,133

**New York State Education Department
ROCHESTER CITY SCHOOL DISTRICT
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Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

APPENDIX B: TRANSFORMATION MODEL

Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.

The Rochester City School District (RCSD) will utilize funding from a number of sources to support the efforts described in the proposed transformation of Dr. Freddie Thomas High School to the Montessori Academy at Freddie Thomas. In addition to 1003(g) funds, district funding to the Freddie Thomas schools will include, but are not limited to, Federal Title I funding, State funding under Contract for Excellence, Local funding, and District obtained Federal, State and Local grants.

RCSD plans to sustain the educational efforts and students supports outlined in this plan. Starting in 2011-2012, all schools will be funded based on Equitable Student Funding (ESF). ESF is a student need-based formula that distributes dollars to school based on student enrollment. Each school will have increased autonomy by having greater discretion of resources at their site. The budgets will be created at the school level thereby better serving the needs of the students, and the resources will be aligned to the school plan. Staffing outlined in this plan can be maintained beyond the 2013-14 school year; however the teacher-to-student ratio may increase if current funding sources available to the district decrease.

Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces at this school, and how the district plans to address these challenges.

Please see district-level responses to the questions in Section B, #2 and #6.

Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively in this school.

The Rochester City School District will:

- Secure Board of Education approval for the merger of the Montessori BEDS code into the FTTHS BEDS code for 2011-12 and for the move of Montessori into the FTTHS facility for 2012-13, resulting in FTTHS becoming a PreK-8 Montessori school.
- Create, implement and monitor the use of data to drive improvement in teaching and learning, as well as to evaluate program implementation;
- Collaborate with the teachers' and administrators unions' to use the growth model as one of the measures for teacher and administrator evaluation;
- Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity;
- Conduct periodic reviews to ensure that the Montessori Method is being implemented with fidelity;

**New York State Education Department
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- Provide embedded professional development aligned with this plan and supported by assigned instructional coaches and the Office for Professional Learning;
- Give the principals sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation;
- Support extended day and year programs resulting in increased instructional time for students;
- Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- Strengthen parent participation by increasing opportunities for family and community to engage in the life of the school; and
- Continue its efforts to integrate technology-based supports and interventions as part of the instructional program.

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APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: Rochester City School District

BEDS Code:	2	6	1	6	0	0	0	0	0	0	0
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Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Deborah Rider	President Association of Supervisors and Administrators of Rochester (ASA)		
Signature <i>Deborah Rider</i>			
Individual's Name (Print/Type) Adam Urbanski	President Rochester Teacher's Association (RTA)		
Signature <i>Adam Urbanski</i>			
Individual's Name (Print/Type) Margie Brumfield	President Rochester Association of Paraprofessionals (RAP)		
Signature <i>Margie Brumfield</i>			
Individual's Name (Print/Type) Dan DiClemente	President Board of Education Non-Teaching Employees (BENTE)		
Signature <i>Dan DiClemente</i>			

**New York State Education Department
LEA School Improvement Grant Application, FY 2010
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APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: Rochester City School District

2	6	1	6	0	0	0	0	0	0
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1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Makita Saloane Signature 	Vice Chair, Executive Committee School Based Planning Team (SBPT)		
Individual's Name (Print/Type) Candice Lucas Signature 	Parent Council Member School Based Planning Team (SBPT)		
Individual's Name (Print/Type) Franklin Ross Signature <i>Not applicable</i>	Parent Council Member School Based Planning Team (SBPT)		

Memorandum of Agreement
between
The Rochester City School District
and
BENTE/AFSCME LOCAL 2419

WHEREAS, the Rochester City School District (hereinafter the "District") and the Board of Education Non Teaching Employees (hereinafter "BENTE"), collectively (the "Parties"), are signatories to a collective bargaining agreement (hereinafter the "Agreement") for the period of July 1, 2010 through June 30, 2011; and

WHEREAS, the Parties have been engaged in discussions relative to the School Improvement Grant (SIG); and

WHEREAS, the District and BENTE have come to an agreement regarding any impact that SIG will have on BENTE members; and

WHEREAS, the Parties agree that a written Memorandum of Agreement is appropriate in order to memorialize their understanding:

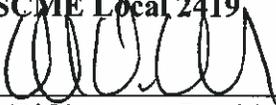
Now therefore it is hereby understood and agreed as follows:

1. The terms and conditions of employment for BENTE bargaining unit members will not be impacted by the District's SIG application.
2. BENTE and the District expressly warrant and represent that this Memorandum of Agreement represents the full, final and complete understanding and resolution of this matter and that it shall be deemed to be a full and complete integration of all promises, conditions, understandings and representations if any between the Parties.
3. The Parties further agree that the terms and conditions of this Memorandum of Agreement shall not in any way be construed as a binding past practice or precedent between the Parties. Additionally, the Parties acknowledge that this Memorandum of Agreement shall not constitute or in any way be interpreted as a waiver of any and all rights which the Parties have pursuant to the Agreement.
4. This Memorandum of Agreement shall be effective upon signature.

In Witness Whereof, the Parties have executed the Agreement as of the dates set forth below:

**The Board of Education Non
Teaching Employees (BENTE)
AFSCME Local 2419**

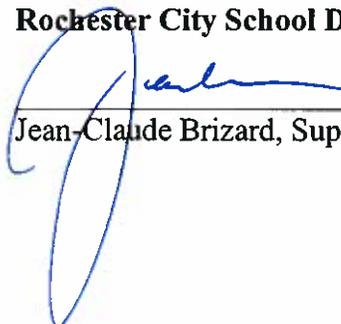
Date: 4/29/11



Dan DiClemente, President

Rochester City School District

Date: 4/28/11



Jean-Claude Brizard, Superintendent



Every child is a work of art.
Create a masterpiece.



rochester teachers association
20 North Union Street • Rochester, New York
Tel: 585-463-2811 • Fax: 585-463-0129

April 4, 2011

By signing this document, the school district and its collective bargaining agent(s) hereby agree that, by no later than January 1, 2012, all new and/or existing collective bargaining agreements for classroom teachers and building principals assigned to schools in which the district is receiving §1003(g) funds to implement the Transformation model will be consistent with and/or amended and/or modified as necessary to require that, beginning in the 2011-2012 school year, all classroom teachers and building principals in such schools are evaluated in accordance with the provisions of Education Law §3012-c and Commissioner's regulations.

Jean-Claude Brizard, Superintendent, Rochester City School District

Deborah Rider, President, Association of Supervisors & Administrators of Rochester

Adam Urbanski, President, Rochester Teachers Association



Rochester Teachers Association
30 N. Union Street, Suite 301
Rochester, New York 14607

May 9, 2011

The Rochester Teachers Association, the collective bargaining agent for teachers, hereby agrees to the SIG application upon the following conditions

- 1) RTA Bargaining unit members which the District is receiving 1003(g) funds to implement the transformation model will be evaluated in accordance with the provisions of Education Law 3012-c & Commissioner regulation only upon ratification of a successor agreement.
- 2) The District agrees to continue to meet and consult with the RTA and possibly amend RCSD's 1003(g) application as necessary.

Adam Urbanski, President, Rochester Teachers Association:

5-9-2011

Date:

ESF (Equitable Student Funding) and Title I

Turnaround Model Grant SIG	19,606,785	6,083,195	13,523,590
Cost of Implementation of Model over 3 years	Amount of 1003(g) funds LEA will allocate to school	Amount of Additional funds, to be provided by other sources, LEA will allocate to school	

School Name	Charlotte High School
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Category	Description of Budget Item	Year 1 Full Implementation			Year 2			Year 3			Pre-implementation	Other Federal or State Allocation s, Determined by the LEA	Year 1 - Full Implementation			Year 3	Total Project Allocation
		Pre-Implementation	Year 1 Full Implementation	Year 2	Year 3	Year 1 Full Implementation	Year 2	Year 3	Year 1 Full Implementation	Year 2			Year 3				
15	Professional Staff	0	800,476	832,495	865,795	0	2,316,829	2,066,802	1,566,748	8,449,145	0	0	0	0	0	0	
16	Support Staff	0	8,000	8,320	8,653	0	0	0	0	24,973	0	0	0	0	0	0	
40	Purchased Services	0	200,600	208,624	216,969	0	842,483	751,564	569,727	2,789,967	0	0	0	0	0	0	
45	Supplies and Materials	0	435,375	452,790	470,902	0	1,000,449	892,483	676,550	3,928,549	0	0	0	0	0	0	
46	Travel	0	65,000	67,600	70,304	0	210,621	187,891	142,432	743,848	0	0	0	0	0	0	
90	Indirect	0	225,922	234,959	244,357	0	157,966	140,918	106,824	1,110,946	0	0	0	0	0	0	
80	Employee Benefits	0	60,738	63,168	65,694	0	737,173	657,619	498,511	2,082,902	0	0	0	0	0	0	
20	Equipment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Grand Total	0	1,796,111	1,867,955	1,942,674	0	5,265,521	4,697,278	3,560,791	19,190,330	0	0	0	0	0	0	

Transformation Model ESF (Equitable Student Funding) and Title I

Cost of Implementation of Model over 3 years	Amount of 1003(g) funds LEA will allocate to school	Amount of Additional funds, to be provided by other sources, LEA will allocate to school
16,344,622	6,331,489	10,013,133

School Name
Freddie Thomas High School

Category	Description of Budget Item	Proposed LEA Allocation	Year 1 Full Implementation			Year 2			Year 3			Pre-implementation	Other Federal or State Allocation, Determined by the LEA	Year 1 - Full Implementation	Year 2	Year 3	Total Project Allocation
			Year 1 Full Implementation	Year 2	Year 3	Year 1 Full Implementation	Year 2	Year 3	Pre-implementation	Year 1 - Full Implementation	Year 2						
15	Professional Staff		0	881,554	916,816	953,489	0	1,878,964	1,358,023	1,168,792	0	0	0	0	0	7,157,637	
16	Support Staff		0	8,000	8,320	8,653	0	0	0	0	0	0	0	0	0	24,973	
40	Purchased Services		0	426,000	443,040	460,762	0	683,260	493,826	425,015	0	0	0	0	0	2,931,903	
45	Supplies and Materials		0	274,000	284,960	296,358	0	811,371	586,419	504,706	0	0	0	0	0	2,757,814	
46	Travel		0	62,500	65,000	67,600	0	170,815	123,457	106,254	0	0	0	0	0	595,625	
90	Indirect		0	68,585	71,328	74,182	0	128,111	92,592	79,690	0	0	0	0	0	514,489	
80	Employee Benefits		0	307,510	319,810	332,603	0	597,852	432,098	371,888	0	0	0	0	0	2,361,762	
20	Equipment		0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Grand Total		0	2,028,149	2,109,275	2,193,646	0	4,270,373	3,086,415	2,656,345	0	0	0	0	0	16,344,203	

BUDGET NARRATIVE: LEA LEVEL ACTIVITIES FOR TIER I AND II SCHOOLS

Directions: Complete the following budget narrative, describing the LEA level activities associated with implementing the models in the PLA schools the LEA has proposed to serve with SIG funds. This budget narrative should be in alignment with both the activities described on p. 12 and 16, and with those described in the model implementation plans (where applicable). Please keep in mind that SIG funds are generated by each PLA school, and while the LEA is permitted to use a portion of these funds for LEA level activities, LEAs will not receive additional SIG funds for these activities and LEAs are not permitted to use these funds to support schools beyond those they proposed to serve in this application.

Category	Description of Budget Item	Proposed LEA allocation			Total Project Allocation	
		Pre-implementation	Year 1- Full Implementation	Year 2		Year 3
Professional Staff		-	56,800	59,072	61,435	177,307
Support Staff		-	-	-	-	-
Purchased Services (Consultants)		-	-	-	-	-
Supplies and Materials		-	56,000	56,000	56,000	168,000
Travel		-	12,000	12,000	12,000	36,000
Employee Benefits		-	22,800	23,712	24,660	71,172
Equipment		-	-	-	-	-
Grand Total		-	147,600	150,784	154,095	452,479

Statement of Assurances

The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with state and federal laws, regulations, and grants management requirements and certifying that you have read and will comply with the following assurances and certifications.

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications, NCLB (if appropriate):

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

General Federal Assurances

1. The program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
2. Each LEA shall assure its compliance with all supplement not supplant requirements;
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
4. The applicant will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

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5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
7. The applicant agrees to comply with the following civil rights authorities, their implementing regulations, and appropriate federal and State guidelines: Title VI of the Civil Rights Act of 1964, Title IX of the Federal Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

As the duly authorized representative of the applicant, and by signing the application cover page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal

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assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction sub agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

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15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department

CERTIFICATIONS REGARDING LOBBYING

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY
AND
VOLUNTARY EXCLUSION — LOWER TIER COVERED TRANSACTIONS**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

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7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
 8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
 9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
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Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ED 80-0014, as amended by the New York State Education Department

GENERAL EDUCATION PROVISIONS ACT ASSURANCES

These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education.

As the authorized representative of the applicant, by signing the application cover page, I certify that:

(1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;

(4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) that in the case of any project involving construction –

(A) the project is not inconsistent with overall State plans for the construction of school facilities, and

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

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(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

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NO CHILD LEFT BEHIND ACT ASSURANCES**

These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (3) the applicant will adopt and use proper methods of administering each such program, including—
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
- (6) the applicant will—
 - (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;
- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;
- (8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;
- (9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);
- (10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;

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(11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;

(12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and

(13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

SCHOOL PRAYER CERTIFICATION

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).