
Please complete all that is required before submitting your application.

Page 1

Select District (LEA) Name:

Listed alphabetically by District

261600010000 ROCHESTER CITY SD

Select School Name:

Listed alphabetically by school name (Priority Schools followed by Focus Schools)

261600010101 INTEGRATED ARTS AND TECH HIGH SCHOOL

Lead Contact (First Name, Last name):

Michele Alberti

Title (for Lead Contact)

Executive Director of School Innovation

Phone number:

585-262-8324

Fax number:

585-263-3292

Email address:

michele.alberti@rcsdk12.org

Grade Levels Served by the Priority School Identified in this Application:

7-12

Total Number of Students Served by the Priority School Identified in this Application:

732

School Address (Street, City, Zip Code):

950 Norton Street, Rochester, NY 14621

Status of School:

For electronic review purposes, please select the best descriptor for the status of the school.

Priority School - no current funding of SIG 1003g/SIF

Select the SIG Model for this School Application

Applicants must submit the SIG Model chosen for this particular School Application here. ReviewRoom will direct your application based on the chosen model.

NOTE: Please be certain that the selection chosen here in ReviewRoom matches the signed application cover page that is submitted in hardcopy. If there is a discrepancy, the signed application cover page will be used to identify the model chosen for submission.

Evidence -based

New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:		
Rochester City School District			2616 0001 0000		
Lead Contact (First Name, Last Name)					
Michele Alberti					
Title	Telephone	Fax Number	E-mail Address		
Executive Director of School Innovation	(585) 262-8324	(585) 263-3292	michele.alberti@rcsdk12.org		
Legal School Name for the Priority School Identified in this Application			School Beds Code		
Integrated Arts and Technology High School			2616 0001 0101		
Grade Levels Served by the Priority School Identified in this Application			School NCES #		
7-12			362475006208		
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)		
732			950 Norton Street Rochester, NY 14621		
School Model Proposed to be Implemented in the Priority School Identified in this Application					
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Innovation and Reform Framework <input type="checkbox"/>		
Closure <input type="checkbox"/>	Evidence-based <input checked="" type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College/Career <input type="checkbox"/>	Family and Community <input type="checkbox"/>	Individualized Learning <input type="checkbox"/>

Certification and Approval

I hereby certify that I am the applicant's Chief 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 application guidelines and instructions, Assurances, Certifications, Appendix A, and Appendix A-1G and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER
Signature (in blue ink) 
Type or print the name and title of the Chief Administrative Officer Linda L. Cimusz, Interim Superintendent
DO NOT WRITE IN THIS SPACE

I.A.i. Theory of Action Guiding RCSD Strategies to Support Lowest Achieving Schools

The Rochester City School District (RCSD) has an urgent need to improve student achievement. Poverty is a fact for most Rochester families, and too many children come to school hungry, troubled, unprepared and in need of social emotional support due to trauma. For 2016-17 school year, 28 schools are in priority status and 13 schools are in focus status.

RCSD's *Theory of Action* is grounded in the belief that all children can succeed if students and staff are given the time, opportunities, and support they need. The District's focused plan for improving student success will:

- Close the opportunity gap by providing quality early education, more instructional time, social-emotional supports, better technology in the classroom, and additional services through community partners;
- Provide high quality instructional experiences and enrichment opportunities that include rigorous curricula, access to materials that help students access and meet NYSCC Learning Standards, textbooks, excellent instruction, Career and Technical Education (CTE) programs, and positive engagement in arts, music, sports, extracurricular activities, and Advanced Placement courses;
- Reduce suspensions and learning disruptions including misbehavior, truancy, retention, and dropout; reduce special education referrals through improved effectiveness in Tier 1 instruction, Tier 2 & Tier 3 interventions; initiate Restorative Practices; Help Zones and implementation of the new Code of Conduct;
- Improve outcomes on achievement scores, graduation rates, and college and career readiness;
- Recruit, develop and retain highly effective, diverse teachers and other professionals who are committed to success for all students;
- Create a culture in which all adults assume responsibility for student success and families are respected as primary teachers; and
- Stabilize finances by stemming enrollment loss, reducing charter expansion, and attracting new families.

To bring about school improvement and prepare all students for post-secondary success, RCSD continues to be committed to CCLS. Schools are centering instruction on the Common Core and improvement plans must focus on the identified "High Impact Key Approaches" below:

- Common formative assessment
- Differentiation of lessons, intervention, and acceleration through use of a defined RTI process
- Deep application of the Danielson Framework
- More and better learning time/Expanded Day
- Environment of respect and rapport with a culture for learning in a supportive environment in every classroom and school
- Implementation of research-based models such as Expeditionary Learning, International Baccalaureate, and significant partnerships with respected institutions of higher education
- Design and implementation of a guaranteed and viable Common Core based curriculum containing culturally relevant content for all grade levels and courses

I.A.ii. Actions That Support the Turnaround of Lowest Achieving Schools

RCSD's District Comprehensive Improvement Plan (DCIP) is aligned with the State's *Diagnostic Tool for School and District Effectiveness* (DTSDE) to improve student achievement and prepare students for college and careers. It outlines goals and strategies for improving schools and identifies measurable targets for graduation rate, academic performance, social emotional needs and school climate. The DCIP concentrates on the DTSDE tenets and connects concretely to all School Comprehensive Education Plans (SCEPs).

To achieve the goals of the DCIP, RCSD aligns its resources to ensure they are used where they are needed most, that is, in the classroom. Ongoing data analysis and monitoring of plan implementation provide regular opportunities to learn, reflect, and take quick, informed actions to make progress toward improving student achievement. A shared capacity built on the DTSDE tenets informs professional learning.

Teaching and Learning Department leaders, School Chiefs, and principals actively monitor and evaluate teacher practices to ensure that instructional methods reflect the highest quality expectations for all children. School chief's primary responsibilities are to develop the leadership capacity of principals leading Priority Schools. These chiefs regularly visit the school sites to which they are assigned and coach principals on all facets of their school improvement work. A new Principals' Advisory Group is forming prior to the opening of the 2016-17 school year to ensure that the principal's voice is heard and valued related to school and District issues. Instructional and teacher practices are evaluated by the Charlotte Danielson Rubric for Teacher Effectiveness. The RCSD Teaching and Learning Division monitors and evaluates the extent to which the Core Instructional Program is implemented effectively.

Rochester's Interim Superintendent places a high priority on using resources to increase the quality and quantity of classroom instruction while at the same time expanding student supports. Three academic priorities drive District improvement:

- ***Reading By Third Grade*** - Identifying instructional strategies and student supports that will increase student literacy by the pivotal third grade year. This critical initiative includes expansion of high quality pre-K programs for three and four year olds, strengthened, culturally relevant curriculum using best practices for reading instruction, use of reading teachers to provide specific interventions, utilization of formative assessments to measure progress, and multiple opportunities for summer learning.
- ***More and Better Learning Time*** - Driving efforts to add more time to the school day and school year and using the extra time effectively. This time is devoted to mitigating the opportunity gap that adversely affects students who live in poverty. Engaging enrichment activities enhance Common Core Learning Standards. Expanded time allows students to avoid pull outs from core instruction. Community-based opportunities are coupled with school-wide learning activities. A robust summer learning program is part of this effort.
- ***Instructional Excellence*** - Coordinating the resources that will help school leaders and teachers improve the quality of teaching and learning. Selected District schools serve as demonstration sites for particular practices. Four key strategies are employed. These include instructional coaches, use of formative assessment to measure and adjust instruction, regular classroom walk throughs to collect live classroom data, and use of a principal data dashboard to provide a visual snapshot of daily school operations data to better focus on continuous improvement. District teacher mentors partner with probationary teachers to introduce them to District curricula, assessment, and defined practices.

I.A.iii Evidence of RCSD Readiness for System-Wide Improvement in Priority Schools

RCSD leadership, both in central administrative offices and schools, have participated in targeted leadership academies to develop a foundation of strong leadership for improvement in the instructional core within a context unique to Rochester. District chiefs, directors, principals, and assistant principals have gained a better understanding of the technical requirements for the Common Core State Standards through intensive workshops and executive coaching. All leaders are continuing to manage organizational elements coherently to support the District's instructional goals and use data to inform decisions.

District officials continue to participate in DTSDE training and are working with Outside Educational Experts and NYSED officials in conducting school reviews on a regular basis. The Office of Professional Learning, Office of School Innovation, and Executive Directors of Curriculum, along with the Secondary School Chief, are participating in the DTSDE Professional Learning Community and developing a District-level plan for utilizing the DTSDE tool to guide adult learning and District-wide improvements in planning and effectively implanting a system for differentiated instructional support for teachers and leaders.

Data analysis related to DCIP goals will occur throughout the school year to monitor the progress of the planned activities and the impact of DCIP SMART goals on student outcomes. At the conclusion of the school year, a summary of the DCIP will be used to guide the plan for the subsequent year. Areas of focus for 2016-17 address the Standards of Practice for DTSDE tenets and provide the District framework for school improvement.

I.B.i. Operational Autonomies

In 2012, RCSD established a goal to expand the school day for students. In an effort to gain more flexibility for expanded day schools, a process for Earned Autonomy with Accountability was drafted in spring 2015 and implemented in SY15-16. The crux of the process is to gain building-level operating flexibility in the areas of scheduling and staffing. There is flexibility for schools in the master schedule to increase teacher collaboration.

A standardized schedule within the Core Instructional Program supports students meeting all grade level and course requirements, and significant flexibility is allowed in its implementation to individualize programs at Priority Schools. Teachers complete a survey that allows the principal and leadership team to review the personal preferences of staff regarding positions and the use of time to support the expansion of the school day. The goal is to provide staff with at least one of their requested preferences. In addition, staff have been asked to identify areas in which they can offer specialized support and enrichment during the expanded learning day. Teacher schedules may be staggered, with negotiated hourly pay rates for time worked beyond the contractual working day. Expanded learning offerings are reviewed and adjusted each marking period. All priority schools, in collaboration with their School-Based Planning Teams, have autonomy to identify how the school day will be expanded to meet the Commissioner's requirement that Priority Schools add 200 or more additional student contact hours per year.

Autonomy will also be provided to schools in the selection of educational programs. Programs that address the unique needs of the school within the framework of the Core Instructional Program and reflect the needs of high ELL and SWD populations, as well as suggestions made by NYSED during the 2015-2016 DTSDE reviews, may be adopted. Community partners to support expanded learning were approved through a District-wide Request for Proposal process during the school year. Schools may review the menu of approved providers and meet with partners to individualize program offerings that support the school-wide instructional priority and focus area for expanded learning.

During the 2016-17 budget development process, each school principal met with the Chief Financial Officer, school chief and other District personnel to individually customize the school's budget. Priority schools were able to advocate for additional resources to address specific needs related to student achievement. District Office positions were cut to allow more robust staffing in buildings. This was a first step, with a new CFO, to establish building level budgets. School budgets reflect differentiated staffing based on factors such as projected school enrollment, special education student population, English as a New Language student population, teacher-student established ratios by grade level, and specialty school or program status.

I.B.ii. Adopted Board of Education Policies That Provide Evidence of Autonomies

BOE Policy 2265, School-Based Planning, recognizes the school as the essential unit of District productivity and accountability. The Board provides school staff with latitude and authority over decisions that affect student performance (e.g., selection and assignment of staff, appropriation of allocated resources, curriculum emphasis, design of instruction, placement and grouping of students, use of instructional time), based upon law, policy, contractual agreements, research, and sound educational practice. The type of improvement that the Board seeks is dependent on the energy, capability, and resourcefulness of teachers, administrators, and parents

at individual sites, forming active and responsive communities that are committed to the quality of children's education and that occupy a powerful role in shaping school experience.

I.B.iii. Additional Evidence of Operational Autonomies

The language in Section 24.5(a), of the Contractual Agreement between RCSD and the Rochester Teachers Association (RTA) details how the District and RTA can agree on schools/positions to be exempted from the voluntary transfer process (see attachment). The purposes for such exemptions shall be to enhance the District's ability to recruit new staff, provide stability, and/or support organizational change as well as develop respect for a school's culture.

The Collective Bargaining Agreement further allows schools to individualize contractual agreements through the Living Contract process pertaining to parent-teacher conferences, teacher assignments, teaching conditions, teacher facilities, flexible length of the pupil day, job sharing, and reports to parents.

As it relates to Priority Schools in Receivership status, The Superintendent Receiver and the Rochester Teachers' Association recently entered into an agreement providing greater authority to these schools in the areas of the professional day and responsibilities, District-wide professional development, vacancies and transfers, and teaching conditions. These authorities have provided principals with greater flexibility and autonomy in key areas related to staffing and teaching and learning.

ROCHESTER CITY SCHOOL DISTRICT
Supporting Labor-Management Documentation

SECTION 24

VACANCIES AND TRANSFERS

5. **Procedures** Members of the unit may file a voluntary transfer request by the last day of the first semester of each school year. Such requests must be received in the Department of Human Capital Initiatives by the above date. A separate application must be used for each school. The Association shall receive copies of all such requests. The parties agree to meet and review these provisions in October. All changes shall have the Agreement of both parties prior to implementation. Any changes to this Section shall be published in the District Bulletin Board and sent to all teachers.

a. **Exempting Positions and Schools from Voluntary Transfer**

By January 1st of each school year the Superintendent and RTA President may identify a number of specific positions and/or schools that will be exempted from the voluntary transfer process. The purposes for such exemption shall be to enhance the District's ability to recruit new staff, provide stability, and/or support organizational change as well as respect for a school's culture. Such positions and/or schools shall be mutually agreed to by the Superintendent and the Association President.

I.C.i. Fulfillment of All Federal Requirements of Intervention Model

Under the guidance of the Teaching and Learning Department (Organizational Chart attached), School Chiefs and the Office of School Innovation oversee the work of improving low-achieving schools. The Office of School Innovation serves as the District's turnaround office and was created to oversee the work of improving schools. A cross-functional executive-level team that includes the Superintendent, Deputy Superintendent of Teaching and Learning, General Counsel, and the Executive Director of School Innovation has created a monthly review process to support the implementation of Receivership/Priority School plans. This progress monitoring of implementation will ensure all federal requirements of the intervention model are fulfilled. School Chiefs are onsite in schools to regularly observe plan implementation, and written reports are regularly reviewed. Principals also meet with the Superintendent to report progress and request support as needed.

I.C.ii. Coordination of RCSD Turnaround Efforts by Senior Leadership

The leadership structure that holds primary responsibility for District turnaround efforts is the Department of Teaching and Learning. The department leadership team consists of the Deputy Superintendent for Teaching and Learning, School Chiefs (4), Chief of Curriculum and Special Programs, Executive Directors of School Innovation, Specialized Services, Student Support Services, and core instructional areas. The Department of Teaching and Learning utilizes the latest educational research and methodologies to develop innovative schools, programs, and policies that increase school performance and evaluates progress on work.

The Office of School Innovation (OSI) deploys "OSI Ambassadors" that serve as liaisons for planning, implementing, and reporting School Improvement Grant (SIG) and School Innovation Fund (SIF) grant awards. OSI ensures compliance of these grant opportunities with NYSED requirements and alignment of these grant opportunities to the overall District priorities, DTSDE review findings, and the School Comprehensive Education Plan strategies. OSI also oversees the More and Better Learning Time Priority and Title I academic supports, with a Director of Expanded Learning and Associate Director of School Innovation overseeing these two initiatives.

The Executive Director of School Innovation collaborates with RCSD's School Chiefs to conduct regular examination of school-wide data and ensure redesign/improvement efforts are progressing according to the specified plan. Each School Chief supervises a cluster of schools and reports directly to RCSD's Deputy Superintendent of Teaching and Learning. The Chiefs assist their principals with daily instructional and operational responsibilities and evaluate Priority School principals in all elements of school improvement.

The School Chiefs focus specifically on student growth and achievement, effective instructional practices, academic and behavioral interventions and support, and parent, family, and community engagement in Priority Schools. In 2015-2016, the Superintendent created an additional Chief position, Chief of Curriculum and School Programs, to ensure ongoing evaluation and program effectiveness. The Chief of Curriculum and School Programs brings an evaluation framework to the Core Instructional Program, including cycles of review and evaluation to provide assurances that the curriculum is implemented with fidelity and leads to shifts in teacher practice and student achievement gains.

The District's Deputy Superintendent for Teaching and Learning works with principals on specific issues affecting the implementation of effective school turnaround. Executive coaches, funded by various revenue streams, serve as high-level mentors, and provide guidance in a coaching capacity to ensure principal development. The cross-departmental Office of Professional Learning provides instructional coaches in English Language Arts (ELA) and Mathematics to teachers at all Priority Schools in support of consistent implementation of the Common Core Curriculum across the District.

I.C.iii. Organizational Structures to Ensure Accountability And Support

Each Priority School is assigned a District-level ambassador from the Office of School Innovation who serves as the lead party in preparing all NYSED-mandated reports related to grant funding and action planning. The Deputy Superintendent for Teaching and Learning directly oversees the work of the School Chiefs, who bear primary responsibility for working collaboratively with all department members to effectively serve schools.

The Department of Teaching and Learning has written a guidance document that was shared with all principals detailing measurable targets, both quantitative and qualitative, that demonstrate how a school can effectively move along the rating continuum of the School Comprehensive DTSDE Rubric for Tenets 2-4. This work ensures the school vision links directly to the implementation of the Common Core Learning Standards and that delivery methods are immersed in best practice research. As a result, principals are better able to monitor their data and align specific reform efforts to the NYSED evaluation tool.

The debriefing process for each of the DTSDE reviews involves the School Chiefs in reviewing and prioritizing review findings, creating a plan for implementation of 3-5 prioritized recommendations, and documenting progress and artifacts related to the execution of such plans. Following the review of the school, a cross-functional team, comprised of the Office of School Innovation, Office of Teaching and Learning, and the Office of Professional Learning, meets as part of a regularly scheduled progress monitoring visit. The purpose of the meeting is to review and provide additional central office support to schools related to these findings. One of the goals included in the District Comprehensive Instructional Plan for SY15-16 includes use of the DTSDE results to support principals in their instructional leadership.

Targeted school-based site visits are conducted regularly under the direction of the School Chief, school leadership team, and as needed, core curriculum directors. These visits take the form of comprehensive walk-throughs where effective instructional practices and indicators are reviewed. The three indicators include performance-based data, evidence of differentiation, school climate, and attendance. Following the walk-through, various forms of debriefing sessions take place to plan for, and then ensure, appropriate levels of subsequent action.

I.C.iv. Details for Planned Interactions

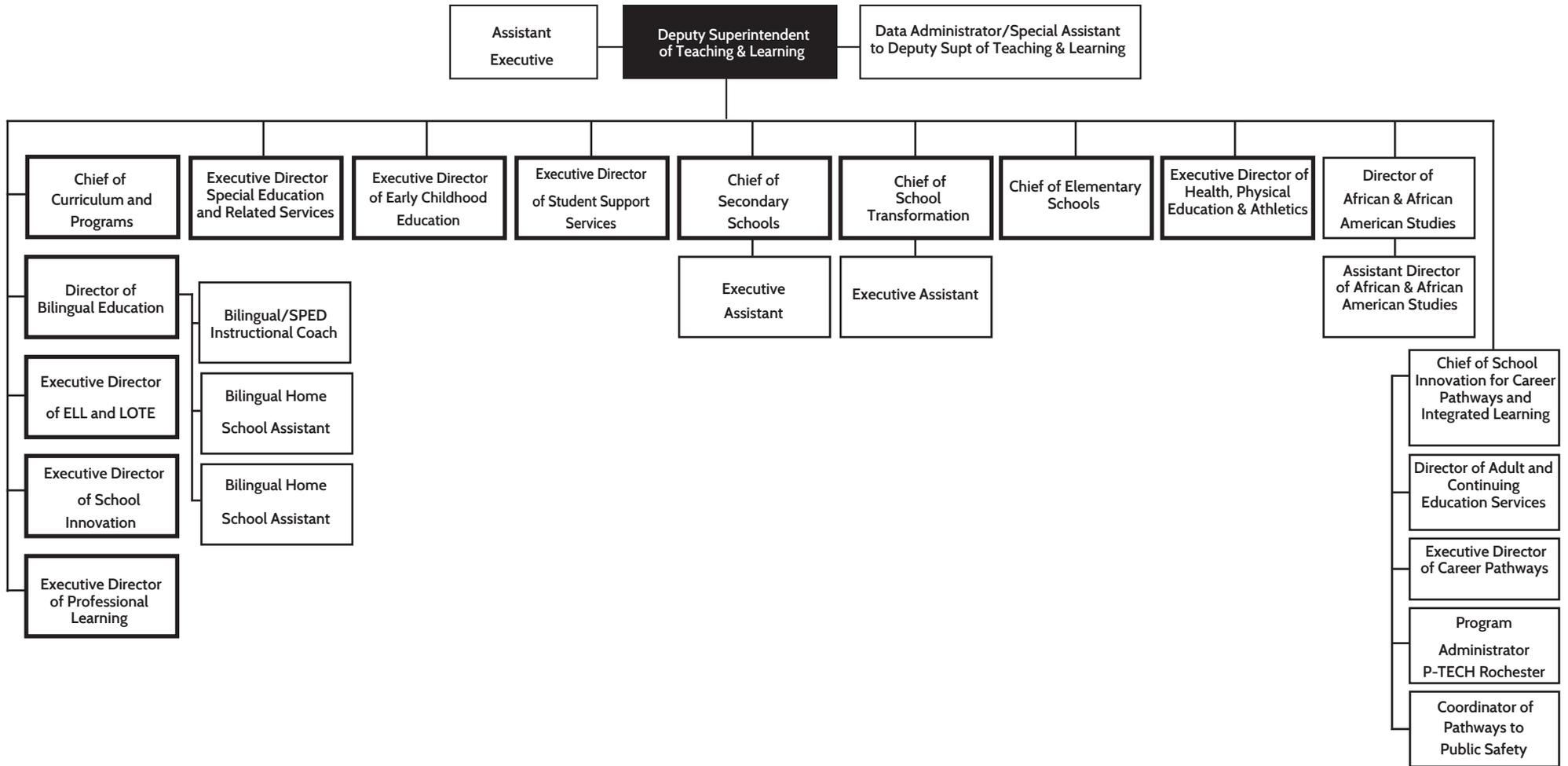
The Offices of School Innovation and Teaching and Learning work collaboratively to support the implementation of the SIG plans. Details regarding these interaction are described below.

District Transformation Support Plan

Interaction	Frequency	Person Responsible
Performance Management Plan	Every 5 weeks	Deputy Superintendent of Teaching and Learning; OSI Executive Director; School Chiefs; Director of Expanded Learning; OSI Ambassador; Principal; Partners; Community Engagement Team; School-Based Planning Team
Fiscal Performance Review	Monthly	Deputy Superintendent of Teaching and Learning; Office of School Innovation; Budget Personnel; Office of Professional Learning; Office of Grants
Budget Review	Biweekly	Deputy Superintendent of Teaching and Learning; Office of School Innovation; Office of Grants; Senior Budget Analysts
School Visits	Biweekly (at a minimum)	Deputy Superintendent of Teaching and Learning; School Chiefs
School-Based Planning Team	Monthly	Principal
Integrated Intervention Team (IIT) Visit	2015-2016 School Year	NYS IIT
DTSDE Review	Year-End	RCSD DTSDE Team
SCEP and Related Data Review	Quarterly (at a minimum)	Executive Cabinet & School Teams
Coaches	Daily	ELA and Math Coaches



Rochester City School District - Department of Teaching and Learning



I.D.i. Recruitment Strategies That Ensure Equal Access to High-Quality Educators

Successful recruitment efforts rely heavily on strategic efforts throughout the year. The need to promote flexibility in teaching staff reaches beyond recruitment of new teachers.

RCSD's Office of Human Capital Initiatives (HCI) has established three overarching goals to help ensure that the District has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel. This approach affords schools the ability to ensure success by addressing the needs of their community. These goals are to:

- 1) Reduce the number of staff vacancies on the opening day of the 2016-2017 school year as compared to the 2015-2016 school year by 10%, with particular emphasis on high needs areas (i.e., bilingual and special education), and reduce the number of itinerant staff in 2016-2017 as compared to 2014-2015 by 5%.
- 2) Increase diversity by 5% over the 2015-2016 established baseline in targeted areas of need, including management, and new school-based hires.
- 3) Improve the quality of new hires and stability of new hires by 10% as measured by evaluations and staff retention rates.

Actions have been taken for targeted recruitment and staffing to address quality, diversity, and high need areas. For the 2016-17 school year, the District has already hired 22 ESOL teachers, 33 special education teachers, and 7 bilingual teachers.

While the level of staff retention is high compared to other urban districts, there is a concern as to the validity of this indicator and its reflection related to teacher quality. *Career in Teaching* (CIT) mentors and peer reviewers are being trained and calibrated utilizing the lead evaluator training and process, thereby developing a unified lens related to instructional quality. Alignment of professional learning across the District, inclusive of CIT, is a continued focus of improvement.

In addition, RCSD has a Master's Degree Reimbursement Program to support initial teachers as they earn their mandatory New York State professional teaching certification. Teachers with multiple certifications provide many benefits to the educational system. RCSD also has a predetermined agreement to use funds to pay for a second Master's Degree/Certification for teachers seeking additional certification in shortage areas. This tuition reimbursement incentive encourages teachers to obtain multiple certifications. The District publicizes these benefits to attract experienced, qualified teachers for high need areas.

Acquisition of the new AppliTrack Recruitment System supports the active management of the candidate application lifecycle, including planning, recruiting, candidate screening, hiring, and new employee on-boarding.

I.D.ii. Altering Hiring Processes to Ensure Availability of Staff Who Will Achieve Change

The Department of Human Capital Initiatives placed advertisements to recruit for all teacher tenure areas in late February 2016 and will continue this practice annually. Previously, the District did not recruit candidates until true vacancies were identified, which caused substantial delay in the hiring process and loss of qualified candidates. The first annual District Career Fair was held onsite in March, and it will be repeated in years to come. The District has also expanded its geographic area to recruit highly qualified teachers and administrators nationally. Urban areas were saturated with vacancy announcements using national search

engines. All vacant positions are posted and undergo a full recruitment process prior to selection of an applicant.

RCSD continues to utilize a centralized master scheduling process. This process allows for the creation of consistent and compatible schedules throughout the District. Students' instructional needs drive the master schedule, which then determines staffing levels and hiring needs. These new schedules reduce the number of part-time and itinerant positions and increase the attractiveness of RCSD employment. Centralized master scheduling also allows the District to identify vacancies earlier in the staffing process to facilitate a more extensive search for qualified applicants.

I.D.iii. Training Programs to Build the Capacity of Leaders

History and Past Funding. Between July 2008 and June 2014, three individual initiatives – Dream Schools (Transformation Leadership Cohort); Rochester Leadership Academy; and the SUPES Academy introduced school leaders to data-driven decision-making, use of technology, and research-based instructional leadership practices. St. John Fisher College served as the lead agency for the Leadership Academy, which was funded by Title I. The SUPES Academy served 250 RCSD leaders and included executive coaching, and was funded by the Systemic Supports for School and District Turnaround grant.

More recently, RCSD benefitted from STLE Grants. RCSD applied for three STLE grants to enhance the career ladders already in place. It was recognized that the structures for preparing, supporting and promoting individuals within the District were incomplete and required refinement to work systemically and in alignment with District goals.

Current. All certified administrators within RCSD are taking part in training on the Danielson Framework for Teaching rubric, the rubric RCSD uses to assess teacher performance as part of the currently approved APPR agreement. The intent is to engage learners so that they may understand the characteristics needed by school leaders to:

- Create and sustain improvement in teaching;
- Develop a common understanding of the Danielson Framework components and rubric and be able to identify key differences among the levels of performance in the rubric;
- Align specific examples of practice to the components in the Framework;
- Improve the quality of professional conversation that engages teachers in reflection and professional growth;
- Deepen the understanding of the components to the element level and how they are evidenced in classroom practices;
- Understand student engagement and be able to distinguish it from compliance and participation in the classroom;
- Improve reliability and consistency for collecting and scoring evidence of an observed lesson; and
- Collect, calibrate, and share observation evidence with colleagues.

Additionally, moving forward for the 2016-2017 school year, the District is in conversation with national leaders in talent management to reframe the systems for developing a pipeline for school leadership. The project is focused on the identification and development of

potential building level leaders in the District. This work has been identified as a key priority as the new superintendent transitions into the District.

I.D.iv. Training Programs to Build the Capacity of Teachers

History and Past Funding. Teachers have been offered multiple opportunities to take part in District-wide training that supported their growth and development into effective and highly effective teachers. The District utilized Race to the Top Funds (RTTT) to structure supports using Network Teams. RCSD used three Network teams to support teachers, one focused on Common Core State Standards (CCSS), another worked on Annual Professional Performance Review (APPR), and the third team targeted Data Driven Instruction (DDI).

Between 2013-2015, a vision for the instructional coaching model was created and a job description clearly defined the essential roles and responsibilities of a coach. Instructional Coaches applied for the position and were thoroughly screened, followed by interviews with members of the Office of Professional Learning and the Career in Teaching panel. Qualified candidates were chosen and placed into buildings. A system of reflection and accountability was also put into place. Coaches received specific professional learning (professional learning standards) on coaching, the adult learning theory and the “role” of coach. They did not serve at the discretion of the building administrator but were held accountable for carrying out their roles on a daily basis to work collaboratively with teachers, modeling, co-teaching lessons, assisting with differentiated instruction, developing materials, collecting and analyzing data, and observing and providing feed-back to teachers. The coaches are required to submit logs, are observed, evaluated and receive feedback on a regular basis.

Current. RCSD has streamlined all instructional professional learning to support District capacity, implementation of Common Core State Standards (CCSS) in English-Language Arts, implementation of CCSS in Mathematics, and Data-Driven Instruction/Inquiry. This approach aligns to current recommendations from the completed DTSDE school reviews.

Further, the Division of Teaching and Learning and the Office of Professional Learning are seeking teachers to serve as Teacher Facilitators at each school to support the work under Danielson’s Framework for Teaching. Teacher Facilitators will lead training activities in their schools for their colleagues on the Framework for Teaching. They will learn all requisite knowledge and skills during the lead evaluator training. The intent is for teachers to develop their understanding of the Framework components so that they are prepared to take an active role in their own growth and learning through purposeful and meaningful observations. Most importantly, teachers will be able to use the Framework for Teaching to reflect on their own practices to engage in professional conversations with both supervisors and colleagues that will impact the quality of teaching and learning for all.

RCSD, in partnership with the Rochester Teacher Center, is writing a comprehensive, culturally relevant K-2 comprehensive curriculum. Teachers-in-residence in pilot schools will introduce the curriculum to classrooms and receive specific and immediate feedback from colleagues. Teachers will also engage in a series of courses entitled “Knowing our Students: Their Culture, Heritage, and Realities” throughout the 2016-17 school year. These courses are designed to introduce teachers to the trauma experienced by many students and how it affects their learning. It will recommend strategies on building successful relationships with students and their families. This course is based on the work of Dr. Joy DeGruy’s Relationship Model.

Another featured professional development initiative tied to building a positive school climate in underperforming schools is Restorative Practices and Trauma Informed Instruction.

I.D.v. RCSD-Offered Training Events in Year 1

See Attachment

District-Offered Training Events Chart
Training Programs to Build the Capacity of Teachers
September 1, 2016 – June 30, 2017

Math

Professional Learning Experience/Method	Specific Personnel	Desired Outcomes	Methods for Monitoring/Evaluating
CCLS and Module Unpacking	Exec Director of Mathematics, math lead teachers, OPL Instructional Coaches, MSP Instructional Coaches, classroom teachers	Effective planning based on CCLS and quality curriculum resources	Classroom visits, student performance on NWEA and NYS Tests
Studies in progressions in grade level bands of K-2, 3-5, 6-9	Exec Director of Mathematics, math lead teachers, OPL Instructional Coaches, MSP Instructional Coaches, classroom teachers	Teachers more familiar with CCLS progressions	Classroom visits, student performance on NWEA and NYS Tests, pre/post test
Studies in vertical progressions and tasks K-9	Exec Director of Mathematics, math lead teachers, OPL Instructional Coaches, MSP Instructional Coaches, classroom teachers	Teachers familiar with vertical progressions and tasks	Classroom visits, student performance on NWEA and NYS Tests, pre/post test
Studies in progressions and tasks HS Geometry CCLS	Exec Director of Mathematics, math lead teachers, OPL Instructional Coaches, MSP Instructional Coaches, classroom teachers	Teachers will work collaboratively to explore progressions documents in Geometry CCLS. They will create curriculum supplements based on this exploration that will be shared district-wide.	Classroom visits, student performance on NYS Regents Exams in Mathematics
Studies in progressions and tasks HS Algebra 1 CCLS	Exec Director of Mathematics, math lead teachers, OPL Instructional Coaches, MSP Instructional Coaches, classroom teachers	Effective planning based on CCLS and quality curriculum resources	Classroom visits, student performance on NYS Regents Exams in Mathematics

Training Programs to Build the Capacity of Teachers

September 1, 2016 - June 30, 2017

English Language Arts

Professional Learning Experience/Method	Specific Personnel	Desired Outcomes	Methods for Monitoring/Evaluating
Workshops Collegial Circles	Executive Directors of English ELA TOAs Instructional Coaches eDoctrina	Teachers will use common assessment data to make curricular and instructional decisions	PD registration eDoctrina usage and reports Walkthrough data DTSDE accommodations and data Attainment of SCEP Goals
Workshops Collegial Circles	Executive Directors of English ELA TOAs Instructional Coaches eDoctrina	Teachers will learn how to use rubrics as instructional tools to improve student writing	PD registration eDoctrina usage and reports Walkthrough data DTSDE accommodations and data Attainment of SCEP Goals
Workshops Collegial Learning Circles Online Courses	Executive Directors of English ELA TOAs Instructional Coaches eDoctrina	Teachers and administrators will learn explore phonemic awareness and phonics strategies to make informed decisions that will improve student reading	PD Registration Walkthrough data Attainment of SCEP
Workshops Collegial Learning Circles	Executive Directors of English ELA TOAs Instructional Coaches eDoctrina	Reading teachers learn the research behind primary and adolescent literacy approaches and strategies to improve student reading	PD Registration Walkthrough data Attainment of SCEP

Training Programs to Build the Capacity of Teachers

September 1, 2016 - June 30, 2017

ELL, Bilingual and LOTE

Professional Learning Experience/Method	Specific Personnel	Desired Outcomes	Methods for Monitoring/Evaluating
<p style="text-align: center;">DMI Training on fractions for 3rd grade teachers. Methods: Workshop Lesson Study</p>	TBD (Vacancy)	<p style="text-align: center;">Total Participation Strategies- Informal Assessments</p>	<p style="text-align: center;">Peer walkthrough 5 times a year for a total of 20 classrooms</p>
<p>Teachers, counselors, support staff will attend professional development on culturally responsive pedagogy, classroom management and race</p>	TBD (Vacancy)	<p style="text-align: center;">Strategies for enhancing academic discourse and collaborative conversations</p>	<p style="text-align: center;">Student recordings of collaborative conversations, transcripts shared on googleDocs walkthroughs</p>
<p>Teachers will participate in workshops that will highlight specific titles that are culturally responsive and how to align the contents to the ELA shifts in the common core</p>	TBD (Vacancy)	<p style="text-align: center;">differentiate evidenced based learning while providing student choice for demonstrating understanding and create rubrics for potential outcomes</p>	<p style="text-align: center;">Monthly network showcase Newsletter exhibition</p>

Training Programs to Build the Capacity of Teachers

September 1, 2016 - June 30, 2017

Cultural Responsiveness

Professional Learning Experience/Method	Specific Personnel	Desired Outcomes	Methods for Monitoring/Evaluating
<p>DMI Training on fractions for 3rd grade teachers. Methods: Workshop Lesson Study</p>	<p>Rochester Teacher Center Dr. Goodwin</p>	<p>Culturally responsive teachers realize not only the importance of academic achievement, but also the maintaining of cultural identity and heritage (Gay, 2000); they understand and practice culturally responsive teaching to respond to the diverse needs of students; respecting the cultures and experiences of various groups and then use these as resources for teaching and learning.</p>	<p>Self-Reflection journals; attendance and behavioral logs</p>
<p>Teachers, counselors, support staff will attend professional development on culturally responsive pedagogy, classroom management and race</p>	<p>Multicultural books list that are aligned with the modules of Common Core</p>	<p>Build ELA Common Core reading and writing skill with the use culturally relevant text that are engaging and of various reading levels; teach how to validate home language and bridge students to academic language</p>	<p>Student work</p>

I.E.i. Processes for Utilizing External Partner Organizations

RCSD's theory of action holds that closing the opportunity gap and providing students more and better learning time, in part through effective community partnerships, can mitigate the effects of poverty. This necessitates a more efficient procurement, management, and evaluation strategy, allocating resources toward District priorities.

The District's Purchasing and Procurement processes contribute by obtaining the best value for goods and services, specifically the Request for Proposal (RFP) process which identifies high-quality, cost-effective, and dependable community partners. RCSD's RFP process follows all regulations for public entities and Board policy in posting, bidding, and reviewing proposals. The resulting list enables schools to select a viable partner.

In recent years, the RFP for Expanded Learning and Supplemental Academic Service (SAS) providers has become more rigorous, including proof of organizational capacity, alignment with RCSD's priorities and with Common Core Learning Standards, and an evidence-based approach and/or track record of demonstrated success in increasing student achievement or other indicators. Using the approved list, all schools actively participate in the Consultation Process to ensure the partner's ability to support the school's plan for improvement and to enhance the school's ability to manage partnerships.

Once partners are selected and services are underway, various District-level staff, including School Chiefs and School Ambassadors, work with school-based leadership to conduct regular progress monitoring toward deliverables. Furthermore, RCSD partners are evaluated annually based on:

- Quality of services (including rigor, engagement, student/staff satisfaction, and student outcomes)
- Service delivery (including timeliness, provision of substitutes, etc.)
- Customer service
- Data-based rationale for continuation/discontinuation of services
- Cost effectiveness, including the availability of similar quality services for free or at lower cost (e.g., Service Corps, retired executives)
- Youth Program Quality Intervention (YPQI) data if available (YPQI is a continuous improvement approach to professional learning, and should not be used for evaluation purposes, but participation does reflect on the organization.)

I.E.ii. Processes That Ensure Access to Effective Partners

In anticipation of a grant award, the Office of School Innovation and the school's leadership work together to ensure that partner selection for grant-related services aligns with school programming. A consultation process is used that includes the potential partner, the school leadership team, and a representative of OSI.

After consultation is completed and a scope of services is agreed upon, the contract is initiated with the Legal Department. If Board of Education (BOE) approval is required, the timeline for a fully executed contract aligns with scheduled BOE meetings. However, RCSD's BOE has pre-approved, through the RFP process, a number of potential community partners, thus ensuring that Priority Schools have access to external partner support once the grant is awarded and the implementation period begins. School Innovation has also conducted

this proactive approach for professional service contracts not governed by the RFP to ensure that services are ready to be deployed as quickly as possible after award.

I.E.iii. Roles of the District and School Principal in Utilizing Partner Organizations

When a school needs services, they select a partner agency from the RFP's approved partner list. The school leadership team receives support from their school chief, OSI Ambassador, and the Director of Expanded Learning as they conduct a comprehensive analysis of the school priorities, including DTSDE findings and recommendations, and assess potential partner matches. The final match is made based on a partner's ability to meet school needs, and overall alignment with the District Comprehensive Improvement Plan (DCIP), the School Comprehensive Education Plan (SCEP), and the parameters of funding sources.

Once selected, a more detailed consultation process occurs among the partner, school, and District staff to ensure the right services are engaged to accomplish the goals and objectives and achieve expected outcomes. This allows a detailed contract, including clearly articulated evaluation criteria, metrics, and expectations to be initiated in a timely way.

Emphasis is placed on partner evaluation throughout the service delivery period. The Grant Monitor and OSI Ambassador assigned to support the school work directly with the principal and the partner, holding every partner accountable for contractually required deliverables. Selected partners, school staff, and the District examine the identified performance targets bimonthly (at a minimum) and make mid-course adjustments if needed

I.F.i. Description of Edison Career and Technology High School Enrollment Compared to Other Schools

Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.

School	Student Enrollment	SWD		ELL		ELA Performance Index (PI)		Math Performance Index (PI)	
		Students	Percent	Students	Percent	School	District	School	District
Edison	700	208	30%	98	14%	PI 70	PI 97	PI 76	PI 85

RCSD is a school of choice district where all K-6 and K-8 have similar demographics and programming, with the exception of School 35, which hosts a bilingual student program and School 50, which is the host of an ELL SIFE program. All RCSD high schools are by choice and are not based on feeder patterns, thus all schools have SWD continuums and services for ELL students.

Please note that these data were from 2014-15, when the school was known as the Robert Brown High School for Construction and Design and had a much smaller student enrollment. RBHS was merged with the STEM High School, also at the Edison Campus, in the 2015-16 school year, to form what is now Edison Career and Technology High School.

I.F.ii. Ensuring Access to Diverse and High Quality Programs Districtwide

Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.

RCSD continually works to improve the quality of all schools and offers students an innovative portfolio of school options. All RCSD students entering kindergarten, Grade 7, and Grade 9, inclusive of ELL, SWD, and students performing below grade level, are invited to participate in the District’s schools of choice selection application process. Students in all other grades can submit a school transfer application if desired.

In December of each year, the District mails application booklets to families of students in sixth and eighth grade, and to children entering Kindergarten. This booklet describes each elementary and secondary school, including the school’s unique features. Families must submit an application form that identifies the student’s top five school choices by the end of January for secondary students and by March 1 for prospective Kindergarten students. Student placement is completed using a computerized lottery system. Students are placed in their first choice school whenever possible. Immediate placement is made for kindergarteners who have older siblings in a school, live within one-half mile of their first choice school, wish to attend their “home” or neighborhood school, or participate in the school's Pre-K program.

Students With Disabilities (SWD) are provided with appropriate special education in accordance with their Individual Educational Plan (IEP) and have equal access to all aspects of the District’s curriculum and placement process.

New provisions are in place for English Language Learners to address the buildings that are disproportionate or serve highly mobile populations. The District created a standardized schedule that has built-in supports for all students. For Special Education or ELL students who are not proficient, the schedule allows for flexible periods that permit double blocks of ELA and math if students require ramp-up protocols.

I.F.iii. Ensuring Similar Student Populations in All RCSD Schools

Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

As described above, RCSD allows student selection for placement in District schools. All schools have a percentage of programs reserved for ELL and SWD students. These programs and the number of seats in each one are identified by the Department of Teaching and Learning to ensure both student and school support as designated by the master plan to provide equitable services and school opportunities. The Departments of Specialized Services and English Language Learners offer a variety of programs that provide school- and student-level support.

I.G.i. Districtwide and School-Level Consultation and Collaboration Process

Full and transparent efforts to consult and collaborate with leaders of RCSD's teacher and administrator labor unions occurred in several phases in order to develop this SIG plan.

The Interim Superintendent met with the Board of Education for the Rochester City School District to communicate with them that the grant opportunities were available and to recommend specific schools to move forward. There had been a separate work group of the Board of Education that had met several times during the previous school year to review possible opportunities and reform models to accelerate student achievement. The work developed during those sessions was used to make several decisions. The Deputy Superintendent of Teaching and Learning, and the Executive Director of School Innovation met separately with the administrators' union regarding the plans to move forward with the grant opportunities. Additionally, meetings were held to discuss the opportunities, impact and plan for collaboration with the teachers' union and the parent group.

Initial planning for the School Improvement Grants began during the School Comprehensive Education Plan (SCEP) writing process. School Based Planning Teams (SBPT) which consist of administrators, teachers, other school support staff and parents, met multiple times to create the plan for the 16-17 SCEP. These plans were used as a guide for the School Improvement Grant writing. At the opening of the grant opportunity, schools organized their SBPTs to collaborate on the grant writing application. These SBPTs were responsible for the collaboration and writing of the grants with a School Ambassador from the RCSD Office of School Innovation.

As completed, all grant applications were shared electronically and publically with each school group of stakeholders (administrators, teachers, other school personnel and parents). Additionally, copies of each grant were sent to the administrator and teachers' unions, and also to the District-level parent group.

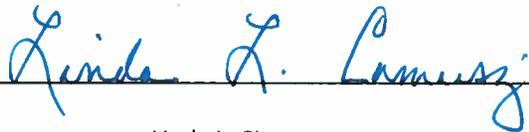
I.G.ii. Verification of Appropriate Stakeholder Group Consultation and Collaboration

The Consultation and Collaboration Form (Attachment A) has been completed.

Attachment A
Consultation and Collaboration Documentation Form

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 this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows: collective bargaining units, school leaders, teachers, parents, and community members.

The superintendent's signature below verifies that there was appropriate consultation with school stakeholder groups including collective bargaining units, school leaders, teachers, parents, and community members.



(Signature)

Linda L. Cimusz

(Printed Name of Superintendent)

7/15/2016

(Date)

II.A.i. Description of Student Population Served

Integrated Arts & Technology is a 7-12 school with a projected enrollment of 732 students for the 2016-2017 school year. This is an increase of over 100 students from 2015-2016. Approximately 85% of students are eligible for free or reduced lunch. The school population has a higher proportion of Students with Disabilities and English Language Learners (23% and 20%, respectively) than Districtwide averages of 18% and 13% respectively), although placements continue throughout the summer of 2016 and those percentages may increase. The school was created in 2010 under the Expeditionary Learning model. It began with a small school concept of 75 7th grade students with plans to add 1 grade level per year. IAT graduated its first cohort this year with a projected graduation rate of 58%. This compares to 46.6%, the District preliminary rate for the 2012 Cohort. Since its foundation, the school has embraced Expeditionary Learning practices and some systems and structures from that work (i.e., crew, expeditions, protocols, common planning time) are still present. As the school grew out, new staff were hired who were not fully trained in the EL model leading to a stagnation of teacher capacity in EL practices and a loss of focus for a comprehensive model for school improvement.

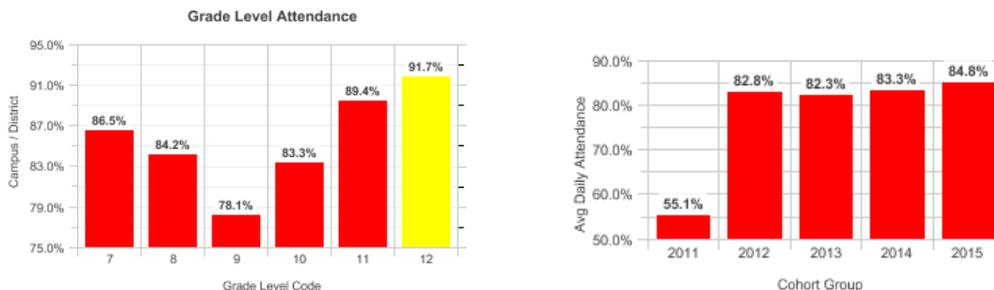
Integrated Arts and Technology Student Enrollment
Source: 2015-16 BEDS Day Enrollment Verification Report

Enrollment	Integrated Arts and Technology	District
Total School Enrollment	616	29,682
African-American	290	17,353
Hispanic	202	8,192
White	74	2,926
Economically Disadvantaged	467	24,846
Students with Disabilities	149	5,775
English Language Learners	115	3,656

As a grow-out school with an Arts Integration and Technology focus, IAT has some unique needs that can be addressed in this school improvement plan with the adoption of the evidence-based turnaround model, the Institute for Student Achievement (ISA). ISA will provide a framework for renewal and allow the school's students to reach their academic potential. Five evidence-based components of this model, found by research to be critical to students' success in high school include: 1) students' connection to and engagement in their school; 2) college preparatory, standards-based curriculum, instruction and interventions targeted to meet the school and district goals and student performance outcomes; 3) regularly scheduled, structured job-embedded professional development targeted to achieving the goals and student performance outcomes; 4) restructuring the use of time to give students multiple pathways to succeed; and 5) district-school mutual accountability where there is district support for and trust in the school. As some foundation exists to adopt and implement these components with fidelity, IAS is a logical fit to

support school improvement at IAT. These components address the unique challenges IAT faces and must address in order to be successful by identifying root causes and comprehensive plans for improvement. These include a need to:

- Develop social-emotional supports for students to create a community of learning that is inviting and will increase student attendance and active engagement in learning leading to improved academic outcomes.
- Build capacity of teachers to create consistent data-driven, evidence-based instruction that includes strategies for engagement that will address the need to reverse the slow but continuous decline in Average Daily Attendance particularly at the 9th grade level.



- Accelerate learning in the middle school level to prepare students for the rigor of high school by focusing on planning and implementing cross-curricular instruction that supports all content areas and provides high quality data-driven instruction aligned to Common Core Learning Standards.
- Address the needs of the under-credited, over-age students, particularly at grade 9 with creative scheduling and supplemental academic services.
- Provide increased supports for the increasing ELL population and the disproportionate number of students with disabilities that includes teacher training in best instructional practices and tiered interventions to meet the needs of these students.
- Increase school partnerships by evaluating options through research and consultations to identify community partners who can help to meet students' academic and social/emotional needs.
- Increase parental engagement by creating a climate where all parents and families feel welcome and provide parent education opportunities in order that parents become true partners with the school in their child's education.

Integrated Arts and Technology HS has struggled to grow its 7/8 ELA and math test scores. One root cause for lack of improvement includes staff turnover, especially when staff is placed without participating in the school's fishbowl interview process. Some progress has been made to increase math scores. The school is anticipating some increase, but recognizes this is a specific need that will require strategically planned curriculum, instruction, and professional learning for 7-8th grade teachers that targets precisely the developmental and instructional needs of this age group that includes a comprehensive intervention plan that extends the school year by providing summer programming to front-load instruction for incoming 6th, 7 go 8 to meet students' academic needs.

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ELA and Math Achievement by Performance Level

		Participation Rate Enrollment	Number Tested	Participation Rate	Level 1	#	Level 2	#	Level 3	#	Level 4	#	Level 3 & 4	#
2013-2014	ELA	238	230	96.6%	68.4%	156	21.5%	49	9.6%	22	0.4%	1	10.1%	23
	Math	240	223	92.9%	72.5%	175	18.4%	41	3.1%	7	0.0%	0	3.1%	7
2014-2015	ELA	265	237	89.4%	81.5%	185	14.5%	33	4.0%	9	0.0%	0	4.0%	9
	Math	263	221	84.0%	67.6%	167	12.7%	25	2.5%	5	0.0%	0	2.5%	5

Based on some foundational work, NYS Regents scores for 2015-2016 demonstrate some progress. This includes a 77% passing rate on the Regents ELA Common Core exam compared to a 56% passing rate District-wide, and a passing rate of 79% on the US History Regents compared to a 45% passing rate District-wide. The school has identified a need to focus on academic vocabulary as it applies to each content area, reasoning and expository writing skills in the sciences, and understanding and applying mathematical reasoning to problem solving.

IAT had a clearly defined target of 62% for graduation rate for 2015-2016, IAT's first graduating class. The school's projected graduation rate is 58% without August 2016 graduation data included. As the first cohort graduates, a pattern is emerging that demonstrates students who successfully earn enough credits to move past the 9th grade are being moved towards college and career readiness. However, when looking at both the 2013 and 2014 student cohorts, 43% of each respective cohort has been retained in the 9th grade and is unable to attain the needed credits. Student stagnation in the 9th grade is attributable to many factors including the lack of academic readiness for high school work as evidenced by NYS math and ELA test scores at the middle school level, deficits in social and emotional skills, poor attendance, as well as the high proportions of SWDs and ELLs. The school recognizes this as an opportunity to provide supports for the needs of students in order to lay a strong foundation for success that will include plans for targeted intervention and acceleration and summer programming for 8 go 9 students to front-load instruction at the rigorous high school level.

Based on needs assessment that includes data analysis of student outcomes, student referral and suspension data, and the school's DTSDE review recommendations the school recognizes that it requires a comprehensive school-wide plan for school improvement that addresses the needs of all students. That is the purpose of this grant application.

II.A.ii. Description of Diagnostic School Review

In November 2015, IAT participated in a DTSDE District-led review led by an Outside Educational Expert. The review team visited 41 classrooms and conducted focus groups with parents, staff, and students. Reviewers also completed a document review that included curriculum

maps, lesson plans, student work, and school-wide data as well as student, teacher and, parent survey feedback. Results from the review were shared with all stakeholders through the School-Based Planning Team- the governance body of the school.

II.A.iii. Community and Family Input in School Review

II.A.iv. Results of Systematic School Review

A two-year comparison of DTSDE reviews at IAT indicate areas in which the school needs to focus in order to be successful in its turnaround plan. While the school has been demonstrating some progress, challenges remain at the 7-8th grade levels, leading to under-prepared students entering the 9th grade. DTSDE Reviews along with student data analysis indicates a need to address Tenets 3, 4, and 6 in a cohesive way that creates a positive learning environment for all students.

Type	Year	Tenet 2				Tenet 3				Tenet 4			
		.2.	.3	.4	.5	.2	.3	.4	.5	.2	.3	.4	.5
IIT	2014	D	D	D	D	D	I	D	D	I	D	D	D
District-Led, OEE	2015	3	3	4	3	3	2	3	3	2	2	3	3
Type	Year	Tenet 5				Tenet 6							
		.2	.3	.4	.5	.2	.3	.4	.5				
IIT	2014	D	D	D	I	D	I	D	D				
District-Led, OEE	2015	3	3	3	3	2	2	2	2				

Recommendations are as follows:

Tenet 2 - School Leader Practices and Decisions: None at the time of the review

Tenet 3 - Curriculum Development and Support: The prevalence of whole group instruction tends to limit opportunities to differentiate data-driven differentiation of curriculum for individuals and groups of students. In order to utilize curriculum to more effectively meet the needs of students, the following steps should be considered:

- Consider shifting curriculum delivery from primarily teacher-centered instruction to student-centered instruction in small group settings organized by ability level
- Continue to use the CCLS Modules for planning instruction in Grade Level meetings, analyze student data to determine ability levels across content areas, based on progress to mastery
- Employ data on student needs from various sources (e.g., Learning Target Tracker, quizzes and other formative assessments) to differentiate the curriculum for students with different needs/abilities across the content areas within the grade level
- Identify cooperative, heterogeneous and homogeneous groups of students and adjust the curricula to meet their needs in these settings
- Use rubrics based on rigorous learning targets to assist groups in moving from where they are to where they should be at grade level meetings, share curricula adjustments that are effective in meeting the needs of the various groups.

Tenet 4 - Teacher Practices and Decisions: The school leaders and staff share a collaborative learning culture that includes learning walks and team meetings. This culture is conducive to incorporating Higher Order Thinking Skills (HOTS) questions during instruction. HOTS questions should be based on rigorous Learning Targets and used to monitor and measure student acquisition of conceptual depth. In order to implement this practice the school should consider the following steps:

- Classroom walkthroughs and Teacher-Led Learning Walks should look for higher level questioning/ thinking as part of the lessons, assessments, and discussions
- Grade level, subject, and vertical team meetings should focus on developing and discussing the implementation of higher order questioning/thinking during the lessons
- School leaders and staff should use PD sessions to train teachers on a weekly basis on developing HOTS questions to include in their plans and lesson. These HOTS questions should be based on or derived from the Learning Targets
- Teachers should include at least 1-2 HOTS questions in their plans to practice and build the expectation for both the students and the teachers in the lessons
- Leaders and staff should use and model HOTS questions within their Grapple, quizzes and unit or weekly assessments
- Teachers should encourage students to ask HOTS questions during the instructional period through scaffold efforts
- Teachers can place some of their better HOTS questions in Google docs to develop banks with categories of questions or questions for the grade level and subject areas teams.

Tenet 5 - Student Social and Emotional Developmental Health: None at the time of the review.

Tenet 6 - Family and Community Engagement: In order to build on existing school practices and improve active parent involvement and engagement for all families:

- The Parent Involvement Committee should include representatives from staff, students, families, community organizations and administration
- The School Based Planning Team should task the Committee to research, design, implement, and evaluate a cohesive comprehensive plan to educate and engage all families.
- Engagement activities should provide tools to help parents support their children's academic success and social/emotional/physical development.
- The activities should provide the opportunity for genuine two-way communication between the school and families, that includes translation of communications in the family's native language when possible
- The Committee should request technical assistance from the District's Office of Parent Engagement to increase active family participation.
- At least 10% of the school's parents should participate and provide feedback by the end of the 2016-2017 school year.

The results of this year's DTSDE review and its recommendations are incorporated into the priorities for our whole-school reform model with ISA. Central to this proposal is the school's focus on the recommendations for Tenet 3- to grow teacher capacity and use of data driven instruction for differentiation in the classroom- and Tenet 4- to emphasize rigor in the classroom through student-centered instructional practices, project-based learning, and faithful implementation of the CCLS modules-particularly at the middle school level.

II.A.v. Prioritizing Identified Needs for SIG Plan Implementation

IAT will prioritize the identified needs and design all activities to through a plan that embraces a continuous cycle of collaboration with its lead partner (The Institute for Student Achievement), School-Based Planning Team, Vertical and Horizontal Instructional Teams, the Data Team, Instructional Coaches, teachers and students, and families/community partners. Key priorities are those outlined in Section IIAi and include social/emotional supports for all students, a professional learning plan for teachers that supports highest quality instruction that is both rigorous and engaging for all students, explores creative solutions for overage, under-credited students to keep them engaged, and significantly increasing family/community engagement by creating a welcoming atmosphere for all stakeholders.

II.B.i. Rationale for Selection of SIG Model

The Evidence-based model for school turnaround provides IAT with the best possible framework to meet the challenges and needs of the school and lead to school improvement and success. Under the continued leadership of the current principal, the school, in collaboration with the Institute for Student Achievement (ISA) will implement strategies and programs to address key areas of need. The school has shown growth in student achievement at the high school level, but continues to struggle with low achievement in Grades 7-9. Given the current graduation rate and Regents scores, the school knows that it can improve outcomes if it can expand existing structures and implement new structures to support areas of need.

SIG 7 would permit IAT to leverage its current programs and structures in order to implement school-wide reform that identifies needs, creates the plan that includes implementation progress monitoring its results with fidelity in a cycle of continuous improvement that leads to sustainable growth.

II.B.ii. Key Design Elements of SIG Model

Integrated Arts & Technology's evidence-based reform model rests on three key design elements that include addressing:

1. College Preparatory Instructional Program:
 - a. Implement an inquiry-based teaching model aligned with the CCSS.
 - b. Provide additional instructional time through extended year summer programming
 - c. Implement ongoing, data-driven professional development
 - d. Plan and implement a tiered intervention model
2. Building Relationships & Personalization (social/emotional development and support):
 - a. Distributive counseling/Restorative Practices
 - b. Dedicated Team of Teachers/Counselors
 - c. Parent Involvement
3. Continuous Improvement
 - a. Create a culture that is data-driven and evidence-based with a planned cycle of continuous improvement as presented at the NYSED Focus District Institute training that includes:



II.B.iii. Model Selection Process

This model was chosen with a process that began with District leadership including the School Chief who supports and oversees Integrated Arts & Technology. The Office of Teaching and

Learning/Office of School Innovation worked together with the Interim Superintendent to brainstorm responses to the school's newly acquired Priority Status. It was decided that the current principal could lift this work based on the school leader's qualifications and background, and that there was no need to replace Mr. Klein. Additionally, as the school this year graduated its first cohort of seniors with a 58% graduation rate- projected to increase with August graduates, it requires thoughtful planning in order to implement and provide sustainability for success that the Evidence-Based Model can provide. The school staff, leadership, unions, families, and community stakeholders have been involved in some preliminary work that includes the required DTSDE Survey for stakeholders, and SCEP training/writing that can be used to develop this school improvement plan. Additionally, stakeholders were involved in the dissemination of the recent DTSDE Review completed by Outside Educational Experts in November 2015. Those recommendation, based partly on focus group feedback, informed the creation of this plan.

II.C.i. ELA Goal and Objective

Goal 1: Middle School students will improve their overall literacy skills through implementation of the NYS Common Core ELA modules with fidelity, based on NYS 3-8 ELA results.

- Objective 1: Students will use authentic real world text as a source of knowledge to explore big ideas and grapple with essential questions as demonstrated by levels of proficiency of student work aligned to CCLS.
- Objective 2: Students will participate in Expanded Learning Time activities that provide additional individualized academic support and enhances classroom learning through project based hands on curriculum.
- Objective 3: Students will create high quality products for authentic audiences via Project Based Learning (Grade Level Expeditions) and community based service projects through Expedition Night.

II.C.ii. Math Goal and Objective

Goal 2: Middle School students will improve their overall mathematics skills through inquiry-based math instruction and implementation of NYS Math Common Core modules with fidelity based on NYS 3-8 Math data.

- Objective 1: Students will demonstrate a deep understanding of math concepts as demonstrated by the ability to self select and apply the appropriate math concepts to problem solve and interpret real world content.
- Objective 2: Students will participate in Expanded Learning Time activities that provide additional academic support and enhances classroom learning through project based hands on curriculum.
- Objective 3: Students will be able to write and speak about their understanding of math concepts, as demonstrated by the high quality products for Project Based Learning (Grade Level Expeditions) and community service projects through Expedition Nights.

II.C.iii. Additional Goals and Objectives

Goal 3: To improve school climate and culture by creating and establishing a positive learning environment using a model of continuous improvement based on an identified needs using referral and academic data of students that includes “Time Out Room” data, a tiered intervention and NYS 3-8/NYS Regents data. The culture will support the academic needs and the social/emotional health of all students. A community of culture and continuous learning will support academic growth and social/emotional health of all students.

- Objective 1: Implement restorative practices--a District-wide initiative, in a pilot and then expand to school-wide implementation. Incorporate the concept of distributive counseling in the form of advisory/crew classes for all students in order to provide a forum for students and staff to build relationships through team building, , college/career exploration, and academic and social/emotional activities.
- Objective 2: Implement job-embedded professional development through common planning time that expands on the Data-Driven Cycle used by teachers to review student data and determine impact to instructional planning, coaching that provides modeling for teachers using a push-in model, learning walks that are teacher-driven, and classroom walkthroughs to provide immediate actionable feedback to teachers on use of best instructional practices.

II.C.iv. School-Level Baseline Data and Target-Setting Chart

The School-Level Baseline Data and Target Setting Chart (Attachment B) has been completed.

Attachment B
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20	Target for 2020-21
I. Leading Indicators								
a. Number of minutes in the school year	min	74,334	70,980	76,020	76,020	76,020	76,020	76,020
b. Student participation in State ELA assessment	%	91%	93%	93%	93.5%	94%	94.5%	95%
c. Student participation in State Math assessment	%	88%	88%	88.5%	89%	89.5%	90%	90.5%
d. Drop-out rate	%	8%	N/A	7%	6.5%	6%	5.5%	5%
e. Student average daily attendance	%	89%	85%	89%	91%	92%	93%	94%
f. Student completion of advanced coursework	%	N/A	10%	11%	12%	13%	14%	15%
g. Suspension rate: rate per 100 students/BEDS enrollment: duplicated count	%	40 out of 100	88 out of 100	60 out of 100	55 out of 100	50 out of 100	45 out of 100	40 out of 100
ga. Suspension rate: rate per 100 students/BEDS enrollment: un-duplicated count		15 out of 100	33 out of 100	30 out of 100	27 out of 100	24 out of 100	21 out of 100	19 out of 100
h. Number of discipline referrals	num	12,153	254	244	234	224	214	204
i. Chronic absenteeism rate	%	33%	40%	38%	36%	34%	32%	30%
la. Severely Chronic absenteeism rate- 20% and higher		N/A	22%	22%	21.5%	21%	20.5%	20%
j. Teacher attendance rate	%	93%	92%	92%	92%	92%	92%	92%
k. Teachers rated as "effective" and "highly effective"	%	91%	94%	95%	95%	95%	95%	96%
l. Hours of professional development to improve teacher performance	num	N/A	125	135	145	155	165	175
m. Hours of professional development to improve leadership and governance	num	N/A	40	45	50	55	60	65
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	N/A	50	55	60	65	70	75
II. Academic Indicators								
a. ELA performance index	PI	32/97	21/NA	23/77	25/82	28/87	31/92	34/97
b. Math performance index	PI	41/85	22/NA	25/70	29/73	33/77	37/81	41/85
c. Student scoring "proficient" or higher on ELA assessment	%	5%	4%	5%	5%	5%	6%	6%

d. Students scoring "proficient" or higher on Math assessment	%	7%	3%	4%	5%	5%	6%	6%
e. Average SAT score	score	N/A	N/A	1100	1150	1200	1250	1300
f. Students taking PSAT	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	8	NA	5%	5%	8%	10%	11%
h. High school graduation rate	%	51	N/A	45%	48%	52%	55%	58%
i. Ninth graders being retained	%		19%	18%	17%	16%	15%	14%
j. High school graduates accepted into two or four year colleges	%	71	N/A	20%	22%	25%	28%	30%

II.D.i. Characteristics of the School Principal

The current principal's leadership style is focused on student learning, developmental and performance-based outcomes, and personnel development. Experience in writing and leading curriculum development, coupled with knowledge of coaching and facilitating and a background in technology integration are key characteristics for success at Integrated Arts and Technology. As a school leader, the current principal utilizes a collaborative approach to solving issues - Creating opportunities for meaningful dialogue with educators, students and families. By engaging key stakeholders in SCEP planning and development – to include parental and student input – as well as ensuring that tenet review and progress monitoring includes student attendance, behavior, and class-by-class performance data. The principal with the Leadership Team also apply the green/yellow/red process to assess or determine current state of the school and areas of needed improvement specific to SCEP goals. By collaboratively developing measurable goals connected to student outcomes and maintaining consistency in systems and structures to monitor progress toward goals, the principal has established grade-level, data- RtI-, and department-specific teams to ensure both that systems are in place and adjustments are made for instructional, social-emotional and programmatic development and student growth.

The principal has demonstrated the ability to identify effective teaching and learning, and the ability to convey to staff the impact of effective teaching and learning to the change process by taking an active part in the district-wide (adopted) Danielson Framework professional development series, and has effectively conducted instructional learning walks/walkthroughs, applying the protocols across instructional contexts that provides targeted, reflective actionable feedback to foster teacher growth. By establishing and then communicating a clear vision for IAT to ensure that all students, including high needs students, have access to resources and supports necessary to put them on the path for college and career readiness, he has worked with faculty and staff to foster and sustain student growth and faculty development.as well as targeted, reflective observation feedback for teacher development has been documented to drive teacher development with the goal of increasing student growth.

II.D.ii. Biography of the School Principal

Mr. Kevin Klein transitioned to IAT in February 2010. His career has stretched over four decades with the Rochester City School District having begun in the RCSD in 1986 as a social studies teacher and was the first cohort to receive the services from the highly acclaimed Rochester City School District Career in Teaching Mentor services. Mr. Klein spent fifteen years as a middle school and high school social studies teacher – having become the first intern mentor in the district's Career in Teaching (CIT) mentoring program. From 2002-2005 he then led the District social studies department as the Director of Social Studies, where, under his direction the NYS fifth grade social studies results increased from 51% to 81% passing. He then transitioned to School 39 as Principal from 2005-2010 where he re-established collaborative systems and operational procedures, ensuring increased staff buy-in.

In 2010, through district transformation of secondary schools, the district identified a need for programming reflective of Integrated Arts and Technology. At that time, Mr. Klein was identified as the key leader for what became the Rochester City School District Integrated Arts and Technology High School where he pre-planned the school's framework and instructional programming over the course of 5 planning months prior to the school's launch. The school was

founded with seventh grade and grew out to grade 12 – of which the school experienced its first graduation in the Spring 2016 with a graduation rate of 58% - over 10% above the district average.

By also developing an e-walkthrough tool that has guided the observation, supervision, and evaluation process reflective of and aligned with the Danielson Framework and the Common Core, Mr. Klein framed the school's theory of action to target:

- Project-based Learning – to include focused expeditions that include Omnivore's Dilemma, Identity Crisis, and the Senior Capstone Project: Be The Change which focuses on what legacy the students wanted to leave – identifying how they can bring positive change to their community;
- Integrating a Blended Learning model and utilizing the school's cyber lounge as a model to foster student development and application across contexts of e-technologies;
- Positive Behaviors intervention and supports; and
- Grade-level and vertical team (formative and summative assessment) data review and planning meetings.

Mr. Klein maintains a depth of experience and expertise to identify and support necessary adaptations to make curriculum, programming, and instruction fully accessible to all learners. With the consistent use and application of the e-walkthrough tool by the administrative/leadership team with all teachers, has established a clear vision to ensure that all teachers fully implement high quality, rigorous curriculum aligned fully to the Common Core Learning Standards. By further establishing teacher-led focused walks where teachers are accountable to the team and where reflective dialogue takes place at collegial debrief Mr. Klein and his team then frame differentiated professional development opportunities that support teachers' improvement as aligned with and reflective of SCEP targets, and specifically, student performance.

II.D.iii. Action Steps to Put Leadership in Place

N/A

II.D.iv. Duties of the Assistant Principal

As instructional leaders, the two **Assistant Principals** bring a variety of educational experience to the school and are fully engaged in the school improvement process. Respectively, they are designated to coordinate the high school and middle school programs. They both oversee that classroom instruction aligns with CCLS as well as the school's identified priorities in maintaining inquiry, student ownership of learning, and high levels of engagement. Assistant principals, along with the principal, make use of the Classroom Walkthrough Tool to monitor and supervise staff to ensure evidence of academic rigor, differentiation, and CCLS aligned lessons.

Under the supervision of the building principal, Assistant Principals support the building principal in organizing, administering, supervising, and evaluating all phases of the educational program within the building. Participates in decision-making as part of the school's administrative team. Assumes primary responsibility for the duties of educational leader, plan manager, business manager, personnel director, public relations director, and family and community consultant for the school in the absence of the building principal. Essential responsibilities include:

- Organizes, administers, supervises and evaluates all educational and support programs within the building.
- Assumes responsibility for the instructional program within the building including: class organization, student placement, scheduling, monitoring pupil progress, standardized testing, and providing instructional materials.
- Directs the maintenance, repair, and improvement of building and equipment.
- Inspires, develops, and maintains wholesome school-community relations.
- Makes budgetary recommendations and prepares the preliminary budget for the school.
- Organizes and supervises all operations involved in the business management of the school.
- Confers with teachers, paraprofessionals, parents, school social workers, psychologists, nurses, agency personnel, safety officers, and law enforcement officials on matters relating to the guidance and welfare of the individual child.
- Provides leadership and plans for participation in in-service meetings, instructional meetings, and all school programs. Serves on citywide and other professional committees. Cooperates in planning parent meetings and community campaigns.
- Directs, supervises, and evaluates teachers, clerical staff and paraprofessionals.
- Develops harmonious staff relationships within the building.
- Develops and maintains procedures which provide for the safety and security of staff and students.

The **Coordinator of Special Education** services (CASE) takes a leadership role similar to an Assistant Principal and provides support for students by coordinating the members of a multi-disciplinary student support team to ensure compliance is maintained. The Case oversees tiered interventions and all aspects of the special education program. The Department of Specialized Services is responsible for the administration and oversight of the administrative processes, programs and services for students eligible under the American with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA). Department responsibilities include the Committee on Special Education (CSE) and Section 504 Multi-disciplinary Team (MDT), developing/monitoring service models to meet the needs of students with disabilities, assuring due process to parents, providing guidance/support services to staff serving students with disabilities, supporting school staff as they design and implement processes to be in compliance with consent decrees, and federal and State special education laws and regulations. Personnel in this unit work collaboratively with staff throughout the District to ensure that the needs of students with disabilities and families are met. The CASE:

- Coordinates and conducts the CSE process and serve as the Local Educational Agency (LEA) Representative on the CSE.
- Monitors the implementation of individualized education programs (IEP) for students with disabilities through observation, maintenance of compliance logs, and monitoring of annuals and reevaluations.
- Assists with initiation, implementation and supervision of service provision and accomplishment of instructional objectives for students in designated programs and services.
- Participates in the selection, supervision, observation and evaluation of teachers, substitute teachers, related service providers and other staff in designated programs as directed.

- Assists in provision of in-service and staff development opportunities for teachers, related service providers and others as needed.
- Assists with program organization, arrangements for service provision, completion of age/class size variances, processing of STAC forms and in oversight of other administrative details as directed.
- Assists in supporting, monitoring and reporting service provision to assure that students with disabilities are provided with programs and services in compliance with all local, State and federal special education laws and regulations, consent decrees and other due process judgments.
- Assists in maintaining compliance data on students with disabilities.
- Assists in deploying staff, arranging and monitoring program, placement and services for students with disabilities as recommended by CSE and Committee on Preschool Education (CPSE).
- Transports student files and other required materials necessary in conducting CSE/CPSE meetings.
- Supporting Education Through Quality & Diversity.
- Serves as liaison between the District and agencies, contract service providers, and staff of out-of-District programs in which District resident students with disabilities are served.
- Coordinating Administrator - Special Education - Student Support Services CSE/CPSE (continued).
- Works cooperatively with other administrators in promoting improvement in instruction and compliance with special education laws and regulations.
- Works cooperatively with teachers and building administration on the effective delivery of specially-designed instruction from quality and compliance perspectives.
- Participates in ongoing professional development designed to support the quality and compliance initiatives of the Department of Specialized Services.
- Performs related duties as assigned by the Department of Specialized Services.

II.D.v. Supporting Leadership Profile

The District maintains two primary channels of support that can be framed for Mr. Klein: The Chief of School Transformation works very closely with Receivership schools, creating a professional learning community of both similar as well as high performing school-based leaders who co-learn during team sessions. By also providing direct and targeted, on-site support that includes modeling, coaching and guidance that is school-specific, additional supports are able to be deployed based on the needs of the school and personnel. Additionally, the Office of School Innovation provides a School Ambassador, functioning in a real-time, problem-solving mode to further access District supports, utilizing available funding sources to expedite decision-making and actions regarding Receivership schools.

Use and application of The RCSD Common Core Instructional Guides provide both an operational as well as an instructionally-focused roadmap that *'provides an overview of expectations regarding service delivery for core program implementation, intervention courses and strategies (including use of time), and acceleration opportunities for our students.'* Equally, it is the focused and sustainable work at the building level that is to align directly with the Regents Reform Agenda and district Goals that frame the SCEP.

The goal of advancing student achievement remains critical – with all work and PD with focused alignment to and with the district’s priorities and school’s SCEP targets. Consistency in School-Based and Leadership Team development and SCEP development and related progress monitoring remains at the core of Mr. Klein’s work as the instructional leader at IAT – guiding goal setting, action planning, and goal attainment.

Kevin J. Klein
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“The district owes many of our advances to the strategic planning and goals setting of Mr. Klein”

Manuel Rivera, Ed. D.
Former Superintendent
Rochester City School District

“... is action orientated and can be counted on as a team player and a unifying force in leading schools toward high performance”

Marie Cianca, Ed.D.
Chief of School Development
Rochester City School District

“...our most recent assessments results have shown significant gain under his guidance.”

Cheryl Holloway.
Chief of School Development
Rochester City School District

Professional Profile

Eager to take my leadership skills to the next level, I possess the skills and experiences to lead a district to a higher level of performance. Motivating, stimulating, encouraging, resourcefulness and success are key factors in my professional life.

- Hold Masters Degrees in Educational Administration and Liberal Studies
- Experienced in all levels of public education.
- Dedicated to enthusiastic and dynamic teaching and learning as a means of creating and nurturing a lifelong love of knowledge in children and adults.

Education, Honors, and Certifications

Harvard Institute for School Leadership

Harvard University, Cambridge, MA 2008

M.S. Educational Administration

St. John Fisher College, Rochester, NY. 2002

M.S. Liberal Studies

Brockport State College, Brockport, NY 1990

Bachelor of Science Social Studies

Buffalo State College, Buffalo, NY. 1986

Honors

NYSCSS/NYS4A's Outstanding Social Studies Supervisor of the Year, 2005

Saint John Fisher College Administrative Leadership Award, 2003

Who's Who in American Colleges and Universities, 2003

Professional Certifications

New York State Permanent School District Administrator

New York State Permanent School Administrator/Supervisor

New York State Permanent Certification in Social Studies, 7-12.

Key Qualifications

Experienced in elementary, middle, and high school teaching and learning.

Administrative experiences include Central Office Experience as the Director of Social Studies and elementary building experience as the Principal of School 39 and secondary building experiences as a Principal of the Integrated Arts and Technology High School in the Rochester City School District.

Experienced Leadership

An able goal setter, I have designed and implemented improvement strategies for ELA, math, social studies and science. Using a collaborative approach I have guided special areas teachers and support personnel in planning and delivering integrated lessons.

My leadership brought over \$7,600,000 to the Rochester City School District in various grants. I established model classrooms in elementary, middle and high schools and outfitted these rooms with state of the art equipment, leveled reading libraries and quality professional development.

I established many partnerships to secure valued resources for the district and my school. The partnerships included Saint John Fisher College, Xerox, Microsoft, Genesee Country Museum, Rochester Museum and Science Center, Memorial Art Gallery, and others. My experiences have allowed me to build sustained partnerships that benefit the student population of the Rochester City School District.

“...his skills and attributes are in the areas of integrity, competence, communication, respect, sustaining an achievable vision...”

C. Michael Robinson
Chief of Operations
Rochester City School District

“...deeply involved in learning about the educational state-of-the-art, investigating research and designing instructional materials...”

John Travers, Ed.D. Former
Director of ESOL

“...approaches learning as a collaborative partner....”

Laurel Avery-DeToy
Academy Director
Marshall H.S.

Employment

LEAD PRINCIPAL

Rochester City School District 2008-PRESENT

- Coached, observed, and evaluated first year Principals.
- Demonstrated effective teaching techniques.
- Planned and coordinated conference activities.
- Arranged visitations and demonstration lessons.
- Provided support for new principals and struggling veteran principals.
- Shared best practices in leadership.
- Designed professional development opportunities.

PRINCIPAL

Rochester City School District 2010-PRESENT

INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL

- School awarded the Apple Distinguished Program Award 2012-13 for iPad innovation.
- Created the school from the foundation.
- Selected high quality staff.
- Created collaborative work processes.
- Designed a Classroom Walkthrough App.
- Devised a teacher-led walkthrough process.
- Planned and implemented technology rollout.
- Orchestrated arts integration.
- Secured funds for master design.
- Created policies and procedures.
- Designed and maintained website and internal Google site.
- Created partnerships with EL Schools, RIT, Center for Youth, and others.
- Secured and supervised site renovations.
- Planned and implemented professional development strategies.
- Effectively used budget to support teaching and learning.
- Developed cohesive strategic plan.
- Built effective parent involvement programs
- Created comprehensive policies and procedures for whole child development
- Designed field experiences and expeditions
- Implemented district safety and security protocols

PRINCIPAL

Rochester City School District 2005-2010

ANDREW J. TOWNSON SCHOOL 39

- Supervised a staff of 75 teachers, paraprofessionals, and support staff.
- Increased achievement results in ELA, Math, Social Studies, and Science
- Analyzed school data and planned for improvement
- Designed and implemented policies and procedures for safety and security.
- Secured resources and materials for effective teaching and learning.
- Orchestrated professional development for teachers, paraprofessionals, parents, and support staff.
- Created partnerships with Microsoft, St. John Fisher College, Xerox, and others.
- Created resource manuals for core subject areas.
- Built effective programs for community partnerships and parental involvement.
- Created a state of the art external website and internal SharePoint site.
- Efficient and effectively used budget and financial resources.
- Raised staff morale through support and appreciation.
- Increased participation in alternative programs.
- Increase staff utilization of technology for instruction.
- Coordinated the implementation of the School Improvement Plan.
- Evaluated staff performance

“...created a national network that has brought valuable resources to our district.”

Jennifer Tomm
National Board Certified Teacher

DIRECTOR OF SOCIAL STUDIES Rochester City School District 2002-2005

- Wrote and received a Teaching American History Grant for \$1,000,000
- District liaison to New York State Department of Education
- Improve teaching and learning for elementary and secondary social studies.
- Coordinated and received the Native American Indian Education Grant
- Analyzed data for departmental growth.
- Designed and maintained a department website..
- Developed partnerships with local agencies to help struggling students.
- Developed a protocol with Human Resources for evaluating teaching candidates.
- Organized textbook adoptions and created textbook adoption procedures.
- Coordinated professional development for elementary and secondary teachers.
- Supervised the Native American Resource Center instructional programs

LEAD TEACHER/MENTOR Rochester City School District 1991-2002

- Coached, observed, and evaluated first year teachers.
- Provided support for struggling veteran teachers
- Demonstrated effective teaching techniques.
- Planned and coordinated conference schedules, visitations, and demonstrations.

**SOCIAL STUDIES TEACHER –
WILSON MAGNET HIGH SCHOOL Rochester City School District 2001-2002
MONROE MIDDLE SCHOOL Rochester City School District 1986-2001**

“...has the ability to think analytically and creatively”

Lee Dam Assistant Principal
School 34

- Instructed the Global Studies curriculum to Regents’ level students.
- Enhanced and accelerated instruction for International Baccalaureate level.
- Planned and orchestrated multimedia projects, field trips and class trips.
- Taught sixth, seventh, and eighth curriculum to a culturally diverse population.
- Developed and implemented interdisciplinary learning units.
- Wrote and received grants.
- Developed partnerships with local businesses to enhance teaching and learning.

ADDITIONAL EXPERIENCES

Region

- Boomer Mentor Steering Committee
- Board of Directors of the NYS4A
- Board of Directors of the Rochester Area Council for the Social Studies
- Education Committee of the Genesee Country Village and Museum
- Saint John Fisher College Dean of Education Search Committee
- Saint John Fisher College Social Studies Advisory Committee Meeting
- Program Chair for the NYSCSS and NYS4A Convention in Rochester 2004

“...has a commitment to students that is second to none.”

Mrs. Braus-Lopez
Parent
Wilson Magnet High School

District

- Superintendent’s Committees on Best Practices and Quality Service
- Superintendent’s NuSoft/Sharepoint Website Technology Committee
- Balanced Assessment Committee
- Rochester Council of Elementary Leaders Technology Chair
- Writer of Multicultural Curriculum, district wide midterms and finals

Professional Affiliations

- School Administrators Association of New York State
- Association of Supervisors and Administrators of Rochester
- National Association of Elementary School Principals
- National Council for the Social Studies
- New York State Social Studies Supervisors Association
- New York State Council and Rochester Area Council for the Social Studies
- Rochester Council of Elementary Leaders

II.E.i. School-Based Instructional Staff Effectiveness

HEDI Ratings SY 14-15. SY 15-16 data has not yet been finalized. Based on Observation Ratings only, IAT demonstrated a 94.1% of teachers rated Effective and Highly Effective in the 2015-2016 school year.

Total Staff	Highly Effective	Effective	Developing	Ineffective
49	7	35	5	2

II.E.ii. School-Based Staffing

For the 2015-16 school year the majority of the instructional staff was rated effective or highly effective. These teachers have fully committed to the IATHS culture and instructional protocols. Teachers that have not participated in our collaborative interview process have tended to fall into the developing or ineffective rankings. The changes our school needs to move forward on to implement the grant is to engage those teachers with more experienced teachers in professional development to make meaningful changes to instructional delivery. The school has also identified the need to provide additional supports through documented walkthroughs, informal, and formal observations that provide targeted actionable feedback with improvement targets for all staff.

II.E.iii. Characteristics and Core Competencies of Key Instructional Staff

Key instructional staff includes the following:

ELA Coach-Supports the implementation of the Common Core, IATHS researched best practices protocols, and ELA interventions. Attends common planning time and vertical team meetings and offers strategies for classroom use. Leads professional development and embeds follow up into planning meeting. The Coach will also participate in teacher lead learning walks and cabinet meetings.

Math Coach-Supports the implementation of the Common Core, IATHS researched best practices protocols, and math interventions. Attends common planning time and vertical team meetings and offers strategies for classroom use. Leads professional development and embeds follow up into planning meeting. The Coach will also participate in teacher lead learning walks and cabinet meetings.

Instructional Technology Coach-Supports the rollout and implementation of the technology, IATHS researched best practices protocols, and online interventions. Attends common planning time and vertical team meetings and offers strategies for classroom use. Leads professional development and embeds follow up into planning meeting. Supports teachers with modeling lessons and assists in the planning of implementation into the classroom.

Data Coach-Supports the rollout of professional development and structures in regards to Data Driven Instruction. The data team provides continuous feedback, reflection, and strategies for the instructional staff to support RTI, common assessments, and Looking at Student Work. Analyzes data, reports back to cabinet and administrative staff and assists in the process of developing professional development to inform instruction.

Reading intervention specialist- utilizes a small (5-6 students per group) pull-out model in which students are scheduled into a semester-based Literacy Lab. Progress will be tracked by utilizing (NWEA fall to winter scores; AIMSweb for progress monitoring) and then released back to the parallel-scheduled class. Reading Specialists will meet with students on a daily basis.

Social Worker-As a member of the RTI team, the social worker provides resources on an as-needed basis through one-to-one, classroom, or school-wide sessions that address issues relevant

to the student population. Issues include but not limited to: attendance, drug or alcohol abuse, peer pressure, social adjustments, transgender issues, personal and/or psychological issues. The social worker is also responsible for mandated counseling services outlined in student's IEPs.

School Psychologist- a member of the RTI team, the psychologist addresses the academic, social-emotional, and behavioral concerns of all students. The Psychologist provides individual, small group, and whole class counseling. The Psychologist helps teachers develop goals, behavior support plans and develops 504 plans. The Psychologist meets with parents and teachers to develop plans for student support.

School Counselors - sets goals for students along with the development of the students' academic and career plans. Introduces students to colleges or vocational programs to establish post-graduate plans. Financial aid trainings for parents and students are provided. Delivers instruction at each grade level in career planning to assigned students which will include College Education, PSAT and SAT planning, monitor students at-risk, establishes and reviews four year plans, and serve as a conduit for information on the college acceptance process.

Home School Assistant-Serves as a link between the District and local community. Supports provided include home visits, parent trainings, links families to a variety of programs and services, The HSA also participates in our attendance team and works on tardiness support as well.

II.E.iv. Mechanisms to Acquire and Assign Instructional Staff

Due to recent downsizing all teachers have been selected through a transfer process aligned to the contractual agreements with each bargaining unit. While this agreement has been honored, IATHS uses an additional collaborative fish bowl interview to rank its candidates. This process allows IATHS to rank and select teachers in the transfer pool that match the collaborative culture of the staff and provide candidates with an example of the type of collaboration needed when designing expeditions. The staffing process in the current teachers' contract provides for multiple rounds of teacher selection. The first round is the "Voluntary Transfer" Round. All eligible teachers may apply to up to ten schools within the District. Teachers are not eligible to participate in the voluntary transfer round if their performance at the mid-year is deemed to be unsatisfactory by their current supervisors. Building principals and school based planning teams may interview and select teachers who apply for a voluntary transfer based on their merit. At IATHS, a collaborative Fish Bowl interview is the final interview before transfer rankings are established. Leading candidates from different subject areas are brought together and work collaboratively on an assignment.

This final phase of the IATHS interview process reveals which candidates are prepared to work using a team approach. After the "Voluntary Transfer" round is complete teachers have the opportunity to transfer based on their subject area seniority. Seniority-based transfer restricts a principal's ability to select a candidate of choice. The teacher's contract provides mechanism for schools to become exempt from the transfer process. Such exemptions allow schools to select all teachers through a separate interview process. Exemption must be agreed upon by the teacher's union and District. Staffing vacant positions occurs based on District Protocols and aligned Bargaining Unit requirements. Hiring of additional staff that may be provided through this grant would be one of the autonomies provided to the school.

II.F.i. SIG Partner Organizations

As with the other autonomous decisions, partner selection for the success of this proposal is key and will align the Institute for Student Achievement's turnaround model with the school's Project-based Instructional Program and Expanded Learning Time plan to implement a robust school improvement plan. The following organizations will partner with IAT to implement the proposed SIG grant plan with fidelity.

THE INSTITUTE FOR STUDENT ACHIEVEMENT: Integrated Arts and Technology High School will seek a new partnership with the Institute for Student Achievement (ISA) to provide targeted improvement in the areas of math and ELA for all students. This partnership will provide additional targeted coaching for areas where test scores and supplemental data have indicated the need for improvement in instructional planning, delivery of rigorous engaging instruction, and the use of data to impact instructional planning. ISA will build upon the foundation begun under Expeditionary Learning and provide a systemic framework for school improvement.

ISA is an evidence-based whole school reform model that seeks to support the reform of high schools into personalized, vibrant high performing educational organizations and develop the capacity to graduate all students who are prepared for success in postsecondary education and careers. ISA, a division of Educational Testing Service (ETS), is a 22-year-old, national high school redesign organization whose mission is to collaborate with districts and schools to support them in becoming high-performance educational organizations that provide students with intellectually challenging and supportive learning environments so that all students graduate ready for postsecondary education and careers. Since 2001, ISA has collaborated with districts nationwide. The majority of students in ISA schools are from low-income and high-need families: over 70% of the students are free/reduced lunch eligible and over 60% enter 9th grade with significant deficits in math and literacy. The student demographics from IAT mirror these schools. ISA's whole school reform approach has been validated by two independent and rigorous evaluations as effective for increasing the achievement of high-need students in general, and African American male students in particular. Specifically these evaluations found that students in ISA high schools have better attendance rates, accumulate more academic credits, are less likely to drop out, and more likely to graduate from high school within four years than their comparison peers.

ISA's approach to whole school reform is grounded in seven research-based principles that are designed to work synergistically to help schools graduate all students ready for college and careers. The seven principles serve as a framework to reform a school's organizational and educational practices to a personalized and rigorous educational program that embodies the values and goals of the school community, builds on its strengths, and produces a culture of success. The seven research-based principles are:

1. A college-preparatory instructional program to provide all students with rigorous inquiry-based curriculum and instruction aligned with your state standards, embedding content and numeracy literacy in the content areas.
2. An extended school day and year to provide additional opportunities for student enrichment and remediation
3. A dedicated team of teachers and counselors that provides a consistent support network and safety net throughout students' four years of high school

4. Distributed Counseling™ in which all faculty take responsibility for students' academic, social, and emotional development through a student advocacy system that produces trusting and caring relationships with students that can be leveraged to increase students' achievement
5. Continuous professional development to establish a collaborative professional learning community in which teachers, counselors, and school leaders participate in job-embedded coaching and other professional development opportunities, including ISA Summer and Winter Institutes
6. Parental involvement and engagement in their child's education
7. Continuous organizational improvement through the use of multiple forms of data to monitor program implementation and student progress and performance outcomes.

ISA will provide the school with additional coaching to help teachers implement the Common Core curriculum with fidelity. IAT's existing Crew model supports the relationship building component of ISA's principles, and is designed to build relationships between students, staff, and parents in order to increase student academic achievement and social/emotional health and prepare them for college and careers. Existing grade level teams align with ISA's focus on instructional teams, with the opportunity to grow the capacity of both vertical and horizontal teams with on-going embedded professional development and a systemic regular data-driven cycle that will lead to increased student proficiencies and social/emotional development. ISA's model is comprised of a six-step process:

1. Introduction to the ISA model and meeting with ISA personnel
2. ISA's College Readiness School Assessment to identify areas where school is effectively implementing a college going culture and gaps. Components include:
 - a. Survey of students and faculty on their perceptions of their school on the following indicators:
 - i. College going culture (college preparatory instructional program, self-management skills, and knowledge about postsecondary education)
 - ii. Student advocacy and support system
 - iii. Student aspirations, ambition, and sense of efficacy,
 - b. Analysis of student outcome data (e.g., attendance, course pass rates, state exit exams, etc.)
 - c. Classroom observations for evidence of college prep instruction and scaffolding
 - d. Analysis of curriculum framework/teacher assignments and student work samples
 - e. Parent focus group
3. Identification of school and student outcomes based on analysis of College Readiness School Assessment findings and school community vision and mission
4. Strategic Planning: How will the District use the ISA Model as a strategy to achieve improved outcomes?
5. Support for Customized implementation of the ISA Model:
 - a. Job embedded coaching in the areas of: leadership, distributed counseling, content area inquiry-based, standards-aligned instruction; literacy and numeric literacy in the content areas, curriculum embedded and performance assessments; and grade level and content area teams
 - b. Summer and Winter Institutes with sessions for school planning, curriculum design, pedagogical strategies, leadership, distributed counseling, and technical assistance

c. Resources

6. Ongoing Monitoring and Assessment of Implementation

Center for Youth - In a new partnership with the Center for Youth, Integrated Arts & Technology will launch “The Help Zone”. This space will play a critical role in the school’s approach to managing behavior and meeting student need. Center for Youth was incorporated in 1971 the deep belief that young people, given information and support, want to and can make their own positive life choices. The Help Zone is the physical space and system that allows schools to manage the new flow of student behavior and to address needs in a more trauma-responsive, less punitive way. The Help Zone is a calm place where students can reflect and regroup and come up with a plan of action. It will be staffed by our partner The Center for Youth Services, with a crisis prevention interventionist, who is trained in restorative conversations and de-escalation techniques. This room will be the first response when a student needs to be out of class, with an emphasis on returning the child to class quickly, feeling more ready to learn. The Help Zone staff will utilize a data collection system that allows the school leadership and student support teams to identify patterns about student and teacher use of the room. This will inform interventions moving forward.

The Center services include:

- Supplement the existing school services and capitalize on academic learning for all students;
- Offer “matched interventions” for presenting social and emotional behaviors;
- Provide parental engagement opportunities in crisis situations as well as prevention and intervention opportunities;
- Provide immediate crisis response;
- Provide re-entry support back into the classroom;
- Remain responsive to school needs as identified by the administration and teaching faculty;
- Provide youth development opportunities;
- Provide ongoing professional development for staff with a focus on restorative practices, trauma-informed care and crisis as an opportunity;
- Expand resources, by assisting in facilitating timely access to community resources; and
- Create a prevention/intervention model that encourages a systemic environmental transformation.

Hillside Work-Scholarship Connection - Hillside Work-Scholarship Connection (HW-SC) has a 30 year history of helping students overcome the barriers that cause them to drop out and abandon their education. They strive to change the norm for students and families living in generational poverty by giving them necessary guidance and the tools to be successful in school by expanding their access to education and employment opportunities. Students who are enrolled in HW-SC, particularly those employed through a job partner, are more likely to graduate from high school. The program builds college and career readiness by exposing students to career opportunities (job partnerships, summer of opportunity). Students enrolled in HW-SC are also provided with a youth advocate to assist them in managing their social-emotional needs. Academic supports are also provided in the form of after-school tutoring.

Jordan Health Center-The Jordan Health mission is to provide community-based comprehensive health care of the highest quality with dignity and respect to all regardless of the ability to pay. The Jordan Health Center offers the following services to our students:

- Adolescent Health
- Behavioral Health (including Medically Assisted Addiction Treatment)
- Dentistry
- Family Medicine
- Health Home & Care Coordination
- Mammography & Digital X-ray
- Obstetrics & Gynecology
- Optometry
- Pediatrics
- Pharmacy and Lab Services
- Podiatry
- Prevention and Primary Care (including HIV and hepatitis C evaluation and treatment)
 - – Hepatitis C Testing and Treatment
 - – PrEP (HIV Pre-Exposure Prophylaxis)
 - – HIV Treatment Adherence Services
- Refugee Health
- WIC
- Urgent Care

Educational Talent Search-ETS - is a partnership between the Rochester City School District and the College at Brockport that provides educational, career guidance, and support services aimed at the retention and graduation of Rochester City School District Middle and High School students and their enrollment in postsecondary education.

IAT’s current ETS Outreach Coordinator Kim Scott has taken members of the junior and senior class on several college tours of post-secondary institutions in the Rochester and Buffalo regions and has invited representatives from these colleges and universities to IAT for transcript reviews and college information sessions with IAT upperclassmen. ETS also provides career exploration services, academic advising, college & FAFSA application help and tutoring. Ms. Scott has also established an award-winning peer mediation program at IATHS.

IAT is seeking potential future partners through local colleges and universities for inclusion in the 2017-2018 school year. Potential partners include St. John Fisher College to support our after-school tutoring program for the 2016-2017 school year and the University of Buffalo to introduce students to careers in science and provide science enrichment.

II.F.ii. Evidence of Partner Effectiveness

See Attachment C

II.F.iii. Accountability Mechanisms for Partners

Partners	Services Provided	Measures for accountability
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<p>Institute for Student Achievement (ISA)</p>	<p>Social emotional support for students</p> <p>Academic support for students</p> <p>Professional Development for Staff</p>	<ul style="list-style-type: none"> • Implementation mid-year and end-of year reviews • Parent surveys • Student surveys • Community feedback • Staff satisfaction survey • Student performance on math and ELA state assessments • Student performance on Regents exams • NWEA data • Student report cards • Office Discipline referral data • Attendance data
<p>Center for Youth</p>	<p>Social emotional support for students</p> <p>Academic support for students</p> <p>Professional Development for Staff</p>	<ul style="list-style-type: none"> • Implementation mid-year and end-of year reviews • Parent surveys • Student surveys • Community feedback • Staff satisfaction survey • Student performance on math and ELA state assessments • Student performance on Regents exams • Student report cards • Office Discipline referral data • Attendance data • Suspension data
<p>Other Partners: Hillside Work-Scholarship Connection The Jordan Health Center <i>Educational Talent Search-ETS</i></p>	<p>Although these three partners provide services to specific groups of students, these are not contracted services, but are provided to IAT students free of charge.</p>	<ul style="list-style-type: none"> • The school is developing a reporting structure that will permit these non-contract partners to share student data with school leaders where confidentiality is not an issue. • The school is in the process of planning a more cohesive and comprehensive partnership with these three non-contract partners.

Attachment C
Evidence of Partner Effectiveness Chart

Evidence of Partner Effectiveness Chart		
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
Institute for Student Achievement One Old Country Road, Suite 250 Carle Place, NY 11514 Phone: 516-812-6700 <u>Services Provided:</u> 1. District and School Consultation and Strategic Planning 2. Job-embedded Coaching for: <ul style="list-style-type: none"> • school leaders • individual teachers • grade-level and content area teacher teams • counselors 3. On and Offsite Professional Development <ul style="list-style-type: none"> • Annual Summer Institutes • School-based workshops • Leadership Institutes 4. College Preparatory Curriculum, Instructional Resources and Assessments 5. Distributed Counseling™	Academy for Conservation and the Environment 6565 Flatlands Avenue Brooklyn, NY 11236	Eugene Mazzola, Principal Phone: 718-968-4101
	Bronx Lab School 800 East Gun Hill Road Bronx, NY 10467	Sarah Marcy, Principal Phone: 718-696-3700
	Life Academy High School for Film and Music 2630 Benson Avenue Brooklyn, NY 11214	Eugenia Kelch, Principal Phone: 718-333-7750
	Park East High School 230 E 105th St. New York, NY 10029	Kevin McCarthy, Principal Phone: 212-831-1517
	Queens High School of Teaching, Liberal Arts and the Sciences 74-20 Commonwealth Blvd Queens, NY 11426	Jae Hyun Cho, Principal Phone: 718-736-7100
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner- services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)

<p>The Center for Youth 905 Monroe Avenue Rochester, New York 14620 Paul Clark, Director of School Based Programs- (585) 473-2464</p> <p>Services: The Alternative to Suspension Program Crisis Intervention/Prevention Services</p> <p>The Center services:</p> <ul style="list-style-type: none"> • supplement the existing school services and capitalize on academic learning for all students; • offer “matched interventions” for presenting social and emotional behaviors; • provide parental engagement opportunities in crisis situations as well as prevention and intervention opportunities; • provide immediate crisis response; • provide re-entry support back into the classroom; • remain responsive to school needs as identified by the administration and teaching faculty; • provide youth development opportunities; • provide ongoing professional development for staff with a focus on restorative practices, trauma-informed care and crisis as an opportunity; • expand resources, by assisting in facilitating timely access to community resources; and • create a prevention/intervention model that encourages a systemic environmental transformation. 	1. Nathaniel Rochester Community School No.3	Rodney Moore, Principal- (585)454-3525
	2. John Williams School No.5	Joanne Wideman, Principal- (585) 325-2255
	3. Roberto Clemente School No.8	Laurel Avery-DeToy, Principal- 262-8888
	4. Dr. Walter Cooper Academy School No.10	Camaron Clyburn, Principal- (585) 324-2010
	5. James P.B. Duffy School No.12	Michele Liguori-Alampi- (585) 461-3280
	6. John Walton Spencer School No.16	Carla Roberts, Asst. Principal- (585) 235-1272
	7. Enrico Fermi School No.17	Caterina Leone-Mannino, Principal- (585) 436-2560
	8. Dr. Charles T. Lunsford School No.19	Eva Thomas, Principal- (585) 328-7454
	9. John James Audubon School No.33	Larry Ellison, Principal- (585) 482-9290
	10. Dr. Louis A. Cerulli School No.34	Carmine Peluso, Principal- (585) 458-3210

Not Applicable

A Memorandum of Understanding is not required for this model.

II.G.i. Management and Team Structures and Lines of Reporting

Kevin Klein Principal x3491, 490-2072	Donna Groff, Assistant Principal x3070, 953-2958	Ed Mascardi, Assistant Principal x3541, 953-2238	TBD CASE, Shared x1417,
Linda Hasenauer, Secretary x3493 Calendar for Kevin	Kim Montana, Clerk x3490 Calendar for Donna	Maria Maldonado, Clerk x3495 Calendar for Ed	David Boundy, Athletic Director, Shared with 2 other schools on campus x1740, 615-8941
Walkthroughs	Walkthroughs	Walkthroughs	Walkthroughs
Observations	Observations	Observations	Observations
Evaluations	Evaluations	Evaluations	Evaluations
Custodial oversight	Student management 7/8	Student management 9- 12	Special Education Compliance
Budget and Payroll	Textbook inventory	Emergency manual	Special Services
Entry/Exit	Community Agencies	Administrative Assignments	
Office staff	HSA/Parent Org	Security staff	Health and PE
Ordering	Testing	Cafe Morning	Interscholastic Sports
Technology oversight	Scanning	General Operations	Athletic Coaches
Testing and Data	Lunch	Lunch	Walkthroughs
APPR Process			Observations
Professional Development			
Project-based Learning			
Evacuations			
NYSED Contact			

Staff Supervision	Staff Supervision	Staff Supervision	Counseling Services
SS, Music/Art, SpEd, LOTE, Counseling, Asst. Principals,	ELA/ESOL Business, Tech, and tenured SpEd	Math, Science, tenured SpEd, ISS/TAs, SSOs	Counselors

Custodians, Speech, Psychologist, SW			
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II.G.ii. Function of Management and Team Structures in Day-to-Day Operations

Grade-level teams meet daily during scheduled common-planning time to discuss academic and social/emotional needs of students and determine the impact to instructional planning. Meeting discussions are guided by data analysis protocols and the outcomes and action steps are recorded in collaborative meeting minutes. Vertical teams meet at least once a month to scaffold the development of content-specific skills throughout the grade levels, analyze growth, and align instructional strategies. Other school areas for growth are addressed through standing committees and teams that include a Data, RTI, Climate, and Learning Walk Committee. Each team has a liaison to the SBPT, the shared governance structure authorized by the Board of Education. A cabinet structure is being reinstated to meet weekly and provide comprehensive oversight of instructional practices. Data compiled from classroom walkthroughs, teacher-led learning walks, and the work of instructional coaches are reviewed with the cabinet team in order to determine next steps including informing and revising the school’s professional development plan and identify focus future walkthrough goals.

II.G.iii. APPR Implementation Plan

RCSD has a State Education Department approved APPR Plan that it is currently in effect through the hardship waiver process, and anticipates submission of an APPR plan compliant with new regulations prior to the 2016-2017 school year. RCSD teachers give post-tests for SLO. All administrators and evaluators have been trained and passed training using the Danielson Rubric. Observations, including information from the pre- and post-observation conferences, are tracked in the District’s ePerformance (PeopleSoft) system. Principals may review the status of observations and evaluations, as well as see content, for all building-based staff. Reports on status are also provided on a weekly basis to the Principal’s supervisors. Data is used to drive the relevant professional development for struggling teachers.

II.G.iv. Calendar of Events for APPR Implementation

2016-2017	Task
9/20	Teachers rated Developing or Ineffective must receive a Teacher Improvement Plan (TIP) or Development Plan.
9/22	Deadline for Teachers filing an appeal.
10/15	Teacher goal-setting meeting must be completed.
10/21	Teachers must complete Quarter 1 SLOs in eDoctrina and submit for review.
10/28	District must submit teacher evaluation data to NYSED for 2015-2016 school year.
10/25	District approval of Quarter 1 SLOs in eDoctrina.
10/31 - 11/4	Q1 Post Assessment Window.
11/10	Teachers must complete Semester 1/Quarter 2/Full Year course SLO entry in eDoctrina.
11/30	First formal observation for non-tenured teachers is due.
12/9	District approval of Semester 1/Quarter 2/Full Year course SLOs in eDoctrina.
1/17 - 1/27	Semester 1/Quarter 2 post assessment window.
2/10	Teachers must complete Quarter 3/Semester 2 course SLO entry in eDoctrina.

3/3	District approval of Quarter 3/Semester 2 SLOs in eDoctrina.
3/20-3/31	Quarter 3 post assessment window.
4/1	Evaluations for administrators rated ineffective or developing are due.
4/7	Quarter 4/Semester 2/Full Year Post Assessments and answer keys must be finalized and delivered to IM&T for entry into eDoctrina.
4/13	Teachers must complete Quarter 4 SLOs in eDoctrina.
4/30	Second formal observation for non-tenured teachers and formal observation for tenured teachers is due.
5/5	District approval of Q4 SLOs in eDoctrina.
5/15	Non-tenured teacher evaluation review meeting must take place. Unannounced observations must be completed prior to completion of teacher evaluation.
5/30-6/9	Secondary Semester 2/Full Year Post Assessment Window.
5/30-6/16	Elementary Semester 2/Full Year Post Assessment Window.
6/1	Teacher evaluation review meeting must take place. Unannounced observations must be completed prior to completion of teacher evaluation.
8/4	Principal evaluations due.

IATHS Organizational Chart 2016-17

Kevin Klein Principal x3491, 490-2072	Donna Groff, Assistant Principal x3070, 953-2958	Ed Mascardi, Assistant Principal x3541, 953-2238	TBD CASE, Shared x1417,
Linda Hasenauer, Secretary x3493 Calendar for Kevin	Kim Montana, Clerk x3490 Calendar for Donna	Maria Maldonado, Clerk x3495 Calendar for Ed	David Boundy, Athletic Director, Shared x1740, 615-8941
Universal: Walkthroughs, Observations, Evaluations, APPR Process, Professional Development			
Custodial oversight	Student management 7/8	Student management 9-12	Special Education Compliance
Budget and Payroll	Textbook inventory	Emergency manual	Special Services
Entry/Exit	Community Agencies	Administrative Assignments	
Office staff	HSA/Parent Org	Security staff	Health and PE
Ordering	Testing	Cafe Morning	Interscholastic Sports
Technology oversight	Scanning	General Operations	Athletic Coaches
Testing and Data	Lunch Duty	Lunch Duty	
Evacuations			
NYSED Contact			
Staff Supervision			
SS, Music/Art, SpEd, LOTE, Counseling, Asst. Principals, Custodians, Speech, Psychologist, Social Worker	ELA/ESOL Business, Tech, and tenured SpEd	Math, Science, tenured SpEd, ISS/TAs, SSOs	Counseling Services Shari McVay, 7-8-9, 305 Diana Fauth, 10-12, 354B Chris Brady, SW 319

II.I.ii. Professional Learning Plan for Year 1

Table 7. Professional Learning Plan for IATHS

Embedded Professional Learning Activity	Person Responsible	Measurable Outcomes
<ul style="list-style-type: none"> • Literacy: Writing <ul style="list-style-type: none"> ○ Common Core writing tasks per grade level ○ Common rubrics • Differentiation <ul style="list-style-type: none"> ○ Multiple intelligences ○ Tiering tasks ○ Flexible groups for intervention and enrichment • Assessment for Learning <ul style="list-style-type: none"> ○ Student engagement ○ Learning/Character ○ Higher Order Thinking Skills • Target tracking <ul style="list-style-type: none"> ○ Learning Targets ○ CREST Values Targets • Tier 1 Instruction <ul style="list-style-type: none"> ○ Good first teaching ○ Common Core ○ Research-based instructional strategies • Arts Integration <ul style="list-style-type: none"> ○ Common Core alignment ○ Expedition support • Parent & Community Engagement <ul style="list-style-type: none"> ○ Partners ○ How to engage community at large and neighborhood • Data <ul style="list-style-type: none"> ○ DDI ○ Flexible groupings for intervention ○ Looking at Student Work 	<p>ELA Instructional Coach</p> <p>Data/RTI Teams</p> <p>ELA/Math Coach</p> <p>ELA/Math Coach</p> <p>ELA/Math Coach</p> <p>Director of the Arts</p> <p>Parent Liaison</p> <p>Data/RTI Teams</p>	<p>Interim assessment data Student achievement rates Student growth data Staff average daily attendance</p> <p>Student achievement rates Increase in student attendance Decrease suspension rates Student growth data Transition Data</p> <p>NYSED-approved assessments used to measure student growth, inform instructional practice, and identify professional development needs.</p> <p>School-developed and/or LEA-directed formative assessments used by the school to determine the likelihood of meeting academic achievement targets.</p> <p>School-developed and/or LEA-directed formative assessments used to determine the impact of instructional practice</p> <p>Staff average daily attendance Decrease staff turn-over rate</p> <p>Instructional Staff APPR ratings</p>

II.H.i. Curriculum to be Used

The Common Core Learning Standards drive the instructional outcomes at each grade level. English Language Arts teachers and math teachers in Grades 7-12 follow the curricular modules and units provided by NYSED. The modules include year-long scope and sequence documents, modules framing/overview documents, performance tasks (for administration in the middle and at the end of each module, lesson plans, and supporting materials (classwork, homework, etc.). Additional curricular materials in the modules are utilized to support English Language Learners, students with disabilities, and accelerated learners. The lessons within the modules are adapted to meet the needs of the students, including pacing, materials and instructional strategies. Literacy, writing, and numeracy are embedded in content areas across the curriculum in order to support students' acquisition and understanding of content area vocabulary and concepts and their capacity to navigate complex text. Teachers in all contents align their instruction to the New York State Standards and have worked collaboratively to develop cross--curricular project-based learning modules that reinforce common core shifts while connecting content and final products to the community and authentic audiences.

To accelerate the recovery of credits by over-aged 9th grade students, content area staff have worked with the district to develop customized Online Credit Recovery courses aligned to the CCLS and content Core Curricula that allow students to earn credits in a semester course.

The curriculum will be extended in grades 9-12 using ISA's four-year portfolio writing program, Writing Worth Doing, which supports writing as daily practice in high schools for various purposes in multiple genres. In addition, teachers of Algebra 1 will follow ISA's Inquiry-Based approach to Teaching Mathematics, in which students engage in such mathematical practices as looking for patterns, asking questions, and making and testing conjectures as well as developing content, conceptual, and procedural knowledge, understandings, and skills.

A Reading Specialists will utilize a small (5-6 students per group) pull-out model in which students are scheduled into a semester-based Literacy Lab parallel to Ramp-Up 9/ELA Lab. Students will be monitored for progress (NWEA fall to winter scores; AIMSweb for progress monitoring) and then released back to the parallel-scheduled class. Reading Specialists will meet with middle school students every day and high school students every other day.

Another component of IATHS is CREW. Crew meets every day as an opportunity for students to connect with an adult to develop positive relationships, organizational and study skills, work ethics, and general character building. Although this is not a credit bearing class, teachers will focus on key concepts centering around CREST (Caring, Respect, Excellence, Stewardship, and Trust) with their crew.

Crew begins with all members sitting in a circle. This helps develops a sense of equality and community. A community building activity will be used, ideally including a reading, greeting, activity and closure. Teachers also use this time to reinforce organization of materials and time, including checking for agendas and proper agenda use.

II.H.ii. Instructional Strategies to be Used in Core Courses and Common-Branch Subjects

Teachers in all content areas follow a workshop lesson plan structure. The workshop model includes: (1) Engaging the learner and creating a purpose for the learning (2) Grapple - providing students with an opportunity to grapple with tasks beyond their ability to promote problem-solving, perseverance and confidence, (3) Discussion - students justify their reasoning, make arguments based on evidence, evaluate the ideas of others and reflect on their own thinking. 4) Focus - Teacher provides direction instruction to address misconceptions and fill gaps in understanding, or highlight the ideas of students (5) Apply -- Students practice the skill or concept, and (6) Synthesize -- All students summarize the learning and understanding. Progress towards learning targets and next steps are identified.

For each lesson, there is an instructional target and a CREST (Caring, Respect and Responsibility, Excellence, Stewardship and Trust) target. The CREST target recognizes the responsibility of all staff to maintain the values and habits of scholarship and character that IATHS instills and develops in all of the students.

When engaging in discovery-based lessons, teachers implement the 5E learning cycle. The 5 E's (Engage, Explore, Explain, Explain, Evaluate) are a way of looking at lesson planning that encourages inquiry-based thinking and focuses on students building their own understanding of a concept. Teachers again design the lesson around a learning target, gather resources, and provide students with the opportunity to explore, build, and demonstrate their learning. This lesson design shifts the learning environment from one that is very teacher-centered to one that is very student-centered.

Teachers incorporate protocol structures into their instruction to make classrooms student-centered, reinforce student ownership of learning, promote engagement, develop collaboration skills, and push rigor. Frequent checks for understanding are used to assess student progress on learning targets, adapt/adjust instruction, inform next steps, and differentiate instruction. Teachers will use techniques in differentiation (flexible grouping, tiering, cubing, menus) to ensure that all students are properly challenged, engaged, and supported.

Project-based learning (PBL) is used to provide a larger context for student learning. At a minimum, teachers collaborate twice a year to launch long-term (2-6 weeks) cross-curricular project-based learning that incorporate field experiences, community service, interactions with experts, and the development of a final authentic product. These projects are aligned to the CCLS, promote higher-order thinking skills, and provide students with a compelling reason to strive for mastery of the Common Core instructional shifts. Throughout the school year, teachers also incorporate smaller PBL experiences in the form of case studies or particular projects. The workshop model aligns with the instructional shifts for Mathematics and ELA.

Teachers use research-based protocols to provide structures that help to build the skills and culture necessary for collaborative work. These protocols include think-pair-share, rank-talk-write, quiz-quiz trade, popcorn/spirit read, admit/exit tickets, chalk talks, carousel, infer the topic, and take a stand.

The effective use of questioning to build student engagement and higher level thinking is integral to the workshop model, and requires teachers to use practices that build students' capacity to access, analyze and use data effectively to reflect, set goals, and document growth.

II.H.iii. School Calendar and Daily Class Schedule

For the 2016-2017 school year, the instructional day will expand by thirty minutes each day. School will be in session from 8:30-3:30 daily. After school tutoring will be available to 7-12 students two days a week. The school year will expand to include four weeks of ELA/Math/Science enrichment for seventh, eighth, and ninth grade students. The school year also includes 10 Saturday review sessions for Regents exam and Common Core review: Three in January, three in March/April, and four in May/June of 2017. The research based-practices for increasing engagement and rigor will be the foundation of instruction for extended learning time.

Sample Schedule of typical student

- 8:30-9:00 am CREW/Advisement
- 9:05-9:50-Math
- 9:55-10:40-ELA
- 10:45-11:30-Social Studies
- 11:35-12:20-Science
- 12:25-1:10-Reading and/or math intervention
- 1:15-1:45 (lunch)
- 1:50-2:35-Physical education
- 2:40-3:30pm Special Area (Art/Music)
- 3:30-4:30pm-tutoring (Supplemental Academic Services) for intervention and/or acceleration

II.H.iv. Data-Driven Instruction

Data is collected daily through multiple points. Formal assessments and benchmarks are administered using the calendar below and include the District-wide NWEA exam in Reading and math for grades 7-8, District-created Common Assessments, and NYS Regents Exams. Data is reviewed during common planning time meetings, vertical team meetings, and coaching cycles in order to identify students' needs and create student groupings that align instruction. Learning Walk feedback will be shared during re-created cabinet meetings, and through professional development sessions in order to identify support needed by teachers to make meaningful improvements to their craft.. Specific data driven professional development has been provided throughout the school year to target and differentiate in areas of need.

Dates	Assessment
September 8 – October 9	Northwest Evaluation Association Assessments (NWEA)/Common Formative Assessments
September 14 – October 16	AIMSweb Assessments
November 2 – November 6	Quarter 1 Post-Assessment Window
January 11 – February 12	NWEA/Common Formative Assessments
January 11 – February 12	AIMSweb Assessments
January 18 – January 29	Semester 1 Post-Assessment Window

January 26 – January 29	Administration of NYS Regents
March 27-31	NYS 3-8 ELA (95% Participation Rate)
April 10 - May 19th	NYSESLAT Speaking Assessment Window
April 11 – April 15	Quarter 3 Post-Assessment Window
May 1-May 5	NYS 3–8 Mathematics
May 2 – June 3	NWEA/Common Formative Assessments
May 2 – June 3	AIMSweb Assessments
May 8- May 19th	NYSESLAT Listening / Reading/ Writing Window
May 25 – June 3	NYS Science Performance Assessment
May 30 – June 10	Secondary Post-Assessment Window
June 14 – June 22	NYS Regents Exams

Assessment: Student academic growth will be measured by progress towards targets using ELA and math benchmark assessments (Common Assessments) developed by the Rochester City School District and administered three times per year, the Northwest Evaluation Association (NWEA) assessments also administered three times per year. Long-term student achievement will be assessed using results from the NYS 3-8 ELA and Math, and Common Core Regents Exams in English Language Arts and Algebra I. Common Core Exam given at the high school level, and tracked by cohort.

II.H.v. Academic, Socio-Emotional, and Student Support

IAT utilizes a multi-faceted approach to provide academic, social-emotional, and other student supports. At the universal (Tier I) level, the whole school community participates daily in CREW. CREW is one of IAT’s foundational structures from its EL heritage but which aligns with the ISA model of Distributive Counseling. CREW provides the school with a framework for developing relationships between students and staff, exploring character, fostering collaboration, and giving students a voice. Participation in CREW builds skills for teamwork, self-reflection, speaking/listening, self-advocacy, and provides students with an adult contact for academic and social-emotional supports. For SY16-17, IAT will also be interweaving concepts of restorative practices into the CREW structure.

IAT continues to use the structure of Positive Behavioral Supports to develop character. The school’s CREST values are taught explicitly through school-wide lesson plans and are practiced and recognized daily. While this practice has become less visible as the school has grown out to include high school, for SY16-17, the school will reinvigorate its focus on CREST by holding all community members to CREST values and through public acknowledgment and celebration of CREST role models.

Students who are struggling or at-risk have the potential to be identified through multiple intertwined structures. The response to intervention (RTI) team oversees intervention services for students, including academic and social-emotional supports. Grade-level Teams meet at a minimum of twice a week with RTI as one team focus. Staff collaboratively completes a digital referral for students in need of intervention or support. For the purpose of RTI, teachers can refer students for Short-Term Counseling, Mental Health Counseling (Long-Term), Tutoring, Mentoring (Hillside Work Scholarship Connection), FACT (Family Access and Connection Team), ETS (Educational Talent Search), and the College Prep Center on campus.

Academic interventions will be available to all students through the school's tutoring program and summer enrichment opportunities. While this service is available for all students, grade-level teams will use data analysis and reflections on student work to identify students who have particular academic needs to be referred to the tutoring program.

To support the high needs ELLs, an increasing population at IATHS, those students at the entering and emerging levels of proficiency will be scheduled so that their ELA instruction is provided with push-in support from the same ELL teacher for their ENL class. Sequencing in core academic classes will be informed by the need to build on student background knowledge. All Core teachers with entering or emerging ELL students will participate in S.I.O.P training both to assist them in understanding the unique challenges of ELL students and provide strategies for differentiation that fits the needs of ELLs. The school is exploring manners in which professional development can be provided to all staff who would benefit from identifying instructional strategies that will support ELL instruction, but may also provide multiple levels of access for all students. Once identified, purposeful professional learning will be added to the school's professional development plan.

II.H.vi. School Climate and Discipline

The IAT community has built a foundation for a positive school climate that promotes learning. The school will expand its use of practices that develop student responsibility for academic and social choices through the expectation of caring, respect, excellence, stewardship, and trust aligned with the school framework of CREW. By reinvigorating the Schoolwide Positive Behavioral Systems (SWPBS) and connecting the school community and the community at-large to project-based learning that promotes shared ownership of student learning and development, students will be provided with clear instruction on behavioral expectations and evidence of their importance and impact on the community.

Through the use of data analysis (referral data, timeout room data, RTI referrals, etc), the staff at IAT will collaborate to make targeted and informed decisions to support students and families and foster a safe, positive, and collaborative learning environment. Current disciplinary referrals and time-out room reflections indicate the need for these types of analyses both to identify root causes and areas of support for student engagement and achievement but also to identify areas of support and training for staff in addressing the social and emotional needs of students.

IAT has historically made use of its CREST Consequences to detail the predictable and sequential series of steps taken to address student behavior. This document will be revised to include positive/proactive strategies as well as the negative/reactive strategies for staff to

implement in addressing inappropriate behavior and will reflect the restorative practices outlined in the newly adopted RCSD Code of Conduct.

For the past two years, IAT has been refining its use of a Time-out room as a tier 2 support for students with social emotional needs. For SY16-17, IAT will revise the structure of this room to be a Help Zone to provide students with a space to process their behaviors and interactions with adults and peers. The Help Zone will be staffed by representation from the Center for Youth which uses research-based restorative practices to assist students in de-escalating, reflecting on actions, and preparing to re-enter the classroom. Training will be provided for staff both in the use of the room.

Through partnership with ISA, the school will integrate Distributive Counseling into its already existing CREW structure. The school will re-establish its emphasis on CREST values (Caring, Respect/ Responsibility, Excellence, Stewardship, Trust) through SWPBS. Explicit direct instruction of behavioral expectations will occur in all classes through the use of character targets aligned to CREST. Additionally, use of Restorative Practices will be initiated during SY16-17. Staff will attend training at the ROC Restorative PLC at will turn key the training for building staff in Fall 2016. A restorative practices team will be developed to oversee school-wide rollout and training in classroom practices beginning with the integration of circles and student conferences into CREW.

In partnership with Educational talent Search, IAT will continue to expand its peer mediation program by selecting students who exemplify CREST values to model conflict resolution skills and facilitate the resolution of peer conflicts before they escalate. For students who are returning from Long Term absences or suspensions due to serious or continuous conflicts, “re-entry” circles - including staff, parents, students, and trained facilitator- will be used to assist students in returning to school routines, propose proactive strategies for managing conflict in the future, and agree to an action plan if conflicts continue.

By integrating Distributive Counseling and a restorative approach to student discipline, IAT hopes to emulate the research findings that model reduction in student suspensions and discipline referrals, improvement in student engagement, gains in student attendance and ultimately improvement in student achievement.

II.H.vii. Parent and Community Engagement

The school will gauge parent and community satisfaction by using Google Forms and survey monkey to get feedback and data. Parents participate in the DTSDE review process and give feedback directly to the State reviewers.

Information will be shared with parents in a number of ways including through regular updates to the school website, Robo-calls, and mailings. A parent representative is elected to serve as a member of the school based planning team and participate in the SCEP creation process. The school also provides a series of trainings for parents through the office of the Home School Assistant in a comprehensively created Parent Professional Learning Plan that addresses the needs for parents as identified from parent feedback. In the past the school has provided parent workshops on CPR, household finance, reading the NYS report card, college readiness, applying

for FAFSA, and accessing Parent Connect, and will again survey parents to identify needs in order to inform the plan for workshops in 2016-2017.

II.I.i. Involvement of School Leadership and Staff in Plan Development

The school’s professional development plan is based on the collection of data through assessments, administrative classroom walkthroughs and observations, and Teacher-Led Learning Walks. The School Based Planning Team (SBPT) reviews the overarching topics and sets the calendar. The Cabinet implements the professional development options and monitors its course of action. Evidence from CWT, Learning Walks, vertical teams, horizontal teams and assessment results informs and adjusts the process. Additionally, input was gathered from Instructional Coaches and staff requests, to develop a year-long plan aligned with the Danielson Framework Domains and focused on key areas in need of improvement. The plan will be reviewed each semester to allow for any mid-year changes based on data from the sources described above.

II.I.ii. Professional Learning Plan for Year 1

Table 7. Professional Learning Plan for IATHS

Embedded Professional Learning Activity	Person Responsible	Measurable Outcomes
<ul style="list-style-type: none"> • Literacy: Writing <ul style="list-style-type: none"> ○ Common Core writing tasks per grade level ○ Common rubrics • Differentiation <ul style="list-style-type: none"> ○ Multiple intelligences ○ Tiering tasks ○ Flexible groups for intervention and enrichment • Assessment for Learning <ul style="list-style-type: none"> ○ Student engagement ○ Learning/Character ○ Higher Order Thinking Skills • Target tracking <ul style="list-style-type: none"> ○ Learning Targets ○ CREST Values Targets • Tier 1 Instruction <ul style="list-style-type: none"> ○ Good first teaching ○ Common Core ○ Research-based instructional strategies • Arts Integration <ul style="list-style-type: none"> ○ Common Core alignment ○ Expedition support • Parent & Community Engagement <ul style="list-style-type: none"> ○ Partners ○ How to engage community at large and neighborhood • Data <ul style="list-style-type: none"> ○ DDI 	<p>ELA Instructional Coach</p> <p>Data/RTI Teams</p> <p>ELA/Math Coach</p> <p>ELA/Math Coach</p> <p>ELA/Math Coach</p> <p>Director of the Arts</p> <p>Parent Liaison</p>	<p>Interim assessment data</p> <p>Student achievement rates</p> <p>Student growth data</p> <p>Staff average daily attendance</p> <p>Student achievement rates</p> <p>Increase in student attendance</p> <p>Decrease suspension rates</p> <p>Student growth data</p> <p>Transition Data</p> <p>NYSED-approved assessments used to measure student growth, inform instructional practice, and identify professional development needs.</p> <p>School-developed and/or LEA-directed formative assessments used by the school to determine the likelihood of meeting academic achievement targets.</p> <p>School-developed and/or LEA-directed formative assessments used to determine the impact of instructional practice</p> <p>Staff average daily attendance</p> <p>Decrease staff turn-over rate</p>

<ul style="list-style-type: none"> ○ Flexible groupings for intervention ○ Looking at Student Work 	<p>Data/RTI Teams</p>	<p>Instructional Staff APPR ratings</p>
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II.I.iii. Evaluation and Modification of Professional Learning Plan

The following activities will assess if practices presented at IATHS Professional Learning Plan are implemented and inform modifications needed to the plan:

- Formal Observations - observation of theory to action and practice;
- One per year for tenured teachers;
- Three per year for non-tenured teachers;
- Formal/Informal Walkthrough Schedule - occurs weekly and all administrative team members will see all teachers on a rotating basis;
- Formal – one (1) required per year by the District;
- Informal - up to four (4) per year per teacher;
- Teacher-Led Learning Walks - observation of theory to action and practice;
- Monthly led by teachers, inviting parent participation in 2016-2017. Focus is around the SCEP goals to monitor, assess progress towards goals, and inform next action steps regarding professional learning needs;
- Data Meetings – weekly;
- Looking at Student Work - teachers, coaches, and administrative members review student work through common rubrics in order to analyze impact of professional learning concepts;
- Cabinet Meetings- weekly; and
- Administration meets with instructional coaches and designated team liaisons for comprehensive data review to identify need for alterations to PD and classroom walkthrough focus.

Impact of DDI Professional learning will be observed during weekly data meetings and any corrections to the analyzation process can occur immediately if necessary and will be used to inform future embedded PD sessions. The school-based planning team with input from the different constituencies developed the professional development plan for the school. The plan is reviewed

Professional Development	Timeline	Evaluation	Facilitator(s)
Common Planning Time (develop curricula, review student data, share student work)	Weekly September 2016 - June 2017	Meeting Minutes	Grade Level Teams
Vertical Team Meetings	Monthly September 2016 - June 2017	Meeting Minutes	Subject Area Teams

Professional Development series on building rigor in instruction focused on HOTS, restorative practices, distributive counseling, using data, ELL strategies, differentiation and appropriate alignment of instructional practice to the CCLS.	Monthly September 2016 - June 2017	Evaluations Revisit and reflect on practice monthly at staff PDs.	IAT Staff
Weekly coaching sessions on best practices, student-centered instruction, DDI and differentiation.	Weekly September 2016- June 2017	Coach Reports	Content Area Coaches Restorative Practice Coach Data Coach
Learning Walks:	Monthly September 2016 - June 2017	Learning Walk Reflections/Reports	IAT Staff
Classroom Walkthroughs conducted by administrative staff and focused on key instructional strategies.	Ongoing	Digital Walkthrough Tool	Administrators
Cabinet Team	Bi-weekly September 2016 - June 2017	CWT Data Reflections Meeting Minutes	Lead Teachers Coaches Administrative team

II.I.ii. Professional Learning Plan for Year 1

Table 7. Professional Learning Plan for IATHS

Embedded Professional Learning Activity	Person Responsible	Measurable Outcomes
<ul style="list-style-type: none"> • Literacy: Writing <ul style="list-style-type: none"> ○ Common Core writing tasks per grade level ○ Common rubrics • Differentiation <ul style="list-style-type: none"> ○ Multiple intelligences ○ Tiering tasks ○ Flexible groups for intervention and enrichment • Assessment for Learning <ul style="list-style-type: none"> ○ Student engagement ○ Learning/Character ○ Higher Order Thinking Skills • Target tracking <ul style="list-style-type: none"> ○ Learning Targets ○ CREST Values Targets • Tier 1 Instruction <ul style="list-style-type: none"> ○ Good first teaching ○ Common Core ○ Research-based instructional strategies • Arts Integration <ul style="list-style-type: none"> ○ Common Core alignment ○ Expedition support • Parent & Community Engagement <ul style="list-style-type: none"> ○ Partners ○ How to engage community at large and neighborhood • Data <ul style="list-style-type: none"> ○ DDI ○ Flexible groupings for intervention ○ Looking at Student Work 	<p>ELA Instructional Coach</p> <p>Data/RTI Teams</p> <p>ELA/Math Coach</p> <p>ELA/Math Coach</p> <p>ELA/Math Coach</p> <p>Director of the Arts</p> <p>Parent Liaison</p> <p>Data/RTI Teams</p>	<p>Interim assessment data Student achievement rates Student growth data Staff average daily attendance</p> <p>Student achievement rates Increase in student attendance Decrease suspension rates Student growth data Transition Data</p> <p>NYSED-approved assessments used to measure student growth, inform instructional practice, and identify professional development needs.</p> <p>School-developed and/or LEA-directed formative assessments used by the school to determine the likelihood of meeting academic achievement targets.</p> <p>School-developed and/or LEA-directed formative assessments used to determine the impact of instructional practice</p> <p>Staff average daily attendance Decrease staff turn-over rate</p> <p>Instructional Staff APPR ratings</p>

II.J.i. Communication with All Stakeholders on SIG Implementation

All stakeholders have had input throughout the creation of this plan. Opportunities for input began with the school's DTSDE review in the fall of 2015. All stakeholder groups were interviewed as part of that process and the recommendations of the review team were shared through the School Based Planning Team (SBPT), the governing body for the school. Beginning in early spring, 2016, the school began the SCEP review process based on review of progress towards goals in January. Stakeholder input was solicited as part of this process that included the required stakeholder survey of all stakeholders. As part of the School Improvement Grant application, feedback has been solicited by leadership, teachers, District staff, community partners, and parent representatives on the SBPT.

Bi-monthly reviews of the SIG Implementation Plan progress reports will be shared with School-Based Planning Team members, to share with all stakeholders and ensure a consistent cycle of two-way reporting and feedback. Parents will be introduced to SBPT members during Orientation and will have an understanding that their parent representative is available to inform and gather feedback on questions regarding IAT. Parents will also be invited to participate in workshops aligned to key goals of the SIG Implementation Plan including instructional and social/emotional supports aligned with the family/community involvement principle of the ISA model for school improvement. Based on data analysis and stakeholder feedback course corrections will be made at least quarterly and then re-evaluated for future planning. Community partners within and without the school will be invited to participate in Expeditions by grade level and level of "expertise" and will culminate the work with students and staff during Expedition Nights.

II.K.i. Key Strategies for the Year 1 Implementation Period

See chart below IIKiii.

II.K.ii. Early Indicators of a Successful SIG Plan Implementation Period

See chart below IIKiii.

II.K.iii. Leading Indicators of Success

Date	Activity	Outcome	Early Indicators	Leading indicators	Related Goals
Sept 2016	Meetings with the principal, leaders, district staff, and ISA to review goals, timeline and expectations Establishing Stakeholder Investment in School Renewal through on ISA survey form students and staff	A common understanding of the expectations Stakeholder investment in renewal. Data to inform school renewal process. Report on Student/Staff Survey Results	Common Expectations Student and staff participation the survey	Survey results	Building Relationships & Personalization Continuous Improvement
Oct. 2016	Matching ISA Leadership-School Renewal (LSR) coaches to principal Parent and Community Focus Groups	Through a matching process, the principal is assigned an ISA Leadership-School Renewal coach Identification of a common set of priorities from diverse stakeholders.	Process completed List is generated and reported to stakeholders	Coaching Cycle commences Planning process commences	Building Relationships & Personalization Continuous Improvement
Nov. 2016	Creation of Advisory Committee	Stakeholder voice and priorities inform the renewal of the school and support continued buy-in and commitment.	1012 diverse stakeholders established	Goals and outcomes created	Continuous Improvement

Dec. 2016- Jan. 2017	Implementation of ISA's evidence-based College Readiness School Assessment	Identification of those areas and practices that statistical and work product evidence show are effective in making progress/achieving the outcomes and goals as well as those areas where there are gaps.	Report on the findings from the Self Study	Report on finds from an External review	College Preparatory Instructional Program
Jan. 2017	1-Day Staff Retreat for the school	Purpose: to elicit staff voice and expertise to inform the renewal process	Using evidence, the school's staff comes to consensus on areas where school is effective, areas for improvement and goals, outcomes, and priorities for renewal	Unified list created for goal setting process.	Building Relationships & Personalization
Jan.- Feb2016	Development of strategic plan: the school develops a strategic plan	Strategic plan for the renewal process and outcomes developed	School' strategic plans will align with district goals		Continuous Improvement
Feb. 2017	Meeting of the school's Stakeholder Advisory Committee	Stakeholders perspective inform the strategic plan	Strategic plan reflects stakeholders' perspective and knowledge		Building Relationships & Personalization
March, 2017	Assigning content area ISA coaches to school	ISA coaches in math, literacy, science, social studies, and personalization will be matched with school to support the renewal initiative One-day visit to NYC ISA school	Introduction of the coaches to the staff Key staff will have images of	Coaching cycles commence Debriefing notes and goals adjustments	Building Relationships & Personalization Continuous Improvement

	Principal and key staff visit NYC ISA school		the renewal practices in operation in school with comparable student populations.		
April 2017	Development of Annual Implementation Plan and Calendar for 2017-18	Identification of any organizational changes, staffing needs, and reallocation of resources necessary for enactment of the 2017-18 implementation plan	Creation of the organizational supports, structures, mechanisms, and realignment of fiscal resources necessary for effective implementation of the 2017-18 implementation plan	Planning commences	Continuous Improvement
April-June 2017	Planning school organization, staff and student and staff programs for 2017-18 school year based on renewal implementation plans.	The organizational context to support the renewal will be in place.	School staff have focus for their work at Summer Institute	Completed plan	Continuous Improvement
June 2017	Planning for a Summer Institute: an Intensive 3-Day Professional Development and Planning Institute that occurs immediately after school ends in June:	Plan for Summer Institute is designed to address the needs of the school to implement the renewal process	School staff have focus for their work at Summer Institute	Attendance at Summer Institute	Continuous Improvement
June 2017	Summer Institute · Individual school team planning time · Curriculum Sessions Thematic Sessions	School are prepared for the following year's renewal work; strengthen their bonds as a faculty and commitment	Staff Survey	Implementation plan created by grade level and vertical teams	College Preparatory Instructional Program: Building Relationships & Personalization Continuous Improvement

II.K.iv. Ensuring that Required Elements of the Selected Model Have Been Met

It is the role of the school Leadership Team and the School Based Planning Team to implement the proposed SIG plan. Central Office staff from the Office of School Innovation, Office of Teaching and Learning, and the School Chief of Transformation will provide on-going support to ensure the required elements of the plan are being implemented with fidelity. Required bi-monthly checkpoints and reporting create a structure that permits early identification of challenges and obstacles in plan implementation so that mid-course corrections can be made as needed to ensure success.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

**PROPOSED BUDGET FOR A
 FEDERAL OR STATE PROJECT
 FS-10 (03/15)**

= Required Field

Local Agency Information		
Funding Source:	1003(g) School Improvement Grant	IATHS
Report Prepared By:	Kathleen Saville, Director of Financial Management and Grants Michele Alberti, Executive Director of School Innovation	
Agency Name:	Rochester City School District	
Mailing Address:	131 West Broad Street	
	Street	
	Rochester	New York
	City	State
		14614
		Zip Code
Telephone # of Report Preparer:	585-262-8435 / 585-262-8324	County: Monroe
E-mail Address:	Kathleen.Saville@rcsdk12.org / michele.alberti@rcsdk12.org	
Project Funding Dates:	9/1/2016	6/30/2017
	Start	End

INSTRUCTIONS
<ul style="list-style-type: none"> Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance. The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee. An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting. For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$27,005
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Instructional Supplies: 727 students to support technology including the addition of Chromebooks for In School Suspension X 20, the Help Zone X 20, and Resource Room X 20 to ensure no loss of instructional time for students referred for Social Emotional needs and support Google Classroom, e-learning, blended learning models, project-based design		\$304.66	\$18,280
Inquiry-based instructional supplies for math and science curriculum that includes manipulatives aligned to NYS Common Core Curriculum		730 students	\$8,725

Employee Benefits		
Subtotal - Code 80		\$63,241
Benefit		Proposed Expenditure
Social Security		\$11,091
Retirement	New York State Teachers	\$19,691
	New York State Employees	\$854
	Other - Pension	
Health Insurance		\$28,560
Worker's Compensation		\$2,320
Unemployment Insurance		\$725
Other(Identify)		
Civil Service Life Insurance		\$0

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$299,227
B.	Approved Restricted Indirect Cost Rate	3.60%
C.	Subtotal - Code 90	\$10,772

For your information, maximum direct cost base = \$489,227

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	139,357
Support Staff Salaries	16	5,625
Purchased Services	40	245,000
Supplies and Materials	45	27,005
Travel Expenses	46	9,000
Employee Benefits	80	63,241
Indirect Cost	90	10,772
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
Grand Total		500,000

Agency Code:

Project #:

Contract #:

Agency Name:

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____

Voucher # _____ First Payment _____

CHIEF ADMINISTRATOR'S CERTIFICATION
By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

7/18/16 
 Date Signature

Linda L. Cimusz, Interim Superintendent
Name and Title of Chief Administrative Officer

Finance: Logged _____ Approved _____ MIR _____

Attachment D
Budget Summary Chart

Agency Code	2	6	1	6	0	0	0	0		
Agency Name	Rochester City School District: Integrated Arts and Technology									
Year 1 Implementation Period (September 1, 2016 - June 30, 2017)			Year 2 Implementation Period (July 1, 2017 - June 30, 2018)			Year 3 Implementation Period (July 1, 2018 - June 30, 2019)				
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs		
Professional Salaries	15	\$139,357	Professional Salaries	15	\$142,810	Professional Salaries	15	\$146,388		
Support Staff Salaries	16	\$5,625	Support Staff Salaries	16	\$5,625	Support Staff Salaries	16	\$5,625		
Purchased Services	40	\$245,000	Purchased Services	40	\$268,864	Purchased Services	40	\$264,791		
Supplies and Materials	45	\$27,005	Supplies and Materials	45	\$8,692	Supplies and Materials	45	\$8,191		
Travel Expenses	46	\$9,000	Travel Expenses	46	\$0	Travel Expenses	46	\$0		
Employee Benefits	80	\$63,241	Employee Benefits	80	\$64,066	Employee Benefits	80	\$64,921		
Indirect Cost (IC)	90	\$10,772	Indirect Cost (IC)	90	\$9,943	Indirect Cost (IC)	90	\$10,084		
BOCES Service	49	\$0	BOCES Service	49	\$0	BOCES Service	49	\$0		
Minor Remodeling	30	\$0	Minor Remodeling	30	\$0	Minor Remodeling	30	\$0		
Equipment	20	\$0	Equipment	20	\$0	Equipment	20	\$0		
Total		\$500,000.00	Total		\$500,000.00	Total		\$500,000.00		

Year 4 Implementation Period (July 1, 2019 - June 30, 2020)			Year 5 Implementation Period (July 1, 2020 - June 30, 2021)			TOTAL Project Period (September 1, 2016 - June 30, 2021)				
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs		
Professional Salaries	15	\$158,595	Professional Salaries	15	\$15,092	Professional Salaries	15	\$602,243		
Support Staff Salaries	16	\$5,625	Support Staff Salaries	16	\$0	Support Staff Salaries	16	\$22,500		
Purchased Services	40	\$249,250	Purchased Services	40	\$211,220	Purchased Services	40	\$1,239,125		
Supplies and Materials	45	\$8,070	Supplies and Materials	45	\$0	Supplies and Materials	45	\$51,958		
Travel Expenses	46	\$0	Travel Expenses	46	\$0	Travel Expenses	46	\$9,000		
Employee Benefits	80	\$67,835	Employee Benefits	80	\$17,884	Employee Benefits	80	\$277,946		
Indirect Cost (IC)	90	\$10,625	Indirect Cost (IC)	90	\$5,804	Indirect Cost (IC)	90	\$47,228		
BOCES Service	49	\$0	BOCES Service	49	\$0	BOCES Service	49	\$0		
Minor Remodeling	30	\$0	Minor Remodeling	30	\$0	Minor Remodeling	30	\$0		
Equipment	20	\$0	Equipment	20	\$0	Equipment	20	\$0		
Total		\$500,000.00	Total		\$250,000.00	Total		\$2,250,000.00		

BUDGET NARRATIVE

INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL

Budget Expenditure	Budget Code	Year 1	Year 2	Year 3	Year 4	Year 5	Description of Expenditure	Sustainability Plan
MAJOR PROJECT ACTIVITY: COLLEGE PREP INSTRUCTIONAL PROGRAM								
1.0 FTE Data Coach	15	\$69,467	\$71,975	\$74,573	\$77,265	\$0	DATA COACH WILL SUPPORT THE ROLL OUT OF PROFESSIONAL DEVELOPMENT AND STRUCTURES RELATIVE TO DATA DRIVEN INSTRUCTION	A PLANNED STEP-DOWN BY YEAR 5 WHEN TEACHERS CAN COMPLETE THEIR OWN DATA-DRIVEN PROTOCOLS
Teacher hourly pay for direct supplemental instruction for students 4 teachers x 58 days x 1 hour/day x \$39	15	\$9,048	\$9,048	\$9,048	\$32,548	\$0	TEACHERS WILL PROVIDED TARGETED SUPPORT, PARTICULARLY IN MATH, DURING EXTENDED DAY INSTRUCTION	THE DISTRICT IS COMMITTED TO THE CONCEPT OF EXPANDED LEARNING TIME AND THE SCHOOL WILL SUPPORT THIS CONTINUED EFFORT THROUGH ITS TITLE I SAS ALLOCATION IN YEARS 1-5
Teacher hourly pay for Summer ISA Institute professional development. 50 teachers x 7 hours x 3 days x \$33/hour	15	\$34,650	\$34,650	\$34,650	\$19,650	\$0	TEACHERS WILL ATTEND SUMMER INSTITUTE FOR STUDENT ACHIEVEMENT INSTITUTE	TEACHERS HOURLY PAY FOR PD WILL FLUCTUATE OVER THE SPAN OF THE GRANT, AND MAY DIMINISH OVER THE FIRST 4 YEARS OF THE GRANT. IN YEAR 5, THE COST OF TEACHER PD INTO ITS BUDGET FOR THE DISTRICT
SSO support for extended day activities. 2 SSO x .05 per day x \$185 days @ \$25/hour	16	\$4,625	\$4,625	\$4,625	\$4,625	\$0	SCHOOL SAFETY OFFICERS WILL PROVIDE SUPPORT DURING EXTENDED DAY INSTRUCTION/ACTIVITIES	THE DISTRICT WOULD PICK UP ANY ADDITIONAL COST BEYOND YEAR 5 FOR ANY REMAINING SSO SUPPORT NEEDED

Budget Expenditure	Budget Code	Year 1	Year 2	Year 3	Year 4	Year 5	Description of Expenditure	Sustainability Plan
Clerical Staff Over Time 40 hours @ \$25/hour for Help Zone/grant activities	16	\$1,000	\$1,000	\$1,000	\$1,000	\$0	SUPPORT FOR HELP ZONE AND OTHER GRANT ACTIVITIES	CLERICAL SUPPORT WILL DIMINISH OVER TIME AND BE INCORPORATED INTO THE SCHOOL'S BUDGET
ISA Contracted Services- Per contract: Applies to all Major Activities	40	\$187,500	\$203,932	\$200,000	\$185,000	\$155,607	INSTITUTE FOR STUDENT ACHIEVEMENT WILL PROVIDE TARGETED IMPROVEMENT IN THE AREAS OF MATH AND ELA FOR ALL STUDENTS	CONTRACTED SERVICES INTEGRAL TO FULL IMPLEMENTATION DURING GRANT SPAN WITH LEAD PARTNER WILL STEP DOWN COST AS SCHOOL BUILDS CAPACITY TO IMPLEMENT SCHOOL IMPROVEMENT
Instructional Supplies. \$349 x 60 Chromebook; to support Google Classroom e-learning, blended learning models, project based design	45	\$18,280	\$0	\$0	\$0	\$0	CHROMEBOOKS WILL SUPPORT INSTRUCTION THROUGH TECHNOLOGY: 45 CHROME BOOKS PER: HELP ZONE/RESOURCE ROOM/SUSPENSION ROOM AND RTI LOCATIONS FOR SUPPLEMENTAL ACADEMIC SUPPORT	NO ADDITIONAL COST IN YEARS 2-5.
Inquiry-based instructional supplies for math and science curriculum including manipulatives aligned to CCLS to support Extended Learning	45	\$8,725	\$8,692	\$8,191	\$8,070	\$0	INSTRUCTIONAL SUPPLIES TO SUPPORT 730 STUDENTS	AT THE END OF YEAR 4, THE DISTRICT WOULD PICK UP THE COST OF ANY MATERIALS SUPPLIES NEEDED FOR EXTENDED DAY AND SUPPLEMENTAL INQUIRY-BASED SUPPLIES FOR CORE CLASSROOM INSTRUCTION.
MAJOR PROJECT ACTIVITY: BUILDING RELATIONSHIPS AND PERSONALIZATION								
1 FTE TA for Help Zone	15	\$26,192	\$27,138	\$28,117	\$29,132	\$15,092	TEACHING ASSISTANT WILL SUPPORT THE CENTER FOR YOUTH HELP ZONE ACTIVITIES (PART OF DISTRICT SET-ASIDE)	THE DISTRICT HAS ADOPTED A NEW CODE OF CONDUCT AND IS COMMITTED TO IMPROVING

Budget Expenditure	Budget Code	Year 1	Year 2	Year 3	Year 4	Year 5	Description of Expenditure	Sustainability Plan
Employee Benefits	80	\$63,241	\$65,025	\$66,493	\$65,880	\$21,320	Benefits include: - NYS Teachers Retirement @ 14.13% OR NYS Employees Retirement @ 15.18% - Social Security @7.65% - Unemployment Insurance @ 0.75% - Workers Compensation Insurance @ 0.50% Health Insurance @ \$14,280/FTE	Benefits will be paid by the same funding source as salaries.
Indirect Costs	90	\$10,772	\$8,085	\$8,245	\$8,410	\$13,484	Indirect Costs are calculated at the approved restricted rate of 3.6%.	Indirect Costs will be calculated at the approved, annual restricted Indirect Cost Rate.

M/WBE Documents IATHS

M/WBE Goal Calculation Worksheet (This form should reflect Multi-Year Budget Summary Totals)

RFP # and Title: RFP #GC16-015

Applicant Name: Rochester City School District

The M/WBE participation for this grant is 30% of each applicant's total discretionary non-personal service budget over the entire term of the grant. Discretionary non-personal service budget is defined as the total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries) and fringe benefits, as well as rent, lease, utilities, and indirect costs, if these are allowable expenditures.

Please complete the following table to determine the dollar amount of the M/WBE goal for this grant application.

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1.	Total Budget		<u>\$502,756</u>
2.	Professional Salaries	<u>\$139,357</u>	
3.	Support Staff Salaries	<u>\$5,625</u>	
4.	Fringe Benefits	<u>\$63,241</u>	
5.	Indirect Costs	<u>\$10,868</u>	
6.	*sole source; direct services to students; nonprofits SEE MEMO	<u>\$254,000</u>	
7.	Sum of lines 2, 3 ,4 ,5, and 6		<u>\$473,091</u>
8.	Line 1 minus Line 7		<u>\$26,909</u>
9.	M/WBE Goal percentage (30%)		0.30
10.	Line 8 multiplied by Line 9 =MWBE goal amount		<u>\$8,073</u>

*Center for Youth: sole source; direct services to students; nonprofit: \$52,500
 Outside Education Evaluator for DTSTE NYSED approved: \$5,000
 Institute for Student Achievement: sole source; nonprofit; direct services to students: \$187,500
 Institute for Student Achievement Conference: sole source \$9,000

**INTERNATIONAL ARTS AND TECHNOLOGY HIGH SCHOOL Memo
re MWBE exemption explanations**

Center for Youth (nonprofit, sole source, direct services to students), a staunch District partner of long standing, will provide prevention/intervention services for students at **SCHOOL 10, SCHOOL 16, SCHOOL 19, SCHOOL 35, SCHOOL 41, WILSON FOUNDATION ACADEMY, VANGUARD, LEADERSHIP ACADEMY FOR YOUNG MEN, EDISON,** and **INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL**, in support of the Restorative Practices, establishing Help Zones for social emotional developmental health. *Center for Youth* is a Rochester nonprofit that was started by kids for kids. In addition to 24 hour access and crisis line, counseling, shelter, education, and referrals are provided. The RCSD contracts with the *Center for Youth* according to District policy and municipal law.

OUTSIDE EDUCATIONAL EVALUATOR (OEE) conduct Diagnostic Tool for School and District Effectiveness (DTSDE) evaluations at Priority Schools, and are mandated by NYSED. These are for **SCHOOL 50, SCHOOL 35, SCHOOL 46, VANGUARD HIGH SCHOOL, LEADERSHIP ACADEMY FOR YOUNG MEN,** and **INTEGRATED ARTS & TECHNOLOGY HIGH SCHOOL.**

[Http://p1232.nysed.gov/accountability/documents/FieldMemotoFocusDistricts091812.pdf](http://p1232.nysed.gov/accountability/documents/FieldMemotoFocusDistricts091812.pdf)

Institute for Student Achievement (ISA) (nonprofit, sole source, direct services) will partner with **LEADERSHIP ACADEMY FOR YOUNG MEN** and **INTEGRATED ARTS & TECHNOLOGY HIGH SCHOOL** for whole-school transformation to prepare students who are traditionally underserved and underperforming graduate prepared for success in college. The RCSD will contract with ISA based on District policy and municipal law.

<http://www.studentachievement.org/about-isa/>

M/WBE COVER LETTER Minority & Woman-Owned Business Enterprise Requirements

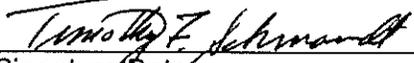
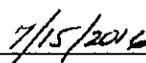
NAME OF GRANT PROGRAM RFP #GC16-015 1003(g) SIG 7

NAME OF APPLICANT Rochester City School District

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers this project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission:

- Full Participation – No Request for Waiver (PREFERRED)
- Partial Participation – Partial Request for Waiver
- No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.	
Timothy Schmandt	
Typed or Printed Name of Authorized Representative of the Firm	
Director of Procurement	
Typed or Printed Title/Position of Authorized Representative of the Firm	
	
Signature	Date

M/WBE UTILIZATION PLAN

INSTRUCTIONS: All bidders/applicants submitting responses to this procurement/project must complete this M/WBE Utilization Plan unless requesting a total waiver and submit it as part of their proposal/application. The plan must contain detailed description of the services to be provided by each Minority and/or Women-Owned Business Enterprise (M/WBE) identified by the bidder/applicant.

Bidder/Applicant's Name Rochester City School District
 Address 131 W. Broad Street
Rochester, NY 14614

Telephone/Email: (585) 262-8538
 Federal ID No.: 16-6002010
 RFP No.: RFP #GC16-015 SIG 7

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
NAME FM Office Express ADDRESS 106 Despatch Drive, Suite #2 CITY, ST, ZIP Rochester, NY 14445 PHONE/E-MAIL (585) 238-2875 FEDERAL ID No. 16-1478699	NYS ESD Certified MBE <u> X </u> WBE <u> </u>		\$ <u>8,200</u>
NAME ADDRESS CITY, ST, ZIP PHONE/E-MAIL FEDERAL ID No.	NYS ESD Certified MBE <u> </u> WBE <u> </u>		\$ <u> </u>

PREPARED BY (Signature) *Timothy Schmandt* DATE 7/15/16

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-1, 5 NYCRR PART 143 AND THE ABOVE REFERENCE SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL/APPLICATION DISQUALIFICATION.

NAME AND TITLE OF PREPARER: Timothy Schmandt, Director of Procurement
 (TELEPHONE/E-MAIL) (585) 262-8538 / Timothy.Schmandt@rcsdk12.org
 DATE 07/15/2016

M/WBE 100

REVIEWED BY _____	DATE _____
UTILIZATION PLAN APPROVED YES/NO _____	DATE _____
NOTICE OF DEFICIENCY ISSUED YES/NO _____	DATE _____
NOTICE OF ACCEPTANCE ISSUED YES/NO _____	DATE _____

**M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE**

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: Rochester City School District Federal ID No.: 16-6002010
 Address: 131 West Broad Street Phone No.: 585-262-8538
 City: Rochester State: NY Zip Code: 14614 E-mail: Timothy.Schmandt@rcsdk12.org
 Signature of Authorized Representative of Bidder/Applicant's Firm: *Timothy Schmandt* Timothy Schmandt- Director of Procurement
 Date: 7/16/16 Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm

PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:

Name of M/WBE: FM Office Express Federal ID No.: 16-1478699
 Address: 106 Dispatch Drive Phone No.: 585 238-2875
 City, State, Zip Code: Rochester, NY 14445 E-mail: EBLOOM@FMOP.COM

**BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:
SUPPLIES (Office/Instructional/Misc.)**

DESIGNATION: MBE Subcontractor WBE Subcontractor MBE Supplier WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWWBD).
 The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWWBD) for M/WBE certification.

THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.

The estimated dollar amount of the agreement \$ \$ 200
 Date: 7/16/16
 Signature of Authorized Representative of M/WBE Firm: *[Signature]*
 Printed or Typed Name and Title of Authorized Representative: Fabricio S. Morales, President

M/WBE 102

**EQUAL EMPLOYMENT OPPORTUNITY
STAFFING PLAN**

Submit with Bid or Proposal - Instructions on page 2

Solicitation/Program Name: 1003(g) School Improvement Grant Cohort 7
 Districts RFP #GC16-015

Report Includes:
 Workforce to be utilized on this contract
 Contractor/Subcontractor's total work force

Offeror's Name: Rochester City School District

Reporting Entity:
 Contractor
 Subcontractor

Offeror's Address: 131 West Broad Street, Rochester, NY 14614

Subcontractor's name _____

Enter the total number of employees for each classification in each of the EEO-Job Categories identified

EEO-Job Category	Workforce by Gender		Work force by Race/Ethnic Identification										Disabled		Veteran	
	Total Work force	Total Male (M)	Total Female (F)	White		Black		Hispanic		Asian	Native American		(M)	(F)	(M)	(F)
				(M)	(F)	(M)	(F)	(M)	(F)		(M)	(F)				
Officials/Administrators	111	47	64	29	38	11	17	5	9	2						
First/Mid-Level Officials and Managers	121	43	78	23	36	18	37	2		1						
Professionals	2919	811	2108	625	1593	122	317	52	166	11	25	1	7			
Technicians	183	109	74	43	31	53	26	12	15	1			2			
Service Maintenance Workers	336	145	191	11	40	99	103	34	47			1	1			
Office/Clerical	237	8	229	2	108	3	59	3	61		1					
Skilled Craft Workers	163	148	15	82	5	41	8	22	2	2		1				
Laborers & Helpers	492	95	397	12	99	72	210	9	83	2	4		1			
Protective Service Workers		0	0													
Totals	4562	1406	3156	827	1950	419	777	139	387	18	31	3	11			

PREPARED BY (Signature): *Kathleen Saville*

TELEPHONE NO.: 585-262-8435 DATE: 8/10/2015
 EMAIL ADDRESS: Kathleen.saville@rcsok12.org

NAME AND TITLE OF PREPARER (Print or Type): Kathleen A. Saville- Dir. of Grants and Business Office

SUBMIT COMPLETED WITH BID OR PROPOSAL

THIS IS NOT A CLOSURE MODEL, THEREFORE THIS IS NOT APPLICABLE.
PLEASE REVIEW THE FLUID PORTAL – THERE ARE SOME MAJOR ISSUES.

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THIS IS NOT A CLOSURE MODEL, THEREFORE THIS IS NOT APPLICABLE.
PLEASE REVIEW THE FLUID PORTAL – THERE ARE SOME MAJOR ISSUES.

II.I.ii. Professional Learning Plan for Year 1

Table 7. Professional Learning Plan for IATHS

Embedded Professional Learning Activity	Person Responsible	Measurable Outcomes
<ul style="list-style-type: none"> • Literacy: Writing <ul style="list-style-type: none"> ○ Common Core writing tasks per grade level ○ Common rubrics • Differentiation <ul style="list-style-type: none"> ○ Multiple intelligences ○ Tiering tasks ○ Flexible groups for intervention and enrichment • Assessment for Learning <ul style="list-style-type: none"> ○ Student engagement ○ Learning/Character ○ Higher Order Thinking Skills • Target tracking <ul style="list-style-type: none"> ○ Learning Targets ○ CREST Values Targets • Tier 1 Instruction <ul style="list-style-type: none"> ○ Good first teaching ○ Common Core ○ Research-based instructional strategies • Arts Integration <ul style="list-style-type: none"> ○ Common Core alignment ○ Expedition support • Parent & Community Engagement <ul style="list-style-type: none"> ○ Partners ○ How to engage community at large and neighborhood • Data <ul style="list-style-type: none"> ○ DDI ○ Flexible groupings for intervention ○ Looking at Student Work 	<p>ELA Instructional Coach</p> <p>Data/RTI Teams</p> <p>ELA/Math Coach</p> <p>ELA/Math Coach</p> <p>ELA/Math Coach</p> <p>Director of the Arts</p> <p>Parent Liaison</p> <p>Data/RTI Teams</p>	<p>Interim assessment data Student achievement rates Student growth data Staff average daily attendance</p> <p>Student achievement rates Increase in student attendance Decrease suspension rates Student growth data Transition Data</p> <p>NYSED-approved assessments used to measure student growth, inform instructional practice, and identify professional development needs.</p> <p>School-developed and/or LEA-directed formative assessments used by the school to determine the likelihood of meeting academic achievement targets.</p> <p>School-developed and/or LEA-directed formative assessments used to determine the impact of instructional practice</p> <p>Staff average daily attendance Decrease staff turn-over rate</p> <p>Instructional Staff APPR ratings</p>

II.G.iv. Calendar of Events for APPR Implementation Rochester City School District

2016-2017	Task
9/20	Teachers rated Developing or Ineffective must receive a Teacher Improvement Plan (TIP) or Development Plan.
9/22	Deadline for Teachers filing an appeal.
10/15	Teacher goal-setting meeting must be completed.
10/21	Teachers must complete Quarter 1 SLOs in eDoctrina and submit for review.
10/28	District must submit teacher evaluation data to NYSED for 2015-2016 school year.
10/25	District approval of Quarter 1 SLOs in eDoctrina.
10/31 - 11/4	Q1 Post Assessment Window.
11/10	Teachers must complete Semester 1/Quarter 2/Full Year course SLO entry in eDoctrina.
11/30	First formal observation for non-tenured teachers is due.
12/9	District approval of Semester 1/Quarter 2/Full Year course SLOs in eDoctrina.
1/17 - 1/27	Semester 1/Quarter 2 post assessment window.
2/10	Teachers must complete Quarter 3/Semester 2 course SLO entry in eDoctrina.
3/3	District approval of Quarter 3/Semester 2 SLOs in eDoctrina.
3/20-3/31	Quarter 3 post assessment window.
4/1	Evaluations for administrators rated ineffective or developing are due.
4/7	Quarter 4/Semester 2/Full Year Post Assessments and answer keys must be finalized and delivered to IM&T for entry into eDoctrina.
4/13	Teachers must complete Quarter 4 SLOs in eDoctrina.
4/30	Second formal observation for non-tenured teachers and formal observation for tenured teachers is due.
5/5	District approval of Q4 SLOs in eDoctrina.
5/15	Non-tenured teacher evaluation review meeting must take place. Unannounced observations must be completed prior to completion of teacher evaluation.
5/30-6/9	Secondary Semester 2/Full Year Post Assessment Window.
5/30-6/16	Elementary Semester 2/Full Year Post Assessment Window.
6/1	Teacher evaluation review meeting must take place. Unannounced observations must be completed prior to completion of teacher evaluation.
8/4	Principal evaluations due.