
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)

261600010010 DR WALTER COOPER ACADEMY

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.ablerti@rcsdk12.org

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

K-6

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

365

School Address (Street, City, Zip Code):

353 Congress Avenue, Rochester, NY 14619

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.

Innovation and Reform Framework-College and Career Readiness School Design

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		
Dr. Walter Cooper Academy School #10			2616 0001 0010		
Grade Levels Served by the Priority School Identified in this Application			School NCES #		
K-6			362475006109		
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)		
365			353 Congress Avenue Rochester, NY 14619		
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 checked="" type="checkbox"/>		
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College/Career <input checked="" 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

PROPOSAL NARRATIVE
DR. WALTER COOPER ACADEMY SCHOOL # 10
I. DISTRICT-LEVEL PLAN

I.A. District Overview

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. Operational Autonomies

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. District Accountability and Support

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

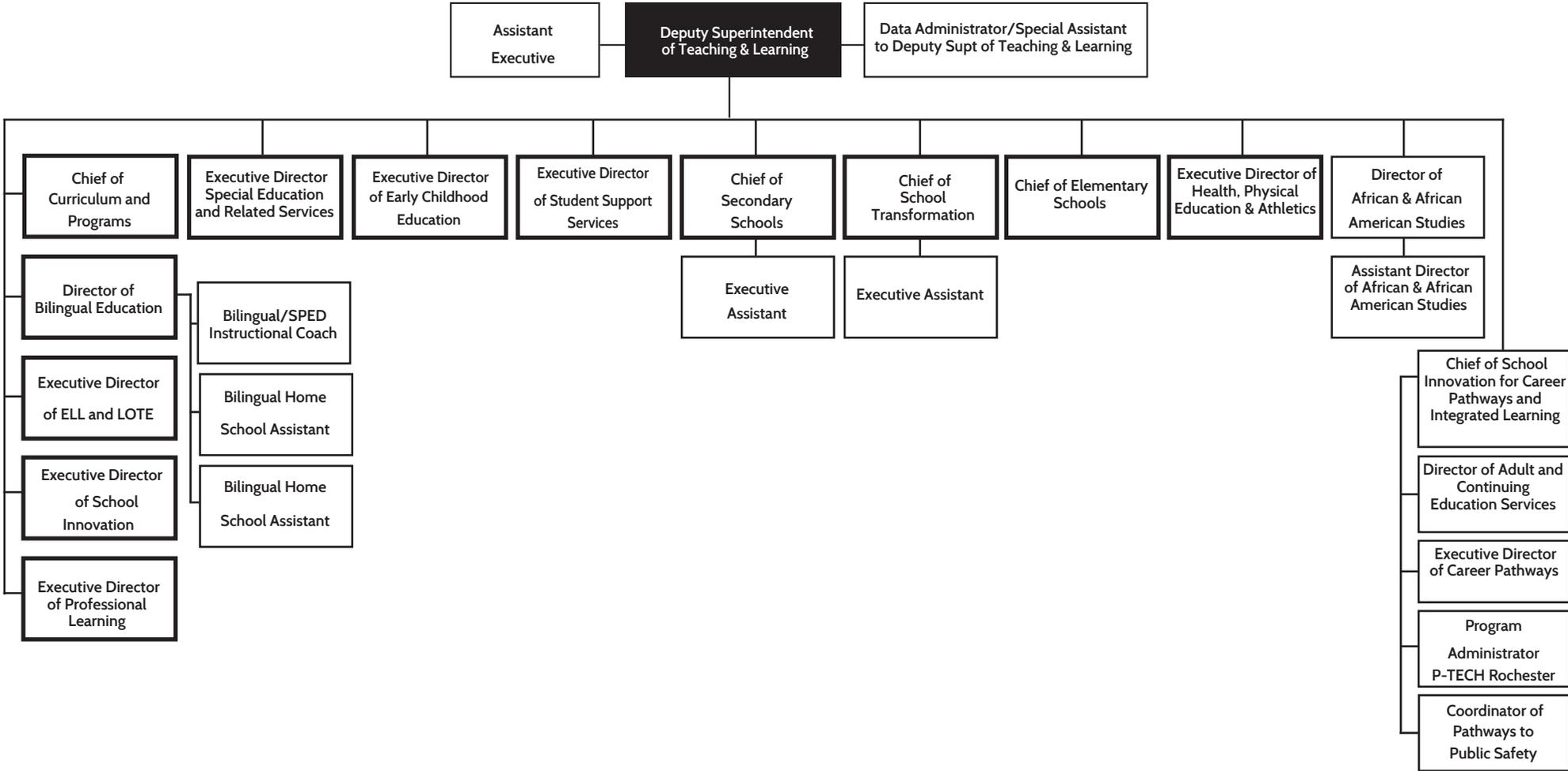
The Offices of School Innovation and Teaching and Learning work collaboratively to support the implementation of the SIG plans. Details regarding these interaction are described below.

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. Teacher and Leader Pipeline

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. External Partner Recruitment, Screening, and Matching

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. Enrollment and Retention Policies, Practices, and Strategies

I.F.i. Description of School Enrollment*

School	Student Enrollment	SWD		ELL		ELA Performance Index (PI)		Math Performance Index (PI)	
		Students	Percent	Students	Percent	School	District	School	District
#10	337	69	20%	20	6%	PI 31	PI 32	PI 38	PI 41

* Data reported for 2014-2015

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.

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

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

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. District-Level Labor and Management Consultation and Collaboration

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.

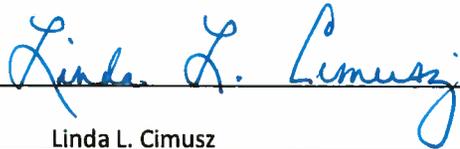
I.G.ii. Verification of Appropriate Stakeholder Group Consultation and Collaboration

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. SCHOOL-LEVEL PLAN

II.A. Needs of Systems, Structures, Policies, and Students

II.A.i. Description of Student Population Served

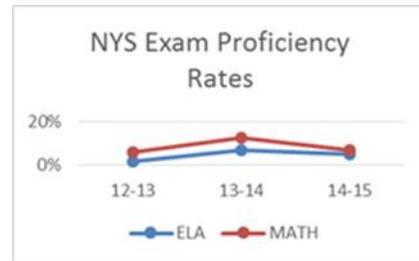
Dr. Walter Cooper Academy School #10 serves 365 students in grades PreK – 6. The school was opened in 2009, and is named for a prominent local leader, who is still living and active in the community. The school enrolls students from all over the city, resulting in a student population that is three-quarters African-American, 16% Hispanic, and the remainder White. While the Rochester City School District is deemed 100% eligible for free meals because of our high level of poverty, Dr. Walter Cooper Academy’s poverty rate is 75%. The school serves a higher proportion of Students with Disabilities (21.8%) than the Districtwide average, but fewer English Language Learners (4.4%).

The school has historically posted attendance rates over 92%, and several points above the District average; the school’s 1516SY attendance rate was 93%. During this school year, 21.7% of DWCA students were chronically absent, defined as missing at least 10% (18 days) of the school year. The school has focused efforts on reducing chronic absence in primary grades, reducing the chronic absent rate in primary from 27% in 1415SY to 20% in 1516SY.

In the 1516SY, the school suspended 29 students a total of 58 times. DWCA has a relatively low unduplicated suspension rate, 7.7 per 100 students. However, the number of total suspensions has steady risen over the past three years, and this year’s 58 suspensions represent a 41% increase over the prior year’s total.

Academic Performance

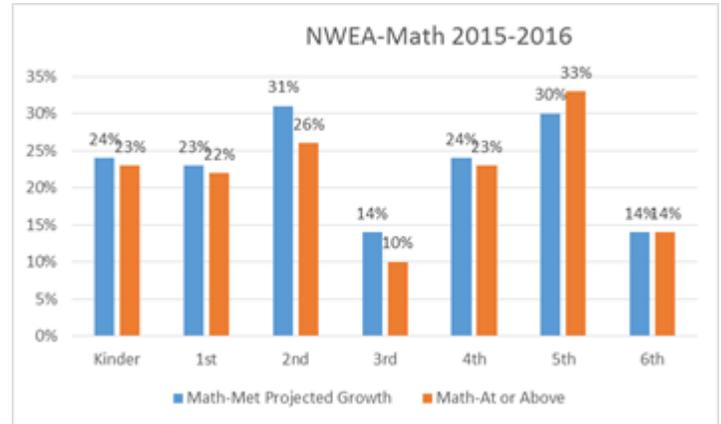
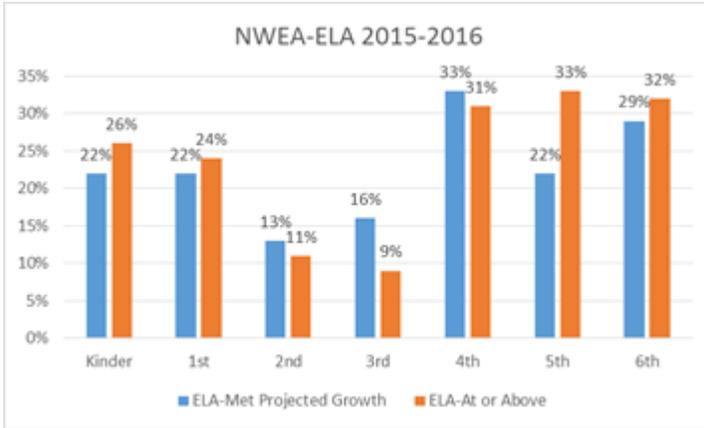
DWCA’s proficiency rates declined over prior year, and were the same as the district averages at 5% for ELA and 7% in Math. While the 1516SY results are not currently available, the Spring NWEA data projected that these rates would not show substantial improvement.



Item Name	2012-2013			2013-2014			2014-2015		
	Total Tested	Level 3-4	% 3-4	Total Tested	Level 3-4	% 3-4	Total Tested	Level 3-4	% 3-4
Grade 3 Math	42	2	5%	45	3	7%	41	2	5%
Grade 4 Math	46	3	7%	41	4	10%	47	4	9%
Grade 5 Math	32	2	6%	40	6	15%	30	2	7%
Grade 6 Math				37	8	22%	36	3	8%
Total	120	7	6%	163	21	13%	154	11	7%

Item Name	2012-2013			2013-2014			2014-2015		
	Total Tested	Level 3-4	% 3-4	Total Tested	Level 3-4	% 3-4	Total Tested	Level 3-4	% 3-4
Grade 3 ELA	42	1	2%	45	2	4%	42	2	5%
Grade 4 ELA	46	2	4%	40	4	10%	48	2	4%
Grade 5 ELA	33	0	0%	40	3	8%	35	0	0%
Grade 6 ELA				38	2	6%	37	4	11%
Total	121	3	2%	161	11	7%	162	8	5%

Delving into the Spring NWEA data reveals that overall, 24% of DWCA students met their individual growth targets from fall to spring, and even fewer (20%) met the national norm for their grade level. The chart below shows different patterns across grade levels. Math results tell a similar story with 24% meeting growth targets and only 15% hitting the norm.



II.A.ii. Description of Diagnostic School Review

Dr. Walter Cooper Academy had a full District-led school review using the mandated Diagnostic Tool for School and District Effectiveness (DTSDE) rubric and process in December of 2015. The three-day review followed the required protocols and included classroom visitations in every classroom, document and data review, interviews and focus groups with school leadership, teachers, support staff, students and parents. Information from other progress monitoring sources such as the National Center for Time and Learning's walkthrough was also included. EL Education has also conducted a strength and needs assessment of the school, which is considered a diagnostic assessment of Dr. Walter Cooper Academy.

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

The DTSDE review included a parent focus group, which was attended by 14 parents. Interviews with community partner agencies also occurred during the review. There was not a full parent survey completed at the time, but the review team found evidence that families were very active throughout school decision-making processes.

II.A.iv. Results of Systematic School Review

The DTSDE review team identified many structures and practices necessary for school improvement at Dr. Walter Cooper Academy, but also noted that these were not consistently in place across the school, nor were they monitored systematically. The team wondered whether this was in part due to the fact that for a variety of reasons, over 80% of the staff has not been trained in the same educational framework.

The reviews found critical ingredients such as standards-based, interdisciplinary unit planning in place. However, daily lesson plans were less thoughtfully crafted and did not show how students were intended to progress to meet the target, nor how the learning would be assessed that day. The team did observe consistent use of learning targets, with most students being able to speak to the target. Strong classroom rituals and routines and the use of common protocols for learning were observed, and the majority of students were on task.

The challenge observed was that most of the questions or learning tasks observed in daily plans and instruction required only low levels of cognitive demand, staying primarily at the recall, identify, restate type of questioning. Most instruction was whole group and teacher led, or independent but not rigorous. Work products shared did not always show high, grade-level expectations, nor exemplars and rubrics for students to achieve.

A variety of assessment data was available and mentioned, and teacher collaboration structures such as common planning time were in place. It was less clear how the assessment data is applied to lesson planning and instruction, and the team did not see consistently strong practices of differentiation such as grouping, tiered work assignments, or targeted student feedback. Many students were not able to articulate how they were doing academically, and what specifically they were learning about, what they do well and what they need to work on. While the school has made inroads into organizing a system to track the standards by grade level, and to organize resources for interventions, this was an area that instructional leadership should take on. At the midyear point, the school did not have a way to gauge progress toward mastery and/or skill development across grade levels, or the school.

Dr. Walter Cooper Academy has a strong, positive family feel that functions as an environment of respect and rapport. The Morning Meeting structure was evident and adults and children have strong relationships. Parents also expressed a strong connection to the school community. However, staff expressed a growing concern that too many students have needs and behaviors that disrupt the learning environment, and that increasingly they do not feel equipped to support students socially and emotionally. The staff and student survey suggest that this is an area of need as well. The staff felt that the presence of community partners embedded in the school day, due to the expanded day model, has decreased their ability to operate by The Cooper Code and their schoolwide consistencies of behavior. They also felt that they were not equipped to meet the needs that students were bringing to school, and wanted a stronger home-school connection.

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

The following items are prioritized based on the school's greatest need to improve and sustain overall academic outcomes for every scholar.

1. Implement a system for teachers and administrators to meet to review and disaggregate student assessment data and progress toward mastery of standards and identified goals, as well as plan for next steps.
2. Strengthen lesson design that results in Common Core State Standards-based instruction that includes higher-level questioning techniques, student engagement, rigor and the use of the Daily 5. Work to deepen individual toolboxes around the use of discussion protocols, checking for understanding strategies and total participation techniques.
3. Administrators will organize and maintain schoolwide systems to monitor curriculum and assessment, and social-emotional supports, by conducting weekly walkthroughs and review lesson plans to monitor teachers' progress and provide them with needed support to improve their practice. Leadership team will include established protocol for data review.
4. Improve and sustain a positive school culture by reinforcing our schoolwide Cooper Code, implementing the use of restorative practices and infusing these practices throughout the entire school setting including the cafeteria and recess.
5. Implement a more structured approach to reducing chronic absenteeism.

II.B. School Model and Rationale

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

The Innovation & Reform Framework has been selected as the best fit for Dr. Walter Cooper Academy for a variety of reasons. First, the District is not positioned to restart or turnaround the school, given the system implications, nor was there a desire to remove the founding principal of the school. The school has cultivated an extremely strong united vision among leadership, staff and parents that is vested in the school realizing the goal of implementing EL Education at high levels. The school’s mission is “Scholars Today, Leaders Tomorrow, Learners for Life!” which aligns with the fundamental concept of the college and career readiness pathway, anchored in a rigorous and intentional elementary level program.

The EL Education framework provides a continuum of experiences in the world that lead learners to truly be college and career ready. From the age of five, students are asked not just to “do science” but to be scientists, posing and answering questions, working in real world community settings, and creating authentic products that have a purpose in the real world. This cumulative experience in these roles will allow students to leave Dr. Walter Cooper Academy prepared for middle school and beyond. Furthermore, cultivating reflection and ownership of the learning process is a hallmark of EL Education; this is a “soft skill” that both post-secondary institutions and employers demand; Dr. Walter Cooper Academy will teach it from a young age.

EL Education articulates three key domains of student success: mastery of knowledge and skills, character, and high-quality work. The student competencies listed below read very similarly to 21st Century Learning Skills and to the types of “academic enablers” deemed necessary for college success. In short, EL scholars are being intentionally prepared to become knowledgeable, competent, active leaders in life.

In this proposal, EL Education will not serve as an Educational Partner Organization; instead it plays a significant role in instructional leadership, in strategic decision-making, in

Mastery of Knowledge and Skills	Character	High-Quality Student Work
Students Teachers and Leaders	Students Teachers and Leaders	Students Teachers and Leaders
Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline	Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)	Create complex work: demonstrate higher-order thinking, multiple perspectives and transfer of understanding
Apply their learning: transfer knowledge and skills to novel, meaningful tasks	Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)	Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution
Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives	Contribute to a better world: put their learning to use to improve communities (e.g., citizenship, service)	Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school
Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines		

curriculum and assessment. Through a combination of professional development and on-site School Designer partnership, EL Education will shape curriculum, instruction, climate and systems, as well as playing an active role in setting performance management targets and creating an annual work plan to accomplish school improvement.

Furthermore, Dr. Walter Cooper, the school's namesake, is a living local hero who embodies the concept of college and career-readiness. As the first African-American to earn a Ph.D. in Chemistry from the University of Rochester, a research scientist and civil rights activist, and an Emeritus Regent in NYS, Dr. Cooper is an example of the real-world relevance of "college and career readiness" for students at DWCA.

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

Under the Innovation & Reform Framework's College & Career Pathway, there are requirements that this Reform Plan at Dr. Walter Cooper Academy addresses:

- First, the school will partner closely with EL Education, which will play a significant role in curriculum, instruction, instructional leadership and use of data. Through a contractual agreement and the onsite work of a School Designer, EL Education will collaboratively create the annual work plan, inclusive of performance management targets, and share the collective work of meeting those targets.
- As explained in the previous section, EL framework offers an academic program that results in students being prepared for high-quality and advanced coursework in middle school and beyond, and being prepared with habits and character dispositions that align with both workforce and college expectations. Furthermore, through the expeditions, it places students in authentic real-world field studies, interacting with professionals in a wide variety of disciplines.
- In addition, the school will partner with the International Institute of Restorative Practices to implement restorative practices schoolwide over two years. This set of dispositions—to be reflective, to be able to accept responsibility for one's actions, to cultivate empathy for others, to come up with peaceful solutions to conflict—this set of leadership skills are both innovative and supplemental to a sound educational plan. The coupling of EL and restorative practices will bring the "Scholars Today, Leaders Tomorrow, Learners for Life" mission to life in ways that will transform lives and the community.
- To make the college and career link even more explicit, the school does actively cultivate partnerships with higher education institutions. A prime example is the Saturday program where students spend 10 weeks in on-campus laboratories with University of Rochester Medical Students. The school is working to develop explicit 6th grade explorations that would support the "future orientation" toward the high school experience as well.
- The partnership with both of these organizations, EL Education and IIRP, grows out of the existing work and vision of the school community, and is aligned to district shifts in curriculum and instruction and restorative practices, thus very much drawing on the support of multiple stakeholders with a vested interest in improving achievement.

For all of these reasons, the Reform Plan outlined herein meets the requirements of this model. We are confident that our reform plan will significantly improve student achievement at

Dr. Walter Cooper Academy, preparing all scholars for successful lives in post-secondary, career and as contributing members of the community at large. The key strategies of our proposed Reform Plan are:

1. Ensure high-quality, standards-based, relevant curriculum and instruction by implementing Expeditionary Learning with fidelity and rigor, K-6.
2. Strengthen the school's systemic use of assessment for learning in ways that target instruction and intervention to promote student growth and mastery of CCLS.
3. Revitalize school climate through the schoolwide system of The Cooper Code, bringing character and leadership to life, by launching a schoolwide focus on restorative practices.

II.B.iii. Model Selection Process

This decision was made through a series of thoughtful discussions between and among members of the School-based Planning Team and Principal, the Board of Education, the Superintendent and Deputy Superintendent, the Office of School Innovation, the School Chief and EL Education. This school is a tightly knit community and a school that has just matriculated its inaugural group of 6th graders, and the school team has a cohesive sense of the vision and the pathway to get there. The plan builds on the School Comprehensive Education Plan which was created through several collaborative structures.

II.C. Determining Goals and Objectives

II.C.i. ELA Goal and Objective

Overall Goals 1 and 2 of School 10's Reform Plan directly support these specific ELA targets.

Goal 1: Improve literacy, mastery of knowledge, and quality of student work through the effective implementation of EL Education's framework standards-based, relevant curriculum and first teaching.

Goal 2: Strengthen the school's use of assessments for learning in order to better target instruction and intervention, resulting in more students achieving grade level performance in reading and math.

- ELA-specific Objective: Increase the number/percent of students who make their growth target on Spring NWEA by twenty percentage points to 44% schoolwide.
- The percent of 3rd Grade students who meet or exceed the grade level national norm on Spring NWEA will rise 5 percentage points to 20%.

II.C.ii. Math Goal and Objective

Overall Goals 1 and 2 of our Reform Plan directly support this specific math target.

Goal 1: Improve literacy, mastery of knowledge, and quality of student work through the effective implementation of EL Education's framework standards-based, relevant curriculum and first teaching.

Goal 2: Strengthen the school's use of assessments for learning in order to better target instruction and intervention, resulting in more students achieving grade level performance in reading and math.

- Math-specific Objective: Increase the number/percent of students who make their growth target on Spring NWEA by twenty percentage points to 44% schoolwide.

II.C.iii. Additional Goals and Objectives

Dr. Walter Cooper Academy's Reform Plan will ready scholars for success in college, career and citizenship. One of the hallmarks of EL Education is that it presents students with a well-rounded comprehensive approach to education. For that reason, we present our goals here as a coherent work plan, and have pulled selected specific ELA and math goals up into previous sections, as requested.

Goal 1: Improve literacy, mastery of knowledge, and quality of student work through the effective implementation of EL Education's framework standards-based, relevant curriculum and first teaching.

- Objective 1.1: Secure appropriate EL Education Institute training for all teachers and instructional leaders at Dr. Walter Cooper Academy by June 2017.
- Objective 1.2: Design curriculum that is integrated, rigorous, promotes higher order thinking and results in the creation of high-quality work through a focus on designing two strong expeditions at each grade level.

- Objective 1.3: Provide expectations, professional learning and follow-up support and monitoring such that all classroom teachers will implement the Daily 5 and Core Knowledge Skills Strand in literacy instruction by October 2017.
- Objective 1.4: Maximize the power of teacher collaboration through facilitated protocols at collaborative planning time and job-embedded coaching cycles.
- Objective 1.5: Students will develop a sense of ownership as well as stronger writing skills through consistent use of the four-square organizer and the 6+1 Writing Traits. Various protocols for feedback and revision will be utilized.
- Objective 1.6: Students will use authentic real world texts as a source of knowledge to explore big ideas and grapple with guiding questions connected to the expeditions. Students will demonstrate proficiency based on a variety of rubrics and criteria lists aligned to the CCLS through standards, targets and assessment.
- Objective 1.7: Students will grapple with and solve complex problems through the use of the Workshop 2.0 model.
- Objective 1.8: Develop and utilize a common approach to learning walks, both within the school and across the network of EL Education schools in the area, building a consistent leadership practice to monitor and adjust instruction.

Goal 2: Strengthen the school's use of assessments for learning in order to better target instruction and intervention, resulting in more students achieving grade level performance in reading and math.

- Objective 2.1: Design Standards-Targets-Assessments trackers and deliver increasingly targeted instructional practices that promote students' mastery of CCLS.
- Objective 2.2: Create an assessment calendar of formative and progress monitoring assessments to better target instruction and intervention.
- Objective 2.3: Develop looking at data and student work protocols and deploy instructional coaches and leadership team to facilitate and monitor the use of collaborative planning time.
- Objective 2.4: Provide leadership support from EL Education School Designer to build and maintain a schoolwide system to monitor curriculum, instruction and student progress.
- Objective 2.5: Increase the number/percent of students who make their growth target on Spring NWEA in both Reading and Math by ten percentage points, bringing the schoolwide percentage to 44% in each subject. Additionally, increase the share of 3rd graders meeting the national norm to 25%.

Goal 3: Revitalize the schoolwide system of The Cooper Code, bringing character and leadership to life, by launching a schoolwide focus on restorative practices.

- Objective 3.1: Continue our strong community building practices such as Morning Meeting with fidelity, refreshing the purpose for new staff members, and considering ways to augment school-wide morning meeting.
- Objective 3.2: As a school community, learn about restorative practices and how they integrate with EL Education elements of character and self-reflection. Enter into agreement with SaferSanerSchools™ and develop a work plan to train all staff in the components of restorative practices by June 2017.
- Objective 3.3: Develop learning targets for each value in the Cooper Code, and include self-reflection in lessons and student-led conference protocol.

- Objective 3.4: Strategically use the expanded day to support the desired culture and character goals; this will include a focus on the restorative and social-emotional supports.
- Objective 3.5: Increase time on task through a reduction in behavioral distractions, measured by a decrease in disciplinary referrals and suspension, as we build a schoolwide system of restorative responses to negative student behavior. Similarly, improve school survey responses from staff and students about how the school community promotes conflict resolution and peace.

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

PLEASE NOTE:

RCSD proposes to resubmit in August, to reflect 15-16 data and Receivership metrics.

SCHOOL: Dr. Walter Cooper Academy School #10	Unit	District Average SY 14-15	Baseline Data 14-15 except SY where noted	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20	Target for 2019-20
I. Leading Indicators								
a. Number of minutes in the school year	min	74,334	87,360	81,960	81,960	81,960	81,960	81,960
b. Student participation in State ELA assessment	%	91%	94%	While aiming for 95%, we note that 40 students opted out in 1516SY.				
c. Student participation in State Math assessment	%	88%	92%	While aiming for 95%, we note that 40 students opted out in 1516SY.				
d. Drop-out rate	%	8%	N/A	N/A	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	89%	92%	93%	94%	94%	94%	94%
f. Student completion of advanced coursework: includes AP, IB, and 8th grade HS credits	%		N/A	N/A	N/A	N/A	N/A	N/A
g. Suspension rate: rate per 100 students/BEDS enrollment: duplicated count	rate	40 out of 100	12 out of 100 Note: 1516 = 16 / 100	14	13	11	10	10
ga. Suspension rate: rate per 100 students/BEDS enrollment: un-duplicated count	rate	15 out of 100	7 out of 100 Note: 1516 = 8/100	7.2	6.4	5.8	5	5
h. Number of discipline referrals-reported as # of incidents	num	12,153	40 Note: 1516 = 245 (new reporting practice)	183	138	124	118	110
i. Chronic absenteeism rate-absent 10% or more of year	%	33	18% Note = 22% in 1516	19%	17%	15%	15%	15%
j. Teacher attendance rate	%	93%	93%	93%	93%	93%	93%	93%
k. Teachers rated as “effective” and “highly effective” disaggregated by category: Target in 15-16 may be lower than baseline due to changes in APPR.	%	91%	100%	With changes in APPR, and a deepened lens on Danielson, the baseline may shift.				
l. Hours of professional development to improve teacher performance	num	NA	N/A	2400	2400	2400	2400	2400

SCHOOL: Dr. Walter Cooper Academy School #10	Unit	District Average SY 14-15	Baseline Data 14-15 except SY where noted	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20	Target for 2019-20
m. Hours of professional development to improve leadership and governance	num	NA	N/A	75	75	75	75	75
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	NA	N/A	2400	2400	2400	2400	2400
II. Academic Indicators								
a. ELA performance index	PI	32/97	31	35	40	45	50	54
b. Math performance index	PI	41/85	38	44	45	50	55	61
c. Student scoring "proficient" or higher on ELA assessment	%	5%	5%	8%	10%	15%	17%	25%
d. Students scoring "proficient" or higher on Math assessment	%	7%	7%	10%	12%	15%	20%	25%
e. Average SAT score	score	NA	N/A	N/A	N/A	N/A	N/A	N/A
f. Students taking PSAT	%	NA	N/A	N/A	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	8%	N/A	N/A	N/A	N/A	N/A	N/A
h. High school graduation rate- by cohort	%	51	N/A	N/A	N/A	N/A	N/A	N/A
i. Ninth graders being retained	%		N/A	N/A	N/A	N/A	N/A	N/A
j. High school graduates accepted into two or four year colleges	%	71	N/A	N/A	N/A	N/A	N/A	N/A

II.D. School Leadership

II.D.i. Characteristics of the School Principal

In order to meet the needs of the school, produce dramatic gains in student achievement, and implement the selected SIG model, the school principal must have consistent, ambitious expectations for the success of her students, and constantly demonstrate that disadvantage need not be a barrier to achievement. Being focused and strategic in strengthening instructional practice is a must, conducting walkthroughs and acting on the data. She must be able to lead the work of tracking student progress and support teachers, staff and students to use data to set goals and monitor progress.

The leader must be a champion for the school vision and mission, and be able to cultivate a range of partnerships particularly with parents, business and the community to support pupil learning and progress. This includes the work of establishing and maintaining clearly articulated roles and responsibilities for all positions in the organization in order to implement the vision and goals of the school. As the school embraces Expeditionary Learning and restorative practices, another key leadership capacity is the cultivation of a positive school culture characterized by self-discipline, compassion, collaboration and a joy of learning by all.

II.D.ii. Biography of the School Principal

Miss Camaron Clyburn has worked in the Rochester City School District as a teacher, Athletic Director, Assistant Principal, and Principal for close to a decade. Based on her experiences in working with students and families in the Rochester City School District, as the founding principal of DR. WCA, Miss Clyburn was afforded the opportunity to facilitate leading the framework of the school's mission, vision, and core values to be reflective of the overall needs of the students and school community. The school was founded and grew out by adding internally 'grown' grade-levels annually to its current K – 6 configuration.

Establishing the Dr. Walter Cooper Code – where the students and staff *'pledge to our community and promise to: be responsible. I promise to teach and learn; have integrity. I promise to be true to myself; be compassionate. I promise to care for you; show leadership. I promise to inspire; be courageous. I promise to stand for what's right; persevere. I promise to never give up. Never give up! Never give up!'* Miss Clyburn has maintained practices of ensuring that every action is purposeful and aligned with the school's vision and the district's vision of student success and educator quality, and by doing so, has created deliberate opportunities for meaningful dialogue with educators, students and families. By actively engaging multiple stakeholders, Miss Clyburn has established and maintained high levels of parent, student, and faculty engagement and buy-in. This takes the form of Community Morning Meeting sessions with teachers and students, during-the-day teacher grade-level planning and data review meetings, and family event nights where participation and engagement remain at consistent levels which results in positive partnerships as the entire 'Cooper Community' works toward achieving common goals.

In her experiences in the district and specifically supporting the development of Dr. WCA, after assessing student attendance and behavior data, Miss Clyburn and her team have worked to increase levels and degrees of rigor – focusing most recently on 2015-16 DTSDE review feedback. Starting with the current grade 6 students, (who were the founding Kindergarten students), central supports provided a review of a foundation in tracking student cohort data, outlining a model for

professional development to be implemented based on both NYSED and NWEA data in the areas of student writing (development) across genre as well as mathematics – identifying specific areas of need and growth, by student, based and aligned with resultant formative and summative performance data. By increasingly being deliberate in professional planning, coupled with introducing faculty to targeted professional learning sessions focused on student-specific needs, Miss Clyburn and her team continue to shift to a mindset of fostering student growth and development in a sustainable manner.

As a leader, Miss Clyburn utilizes a collaborative approach to problem-solving - Creating opportunities for meaningful dialogue with educators, students and families. The Dr. WCA School-Based Planning Team meets monthly and focuses specifically on DTSDE tenet feedback in the areas of: Tenet 1: District Leadership and Capacity; Tenet 2: School Leader Practices and Decisions; Tenet 3: Curriculum Development and Support; Tenet 4: Teacher Practices and Decisions; Tenet 5: Student Social and Emotional Developmental Health; and Tenet 6: Family and Community Engagement. The key remains that Miss Clyburn and her team consistently focus on effective instructional strategies, increased and sustained active student engagement, and lesson planning and formatting that effectively meets the differentiated needs of all learners. By further aligning professional development to teacher- and student needs, Miss Clyburn targets areas of needed growth and does so within the context of SCEP planning, development and target setting and progress monitoring in the areas of student attendance, behavior, and class-by-class performance in an overt effort to ascertain an assurance of student development in all areas. By equally engaging in the district-adopted supervision and evaluation professional development series focusing on the Danielson Framework – engaging her instructional leadership team in the application of the process to ensure both consistency as well as the ability to anchor in a team to review patterns of effective instruction and identified needs for faculty development, Miss Clyburn will change professional practices.

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

II.D.iv. Duties of the Assistant Principal

The Assistant Principal at Dr. Walter Cooper Academy is responsible for the following:

- Development and implementation of disciplinary policies through collaboration with students, staff and parents;
- Conducting conferences with students, parents, staff and agencies to assist in resolving educational, behavioral and social problems of students;
- Supporting school leadership teams to develop instructional plans for various content areas by assessing classroom instruction, analyzing assessment data, and identifying the instructional needs of the school;
- Providing insights to the school and individual teachers to promote continued improvements in educational programs, through classroom modeling, coaching and other forms of instructional support;
- Working collaboratively with various departments to implement a systemic process which includes the provision of data informed, research-based instruction and interventions to support the achievement of all learners;
- Coordinating opportunities for the school to become knowledgeable about the communities they serve and the implications of children's cultural assets and needs;

- Communicating effectively both orally and in writing with teachers, staff, parents and the community;
- Conducting observations and evaluations of teachers and provide ongoing technical assistance, feedback and support;
- Demonstrating knowledge of multiple measures of data (demographic, perception, school process and student learning) analysis and how to use information to improve teaching and learning in order to obtain positive results;
- Monitoring the progress of students referred for Academic or Behavioral Support;
- Serving on various committees that support the mission of the school (SBPT, Emergency Response Team, Leadership Team, Student Support Team, Social –Emotional Team,) and participate in various school activities and events;
- Demonstrating the ability to collect, organize, and analyze a variety of data to better inform instruction and modify teaching practices as needed;
- Ongoing professional growth as demonstrated by the reading of professional journals and research articles, attendance at educational workshops and conferences, enrollment in university or continuing education courses, and participation in other professional development opportunities;
- Encouraging and supporting active parental involvement and demonstrate the ability to effectively communicate with parents;
- Serving as Test Liaison for all NYS Assessments, NWEA and AimsWeb testing; and
- Coordinator of the Dignity Act.

Beginning in the 2013-2014 school year, the Rochester City School District has chosen to execute the work of a *School Implementation Manager* internally, through the creation of School Ambassadors who operate from the Office of School Innovation, and in conjunction with the Chief of School Transformation. Each School Ambassador works closely with the school leadership teams to facilitate the implementation of SIG strategies through granular, weekly support. This embedded relationship is coupled with integration into cross-functional leadership roles at the District level, to ensure that the schools receive timely, targeted supports and to troubleshoot systemic barriers to school transformation. The very active approach has allowed the District to move from compliance-based reporting structures to driving progress through active cycles of progress monitoring and problem-solving. RCSD's improvement in this area has been noted both by school leaders and by NYSED's School Turnaround Office.

II.D.v. Supporting Leadership Profile

School #10's Leadership Profile consists of the Principal and Assistant Principal, and Instructional Coaches. The majority of this leadership team has had EL Education training and is well-positioned to lead the charge in executing on this plan. The resources in this proposal will allow the training to be provided where necessary. The EL Education School Designer is also part of the leadership team, albeit without managerial responsibilities. The School-Based Planning Team will continue to serve as the school's decision-making body whose focus is directed towards instruction, curriculum, and support for student learning. The SBPT is charged with the work of school improvement and will monitor implementation of this SIG plan.

Camaron J. Clyburn

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(585) 354-4082

EDUCATION:

Fordham University, July, 2007
National Principal's Leadership Institute

Saint John Fisher College, May, 2001
Master of Science in Educational Administration

Michigan State University, May, 1995
Master of Science in Physical Education and Exercise Science

Michigan State University, May, 1993
Bachelor of Science in Physical Education and Exercise Science

CERTIFICATIONS: School Administrator/Supervisor

Effective: 2006 (Permanent)

K-12 Teaching Certificate, Physical Education

Effective: 1997 (Permanent)

EXPERIENCE:

Rochester City School District, May 2009 - present

Principal, Dr. Walter Cooper Academy No. 10

- ❖ Planned and directed the overall activities of a grow out elementary school. First year started K-2; each year adding a grade level. Currently we have 256 students in grades Pre-K to 4 and 55 staff members.
- ❖ Oversee the implementation of Expeditionary Learning school design
- ❖ Partnered with local colleges for on-site potential teacher training
- ❖ Recruited, developed, and evaluated staff
- ❖ Managed budget
- ❖ Managed student discipline
- ❖ Implemented program initiatives
- ❖ Fostered and developed a professional learning community
- ❖ Created a safe, respectful, and fair environment
- ❖ Continued positive community partnerships
- ❖ Used data to monitor instructional practice and student achievement
- ❖ Organized and coordinated the logistics for moving School 14 to new location at the end of the school year

Rochester City School District, August, 2008 – May 2009

Acting Principal, Chester Dewey School No. 14

- ❖ Planned and directed the overall activities of an elementary school with 440 students in grades Pre-K to 6 and 85 staff members.
- ❖ Recruited, developed, and evaluated staff
- ❖ Managed budget
- ❖ Managed student discipline
- ❖ Implemented program initiatives
- ❖ Fostered and developed a professional learning community
- ❖ Created a safe, respectful, and fair environment
- ❖ Continued positive community partnerships
- ❖ Used data to monitor instructional practice and student achievement
- ❖ Organized and coordinated the logistics for moving School 14 to new location at the end of the school year
- ❖ Planned, organized, and created a brand new Expeditionary Learning School (Dr. Walter Cooper Academy School No. 10) – opening September, 2009

Rochester City School District, May 27 - June 5, 2008

Acting Principal, Wilson Foundation Academy

- ❖ Ensured all Instructional and Operational aspects of the school

Rochester City School District, July 2005 - July 2008

Assistant Principal of Operations, Wilson Foundation Academy

- ❖ Oversaw all policies and procedures regarding Operations in the school building
- ❖ Created and updated Emergency Plans for the building
- ❖ Served as Member of Instructional Council, School Intervention Team, and School Base Planning Team
- ❖ Ensured the safety and security of all students and staff
- ❖ Supervised and evaluated sentry and custodial staff
- ❖ Provided professional development for sentry staff
- ❖ Visited classrooms on a daily basis
- ❖ Conducted and created schedule for hall sweeps
- ❖ Served as St. John Fisher Administrative Intern Supervisor
- ❖ Facilitated parental involvement and open parent communication
- ❖ Managed student discipline
- ❖ Served as member of ASAR Professional Development Committee
- ❖ Facilitated Building Use Permits
- ❖ Coordinated security at school functions

Rochester City School District, 2003-2005

Assistant Principal/Design Coach, Dr. Freddie Thomas H.S.

- ❖ Served as *Instructional Leader* for implementation of the “America’s Choice School Design”
- ❖ Served as member of the School Based Planning Team
- ❖ Provided leadership on the development of “The Workshop Model”
- ❖ Assisted with setting up model classroom
- ❖ Conducted and organized “Focus Walks” for the Instructional Leadership team
- ❖ Supervised and evaluated teachers in the Social Studies Department
- ❖ Provided and organized professional development opportunities for staff
- ❖ Provided data analysis for staff use on multiple topics
- ❖ Assisted and secured community partnerships

Rochester City School District, 2001-2003

Athletic Director, Wilson Magnet High School

- ❖ Supervised and evaluated Physical Education, Health and Athletics staff
- ❖ Created schedules for all sports teams (Fall, Winter, and Spring)
- ❖ Supervised all home sporting events
- ❖ Managed all budget lines for the Physical Education, Health and Athletic Department
- ❖ Assisted with the organization of Homecoming and Pep Rallies
- ❖ Coordinated transportation for sporting events

Rochester City School District, 1997-2001

Physical Education Teacher, School No. 39

- ❖ Planned and delivered instruction
- ❖ Supervised the Safety Patrol Team
- ❖ Organized intramural program
- ❖ Coordinated “Field Day” activities
- ❖ Served as member of the Scheduling Team
- ❖ Substituted as administrator (2000-2001)

Camaron J. Clyburn

REFERENCES:

Dr. Ray Giamartino
Chief of Schools – Transformational Schools
Rochester City School District
131 W. Broad Street
Rochester, New York 14614
(585) 262-8100

Marlene Blocker
Principal of East High School
Rochester City School District
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Rochester, New York 14609
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Suzanne Johnston
President of Our Lady of Mercy High School
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Rochester, New York 14610
(585) 482-5194

II.E. Instructional Staff

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

There are 34 instructional staff at Dr. Walter Cooper Academy, including supporting instructional staff. Nearly all (96%) of the teaching staff of them have an effective or highly effective rating.

II.E.ii. School-Based Staffing

Most of Dr. Walter Cooper Academy staff are rated as effective educators. Many are not yet trained in EL Education, and the fact that not enough students make their growth targets suggest that the use of data to differentiate instruction is an area of need. There are strong support staff at the school, including Instructional Coaches. This proposal will allow us to increase the level of expected support by the EL Education School Designer and an additional Intervention Teacher to support students.

At Dr. Walter Cooper Academy, a teacher-led culture is expected and practiced in the following ways:

- Teachers meet weekly by grade level bands (I.e. K/1; 2/3; 4, 5/6) for embedded professional learning to discuss data trends, individual student needs, and identify instructional impact for group and individual student learning;
- Teachers and leaders who participate in close analysis of student work to identify trends and patterns and set goals for improvement. By engaging in regular conversations that are tied to a consistent and stable set of attributes and grounded in evidence of student work and data, schools such as School #10, who will begin the credentialing process as EL Education Schools build an archive of evidence over time that enables them to reflect on the connections between changes in student work and changes in teacher practice; and
- Teachers will require support in order to fully implement an EL Education school model. For many of our staff (some 14 of 17 classroom teachers) this requires travel to the EL Institute and national conference; this opportunity will not happen without the award of additional funding.

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

Staff at Dr. Walter Cooper Academy must embody the mission of the school and live by the Cooper Code. They must be willing to work hard in the teacher-led culture outlined above. What follows are specific additional positions that we believe are critical to accomplishing the Reform Plan. Some of these are included in the SIG proposed budget, while others are funded through other sources.

The ***EL Education Coach*** supports the implementation of EL Education by ensuring all aspects of the school culture reflect EL practices regarding student and adult learning and sets high expectations for students and staff through an instructional coaching model and Habits of Work and Learning (HOWLS). The EL Coach contributes and supports the improvement of systems and structures regarding Data-Driven Instruction and decision making, continuous feedback, and reflection. He/she is a member of the instructional leadership team, coordinates monthly Teacher-Led Learning Walks with staff and parents, and leads professional learning that is focused and strategic to the goals of the school and its students.

The **Data/Intervention Coach** supports implementation of this model by contributing to and supporting the improvement of systems and structures regarding Data-Driven Instruction (DDI) and decision making through the Response to Intervention process. The coach provides continuous feedback and reflection and supports the structure for teacher collaboration in the areas of Looking at Student Work using common formative writing assessments. When paired with DDI, this impacts instructional planning and strategies for differentiation. The Data Coach is a member of the instructional leadership team and provides embedded professional development for individual teachers by modeling effective data practices.

Intervention teachers (2) provide academic support for all students in need of Tier II and Tier III interventions by providing individual and small group instruction based on analysis of formative and summative assessment. Intervention Teachers motivate students with opportunities for academic success. These certified teachers will have proven ability to improve students' literacy achievement, and the primary function of this role is to deliver direct intervention services to students, especially in the area of reading. A portion of the intervention teachers' time will be spent in data meetings with each grade level to determine flexible groupings and match students to appropriate interventions. These positions are SIG-funded.

The Help Zone / Restorative Practitioner— This person, funded through the Center for Youth, will take the lead on helping the school build a systematic, restorative response to discipline. This person will provide direct conferencing and circles, providing the first line of response to students' social-emotional needs, and may also help organize the training opportunities provided through the planned partnership with SaferSanerSchool™ model.

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

The staffing process in the current teachers' contract provides for multiple rounds of teacher selection. The first round of this process is the "voluntary transfer" round. All eligible teachers may apply to up to ten schools within the District (may be less, depending on tenure area). 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 the school-based planning team may interview and select eligible teachers who apply for voluntary transfer based upon merit. After the voluntary transfer round is complete, displaced teachers have the ability to select vacant positions within their tenure area based upon seniority. Seniority-based transfers restrict a principal's ability to select the candidate of choice. The teacher's contract provides mechanisms for schools to become exempt from the transfer process. Such exemption allows school to select all teachers through a separate interview process ahead of the voluntary rounds. Exemption must be agreed upon by the teachers union and the District. The receivership schools may also restrict teachers from transferring out of their schools based on academic hardship, and can require teachers to transfer to other schools.

II.F. Partnerships

II.F.i. SIG Partner Organizations

EL Education will be the lead partner that provides both the educational framework for the school, and additional capacity to plan and lead the school improvement work that is demanded in this Reform Plan. EL Education is a national network serving 4,500 teachers and 45,000 students in 165 schools across 31 states and Washington, D.C. EL partners with school districts and charter boards to open new schools and transform existing schools at all levels (PreK-12) and in all settings (urban, rural, and suburban). It invests in the growth of both new and veteran teachers, helping them transform their classrooms into rigorous and stimulating learning environments. Students learn through academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning which inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. Coupled with the emphasis on character and leadership, the results include higher student achievement and greater engagement in school, and in EL high schools, 100% college acceptance is the standard.

EL Learning has recently set strategic priorities and quality standards, setting out ambitious growth and achievement targets that its schools must meet in order to remain EL schools. This type of external accountability and support is a key value of engaging a partner under the Innovation & Reform Framework.

EL schools are characterized by:

- Active instructional practices that build academic skills and student motivation;
- Rigorous projects that meet state standards and are connected to real-world needs;
- School cultures of kindness, respect, and the responsibility for learning;
- Shared leadership for school improvement; and
- School-wide commitment to improved teaching and leadership practice.

The EL approach to transforming school and classroom practice to improve students' academic outcomes is unique. Born from a collaboration between the Harvard graduate School of Education and Outward Bound, USA, EL has forged a professional learning model based on inspiring and improving educators, both novice and veteran, through active, challenging experiences. Highly skilled and effective teachers in every classroom are the key to achieving gains in student performance. EL has pioneered a transformative method of improving instructional practice that has been recognized by the National Staff Development Council in two separate studies. EL has been shown to meet all 27 standards for high quality professional development. Its focus on high quality, job-embedded professional development builds capacity among teachers, administrators, and support staff by focusing on five core practices:

- Curriculum - academically rigorous learning expeditions will connect to the real world through the school community and community-at-large;
- Instruction - differentiated instruction will cultivate a culture of high achievement that comes alive with discovery and inquiry;
- Culture and character - students and adults will be committed to quality work and citizenship;

- Assessment - student-engaged assessment practices will focus on reaching or exceeding standards-based learning targets and drive achievement; and
- Leadership - school leaders will boldly shape school structures to meet student needs

EL Education has had a presence in the Rochester City School District since 2007. As part of this proposal, EL will offer a comprehensive suite of professional development, coaching, and online tools to strengthen curriculum design, instruction, school culture, leadership, and assessment practices. EL's content-rich institutes and school-based coaching will support schools by creating an engaging environment with all grades participating in two expeditions per year. Engaging professional learning opportunities for teachers at Dr. Walter Cooper Academy will include access to EL National Institutes, intensive on-site coaching by staff trained in EL practices, EL Mentor Schools, Best Practice Toolkits (including videos, coaching, facilitation guides, and curriculum maps), and ELs National Conference that will expand the concept of community even farther by delivering professional learning within the national community of EL schools. An evolving layer of support from EL would be to facilitate a collegial learning network among the principals of the EL schools in the area. This type of structure will help to support leaders through the improvement process and create sustainability in the future.

EL will strengthen a strong approach to teaching and learning at Dr. Walter Cooper Academy. All staff will participate in professional learning aligned with EL practices that includes academic engagement, data driven instruction, and differentiation, and working with parents and community partners that will help all staff to embrace the following beliefs that learning be active, challenging, meaningful, public, and collaborative.

The International Institute for Restorative Practices (IIRP) offers a two-year implementation support program for schools launching a whole-school change approach to restorative practices. This **Safer Saner Schools™** model has a track record of reducing **negative behaviors and suspensions** and of increasing student and staff morale and engagement in urban schools with similar demographics and challenges. The consultant service is a two-year plan, including full staff training, deeper training for leadership team, onsite coaching and planning, professional materials, train-the-trainer approach to capacity building, and built-in progress monitoring tools. ***This partnership is a critical aspect of the Reform Plan at Dr. Walter Cooper Academy, because we believe it will equip our scholars with a unique set of leadership skills—the ability to take multiple perspectives, have empathy across differences, and be creative problem solvers in repairing harm and conflict.***

IIRP will work with the school leader, a “school culture leadership team” anchored by a teacher on assignment to lead the work at the school, and the School Ambassador/appropriate District staff, to develop the customized implementation plan for Dr. Walter Cooper Academy. The plan will include:

- foundational training for the leadership team;
- full staff training in introductory restorative practices;
- a schedule of professional learning for the year;
- a schedule of monthly implementation check / coaching phone calls and periodic site visits;
- materials for teachers, staff and families to use;
- a progress monitoring framework and feedback cycles;

- consultation at the District level to integrate this work with the emerging supports for the systemwide movement toward restorative schools.

The IIRP consortium has provided professional development and services to hundreds of schools and other organizations since 1994 and direct services to delinquent and at-risk youth since 1977. The IIRP was formally constituted as the training arm of the consortium in 2000. Since 2000, the IIRP has been providing services to schools in major urban centers throughout the country and has trained thousands of educators in the U.S. and internationally. For example, beginning in the 2015-2016 school year, all employees — from cafeteria workers to the principal — in 22 Pittsburgh city schools began utilizing techniques taught by the IIRP under a \$3 million grant from the U.S. Justice Department. Part of the grant funds a Rand Corporation study of how well the program works, the first part of the evaluation is due in September 2016. Currently, IIRP is involved in three national research studies with RAND Corporation and Johns Hopkins University.

The IIRP is currently partnering with the Johns Hopkins University School of Education to conduct a three-year randomized field trial evaluation of the IIRP's Whole-School Change Program, Safer Saner Schools. The study will establish the impact of school-wide restorative practices on reducing disparities in discipline and overall rates of suspensions, arrests and expulsions in high poverty-area middle and high schools that also have significant proportions of students of color. This study includes 15 middle and high schools in urban areas around the country such as Chicago, Los Angeles, Philadelphia, Boston, and Brooklyn. There are 30 school districts (90 schools) that have either completed the Whole-School Change Program or are currently active.

The IIRP project team includes a core team of full-time instructors/consultants and faculty, as well as an extended network of restorative practices experts in the field of education. All IIRP instructors bring a depth of experience in education and youth service, and all have worked with challenging student populations. Most have held or currently hold posts as administrators in schools and youth-serving agencies.

The Center for Youth Services is a nonprofit with a long history in Rochester, and with a multitude of school-based programs that support the social-emotional well-being of young people. The Center has developed a staff position, **Crisis Intervention / Prevention**, who functions as an embedded part of the school staff, and partners with the school in creating a proactive tiered system of social-emotional supports. This trained professional is onsite for the full school day, working to help more students be ready and able to learn by:

- supplementing the existing school services and capitalize on academic learning for all students;
- providing immediate crisis response;
- offering a “matched intervention” for presenting social and emotional behaviors focusing on violence prevention;
- providing a safe environment by implementing restorative practices
- provide parental engagement opportunities in crisis situations as well as prevention and intervention opportunities;
- providing groups and workshops (evidence-based curriculum) as well as individual interventions, to youth and families;
- expanding resources, by facilitating timely access to community resources

As noted above, the emphasis of this model will be on prevention education (skill-based violence prevention and disruptive behaviors), immediate crisis response, restorative practices and information and referrals. It is essential to understand that the age and stage of development of elementary school age youth requires a connection with families. The needs of the families, particularly of the growing number of young, underserved, single-parent families, must be taken into account. The Center for Youth staffing reflects this need. The lead staff person will be a Crisis Intervention/Prevention Education Specialist, trained to deliver a variety of best-practice and research-based services (i.e., groups, workshops, curricula), with the primary focus of violence prevention. The Center is committed to using research-based curricula (Get Real About Violence (GRAV) and Life Skills) and science-based strategies to deliver both universal prevention lessons and targeted groups. Prevention Education workshops are designed to provide age-appropriate, accurate information and to build or enhance skills thus increasing protective factors in areas such as: drug/alcohol use and abuse, communication, decision making, problem solving, negotiation and conflict resolution, refusal skills, anger and stress management. Each workshop has established outcome objectives and is highly interactive, experiential and skill-based.

All staff are trained in restorative practices and see building relationships as a priority. With an on-site Center for Youth staff, the evolving needs of the school community will more easily be identified and responded to. The initial and ongoing assessment of needs, the support and in-service training of teachers, and the planned duplication between the research-based best-practices and classroom learning's will be more easily facilitated. The Crisis Intervention/Prevention Education Specialist will act as a conduit to additional resources from The Center for Youth and to community referrals.

Center staff will offer teachers/staff in-services and consultation, and parent trainings utilizing research-based models focusing on Crisis as an Opportunity. Our work with children and families in crisis is well-proven at the elementary, middle and high school level. Furthermore, Center staff come with protocols for data collection, coordination and communication. The Center commits to find staff that are a responsive fit for the school, and is a genuine partner in adapting to shifting needs as the year progresses. This flexibility to respond to the school's needs across the emerging tiered system of supports is invaluable, especially as the school is just beginning to design and lift a significant whole school change approach which will require new systems, new practices and will likely require mid-course adaptations.

The following partnerships are not funded through the SIG and are not lead partnerships like those previously discussed. However, they each fulfill a strategic role and add critical value to the school.

The Greater Rochester Health Foundation partners with Dr. Walter Cooper Academy on their Childhood Healthy Weight initiative, a project that studies potential solutions to the childhood overweight and obesity epidemic in the City of Rochester, Monroe County, and nationwide. Dr. Walter Cooper Academy's initiatives include daily recess, out of school time access to physical activity, nutrition education, professional development for educators addressing the relationship between physical activity and increased cognition, and parent and community engagement around daily physical activity and access to nutritious foods.

AmeriCorps members are fully embedded in the school staff and facilitate Tier 2 intervention groups, under the guidance of teachers.

The YMCA's After School Program serves school age children 5-12 years old in our school. This program provides an ideal situation for parent pickup and school day transitions. Busing and financial aid are available and DSS is accepted. Program aligns with the school day and supports growth in literacy, math, and science. The Y's innovative After School Program follows the [Nine Core Components curriculum](#) centered around global learning, leadership development, 21st century skills, media, and technology.

Rochester Education Foundation provide programs and resources to improve learning and success at Dr. Walter Cooper Academy students through partnerships with educators, business and the community.

The Rochester Engineering Society volunteers will facilitate Tier 2 social-emotional support groups and Tier 3 intervention groups.

The UR Medical Students provide experience with scientific methodology to students from Dr. Walter Cooper Academy on the campus of the University of Rochester every other Saturday beginning in October until April. The students are able to work in small groups doing research and hands-on laboratory projects.

I.F.ii. Evidence of Partner Effectiveness

Both EL Learning and The International Institute for Restorative Practices have evidence of school improvement within its area of focus. The third partner, The Center for Youth Services, was vetted through a District RFP to provide specific social-emotional crisis prevention and intervention services, for which they have documented success in our schools and in surrounding areas. Therefore, their intent is to support, but not lead the overall school turnaround. The information outlined in the Attachment Cs is provided in that context.

II.F.iii. Accountability Mechanisms for Partners

Emphasis is placed on partner evaluation throughout the service delivery period. The School Ambassador and School Chief 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. This ongoing progress monitoring is supplemented by a year-end review as part of the renewal decision.

In the case of a lead partner arrangement, such as with EL Learning, the partner also has expectations and accountability measures that the school and District must meet.

Attachment C 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.)
EL Education Susie Walter, NY Regional Director swalter@eleducation.org (646) 668- 4584 EL Education provides comprehensive support for school transformation. On-site direct service support includes professional development workshops, leader and teacher coaching, strategic planning, and progress monitoring. Off-site support consists of national conferences and institutes.	1. World of Inquiry/ School 58 – Rochester, NY	Sheela Webster, Principal: sheelarani.webster@rcsdk12.org
	2. Genesee Community Charter School- Rochester, NY	Lisa Wing, Principal: lwing@gccschool.org
	3. King Middle School- Portland, ME	Caitlin LeClair, Principal: leclac@portlandschools.org
	4. Two Rivers Public Charter School- Washington, DC	Jessica Wodatch, ED: jwodatch@tworiverspcs.org
International Institute for Restorative Practices, SaferSanerSchools™ whole school change model Keith Hickman Director of Continuing Education, IIRP 267-406-3901 khickman@iirp.edu	1. Baltimore City Public Schools: since May 2012 Safer Saner School Whole School Change Program. Our current contract expires in 2018. Two specific schools, Glenmount and National Academy Foundation. Supporting pdf evaluations show positive trend data on school climate surveys and on chronic absence and suspension rates.	Erik Bandzak, Coordinator, Climate Support and Alternative Programming; Phone: 443-361-9251 Email: ECBandzak@bcps.k12.md.us
	2. School District of Philadelphia, since March 2012. There are 3 schools that completed the program	Jody Greenblatt. Deputy School Climate and Safety

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.)
The service provided will be the two-year implementation of the whole school change model, SaferSanerSchools™, which provides a structured way for schools to become restorative communities that have improved school climate.	and 6 that are still active. For information on the results of the use of restorative practices, please see, The transformation of West Philadelphia High School at www.saferanerschools.org/the-transformation-of-west-philadelphia-high-school-fullversion . Additional information can be found in the article, “Making a Difference, in Educational Leadership” (article enclosed “Making a Difference”).	Phone number: 215-400-5988 Email: jgreenblatt@philasd.org
	3. Bethlehem Area School District since August 2011. Has completed the program with positive results. Data for the two high schools can be found in the Bethlehem Data Sheet (Bethlehem pdf).	Joe Roy, Ed.D, Superintendent Phone number: 610-861-0500 x60250 Email: jroy@basdschools.org
	4. Pittsburg Public Schools; started January 2015, to provide SaferSanerSchool model in 22 schools in the district. Funded through federal, Department of Justice grant, being evaluated by RAND.	Yasmeen Davis, Project Manager, Pursuing Equitable Restorative Communities (PERC) Phone: 412-529-3985 Email: ydavis1@pghboe.net
The Center for Youth 905 Monroe Avenue Rochester, New York 14620 Paul Clark, Director of School Based Programs- (585) 473-2464 Services: Crisis Intervention/Prevention Services The Center services:	1. Nathaniel Rochester Community School No.3	1. Rodney Moore, Principal- (585)454-3525
	2. John Williams School No.5	2. Joanne Wideman, Principal- (585) 325-2255
	3. Roberto Clemente School No.8	3. Laurel Avery-DeToy, Principal- (585) 262-8888
	4. Dr. Walter Cooper Academy School No.10	4. Camaron Clyburn, Principal- (585) 324-2010
	5. James P.B. Duffy School No.12	5. Michele Liguori-Alampi- (585) 461-3280
	6. John Walton Spencer School No.16	6. Carla Roberts, Asst. Principal- (585) 235-1272

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.)
<ul style="list-style-type: none"> • 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 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. 	7. Enrico Fermi School No.17	7. Caterina Leone-Mannino, Principal- (585) 436-2560
	8. Dr. Charles T. Lunsford School No.19	8. Eva Thomas, Principal- (585) 328-7454
	9. John James Audubon School No.33	9. Larry Ellison, Principal- (585) 482-9290
	10. Dr. Louis A. Cerulli School No.34	10. Carmine Peluso, Principal- (585) 458-3210

	Mastery of Knowledge and Skills Achievement		Math scores: District comparison	Math scores: State comparison	Character Achievement EL Credentialing Portfolio Assessment	Quality Work Achievement Portfolio Assessment	EL Core Practice Implementation EL Implementation Review Scores
	ELA Scores: District comparison	ELA Scores: State comparison					
World of Inquiry School 58: Rochester, NY <i>Demographics resemble those of district.</i>							
2014-2015	8% more proficient	35% more proficient	30% more proficient	Even with state proficiency	Not yet credentialled by EL	Not yet credentialled by EL	Score: 106 (Exceeded target by 8 pts)
2013-2014	15% less proficient	10% more proficient	6% more proficient	23% less proficient			Score: 102 (Exceeded target by 6 pts)
2012-2013	12% less proficient	13% more proficient	7% more proficient	19% less proficient			Score: 99 (Exceeded target by 1 pt)
Genesee Community Charter, Rochester, NY <i>GCCS draws students from greater Rochester area; district score comparison to RCSD.</i>							
2014-2015	14% more proficient	40% more proficient	50% more proficient	17% more proficient	Credentialled	Credentialled	Score: 114 (Exceeded target by 16 pts)
2013-2014	23% more proficient	48% more proficient	46% more proficient	15% more proficient	Met Credentialing criteria	Met Credentialing criteria	Score: 118 (Exceeded target by 20 pts)
2012-2013	23% more proficient	48% more proficient	48% more proficient	21% more proficient	N/A	N/A	Score: 118 (Exceeded target by 20 pts)
King Middle School, Portland, ME <i>KMS has highest ELL and FRL population amongst Portland Public middle schools.</i>							
2014-2015	11% more proficient	9% more proficient	3% more proficient	5% more proficient	Met Credentialing criteria	Met Credentialing criteria	Score: 101 (Exceeded target by 3 pts)
2013-2014	5% more proficient	1% more proficient	4% more proficient	2% less proficient	N/A	N/A	Score: 100 (Exceeded target by 2 pts)
2012-2013	1% more proficient	1% more proficient	1% more proficient	4% less proficient	N/A	N/A	Score: 100 (Exceeded target by 2 pts)
Two Rivers Public Charter School: Washington, DC <i>Demographics resemble those of district.</i>							
2014-2015	16% more proficient	16% more proficient	13% more proficient	12% more proficient	Credentialled	Credentialled	Score: 108 (Exceeded target by 10 pts)
2013-2014	18% more proficient	21% more proficient	18% more proficient	14% more proficient	Met Credentialing criteria	Met Credentialing criteria	Score: 104 (Exceeded target by 6 pts)
2012-2013	14% more proficient	17% more proficient	18% more proficient	14% more proficient	N/A	N/A	Score: 101 (Exceeded target by 3 pts)

School Climate Indicators

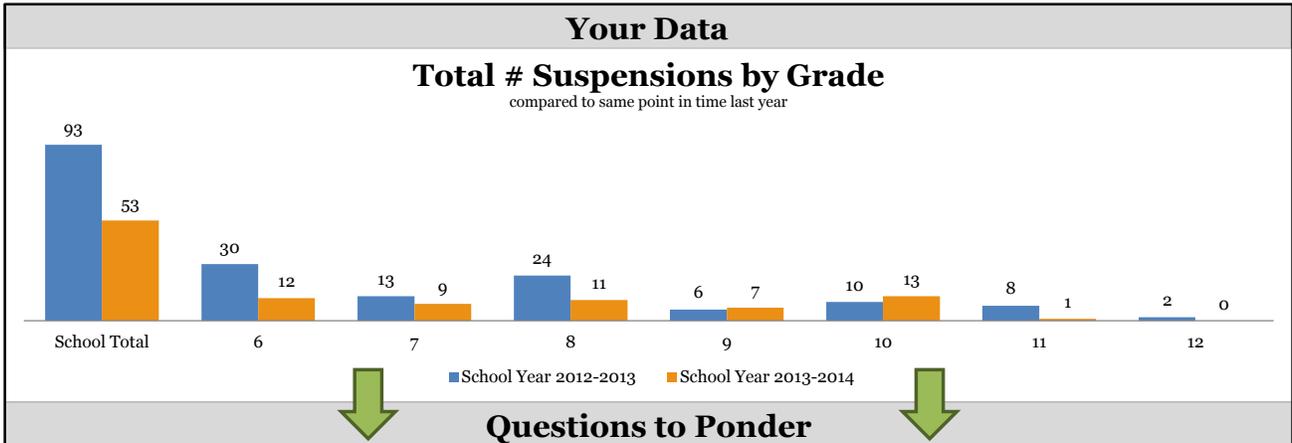
School # 421
School Name National Academy Foundation
Data as-of Enrollment, Suspensions YTD as-of 6/16/14

Your Data	Questions to Ponder												
<p style="text-align: center;">Current Enrollment compared to same point in time last year</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <th>School Year</th> <th>Enrollment</th> </tr> <tr> <td>School Year 2012-2013</td> <td>647</td> </tr> <tr> <td>School Year 2013-2014</td> <td>703</td> </tr> </table> <p style="text-align: center;">All Students</p> <p style="text-align: center;">■ School Year 2012-2013 ■ School Year 2013-2014</p>	School Year	Enrollment	School Year 2012-2013	647	School Year 2013-2014	703	<p style="color: red;"><i>This is the number of students that were enrolled in your school on the last day of school.</i></p> <p style="text-align: center;"><i>These numbers give you context for what's to follow.</i></p> <p>*Did your enrollment move significantly in either direction? If so, why?</p> <p><i>*If it's higher, you might see a jump in other areas below. Enrollment increase, however, plays only one part in change and is not necessarily the entire explanation.</i></p> <p><i>*If it's lower, do the data below line up with the expectations you have about smaller school size?</i></p>						
School Year	Enrollment												
School Year 2012-2013	647												
School Year 2013-2014	703												
<p style="text-align: center;">Total # Suspension Incidents compared to same point in time last year</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <th>Group</th> <th>School Year 2012-2013</th> <th>School Year 2013-2014</th> </tr> <tr> <td>All Students</td> <td>93</td> <td>53</td> </tr> <tr> <td>Students with Disabilities</td> <td>19</td> <td>14</td> </tr> <tr> <td>General Education Students</td> <td>74</td> <td>39</td> </tr> </table> <p style="text-align: center;">■ School Year 2012-2013 ■ School Year 2013-2014</p>	Group	School Year 2012-2013	School Year 2013-2014	All Students	93	53	Students with Disabilities	19	14	General Education Students	74	39	<p style="color: red;"><i>This is unofficial # of out-of-school suspensions that occurred at your school this school year. With data cleansing, this number is subject to change.</i></p> <p>*Did both groups (i.e. SWD and GE Students) move in the same direction?</p> <p><i>*If yes, and they both moved up, what happened in your school overall that was different from the prior year that would make student and adult behaviors more disruptive?</i></p> <p><i>*If yes, and they both moved down, great job! Think about what happened in your school overall that allowed for students and adults to have positive relationships. Keep doing that!</i></p> <p><i>*If no, what is different about the higher group than the prior year? For example, were there new teachers who need more</i></p>
Group	School Year 2012-2013	School Year 2013-2014											
All Students	93	53											
Students with Disabilities	19	14											
General Education Students	74	39											
<p style="text-align: center;"># Suspended Students compared to same point in time last year</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <th>School Year</th> <th># Suspended Students</th> </tr> <tr> <td>School Year 2012-2013</td> <td>69</td> </tr> <tr> <td>School Year 2013-2014</td> <td>47</td> </tr> </table>	School Year	# Suspended Students	School Year 2012-2013	69	School Year 2013-2014	47	<p style="color: red;"><i>This is unofficial # of students suspended at your school this school year. With data cleansing, this number is subject to change.</i></p> <p>*Were more students suspended this year?</p> <p><i>*If yes, what was different than in the prior year? An enrollment increase? New grades being added? Is there a school-wide disruption like construction? New teachers?</i></p> <p><i>*If no, great job! Perhaps the preventative strategies you implemented worked!</i></p>						
School Year	# Suspended Students												
School Year 2012-2013	69												
School Year 2013-2014	47												
<p style="text-align: center;">Avg. # of Suspensions per Student Suspended compared to same point in time last year</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <th>School Year</th> <th>Avg. # of Suspensions per Student Suspended</th> </tr> <tr> <td>School Year 2012-2013</td> <td>1.35</td> </tr> <tr> <td>School Year 2013-2014</td> <td>1.13</td> </tr> </table>	School Year	Avg. # of Suspensions per Student Suspended	School Year 2012-2013	1.35	School Year 2013-2014	1.13	<p style="text-align: center;"><i>Of the students who have been suspended at your school, on average, how many times were they suspended?</i></p> <p style="text-align: center;"><i>The goal is to legitimately get this number as close to 1.00 as possible.</i></p> <p>*Is this year's number greater than last year's?</p> <p><i>*If yes, on average, the same students are getting suspended more often. These students need stronger interventions. Contact your SSL to help you identify the specific students and appropriate support systems, like an SST referral.</i></p> <p><i>*If no, great job! The students and adults are implementing effective strategies to prevent, intervene on, and respond to difficult situations. Keep it going!</i></p>						
School Year	Avg. # of Suspensions per Student Suspended												
School Year 2012-2013	1.35												
School Year 2013-2014	1.13												

SOURCE: Enrollment = SY1314 Unofficial SMS Data as-of 6/16/14; SY1213 Unofficial SMS Data, Last Day of School SY1314 (i.e. 6/12/13 on the District calendar)
 SOURCE: Suspensions = SY1314 Unofficial SMS Data as-of 6/16/14; SY1213 Official MSDE File

School Climate Indicators

School # 421
School Name National Academy Foundation
Data as-of Suspensions YTD as-of 6/16/14



Questions to Ponder

*These are **unofficial** # of suspensions per grade level at your school this school year. With data cleansing, these numbers are subject to change.*

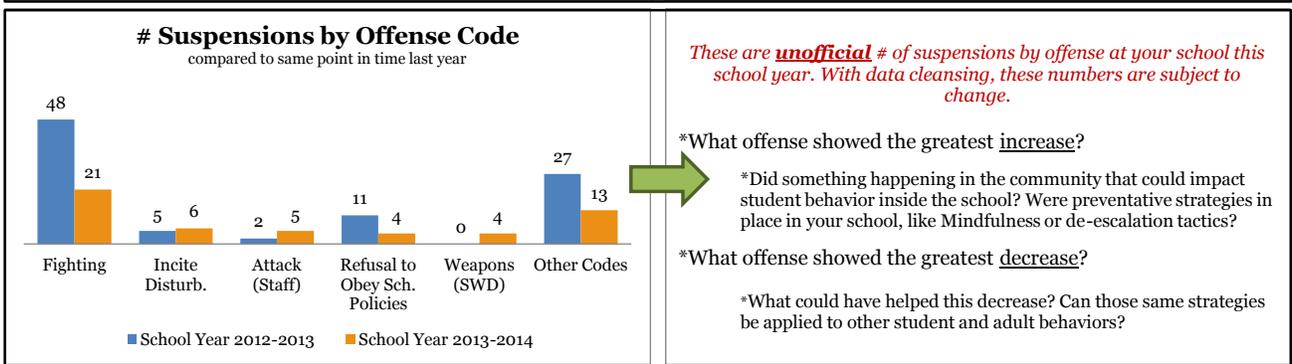
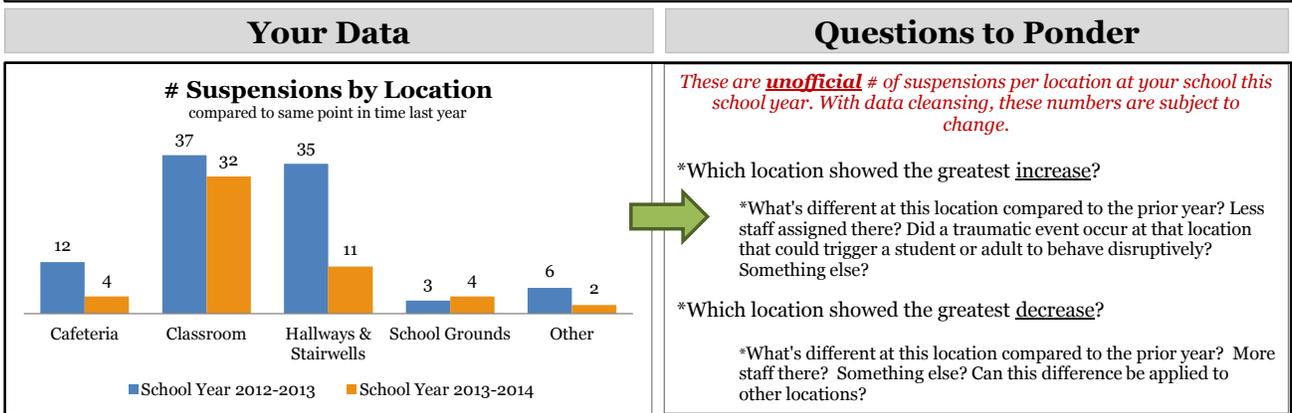
*Which grade showed the greatest increase?

*What's different with this grade level compared to last year? Less staff? Enrollment increase? Something else?

*Which grade showed the greatest decrease?

*What's different with this grade level compared to last year? More staff there? Are any Alternatives -to-Suspensions being implemented? Are any preventative practices like de-escalation tactics being implemented? Is something else happening?

*Can these strategies be applied to other grades?



SOURCE: Suspensions = SY1314 Unofficial SMS Data as-of 6/16/14; SY1213 Official MSDE File



School Climate Indicators

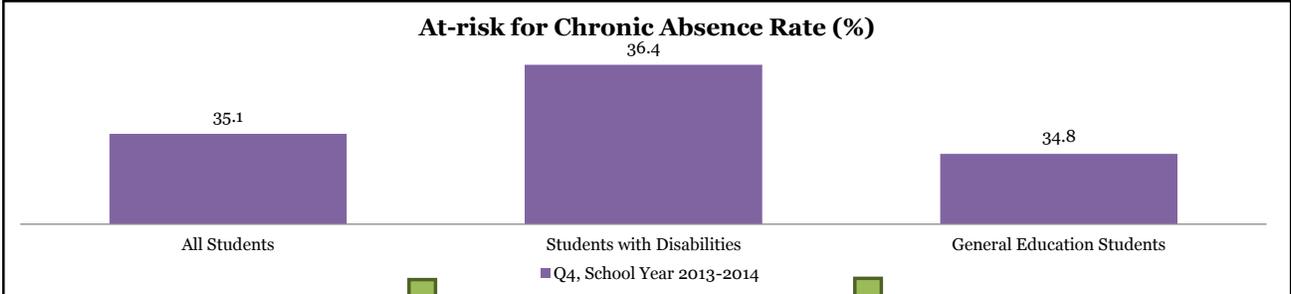
School # 421
School Name National Academy Foundation
Data as-of Q4 ARCA as-of 6/16/14

Q4 Unsubmitted Attendance Rate <small>(as-of 6/16/14)</small>	13.2	<h2 style="margin: 0;">THIS IS YOUR QUARTER 4 RATE.</h2> <p style="font-size: small; margin: 0;">The Unsubmitted Attendance Rate shows how much of your school's attendance has <u>not</u> been properly submitted in SMS. <i>This number should be as close to 0% as possible.</i></p>
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NOTE: The number of days absent needed to be identified as ARCA depends on the number of days the student is enrolled during the given time frame, in this case that is Quarter 4. So, *it may be different from student to student.* For more details on the calculations, please refer to the video tutorial at: <http://www.bcpss.org/bbcswebdav/institution/C.S.Tech/Academic/ARCA%20tutorial/player.html>

Your Data - QUARTER 4

NOTE: ALL 12th graders are excluded from this analysis.



Questions to Ponder

Of all of the students currently enrolled in your school, how many are At Risk of becoming Chronically Absent?

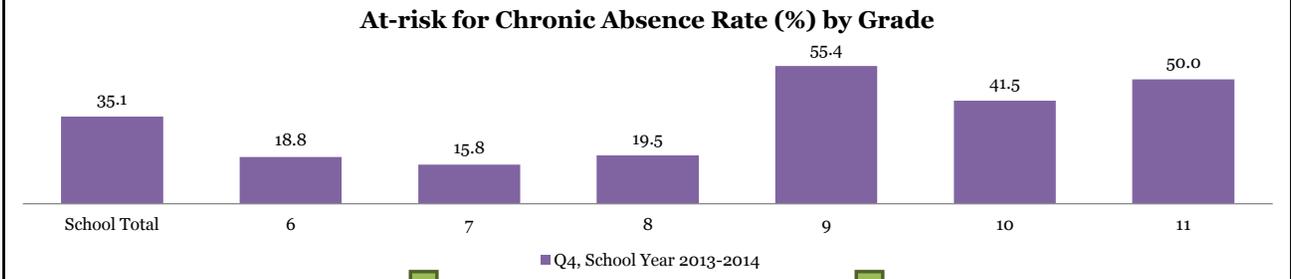
*Do both groups (i.e. SWD and GE Students) have similar At-risk for Chronic Absence rates?

*If **yes**, are there common barriers that can be identified and potentially addressed, such as students struggling academically?

*If **no**, what is different about the higher group? For example, are there new teachers who need more support/training? Transportation issues?

Your Data - QUARTER 4

NOTE: ALL 12th graders are excluded from this analysis.



Questions to Ponder

*Which grade has the highest rate?

*What's different with this grade level? Less staff? Something else?

*Which grade has the lowest rate?

*What's different with this grade level? More staff there? Are any Alternatives-to-Suspensions being implemented? Are any preventative practices like de-escalation tactics being implemented? Is something else happening?

NOTE: City School's "At-risk for Chronic Absence" is defined differently from "Official EOY Chronic Absence." For more details on the calculations, please refer to the video tutorial at: <http://www.bcpss.org/bbcswebdav/institution/C.S.Tech/Academic/ARCA%20tutorial/player.html>

SOURCE: At-Risk for Chronic Absence = Unofficial SMS Data Q4 as-of 6/16/14

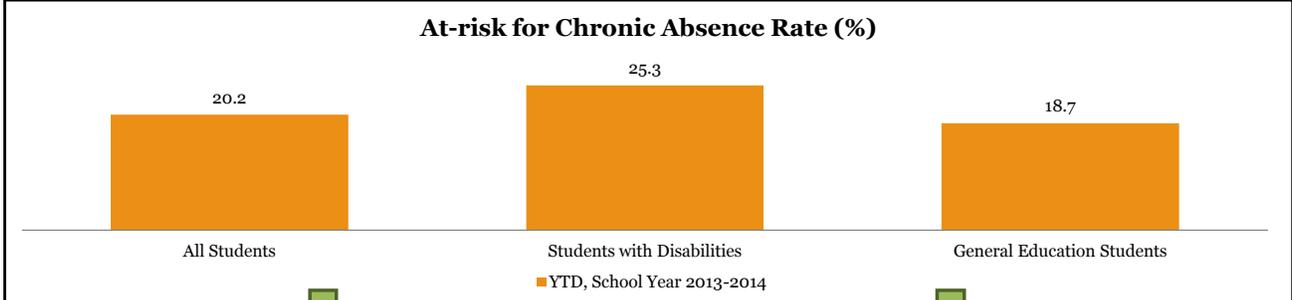


School Climate Indicators

School # **421**
 School Name **National Academy Foundation**
 Data as-of **YTD ARCA as-of 6/16/14**

<u>Year-to-Date (YTD) Unsubmitted Attendance Rate</u> <small>(as-of 6/16/14)</small>	33.3	<h2 style="margin: 0;">THIS IS YOUR <u>YTD</u> RATE.</h2> <p style="font-size: small; margin: 0;">The Unsubmitted Attendance Rate shows how much of your school's attendance has <u>not</u> been properly submitted in SMS. <i>This number should be as close to 0% as possible.</i></p>
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Your Data - YTD
NOTE: This is a different calculation than Official EOY Chronic Absence rates.
NOTE: ALL 12th graders are excluded from this analysis.



Questions to Ponder

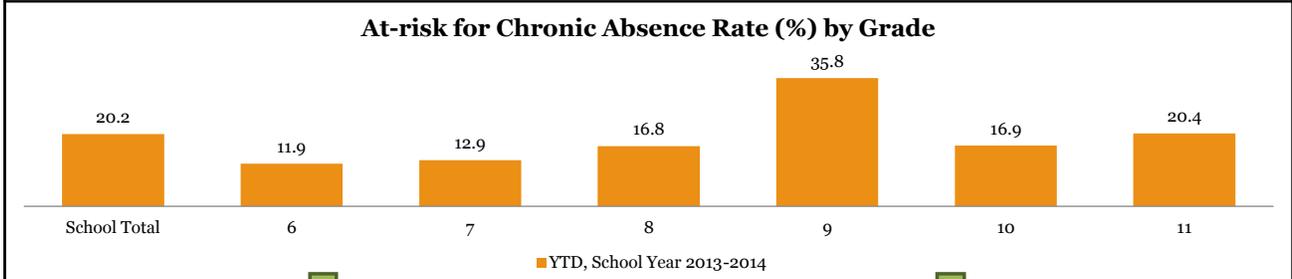
Of all of the students currently enrolled in your school, how many are At Risk of becoming Chronically Absent?

*Do both groups (i.e. SWD and GE Students) have similar At-risk for Chronic Absence rates?

*If **yes**, are there common barriers that can be identified and potentially addressed, such as students struggling academically?

*If **no**, what is different about the higher group? For example, are there new teachers who need more support/training? Transportation issues?

Your Data - YTD
NOTE: This is a different calculation than Official EOY Chronic Absence rates.
NOTE: ALL 12th graders are excluded from this analysis.



Questions to Ponder

*Which grade has the highest rate?

*What's different with this grade level? Less staff? Something else?

*Which grade has the lowest rate?

*What's different with this grade level? More staff there? Are any Alternatives-to-Suspensions being implemented? Are any preventative practices like de-escalation tactics being implemented? Is something else happening?

*Can this difference be applied to other grades?

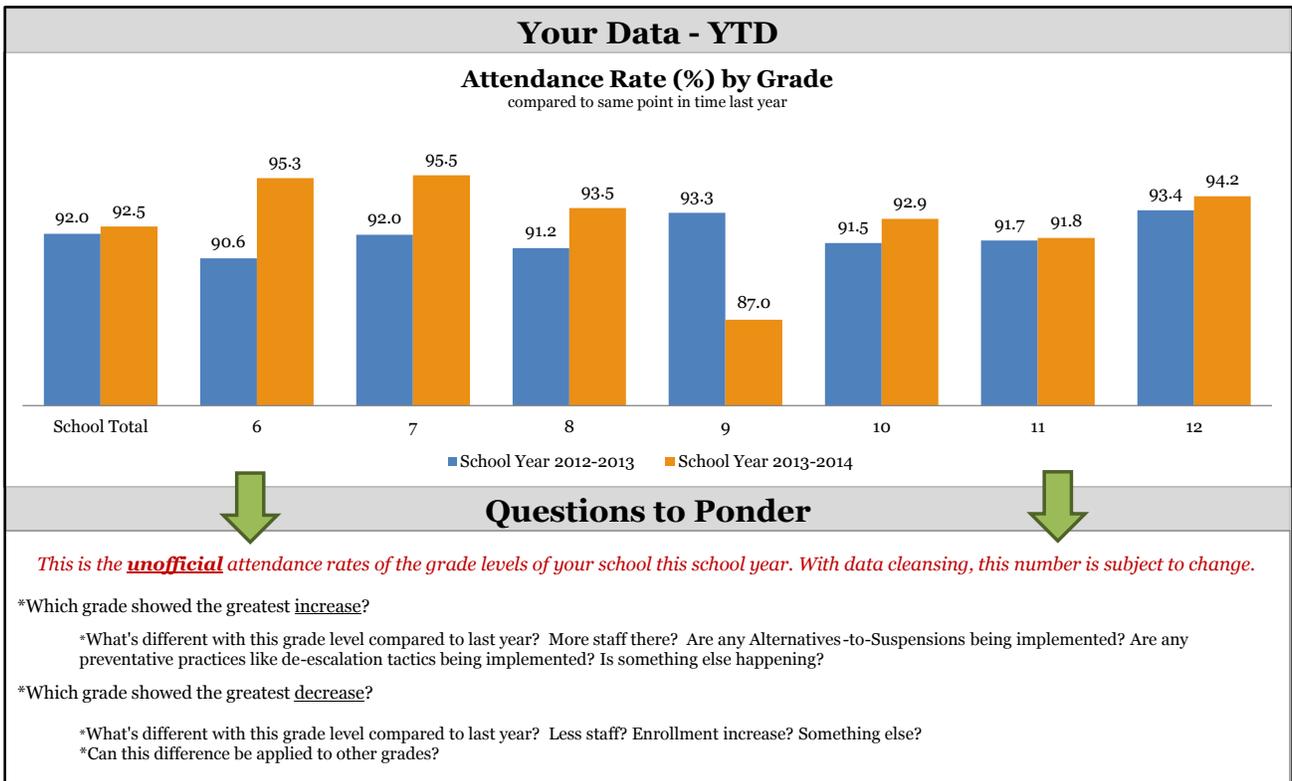
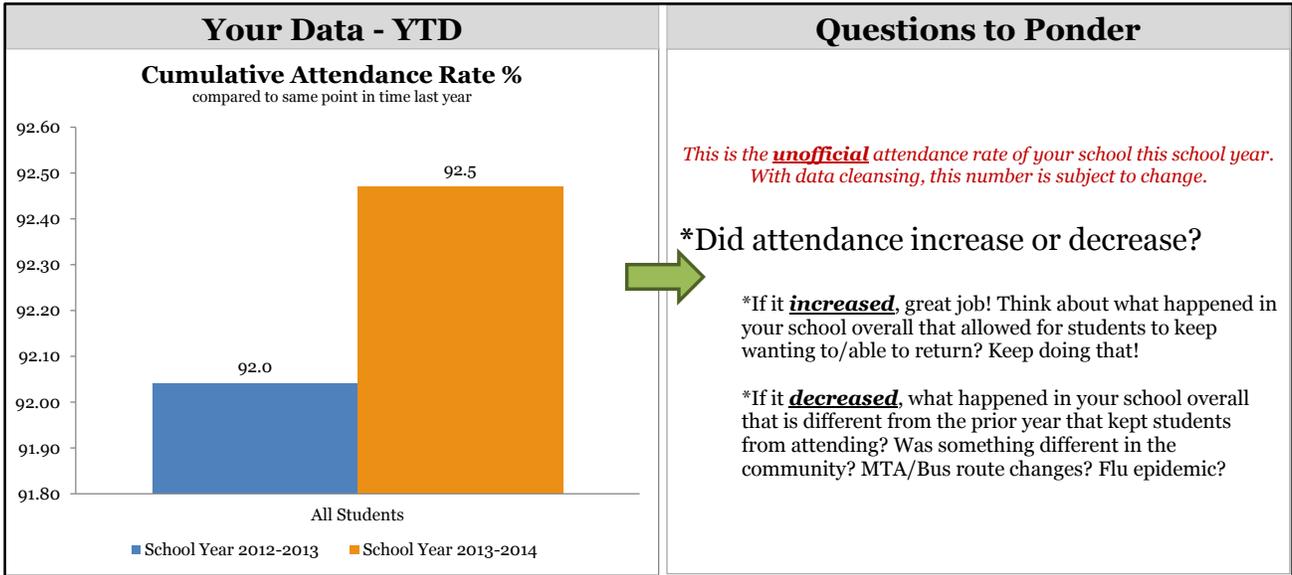
NOTE: City School's "At-risk for Chronic Absence" is defined differently from "Official EOY Chronic Absence." For more details on the calculations, please refer to the video tutorial at: <http://www.bcpss.org/bbcswedday/institution/C.S.Tech/Academic/ARCA%20tutorial/player.html>

SOURCE: At-Risk for Chronic Absence = Unofficial SMS Data YTD as-of 6/16/14



School Climate Indicators

School # 421
School Name National Academy Foundation
Data as-of YTD Attendance as-of 6/16/14

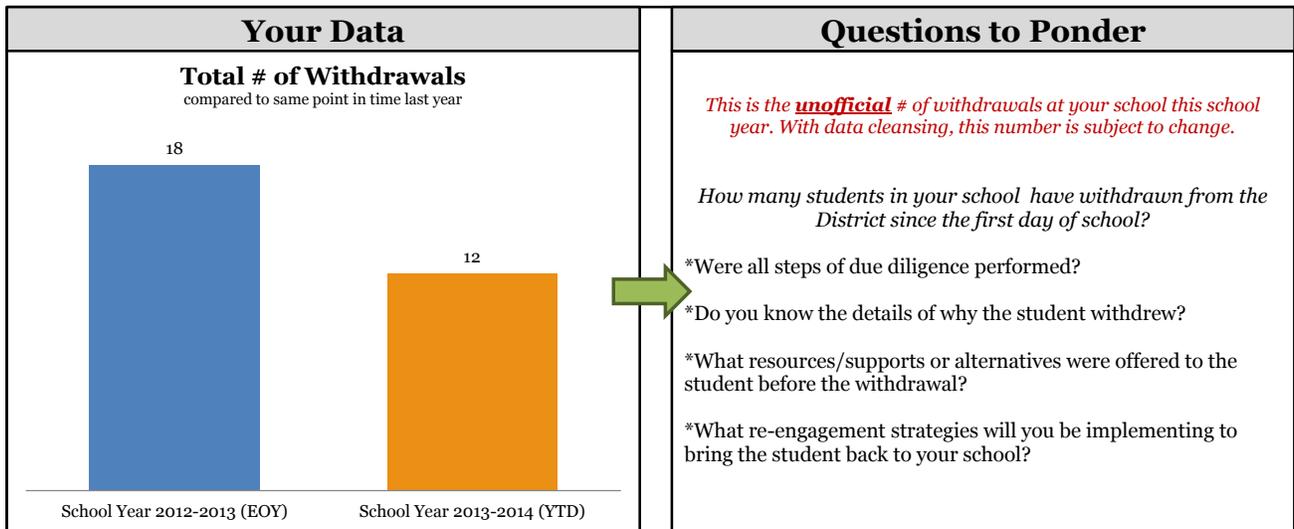
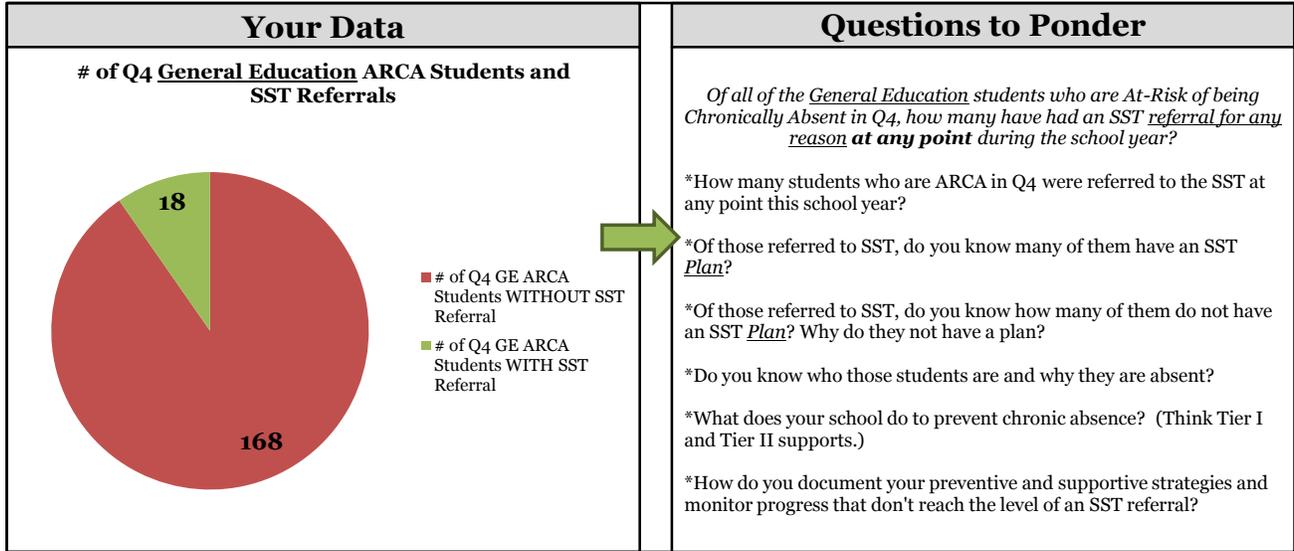


SOURCE: Attendance = SY1314 Unofficial SMS Data as-of 6/16/14; SY1213 Unofficial SMS Data, through 6/30/13



School Climate Indicators

School # 421
School Name National Academy Foundation
Data as-of SST YTD as-of 6/16/14, Withdrawals YTD as-of 6/16/14



SOURCE: SST = SY1314 Unofficial SMS Data as-of 6/16/14
 SOURCE: Withdrawals = SY1314 YTD Unofficial SMS Data as-of 6/16/14; SY1213 EOY = Official MSDE files.
 W43 (Death) and W85 (21 before start of school year) are not included.

Climate Report

End-of-Year (EOY) comparison
(SY1213 v. SY1314)



This report displays indicators that reflect, or show the impact of, the four components of school climate:

Relationships

Are your students experiencing positive relationships with their peers and adults that help them want to come to school? Are the adults in your school modeling positive behaviors that help students learn to respond appropriately to difficult situations?

Teaching & Learning

Is the classroom environment supportive and engaging enough to help students *want* to come to school and be active learners?

Safety

Do your students feel physically, mentally, and emotionally safe enough to *want* to come to school and be active learners and positive participating members of the school community?

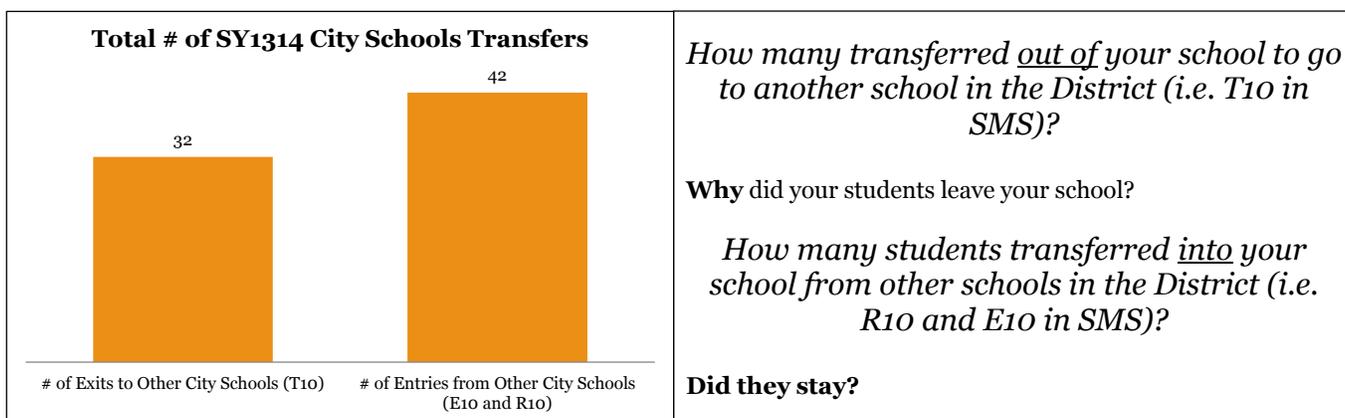
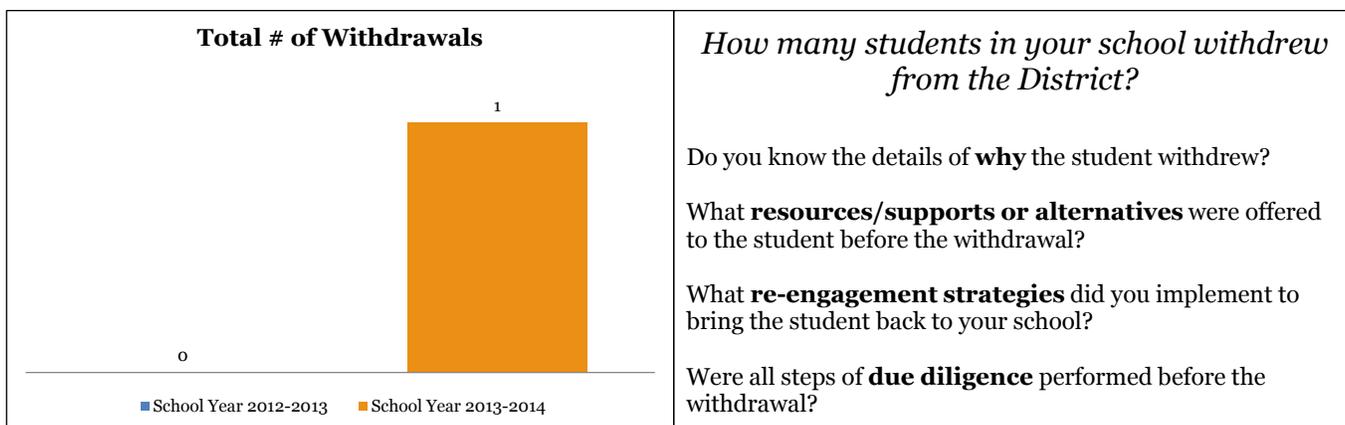
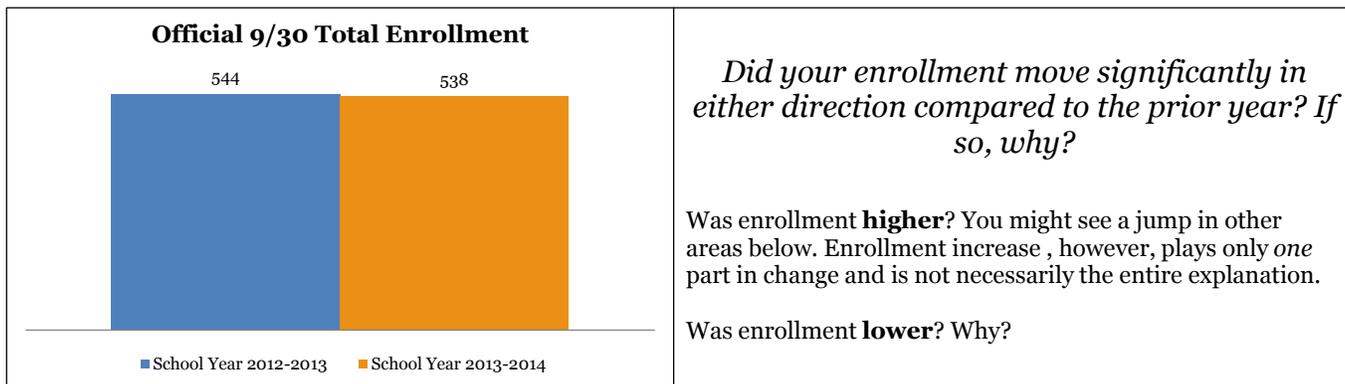
Environment

Does the environment reflect a strong investment in the school and help students *want* to come to school?

School Climate Indicators

School # **235**
 School Name **Glenmount Elementary/Middle**
 Data **Enrollment, Withdrawals, and Transfers**

Did students enroll in your school? Did they stay?



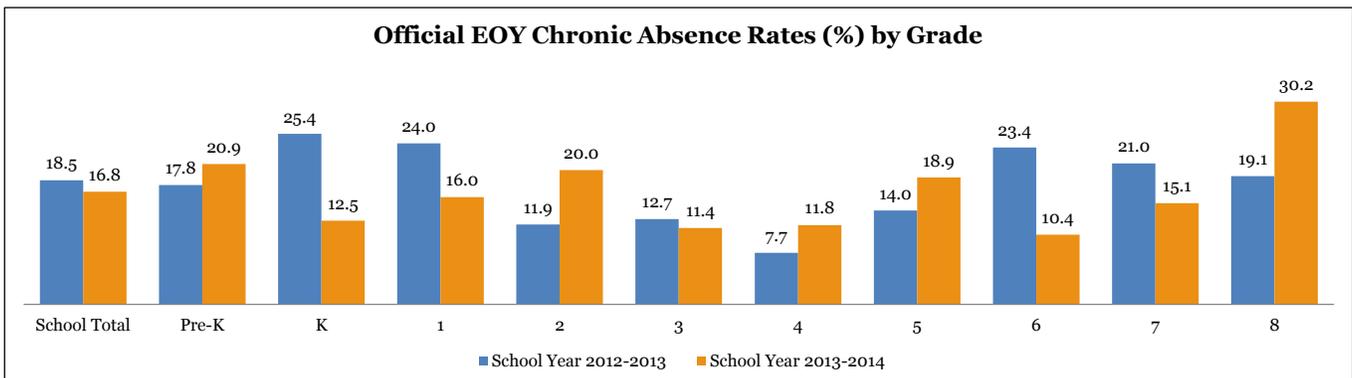
SOURCE: Enrollment = Official 9/30 MSDE files
 SOURCE: Withdrawals = Official MSDE files (i.e. "Terminal A-file"). W43 (Death) and W85 (21 before start of school year) are not included.
 SOURCE: Transfers = Official SY1314 MSDE file (i.e. "Complete A-File"). Transfers that occurred between 9/1/13 and 6/16/14 were included in this analysis.

School Climate Indicators

School # 235
School Name Glenmount Elementary/Middle
Data Official EOY Chronic Absence

How many of your students faced significant barriers to attendance this past school year?

<p style="text-align: center;">Official EOY Chronic Absence Rates (%)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th>Group</th> <th>School Year 2012-2013 (%)</th> <th>School Year 2013-2014 (%)</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>18.5</td> <td>16.8</td> </tr> <tr> <td>Students with Disabilities</td> <td>33.7</td> <td>30.4</td> </tr> <tr> <td>General Education Students</td> <td>15.4</td> <td>13.9</td> </tr> </tbody> </table>	Group	School Year 2012-2013 (%)	School Year 2013-2014 (%)	All Students	18.5	16.8	Students with Disabilities	33.7	30.4	General Education Students	15.4	13.9	<p style="text-align: center;"><i>Of all of the students who were enrolled in your school for at least 90 days, how many missed more than 20 days of school?</i></p> <p>Do SWD and GE Students have similar Chronic Absence rates?</p> <p>Yes? Were there common barriers that can be identified and potentially addressed?</p> <p>No? What is different about the group with the higher rate? For example, were there new teachers who need more support/training? Transportation issues? Homelessness?</p>
Group	School Year 2012-2013 (%)	School Year 2013-2014 (%)											
All Students	18.5	16.8											
Students with Disabilities	33.7	30.4											
General Education Students	15.4	13.9											



Of all of the students who were enrolled in your school for at least 90 days, how many missed more than 20 days of school?

Which grade had the **highest rate**? Why? What's different with this grade level compared to the others? Were there high numbers of substitute teachers for that grade?

Which grade had the **lowest rate**? Why? What's different with this grade level compared to the others? Can this difference be applied to other grades to help bring those students to school?

<p>End-of-Year (EOY) Unsubmitted Attendance Rate (as-of 6/18/14)</p>	<p>0.0</p>	<p>The Unsubmitted Attendance Rate shows how much of your school's attendance that was <u>not</u> properly submitted in SMS.</p> <p style="text-align: center;"><i>This number should be as close to 0% as possible.</i></p>
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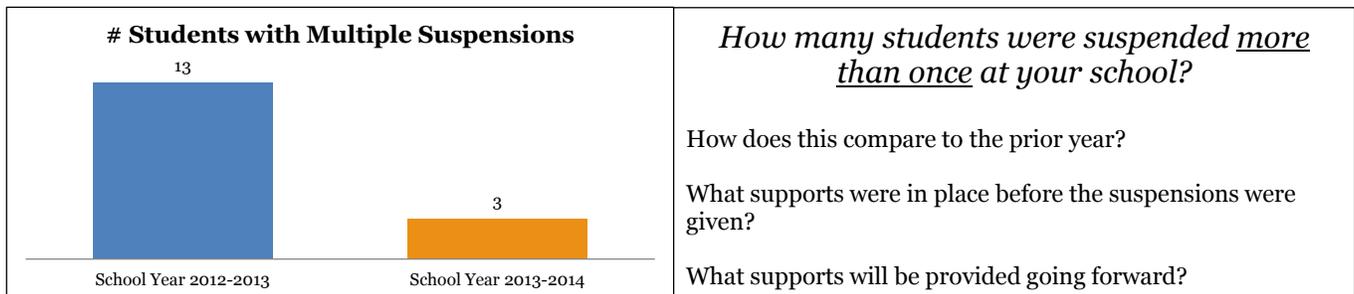
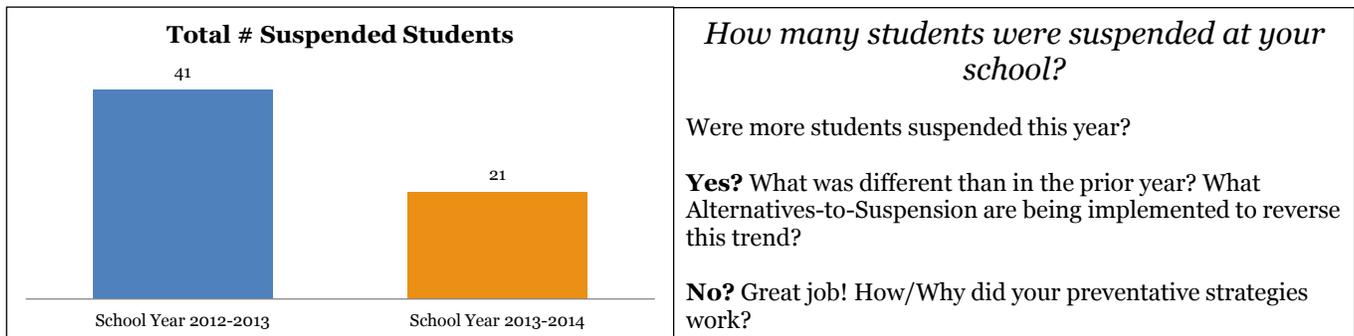
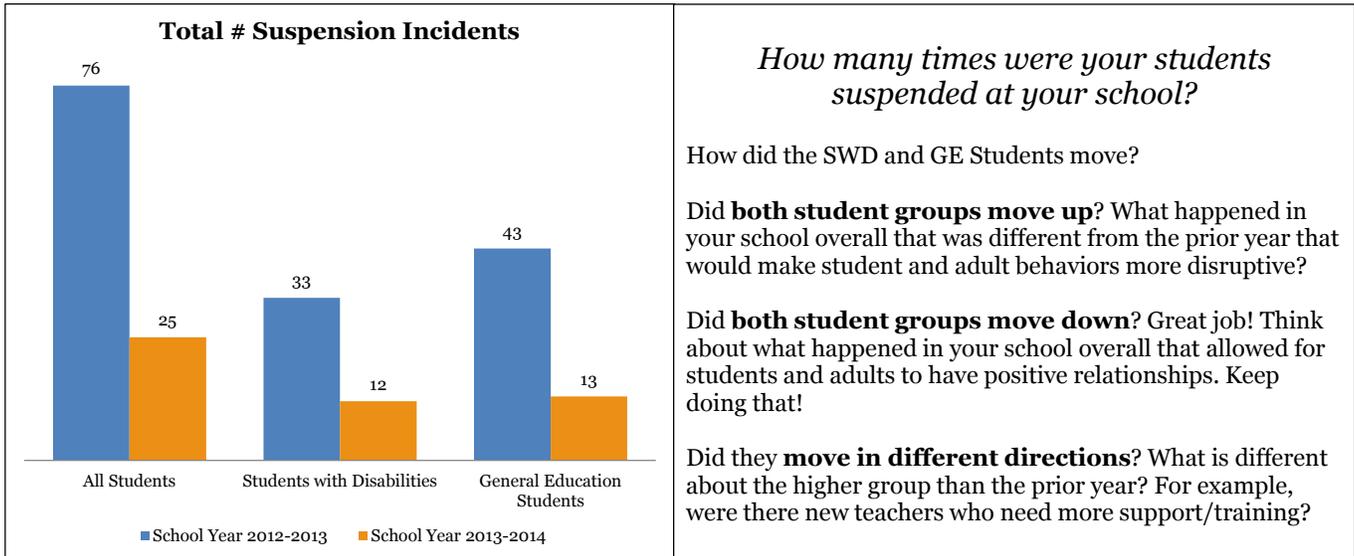
SOURCE: Official EOY Chronic Absence = Official EOY MSDE files
 SOURCE: Unsubmitted Attendance = Unofficial SMS data

School Climate Indicators

School # 235
School Name Glenmount Elementary/Middle
Data Out-of-School Suspensions and Expulsions

Were Alternatives-to-Suspension involving "student voice" in place in your school?

Did these interventions work?



Total # Days Excluded due to Suspensions (SY1314 only)	158	<i>How many days were your students excluded from your school due to suspensions?</i>
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SOURCE: Suspensions = Official MSDE Files
 NOTE: # Students with Multiple Suspensions - Only students who are suspended multiple times *by this school* are included in the analysis. There may be students enrolled in this school who have suspensions from other schools but only one at your school - they are *not* included here.

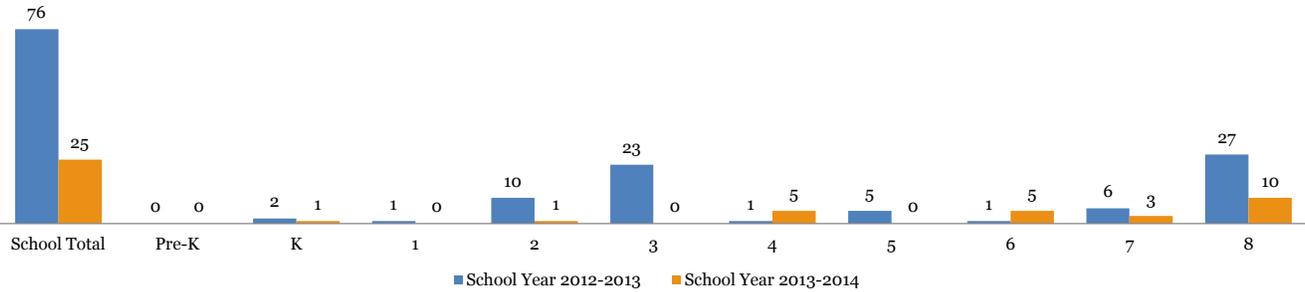
School Climate Indicators

School # **235**
 School Name **Glenmount Elementary/Middle**
 Data **Out-of-School Suspensions and Expulsions**

Were Alternatives-to-Suspension involving "student voice" in place in your school?

Did these interventions work?

Total # Suspension Incidents by Grade

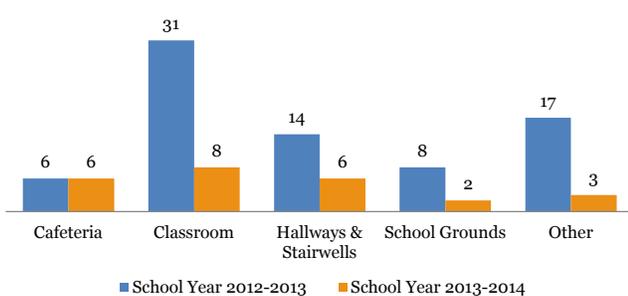


How many times were your students in each grade suspended at your school?

Which grade showed the **greatest increase**? What's different with this grade level compared to last year? Less staff? Enrollment increase? Other? Were any Alternatives-to-Suspension implemented?

Which grade showed the **greatest decrease**? What's different with this grade level compared to last year? More staff? Were any Alternatives-to-Suspension implemented? Were any preventative practices like de-escalation tactics implemented? Can these effective strategies be applied to other grades?

Total # Suspension Incidents by Location

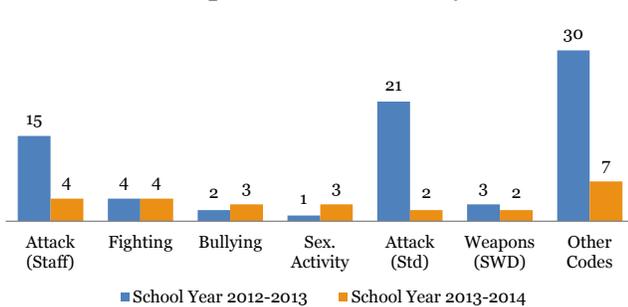


Where did the suspendable acts happen?

Which location showed the **greatest increase**? What's different at this location compared to the prior year? Less staff assigned there? Something else?

Which location showed the **greatest decrease**? What's different at this location compared to the prior year? More staff there? Something else? Can this difference be applied to other locations?

Total # Suspension Incidents by Offense



What were the most frequent suspensions for?

What offense showed the **greatest increase**? Why? Were preventative strategies in place in your school, like Mindfulness or de-escalation tactics?

What offense showed the **greatest decrease**? What could have helped this decrease? Can those same strategies be applied to other student and adult behaviors?

SOURCE: Suspensions = Official MSDE files

School Climate Indicators

School # **235**
 School Name **Glenmount Elementary/Middle**
 Data Annual School Survey - select results

How did your students and staff feel about relationships and safety in your school?

Data show the percentage of respondents who **agree** with the given statement.

STUDENTS	SY1314 Response Rate (%)	96.2	SY1213	SY1314
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Students respect each other.		24.2		27.2
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I feel like I belong at this school.		38.6		54.9
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I feel safe at this school.		38.3		57.9
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Students picking on/bullying other students is not a problem at this school.		28.6		30.9
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STAFF	SY1314 Response Rate (%)	90.0	SY1213	SY1314
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The school administration supports the staff in performing their duties.		54.1		69.0
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Staff feel safe at this school.		80.6		88.6
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*The data show how the respondents **feel**; they reflect the students' and staff's perceptions of your school and may not align with your feelings or perceptions.*

How do you feel about these results? Do they align with your perceptions? Are they consistent or inconsistent with other data on your school's climate?

What can you do to address your students' and staff's concerns?

SOURCE: Annual School Survey, 2013 and 2014
 NOTE: Data highlighted in red identify those questions where less than 50% of the respondents agreed.
 NOTE: You can find the complete results of your School Survey at: <http://www.baltimorecityschools.org/site/Default.aspx?PageID=24842>

Restorative Practices Research and Evaluations

What is Restorative Practices and Justice?

Restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making. The International Institute for Restorative Practices (IIRP) is the world's leading and largest provider of restorative practices professional development, graduate education and educational resources.

IIRP views restorative justice practices as a subset of restorative practices. Restorative justice practices are reactive, consisting of formal or informal responses to crime and other wrongdoing after it occurs. The IIRP's definition of restorative practices also includes the use of informal and formal processes that precede wrongdoing, those that proactively build relationships and a sense of community to prevent conflict and wrongdoing.

I. National Research Proposes "Overturn of Zero-Tolerance Policies"

In the United States and Canada, zero-tolerance policies were adopted in various schools and other education venues and became popular policy in 1994. These policies gained further popularity after the Columbine High School tragedy. Under required federal legislation, states were required to follow the highly punitive practices or jeopardize losing federal funding. Critics of the policies believe that it contributes to the school-to-prison pipeline by treating behavioral problems as criminal justice issues and disproportionately targeting African American and Latino students most often. In 2014 under President Obama's administration, guiding principles were established and sent to school districts across the country to pivot away from zero-tolerance policies.

- [U.S. Department of Education: Guiding Principles A Resource Guide for Improving School Climate and Discipline \(2014\)](#)
- [U.S. Department of Education Office for Civil Rights: Civil Rights Data Collection \(2014\)](#)
- [Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement \(2011\)](#)
- [A Study of Zero Tolerance Policies in Schools: A Multi-Integrated Systems Approach to Improve Outcomes for Adolescentsjcap_27 by Journal of Child and Adolescent Psychiatric Nursing \(2011\)](#)

- [Are Zero Tolerance Policies Effective in the Schools? An Evidentiary Review and Recommendations by American Psychological Association \(2008\)](#)
- [Department of Justice: The Effects of Restorative Justice Programming: A Review of the Empirical \(2005\)](#)

II. National Organizations Recommend Restorative Practices

The counter research against zero-tolerance policies inspired several nationally recognized organizations to support the Department of Education’s findings and contribute their own research and articles, which recommended policy changes and alternative discipline approaches including restorative practices.

- [From Reaction to Prevention: Turning the Page on School Discipline by AFT \(2015-16\)](#)
- [What Further Research is Needed by WestEd \(2015\)](#)
- [Restorative Justice in U.S. Schools: Summary Findings from Interviews with Experts by WestEd \(2015\)](#)
- [Advancing School Discipline Reform by The National Association of State Boards of Education \(2015\)](#)
- [Rethinking Student Discipline and Zero Tolerance by RAND Corporation \(2015\)](#)
- [School to Discipline Consensus Report by Justice Center Council for State Governors \(2014\)](#)
- [American Federation of Teachers \(AFT\) Resolution Supporting Restorative Justice \(2014\)](#)
- [A Generation Later: What We’ve Learned about Zero Tolerance in Schools by Vera Institute of Justice \(2013\)](#)
- [How School Discipline Feeds the School to Prison Pipeline by NYCLU \(2013\)](#)
- [Multiple Responses, Promising Results: Evidence-based, Nonpunitive Alternatives to Zero Tolerance by National Education Association \(2011\)](#)
- [Dismantling the School-to-Prison Pipeline by NAACP Legal Defense and Educational Fund \(2005\)](#)

III. Higher Education Adopts Restorative Practices Programs

The field of restorative practices is the focus of current research in higher education institutes nationwide — by Johns Hopkins University and Diplomas Now, supported by the Atlantic Philanthropies, and by RAND Corporation, supported by the National Institutes of Mental Health and the U.S. Department of Justice. These projects are a few examples of universities exploring a wide range of outcomes, including restorative

practices' effects on graduation rates, social competency, academic achievement, alcohol abuse and bullying. Research findings will be released in fall/winter 2016. Other numerous university campuses have adopted the practice of restorative practices to address conduct, behavior and conflict.

- [RAND Corp Randomized Control Study: 22 Pittsburgh Public Schools Supported by Department of Justice Grant \(2015\)](#)
- [John Hopkins University Study: 15 Diplomas Now Urban Schools Supported by Atlantic Philanthropies \(2014\)](#)
- [The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline by Dr. Anne Gregory, Rutgers University \(2014\)](#)
- [RAND Corp Randomized Control Study: 14 Maine Schools Supported by NIH Grant \(2013\)](#)
- [Association of Catholic Colleges and University Restorative Programs](#)
- [UC Berkley Restorative Justice Center](#)
- [University of Birmingham Restorative Justice Program](#)
- [University of Denver Restorative Justice Program](#)
- [Governors State University Restorative Justice Program](#)
- [Eastern Mennonite Center for Justice and Peacebuilding](#)
- [University of Kentucky Restorative Justice Program](#)
- [Marquette University Restorative Justice Initiative](#)
- [Missouri State University Justice Coalition](#)
- [University of Minnesota Center for Restorative Justice and Peacemaking](#)
- [University of Oregon Restorative Justice Program](#)
- [University of Saint Joseph Restorative Justice Program](#)
- [Simon Frasier University Restorative Justice Program](#)
- [Skidmore Restorative Justice Project](#)
- [Stanford University Restorative Justice Program](#)
- [Suffolk University Center for Restorative Justice](#)
- [University of Texas Austin Institute for Restorative Justice and Restorative Dialogue](#)
- [University of Vermont Restorative Justice Programs](#)

- [University of Wisconsin Restorative Justice Project](#)
- [Zehr Institute for Restorative Justice](#)

IV. **Research Uncovers Racial Disparities in Suspensions and Expulsions**

The growing numbers of student suspension and expulsion rates, particularly of African American and Latino students, under zero-tolerance policies sparked national and state interest to learn more about these data. The findings in this section detail the alarming disparities in school discipline and suggest social discipline alternatives to help close this gap.

- [Civil Rights and the School-to-Prison Pipeline in Oklahoma Part 1 \(2015\)](#)
- [Civil Rights and School-to-Prison Pipeline in Oklahoma Part 2 \(2015\)](#)
- [The Civil Rights Project](#)
- [Expansive Survey of America's Public Schools Reveals Troubling Racial Disparities by U.S. Department of Education \(2014\)](#)
- [You Can't Fix What You Don't Look At: Acknowledging Race in Addressing Racial Discipline Disparities: Indiana University \(2014\)](#)
- [How Educators Can Eradicate Disparities in School Discipline: A Briefing Paper on School-Based Interventions: Indiana University \(2014\)](#)
- [The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin? by Anne Gregory, Russell J. Skiba, and Pedro A. Noguera \(2011\)](#)
- [The Growth of Incarceration in the United States: Exploring Causes and Consequences \(2005\)](#)

V. **Case Study Research: Schools Showing Promising Results**

The research reports published in national and higher education journals challenged many school districts to rewrite their discipline policies and implement school climate change reform using restorative practices. This section lists various impact studies from districts and schools from around the country.

- [Los Angeles Unified School District \(LAUSD\) Successful School Climate Committee Report: Discipline Foundation Policy – Restorative Justice \(2016\)](#)
- [Newark Public Schools: Presentation to the NJ State Board of Education by Superintendent Christopher Cerf \(2015\)](#)
- [Improving School Climate: Evidence of Schools Implementing Restorative Practices by IIRP \(2014\)](#)
- [Restorative Justice in Oakland Schools: Implementation and Impacts \(2014\)](#)

- [Chicago Public Schools Mid-Year Data: 60 Percent Fewer Out of School Suspensions So Far This Year, 69 Percent Reduction in Expulsions \(2014-15\)](#)
- [Ed White School Restorative Discipline Evaluation \(2012-13\)](#)
- [Human Impact Partners on School Discipline and Restorative Justice Policies in Los Angeles, Oakland, Salinas and Merced, California \(2012\)](#)
- [School-based restorative justice as an alternative to zero-tolerance policies: Lessons from West Oakland \(2010\)](#)
- [Findings From Schools Implementing Restorative Practices by IIRP Graduate School \(2009\)](#)
- [Denver Public Schools Restorative Justice Project: Year Three End of Year Report \(2009\)](#)
- IIRP Report for the 2001-2003 cohort at:
http://www.iirp.edu/article_detail.php?article_id=Mzky
- IIRP Report for the 2003-2006 cohort at:
http://www.iirp.edu/article_detail.php?article_id=NTc2



COOPERATION AGREEMENT

This Cooperation Agreement covers the period from September 1, 2016 through June 30, 2017 in the partnership between Dr. Walter Cooper Academy and EL Education. During this period, EL Education will provide a package of services to faculty and school leaders to foster the full implementation of the EL Education school reform design. Changes to this Cooperation Agreement require an Addendum that must be written by the EL Education Regional Director and signed by both parties. *(The protocol for requesting an Addendum can be found below in the Cost and Payment section of this agreement.)*

SCHOOL AND DISTRICT INFORMATION:

Name of School: Dr. Walter Cooper Academy

Street or P.O. Box: 353 Congress Ave

City, State, Zip: Rochester, NY 14619

School Phone: (585)324-2010

School Website: <http://www.rcsdk12.org/10>

School District Name: Rochester City School District

District Phone: (585)262-8100

District Website: <http://www.rcsdk12.org>

Principal and/or Director: Camaron Clyburn

Principal's Phone: (585)324-2010 Principal's Email: camaron.clyburn@rcsdk12.org

Billing Contact Person: Cerri Cupples

Billing Email: cerri.cupples@rcsdk12.org

Superintendent: TBD



PAYMENT MAILING ADDRESS:

EL Education

**247 West 35th St. Eighth Floor
New York, NY 10001**

SEND SIGNED CONTRACT TO:

**EL Education Attn: Contract
Team**

**7 North Pleasant Street, Suite 3A
Amherst, MA 01002**

SUMMARY OF SERVICES AND COSTS:

Quantity	Service	Rate	Cost
29	Direct Service Days	\$1,300	\$37,700
1	Membership Fee	\$7,500	\$7,500
2	Regional Leadership Cohort	\$800	\$1600

Total Cost: \$46,800

COST AND PAYMENT

Dr. Walter Cooper Academy agrees to pay to EL Education the amount indicated in each invoice by the due date reflected on that invoice. If Dr. Walter Cooper Academy fails to pay any invoices payments, late charges equal to the lesser of one and one-half percent (1.5%) per month or the maximum allowable under applicable law but at no time less than \$15 shall also become payable by Dr. Walter Cooper Academy to EL Education. In addition, failure to fully pay any fees and taxes within thirty (30) days after the applicable due date will be deemed a material breach of this Cooperation Agreement, and EL Education may, in addition to any other remedy it may have, suspend its performance of the Services and/or terminate this Cooperation Agreement. Any suspension or termination of Services does not relieve Dr. Walter Cooper Academy of obligations to pay past due fees plus late charges.

If Dr. Walter Cooper Academy requires a change in purchased services, the school leader (or his/her designee) will contact the appropriate regional director with specific changes being requested. If these requests are consistent with the terms of this Cooperation Agreement, an addendum will be drafted and sent to the Cooperation Agreement signatory. Dr. Walter Cooper Academy will return the signed addendum to EL Education within two weeks of receipt.

Payment Plan and Schedule



EL Education encourages the use of Purchase Orders when possible. For schools/districts that can issue an official Purchase Order, the Purchase Order should be issued within 30 days of executing this agreement.

The first payment of \$15,600 is due:	September 30, 2016
The second payment of \$15,600 is due:	December 31, 2016
The third payment of \$15,600 is due:	March 31, 2017

RESERVATION OF INTELLECTUAL PROPERTY:

In connection with the Cooperation Agreement between EL Education and Dr. Walter Cooper Academy, EL Education, its agents, employees, or representatives may disclose practices and materials that are the intellectual property of EL Education, including but not limited to: National Institute Facilitator Agendas; National Institute Participant Notebooks; EL Commons Resources–EL Branded; EL Commons Resources–School Branded; Customized School-Based Professional Development Agendas; Materials for School-Based Professional Development Agendas; Site Seminar Content; School Leader Residencies; and Demonstration Events by Network Schools (hereinafter, collectively, the “Content”). The Content is being disclosed for the purpose of implementing the package of services to faculty and school leaders to foster the full implementation of the EL Education school reform design.

The Content may be disclosed to Dr. Walter Cooper Academy in hard copy format, electronic format, downloadable media format, and/or may be available for viewing and/or downloading via various EL Education web portals. No license or other rights of any kind are granted or conveyed by the act of transmitting or making available proprietary or copyrighted Content to Dr. Walter Cooper Academy under this Cooperation Agreement, except for the limited license to use the Content for the purposes expressly provided to Dr. Walter Cooper Academy in the Cooperation Agreement. Dr. Walter Cooper Academy may seek permission from EL Education to use the Content for activities such as conference presentations, dissemination activities, or non-EL Education demonstration site visits. Any use of the Content in contravention of the Cooperation Agreement is a violation of the Cooperation Agreement and U.S. Copyright law.

The entire right, title, and interest in the intellectual property rights and the Content made available to Dr. Walter Cooper Academy through the Cooperation Agreement with EL Education, including all copyright, patent, trademark, trade secret, or other legal rights shall remain the exclusive property of EL Education. Dr. Walter Cooper Academy its employees, agents, and representatives are permitted to use the Content during the pendency of the Cooperation Agreement, but shall be prohibited from sharing, distributing, or disseminating the Content to institutions or individuals outside of Dr. Walter Cooper Academy.

Education

Dr. Walter Cooper Academy shall retain the right to utilize the Content for a period of two (2) years after the expiration or termination of the Cooperation Agreement. During that two (2) year period, Dr. Walter Cooper Academy, its employees, agents, and representatives shall be prohibited from sharing, distributing, or disseminating the Content to institutions or individuals outside of Dr. Walter Cooper Academy. Upon expiration of the two (2) year period following the expiration or termination of the Cooperation Agreement, Dr. Walter Cooper Academy shall return and/or destroy all Content, whether in hard copy or electronic media, and shall confirm the destruction of all content in the possession of Dr. Walter Cooper Academy, and its current or former employees, agents, and representatives, or enter into a new agreement with EL Education for the Content's use.

Any materials created by Dr. Walter Cooper Academy its employees, agents, or representatives for use in connection with the EL Education school reform design during the pendency of the Cooperation Agreement shall be the intellectual property of Dr. Walter Cooper Academy employees, agents, or representatives to the extent that such materials are derivative of the Content and do not explicitly contain or repurpose the Content. Dr. Walter Cooper Academy its employees, agents, and representatives may utilize any such derivative content during the term of the Cooperation Agreement and may continue to use such derivative content after the expiration or termination of the Cooperation Agreement.

Any materials created by Dr. Walter Cooper Academy its employees, agents, or representatives for use in connection with the EL Education school reform design during the pendency of the Cooperation Agreement and subsequently uploaded to the EL Commons web portal shall be licensed to EL Education perpetually. Dr. Walter Cooper Academy its employees, agents, or representatives acknowledge that EL Education shall be permitted to incorporate any uploaded materials into EL Education's existing Content, share and distribute uploaded materials with other clients, and otherwise use any such uploaded materials for any business purpose.

Dr. Walter Cooper Academy may, in its discretion, submit student work to the Models of Excellence web portal. Dr. Walter Cooper Academy acknowledges that the student work shall be perpetually licensed to EL Education and that EL Education shall be permitted to incorporate any uploaded student work into EL Education's existing Content, share and distribute uploaded student work with other clients, and otherwise use such uploaded student work for any business purpose.

Other terms and conditions may apply to the use of specific portions or features of EL Education's EL Commons web portal, Models of Excellence web portal, or such other service or site offered by EL Education, all of which terms are made a part of this Agreement by this reference. Dr. Walter Cooper Academy hereby agrees to abide by such other terms and conditions. If there is a conflict between the terms in this Agreement and



the terms posted for or applicable to the use of the any web portal maintained by EL Education, the terms set forth herein are controlling.

Any violation of the provisions in this section may be the basis for termination of the Cooperation Agreement by EL Education. Dr. Walter Cooper Academy acknowledges that the Content is valuable to EL Education and that EL Education may not have an adequate remedy at law for a breach of the Cooperation Agreement related to the Content. Dr. Walter Cooper Academy acknowledges that EL Education reserves the right to pursue any necessary remedies, at law or in equity, including but not limited to injunctive relief, consequential damages, liquidated damages, and attorney's' fees.

NOTICES:

All notices, reports, requests, or other communications given pursuant to this Cooperation Agreement shall be made in writing, shall be delivered by hand delivery, overnight courier service, fax, or electronic mail, shall be deemed to have been duly given when delivered to the respective party at the notice and contact addresses listed above.

PHOTO/VIDEO RELEASE

EL Education staff periodically take and/or use photographs, audio and/or video recordings of teachers and students for purposes of publicizing and promoting the EL Education program. Dr. Walter Cooper Academy agrees to secure necessary consents, as required by law, from students (their parents or guardians) and teachers for their images and work to be featured in these photographs or recordings, Dr. Walter Cooper Academy agrees to indemnify and hold EL Education, its parents, subsidiaries, affiliates, agents, representatives, employees, successors, licensees and assigns, harmless from and against any and all claims, damages, liabilities, costs and expenses arising out of any breach of this provision by Dr. Walter Cooper Academy based on its failure to obtain all necessary consents. Dr. Walter Cooper Academy acknowledges that EL Education is relying on this provision in its future use of photos/audio and/or video recordings as it deems appropriate, whether for educational and/or promotional purposes.

STUDENT DEMOGRAPHIC AND SCHOOL LEVEL DATA:

To facilitate continuous improvement and provide information on progress, EL Education undertakes an annual cycle of data collection with all school partners, which includes student demographics and state test score results. Only publicly available data is requested. Dr. Walter Cooper Academy agrees to identify a Data Liaison to support sharing of aggregate school and student data with EL Education during the term of this contract. Detailed information on the data collection calendar and reporting process will be shared as part of annual partnership planning cycle.



ORDER OF PRIORITY:

Should EL Education and Dr. Walter Cooper Academy and/or Rochester City School District sign another Agreement in addition to this Cooperation Agreement, the service payment terms, indemnification and intellectual property reservations set forth in this Cooperation Agreement shall govern in the event of a conflict.

DEFAULT AND CURE:

In the event that either party hereto defaults in the performance of any of its material duties or obligations under this Cooperation Agreement, including failure to make any payments due under this Cooperation Agreement, and such default is not cured within thirty (30) days after written notice is given to the defaulting party specifying the default, then the party not in default may terminate this Cooperation Agreement, after given written notice thereof to the defaulting party.

INDEMNIFICATION CLAUSE:

Each party assumes the responsibility for the negligence of its own respective employees, appointees or agents, while acting in the scope of their employment, and each party will defend its own respective employees, appointees or agents in the event of any claim for damages or lawsuits for any remedy.

ATTORNEY FEES:

The parties agree that if any suit or action at law, in equity, or through arbitration is filed to enforce any of the terms of this Cooperation Agreement, the prevailing party shall be entitled to recover from the other party its reasonable attorney's fees, costs and disbursements in addition to any other relief to which that party may be entitled.

CHOICE OF LAW AND FORUM:

The laws of the United States and the State of New York will govern this Cooperation Agreement. Any action relating to this Cooperation Agreement must be brought in the Federal or State Courts located in New York, and Dr. Walter Cooper Academy and Rochester City School District consent to the jurisdiction of such courts.

SEVERABILITY:

If any provision of this Cooperation Agreement is deemed illegal, invalid, void or otherwise unenforceable in whole or in part, that provision shall be severed or shall be enforced only to the extent legally permitted, and the remainder of the provision and the Cooperation Agreement shall remain in full force and effect. With respect to a particular application, if any provision of this Cooperation Agreement is deemed to be invalid, void or unenforceable, such term or provision shall retain full force and effect in respect to all other applications.



SURVIVAL:

All provisions of this Cooperation Agreement relating to Dr. Walter Cooper Academy and Rochester City School District intellectual property rights, Dr. Walter Cooper Academy and Rochester City School District indemnification obligations and payment obligations shall survive the termination or expiration of this Cooperation Agreement.

NO WAIVER:

EL Education's failure to enforce the strict performance of any provision of this agreement will not constitute a waiver of EL Education's right to subsequently enforce such provision or any other provisions under this Cooperation Agreement.

APPROVALS:

EL Education and Dr. Walter Cooper Academy and/or Rochester City School District agree to the above costs, intellectual property reservations, indemnifications and scope of services from September 1, 2016 to June 30, 2017. Each Signatory certifies that it has the authority to sign and enter into this Cooperation Agreement on behalf of the party it represents and agrees to be bound by the terms of this Cooperation Agreement. This Cooperation Agreement must be signed and returned to the EL Regional Director prior to August 1, 2016. If this agreement is not received by that date, EL Education reserves the right to withhold the services outlined here until this agreement has been executed.

EL Education Representative:

Authorized District Signatory:

Title: Regional Director

Title:

Date July 13, 2016

Date:

APPENDIX A – DESCRIPTION OF SERVICES

SCHOOL-BASED PROFESSIONAL DEVELOPMENT SERVICES

DIRECT SERVICE DAYS DELIVERED

Direct service includes professional development and technical assistance provided by EL Education staff that is focused on the goals and outcomes articulated in the work plan. Direct service days may also include days during which EL Education staff accompanies a



group of teachers from the school to an EL Education professional development event to provide further intensive work. The costs associated with direct school services also cover:

- Time the school designer uses to plan the direct service work and create materials for the school.
- Time the school designer uses to work with teachers electronically or by phone, such as providing feedback on expedition plans, writing reports for the school, planning future professional development with the principal and and/or or instructional guide, and ongoing consulting or planning time for the school with the regional director or other school designers.
- All EL Education staff travel costs to and from the school.

Please note: All Direct School Service days must be used before August 31, 2017. No days can be carried into the next EL Education fiscal year that begins on September 1, 2017 and ends on August 31, 2018.

ALLOCATION FOR EL EDUCATION BOOKS, AND PROFESSIONALLY PUBLISHED MATERIALS

This allocation is only for certain professional published books and EL Education Publications that can be purchased through EL Education at a discounted price. The school and the school designer determine which, if any, such books will be included in this Cooperation Agreement based on the annual work plan.

OFF-SITE PROFESSIONAL DEVELOPMENT INSTITUTES REGISTRATION TERMS

When to Register

For institutes occurring between September 1, 2016 and April 30, 2017, schools with signed contracts will be able to register for institutes beginning on Monday, August 8, 2016.

For institutes occurring between May 1, 2017 and August 31, 2017, schools with signed contracts and up-to-date payments will be able to register for institutes beginning on Monday, March 13, 2017.

Placeholder Registration

School leaders may register for Professional Development Institutes using "Placeholder 1" (2, etc. as needed) if school leaders do not yet know the specific person they will be sending. However, placeholder registration commits the partner to pay for each slot held; this type of slot does NOT follow our standard cancellation policy.

Separate Registration for EL National Conference

Registration for the EL National Conference will begin on Monday, August 15, 2016. National Conference registration will close on September 15 or until the conference fills, whichever comes first.



Registration Confirmation

Confirmations are e-mailed within 48 hours after processing your registration. If you do not receive a confirmation, please contact Laura Maruca at lmaruca@eleducation.org.

Please **do not book nonrefundable airline tickets** without confirmation that your registration has been received and processed. EL Education will not be held responsible for airfares booked before confirmation is received.

Cancellation Policy

If you are unable to attend an event you have registered for, contact Laura Maruca at EL Education at lmaruca@eleducation.org or call 413-362-3069 no later than **14 calendar days** prior to the start of the event. After the **14-day timeframe**, you are ineligible for a refund, but you may send a non-registered person in your place, with registration confirmation or written authorization from the school designee.

EL Education reserves the right to cancel programs because of low registration. Minimum enrollment to avoid cancellation is 15. In the event of cancellation, EL Education will notify participants 10 days in advance of cancellation. EL Education is not responsible for cancellation charges related to travel and lodging.

All institute slots must be used before **August 31, 2017**. No slots can be carried over into the next EL fiscal year that begins on **September 1, 2017**. In the event that the school designee desires to substitute one purchased slot for another equally priced slot, s/he can do so with written permission of the EL Regional Director as long as the change occurs at least **14 calendar days** prior to the purchased institute start date. Substitutions are NOT permitted if the purchased institute has already occurred or is within **14** days of occurring.

Special Services

Please notify EL Education at the time you register if you need a sign language interpreter or other special assistance. EL Education must be notified in writing at least 30 days in advance of the event.

Full Participation

The school designee must take responsibility for travel arrangements to ensure that participants arrive on time and stay for the entire event.

5-DAY NATIONAL INSTITUTES – EL CLASSROOMS IN PRACTICE

The school pays for and must arrange all travel, lodging, and dinner expenses. EL Education will provide a breakfast buffet, coffee and/or tea service and lunch. All participants must stay near the institute location unless they live within one hour of the event.



3-DAY INSTITUTES and LEADERSHIP COHORT PARTICIPATION

The school pays for and must arrange all travel, lodging, breakfast and dinner expenses. EL Education will provide a coffee and/or tea service and lunch.

All participants must stay near the institute location unless they live within one hour of the event.

NATIONAL CONFERENCE

Schools pay all travel, lodging, and food costs. Additional slots to the National Conference can be added and paid for separately at the time of National Conference registration.

NATIONAL CONFERENCE PRE-CONFERENCE DAY

An optional pre-conference day set of offerings will be available for an additional fee of \$250.00 per Person — descriptions will be provided with the online registration materials. Pre-conference days can also be added and paid for separately at the time of National Conference registration.

SITE SEMINARS

Two-day or three-day visits to highly implementing EL Education schools. Schools pay all travel, lodging, and most food costs.

EL EDUCATION NETWORK MEMBERSHIP

Enter \$ Amount SIZE OF COLLABORATING SCHOOL AND DISTRICT:

Fewer than 10 staff:	\$2500
10-19 Staff:	\$5000
20-29 Staff:	\$7500
30 or more staff:	\$10,000

These membership benefits are in effect for the period of time covered by this Cooperation Agreement.:

- Discounts for off-site professional development slots.
- EL Education Core Practices and other training documents for each staff member.
- Member access to the resources in EL Commons online platform.
- Ability to post jobs on the EL website. Contact Jillian Rogers at jrogers@eleducation.org to inquire about posting a job.
- EL Education resource materials in support of the on-site work for each staff member.
- Individual consultation from the Regional Director for implementation concerns including travel to schools, budget preparation, and support of the Cooperation Agreement review process.



- Member access to the Fund for Teachers scholarship application pool.

APPENDIX REVIEW COMPLETED:

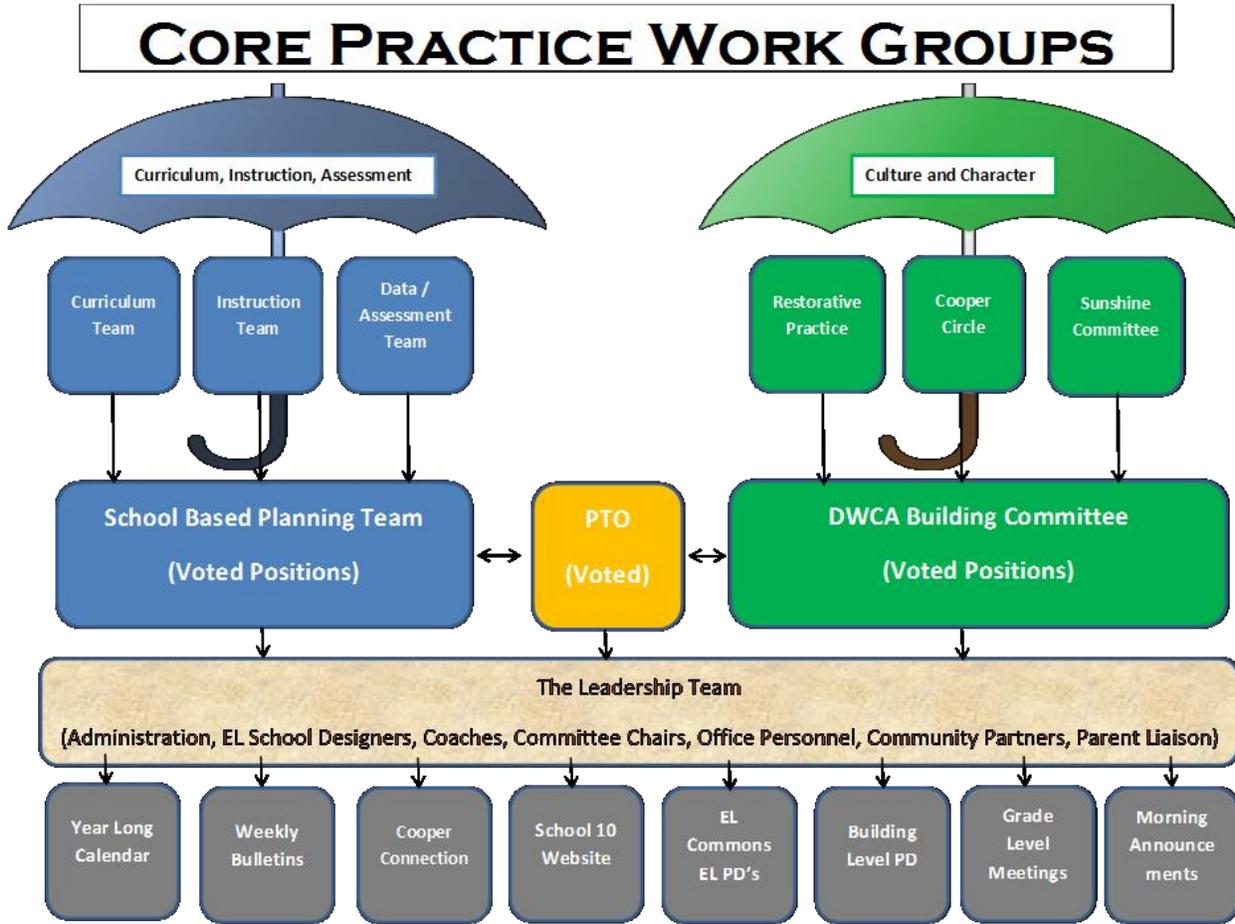
Initialed: EL Education Representative *SW*

Initialed: School Signatory

Initialed: District Signatory (optional)

II.G. Organizational Plan

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



II.G.ii. Function of Management and Team Structures in Day-to-Day Operations

There are a variety of teams that support the work at Dr. Walter Cooper Academy, and as the graphic shows, these teams have been organized into large “umbrella” areas of “Curriculum, Instruction and Assessment” and “Culture and Character”. These teams document how stakeholder engagement and shared leadership is already aligned to the major elements of EL Learning.

Academic Core Practice Work Groups

 **Curriculum Team (WHAT are we teaching?)** *Our approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. Our schools ensure that all students have access to a rigorous college preparatory curriculum, and regularly analyze the curriculum to check alignment to standards and opportunities for all students to meet those standards.*

- Team will be composed of one representative from each grade level

- Responsibilities will include:
 - Managing the school-wide expedition map listing all standards and higher level STAs
 - Vertically aligning CCSS
 - Collaborate with EL School Designers
 - Check to make sure assessments what we are asking to kids to do.
- Communicates to the School Based Planning Team
- Chair communicates with the Leadership Team and maintains documents (binder)



Instruction Team (HOW are we teaching it?) *Our classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.*

- Team will be composed of one representative from each grade level
- Responsibilities will include: (work in progress)
 - Focus on high quality work and products
 - Collecting and analyzing data
 - Collaborate with EL School Designers
- Communicates to the School Based Planning Team
- Chair communicates with the Leadership Team and maintains documents (binder)



Data /Assessment Team (Check/Adjust – WHAT?/HOW?) *Our leaders, teachers, and students embrace the power of student-engaged assessment practices to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. This approach to assessment is key to ensuring that schools achieve educational equity. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to recognize and address gaps in achievement.*

- Team will be composed of one representative from each grade level
- Responsibilities will include:
 - Focus will be on looking at school-wide data using NWEA, AIMSweb, State Tests, etc
 - Develop writing on demand assessments for each grade level
 - Look for common areas of strengths and weaknesses across grade levels
 - Plan school wide DATA team meetings to share findings/next steps with staff
 - Determine gap closing action plan
 - Finding new/creative ways to meet student needs
 - Make recommendations for appropriate interventions
 - Create/manage/update School-wide Data Wall
 - Collaborate with EL School Designers

- Communicates to the School based Planning Team
- Chair communicates with the Leadership Team and maintains documents in a binder



Building Committee (Culture & Character)

- Voted Positions
- Focus on our Mission and Vision
- Handle all non-academic issues/concerns
- Receive input from:
 - Student Council
 - PATHS / Anti Bullying
 - PBIS
 - Cooper Circle
 - Sunshine Committee
- Communicates to the Leadership Team



Culture & Character Core Practice Work Groups

Our schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as crew, community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.



Restorative Practice (Culture & Character)

- Voluntary position
- Responsibilities will include:
 - Provide Training/Materials to classrooms
 - Research Anti-Bullying Initiatives
- Chair communicates with the Leadership Team and maintains documents in a binder



Cooper Circle (Culture & Character)

- Voluntary position
- Responsibilities will include:
 - Design Principle Recognition
 - Cooper Honor Roll
 - Hype Squad
 - Order of Presentations
 - Music transitions
- Chair communicates with the Leadership Team and maintains documents in a binder



Sunshine Committee (Culture & Character)

- Voluntary position
- Responsibilities will include:
 - Planning/Organizing Staff social celebrations (birthdays, retirements, showers, sympathy, breakfasts, lunches, etc.)
- Chair communicates with the Leadership Team and maintains documents in a binder



School Based Planning Team (Curriculum, Instruction, Data & Assessment)

- Voted Positions
- Focus on our Mission and Vision. Drive Academic Agenda of Dr. Walter Cooper Academy
- Receive input from:
 - Curriculum Team
 - Instruction Team
 - Data / Assessment Team
- Communicates to the Leadership Team



PTO

- Voted Positions
- Focus on our Mission and Vision
- Responsibilities will include:
 - Promote School-wide initiatives such as: Cooper Reading Challenge, ROC Reads
 - Coordinate Parent Volunteer training & placement
 - Plan/Organize Family Fun Nights (academic & social)
- Communicates to the Leadership Team & Parent Liaison



Leadership Team - *Our school leaders build a cohesive school vision focused on student achievement and continuous improvement, and they align all activities in the school to that vision. Leaders use data wisely, boldly shape school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. Leadership in our schools goes beyond a single person or team-it is a role and expectation for all.*

- Administration, EL School Designers, Coaches, Committee Chairs, Office Personnel, Parent Liaison
- Focus on our Mission and Vision
- Communicate to all constituencies through the following venues:
 - Year-long Calendar, Weekly Bulletins, Cooper Connection, School 10 Website, EL Commons, Expeditionary Learning PDs, Building Level PDs, Grade Level Meetings, Morning Announcements

II.G.iii. APPR Implementation Plan

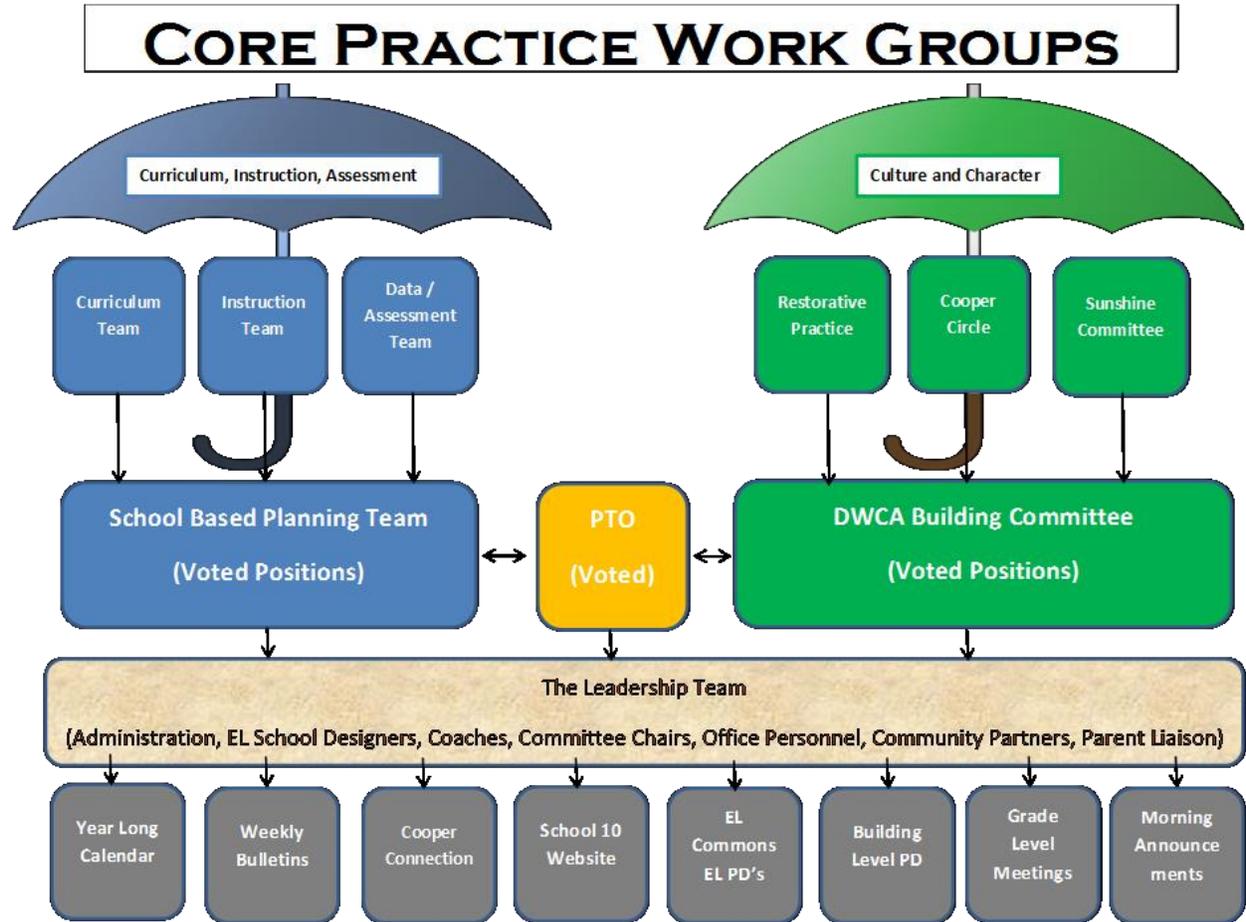
RCSD has a SED approved APPR Plan that it is currently in effect through the hardship waiver process, and anticipates submission of an APPR plan compliant with new regulations prior to the 2016-2017 school year. RCSD teachers give post-tests for SLO. All administrators and evaluators have been trained 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.

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



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.
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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.

II.H. Educational Plan

II.H.i. Curriculum to be Used

Expeditions: Teachers will use expeditions as the method to deliver the curriculum and standards. Expeditions will be standards-based, use both the ELA CCSS as well as the science and social studies standards and make the standards come alive for students. Math standards will be part of expeditions whenever possible but the integration is not forced, since math is so sequential. In addition to learning from text, students will also learn from fieldwork, experts and service connected to the expedition.

Each expedition will be 10-12 weeks of strategically designed ELA instruction embedded in content. Standards-Targets-Assessments (STAs) will also be created to assess each of the CCSS with 6 formal assessments to be delivered during an expedition. Instruction will be planned to give students opportunities to practice and master each of the CCSS. Authentic reading materials, primary sources, complex texts and field experience will engage students in rigorous academic experiences and high-quality work. Guiding questions and strategically designed learning targets will promote higher order thinking, requiring students to think beyond the classroom will prepare them for college and career readiness. High-Quality final products will provide students with opportunities to create multiple drafts along with editing and revising their work. These products will also allow students to synthesize and apply what they have learned throughout the expedition. Students will reflect on their learning to create academic goals for their next expedition.

Expedition Instructional Diet:

-120 minutes ELA-whole group and small group instruction

-40 minutes Science or Social Studies-whole group and small group instruction

Literacy Core Program: Teachers grades K-6 will implement the “Daily 5”, with fidelity, into their literacy block. Teachers will design literacy instruction to provide opportunities for students to engage in these daily components: 1) word work; 2) work on writing; 3) read to self; 4) read to someone; and 5) listen to reading. The Daily 5 will increase the percentage of students on task as well as build on their independent reading and writing stamina. Literacy opportunities presented for students will be differentiated and will support students' instructional needs. Most importantly, the implementation of Daily 5 will promote all students reading on grade level by age 8.

Teachers grades K-2 will also implement Core Knowledge into their literacy block. Core Knowledge Language Arts (CKLA) focuses on oral language development through carefully sequenced read-alouds as well as systematic instruction in reading and writing skills. CKLA is sequenced so that students can master sounds and letters for fluent decoding and encoding. Teaching CKLA with fidelity will promote all students reading on grade level by age 8.

Literacy Instructional Diet:

-15 minutes Small Group Instruction-Students grouped by skill

-45 minutes Independent/Partner Work-Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary and Writing

Math Core Program: Teacher in grades K-6 will continue to implement the NYS Math modules with fidelity but will begin to implement EL Learning's "Workshop 2.0" lesson structure on a more consistent basis to support students in developing a deeper conceptual understanding of math concepts. The Workshop 2.0 lesson structure will provide students with a grapple, where students have to work through a problem independently before discussing their thinking with a partner or small group. The Workshop 2.0 lesson structure also provides an opportunity for the teacher to provide a mini-lesson or for students to share their thinking from the grapple and discussion, an opportunity for students to apply their thinking and then a synthesis/debrief of the lesson. Teachers will continue to work on developing students' critical thinking and problem-solving in mathematics in addition to foundational facts, procedural fluency, and the utilization of appropriate math vocabulary. Lesson plans will also include the mathematical practices:

MP1: Make sense of problems and persevere in solving them.

MP 2: Reason abstractly and quantitatively.

MP3: Construct viable arguments and critique the reasoning of others.

MP4: Model with mathematics.

MP5: Use appropriate tools strategically.

MP6: Attend to precision

MP7: Look for and make use of structure.

MP8: Look for and express regularity in repeated reasoning.

Teachers will support students to think like mathematicians, be a risk-taker in the math classroom, develop perseverance and stamina as well as craftsmanship.

Math Instructional Diet:

-5 minutes Warm-up (fluency)

-15 minutes Mini-Lesson

-45 minutes Work Time (grapple, guided math, writing about math, independent reading about math)

-5 minutes Share/Closing

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

EL Education was chosen by New York State to author the EngageNY modules, demonstrating that the shifts are inherent in EL Schools. Over the past three years, District curricular efforts have focused on implementing the CCLS, specifically the NYSED EngageNY modules, and supporting the instructional shifts, in particular the incorporation of more informational text; increasingly complex text coupled with close reading; and an emphasis on text-based written responses. At this point, the efforts are focused on deepening the application of the shifts, particularly in raising the level of questioning and engagement, and in differentiating the instruction to support all learners.

The District is working toward building a shared understanding that higher level questioning and thinking occurs when students are actively engaged in content that is relevant and interesting to them. There are many key research-based strategies forthcoming this year that will help attain this vision. The Reform Plan for School 10 will be well-supported by this aligned area of focus.

- The District has developed common formative assessments for ELA and Math in grades 3-9, which allow grade level teams to be clear about the standards, performance indicators and success criteria. These assessments are available in the online platform eDoctrina, which allows teachers' time to be spent on the application of the results rather than the analysis. These assessments are complemented by the fall-winter-spring cycle of NWEA. This initiative is grounded in Hattie's meta-analysis that finds cycles of common formative assessment to have the one of the strongest positive correlations with student achievement.
- Embarking on a Digital Transformation, which is a 3-year multi-phase plan that will result in one-to-one technology, but more importantly in more engaging, more personalized learning for students.
- As the formative assessment work has deepened, so too has the ability to provide better matched interventions. The options for blended learning tools, linked to NWEA or other assessments, have increased and there are a variety of web-based individualized programs available to schools; these include i-Ready, Compass and Lexia.

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

Dr. Walter Cooper Academy has approached expanding the school day and year in a number of ways. First, the school runs a longer day, from 9 – 4:30, which far exceeds the state requirement for elementary school. More importantly, the school spent two years learning about and implementing the 7 essential elements of the National Center for Time & Learning's expanded learning time model, ensuring that more time, was better time. This is because the school's schedule provides scholars with:

- Daily 40 minute academic intervention/acceleration block based on an analysis of progress monitoring;
- 90 minutes per week of enrichments to enhance social, emotional, and/or physical well-being and encourage better attendance;
- Opportunities to participate in hands-on, performance-based experiences, such as EL Education Expeditions with embedded learning experiences in the Arts that make learning relevant and engaging;
- 60 minutes each week of embedded professional learning for teachers, targeted at enhancing instructional practices through informed data-based decisions and best practices;
- 80 minutes a week of common planning time and data meetings for teachers to make data-informed decisions for student interventions and differentiation; and
- Family opportunities to provide input and feedback regarding enrichment offerings and participation, as well as evaluation opportunities after participation; At the end of the school day, a small population of students are provided after school care from the YMCA program in our school building.

Taken as a whole, this use of expanded time evidenced in the attached schedule will help the school achieve its goals of this grant, providing the necessary collaboration time to implement EL and restorative practices.

The school is also setting a goal of reducing chronic absence, which it has done in recent years, as another means of maximizing learning time for the most vulnerable students.

II.H.iv. Data-Driven Instruction

The current cycle of DDI consists of planning, teaching, assessing, and analyzing as a key framework for school-wide support of all students. Teachers are assigned a daily common planning time to plan with colleagues as well as a weekly grade level meeting to meet with administrators and coaches to analyze data from student work, formal assessments and/or classroom learning walks.

School #10 is investing considerable effort in building a more robust system of assessment of and for learning. This year, an instructional coach will focus on the use of benchmark (NWEA) and teacher-created assessments to dictate well-matched interventions. Furthermore, all grade levels will be required to track progress and mastery on standards. Leadership team, under the direction of the EL School Designer and framework, will design a schoolwide system to monitor these assessments.

The District has created RCSD Common Formative Assessments, in grades 4-9 ELA and Math. These formative assessments help to triangulate student performance with other assessments, but most importantly, help teachers and schools pinpoint areas in which to focus or adapt instruction, and provide students frequent feedback on learning. In Hattie's Visible Learning meta-analysis, one of the practices with the largest effect size is the use of common formative assessments, which is so powerful because it provides the structure for teachers to:

- Work collaboratively rather than in isolation;
- Agree on the essential learning all students must acquire;
- Agree on how students will demonstrate their learning; and
- To assess their individual and collective effectiveness on the basis of the evidence of student learning.

Educators at Dr. Walter Cooper Academy commit to this cycle, which is very much at the heart of the EL framework. In math, the school will give all the district provided formative assessments, and utilize the weekly data team meetings to analyze results, identifying student learning problems and related problems of practice that could be addressed by the grade level teams. In ELA, since the school uses expeditions, the assessments made be created or adjusted by the grade level team. Either way, the cycle that leads to more targeted instruction will be in place.

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

Our school-wide framework for providing academic and social-emotional student support to the whole school population consists of:

1. A weekly student support meeting with classroom teachers, social worker, psychologists, speech teacher, administrators, CASE to review individual referred students' academic and behavior concerns and create a plan of action which entails progress monitoring and six week reviews.
2. Daily school-wide differentiated intervention support for the entire school population in which all students receive small group instruction based on their academic need and level. Intervention group progress are reviewed every six weeks to monitor student progress toward goals and adjust student groupings
3. Daily counseling provided to students with IEP's or Educational Related Support Services (ERSS) by school social worker to address social-emotional needs of students and provide

families with additional support and resources. Student progress reports are mailed to parents every ten weeks.

4. Identified groups of students with various behavior and social-emotional concerns receive weekly group or one-on-one prevention-intervention support and strategies from the Center for Youth Crisis Prevention-Intervention Specialist. Data is monitored weekly based on number of referrals submitted. Student progress toward short and long term goals are monitored bi-weekly.

II.H.vi. School Climate and Discipline

The Rochester City School District has committed to interrupting past practice which included an overreliance on suspensions doled out at disproportionate rates, and a loss of instructional time and resources devoted to social-emotional support. We are partnering with our community to secure resources to shift toward a restorative approach to school discipline, have recently adopted a new Code of Conduct to codify this shift, and have invested more in social-emotional supports, within a long-term vision and plan.

Dr. Walter Cooper Academy is well-positioned to make this shift, because of the strongly established sense of community embodied in The Cooper Code. As an EL school, the focus on developing character, self-reflection and self-directedness would complement the restorative approach, resulting in students who are equipped to solve conflict productively.

Restorative practices are centered on relationships; Dr. Walter Cooper Academy has many structures that build relationships intentionally. It is proposing to use this strong base as a foundation upon which to build a schoolwide framework of restorative practices, utilizing the IIRP's SaferSanerSchool™ whole school model. Ultimately, restorative practices provide heightened levels of accountability, because they provide structures whereby students learn to reflect and take ownership for their actions. This is directly aligned to the ultimate goal of leadership and active citizenry that the school espouses for its scholars.

The first phase of the Reform Plan is for the school to begin to learn about restorative practices, through the two-year **SaferSanerSchools™ model, which has a track record of reducing negative behaviors and suspensions and of increasing student and staff morale and engagement in urban schools with similar demographics and challenges.** The consultant service is a two-year plan, including full staff training, deeper training for leadership team, onsite coaching and planning, professional materials, train-the-trainer approach to capacity building, and built-in progress monitoring tools. The school team will work closely with the IIRP to fully integrate restorative practices into The Cooper Code and Expeditionary Learning model. One starting point would be to develop learning targets for The Cooper Code and embed them into lesson and student-led conference reflections. Revitalizing community buildings structures such as Cooper Circle (school-wide morning meeting) and Morning Meeting in classrooms is another part of this work—investing in relationships so that when there is conflict, we have capital to draw upon.

As the school reinvigorates how it invests time and energy in relationships with students, this provides the important base upon which restorative approaches to wrongdoing are most effective. **The Help Zone**, staffed by **partner Center for Youth**, will play a critical role in the school's

approach to managing behavior and meeting student need. The Help Zone meets several needs simultaneously by:

- Providing a rapid, non-punitive response to student behavior, and views behavior as an expression of some legitimate student need;
- Helping to identify that need, and functions as a point of access to match students to available resources;
- Triage student behaviors so that administrators are involved only in appropriate cases, freeing them for instructional leadership;
- Promoting student habits of expression, reflection, problem solving/repair and return to class; and
- Tracking usage patterns so that school leaders can proactively intervene with students and teachers as suggested by the data.

The school is interested in surveying students and staff more frequently this year, specifically asking about climate, relationships and restorative practices. The baseline from this year will prove helpful in selecting questions to repeat three times a year.

Dr. Walter Cooper Academy is excited about the synergy in the EL model and restorative practices. Done well, this will equip scholars with a unique set of leadership and peacemaking skills, following in the footsteps of the school's namesake and creating the leaders our community needs.

II.H.vii. Parent and Community Engagement

In addition to the traditional means of communicating and working with families, School 10 has these areas of focus this year, relative to families:

- Decrease chronic absences by 10%. The parent liaison role will be strengthened to support teachers and school leaders in consistent communication with families to support students in getting to school on a consistent basis.
- Continued focus on student-led conferences, preparing students well and including a Cooper Code character reflection as well.
- Explore ways to train parents, families and community members in restorative questions and circle practice.

II.I. Training, Support, and Professional Development

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

All staff participates in the development of the Professional Development Calendar, known at Dr. Walter Cooper Academy as the EL Work Plan. Every staff member took the EL Implementation Review Survey. Results from this survey, combined with walk-through data, formal observation data, DTSDE recommendations, and our SCEP plan were used to develop the Professional Development Calendar. Additionally, input was gathered from Instructional Coaches and staff requests, to develop a year-long plan that is aligned with the Danielson Framework Domains and focuses on key areas in need of improvement. The plan is 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

Please see attached school PD Plan.

II.I.iii. Evaluation and Modification of Professional Learning Plan

The type of evaluation is dependent upon the strand of the professional learning. For example, the social-emotional strand on restorative practices will be assessed by the degree of staff training, the level of implementation of circles and restorative questions, and ultimately through reductions in disciplinary incidents. These data points will be reviewed on a regular cycle, set up with school leadership team, and ideally with SBPT.

At a leadership level, application of the professional development must be assessed in the classroom. The school leadership team will conduct frequent targeted walkthroughs and look for schoolwide trends in practice. For example, if a grade level team has devoted time to learning how to develop tiered learning targets and higher-order questions, administrators could focus on collecting classroom evidence of those two practices, and bring that data back to the team the following month. Overtime, this culture of ongoing evaluation and continuous inquiry is what results in more learning.

As lead partner, the EL School Designer has a significant role to play in monitoring the impact of professional learning. The fact that EL Learning has set clear performance metrics in place with some accountability actions if targets are not achieved brings a heightened focus on the impact of various professional learning opportunities.

Possible Professional Development Opportunities 2016-2017



PD Activity/Participants/Intent	Who Provides/Facilitates	Measureable Outcome
<p><u>Rolling Out the Daily 5:</u> Classroom teachers will dissect the important components of the Daily 5. They will participate in activities that could be used when implementing the Daily 5 and will begin to plan their own rollout of the Daily 5. It is the intent of this PD to equip classroom teachers with the knowledge and tools needed implement the Daily 5 in classrooms this September.</p>	<p>Josephine Dale, a fourth grade classroom teacher at DWCA, has been implementing the Daily 5 in her classroom for several years. With the help of instructional coaches and the EL school designer, Josephine will facilitate this PD.</p>	<p>Implementation assessed through walk-throughs, 3x a month, conducted by administration, instructional coaches and the EL school designer. Student data collected from progress monitoring and benchmark assessments. Monthly lesson plans checks.</p>
<p><u>High-Quality Work: What to Expect from Students:</u> This PD will engage the DWCA teaching staff—classroom, special subject, and support staff—in redesigning the school's expectations of student work. The goal is to always expect high-quality work from students at each grade level in any activity they engage in—not just final products. The staff will be guided to create new rubrics and expectations for student work at each grade level by looking at a variety of exemplars.</p>	<p>The EL school designer and instructional coaches will facilitate this PD.</p>	<p>Looking at Student Work protocol during grade level meetings, identifying commonalities of successes and areas of need to drive instructional practices.</p>
<p><u>Engagement and Rigor through Expeditions:</u> This PD will highlight ways to increase the rigor and engagement in the classroom through the use of protocols, complex texts, and activities that bring real world applications to the classroom. Classroom teachers will look at exemplary EL lessons/practices and brainstorm ideas for application in their own classrooms.</p>	<p>The EL school designer and instructional coaches will facilitate this PD. Additional teaching staff will share ways they have increased the rigor and engagement in their classroom (as identified by administration and instructional coaches.)</p>	<p>Assessed through walk-throughs, 3x a month, conducted by administration, instructional coaches and the EL school designer. Student data collected from progress monitoring and benchmark assessments. Monthly lesson plans checks.</p>
<p><u>Creating Standards-Targets-Assessments:</u> Classroom teachers, special subject teachers, and support staff will be walked through the process of creating Standards-Targets-</p>	<p>The EL school designer and instructional coaches will facilitate this PD.</p>	<p>Measured during grade level meetings using the Results Meeting protocols. Teachers diagnose efficiency of assessments and student</p>

<p>Assessments. Staff will first look at models of assessments (NYS ELA and Math Exam released questions/Core Knowledge assessments) to identify the structure and format of assessment questions. Then the teaching staff will create their own assessments to formally assess students' mastery of standards throughout each expedition. Finally the teaching staff will create lesson activities to support student in mastering each assessment/standard.</p>		<p>results to improve future assessments.</p>
<p><u>Diagnosing Student Assessments to Design Targeted Interventions:</u> The purpose of this PD is to provide staff-- classroom teachers and support staff—with a diagnostic process of looking at student data for the purpose of designing and delivering targeted interventions. Teachers will practice using the diagnostic process with samples of student data. They will identify a targeted area of need using the student data and will design a plan for intervention.</p>	<p>The EL school designer and instructional coaches will facilitate this PD. We would also like the school's district appointed reading teacher to assist (if available.)</p>	<p>Assessed through walk-throughs, 3x a month, conducted by administration, instructional coaches and the EL school designer. Student data collected from progress monitoring and benchmark assessments. Monthly lesson plans checks. The <i>Results Meeting protocols</i> will be used during grade level meetings.</p>
<p><u>Strategic Progress Monitoring: The "What" and "How":</u> Classroom teachers and support staff will learn ways to match progress monitoring tools and interventions. Staff will look at a variety of progress monitoring tools and identify the skills/areas of need assessed by each tool. They will then identify appropriate ways to progress monitor said skills/areas of need. Resource documents will be given to staff as a reference when choosing the right progress monitoring tool for students.</p>	<p>The EL school designer and instructional coaches will facilitate this PD. We would also like the school's district appointed reading teacher to assist (if available.)</p>	<p>Assessed through walk-throughs, 3x a month, conducted by administration, instructional coaches and the EL school designer. Student data collected from progress monitoring and benchmark assessments. The <i>Results Meeting protocols</i> will be used during grade level meetings</p>
<p><u>Math Workshop Model: Meeting the Needs of All Learners:</u> Classroom teachers and support staff will continue to dissect the workshop 2.0 model in order implementing the math modules successfully. The purpose of this PD is to create opportunities for all students to grapple with and solve complex problems in a variety of ways. Teachers will learn how to provide</p>	<p>The EL school designer and instructional coaches will facilitate this PD.</p>	<p>Walk-throughs. Student data collected from progress monitoring assessments and diagnosed using the <i>Results Meeting protocols</i>.</p>

<p><i>module lessons for all levels of math learners using the workshop 2.0 model.</i></p>		
<p><u>Restorative Practices (RP):</u> Full staff will participate first in two introductory trainings, then in successive PD/collegial circle on the elements of RP, likely rolled out through grade level teams or through the 5 half days.</p>	<p>International Institute for Restorative Practices (IIRP), SaferSanerSchool™ model</p>	<p>Assessed by school climate survey of staff and students, select questions. Ultimately by reduction in suspensions.</p>
<p><u>Leadership Strand</u> Principals from area EL schools will create collegial circle with EL School Designers, meeting monthly to deeper leadership practices.</p> <p>Principals, instructional coaches and EL School Designers will jointly conduct two learning walks in each of the 3 EL schools, focused on level of questioning/task and use of discussion protocols.</p>	<p>EL School Designers, Principals</p>	<p>EL Mid-year Review Principal feedback, and inter-rater consistency on learning walks. Ultimately, achievement of workplan goals and improved instruction, assessed by relevant Danielson ratings and student growth.</p>

II.J. Communication and Stakeholder Involvement/Engagement

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

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 Dr. Walter Cooper Academy. Parents will also be invited to participate in workshops aligned to key goals of the SIG Implementation Plan related to Expeditionary Learning, ELA, and math, as part of activity nights. 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. Project Plan Narrative/Timeline

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

A description of the Year 1 Implementation Plan begins on the following page.

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

1. All teachers trained in Daily 5 and at least 50% of teachers implementing by end of October 2016
2. Chronic absence rate is down
3. Intervention running smoothly, with more consistency; more students hit growth targets
4. All staff participating in Standard – Target – Assessment trackers
5. Two expeditions have high-quality student work products
6. All staff trained in basics of restorative practices, with understanding of how it supports The Cooper Code
7. Learning targets developed for The Cooper Code

II.K.iii. Leading Indicators of Success

The leading indicators of success that will be assessed at least bi-monthly including data that are available to the school through the District's data dashboard and District offices. Results will be shared with the school community and families through SBPT meetings, posted to the schools web-site, and status up-date reports at parent meetings. The following are data points that will be reported:

- Student attendance and school Average Daily Attendance;
- Chronic absenteeism rates;
- Teacher Attendance;
- Interim assessment data including Standard – Target – Assessments, NWEA, and common formative assessments
- Instructional walkthrough data;
- Referrals, Help Zone usage, suspension rates by total school and sub-group;

During the monthly SBPT meetings we will discuss implementation status, identify any needed support, and next action steps. The school will survey students/staff/parents/community partners for satisfaction of deliverables and identification of continued needs or gaps that require action.

Dr. Walter Cooper Academy School #10 Year 1 Implementation Timeline				
Goal 1: Improve literacy, mastery of knowledge, and quality of student work through the effective implementation of EL Education’s framework standards-based, relevant curriculum and first teaching.				
Objectives	Fall 2016	Winter 2017	Spring 2017	Summer 2017 (Year 2)
Objectives 1.1: Secure appropriate EL Education Institute training for all teachers and instructional leaders at Dr. Walter Cooper Academy by June 2017.	<ul style="list-style-type: none"> Offer 3 day EL Education institutes to staff to provide more hands on learning 			<ul style="list-style-type: none"> Provide EL Education Primary Institute training to staff
Objective 1.2: Design curriculum that is integrated, rigorous, promotes higher order thinking and results in the creation of high-quality work through a focus on designing two strong expeditions at each grade level.	<ul style="list-style-type: none"> Provide Staff with expedition planning sessions with coaches and EL school designer Provide PD to staff on high quality work Provide PD to staff on how to create new rubrics and expectation for student work Use the <i>Looking at Student Work protocol</i> to measure student work 	<ul style="list-style-type: none"> Continue to provide staff opportunities for expedition planning with coaches and EL school designer Monitor, support Analyze student work 	<ul style="list-style-type: none"> Continue to provide staff opportunities for expedition planning with coaches and EL school designer Monitor, support Analyze student work 	<ul style="list-style-type: none"> Provide staff with summer expedition planning sessions with EL school designer and coaches
Objective 1.3: Provide expectations, professional learning and follow-up support and monitoring such that all classroom teachers will implement the Daily 5 and Core Knowledge Skills Strand in literacy instruction by October 2017.	<ul style="list-style-type: none"> Provide staff with a Daily 5 ‘starter kit’ Provide staff with a Daily 5 introductory training K-2 teachers will use Core Knowledge skills strands assessments to place students for intervention Create Guided Reading groups by the end of September 	Continue to use end of unit assessments grades K-2 K-2 teachers, reading coach, and instructional coaches analyze data at the end of each unit Teachers 3-6 monitor guided reading by conducting running reading records		Analyze data
Objectives	Fall 2016	Winter 2017	Spring 2017	
Objective 1.4: Maximize the power of teacher collaboration through facilitated protocols at collaborative planning time and job-embedded coaching cycles.	<ul style="list-style-type: none"> Implement the <i>Looking at Student Work protocol</i> to analyze high-quality work Implement the <i>Results Meeting protocol</i> to analyze student data 	<ul style="list-style-type: none"> Monitor and support Analyze data using LASW and Results Meeting protocol 	<ul style="list-style-type: none"> Analyze and assess student progress 	

	<ul style="list-style-type: none"> • Provide coaching cycles to meet teacher needs 			
<p>Objective 1.5: Students will develop a sense of ownership as well as stronger writing skills through consistent use of the four-square organizer and the 6+1 Writing Traits. Various protocols for feedback and revision will be utilized.</p>	<ul style="list-style-type: none"> • Provide staff with a variety of protocols • Provide new staff with the 6+1 Writing Traits book • Provide PD to staff around the 6 +1 Writing Traits • Implement daily writing through the use of Daily 5 	<ul style="list-style-type: none"> • Monitor and support 		<ul style="list-style-type: none"> • Assess and plan for the following year
<p>Objective 1.6: Students will use authentic real world texts as a source of knowledge to explore big ideas and grapple with guiding questions connected to the expeditions. Students will demonstrate proficiency based on a variety of rubrics and criteria lists aligned to the CCLS through standards, targets and assessment.</p>	<ul style="list-style-type: none"> • Teachers will create rubrics an expectations for high-quality student work • Teachers will create STA’s (standards-targets-assessments) to assess students mastery of the CCLS 	<ul style="list-style-type: none"> • Monitor and support • Analyze STA’s using LASW 		<ul style="list-style-type: none"> • Analyze and adapt
<p>Objective 1.7: Students will grapple with and solve complex problems through the use of the Workshop 2.0 model.</p>	<ul style="list-style-type: none"> • Provide PD for all staff around the Math Workshop 2.0 model 	<ul style="list-style-type: none"> • Consistent walk-throughs • Analyze data • Analyze student performance 		<ul style="list-style-type: none"> • Adapt plan for following year
<p>Objective 1.8: Develop and utilize a common approach to learning walks, both within the school and across the network of EL Education schools in the area, building a consistent leadership practice to monitor and adjust instruction.</p>	<ul style="list-style-type: none"> • EL principals and coaches will meet 6 times throughout the 2016-2017 school year • Implementing focused learning walks and collecting data • Collaboration amongst all 3 EL Education schools 	<ul style="list-style-type: none"> • Turn-key and implement learning walks into our own building 		<ul style="list-style-type: none"> • Assess and create a plan for the following year
<p>Goal 2: Strengthen the school’s use of assessments for learning in order to better target instruction and intervention, resulting in more students achieving grade level performance in reading and math.</p>				
<p>Objectives</p>	<p>Fall 2016</p>	<p>Winter 2017</p>	<p>Spring 2017</p>	<p>Summer 2017 (Year 2)</p>
<p>Objective 2.1: Design Standards-Targets-Assessments trackers and deliver increasingly targeted instructional practices that promote students mastery of CCLS.</p>	<ul style="list-style-type: none"> • Provide opportunities for teachers to meet with coaches to write STA’s 	<ul style="list-style-type: none"> • Monitor and support • Analyze student assessments 		<p>Assess and adapt plan for the following year</p>

<p>Objective 2.2: Create an assessment calendar of formative and progress monitoring assessments to better target instruction and intervention.</p>	<ul style="list-style-type: none"> • Implement assessment calendar • Provide ideas for progress monitoring tools • Provide a list of possible interventions and materials 	<ul style="list-style-type: none"> • Monitor pacing • Monitor progress monitoring for students • Analyze progress monitoring • Adapt, change intervention if necessary 	<ul style="list-style-type: none"> • Assess and analyze 	
<p>Objective 2.3: Develop looking at data and student work protocols and deploy instructional coaches and leadership team to facilitate and monitor the use of collaborative planning time.</p>	<ul style="list-style-type: none"> • Provide teachers with LASW and Results Meeting protocols 	<ul style="list-style-type: none"> • Facilitate, support, and monitor 	<p>Survey staff about use of protocols</p> <p>Assess to see if protocols worked</p>	
<p>Objective 2.4: Provide leadership support from EL Education School Designer to build and maintain a schoolwide system to monitor curriculum, instruction and student progress.</p>	<ul style="list-style-type: none"> • Implement EL Education work plan 	<ul style="list-style-type: none"> • Mid-year/End of year implementation review 	<p>Assess and adapt for the following year-work plan</p>	
<p>Objective 2.5: Increase the number/percent of students who make their growth target on Spring NWEA in both Reading and Math by ten percentage points, bringing the schoolwide percentage to 44% in each subject. Additionally, increase the share of 3rd graders meeting the national norm to 25%.</p>	<ul style="list-style-type: none"> • Complete NWEA benchmarks 3 times per year • Implement student NWEA goal setting school wide 	<ul style="list-style-type: none"> • Analyze NWEA data after each benchmark • Meet with students and discuss growth/progress • Student led conferences 	<ul style="list-style-type: none"> • Analyze data • Adapt plan for the following year 	
<p>Goal 3: Revitalize the schoolwide system of The Cooper Code, bringing character and leadership to life, by launching a schoolwide focus on restorative practices.</p>				
<p>Objectives</p>	<p>Fall 2016</p>	<p>Winter 2017</p>	<p>Spring 2017</p>	<p>Summer 2017 (Year 2)</p>
<p>Objective 3.1: Continue our strong community building practices such as Morning Meeting with fidelity, refreshing the purpose for new staff members, and considering ways to augment school-wide morning meeting.</p>	<ul style="list-style-type: none"> • Refresher course to entire staff on morning meeting (crew time) • Provide time, clear expectations, and purpose of implementing the morning meeting with fidelity 	<ul style="list-style-type: none"> • Monitor and support • Classroom observations • Coaching cycles-as needed basis 		<ul style="list-style-type: none"> • Assess and adapt plan for the following year
<p>Objective 3.2: As a school community, learn about restorative practices and how they integrate with EL Education</p>	<ul style="list-style-type: none"> • Initiate contract with International Institute for Restorative Practices • Identify lead team 	<ul style="list-style-type: none"> • Implement work plan for the year, include trainings 		<p>Assess, adapt, plan for the following year</p>

<p>elements of character and self-reflection. Enter into agreement with SaferSanerSchools™ and develop a work plan to train all staff in the components of restorative practices by June 2017.</p>	<ul style="list-style-type: none"> • Develop work plan • Hold introductory training 			<p>Offer, attend required trainings</p>
<p>Objective 3.3: Develop learning targets for each value in the Cooper Code, and include self-reflection in lessons and student-led conference protocol.</p>	<ul style="list-style-type: none"> • Provide staff with learning targets for each value in the Cooper Code • Continue implementing student-led conferences 	<ul style="list-style-type: none"> • Implement character trait learning targets into daily lessons 		<ul style="list-style-type: none"> • Assess and adapt plan for the following year
<p>Objective 3.4: Strategically use the expanded day to support the desired culture and character goals; this will include a focus on the restorative and social-emotional supports.</p>	<ul style="list-style-type: none"> • Implement a daily school-wide community circle that focuses on our school’s Character Traits, restorative practices/conflict resolution, and literacy. • Create monthly schedule/lesson plans for school-wide community circle around our focus. 	<ul style="list-style-type: none"> • Facilitate, monitor, and revise as needed 		<ul style="list-style-type: none"> • Assess and adapt for the following year
<p>Objective 3.5: Increase time on task through a reduction in behavioral distractions, measured by a decrease in disciplinary referrals and suspension, as we build a schoolwide system of restorative responses to negative student behavior. Similarly, improve school survey responses from staff and students about how the school community promotes conflict resolution and peace.</p>	<ul style="list-style-type: none"> • Implement student survey 3 times a year in regards to school climate 	<ul style="list-style-type: none"> • Assess and adapt survey until next implementation 	<ul style="list-style-type: none"> • Assess and adapt survey until next implementation 	<ul style="list-style-type: none"> • Assess and adapt survey for the following year

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

The Innovation & Reform Framework is designed to give schools the chance to overhaul their program to prepare more students more effectively for college and career, within an accountability structure provided by an external lead partner. Dr. Walter Cooper Academy's work to build leaders by implementing EL Education with fidelity, and by transforming the school into a restorative community with the International Institute for Restorative Practices meet these requirements:

1. EL Education functions as a lead partner in that they dictate the framework for curriculum and instruction, they provide expectations around the quality of work, and they will begin to monitor and hold schools accountable. This lead partnership helps to leverage change because there is an outside arbiter of quality and progress. In a similar fashion, the IIRP will for two years, provide the framework and training, monthly consultation and progress monitoring, and assessment tools for school climate.
2. Upon completion of the Reform Plan, Dr. Walter Cooper Academy will prepare scholars to be leaders in their own lives and in the community. Sixth grade graduates will leave the school having spent years cultivating the mastery of skills and discipline-specific knowledge as well as academic enabler habits of curiosity, problem-solving, presentations of learning, and academic persistence. Additionally, "Cooper Scholars" will have developed personal attributes of reflection and self-direction, perspective-taking, and the ability to find creative and peaceful solutions to conflict. This unique skillset is in high demand in our culture and world at this time. These traits, in addition to the real-world experience with professionals, authentic issues, field studies and institutions of higher education, will position them for the next level of secondary success, and will have developed the competencies and motivation to succeed in post-secondary education and/or career.
3. This school has a very cohesive family of stakeholders, who are united in the belief that careful implementation of EL Education coupled with visionary integration of restorative practices, will position Dr. Walter Cooper Academy to be more successful in readying more students to be "Scholars Today, Leaders Tomorrow, Learners for Life."

For these reasons, and attesting to the quality of the two whole school models proposed in this Reform Plan, we are confident that not only does this plan meet the Innovation & Reform Framework requirements, but more importantly, is a viable plan to significantly improve our students' learning, growth and achievement.

PURCHASED SERVICES			
Subtotal - Code 40			\$184,700
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
EL registrations for Institutes, ensure EL training of all staff	EL Education	\$800 X 17 teachers X 2 institutes	\$27,200
Safer Saner School whole school change model for restorative practices	International Institute for Restorative Practices	Quote from vendor for model	\$55,000
Help Zone / Social-emotional support	Center for Youth	RFP response	\$52,500
To support costs associated with DTSDE school review process. Likely to include costs for Outside Educational Experts (OEEs), and possibly survey analysis.	NYSED-approved OEEs, including Nancy Kelly, Michael Melamed, Ellen O'Donnell	\$5000 / review, cost provided by quotes.	\$50,000

Employee Benefits		
Subtotal - Code 80		\$72,753
Benefit		Proposed Expenditure
Social Security		\$14,157
Retirement	New York State Teachers	\$26,150
	New York State Employees	\$0
	Other - Pension	
Health Insurance		\$28,560
Worker's Compensation		\$2,961
Unemployment Insurance		\$925
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	\$427,123
B.	Approved Restricted Indirect Cost Rate	3.60%
C.	Subtotal - Code 90	15376.428

For your information, maximum direct cost base = \$484,623

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	185,064
Support Staff Salaries	16	0
Purchased Services	40	184,700
Supplies and Materials	45	2,046
Travel Expenses	46	40,060
Employee Benefits	80	72,753
Indirect Cost	90	15,376
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
Grand Total		500,000

Agency Code: **261600010000**

Project #: _____

Contract #: _____

Agency Name: Rochester City School District

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 *Linda L. Cimusz*
 Date Signature

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

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 _____

Finance: Logged _____ Approved _____ MIR _____

Attachment D – School 10

Budget Summary Chart

Agency Code	2	6	1	6	0	0	0	0			
Agency Name											
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	\$185,064	Professional Salaries	15	\$208,440	Professional Salaries	15	\$251,829			
Support Staff Salaries	16		Support Staff Salaries	16	\$3,000	Support Staff Salaries	16	\$3,000			
Purchased Services	40	\$184,700	Purchased Services	40	\$174,500	Purchased Services	40	\$114,075			
Supplies and Materials	45	\$2,046	Supplies and Materials	45	\$1,996	Supplies and Materials	45	\$5,287			
Travel Expenses	46	\$40,060	Travel Expenses	46	\$17,500	Travel Expenses	46	\$20,000			
Employee Benefits	80	\$72,753	Employee Benefits	80	\$79,053	Employee Benefits	80	\$89,445			
Indirect Cost (IC)	90	\$15,376	Indirect Cost (IC)	90	\$15,511	Indirect Cost (IC)	90	\$16,364			
BOCES Service	49		BOCES Service	49		BOCES Service	49				
Minor Remodeling	30		Minor Remodeling	30		Minor Remodeling	30				
Equipment	20		Equipment	20		Equipment	20				
Total		\$499,999	Total		\$500,000	Total		\$500,000			

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	\$250,513	Professional Salaries	15	\$255,708	Professional Salaries	15	\$1,151,554
Support Staff Salaries	16	\$3,000	Support Staff Salaries	16	\$3,000	Support Staff Salaries	16	\$12,000
Purchased Services	40	\$120,697	Purchased Services	40	\$117,368	Purchased Services	40	\$711,340.42
Supplies and Materials	45	\$5,351	Supplies and Materials	45	\$7,303	Supplies and Materials	45	\$21,983
Travel Expenses	46	\$15,000	Travel Expenses	46	\$10,000	Travel Expenses	46	\$102,560
Employee Benefits	80	\$89,130	Employee Benefits	80	\$90,371	Employee Benefits	80	\$2,420,220
Indirect Cost (IC)	90	\$16,308	Indirect Cost (IC)	90	\$16,250	Indirect Cost (IC)	90	\$79,778
BOCES Service	49		BOCES Service	49		BOCES Service	49	
Minor Remodeling	30		Minor Remodeling	30		Minor Remodeling	30	

Equipment	20	
	Total	\$499,999

Equipment	20	
	Total	\$500,000

Equipment	20	
	Total	\$2,499,998

BUDGET NARRATIVE

Budget Expenditure	Budget Code	Year 1	Year 2	Year 3	Year 4	Year 5	Description of Expenditure	Sustainability Plan
MAJOR PROJECT ACTIVITY: IMPROVE LITERACY, MASTERY OF KNOWLEDGE, AND QUALITY OF STUDENT WORK THROUGH THE EFFECTIVE IMPLEMENTATION OF EL EDUCATION’S FRAMEWORK STANDARDS-BASED, RELEVANT CURRICULUM AND FIRST TEACHING.								
Hourly Pay, Teachers, Expanded Day, or Professional Learning.	15	\$49,140	\$71,010	\$109,560	\$103,230	\$103,230	Funds 7 teachers to work the additional hour per day at \$39 / hour; or can be used to pay teachers for PD / planning time at \$33 / hour.	As long as expanded day is a priority, the District will fund based on negotiated compensation agreements. Part of our strategy is to use SIG first, then supplement with other funding sources. This year, did take steps to negotiate set length of day, which helps control costs.
EL Education	40	\$27,200	\$20,000	\$10,000	\$15,000	\$10,000	EL registrations for Institutes, and potentially onsite coaching, to ensure EL training of all staff	High cost in the first two years to fully train all staff (currently less than 25% trained). Reduces to maintenance, for instructional leaders. District will need to maintain some level of commitment through other sources, but at much lower levels.
Substitutes	40	\$3,376	\$3,376	\$3,376	\$3,376	\$3,376	Substitutes for targeted release time for grade level teams to plan expeditions, such that each grade level gets 2 half days per year.	Will be absorbed into the District-provided release time, once the initial hurdle of curriculum development is over.
Substitutes	40	\$3,750	\$0	\$0	\$0	\$0	Substitutes for targeted teachers to travel to prioritized EL Institutes, covers 5 teachers.	Future forward, the institutes should be attended in summer. Large number of staff needing

Budget Expenditure	Budget Code	Year 1	Year 2	Year 3	Year 4	Year 5	Description of Expenditure	Sustainability Plan
								training and grant cycle necessitate travel during the year this time.
Travel to EL Conference and Institute	46	\$40,060	\$17,500	\$20,000	\$15,000	\$10,000	Allows travel to the institutes for select staff.	Cost declines over time as staff capacity grows.
MAJOR PROJECT ACTIVITY: GOAL 2: STRENGTHEN THE SCHOOL'S USE OF ASSESSMENTS FOR LEARNING IN ORDER TO BETTER TARGET INSTRUCTION AND INTERVENTION, RESULTING IN MORE STUDENTS ACHIEVING GRADE LEVEL PERFORMANCE IN READING AND MATH.								
Intervention Teachers	15	\$129,383	\$134,054	\$138,893	\$143,907	\$149,102	2.0 Intervention teachers, to deliver targeted interventions in ELA and in Math. Work under the guidance of the Intervention Coach	As core instruction gets stronger and more differentiated, the need may decrease to 1.0 FTE, which the District could fund through other revenue streams such as SAS.
MAJOR PROJECT ACTIVITY: GOAL 3: REVITALIZE THE SCHOOLWIDE SYSTEM OF THE COOPER CODE, BRINGING CHARACTER AND LEADERSHIP TO LIFE, BY LAUNCHING A SCHOOLWIDE FOCUS ON RESTORATIVE PRACTICES.								
SaferSanerSchools contract (IIRP)	40	\$55,000	\$52,000	\$0	\$0	\$0	Safer Saner School whole school change model for restorative practices, contracted through International Institute for Restorative Practices	Two-year full school training model; builds capacity and then service no longer needed.
Help Zone, Center for Youth	40	\$52,500	\$52,500	\$54,075	\$55,697	\$57,368	Help Zone / Social-emotional support, fulltime 1.0 person to be embedded in school every day.	District will use other sources to fund as long as model works and social-emotional supports remain a District DCIP priority.
Supplies and materials, social emotional	45	\$1,246	\$0	\$0	\$0	\$0	Therapeutic and social-emotional supplies to outfit Help Zone and classroom circle kits for restorative practices.	This cost will be minimal in future years.

Budget Expenditure	Budget Code	Year 1	Year 2	Year 3	Year 4	Year 5	Description of Expenditure	Sustainability Plan
Professional texts	45	\$800	\$2,000	\$0	\$0	\$0	To support staff learning about restorative practices in school setting.	This cost will be ramp up during training year 2 and then be minimal in future years.
DISTRICT SET-ASIDE & RELATED COSTS								
Contract costs for DTSDE Reviews, Districtwide	40	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	This will fund the OEEs to conduct reviews according to the required DTSDE process.	Other funding sources can be used for this, although the ESEA may change this. Also, we continue to train internal staff to lead the reviews.
Employee Benefits	80	\$72,753	\$79,083	\$89,445	\$89,130	\$90,371	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	\$15,376	\$15,511	\$16,364	\$16,308	\$16,250	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 School #10

M/WBE Goal Calculation Worksheet

(This form should reflect Multi-Year Budget Summary Totals)

RFP # and Title: RFP #GC16-015 1003(g) SIG

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>\$500,000</u>
2.	Professional Salaries	<u>\$178,523</u>	
3.	Support Staff Salaries	<u>0</u>	
4.	Fringe Benefits	<u>\$71,191</u>	
5.	Indirect Costs	<u>\$15,376</u>	
6.	*Direct Services/Single Source/Non-profit/district set aside SEE MEMO	<u>\$234,110</u>	
7.	Sum of lines 2, 3, 4, 5, and 6		<u>\$499,200</u>
8.	Line 1 minus Line 7		<u>\$800</u>
9.	M/WBE Goal percentage (30%)		0.30
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		<u>\$240</u>

- Expeditionary Learning – sole source: \$27,200
- Expeditionary Learning Training Conference: sole source: \$40,060
- International Institute for Restorative Practices, sole source; nonprofit: \$55,000
- Center for Youth: sole source; nonprofit; direct services to students: \$52,500
- CORE Collaborative salaries: \$7,750

New York State Education Department:
Local Education Agency (LEA) 1003(g) School Improvement Grant Application
Under 1003(g) of the Elementary and Secondary Education Act of 1965

- Therapy Shoppe Single Source Provider \$1,600
- DISTRICT SET ASIDE FOR STUDENT SOCIAL EMOTIONAL DEVELOPMENTAL HEALTH: \$50,000

SCHOOL 10 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. <http://centerforyouth.net/>

Core Collaborative (sole source) will provide data coaches to provide student-centered approaches to learning professional development for staff. The RCSD contracts with the *Core Collaborative* according to District policy and municipal law.

Expeditionary Learning (sole source) will provide **SCHOOL 10** the model for a comprehensive school reform based on the educational ideas of the founder of Outward Bound, with core values and an educational philosophy that learning happens best with emotion, challenge, and the requisite support. Expeditionary Learning Conferences will support the program (under Travel). The RCSD contracts with *Expeditionary Learning* according to District policy and municipal law. <http://eleducation.org/about/our-approach>

International Institute of Restorative Practices (IIRP) (sole source, direct services to students) will launch its *SaferSanerSchools* program at **SCHOOL 10, SCHOOL 16, SCHOOL 41, SCHOOL 50,** and **WILSON FOUNDATION ACADEMY**. *SaferSanerSchools* is a whole-school change program and a cost-effective way to develop a customized plan based on each individual school to enhance and build relationships between students, staff and parents in order to improve student behavior, reduce violence and bullying, and create an authentic sense of community. The RCSD contracts with *IIRP* based on District policy and municipal law. <http://www.saferсанer schools.org/>

Therapy Shoppe provides products endorsed by pediatric occupational therapists and are kid, parent, and teacher-tested and approved. These include sensory products, educational toys, occupational therapy tools, autism/special needs toys for learning, self-regulation, sensory integration, handwriting, motor skills, development and fidgeting. *Therapy Shoppe* items will support the implementation of Help Zones as part of restorative practices and the new RCSD Code of Conduct at **SCHOOL 10, SCHOOL 50, and WILSON FOUNDATION ACADEMY**. <https://www.therapysshoppe.com/>

District Set Aside

District Set Aside - these amounts are listed on the budgets under Code 40, Purchased Services, in anticipation of supporting District-wide initiatives of Restorative Practices and Social Emotional Developmental Health (SEDH) and the implementation of the new District Code of Conduct. Set aside is anticipated to fund salaries, consultant services, and professional learning. The SIG 7 RFP states *The SIG funding directed at district-level administration and support activities for each period may be no greater than ten percent (10%) of the total maximum*

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

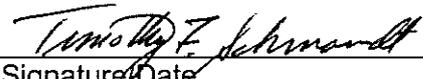
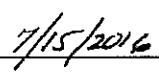
NAME OF GRANT PROGRAM RFP #GC16-015 1003(g) SIG 7

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 Telephone/Email: (585) 262-8538
 Address 131 W. Broad Street Federal ID No.: 16-6002010
 City, State, Zip Rochester, NY 14614 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 <u>FM Office Express</u> ADDRESS <u>106 Despatch Drive, Suite #2</u> CITY, ST, ZIP <u>Rochester, NY 14445</u> PHONE/E-MAIL <u>(585) 238-2875</u> FEDERAL ID No. <u>16-1478699</u>	NYS ESD Certified MBE <u>X</u> WBE _____		\$ <u>800</u>
NAME _____ ADDRESS _____ CITY, ST, ZIP _____ PHONE/E-MAIL _____ FEDERAL ID No. _____	NYS ESD Certified MBE _____ WBE _____		\$ _____

PREPARED BY (Signature) Timothy J. 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@rcsok12.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 (MWBD).
 The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) 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 \$ 500
 Date: 7/15/2016
 Signature of Authorized Representative of M/WBE Firm: *[Signature]*
 Printed or Typed Name and Title of Authorized Representative: Fabricio S Morales, President

**EQUAL EMPLOYMENT OPPORTUNITY
STAFFING PLAN**

Submit with Bid or Proposal – Instructions on page 2

Solicitation/Program Name: Extended Pre-Kindergarten 3 and 4 Year Old Students in High Needs Districts

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													
	Total Work force	Total Male (M)	Total Female (F)	White		Black		Hispanic		Asian (F)	Native American (M)	Native American (F)	Disabled (M)	Disabled (F)	Veteran (M)	Veteran (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								
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
EMAIL ADDRESS: Kathleen.saville@rcsdk12.org

DATE: 8/10/2015

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

SUBMIT COMPLETED WITH BID OR PROPOSAL

EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN (Instructions on Page 2)

Applicant Name: _____ Telephone: _____
 Address: _____ Federal ID No.: _____
 City, State, ZIP: _____ Project No.: _____

Report includes:
 Work force to be utilized on this contract OR

Applicant's total work force

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

EEO - Job Categories	Hispanic or Latino		Race/Ethnicity - report employees in only one category																
	Total Work Force		Male					Female					Not-Hispanic or Latino						
	Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	
Executive/Senior Level Officials and Managers	5	9	29	11		2					38	17							
First/Mid-Level Officials and Managers	2	4	23	18							36	39	1						
Professionals	52	166	625	122				1			1573	317	25	7					
Technicians	12	15	43	53		1					31	26		2					
Sales Workers																			
Administrative Support Workers	3	61	2	3							108	59							
Craft Workers	22	2	82	41		2		1			5	8							
Operatives																			
Laborers and Helpers	9	83	12	72		2					99	210							
Service Workers	34	47	11	94				1			40	103							
TOTAL	139	387	821	419		18	3				1950	977	31	11					

PREPARED BY (Signature): _____ DATE: _____

EEO Category	Employee Total	Minority Total	M A L E				F E M A L E						
			White	Black	Hisp	Asian	Indian	White	Black	Hisp	Asian	Indian	
Officials, Admin, Mgrs	111	44	29	11	5	2	38	17	9				
% of Row	100.00	39.64	26.13	9.91	4.50	1.80	34.23	15.32	8.11				
% of Column	2.43	2.46	3.51	2.63	3.60	11.11	1.95	2.19	2.33				
Principals	48	29	7	6	1		12	18	3	1			
% of Row	100.00	60.42	14.58	12.50	2.08		25.00	37.50	6.25	2.08			
% of Column	1.05	1.62	0.85	1.43	0.72		0.62	2.32	0.78	3.23			
Asst. Prin. - Teach													
% of Row													
% of Column													
Asst. Prin. - NonTeach	73	33	16	12	1		24	19	1				
% of Row	100.00	45.21	21.92	16.44	1.37		32.88	26.03	1.37				
% of Column	1.60	1.85	1.93	2.86	0.72		1.23	2.45	0.26				
Elementary Classm Teach	715	205	92	16	6	4	418	113	62	3	2		
% of Row	100.00	28.67	12.87	2.24	0.84	0.56	58.46	15.80	8.53	0.42	0.28		
% of Column	15.67	11.48	11.12	3.82	4.32	22.22	21.44	14.54	15.76	9.68	18.18		
Secondary Classm Teach	529	117	182	31	12	3	230	43	23	4	1		
% of Row	100.00	22.12	34.40	5.86	2.27	0.57	43.48	8.13	4.35	0.76	0.19		
% of Column	11.60	6.55	22.01	7.40	8.63	16.67	11.79	5.53	5.94	12.90	9.09		
Other Classm Teach	1,194	258	241	49	25	2	695	104	62	11	3		
% of Row	100.00	21.61	20.18	4.10	2.09	0.25	58.21	8.71	5.19	0.52	0.25		
% of Column	26.17	14.45	29.14	11.69	17.99	16.67	35.64	13.58	16.02	35.48	27.27		
Guidance	66	27	12	9	2		27	13	2	1			
% of Row	100.00	40.91	18.18	13.64	3.03		40.91	19.70	3.03	1.52			
% of Column	1.45	1.51	1.45	2.15	1.44		1.38	1.67	0.52	3.23			
Psychological	107	39	11	3	1		57	25	7	2	1		
% of Row	100.00	36.45	10.28	2.80	0.93		53.27	23.36	6.54	1.87	0.93		
% of Column	2.35	2.18	1.33	0.72	0.72		2.92	3.22	1.81	6.45	9.09		
Librarian/Audiovisual	32	3	6				23	1	1	1			
% of Row	100.00	9.38	18.75				71.88	3.13	3.13	3.13			
% of Column	0.70	0.17	0.73				1.18	0.13	0.26	3.23			
Consultants/Supervisors	48	9	12		1		27	6	2				
% of Row	100.00	18.75	25.00		2.08		56.25	12.50	4.17				
% of Column	1.05	0.50	1.45		0.72		1.38	0.77	0.52				
Other Prof. Staff	228	43	69	14	5	1	116	12	8	3			
% of Row	100.00	18.86	30.26	6.14	2.19	0.44	50.88	5.26	3.51	1.32			
% of Column	5.00	2.41	8.34	3.34	3.60	5.56	5.95	1.54	2.07	9.68			

Not Applicable

Not Applying for Closure Model

#10 Master Schedule 2016-17

	K- ESOL/CT	K	1- ESOL/CT	1	2- ESOL/CT	2	2 SC 12:1:1	3	3	4- ESOL/CT	4	4	4 SC 15:1:1	5- ESOL	5 ICOT	6- ESOL/CT	6	Resource	
	Lagonegro	Irizarry	Scaccia	Goode	O'Hara	Zacherl	Cassano	Young	O'Reilly	Dale	Schleyer	Kester	Wall	Morales-Kakuda	Birthwright/Sommer	Barry	vacant	Herkamp/Zdunczyk	
	131	132	130	128	126	127	103A	124	125	112	111	123	135	109	110	107	108	201	
9:00-9:15	Student Arrival/Breakfast/ HR/Morning Meeting																		
9:15-10:00	ELT																		
10:00	ELA/ESOL PUSH IN	ELA	ELA	ELA	SCI			ELA	ELA	MATH				PE1- AC ART- D MUS- B	PE2- BD ART- C MUS- A	Differentiated Support		Resource	
10:40	ELA/ESOL PULL OUT		ELA/ESOL PULL OUT		MATH					LUNCH-11:00				Differentiated Support		PE2- AC ART- D MUS- B	PE2- BD ART- C MUS- A		
11:30	LUNCH-11:30				Differentiated Support			PE1- AC ART- D MUS- B	PE1- BD ART- C MUS- A					SS		MATH			
12:10					PE1- AC ART- D MUS- B	PE1- BD ART- C MUS- A *Integrated	PE2- BD ART- A MUS- C *Integrated	Differentiated Support		ELA			ELA/ESOL PULL OUT	ELA	ELA	LUNCH- 12:10			
12:30	SS							LUNCH- 12:50		ELA/ESOL PUSH IN									
1:20	MATH		MATH		LUNCH- 1:25												LUNCH- 1:25		
2:00	Differentiated Support		PE1- AC ART- D MUS- B	PE1- BD ART- C MUS- A	SS			MATH		SS			ELA/ESOL PUSH IN			ELA	ELA		
2:30					ELA	ELA	ELA			SCI				MATH					
2:40										PE1- AC ART- B MUS- D	PE1- BD ART- A MUS- C	Differentiated Support							
3:20					ELA/ESOL PUSH IN			SCI		Differentiated Support		PE1- AC ART- B MUS- D *Integrated	PE1- BD ART- A MUS- C *Integrated						
3:50	SCI		SCI					SS		SCI							SS		
4:30	Dismissal																		