

2016 SIG 7 Application Cover Page

Created: 07/12/2016

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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)

261600010019 SCHOOL 19-DR CHARLES T LUNSFORD

Lead Contact (First Name, Last name):

Michele Alberti

Title (for Lead Contact)

Executive Director of School Innovation

Phone number:

585-262-8324

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585-263-3292

Email address:

michele.alberti@rcsdk12.org

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

K-8

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

364

School Address (Street, City, Zip Code):

465 Seward Street, Rochester, NY 14608

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.

Restart

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. Charles T. Lunsford School #19			2616 0001 0019		
Grade Levels Served by the Priority School Identified in this Application			School NCES #		
K-8			362475003392		
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)		
364			465 Seward Street Rochester, NY 14608		
School Model Proposed to be Implemented in the Priority School Identified in this Application					
Turnaround <input type="checkbox"/>	Restart <input checked="" type="checkbox"/>	Transformation <input type="checkbox"/>	Innovation and Reform Framework <input type="checkbox"/>		
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College/Career <input type="checkbox"/>	Family and Community <input type="checkbox"/>	Individualized Learning <input type="checkbox"/>

Certification and Approval

I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, Assurances, Certifications, Appendix A, and Appendix A-1G and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

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

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

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

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

- Close the opportunity gap by providing quality early education, more instructional time, social-emotional supports, better technology in the classroom, and additional services through community partners;
- Provide high quality instructional experiences and enrichment opportunities that include rigorous curricula, provide 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, grade 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 RCSD 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 walkthroughs 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 in schools, has 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.

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. Charles T. Lunsford #19	Unit	District Average SY 14-15	Baseline Data SY 14-15 except 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	69,160	69,160	TBD	TBD	TBD	TBD
b. Student participation in State ELA assessment	%	91%	92%	95%	95%	95%	95%	95%
c. Student participation in State Math assessment	%	88%	84%	95%	95%	95%	95%	95%
d. Drop-out rate	%	8%	N/A	N/A	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	89%	91%	92%	92%	93%	93%	93%
f. Student completion of advanced coursework: includes AP, IB, and 8 th grade HS credits	%	N/A	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	97 out of 100 Note: 1516SY = 166 / 100	149	134	114	91	73
ga. Suspension rate: rate per 100 students/BEDS enrollment: un-duplicated count	rate	15 out of 100	32 out of 100 Note: 1516SY = 43 / 100	39	35	28	25	23
h. Number of discipline referrals-reported as # of incidents	num	12,153	315 Note: 1516SY = 542	488	439	351	263	211
i. Chronic absenteeism rate- absent 10% or more of year	%	33	15% Note: 1516SY = 23.7%	21.0	18.9	17.0	15.3	13.8
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%	This may vary with APPR and with pending EPO agreement.				

SCHOOL: Dr. Charles T. Lunsford #19	Unit	District Average SY 14-15	Baseline Data SY 14-15 except where noted	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20	Target for 2019-20
l. Hours of professional development to improve teacher performance	num	NA	NA	Data not available at the school level; baseline will be collected. SBPT will prioritize hours on social-emotional / restorative practices in this category.				
m. Hours of professional development to improve leadership and governance	num	NA	NA	To be determined with SUNY Geneseo EPO, if approved.				
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	NA	NA	Data not available at the school level; baseline will be collected. SBPT will prioritize hours on the application of data, including common formative assessments, to lesson design. Delivery details pending EPO arrangement.				
II. Academic Indicators								
a. ELA performance index	PI	32/97	16	19	24	29	35	43
b. Math performance index	PI	41/85	19	23	27	33	39	43
c. Student scoring "proficient" or higher on ELA assessment	%	5%	2%	5%	TBD with SUNY-Geneseo EPO, if approved.			
d. Students scoring "proficient" or higher on Math assessment	%	7%	3%	7%	TBD with SUNY-Geneseo EPO, if approved.			
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

ROCHESTER CITY SCHOOL DISTRICT
Supporting Labor-Management Documentation

SECTION 24

VACANCIES AND TRANSFERS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

I.C.iv. Details for Planned Interactions

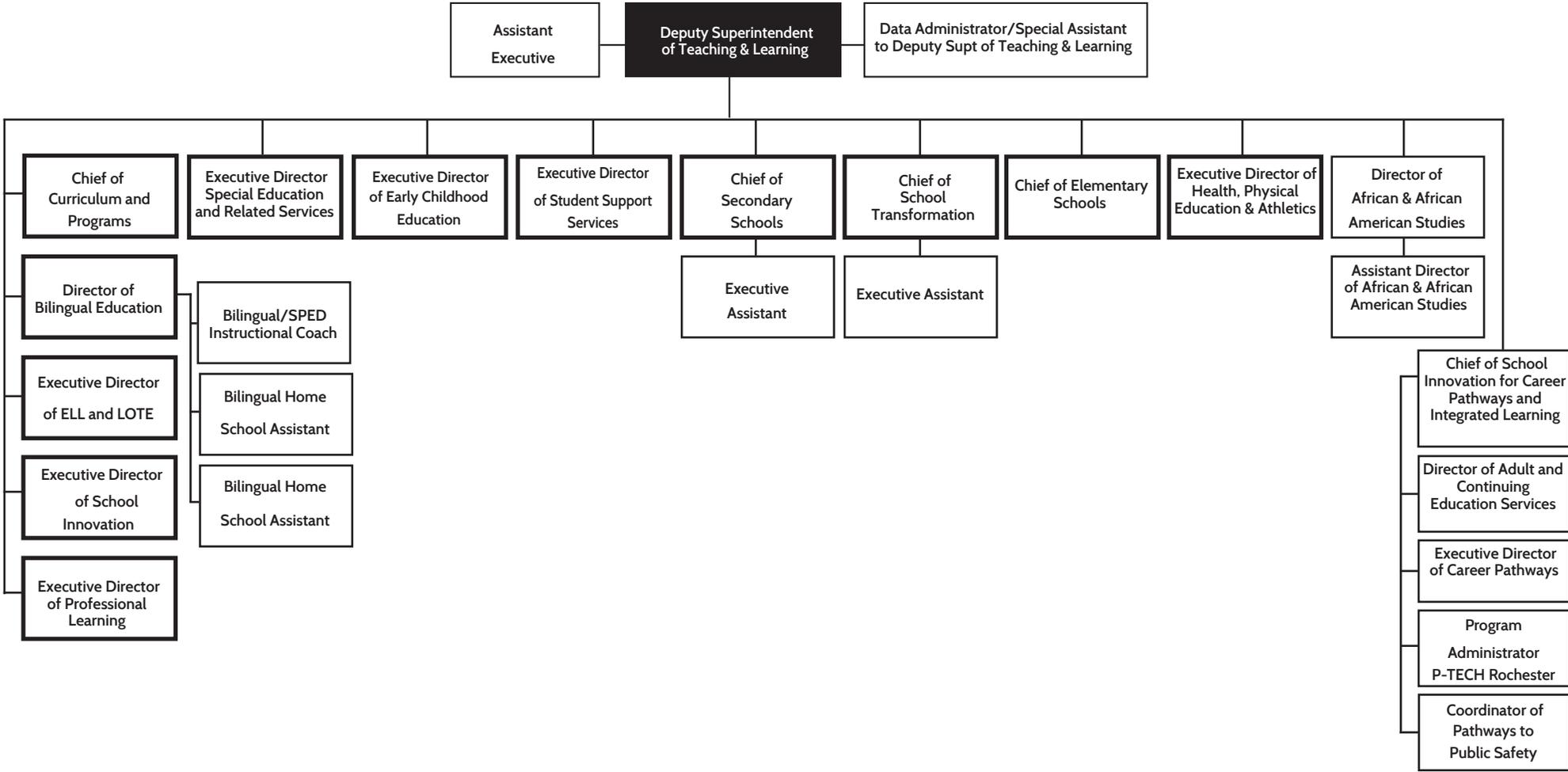
The Offices of School Innovation and Teaching and Learning work collaboratively to support the implementation of the SIG plans. Details regarding these interactions are described below.

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	RCSDE DTSDE Team
SCEP and Related Data Review	Quarterly (at a minimum)	Executive Cabinet & School Teams
Coaches	Daily	ELA and Math Coaches



Rochester City School District - Department of Teaching and Learning



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

See Attachment

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

Math

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

Training Programs to Build the Capacity of Teachers

September 1, 2016 - June 30, 2017

English Language Arts

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

Training Programs to Build the Capacity of Teachers

September 1, 2016 - June 30, 2017

ELL, Bilingual and LOTE

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

Training Programs to Build the Capacity of Teachers

September 1, 2016 - June 30, 2017

Cultural Responsiveness

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

I.F.i. Description of School Enrollment*

School	Student Enrollment	SWD		ELL		ELA Performance Index (PI)		Math Performance Index (PI)	
		Students	Percent	Students	Percent	School	District	School	District
#19	385	80	21%	5	1%	PI 16	PI 32	PI 19	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.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.

Linda L. Cimusz

(Signature)

Linda L. Cimusz

(Printed Name of Superintendent)

7/15/16

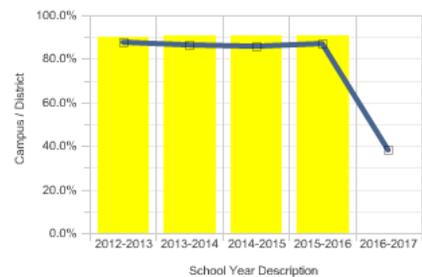
(Date)

II.A.i. Description of Student Population Served

At the time of writing, Dr. Charles T. Lunsford School #19 serves approximately 364 students in grades PreK – 8. The school is located in the Plymouth – Exchange neighborhood, a poor area of a City where more than half of children live in poverty. About 20% of students live in the immediate neighborhood, while two-thirds live in the southern zone of the district. The school is co-located with a City Recreation site. The student population is 84% African-American, 10% Hispanic, 1% Asian, and the remainder White. While the Rochester City School District is deemed 100% eligible for free meals because of our high level of poverty, School #19's recorded poverty rate is 87%. The school serves a higher proportion of Students with Disabilities (21%) than the Districtwide average, but fewer English Language Learners (4%).

The school has historically posted attendance rates around 90%, several points below the District average; the 1516SY attendance rate was 90%. The chronic absence rate was 24%, meaning that a quarter of students missed more than 10% (18 days) of school.

Yearly Campus Avg Daily Attendance Compared to District ADA



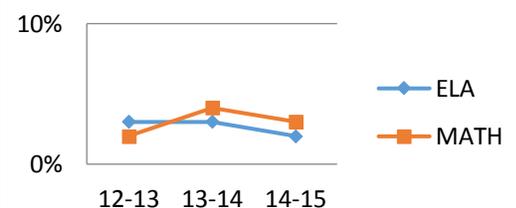
The school has focused efforts on reducing chronic absence in primary grades, with 17% of the schools K-3 students missing more than 10% of the 1516SY. This is a significant reduction from the 26% chronic absence rate in 1415SY.

In the 1516SY, the school had 542 behavior incidents, which resulted in a total of 641 suspensions. Disruption and minor altercations account for 66% of the incidents. The number of total suspensions has steadily risen over the past three years, and this year's 641 suspensions represent a 162% increase over the prior year's total. This year, there were 168 unduplicated suspensions, meaning that just shy of half (45%) of the student body was suspended at least once.

Academic Performance

School # 19's proficiency rates declined over prior years except in Grade 6, and were lower than the district averages, at 2% for ELA and 3% in Math. While the 1516SY results are not currently available, the Spring NWEA data projected that these rates would not show substantial improvement.

NYS Exam Proficiency Rates

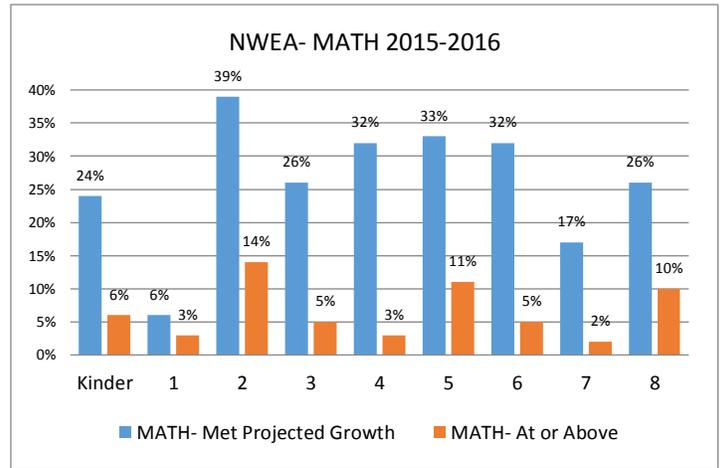
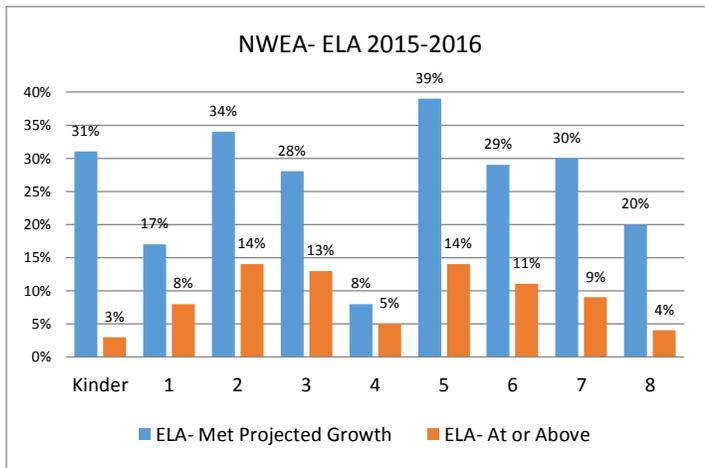


Item Name	2012-2013			2013-2014			2014-2015		
	Total Tested	Level 3-4	% 3-4	Total Tested	Level 3-4	% 3-4	Total Tested	Level 3-4	% 3-4
Grade 3 ELA	45	1	2%	43	2	5%	41	1	2%
Grade 4 ELA	49	2	4%	41	2	5%	31	0	0%
Grade 5 ELA	37	1	3%	46	2	4%	37	1	3%
Grade 6 ELA	34	1	3%	38	1	3%	33	2	6%
Grade 7 ELA	51	2	4%	44	1	2%	44	0	0%
Grade 8 ELA	50	2	4%	47	1	2%	36	0	0%
Total	266	9	3%	259	9	3%	222	4	2%

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	44	1	2%	44	3	7%	39	2	5%
Grade 4 Math	49	1	2%	41	3	7%	25	0	0%
Grade 5 Math	36	1	3%	46	2	4%	29	1	3%
Grade 6 Math	34	0	0%	38	1	3%	28	2	7%
Grade 7 Math	53	1	2%	44	0	0%	31	0	0%
Grade 8 Math	48	0	0%	48	1	2%	24	0	0%
Total	264	4	2%	261	10	4%	176	5	3%

Delving into the Spring NWEA data reveals that overall:

- 26% of School #19 students met their individual growth targets from fall to spring in ELA;
- Even fewer (9%) met the national norm for their grade level.
- Math results tell a similar story with 26% meeting growth targets and only 6% hitting the norm.



II.A.ii. Description of Diagnostic School Review

The school's DTSDE review was conducted by the State Education Department, with an Outside Educational Expert in November, 2015. The review followed all protocols and included visits in 45 classrooms.

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

Parents and family members were interviewed as part of the review. There was not a survey with reliable response rates to share.

II.A.iv. Results of Systematic School Review

School 19 earned Stage 1 ratings in all Tenets, meaning that the school was in a very basic stage of developing a clear action plan to affect progress—in areas of curriculum, instruction, social-emotional health, and parent and community engagement. Clearly, the leadership system was found lacking in terms of the ability to set an instructional agenda,

mobilize action and monitor it. Lesson plans were inconsistently done, and classroom visits revealed that most instruction was low-level, teacher-focused, and whole group. The school had a variety of data sources and had a stated emphasis on using data, but the capacity to make it useful, to give students feedback, to make changes in instruction was not evident. Across the board, the review team found that data was not used well to target instruction, intervention, social-emotional supports, or staff professional development. Negative behavior often interfered with learning, and the school struggled to develop a system to address needs. Overall, the team found a wide gap between the number of stated priorities and the actual implementation of key efforts.

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

School 19's leadership team, including School-based Planning Team, and in conjunction with District leadership adapted to the DTSDE findings and recommendations. Throughout the year, the school sought to prioritize their needs and necessary actions. The culmination of this work was a participatory School Comprehensive Education Planning process, which identified the following areas of focus:

- Building staff capacity and focus on the use of data and the lesson design cycle to plan more effective instruction.
- Increasing and improving the delivery of academic interventions.
- Training in restorative practices in order to reduce negative behaviors and suspensions.
- Fostering relationships in grades 7 & 8.
- Conducting a needs assessment / survey asking parents and families what they need and want to help their children.
- Creating more focused leadership system of instructional walkthroughs to monitor curriculum, instruction and learning.

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

The Rochester CSD has chosen the Restart model for Dr. Charles T. Lunsford School #19, in conversation with SUNY Geneseo to seek Education Partner Organization (EPO) status to operate the school. The Restart model provides a unique opportunity to fundamentally alter the status quo at School 19, and opens up a viable pathway toward becoming a school that is better able to effectively meet more students' needs. Heading into the 2016-17 school year, The District is responsible for driving school improvement in eight Receivership schools and 28 Priority schools. Faced with this task, and learning from early implementation of the East EPO, there is recognition of the value that further partnerships with institutions of higher education bring. The Board of Education has been considering a partnership with SUNY Geneseo for several years, in collaboration with a group of RCSD teachers. Furthermore, the teacher-led component of this partnership has also been germinating for several years, as evidence gathered from two implementations of the "Voyage Program" at School #7 shows.

The Board of Education has been deliberating on a proactive process to seek and vet potential partnerships and innovative school reform approaches for the better part of the last year. It has developed working criteria upon which proposals could be assessed—criteria which speak to the caliber and research-base of the proposed strategies as well as the organizational capacity of the partner to manage the strategies and/or school effectively. While not yet formally in place, this rubric was applied to SUNY Geneseo's proposal, with favorable results.

School 19 has significant challenges and the need to accelerate student achievement is clear. Also evident are the assets—numerous existing community partnerships, as well as the staff readiness shown by identifying and gaining consensus on critical priorities established in the SCEP process. Restarting the school with an EPO that has a stated emphasis on collaborative relationships, teacher-leadership, and a community school model is a practicable fit with promise. With all appropriate review and permissions, the EPO arrangement between SUNY-Geneseo and the District on behalf of School 19 will be designed to meet the requirements set out in Education Law 211-e, and will commit to serve all students who wish to remain at School 19.

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

As a Restart, the **primary design element is the creation of an Education Partnership Organization arrangement with Geneseo.** Under Education Law 211-e, with the specifics to be developed through forthcoming legal agreements, SUNY Geneseo would serve as the superintendent of School 19, reporting directly to the RCSD Board of Education. All parties are committed to meeting the requirements of this Restart model, and specifically committed to the requirement to enroll all current students who want to remain, within grade / program limitations.

Restarting Dr. Charles T. Lunsford School #19 under the proposed EPO leadership of SUNY-Geneseo, using a teacher-led model, would enable the district to offer the students of School #19 access to a more individualized, supportive and engaging learning environment. This plan is premised upon teacher leadership, and is committed to building on the assets and ideas that already exist at School 19; thus, the plan will necessarily evolve over the first year of work together pending funding of this SIG proposal and appropriate approvals from SUNY-Geneseo leadership, RCSD Board of Education, SUNY System, and NY SED. In collaboration with a teacher leadership team (core team that implemented the Voyage program), a preliminary intervention plan has been developed. In that context, there are several key design elements of

SUNY-Geneseo's preliminary EPO plan that align with School 19's current priorities, and that will put us all on the path to more supported, more successful learners:

- **Co-teaching rethought fosters engagement and achievement.** An instructional co-teaching design that allows for flexible small group teaching throughout the day; the use of an integrated classroom co-teaching model with the added support of teacher assistants, student teachers, teacher candidates, and volunteer tutors will allow teachers to plan targeted small group instruction. Data from informal and formal assessments will be used to make grouping decisions and to drive instruction. Both teachers and administrators will make explicit use of data in making decisions regarding curriculum, pedagogy, and student success. The design of this instructional model fosters 1) increased student engagement; 2) increased academic achievement for all students, including Students with Disabilities and English Language Learners, and 3) a teacher culture in which teachers hold themselves and the team accountable to a high standard of performance.

This model—a way of organizing the most valuable instructional resource of teachers—is at the heart of our Restart Plan. Through structured collaboration and co-teaching, teachers are supported in delivering more differentiated, more engaging instruction, and in embedding assessment for learning into daily practice. All of these areas were cited as needs in the DTSDE, and all have payoffs for student learning. Additionally, teacher teams at grades 1-6 will loop in two-year cycles with their class so that students work with the same teacher team for two years. Looping saves about a month of instructional time (Hanson 1995; Mazzuchi & Brooks, 1992) and can significantly increase student gains. Ultimately, the model calls for a collaborative team of two general education teachers and one special educator working in a fluid manner for two years with one group (two blended classes) of students, sharing responsibility and meeting all students' needs in integrated way.

This instructional model was used successfully to increase academic achievement at another Rochester City School District (RCSD) elementary school, where it operated for six years at the 4th and 5th grade level. The following series of charts and data show the comparative data from the “Voyage Program” where the model was developed and implemented.

- Developmental Reading Assessment (DRA) results for students who remained in the program for two years (2006-8) showed that while 54% of students entered the program significantly below grade level (at least 1 year below), only 24% exited the program significantly below. Conversely, the share of students reading within ½ year of grade level or above had risen from 48% to 75% after the two-year loop. These results were replicated in the following loop (2008-10), when the proportion of students reading significantly below fell from 62% upon entering program to 39% after two years, because the share of students reading within ½ year of, or above grade level increased from 39% to 63%.

➤ State scores from 2006 – 8 show that Voyage students consistently outperformed District overall, notably even for students with disabilities.

	Voyage Program Results			RCSD Results		
	2006	2007	2008	2006	2007	2008
% Proficient NYS ELA	84%	89.80%	86%	50%	47.40%	58%
% of Classified Students Proficient NYS ELA	75%	100%	80%	30%	12%	24%
% Proficient NYS Math Exam	84.60%	84.50%	100%	55%	52%	59%
% Proficient Classified Students NYS Math	80%	66.70%	100%	42%	22%	35%

	Voyager - 5th		Rest of School - 5th		District 5th		State 5th	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Level 4	0.0%	0.0%	0.0%	0.0%	0.8%	0.8%	8.5%	8.9%
Level 3	4.9%	7.3%	0.0%	0.0%	3.8%	4.7%	21.7%	21.0%
Level 2	31.7%	22.0%	24.4%	11.6%	20.7%	13.6%	35.7%	30.3%
Level 1	61.0%	70.7%	73.3%	88.4%	74.4%	80.9%	34.1%	39.8%

The Restart Plan which would involve SUNY-Geneseo as an EPO would hold this method of co-teaching in these classes as a core intervention strategy as the teacher team has demonstrated that this is what consistently moved students up from where they started. The teacher team will begin work with School #19, beginning September 2016. SUNY-Geneseo’s application to be considered as an EPO will also occur in year 1, and any additional support for School #19 will be contingent on the successful outcome of this proposal and formal approval of SUNY-Geneseo as an EPO.

● **Community school removes barriers.** A community school model leverages the resources of the community, students, teachers and families together to support both the academic success and social well-being of the students. This is an essential component of the Restart Plan for addressing the high academic and socio-emotional needs that exist in the School #19 population. According to the Coalition for Community Schools (2009), full-service community schools across the nation are reporting increases in attendance, graduation rates, and improved student achievement. The Coalition for Community Schools’ “Nine Essential Elements of Successful Community Schools” (2016) and the core elements outlined by the National Center for Community Schools (2013) are being used as guidelines for building a high quality community school model at School #19. The proposed model includes the core elements outlined by the National Center for Community Schools (2013): 1) a strong core instructional program designed to help all students meet high academic standards; 2) expanded learning opportunities designed to enrich the learning environment for students and their families; and 3) a full range of physical health, mental health, and social services designed to promote children’s well-being and remove barriers to learning. The first year of the SIG, if funded, will concentrate on building relationships and beginning the necessary needs assessment; the plan and corresponding site coordinator will unfold over the subsequent years. If the SIG is funded, and SUNY-Geneseo

received preliminary authorization from SUNY System to apply to become an EPO, the staff of School 19 and SUNY Geneseo faculty member assigned to School #19 would engage in the needs assessment and follow-up plan development.

- **School & community: in service of each other.** A curricular service-learning and hands-on learning component will be part of the rigorous academic curriculum for each grade level that is aligned with the New York State Common Core Standards. The curriculum becomes engaging and relevant to students through a combination of service learning projects, hands-on experiences and authentic opportunities to present learned material to others within the school and the community. Not only does this model seek to integrate available wrap-around community services into the school setting to better meet student needs, but also, simultaneously, its purpose is to provide students with opportunities to participate in service learning projects that enhance their community. This allows them to see that their learning can be applied in meaningful ways; the community serves the school by providing this context, while the school serves the community. The Restart school vision is for students to be empowered to share what they are learning with the community in ways that enrich the community and create positive change. This aspect of the plan is not likely to ramp up in Year 1.

- **Teacher-led model will catalyze and sustain change.** Prioritizing a teacher-led approach to improving teaching, student performance, and school climate, the Restart school will feature a collaborative planning and teaching model. Research findings show that teacher collaboration leads to increased gains in student achievement (Ingersoll, 2001, 2011; Ronfeldt, 2015; Rubinstein, 2013). Additionally, the Restart model features a school governance structure that facilitates faculty participation in working collaboratively to improve the school and gives teachers a voice in decisions about the school.

- **Restorative Practices promote school climate.** Restorative Practices embody an overarching approach to building a positive school community. The approach fosters the relationships between and among adults and students, and equips students with the tools to express their feelings, identify the effect of their actions and make amends in order to move forward. Facilitation of these skills is especially beneficial to student bodies with high rates of trauma, violence, marginalization, and poverty. Restorative Practices also lead to a greater feeling of agency and efficacy among students and other members of the learning community. This dovetails nicely with the distributive leadership model that forms this proposal.

II.B.iii. Model Selection Process

The Rochester City School District's Board of Education and District leaders have been working to cultivate a range of options for Receivership and Priority schools. A Board working group was convened in 2016, with the express purpose of developing criteria and a process to vet potential partners, and there has been a stated interest in developing an elementary EPO with an institution of higher education. On a parallel track, a group of Rochester teachers have been putting together a proposal for a teacher-led school, based on experience and success they have had, and in conjunction with a SUNY-Geneseo faculty member. A general plan had been submitted to the Board, prior to the SIG 7 funding cycle. Upon notification of the SIG 7 application, these conversations proceeded more quickly and were made specific to School #19.

Full staff at School 19 was notified right before school ended that their Principal would be removed and that the District planned to apply for SIG 7 funds. The Office of School Innovation and the School Chief met with School-Based Planning Team to share the proposal to establish an EPO model, the general plan (based on results from School #7) and begin the conversation about collaboration. From there, a working team of SBPT members, SUNY-Geneseo faculty member, and the teacher-leaders has worked closely to develop a joint approach to the early stage of the EPO partnership. Because it is a Restart with major institutional partnerships, District and Geneseo leadership have been working jointly to develop understandings of how this process will unfold, pending approval of this SIG-7 proposal. Communications staff has been working with the school team to design a careful communication plan for families. The Board President has been in communication with the heads of all collective bargaining units to ensure that they learned of the application's intent. The working team has continued to meet in person and virtually throughout the development of the application.

The stakeholder engagement about the teacher-led EPO with Geneseo has had a long stakeholder engagement process in its own right, prior to the match with School 19. Highlights from that journey are below:

Spring 2014: RCSD teacher-led group:

- began meeting with Dr. Jane Fowler Morse, Professor of Education at SUNY-Geneseo,
- Met three times with Paul Hetland, Rochester Teachers' Association (RTA Treasurer) to discuss the feasibility of such a project within the city system and with the express approval of the RTA.
- Discussed and was encouraged by former Superintendent Dr. Bolgen Vargas and leadership team.
- Sent a memo (5/23/14) to the President and the Provost of SUNY-Geneseo, and the Dean of the School of Education, formally outlining the work of the core intervention strategy based on the Voyage program and requested input from SUNY-Geneseo.

Fall of 2014 - Spring of 2016:

- Core RCSD teacher group and SUNY-Geneseo Representatives (identified as SUNY-Geneseo Core Planning team in this proposal) continued to meet, plan and work collaboratively with both the Union and the Superintendent's office to negotiate a possible route to forming a new school.
- March 1, 2016: Dean of Education for SUNY-Geneseo, and both SUNY-Geneseo and RCSD core planning team members met with the Interim Superintendent and Board of Education members to discuss submitted preliminary proposal.
- March 8, 2016 and April 1, 2016: Meetings to further discuss the SUNY-Geneseo proposal with members of the Board, the Superintendent, and a Union representative.
- March 10, 2016: Representatives from the RCSD core teacher group met with the President of the Teachers' Union and the Union Treasurer to discuss union support and participation in the project.

Summer of 2016

- July 1, 2016: District personnel met with the Acting Principal of School #19 to share the potential proposal.
- July 5, 2016: District personnel met with Administration and the School-Based Planning Team (SBPT) of School #19 to discuss and decide on elements of intervention model.
- July 7, 2016: A representative group of teachers from School #19 (SBPT and Instructional Leadership Team invited) met with the SUNY-Geneseo core planning team and District level personnel to discuss the project, to give input into the school plan and to discuss questions. At this meeting, ideas for both written and public event communication with the SUNY-Geneseo Faculty, School #19 staff and community were brainstormed.
- July 7 – July 13, 2016: The representative group of teachers from School #19 and the SUNY-Geneseo core planning team, in consultation with District personnel, continued to work collaboratively through Google Online Documents to describe the school plan in the SIG 7 application.
- July 14, 2016: A representative group of teachers from School #19 met with the SUNY-Geneseo core planning team and District personnel to review and finalize the school plan as written in the SIG 7 application.
- July 18, 2016: Initial review of a letter of agreement by SUNY-Geneseo, with input from SUNY-system leadership legal representatives

II.C.i. ELA Goal and Objective

A strong and engaging academic program with a service learning project component will help students develop qualities such as perseverance, critical thinking, and an ethic of contribution. This rigor will prepare students for success in college, career, and citizenship. Goals and objectives include:

GOAL 1: Students will improve their literacy skills through strengthening the schools capacity to use data to provide more targeted instruction and intervention for students.

OBJECTIVE 1.1: Organize for collaboration around data by forming explicit teams, meeting patterns, and protocols to use. This work will begin in September 2016 in conjunction with the school's professional development plan.

OBJECTIVE 1.2: Teams will utilize NWEA data from Spring 2016 to group students for instruction and intervention. Intervention teachers will be assigned to work with student groups accordingly, such that the number of third graders achieving the national norm mean RIT on NWEA will rise to 20%. The overall school will also rise to 12%, increasing from 9% in Spring 2016.

OBJECTIVE 1.3: Students will demonstrate increasing independence while reading challenging texts as demonstrated by improved Lexile levels. Progress towards this objective will be measured by the percent increase in students meeting the national norm for reading fluency on the AIMSweb assessment from Fall 2016 to Spring 2017.

OBJECTIVE 1.4: Students will create high-quality products for authentic audiences via community-based service learning criteria, as evidenced by the demonstration and explanation of the product at the time of presentation. This is a longer-term goal; not year one.

OBJECTIVE 1.5: Students will participate in expanded learning time activities that provide additional academic support and enhance classroom learning. This is a longer-term goal; not fully achieved in year one.

II.C.ii. Math Goal and Objective

GOAL 2: Students will improve their math understanding and performance through strengthening the schools capacity to use data to provide more targeted instruction and intervention for students.

OBJECTIVE 2.1: Organize for collaboration around data by forming explicit teams, meeting patterns, and protocols to use. This work will begin in September 2016 in conjunction with the school's professional development plan.

OBJECTIVE 2.2: Teams utilize NWEA data from Spring 2016 to group students for instruction and intervention. Intervention teachers will be assigned to work with student groups accordingly, such that the overall school will rise from 6% in the Spring of 2016 to 10% in the Spring of 2017.

OBJECTIVE 2.3: Students will demonstrate speed and accuracy (i.e. fluency) in grade appropriate calculations, as well as developing a deep understanding of math concepts, as demonstrated by formative and summative assessment of student work. Progress towards this objective will be measured by the percent increase in students meeting the national norm for math fluency on the AIMSweb assessment from Fall 2016 to Spring 2017. Students progress will also be monitored through the RCSD Common Formative Assessments twice a year.

OBJECTIVE 2.4: The percentage of students in grades 3-8 meeting or exceeding the standards will increase according to the RCSD Common Formative Assessments.

OBJECTIVE 2.5: Students will participate in expanded learning time activities that provide additional academic support and enhance classroom learning. This is a longer-term goal; not fully achieved in year one.

II.C.iii. Additional Goals and Objectives

GOAL 3: Staff, teachers, administrators, students, and parents at School #19 will create a community that supports the academic growth and the social, physical, and emotional health of all students.

OBJECTIVE 3.1: A 10-15% reduction in suspensions will be achieved by Spring 2017 from prior year, by strengthening the system of tiered social emotional supports and interventions.

OBJECTIVE 3.2: School climate will improve, as measured by climate “dipsticks” and reduction in referrals and suspensions, through a schoolwide approach to restorative practices.

OBJECTIVE 3.3: Parents will be engaged in their child’s learning progress through their participation in quarterly student-led conferences. Student-led conferences give students a positive opportunity to review their portfolio work with their parent(s) and discuss their accomplishments and goals for the next quarter. Grade level events will also showcase student work and achievements. (This goal will be phased on over time.)

OBJECTIVE 3.4: Students will participate in expanded learning time activities that provide additional enrichment opportunities that support students’ social-emotional health and their overall engagement in the school community. (This goal will be phased in over time.)

GOAL 4: School #19 will engage partners in the surrounding community in two-way partnerships to identify resources to support students/families/staff as they establish a sustainable Community School Model.

OBJECTIVE 4.1: Build relationships and assess assets and needs in the community. Spend Year 1 getting to know the community and working to survey and connect with families. Use SIG funding to hire a Community Partnerships Site Coordinator beginning in the 2017-2018 school year. The Site Coordinator will be responsible for identifying areas of need, facilitating the creation of additional partnerships and monitoring the effectiveness of partnerships.

OBJECTIVE 4.2: Work to coordinate the community school model with existing programs / grants such as the newly launching Student Support Center through the Violence Prevention Program Grant. Longer term, work to develop the school as a point of access for whatever wrap-around services necessary to reduce barriers to learning.

OBJECTIVE 4.3: Students will participate in service learning experiences that benefit the community through education, drawing the community together, and/or improving some aspect within the community. Service learning will support student-driven instruction through case studies, projects, fieldwork, experiences within the community, and a culminating event or product that features high-quality student work. (Longer term goal; not year one.)

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. Charles T. Lunsford #19	Unit	District Average SY 14-15	Baseline Data SY 14-15 except 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	69,160	69,160	TBD	TBD	TBD	TBD
b. Student participation in State ELA assessment	%	91%	92%	95%	95%	95%	95%	95%
c. Student participation in State Math assessment	%	88%	84%	95%	95%	95%	95%	95%
d. Drop-out rate	%	8%	N/A	N/A	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	89%	91%	92%	92%	93%	93%	93%
f. Student completion of advanced coursework: includes AP, IB, and 8 th grade HS credits	%	N/A	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	97 out of 100 Note: 1516SY = 166 / 100	149	134	114	91	73
ga. Suspension rate: rate per 100 students/BEDS enrollment: un-duplicated count	rate	15 out of 100	32 out of 100 Note: 1516SY = 43 / 100	39	35	28	25	23
h. Number of discipline referrals-reported as # of incidents	num	12,153	315 Note: 1516SY = 542	488	439	351	263	211
i. Chronic absenteeism rate- absent 10% or more of year	%	33	15% Note: 1516SY = 23.7%	21.0	18.9	17.0	15.3	13.8
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%	This may vary with APPR and with pending EPO agreement.				

SCHOOL: Dr. Charles T. Lunsford #19	Unit	District Average SY 14-15	Baseline Data SY 14-15 except where noted	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20	Target for 2019-20
l. Hours of professional development to improve teacher performance	num	NA	NA	Data not available at the school level; baseline will be collected. SBPT will prioritize hours on social-emotional / restorative practices in this category.				
m. Hours of professional development to improve leadership and governance	num	NA	NA	To be determined with SUNY Geneseo EPO, if approved.				
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	NA	NA	Data not available at the school level; baseline will be collected. SBPT will prioritize hours on the application of data, including common formative assessments, to lesson design. Delivery details pending EPO arrangement.				
II. Academic Indicators								
a. ELA performance index	PI	32/97	16	19	24	29	35	43
b. Math performance index	PI	41/85	19	23	27	33	39	43
c. Student scoring "proficient" or higher on ELA assessment	%	5%	2%	5%	TBD with SUNY-Geneseo EPO, if approved.			
d. Students scoring "proficient" or higher on Math assessment	%	7%	3%	7%	TBD with SUNY-Geneseo EPO, if approved.			
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.i. Characteristics of the School Principal

Characteristics of the Principal for School #19 will be aligned with District structures and the core competencies of a priority school leader. The Principal has the responsibility for the overall progress of the school and its students. He/she is a member of the School-Based Planning Team (SBPT) that facilitates the development of School #19's instructional policies. The Principal will monitor, support, and supervise all staff to ensure there is evidence of academic rigor, engagement, differentiation, and alignment with CCLS. The School #19 Principal will also develop and implement policies, programs, curriculum activities, and professional learning that support the educational development of each student and staff member. He/she will be responsible for setting the stage for collaborative planning and coordination of all school programs that impact student growth. The School #19 Principal will lead the implementation of organizational efficiencies and build the capacity of all stakeholders through formal and informal relationships with staff, students, families, and community partners.

Leading a Community School requires an effective, engaged school leader who is ready to collaborate closely with colleagues to raise student achievement through implementation of the core elements outlined by the National Center for Community Schools.

- In alignment with the first core element (a strong core instructional program designed to help all students meet high academic standards), the Principal of School #19 must:
 - Demonstrate the expertise to implement a whole school strategy for data-informed instruction based on analysis of periodic common assessments or performance tasks, and supported by appropriate professional development in a way that ensures that teachers successfully utilize data to make instructional decisions.
- In alignment with the second core element (expanded learning opportunities designed to enrich the learning environment for students and their families), the Principal must:
 - Develop cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
- In alignment with the third core element (establishing wrap-around services to address the academic, socio-emotional, health, and wellness needs of students and families), the Principal must:
 - Demonstrate expertise in providing social-emotional supports for all students.

SUNY-Geneseo, if approved as the Educational Partnership Organization (EPO), will select the school leader in alignment with the above considerations.

II.D.ii. Biography of the School Principal

Dr. Margaret Brazwell was recommended by Superintendent Linda Cimusz and appointed by the Board of Education as the Acting Principal for Dr. Charles T. Lunsford #19 School on June 28, 2016. Having served as the Academy Director/Assistant Principal of #19 School for seven years, her appointment provides stability and familiarity for the students, staff, families, and community partners. She has a strong instructional background as a certified science teacher for 5 years and school administrator for 12 years. Her resume includes experiences ranging from Pre-K- grades 12, summer school principal assignments, assistant principal of operations and test liaison assignments in the Rochester City School District. Dr. Brazwell is highly regarded by the Dr. Charles T. Lunsford School #19 school community of teachers, students and parents for her support and visibility.

The School Chief supervising School 19 has observed Dr. Brazwell facilitating high quality grade level faculty and team meetings, hosting collegial school professional learning sessions, collaborating with problem-solving student support teams, and expanding community partnership opportunities. Dr. Brazwell is student-centered and works to ensure culturally relevant classrooms and extracurricular learning experiences during and after school for the children. In addition, her leadership ensures the continuance of the school's commitment to restorative practices cultural transformation in discipline approaches for the 2015-16 school as a district pilot. Since the removal of the principal, Dr. Brazwell has demonstrated her commitment to the school and district worked tirelessly in communicating with the school and staff representing the SUNY at the University of Geneseo.

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

The Board has appointed an Acting Principal.

II.D.iv. Duties of the Assistant Principal

As an instructional leader and collaborative member of the administrative team, the Assistant Principal will ensure instructional practices and strategies are aligned to CCLS and include instructional activities that accommodate all students and provide interventions that lead to inquiry and high levels of engagement and support. The assistant principal will monitor and supervise teachers utilizing the Danielson Framework for Teaching to ensure there is evidence of academic rigor, engagement, instructional differentiation, and CCLS-aligned lessons through classroom walk-throughs and observations. The assistant principal in collaboration with teachers will apply data analysis and monitoring protocols to measure student growth and performance and making mid-course decisions to provide interventions and enrichment for students. The assistant principal responsibilities also include student management in discipline. With the institution of a new RCSD Code of Conduct, this person will be key to its implementation in the context of restorative practice framework will require restructuring the mind sets for staff, students, and families. Also included in this role is supporting and/or designing professional learning sessions, facilitating discussions and dialogue during student support team problem-solving sessions, participating grade and vertical team meetings, and parent organizations community meetings.

At the time of writing, the leadership team is comprised of the following four positions: Principal, two (2) Assistant Principals, and one (1) part-time Coordinating Administrator for Special Education (CASE). Given Geneseo's commitment to teacher-leadership, the collaborative leadership structures will likely evolve over the first few years of the EPO agreement. The Acting Principal will provide consistency within the leadership team to help integrate the staff's previous work into the Restart model.

Under the teacher-led design, the School-Based Planning Team (SBPT) will be divided into teacher-led work groups (see chart p. 15) with parent and administrative representation to provide a systematic structure for teacher input into school decisions regarding instruction, curriculum, and support for student learning. Work groups will share their input at monthly staff meetings to collect feedback that will assist the workgroups in making decisions about the school. The work groups are charged with guiding school improvement and will monitor implementation of this SIG plan.

The District will not employ a SIM; it has performed this function internally for the past several years, creating School Ambassadors who complement the supervisory role of School Chiefs. In this Restart model, the EPO will accomplish this role of support and supervision.

II.D.v. Supporting Leadership Profile

School #19's former Assistant Principal has taken on the role of Acting Principal, after the Principal was removed in conjunction with this Restart application. The Assistant Principal will be selected based on the core competencies of priority school leaders and District criteria. They will have a knowledge of Restorative Practices and be able to demonstrate the ability to use data to improve instruction and operational decisions. The SBPT 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. The school's supporting leadership team will be in place by the end of July.

N/A

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

School 19 has 59 instructional staff. Based on the preliminary APPR data for the 15-16SY, some 94% of staff members have effective or highly effective ratings in their observations, grounded in Danielson Framework.

gII.E.ii. School-Based Staffing

Based on the DTSDE review, teacher capacity to plan and deliver instruction that scaffolds students to high standards and high-quality work is uneven across the school. Work has begun to more deeply understand the standards and assessments; this is work that must continue to be applied in lesson design. Social-emotional support has also been a challenge; the Response to Intervention team and the support staff are taxed by the volume and intensity of need, suggesting multiple needs—for universal supports, more hands on deck, stronger systems and stronger relationships. There are five staff formally trained in restorative practices; there is a specific need to get more staff members trained. With our share of special education students, it was difficult for our half-time Coordinating Administrator for Special Education to function on both proactive and compliance levels. The school believes that it would be beneficial to have a full-time CASE, at least until the co-teaching intervention model of the proposed EPO is in place.

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

For the Restart to be successful as a teacher-led Community School model, all staff must see themselves as “key” members of the team. All staff must be willing to work hard, be open to different ways of operating, and be devoted to creating a new entity that will capitalize on the assets of Dr. Charles Lunsford School #19 and SUNY-Geneseo to create a powerful model. We do not list all prioritized positions here, such as the fact that the social worker and parent liaison would be central to the developing community schools work. Rather, the following is a list highlighting key new positions that are critical as the EPO proposal from SUNY-Geneseo is reviewed, and we launch and build the EPO. In the first year of the SIG, if funded, RCSD and SUNY will share responsibilities for interventions at School #19, while SUNY-Geneseo focuses on the development of the EPO. Moreover, RCSD notes that given the timing of this proposal RCSD has planned and budgeted for the 16-17SY, and will continue to support school improvement work at School 19. The timeline for the development and implementation of this Restart Plan will evolve, pending the various levels and types of organizational approvals and legal agreements.

The **Instructional Coach** supports implementation of this instructional model by working with teachers to build their capacity and understanding in the area of instructional practices as related to APPR, Common Core Curriculum and Standards, as well as data driven instruction. The instructional coach plans and facilitates grade level data and embedded professional development meetings weekly for every grade level and will deliver professional development workshops to staff during the District’s scheduled early release days. Supporting lesson design and classroom application is critical aspect of the role as well. (This position will not be funded through the SIG, but the assignment of personnel would be made in consultation with the EPO partner, once it is formally approved.)

The two **Instructional Model Coaches** support the roll-out and implementation of the Restart instructional model. They will be teachers on assignment for the first year of the Restart and funded from the SIG funds. They will work with the teachers in a third and fifth grade grade

to begin implementing the instructional model at these two grade levels. They will be responsible for co-planning and co-teaching with the third and fifth grade team. This work will include the incorporation of best instructional practices such as using data to drive instruction and student grouping decisions. It will also include coaching around the full integration of Students with Disabilities and English Language Learners with their General Education peers. The coaches will also provide professional development for the entire staff around implementing the Restart instructional model with best practices.

The **Intervention Teacher** will have proven ability to improve students' literacy and math achievement. The primary function of this role is to deliver direct intervention services to students, especially in the area of academic literacy. We propose using SIG funds to pay for one half of an intervention teacher's salary, complementing existing Title 1 funds that would not allow a full position. This additional allocation will allow us to immediately provide additional intervention support in the grade levels in which the instructional co-planning/teaching model will not yet be rolled out in the 2016-2017 school year.

The **Community Partnerships Site Coordinator** helps to build and maintain partnerships with community agencies and facilitate effective communication and collaboration among the leadership team, specialized instructional support personnel, service providers, school personnel, parents, families and members of the community. This position will be added to the school beginning in the 2017-2018 school year, pending a positive decision on the SIG proposal and successful outcome of the EPO proposal.

The **Geneseo Liaison**, specifically Dr. Jane Fowler Morse, on sabbatical for the 2016-2017 School Year, will be to maintain contact between the main partners, Geneseo and The Rochester City School District, to facilitate changes during the initial year of the SIG, to assist in the organic growth of the EPO proposal and plan and any developments that take place in that year, to plan for future years of the SIG, to promote the SIG as an integral plan for success at School #19 and SUNY-Geneseo, and to be available for assistance and support at School #19.

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

Pending grant award, the District policies and union contractual agreements govern these mechanisms. If the Restart Plan is approved, SUNY-Geneseo would include outcomes of newly negotiated contracts with the unions.

II.F.i. SIG Partner Organizations

Identify by name, the partner organizations that will provide services critical to the implementation of the SIG model. Provide the rationale for the selection of each partner. Explain the role each will play in the implementation of the new school design.*

*If the model chosen for this school is either *Restart* or *Innovation Framework*, the LEA must provide in this application a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO/EMO and the broad achievement outcomes for the school. The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. The external partnership/s may vary in terms of role and relationship to the governance of the school. If the model chosen for this school is *Restart*, the fully executed EMO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED within 30 days of receipt of the preliminary award letter. If the fully executed EMO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated. If the model chosen for this school is *Innovation Framework*, the fully executed EPO-district contract, signed by both parties, must be received by NYSED within 30 days of receipt of the preliminary award letter.

Under the Restart Plan, and if approved by the RCSD Board of Education, SUNY-System, and New York State Education Department, SUNY-Geneseo will become the Educational Partnership Organization (EPO), assuming the role of superintendent, responsible to the Board of Education, for School # 19. An EPO with a SUNY school is exciting as it promotes the connection of public schooling preK-16.

Geneseo's Institutional Capacity

Founded in 1871 as a school for teachers, Geneseo has evolved into one of the premier public liberal arts colleges in the country. It is one of 13 university colleges within the 64-campus SUNY system and is located in the historic village of Geneseo of the upstate Finger Lakes region near Rochester. Geneseo currently enrolls 5,583 undergraduate and 116 graduate students from 26 states, 42 countries and all of New York's 63 counties. The College is accredited by the Middle States Commission on Higher education and offers 39 undergraduate programs, 21 interdisciplinary minors, and master's programs in education and accounting, accredited by NCATE and AACSB, respectively. It also offers an array of international study programs, and 40 percent of students study abroad before they graduate. A highly selective College, Geneseo is the only public undergraduate institution in New York with a chapter of Phi Beta Kappa. SUNY Geneseo is consistently ranked highly in respected education review guides. For the period from 2004-2014, the College ranks 6th in the nation among master's institutions for the number of alumni went on to earn research doctorates.

The Ella Cline Shear School of Education, through its graduate and undergraduate teacher education programs, enrolled 640 students in 2015-16. With a focus on providing students with a diversity of perspectives and experiences, including urban and rural focii, approximately 150 students complete teacher education programs from the School of Education each year. Faculty and staff seek to develop teachers who are committed to improving the lives of their students by promoting active learning, valuing community involvement, being culturally and aesthetically responsive to their surroundings, and seeking excellence in teaching and learning.

Faculty and staff at the Shear School of Education are committed to providing ongoing support to teacher candidates and area teachers. In an effort to support school improvement

initiatives, SUNY Geneseo and Monroe High School (in Rochester) entered a partnership several years ago to provide support for grades 7-12 learners and their teachers. Initiatives included professional development (graduate courses, workshops, and coaching) for teachers, spring and summer camps using graphic novels, a year-long teacher apprenticeship program, and support for data-based decision-making.

Geneseo has taken a lead in summer learning, participating in regional consortiums and hosting two summer learning programs - Rochester Young Scholars At Geneseo (RYSAG), and Soaring Stars. RYSAG provides a 2-week residential experience at Geneseo for Rochester students from grades 7-12, with a curriculum that focuses on STEM education. The Soaring Stars is a 6-week, 5-days-a-week summer camp for elementary school learners, involving child-empowered, arts- and activity-based curriculum that is flexibly designed in response to children's inquiries into their world. In 2016, approximately 130 students will participate in these summer programs. The School of Education also provides tutoring to students in the Rochester area. Participants in the Saturday tutorials include students who are English Language Learners, many from refugee families, and sites include the library and the Recreation Center co-located with School 19.

As a host campus for the Finger Lakes region, SUNY Geneseo is developing a focused program of professional development for STEM teachers (grades 6-12). While the actual program will be directed by the teachers themselves, it is a valuable opportunity for teacher candidates from Geneseo and teachers in area school districts to participate in these activities. Geneseo continues to develop new approaches to preparing teachers of tomorrow, and to do so in ways that support continued growth and stimulation of practicing teachers.

If the SIG proposal is funded and SUNY-Geneseo's EPO proposal is approved, its leadership will potentially offer these areas of capacity to School 19, giving the school the autonomy and flexibility in decision-making necessary to allow for the development of an innovative, coordinated, whole-school reform effort. Over the next several years and once the EPO proposal is approved, SUNY-Geneseo will appoint a College-wide Task Force to advise the school, contribute to curriculum planning, develop pedagogical content knowledge through action research, and serve on the Governance Council of the school (once developed). The College foresees that SUNY-Geneseo will remain connected to the school through the Task Force and their continued representation on the Governance Council after the initial 5-year SIG 7 implementation period. If this proposal is not approved, SUNY-Geneseo will support initiatives at School #19, through the Fall 2016 semester through Professor Jane Morse's sabbatical and strive to place teacher candidates in internships and student teaching at School #19.

If approved as an EPO, Geneseo would provide access to research and pedagogical expertise, creating an array and depth of professional development opportunities for School 19, especially in the prioritized area of deepening the application of data to instruction.

More globally, the school will benefit from connections to academic disciplines at Geneseo, even beyond the School of Education. The partnership also provides an opportunity for college students and faculty to participate in a unique urban setting that offers both learning and research opportunities ranging from tutoring, curriculum development, helping with summer programs, practica and student teaching placements, and Action Research opportunities. In

addition, this partnership will provide an opportunity for all parties to engage in simultaneous renewal, involving practicing teachers as School-Based Teacher Educators.

The involvement of student teachers and other participants in classrooms at the school helps to support teachers' work with students, bringing more hands on deck in a supported way, and provides School #19 with potential new hires who have already had experience with its model. Teacher candidates who do not stay with the school will spread knowledge of this collaborative, data-informed co-teaching model to other sites. The collaboration among community members, teachers, administrators, student teachers, and college faculty will contribute to the quality of the school overall.

Lastly, SUNY-Geneseo is a partner in expanded learning opportunities, both in regional summer learning initiatives and in after-school and/or Saturday programs. Bringing these connections and resources to School 19 will be an emerging part of this Restart Plan. Similarly, as a SUNY college, Geneseo is poised to leverage other grant and strategic partnerships.

Partners in Restorative Initiatives (PIRI)

Partners in Restorative Initiatives (PIRI) was founded in 1998 to introduce the restorative philosophy to the western New York area, and received 501 (3) c status in 2002. An affiliate of the International Institute for Restorative Practices, PIRI exists to build relationships, repair harm and restore communities. The largely volunteer organization is the local leader in training, facilitation and peace-making consultation services in restorative practices, and is called upon to help communities of all kinds repair harm and conflict. PIRI works to certify facilitators and trainers as well, helping to grow the practices in our region.

PIRI has supported schools in the region in promoting positive school climate, and in addressing conflict and discipline through restorative approaches. To do so, PIRI provides direct training in restorative practices such as circles and community conferences, to teachers, support staff, administrators, parents and students. They also provide mentoring support to educators as they try out their new toolkits. PIRI works with school teams to take a school-wide approach to building community and relationships, a central premise of restorative practices.

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
- Providing 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; and
- 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 members 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 Center for Youth crisis interventionist will staff the new **Help Zone**—a physical space and system that allows schools to manage student behavior and to address needs in a less punitive way. The Help Zone is a calm place where students can reflect and regroup and come up with a plan of action. The staff member will be trained in restorative conversations and de-escalation techniques. This room will be the first response when a student needs to be out of class, with an emphasis on returning the child to class quickly, feeling more ready to learn. The Help Zone staff will utilize a data collection system that allows the school leadership and student support teams

to identify patterns about student and teacher use of the room. This will inform interventions moving forward.

In addition to these significant partners who will play key roles in the Restart Plan, School 19 has a rich array of community partnerships ranging from the Greater Rochester Health Foundation to City Rec. The current list can be found here: <http://rcsdk12.org/domain/10002>

The M.K. Gandhi Institute for Nonviolence is a nonprofit that works to realize the vision of its historic namesake by helping individuals and communities create public awareness of nonviolence as knowledge critical to human thriving. The M.K. Gandhi Institute collaborates with local organizations, academic institutions, students and committed peacemakers in the following areas: nonviolence education, sustainability and environmental conservation, and the promotion of racial justice. We prioritize programming for people between the ages of 12 and 24 as well as those who serve those age groups.

The Gandhi Institute is currently serving five Rochester City Schools (RCSD) as part of our School Climate Transformation Program which strives to create healthy school climates for students, teachers, administrators, and parents. Drawing from Restorative Practices, this work stands in contrast to traditional punitive models that directly contribute to high rates of student suspension, increased security and police presence in schools, and a lack of accountability and repair when harm occurs. The programming is customized around the needs of each school in which we work, building on assets and context. School Climate Transformation programming is underway at Monroe Middle and High Schools, Wilson High School, Charles T Lunsford No. 19, Northwest College Preparatory, and Enrico Fermi No. 17. Programming includes Social Justice Classes, Restorative Conversation / Reflection Rooms, afterschool clubs, and leadership consultation.

Curriculum has been crafted by Gandhi Institute nonviolence educators and incorporates many different nonviolence philosophies and techniques: mindfulness and meditation, Nonviolent Communication, Dr. King's six principles of nonviolence, Civil Rights Movement history, Gandhi's history and philosophy, and ideas from the Alternatives to Violence Project workshops. Materials also are drawn from *The Yellow Book of Games and Energizers* (Jayaraja and Tielemans, 2011) and Teen Empowerment's book *Moving Beyond Icebreakers* (Pollack and Fusoni, 2014) Curriculum engages youth on topics such as: 1) understanding violence on the internal, interpersonal, and structural levels; 2) understanding nonviolence as both a philosophy and practice; 3) transforming a negative situation into a positive one; 4) preventing and responding to bullying, and 5) creating healthy habits around self-awareness, anger, and stress management.

At School 19, the Gandhi Institute will provide an embedded youth educator / mentor, for up to 10 weeks (50 days). This person will be deployed in a way that best supports emerging need in the 7th and 8th grades. This resource will be integrated into the system of supports, and could be deployed as part of Response to Intervention.

II.F.ii. Evidence of Partner Effectiveness

If the SIG proposal is funded and the necessary permissions from SUNY Geneseo and SUNY leadership are obtained and CBA's are successfully negotiated, SUNY-Geneseo will submit the necessary paperwork to NYSED to become an EPO, per guidance in Education Law. A letter of agreement is also submitted with this application; both are in lieu of Attachment C for this 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. PIRI has supported several schools, many of which have made improvements in student outcomes such as attendance, referrals and suspensions. The intent of the last two partners is to support, but not lead the overall school Restart. The evidence outlined in the Attachment C is provided in that context.

II.F.iii. Accountability Mechanisms for Partners

Emphasis is placed on partner evaluation throughout the service delivery period, noting that the EPO will develop its own approach to partner management and accountability. Typically, when a partnership is managed by the District, 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. SUNY-Geneseo would include metrics of success in the EPO proposal and the Memorandum of Understanding.

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.)
<p>The Center for Youth 905 Monroe Avenue Rochester, New York 14620 Paul Clark, Director of School Based Programs- (585) 473-2464</p> <p>Services: Crisis Intervention/Prevention Services</p> <p>The Center services:</p> <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. 	<ul style="list-style-type: none"> • Nathaniel Rochester Community School No.3 	<ol style="list-style-type: none"> 1. Rodney Moore, Principal- (585)454-3525
	<ul style="list-style-type: none"> • John Williams School No.5 	<ol style="list-style-type: none"> 2. Joanne Wideman, Principal- (585) 325-2255
	<ul style="list-style-type: none"> • Roberto Clemente School No.8 	<ol style="list-style-type: none"> 3. Laurel Avery-DeToy, Principal- (585) 262-8888
	<ul style="list-style-type: none"> • Dr. Walter Cooper Academy School No.10 	<ol style="list-style-type: none"> 4. Camaron Clyburn, Principal- (585) 324-2010
	<ul style="list-style-type: none"> • James P.B. Duffy School No.12 	<ol style="list-style-type: none"> 5. Michele Liguori-Alampi- (585) 461-3280
	<ul style="list-style-type: none"> • John Walton Spencer School No.16 	<ol style="list-style-type: none"> 6. Carla Roberts, Asst. Principal- (585) 235-1272
	<ul style="list-style-type: none"> • Enrico Fermi School No.17 	<ol style="list-style-type: none"> 7. Caterina Leone-Mannino, Principal- (585) 436-2560
	<ul style="list-style-type: none"> • Dr. Charles T. Lunsford School No.19 	<ol style="list-style-type: none"> 8. Eva Thomas, Principal- (585) 328-7454
	<ul style="list-style-type: none"> • John James Audubon School No.33 	<ol style="list-style-type: none"> 9. Larry Ellison, Principal- (585) 482-9290
	<ul style="list-style-type: none"> • Dr. Louis A. Cerulli School No.34 	<ol style="list-style-type: none"> 10. Carmine Peluso, Principal- (585) 458-3210

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.)
Partners in Restorative Initiatives (PIRI) 111 Hillside Avenue Rochester, NY 14610 Kathy Sweetland (585) 473 – 0970 PIRI provides training and direct consultation on restorative practices, including peace circles and community conferencing. They work to support school staff in implementing, and build capacity by training trainers. PIRI advocates and works with community leaders in schools and criminal justice to systemic solutions to repairing harm and reducing recidivism.	1. Avon Central Schools	1. Rob Lupisella, Elementary Principal
	2. Churchville-Chili Central School	2. Dr. Pamela Kissell, Superintendent
	3. World of Inquiry School	3. Sheelarani Webster, Principal
	4. Honeoye Falls- Lima	4. Dr. Phil Burrows, Assistant Superintendent
	5. Young Women’s College Prep	5. Toya Wilson, Principal
	6. Douglass Campus	6. Barbara Zelazny
	7. East High School	7. Dr. Shaun Nelms, Superintendent
	8. Hilton Central Schools	8. Dr. Maureen Thayer, Director of Pupil Services
	9. Byron-Bergen High School	9. Patrick McGee, High School Principal
	10. Webster Central Schools (Alternative High School)	10. Diane Barone, Principal
M.K Gandhi Institute 929 S. Plymouth Ave Rochester, NY 14608	1. Northwest Junior High School	1. Barbara Zelazny, Principal, (585) 953-2410
	2. Enrico Fermi School 17	2. Caterina Leone-Mannino, Principal, (585) 436-2560
	3. Wilson Commencement High School	3. Uma Mehta, Principal and Denise Quamina, AP (585) 328-3440
	4. Monroe Junior – Senior High School	4. Bernadette Regan, Work: (585)-232-1530 X2061

GENESEO



JOINT LETTER OF AGREEMENT

July 20, 2016

MaryEllen Elia
Commissioner of Education and
President of the University of the State of New York
New York State Education Department
89 Washington Ave.
Albany, New York 12234

Dear Commissioner Elia:

The State University of New York (SUNY) by and on behalf of State University of New York at Geneseo ("Geneseo"), primarily through its Ella Cline Shear School of Education, is interested in assisting the Rochester City School District ("RCSD") in substantially improving student achievement at RCSD's Dr. Charles T. Lunsford School Number 19 ("School No. 19") under the Restart Model. Geneseo and RCSD submit this joint letter of intent (the "Letter of Intent") as its commitment to submit a proposal as an Educational Partnership Organization ("EPO") for School No. 19 for the 2016-2017 academic year, provided all the conditions articulated in this document are met.

Introduction

Geneseo intends to apply as an EPO under Section 211-e of the Education Law in connection with the RCSD's application for a School Improvement Grant, round 7 (SIG-7) for School No. 19; provided that Geneseo's proposal to file an application to serve as the EPO for School No. 19 is contingent upon the following pre-conditions: (1) School No. 19 being awarded the SIG-7 grant in full; (2) Geneseo's application for appointment as School No. 19 EPO is approved by SUNY and its Board of Trustees, in their sole discretion, the Attorney General, Office of the State Comptroller, and any other state or federal agencies as required by applicable law following a thorough review of all relevant factors; and (3) All costs associated with the EPO and operation of the school will be RCSD's responsibility, even if such costs exceed the SIG-7 grant funds paid or payable, and neither SUNY nor Geneseo is or will be required to pay or advance any costs related to the EPO and/or the operation of School No. 19. While the parties mutually anticipate that the EPO will begin during the 2016-2017 school year, full implementation of the EPO at School No. 19 shall be phased in because the SIG-7 grant is not awarded until after the 2016-17 school year begins (currently October 2016).

Specifically, Geneseo intends to dedicate the services of Dr. Jane Morse to work with School No. 19 during the 2016-2017 school year as an adviser to develop and implement the EPO and related Memorandum of Understanding. Half of the expense associated with Dr. Morse's services will be covered by Geneseo and half will be supported by the SIG-7 grant should it be awarded to School No. 19. Additionally, in anticipation of a positive decision on the SIG proposal, Geneseo intends to begin working with School No.19 to create expanded learning opportunities. Contingent on SIG 7 funding, Geneseo will place Teacher Candidates in practicum and student teaching positions at School No.19 beginning in the 2017-2018 school year. In consultation with and cooperation of School No. 19 staff and Geneseo professors, subject to requisite approvals, Geneseo will place student teachers using an apprenticeship program similar to the medical residency model.

Also in consultation with School No. 19 teachers, staff, and parents/community, contingent on SIG-7 funding, Geneseo will develop plans to phase in options for students to participate in co-curricular activities in appropriate subjects, and extra-curricular activities in the Arts, Drama, Science, Sports and Community Development. These programs will be developed with particular attention to increase parent engagement.

As EPO, Geneseo would propose to work toward implementing a full-service community school model through School No. 19 partnerships, with the help of academic departments within the University and with other community partners.

In an effort to actively involve teachers to improve their own schools, Geneseo has teamed with a core group of RCSD teachers who are interested in developing a teacher-led school model at School No. 19. The core teacher group was previously successful in implementing a co-planning and co-teaching instructional model at School No. 7 in RCSD that allowed for teachers on a grade level team to plan for differentiated small flexible groups throughout the day. If SIG-7 funds are awarded, this will serve as the core instructional intervention at No.19 School and will be characterized by collaborative, data-informed decision making.

Once approved as an EPO, Geneseo will lead efforts to establish a governance structure that honors the participation and input of all constituent groups in impacting the academic and socio-emotional outcomes at School No. 19. The aim is to have this governance structure fully integrated into the culture of the school and the community it serves.

Timeline

Given the complexities involved in creating and implementing an EPO, especially with the contingency of the SIG-7 open until October, RCSD and Geneseo initially propose the following 2016-2017 timeline for the first year of the grant:

- A. RCSD - Initial outreach to School No. 19 staff and parents, and union representatives – September 2016
- B. RCSD - Community engagement through Parent Surveys, Meetings with Constituency Groups, Community Forums, and Interviews – September – December, 2016

- C. RCSD and Geneseo - Phase-in core intervention model of collaborative instruction - 2016-17 school year following SIG-7 award and EPO approval
- D. RCSD and Geneseo - On-going parent/community needs assessment through parent and student surveys, town hall meetings, and scheduled meetings with school staff and Geneseo faculty – November 2016 (following SIG-7 award and EPO approval) – June 2017
- E. RCSD - Issue-focused meetings for all constituent groups– November 2016 – June 2017
- F. RCSD - Commitments from unions to negotiate for new CBAs for EPO (A date to be determined after SIG 7 award and EPO approval)
 - a. As of the date of this LOA, all union representatives have been contacted by RCSD to inform them about the SIG proposal and the EPO model
 - b. After SIG contract is awarded and needs assessment is conducted and Geneseo's role as EPO has been approved by all necessary parties, union representatives will be engaged in negotiations.
- G. RCSD and Geneseo - Formalized EPO MOA – signing by RCSD/Geneseo and submission to NYSED (A date to be determined after SIG 7 award and after Geneseo's role as EPO has been approved by all necessary parties)
- H. NYSED decision about EPO – date to be determined

Budget neutrality principle

Geneseo's service as EPO is contingent upon the project operating under the principle of budget neutrality. This means that there is no expectation that Geneseo will subsidize any part of the plan or operation of the School No. 19, and thus the budget put together as part of the EPO proposal will include all costs necessary to implement the proposed plan.

Similarly, Geneseo understands the total funds allocated to the EPO to operate School No. 19 are limited to the funds budgeted for the operation of School No.19 by the RCSD during its budget process, plus the \$500,000 awarded annually for School No. 19 as part of the SIG-7. RCSD will continue to fund RCSD mandated programs for School No. 19. RCSD will provide all funding required for operation of School No. 19 pursuant to, and in accordance with, the plan underlying the EPO mutually agreed to and approved by all requisite parties including SUNY and NYSED. In the event that payment of the SIG-7 funds are delayed or denied, RCSD will pay those costs previously funded by the SIG-7 grant from its own operating budget. The parties understand and agree that, if successful, any and all grant and program funds will be administered by The Research Foundation for the State University of New York as fiscal agent.

Exhibit A (SUNY Standard Contract Clauses) is annexed hereto and incorporated by reference.

In the operation of School No. 19, both the EPO and the RCSD Board will strive to maintain transparency and equal responsibility to the extent permitted or required by law and in the best interest of the students.

Jointly Submitted:

State University of New York at Geneseo

A handwritten signature in black ink, appearing to read "Denise A. Battles", with a long horizontal flourish extending to the right.

Denise A. Battles, President

Rochester City School District

A handwritten signature in black ink, appearing to read "Van Henri White", with a stylized, cursive script.

Van Henri White, President

PROPOSAL NARRATIVE DR. CHARLES C. LUNSFORD SCHOOL #19

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, provide 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, grade 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 RCSD 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 walkthroughs 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 in schools, has 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 has 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.

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 interactions 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

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

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
#19	385	80	21%	5	1%	PI 16	PI 32	PI 19	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.

II. SCHOOL-LEVEL PLAN

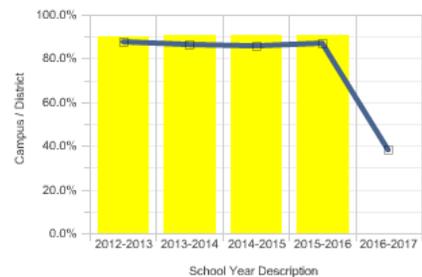
II.A. Needs of Systems, Structures, Policies, and Students

II.A.i. Description of Student Population Served

At the time of writing, Dr. Charles T. Lunsford School #19 serves approximately 364 students in grades PreK – 8. The school is located in the Plymouth – Exchange neighborhood, a poor area of a City where more than half of children live in poverty. About 20% of students live in the immediate neighborhood, while two-thirds live in the southern zone of the district. The school is co-located with a City Recreation site. The student population is 84% African-American, 10% Hispanic, 1% Asian, and the remainder White. While the Rochester City School District is deemed 100% eligible for free meals because of our high level of poverty, School #19's recorded poverty rate is 87%. The school serves a higher proportion of Students with Disabilities (21%) than the Districtwide average, but fewer English Language Learners (4%).

The school has historically posted attendance rates around 90%, several points below the District average; the 1516SY attendance rate was 90%. The chronic absence rate was 24%, meaning that a quarter of students missed more than 10% (18 days) of school.

Yearly Campus Avg Daily Attendance Compared to District ADA



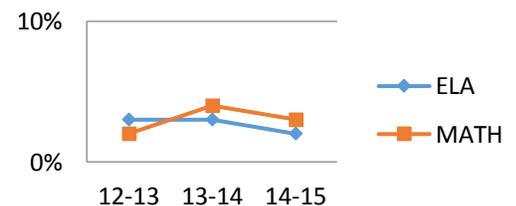
The school has focused efforts on reducing chronic absence in primary grades, with 17% of the schools K-3 students missing more than 10% of the 1516SY. This is a significant reduction from the 26% chronic absence rate in 1415SY.

In the 1516SY, the school had 542 behavior incidents, which resulted in a total of 641 suspensions. Disruption and minor altercations account for 66% of the incidents. The number of total suspensions has steadily risen over the past three years, and this year's 641 suspensions represent a 162% increase over the prior year's total. This year, there were 168 unduplicated suspensions, meaning that just shy of half (45%) of the student body was suspended at least once.

Academic Performance

School # 19's proficiency rates declined over prior years except in Grade 6, and were lower than the district averages, at 2% for ELA and 3% in Math. While the 1516SY results are not currently available, the Spring NWEA data projected that these rates would not show substantial improvement.

NYS Exam Proficiency Rates

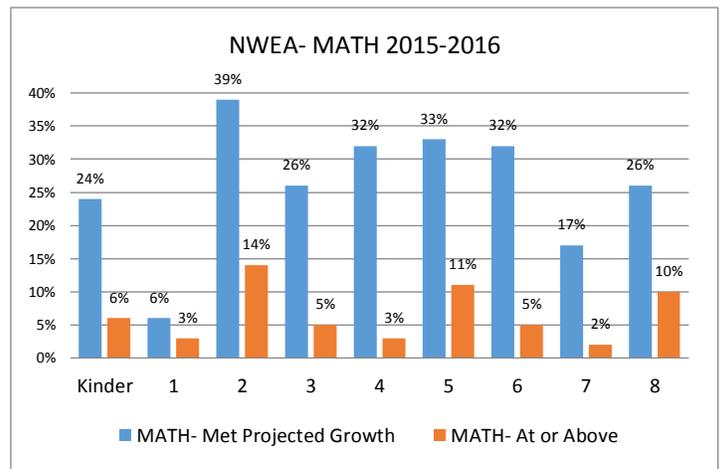
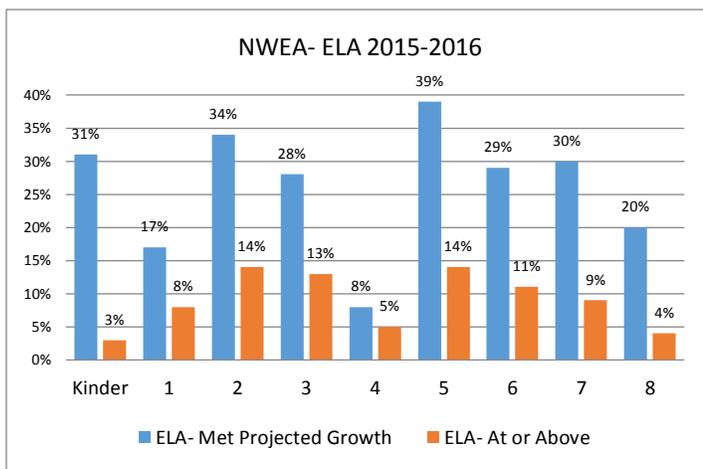


Item Name	2012-2013			2013-2014			2014-2015		
	Total Tested	Level 3-4	% 3-4	Total Tested	Level 3-4	% 3-4	Total Tested	Level 3-4	% 3-4
Grade 3 ELA	45	1	2%	43	2	5%	41	1	2%
Grade 4 ELA	49	2	4%	41	2	5%	31	0	0%
Grade 5 ELA	37	1	3%	46	2	4%	37	1	3%
Grade 6 ELA	34	1	3%	38	1	3%	33	2	6%
Grade 7 ELA	51	2	4%	44	1	2%	44	0	0%
Grade 8 ELA	50	2	4%	47	1	2%	36	0	0%
Total	266	9	3%	259	9	3%	222	4	2%

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	44	1	2%	44	3	7%	39	2	5%
Grade 4 Math	49	1	2%	41	3	7%	25	0	0%
Grade 5 Math	36	1	3%	46	2	4%	29	1	3%
Grade 6 Math	34	0	0%	38	1	3%	28	2	7%
Grade 7 Math	53	1	2%	44	0	0%	31	0	0%
Grade 8 Math	48	0	0%	48	1	2%	24	0	0%
Total	264	4	2%	261	10	4%	176	5	3%

Delving into the Spring NWEA data reveals that overall:

- 26% of School #19 students met their individual growth targets from fall to spring in ELA;
- Even fewer (9%) met the national norm for their grade level.
- Math results tell a similar story with 26% meeting growth targets and only 6% hitting the norm.



II.A.ii. Description of Diagnostic School Review

The school’s DTSDE review was conducted by the State Education Department, with an Outside Educational Expert in November, 2015. The review followed all protocols and included visits in 45 classrooms.

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

Parents and family members were interviewed as part of the review. There was not a survey with reliable response rates to share.

II.A.iv. Results of Systematic School Review

School 19 earned Stage 1 ratings in all Tenets, meaning that the school was in a very basic stage of developing a clear action plan to affect progress—in areas of curriculum, instruction, social-emotional health, and parent and community engagement. Clearly, the leadership system was found lacking in terms of the ability to set an instructional agenda,

mobilize action and monitor it. Lesson plans were inconsistently done, and classroom visits revealed that most instruction was low-level, teacher-focused, and whole group. The school had a variety of data sources and had a stated emphasis on using data, but the capacity to make it useful, to give students feedback, to make changes in instruction was not evident. Across the board, the review team found that data was not used well to target instruction, intervention, social-emotional supports, or staff professional development. Negative behavior often interfered with learning, and the school struggled to develop a system to address needs. Overall, the team found a wide gap between the number of stated priorities and the actual implementation of key efforts.

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

School 19's leadership team, including School-based Planning Team, and in conjunction with District leadership adapted to the DTSDE findings and recommendations. Throughout the year, the school sought to prioritize their needs and necessary actions. The culmination of this work was a participatory School Comprehensive Education Planning process, which identified the following areas of focus:

- Building staff capacity and focus on the use of data and the lesson design cycle to plan more effective instruction.
- Increasing and improving the delivery of academic interventions.
- Training in restorative practices in order to reduce negative behaviors and suspensions.
- Fostering relationships in grades 7 & 8.
- Conducting a needs assessment / survey asking parents and families what they need and want to help their children.
- Creating more focused leadership system of instructional walkthroughs to monitor curriculum, instruction and learning.

II.B. School Model and Rationale

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

The Rochester CSD has chosen the Restart model for Dr. Charles T. Lunsford School #19, in conversation with SUNY Geneseo to seek Education Partner Organization (EPO) status to operate the school. The Restart model provides a unique opportunity to fundamentally alter the status quo at School 19, and opens up a viable pathway toward becoming a school that is better able to effectively meet more students' needs. Heading into the 2016-17 school year, The District is responsible for driving school improvement in eight Receivership schools and 28 Priority schools. Faced with this task, and learning from early implementation of the East EPO, there is recognition of the value that further partnerships with institutions of higher education bring. The Board of Education has been considering a partnership with SUNY Geneseo for several years, in collaboration with a group of RCSD teachers. Furthermore, the teacher-led component of this partnership has also been germinating for several years, as evidence gathered from two implementations of the "Voyage Program" at School #7 shows.

The Board of Education has been deliberating on a proactive process to seek and vet potential partnerships and innovative school reform approaches for the better part of the last year. It has developed working criteria upon which proposals could be assessed—criteria which speak to the caliber and research-base of the proposed strategies as well as the organizational capacity of the

partner to manage the strategies and/or school effectively. While not yet formally in place, this rubric was applied to SUNY Geneseo's proposal, with favorable results.

School 19 has significant challenges and the need to accelerate student achievement is clear. Also evident are the assets—numerous existing community partnerships, as well as the staff readiness shown by identifying and gaining consensus on critical priorities established in the SCEP process. Restarting the school with an EPO that has a stated emphasis on collaborative relationships, teacher-leadership, and a community school model is a practicable fit with promise. With all appropriate review and permissions, the EPO arrangement between SUNY-Geneseo and the District on behalf of School 19 will be designed to meet the requirements set out in Education Law 211-e, and will commit to serve all students who wish to remain at School 19.

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

As a Restart, the **primary design element is the creation of an Education Partnership Organization arrangement with Geneseo**. Under Education Law 211-e, with the specifics to be developed through forthcoming legal agreements, SUNY Geneseo would serve as the superintendent of School 19, reporting directly to the RCSD Board of Education. All parties are committed to meeting the requirements of this Restart model, and specifically committed to the requirement to enroll all current students who want to remain, within grade / program limitations.

Restarting Dr. Charles T. Lunsford School #19 under the proposed EPO leadership of SUNY-Geneseo, using a teacher-led model, would enable the district to offer the students of School #19 access to a more individualized, supportive and engaging learning environment. This plan is premised upon teacher leadership, and is committed to building on the assets and ideas that already exist at School 19; thus, the plan will necessarily evolve over the first year of work together pending funding of this SIG proposal and appropriate approvals from SUNY-Geneseo leadership, RCSD Board of Education, SUNY System, and NY SED. In collaboration with a teacher leadership team (core team that implemented the Voyage program), a preliminary intervention plan has been developed. In that context, there are several key design elements of SUNY-Geneseo's preliminary EPO plan that align with School 19's current priorities, and that will put us all on the path to more supported, more successful learners:

- **Co-teaching rethought fosters engagement and achievement.** An instructional co-teaching design that allows for flexible small group teaching throughout the day; the use of an integrated classroom co-teaching model with the added support of teacher assistants, student teachers, teacher candidates, and volunteer tutors will allow teachers to plan targeted small group instruction. Data from informal and formal assessments will be used to make grouping decisions and to drive instruction. Both teachers and administrators will make explicit use of data in making decisions regarding curriculum, pedagogy, and student success. The design of this instructional model fosters 1) increased student engagement; 2) increased academic achievement for all students, including Students with Disabilities and English Language Learners, and 3) a teacher culture in which teachers hold themselves and the team accountable to a high standard of performance.

This model—a way of organizing the most valuable instructional resource of teachers—is at the heart of our Restart Plan. Through structured collaboration and co-teaching, teachers are

supported in delivering more differentiated, more engaging instruction, and in embedding assessment for learning into daily practice. All of these areas were cited as needs in the DTSDE, and all have payoffs for student learning. Additionally, teacher teams at grades 1-6 will loop in two-year cycles with their class so that students work with the same teacher team for two years. Looping saves about a month of instructional time (Hanson 1995; Mazzuchi & Brooks, 1992) and can significantly increase student gains. Ultimately, the model calls for a collaborative team of two general education teachers and one special educator working in a fluid manner for two years with one group (two blended classes) of students, sharing responsibility and meeting all students' needs in integrated way.

This instructional model was used successfully to increase academic achievement at another Rochester City School District (RCSD) elementary school, where it operated for six years at the 4th and 5th grade level. The following series of charts and data show the comparative data from the "Voyage Program" where the model was developed and implemented.

- Developmental Reading Assessment (DRA) results for students who remained in the program for two years (2006-8) showed that while 54% of students entered the program significantly below grade level (at least 1 year below), only 24% exited the program significantly below. Conversely, the share of students reading within ½ year of grade level or above had risen from 48% to 75% after the two-year loop. These results were replicated in the following loop (2008-10), when the proportion of students reading significantly below fell from 62% upon entering program to 39% after two years, because the share of students reading within ½ year of, or above grade level increased from 39% to 63%.

- State scores from 2006 – 8 show that Voyage students consistently outperformed District overall, notably even for students with disabilities.

	Voyage Program Results			RCSD Results		
	2006	2007	2008	2006	2007	2008
% Proficient NYS ELA	84%	89.80%	86%	50%	47.40%	58%
% of Classified Students Proficient NYS ELA	75%	100%	80%	30%	12%	24%
% Proficient NYS Math Exam	84.60%	84.50%	100%	55%	52%	59%
% Proficient Classified Students NYS Math	80%	66.70%	100%	42%	22%	35%

	Voyager - 5th		Rest of School - 5th		District 5th		State 5th	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Level 4	0.0%	0.0%	0.0%	0.0%	0.8%	0.8%	8.5%	8.9%
Level 3	4.9%	7.3%	0.0%	0.0%	3.8%	4.7%	21.7%	21.0%
Level 2	31.7%	22.0%	24.4%	11.6%	20.7%	13.6%	35.7%	30.3%
Level 1	61.0%	70.7%	73.3%	88.4%	74.4%	80.9%	34.1%	39.8%

The Restart Plan which would involve SUNY-Geneseo as an EPO would hold this method of co-teaching in these classes as a core intervention strategy as the teacher team has demonstrated that this is what consistently moved students up from where they started. The teacher team will begin work with School #19, beginning September 2016. SUNY-Geneseo's application to be considered as an EPO will also occur in year 1, and any additional support for School #19 will be contingent on the successful outcome of this proposal and formal approval of SUNY-Geneseo as an EPO.

- **Community school removes barriers.** A community school model leverages the resources of the community, students, teachers and families together to support both the academic success and social well-being of the students. This is an essential component of the Restart Plan for addressing the high academic and socio-emotional needs that exist in the School #19 population. According to the Coalition for Community Schools (2009), full-service community schools across the nation are reporting increases in attendance, graduation rates, and improved student achievement. The Coalition for Community Schools' "Nine Essential Elements of Successful Community Schools" (2016) and the core elements outlined by the National Center for Community Schools (2013) are being used as guidelines for building a high quality community school model at School #19. The proposed model includes the core elements outlined by the National Center for Community Schools (2013): 1) a strong core instructional program designed to help all students meet high academic standards; 2) expanded learning opportunities designed to enrich the learning environment for students and their families; and 3) a full range of physical health, mental health, and social services designed to promote children's well-being and remove barriers to learning. The first year of the SIG, if funded, will concentrate on building relationships and beginning the necessary needs assessment; the plan and corresponding site coordinator will unfold over the subsequent years. If the SIG is funded, and SUNY-Geneseo received preliminary authorization from SUNY System to apply to become an EPO, the staff of School 19 and SUNY Geneseo faculty member assigned to School #19 would engage in the needs assessment and follow-up plan development.

- **School & community: in service of each other.** A curricular service-learning and hands-on learning component will be part of the rigorous academic curriculum for each grade level that is aligned with the New York State Common Core Standards. The curriculum becomes engaging and relevant to students through a combination of service learning projects, hands-on experiences and authentic opportunities to present learned material to others within the school and the community. Not only does this model seek to integrate available wrap-around community services into the school setting to better meet student needs, but also, simultaneously, its purpose is to provide students with opportunities to participate in service learning projects that enhance their community. This allows them to see that their learning can be applied in meaningful ways; the community serves the school by providing this context, while the school serves the community. The Restart school vision is for students to be empowered to share what they are learning with the community in ways that enrich the community and create positive change. This aspect of the plan is not likely to ramp up in Year 1.

- **Teacher-led model will catalyze and sustain change.** Prioritizing a teacher-led approach to improving teaching, student performance, and school climate, the Restart school will feature a collaborative planning and teaching model. Research findings show that teacher collaboration

leads to increased gains in student achievement (Ingersoll, 2001, 2011; Ronfeldt, 2015; Rubinstein, 2013). Additionally, the Restart model features a school governance structure that facilitates faculty participation in working collaboratively to improve the school and gives teachers a voice in decisions about the school.

● **Restorative Practices promote school climate.** Restorative Practices embody an overarching approach to building a positive school community. The approach fosters the relationships between and among adults and students, and equips students with the tools to express their feelings, identify the effect of their actions and make amends in order to move forward. Facilitation of these skills is especially beneficial to student bodies with high rates of trauma, violence, marginalization, and poverty. Restorative Practices also lead to a greater feeling of agency and efficacy among students and other members of the learning community. This dovetails nicely with the distributive leadership model that forms this proposal.

II.B.iii. Model Selection Process

The Rochester City School District's Board of Education and District leaders have been working to cultivate a range of options for Receivership and Priority schools. A Board working group was convened in 2016, with the express purpose of developing criteria and a process to vet potential partners, and there has been a stated interest in developing an elementary EPO with an institution of higher education. On a parallel track, a group of Rochester teachers have been putting together a proposal for a teacher-led school, based on experience and success they have had, and in conjunction with a SUNY-Geneseo faculty member. A general plan had been submitted to the Board, prior to the SIG 7 funding cycle. Upon notification of the SIG 7 application, these conversations proceeded more quickly and were made specific to School #19.

Full staff at School 19 was notified right before school ended that their Principal would be removed and that the District planned to apply for SIG 7 funds. The Office of School Innovation and the School Chief met with School-Based Planning Team to share the proposal to establish an EPO model, the general plan (based on results from School #7) and begin the conversation about collaboration. From there, a working team of SBPT members, SUNY-Geneseo faculty member, and the teacher-leaders has worked closely to develop a joint approach to the early stage of the EPO partnership. Because it is a Restart with major institutional partnerships, District and Geneseo leadership have been working jointly to develop understandings of how this process will unfold, pending approval of this SIG-7 proposal. Communications staff has been working with the school team to design a careful communication plan for families. The Board President has been in communication with the heads of all collective bargaining units to ensure that they learned of the application's intent. The working team has continued to meet in person and virtually throughout the development of the application.

The stakeholder engagement about the teacher-led EPO with Geneseo has had a long stakeholder engagement process in its own right, prior to the match with School 19. Highlights from that journey are below:

Spring 2014: RCSD teacher-led group:

- began meeting with Dr. Jane Fowler Morse, Professor of Education at SUNY-Geneseo,

- Met three times with Paul Hetland, Rochester Teachers' Association (RTA Treasurer) to discuss the feasibility of such a project within the city system and with the express approval of the RTA.
- Discussed and was encouraged by former Superintendent Dr. Bolgen Vargas and leadership team.
- Sent a memo (5/23/14) to the President and the Provost of SUNY-Geneseo, and the Dean of the School of Education, formally outlining the work of the core intervention strategy based on the Voyage program and requested input from SUNY-Geneseo.

Fall of 2014 - Spring of 2016:

- Core RCSD teacher group and SUNY-Geneseo Representatives (identified as SUNY-Geneseo Core Planning team in this proposal) continued to meet, plan and work collaboratively with both the Union and the Superintendent's office to negotiate a possible route to forming a new school.
- March 1, 2016: Dean of Education for SUNY-Geneseo, and both SUNY-Geneseo and RCSD core planning team members met with the Interim Superintendent and Board of Education members to discuss submitted preliminary proposal.
- March 8, 2016 and April 1, 2016: Meetings to further discuss the SUNY-Geneseo proposal with members of the Board, the Superintendent, and a Union representative.
- March 10, 2016: Representatives from the RCSD core teacher group met with the President of the Teachers' Union and the Union Treasurer to discuss union support and participation in the project.

Summer of 2016

- July 1, 2016: District personnel met with the Acting Principal of School #19 to share the potential proposal.
- July 5, 2016: District personnel met with Administration and the School-Based Planning Team (SBPT) of School #19 to discuss and decide on elements of intervention model.
- July 7, 2016: A representative group of teachers from School #19 (SBPT and Instructional Leadership Team invited) met with the SUNY-Geneseo core planning team and District level personnel to discuss the project, to give input into the school plan and to discuss questions. At this meeting, ideas for both written and public event communication with the SUNY-Geneseo Faculty, School #19 staff and community were brainstormed.
- July 7 – July 13, 2016: The representative group of teachers from School #19 and the SUNY-Geneseo core planning team, in consultation with District personnel, continued to work collaboratively through Google Online Documents to describe the school plan in the SIG 7 application.
- July 14, 2016: A representative group of teachers from School #19 met with the SUNY-Geneseo core planning team and District personnel to review and finalize the school plan as written in the SIG 7 application.
- July 18, 2016: Initial review of a letter of agreement by SUNY-Geneseo, with input from SUNY-system leadership legal representatives

II.C. Determining Goals and Objectives

II.C.i. ELA Goal and Objective

A strong and engaging academic program with a service learning project component will help students develop qualities such as perseverance, critical thinking, and an ethic of contribution. This rigor will prepare students for success in college, career, and citizenship. Goals and objectives include:

GOAL 1: Students will improve their literacy skills through strengthening the schools capacity to use data to provide more targeted instruction and intervention for students.

OBJECTIVE 1.1: Organize for collaboration around data by forming explicit teams, meeting patterns, and protocols to use. This work will begin in September 2016 in conjunction with the school's professional development plan.

OBJECTIVE 1.2: Teams will utilize NWEA data from Spring 2016 to group students for instruction and intervention. Intervention teachers will be assigned to work with student groups accordingly, such that the number of third graders achieving the national norm mean RIT on NWEA will rise to 20%. The overall school will also rise to 12%, increasing from 9% in Spring 2016.

OBJECTIVE 1.3: Students will demonstrate increasing independence while reading challenging texts as demonstrated by improved Lexile levels. Progress towards this objective will be measured by the percent increase in students meeting the national norm for reading fluency on the AIMSweb assessment from Fall 2016 to Spring 2017.

OBJECTIVE 1.4: Students will create high-quality products for authentic audiences via community-based service learning criteria, as evidenced by the demonstration and explanation of the product at the time of presentation. This is a longer-term goal; not year one.

OBJECTIVE 1.5: Students will participate in expanded learning time activities that provide additional academic support and enhance classroom learning. This is a longer-term goal; not fully achieved in year one.

II.C.ii. Math Goal and Objective

GOAL 2: Students will improve their math understanding and performance through strengthening the schools capacity to use data to provide more targeted instruction and intervention for students.

OBJECTIVE 2.1: Organize for collaboration around data by forming explicit teams, meeting patterns, and protocols to use. This work will begin in September 2016 in conjunction with the school's professional development plan.

OBJECTIVE 2.2: Teams utilize NWEA data from Spring 2016 to group students for instruction and intervention. Intervention teachers will be assigned to work with student groups accordingly, such that the overall school will rise from 6% in the Spring of 2016 to 10% in the Spring of 2017.

OBJECTIVE 2.3: Students will demonstrate speed and accuracy (i.e. fluency) in grade appropriate calculations, as well as developing a deep understanding of math concepts, as demonstrated by formative and summative assessment of student work. Progress towards this objective will be measured by the percent increase in students meeting the national norm for

math fluency on the AIMSweb assessment from Fall 2016 to Spring 2017. Students progress will also be monitored through the RCSD Common Formative Assessments twice a year.

OBJECTIVE 2.4: The percentage of students in grades 3-8 meeting or exceeding the standards will increase according to the RCSD Common Formative Assessments.

OBJECTIVE 2.5: Students will participate in expanded learning time activities that provide additional academic support and enhance classroom learning. This is a longer-term goal; not fully achieved in year one.

II.C.iii. Additional Goals and Objectives

GOAL 3: Staff, teachers, administrators, students, and parents at School #19 will create a community that supports the academic growth and the social, physical, and emotional health of all students.

OBJECTIVE 3.1: A 10-15% reduction in suspensions will be achieved by Spring 2017 from prior year, by strengthening the system of tiered social emotional supports and interventions.

OBJECTIVE 3.2: School climate will improve, as measured by climate “dipsticks” and reduction in referrals and suspensions, through a schoolwide approach to restorative practices.

OBJECTIVE 3.3: Parents will be engaged in their child’s learning progress through their participation in quarterly student-led conferences. Student-led conferences give students a positive opportunity to review their portfolio work with their parent(s) and discuss their accomplishments and goals for the next quarter. Grade level events will also showcase student work and achievements. (This goal will be phased on over time.)

OBJECTIVE 3.4: Students will participate in expanded learning time activities that provide additional enrichment opportunities that support students’ social-emotional health and their overall engagement in the school community. (This goal will be phased in over time.)

GOAL 4: School #19 will engage partners in the surrounding community in two-way partnerships to identify resources to support students/families/staff as they establish a sustainable Community School Model.

OBJECTIVE 4.1: Build relationships and assess assets and needs in the community. Spend Year 1 getting to know the community and working to survey and connect with families. Use SIG funding to hire a Community Partnerships Site Coordinator beginning in the 2017-2018 school year. The Site Coordinator will be responsible for identifying areas of need, facilitating the creation of additional partnerships and monitoring the effectiveness of partnerships.

OBJECTIVE 4.2: Work to coordinate the community school model with existing programs / grants such as the newly launching Student Support Center through the Violence Prevention Program Grant. Longer term, work to develop the school as a point of access for whatever wrap-around services necessary to reduce barriers to learning.

OBJECTIVE 4.3: Students will participate in service learning experiences that benefit the community through education, drawing the community together, and/or improving some aspect within the community. Service learning will support student-driven instruction through case

studies, projects, fieldwork, experiences within the community, and a culminating event or product that features high-quality student work. (Longer term goal; not year one.)

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.

II.D. School Leadership

II.D.i. Characteristics of the School Principal

Characteristics of the Principal for School #19 will be aligned with District structures and the core competencies of a priority school leader. The Principal has the responsibility for the overall progress of the school and its students. He/she is a member of the School-Based Planning Team (SBPT) that facilitates the development of School #19's instructional policies. The Principal will monitor, support, and supervise all staff to ensure there is evidence of academic rigor, engagement, differentiation, and alignment with CCLS. The School #19 Principal will also develop and implement policies, programs, curriculum activities, and professional learning that support the educational development of each student and staff member. He/she will be responsible for setting the stage for collaborative planning and coordination of all school programs that impact student growth. The School #19 Principal will lead the implementation of organizational efficiencies and build the capacity of all stakeholders through formal and informal relationships with staff, students, families, and community partners.

Leading a Community School requires an effective, engaged school leader who is ready to collaborate closely with colleagues to raise student achievement through implementation of the core elements outlined by the National Center for Community Schools.

- In alignment with the first core element (a strong core instructional program designed to help all students meet high academic standards), the Principal of School #19 must:
 - Demonstrate the expertise to implement a whole school strategy for data-informed instruction based on analysis of periodic common assessments or performance tasks, and supported by appropriate professional development in a way that ensures that teachers successfully utilize data to make instructional decisions.
- In alignment with the second core element (expanded learning opportunities designed to enrich the learning environment for students and their families), the Principal must:
 - Develop cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
- In alignment with the third core element (establishing wrap-around services to address the academic, socio-emotional, health, and wellness needs of students and families), the Principal must:
 - Demonstrate expertise in providing social-emotional supports for all students.

SUNY-Geneseo, if approved as the Educational Partnership Organization (EPO), will select the school leader in alignment with the above considerations.

II.D.ii. Biography of the School Principal

Dr. Margaret Brazwell was recommended by Superintendent Linda Cimusz and appointed by the Board of Education as the Acting Principal for Dr. Charles T. Lunsford #19 School on June 28, 2016. Having served as the Academy Director/Assistant Principal of #19

School for seven years, her appointment provides stability and familiarity for the students, staff, families, and community partners. She has a strong instructional background as a certified science teacher for 5 years and school administrator for 12 years. Her resume includes experiences ranging from Pre-K- grades 12, summer school principal assignments, assistant principal of operations and test liaison assignments in the Rochester City School District. Dr. Brazwell is highly regarded by the Dr. Charles T. Lunsford School #19 school community of teachers, students and parents for her support and visibility.

The School Chief supervising School 19 has observed Dr. Brazwell facilitating high quality grade level faculty and team meetings, hosting collegial school professional learning sessions, collaborating with problem-solving student support teams, and expanding community partnership opportunities. Dr. Brazwell is student-centered and works to ensure culturally relevant classrooms and extracurricular learning experiences during and after school for the children. In addition, her leadership ensures the continuance of the school's commitment to restorative practices cultural transformation in discipline approaches for the 2015-16 school as a district pilot. Since the removal of the principal, Dr. Brazwell has demonstrated her commitment to the school and district worked tirelessly in communicating with the school and staff representing the SUNY at the University of Geneseo.

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

The Board has appointed an Acting Principal.

II.D.iv. Duties of the Assistant Principal

As an instructional leader and collaborative member of the administrative team, the Assistant Principal will ensure instructional practices and strategies are aligned to CCLS and include instructional activities that accommodate all students and provide interventions that lead to inquiry and high levels of engagement and support. The assistant principal will monitor and supervise teachers utilizing the Danielson Framework for Teaching to ensure there is evidence of academic rigor, engagement, instructional differentiation, and CCLS-aligned lessons through classroom walk-throughs and observations. The assistant principal in collaboration with teachers will apply data analysis and monitoring protocols to measure student growth and performance and making mid-course decisions to provide interventions and enrichment for students. The assistant principal responsibilities also include student management in discipline. With the institution of a new RCSD Code of Conduct, this person will be key to its implementation in the context of restorative practice framework will require restructuring the mind sets for staff, students, and families. Also included in this role is supporting and/or designing professional learning sessions, facilitating discussions and dialogue during student support team problem-solving sessions, participating grade and vertical team meetings, and parent organizations community meetings.

At the time of writing, the leadership team is comprised of the following four positions: Principal, two (2) Assistant Principals, and one (1) part-time Coordinating Administrator for Special Education (CASE). Given Geneseo's commitment to teacher-leadership, the collaborative leadership structures will likely evolve over the first few years of the EPO agreement. The Acting Principal will provide consistency within the leadership team to help integrate the staff's previous work into the Restart model.

Under the teacher-led design, the School-Based Planning Team (SBPT) will be divided into teacher-led work groups (see chart p. 15) with parent and administrative representation to

provide a systematic structure for teacher input into school decisions regarding instruction, curriculum, and support for student learning. Work groups will share their input at monthly staff meetings to collect feedback that will assist the workgroups in making decisions about the school. The work groups are charged with guiding school improvement and will monitor implementation of this SIG plan.

The District will not employ a SIM; it has performed this function internally for the past several years, creating School Ambassadors who complement the supervisory role of School Chiefs. In this Restart model, the EPO will accomplish this role of support and supervision.

II.D.v. Supporting Leadership Profile

School #19's former Assistant Principal has taken on the role of Acting Principal, after the Principal was removed in conjunction with this Restart application. The Assistant Principal will be selected based on the core competencies of priority school leaders and District criteria. They will have a knowledge of Restorative Practices and be able to demonstrate the ability to use data to improve instruction and operational decisions. The SBPT 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. The school's supporting leadership team will be in place by the end of July.

II.E. Instructional Staff

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

School 19 has 59 instructional staff. Based on the preliminary APPR data for the 15-16SY, some 94% of staff members have effective or highly effective ratings in their observations, grounded in Danielson Framework.

gII.E.ii. School-Based Staffing

Based on the DTSDE review, teacher capacity to plan and deliver instruction that scaffolds students to high standards and high-quality work is uneven across the school. Work has begun to more deeply understand the standards and assessments; this is work that must continue to be applied in lesson design. Social-emotional support has also been a challenge; the Response to Intervention team and the support staff are taxed by the volume and intensity of need, suggesting multiple needs—for universal supports, more hands on deck, stronger systems and stronger relationships. There are five staff formally trained in restorative practices; there is a specific need to get more staff members trained. With our share of special education students, it was difficult for our half-time Coordinating Administrator for Special Education to function on both proactive and compliance levels. The school believes that it would be beneficial to have a full-time CASE, at least until the co-teaching intervention model of the proposed EPO is in place.

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

For the Restart to be successful as a teacher-led Community School model, all staff must see themselves as “key” members of the team. All staff must be willing to work hard, be open to different ways of operating, and be devoted to creating a new entity that will capitalize on the

assets of Dr. Charles Lunsford School #19 and SUNY-Geneseo to create a powerful model. We do not list all prioritized positions here, such as the fact that the social worker and parent liaison would be central to the developing community schools work. Rather, the following is a list highlighting key new positions that are critical as the EPO proposal from SUNY-Geneseo is reviewed, and we launch and build the EPO. In the first year of the SIG, if funded, RCSD and SUNY will share responsibilities for interventions at School #19, while SUNY-Geneseo focuses on the development of the EPO. Moreover, RCSD notes that given the timing of this proposal RCSD has planned and budgeted for the 16-17SY, and will continue to support school improvement work at School 19. The timeline for the development and implementation of this Restart Plan will evolve, pending the various levels and types of organizational approvals and legal agreements.

The **Instructional Coach** supports implementation of this instructional model by working with teachers to build their capacity and understanding in the area of instructional practices as related to APPR, Common Core Curriculum and Standards, as well as data driven instruction. The instructional coach plans and facilitates grade level data and embedded professional development meetings weekly for every grade level and will deliver professional development workshops to staff during the District's scheduled early release days. Supporting lesson design and classroom application is critical aspect of the role as well. (This position will not be funded through the SIG, but the assignment of personnel would be made in consultation with the EPO partner, once it is formally approved.)

The two **Instructional Model Coaches** support the roll-out and implementation of the Restart instructional model. They will be teachers on assignment for the first year of the Restart and funded from the SIG funds. They will work with the teachers in a third and fifth grade grade to begin implementing the instructional model at these two grade levels. They will be responsible for co-planning and co-teaching with the third and fifth grade team. This work will include the incorporation of best instructional practices such as using data to drive instruction and student grouping decisions. It will also include coaching around the full integration of Students with Disabilities and English Language Learners with their General Education peers. The coaches will also provide professional development for the entire staff around implementing the Restart instructional model with best practices.

The **Intervention Teacher** will have proven ability to improve students' literacy and math achievement. The primary function of this role is to deliver direct intervention services to students, especially in the area of academic literacy. We propose using SIG funds to pay for one half of an intervention teacher's salary, complementing existing Title 1 funds that would not allow a full position. This additional allocation will allow us to immediately provide additional intervention support in the grade levels in which the instructional co-planning/teaching model will not yet be rolled out in the 2016-2017 school year.

The **Community Partnerships Site Coordinator** helps to build and maintain partnerships with community agencies and facilitate effective communication and collaboration among the leadership team, specialized instructional support personnel, service providers, school personnel, parents, families and members of the community. This position will be added to the school beginning in the 2017-2018 school year, pending a positive decision on the SIG proposal and successful outcome of the EPO proposal.

The **Geneseo Liaison**, specifically Dr. Jane Fowler Morse, on sabbatical for the 2016-2017 School Year, will be to maintain contact between the main partners, Geneseo and The Rochester City School District, to facilitate changes during the initial year of the SIG, to assist in

the organic growth of the EPO proposal and plan and any developments that take place in that year, to plan for future years of the SIG, to promote the SIG as an integral plan for success at School #19 and SUNY-Geneseo, and to be available for assistance and support at School #19.

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

Pending grant award, the District policies and union contractual agreements govern these mechanisms. If the Restart Plan is approved, SUNY-Geneseo would include outcomes of newly negotiated contracts with the unions.

II.F. Partnerships

II.F.i. SIG Partner Organizations

Identify by name, the partner organizations that will provide services critical to the implementation of the SIG model. Provide the rationale for the selection of each partner. Explain the role each will play in the implementation of the new school design.*

*If the model chosen for this school is either *Restart* or *Innovation Framework*, the LEA must provide in this application a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO/EMO and the broad achievement outcomes for the school. The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. The external partnership/s may vary in terms of role and relationship to the governance of the school. If the model chosen for this school is *Restart*, the fully executed EMO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED within 30 days of receipt of the preliminary award letter. If the fully executed EMO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated. If the model chosen for this school is *Innovation Framework*, the fully executed EPO-district contract, signed by both parties, must be received by NYSED within 30 days of receipt of the preliminary award letter.

Under the Restart Plan, and if approved by the RCSD Board of Education, SUNY-System, and New York State Education Department, SUNY-Geneseo will become the Educational Partnership Organization (EPO), assuming the role of superintendent, responsible to the Board of Education, for School # 19. An EPO with a SUNY school is exciting as it promotes the connection of public schooling preK-16.

Geneseo's Institutional Capacity

Founded in 1871 as a school for teachers, Geneseo has evolved into one of the premier public liberal arts colleges in the country. It is one of 13 university colleges within the 64-campus SUNY system and is located in the historic village of Geneseo of the upstate Finger Lakes region near Rochester. Geneseo currently enrolls 5,583 undergraduate and 116 graduate students from 26 states, 42 countries and all of New York's 63 counties. The College is accredited by the Middle States Commission on Higher education and offers 39 undergraduate programs, 21 interdisciplinary minors, and master's programs in education and accounting, accredited by NCATE and AACSB, respectively. It also offers an array of international study programs, and 40 percent of students study abroad before they graduate. A highly selective College, Geneseo is the only public undergraduate institution in New York with a chapter of Phi Beta Kappa. SUNY Geneseo is consistently ranked highly in respected education review guides. For the period from 2004-2014, the College ranks 6th in the nation among master's institutions for the number of alumni went on to earn research doctorates.

The Ella Cline Shear School of Education, through its graduate and undergraduate teacher education programs, enrolled 640 students in 2015-16. With a focus on providing students with a diversity of perspectives and experiences, including urban and rural focii, approximately 150 students complete teacher education programs from the School of Education each year. Faculty and staff seek to develop teachers who are committed to improving the lives of their students by promoting active learning, valuing community involvement, being culturally and aesthetically responsive to their surroundings, and seeking excellence in teaching and learning.

Faculty and staff at the Shear School of Education are committed to providing ongoing support to teacher candidates and area teachers. In an effort to support school improvement initiatives, SUNY Geneseo and Monroe High School (in Rochester) entered a partnership several years ago to provide support for grades 7-12 learners and their teachers. Initiatives included professional development (graduate courses, workshops, and coaching) for teachers, spring and summer camps using graphic novels, a year-long teacher apprenticeship program, and support for data-based decision-making.

Geneseo has taken a lead in summer learning, participating in regional consortiums and hosting two summer learning programs - Rochester Young Scholars At Geneseo (RYSAG), and Soaring Stars. RYSAG provides a 2-week residential experience at Geneseo for Rochester students from grades 7-12, with a curriculum that focuses on STEM education. The Soaring Stars is a 6-week, 5-days-a-week summer camp for elementary school learners, involving child-empowered, arts- and activity-based curriculum that is flexibly designed in response to children's inquiries into their world. In 2016, approximately 130 students will participate in these summer programs. The School of Education also provides tutoring to students in the Rochester area. Participants in the Saturday tutorials include students who are English Language Learners, many from refugee families, and sites include the library and the Recreation Center co-located with School 19.

As a host campus for the Finger Lakes region, SUNY Geneseo is developing a focused program of professional development for STEM teachers (grades 6-12). While the actual program will be directed by the teachers themselves, it is a valuable opportunity for teacher candidates from Geneseo and teachers in area school districts to participate in these activities. Geneseo continues to develop new approaches to preparing teachers of tomorrow, and to do so in ways that support continued growth and stimulation of practicing teachers.

If the SIG proposal is funded and SUNY-Geneseo's EPO proposal is approved, its leadership will potentially offer these areas of capacity to School 19, giving the school the autonomy and flexibility in decision-making necessary to allow for the development of an innovative, coordinated, whole-school reform effort. Over the next several years and once the EPO proposal is approved, SUNY-Geneseo will appoint a College-wide Task Force to advise the school, contribute to curriculum planning, develop pedagogical content knowledge through action research, and serve on the Governance Council of the school (once developed). The College foresees that SUNY-Geneseo will remain connected to the school through the Task Force and their continued representation on the Governance Council after the initial 5-year SIG 7 implementation period. If this proposal is not approved, SUNY-Geneseo will support initiatives

at School #19, through the Fall 2016 semester through Professor Jane Morse's sabbatical and strive to place teacher candidates in internships and student teaching at School #19.

If approved as an EPO, Geneseo would provide access to research and pedagogical expertise, creating an array and depth of professional development opportunities for School 19, especially in the prioritized area of deepening the application of data to instruction.

More globally, the school will benefit from connections to academic disciplines at Geneseo, even beyond the School of Education. The partnership also provides an opportunity for college students and faculty to participate in a unique urban setting that offers both learning and research opportunities ranging from tutoring, curriculum development, helping with summer programs, practica and student teaching placements, and Action Research opportunities. In addition, this partnership will provide an opportunity for all parties to engage in simultaneous renewal, involving practicing teachers as School-Based Teacher Educators.

The involvement of student teachers and other participants in classrooms at the school helps to support teachers' work with students, bringing more hands on deck in a supported way, and provides School #19 with potential new hires who have already had experience with its model. Teacher candidates who do not stay with the school will spread knowledge of this collaborative, data-informed co-teaching model to other sites. The collaboration among community members, teachers, administrators, student teachers, and college faculty will contribute to the quality of the school overall.

Lastly, SUNY-Geneseo is a partner in expanded learning opportunities, both in regional summer learning initiatives and in after-school and/or Saturday programs. Bringing these connections and resources to School 19 will be an emerging part of this Restart Plan. Similarly, as a SUNY college, Geneseo is poised to leverage other grant and strategic partnerships.

Partners in Restorative Initiatives (PIRI)

Partners in Restorative Initiatives (PIRI) was founded in 1998 to introduce the restorative philosophy to the western New York area, and received 501 (3) c status in 2002. An affiliate of the International Institute for Restorative Practices, PIRI exists to build relationships, repair harm and restore communities. The largely volunteer organization is the local leader in training, facilitation and peace-making consultation services in restorative practices, and is called upon to help communities of all kinds repair harm and conflict. PIRI works to certify facilitators and trainers as well, helping to grow the practices in our region.

PIRI has supported schools in the region in promoting positive school climate, and in addressing conflict and discipline through restorative approaches. To do so, PIRI provides direct training in restorative practices such as circles and community conferences, to teachers, support staff, administrators, parents and students. They also provide mentoring support to educators as they try out their new toolkits. PIRI works with school teams to take a school-wide approach to building community and relationships, a central premise of restorative practices.

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
- Providing 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; and
- 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 members 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 Center for Youth crisis interventionist will staff the new **Help Zone**—a physical space and system that allows schools to manage student behavior and to address needs in a less punitive way. The Help Zone is a calm place where students can reflect and regroup and come up with a plan of action. The staff member will be trained in restorative conversations and de-escalation techniques. This room will be the first response when a student needs to be out of class, with an emphasis on returning the child to class quickly, feeling more ready to learn. The Help Zone staff will utilize a data collection system that allows the school leadership and student support teams to identify patterns about student and teacher use of the room. This will inform interventions moving forward.

In addition to these significant partners who will play key roles in the Restart Plan, School 19 has a rich array of community partnerships ranging from the Greater Rochester Health Foundation to City Rec. The current list can be found here: <http://rcsdk12.org/domain/10002>

The M.K. Gandhi Institute for Nonviolence is a nonprofit that works to realize the vision of its historic namesake by helping individuals and communities create public awareness of nonviolence as knowledge critical to human thriving. The M.K. Gandhi Institute collaborates with local organizations, academic institutions, students and committed peacemakers in the following areas: nonviolence education, sustainability and environmental conservation, and the promotion of racial justice. We prioritize programming for people between the ages of 12 and 24 as well as those who serve those age groups.

The Gandhi Institute is currently serving five Rochester City Schools (RCSD) as part of our School Climate Transformation Program which strives to create healthy school climates for students, teachers, administrators, and parents. Drawing from Restorative Practices, this work stands in contrast to traditional punitive models that directly contribute to high rates of student suspension, increased security and police presence in schools, and a lack of accountability and repair when harm occurs. The programming is customized around the needs of each school in which we work, building on assets and context. School Climate Transformation programming is underway at Monroe Middle and High Schools, Wilson High School, Charles T Lunsford No. 19, Northwest College Preparatory, and Enrico Fermi No. 17. Programming includes Social Justice Classes, Restorative Conversation / Reflection Rooms, afterschool clubs, and leadership consultation.

Curriculum has been crafted by Gandhi Institute nonviolence educators and incorporates many different nonviolence philosophies and techniques: mindfulness and meditation, Nonviolent Communication, Dr. King's six principles of nonviolence, Civil Rights Movement history, Gandhi's history and philosophy, and ideas from the Alternatives to Violence Project workshops. Materials also are drawn from *The Yellow Book of Games and Energizers* (Jayaraja and Tieleman, 2011) and Teen Empowerment's book *Moving Beyond Icebreakers* (Pollack and Fusoni, 2014) Curriculum engages youth on topics such as: 1) understanding violence on the internal, interpersonal, and structural levels; 2) understanding nonviolence as both a philosophy and practice; 3) transforming a negative situation into a positive one; 4) preventing and

responding to bullying, and 5) creating healthy habits around self-awareness, anger, and stress management.

At School 19, the Gandhi Institute will provide an embedded youth educator / mentor, for up to 10 weeks (50 days). This person will be deployed in a way that best supports emerging need in the 7th and 8th grades. This resource will be integrated into the system of supports, and could be deployed as part of Response to Intervention.

II.F.ii. Evidence of Partner Effectiveness

If the SIG proposal is funded and the necessary permissions from SUNY Geneseo and SUNY leadership are obtained and CBA's are successfully negotiated, SUNY-Geneseo will submit the necessary paperwork to NYSED to become an EPO, per guidance in Education Law. A letter of agreement is also submitted with this application; both are in lieu of Attachment C for this 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. PIRI has supported several schools, many of which have made improvements in student outcomes such as attendance, referrals and suspensions. The intent of the last two partners is to support, but not lead the overall school Restart. The evidence outlined in the Attachment C is provided in that context.

II.F.iii. Accountability Mechanisms for Partners

Emphasis is placed on partner evaluation throughout the service delivery period, noting that the EPO will develop its own approach to partner management and accountability. Typically, when a partnership is managed by the District, 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. SUNY-Geneseo would include metrics of success in the EPO proposal and the Memorandum of Understanding.

II.G. Organizational Plan

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

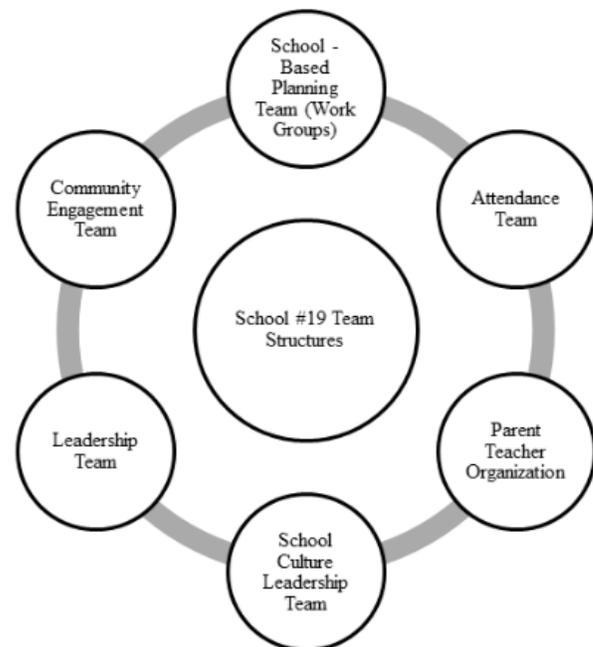
School #19's organizational plan revolves around the approval of and operation of SUNY-Geneseo as the EPO. If approved as the EPO, SUNY-Geneseo would assume the authority of a "superintendent of schools" for purposes of, among other things, making recommendations to the Board in all matters concerning the educational program of the school which includes, but is not limited to, budgetary decisions, staffing, student discipline decisions, decisions on curriculum and determining the daily schedule and school calendar. In addition,

Education Law 211-e(3) gives EPOs the authority to exercise all powers of a “superintendent of schools” with respect to various employment decisions. The chart below shows the lines of reporting within this model, while noting very clearly that the detailed governance and reporting structures are yet to be finalized and would be forthcoming in the final EPO agreement, pending approval.

Rochester Board of Education		
State University of New York, College at Geneseo – Superintendent of School		
Principal		
Assistant Principals	Community Partnership Site Coordinator	CASE
Teachers Coaches Teaching Assistants Paraprofessionals Support Staff	Community Partnerships Parent Liaison Parent Teacher Organization	Special Education Teachers

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

The vision for the Restart model is for the teams and systems at School #19 to function in an interconnected fashion as illustrated in Figure 2. The overall concept of "community" focuses the work of each team, committee, and organization. The system functions through explicit transparency, with the work and products of one team visible and accessible to all the others in a deliberate attempt to further open discussion and teacher engagement in decision-making at School #19. Teams will be encouraged to engage in action research through professional development and share their results on a yearly basis.



Most teams are cross-functional, having at least one shared member, and have representation from primary, intermediate, and secondary levels as well as special subjects and support staff. The teams are facilitated or co-facilitated by an administrator or instructional coach. Several teams have parent, student, and/or community representation. These factors enhance School #19’s collaboration, commitment to quality, and action planning. Teams meet at least once per month and follow a preset agenda. Action items

are identified and assigned, with follow-up entered onto the next agenda. Teams have the opportunity to provide updates to the entire staff and parent representatives at the Operational SBPT meetings.

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 will include SUNY-Geneseo representatives (pending SIG 7 funding and approval of SUNY-Geneseo as an EPO) and is charged with the work of school improvement and will monitor implementation of the SIG 7. The teacher work groups that comprise SBPT meet once a month. Additionally, once a month an Operational SBPT meeting is held in which decisions, supported by data, are made. SBPT is comprised of the Principal and Assistant Principals, teachers and parents. There is parent representation on each of the teacher work groups, as well as, at the Operational SBPT meetings.

II.G.iii. APPR Implementation Plan

Once the school is "restarted" and SUNY Geneseo is approved and operates as the EPO, they would negotiate with the Rochester Teachers Union, and could submit a separate APPR process to SED. In the meantime, RCSD has an 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

Provide a full calendar schedule of the APPR events listed in "iii" for the 2016-2017 school year that reaches all instructional personnel who will staff the building.

See attachment.

II.H. Educational Plan

II.H.i. Curriculum to be Used

The District has begun a review of curriculum, forming a Curriculum Council and outlining the regular cycle of review, professional development and implementation. For the 16-17SY, curriculum will adhere to the Common Core Learning Standards and maintain the rigor driven by the instructional shifts, while emphasizing the teacher's role in curriculum development and the need to provide more culturally relevant curriculum. The modules on Engageny.org will provide the basic backbone, while the district will actively support teachers in making reasonable decisions as to activities, supplemental texts and/or resources that are accessible and relevant for students based on the needs of the students in their classrooms. This school year will see the pilot of a rewritten K-2 curriculum which will blend the skills strand and culturally relevant pedagogy and texts.

In order for teachers to make these reasonable adjustments, there must be a systemic investment in capacity building so that teachers can implement the "plan-teach-assess-reflect" cycle in unit/lesson plans. The District has set a goal and arranged supports such that teachers in 75% of Priority schools will be implementing this cycle by 3rd quarter of 2017, as evidenced by 90% participation in Understanding by Design training in these schools.

Under the leadership of the RCSD Superintendent, this work is scheduled to begin in August at School 19, with school-based opportunities in the Understanding by Design learning modules. The collaborative planning time and job-embedded professional learning will continue to support and push teacher teams in lesson design that is standards-based and responsive to ongoing assessment of student need. This focus on elevating the teachers' role in constant curriculum assessment and adjustment fits perfectly with the foundational ethos of the Geneseo EPO.

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

Over the past two 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. In math, the emphasis has been on the deepening understandings and incorporating the Mathematical Practices into lessons. 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. Teacher-led instruction should be brief with the purpose of posing an interesting question or topic for students to explore. Differentiating experiences for students will allow them to engage in rigorous tasks and resources through a well-designed learning plan that leads to outcomes that demonstrate higher levels of student achievement. There are many key research-based strategies forthcoming this year that will help attain this vision:

- A committed effort to training the majority of teachers in a formal Understanding by Design process to address the shortcomings in lesson design consistently noted in the majority of DTSDE reviews over the past two years. School 19 began this work last year and will certainly continue over the summer and next year.
- Relatedly, 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.
- The evidence-based curriculum, Project CRISS: Creating Independence through Student-owned Strategies, is a research-validated framework for teaching and learning that will equip our students with the tools necessary for success in college and career while also creating true lifelong learners. Project CRISS provides teachers and students with a

framework for teaching and learning to access the critical points (engagement, higher-level questioning, and differentiation) that lead to student success. Project CRISS was validated by 2010 What Works Clearinghouse through two research studies in which they “consider the extent of evidence for Project CRISS on adolescent learners to be medium to large for the comprehension domain.” Teachers in grades 4 and above will complete the 12 hour CRISS Introductory Workshop, implement three strategies as a grade-level team, and receive classroom support through the form of modeling and coaching in order to align CC module lessons to the CRISS Framework for Teaching & Learning. This is especially relevant in grades 7 and 8.

- 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

The 2016-2017 school year calendar contains 181 instructional days. The schedule is found on the following page. At the current length of day 9:00 – 3:30, School 19 will offer students at least 254 hours more than the State-mandated five hours in elementary, and 164 more than the required five and a half hours in secondary. This time does include many elements of expanded day—embedded time for teacher collaboration, including weekly planning time and five half days throughout the year. Furthermore it includes a daily intervention block of about 40 minutes. Under the leadership of the RCSD School Superintendent, School # 19 has taken some steps in the short run to maximize the time they do have. For example, the school has moved toward block scheduling in grades 7 and 8, which both increase teacher collaboration time and make better use of instructional time for students.

	Ka	Kb	1a	1b	2a	2b	3a	3b	4a	4b	5a	5b	6	6	7A Honors	7B CT	7E	7G	8C Int'l 24 Honors	8D Int'l 24 CT	8H		
	K 1	K 2 CT	1-1 CT	1-2	2-1 CT	2-2	3-1	3-2 CT	4-1 CT	4-2	5-1 CT	5-2	6-2 CT	6 BC 8:12			7 BC 8:12	7 BC 15:11			8 BC 8:12		
	Harding	Ranella	Robertson	Jessup	Longwell	Johnson	Lilla/Banks	Heliga	Dumheter	Fernal/Sheppard	Bodde Graham	Covatta/Chrczila	McClendon-Hale	Brown			Caerter	LeBlanc			Rudolph	7th & 8th Grade	
Time	Rm 116	Rm 118	Rm 108	Rm 117	Rm 225	Rm 228	228	Rm 227	Rm 218	Rm 219	Rm 218	Rm 217	Rm 209	Rm 208	Time	Rm 317	Rm 318				Rm 325	Time	
9:00	Student Arrival/Breakfast/Homeroom	9:00-9:15	Student Arrival/Breakfast/Homeroom	9:00-9:15																			
9:15	ELA	ELA	ELA	ELA	ELA	ELA			A - PE 1	A - Music	9:15-9:40	9:15-9:40	9:15-9:40	9:15-9:40	Period 1	Student Arrival/Breakfast/Homeroom	Period 1						
9:25									B - Music	B - PE 1	Recess	Recess	Recess	Recess	9:15-10:00	Social Studies AC	Science AC	Social Studies AC	Science AC	English AC - ESOL	Math AC	Math AC	9:15-10:00
9:35							ELA	ESOL Stand Alone	C - PE 1	C - Art													
9:45					9:45-10:10	9:45-10:10	ELA	ESOL Stand Alone	D - Art	D - PE 1													
9:55			A - PE 1	A - Music	Recess	Recess	ELA				Math	Math	Math	Math									
10:05			B - Music	B - PE 1			ELA	ESOL Integrate							Period 2								Period 2
10:15			C - PE 1	C - Art			ESOL Integrate								10:02-10:47	Social Studies AC	Science AC	Social Studies AC	Science AC	English AC - ESOL	Math AC	Math AC	10:02-10:47
10:25			D - Art	D - PE 1																			
10:35	A - PE 2	A - Music			ELA	ELA																	
10:45	B - Music	B - PE 2	ELA	ELA																			
10:55	C - PE 2	C - Art					10:45-11:10	Recess	ELA	ELA													
11:05	D - Art	D - PE 2																					
11:15	11:15-11:45	11:15-11:45			11:15-11:45	11:15-11:45					ELA	ELA	ELA	ELA	10:49-11:34	Math AC	English AC	English AC	Math AC	Living Environment AC	Social Studies AC	Social Studies AC	10:49-11:34
11:25	Lunch	Lunch			Lunch	Lunch	Science	Science			B - Art	B - PE 2	A & C PE 1	A - Art									
11:35																							
11:45											D - Music	D - PE 2	D - Art	C - Music									
11:55	Math	Math	11:55-12:20	11:55-12:20			11:50-12:20	11:50-12:20							11:38-12:24	Math AC	English AC	English AC	Math AC	Living Environment AC	Social Studies AC	Social Studies AC	11:38-12:24
12:05			Lunch	Lunch			Lunch	Lunch			ELA	ELA	ELA	ELA									
12:15					Math	Math																	
12:25							Math	Math															
12:35					A - PE 1	A - Music	A - PE 2	A - Art							Period 5								Period 5
12:45			Math	Math	B - Music	B - PE 1	B - Art	B - PE 2	Math	Math					12:28-12:58	Lunch	12:28-12:58						
12:55					C - PE 1	C - Art	C - PE 2	C - Music															
1:05					D - Art	D - PE 1	D - Music	D - PE 2															
1:15	1:15-1:40	1:15-1:40	1:15-1:40	1:15-1:40	Math	Math	Math	Math	1:15-1:45	1:15-1:45	1:15-1:45	1:15-1:45	1:15-1:45	1:15-1:45	12:58-1:43	Tech AC	Math On Ramp AC	Health AC	Health AC	Living Lab AC	Spanish ABCD	1/2 Spanish ABCD	12:58-1:43
1:25	Recess	Recess	Recess	Recess																			
1:35																							
1:45	ELA	ELA																					
1:55			Math	Math					Math	Math	ELA	ELA	ELA	ELA									
2:05															Period 7								Period 7
2:15															1:45-2:30	Art AC	PE 2 AC	FACS AC	FACS AC	Spanish ABCD	Tech AC	1/2 Spanish ABCD	1:45-2:30
2:25	Science	Science	Science	Science	Science	Science	ELA	ELA	Science	Science	Science	Science	Science	Science		PE 2 BD	Tech BD	PE 1 BD	PE 1 BD	ELA Ramp UP BD	1/2 Tech AC &	1/2 ELA Ramp UP AC	
2:35																							
2:45							ESOL	ESOL															
2:55							Integrated	Integrated															
3:05	Social Studies																						
3:15																							
3:25-3:30															PM Homeroom								PM Homeroom

In addition, during the 2016-2017 school year, expanded learning time will be offered in the form of tutoring provided by Geneseo Teacher Candidates during school, or after school, or on Saturdays (as the plan based on needs assessment of the School community develops). In addition, if approved as an EPO and if the needs assessment suggests, students will have the opportunity to participate in a summer enrichment program. While none of these programmatic offerings are developed as of yet, these illustrate the type of resource that Geneseo can bring as EPO.

As a Restart proposal in which the EPO is premised upon teacher-leadership and shared governance, the specifics of the plan are very subject to change based on the relationships and plans built with staff. However, the EPO team does have an eventual vision for expanded learning time at School #19 in order to provide students with:

- Participation in an additional 200 hours of academic and enrichment opportunities, which could be embedded into a longer day, could be coordinated with the co-located City Rec, could be delivered through a combination of extended day, winter or spring break, and summer programming.
- Opportunities to choose from a menu of afterschool activities in areas such as art, drama, music, science programs, sports, etc. After school, Saturday school, and summer school tutoring/academic enrichment programs will be available to all students. These after-hours offerings are expected to further expand the school day for the majority of students at the school. The Site Coordinator will keep data on the percent of students electing to participate in the various enrichment activities offered after school hours
- Daily academic intervention/acceleration based on monitoring progress
- Opportunities to participate in hands-on, performance-based experiences, through service learning projects that make learning relevant and engaging
- Family opportunities to provide input and feedback regarding enrichment offerings and participation, as well as evaluation of opportunities after participation

II.H.iv. Data-Driven Instruction

School #19's SCEP plan, in response to the Diagnostic Tool for School and District Effectiveness (DTSDE) review, outlines their plan to increase the effective use of data to inform instruction. Teachers will be using data notebooks and holding grade-level data team meetings to differentiate and tailor instruction to better meet the class and individual student needs. This will be accomplished by the use of a variety of data protocols to support this work.

All RCSD schools, including School #19, administer the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP or MPG) in Reading and Math to students in grades K-8 each fall, winter, and spring. There is a cycle of planned conversations that occur to foster the analysis and response to this data; see graphic depiction.

The Instructional Coach is a central part of supporting this work. The coach will be deployed at least in large part to plan and facilitate the data team work.

Tri-Annual NWEA Data Conversations Framework

In order to keep all district staff focused on analyzing NWEA results and taking action to improve student learning and achievement, tri-annual conversations around NWEA results should take place in every building coinciding with each assessment window. The tri-annual data conversation process is intended to help keep our entire system focused on improving student learning. Crossing all levels of our organization, the process establishes shared points of focus to coordinate efforts between the classroom, building, and district levels. As data is interpreted and action plans are implemented and refined, communication will flow across organizational units with adjustments made and supports provided as necessary.



The conversation scripts pose “*interpretation questions*” focused on the results both in terms of growth and achievement, and “*action questions*”

which ask teams to identify strategies and adjustments to address the results. The chart below shows a sample of the guidance provided to make these NWEA cycles meaningful:

Classroom Teachers	Grade-Level Teams	Principals and APs	District Administration
Teachers meet with students and parents to: <ul style="list-style-type: none"> ✓ Set classroom and student goals ✓ Create differentiated instructional plans ✓ Monitor progress and adjust plans 	Teachers meet with their grade-level teams to: <ul style="list-style-type: none"> ✓ Create short and long-term curricular plans ✓ Plan instruction and intervention ✓ Monitor progress and adjust plans 	Principals meet with grade-level teams and district administration to: <ul style="list-style-type: none"> ✓ Set school-wide goals and strategies ✓ Review grade-level and classroom plans and progress ✓ Provide PD and support 	School Chiefs meet with principals and Directors to: <ul style="list-style-type: none"> ✓ Review school-level goals and plans. ✓ Discuss school and district progress ✓ Arrange for support based on building need.

2015-2016 Tri-Annual NWEA Data Conversation Schedule

Fall Assessment Window September 14 - October 16	Classroom/Grade-Level Team Data Analysis	Principal/Teacher Data Conversation Meetings	Principal/District Administration Data Conversation Meetings
	Completed by: _____ Work Products: <ul style="list-style-type: none"> <input type="checkbox"/> Individual student goals set <input type="checkbox"/> Classroom goals set <input type="checkbox"/> Intervention plans created <input type="checkbox"/> Skill prioritization and curriculum alignment 	Completed by: _____ Work Products: <ul style="list-style-type: none"> <input type="checkbox"/> Meetings with teachers to review goals held <input type="checkbox"/> School goals set <input type="checkbox"/> PD and support plan created based on teacher need 	Completed by: _____ Work Products: <ul style="list-style-type: none"> <input type="checkbox"/> School plans reviewed <input type="checkbox"/> District goals set <input type="checkbox"/> Support deployed according to school need

In addition to the NWEA interim assessment, the District has created RCSD Common Formative Assessments, in grades 3-9 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
- assess their individual and collective effectiveness on the basis of the evidence of student learning.

The first of the following graphics outlines the ways in which this data is useful to various stakeholders in the learning process; the second is the schedule of formative assessments.

At the same time that the district has invested in creating the system of assessments and negotiated a contract to allow more embedded collaborative grade level time, it has also articulated a data protocol for teams to use; see diagram. School #19 is invested in process, and is supporting further development in this area through their 2016-2017 professional development plan.



Common Assessment Matrix for Mathematics

Test	Assessment Date Window	Format
Math 3 Common Assessment #1	November 12-20	15 MC, 2- two point, 2-three point
Math 3 Common Assessment #2	February 4-12	20 MC, 3- two point, 2-three point
Math 4 Common Assessment #1	October 26-Nov 3	15 MC, 2- two point, 2-three point
Math 4 Common Assessment #2	March 10-18	20 MC, 3- two point, 2-three point
Math 5 Common Assessment #1	November 12-20	15 MC, 2- two point, 2-three point
Math 5 Common Assessment #2	February 25-March 4	20 MC, 3- two point, 2-three point
Math 6 Common Assessment #1	November 23 – December 4	15 MC, 2- two point, 2-three point
Math 6 Common Assessment #2	March 10-18	20 MC, 3- two point, 2-three point
Math 7 Common Assessment #1	Nov 30-December 11	15 MC, 2- two point, 2-three point
Math 7 Common Assessment #2	March 7-16	25 MC, 2- two point, 2-three point
Math 8 Common Assessment #1	December 7-18	20 MC, 2- two point, 2-three point
Math 8 Common Assessment #2	February 22-March 4	25 MC, 3- two point, 3-three point
Algebra 1 Common Assessment #1	November 2-6	15 MC, 1- two point, 1-four point, 1-six point
Algebra 1 Common Assessment #2	January 19-22	15 MC, 1- two point, 1-four point, 1-six point
Algebra 1 Common Assessment #3	March 21-24	15 MC, 2- two point, 1-four point, 1-six point
Algebra 1 Common Assessment #4	April 25-29	15 MC, 2- two point, 2-four point, 1-six point

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

School #19 will utilize a multi-faceted approach for providing academic, social-emotional, and other student supports to provide the framework for developing relationships, fostering collaboration, and improved student voice. At the universal level, School #19 continues to implement the structure of Positive Behavioral Supports (PBS) to teach both character development and habits of work and learning. These concepts are practiced and recognized daily via School #19’s common language, mission, and school vision. Participation in PBS builds skills for speaking/listening, self-reflection, student-led collaboration, team-building. PBS also provides a framework to address whole school expectations, management, and motivation. A

teacher-led committee will be developed to provide monthly incentives for students who display S.O.A.R. (Safe, On-task, Accountable, and Respectful) behavior.

In the 2016-2017 school year, as the staff learns about restorative practices and incorporates more school-based supports, the concepts of restorative practices will be woven into the culture of the school, and may require adaptation of the current systems. The partnerships with the Gandhi Institute and Partners in Restorative Initiatives will both help support the design of a more restorative schoolwide approach and system.

Students who are struggling or at-risk will be identified through proactive structures that reduce the risk of individual students being overlooked. These structures will target risks associated with academic, social-emotional, behavioral, health, and attendance-related factors. Access to supports will be driven by both referrals (from parents, teachers, community agencies, or student self-referrals) and data-driven (review of benchmark data, office discipline referrals, and daily attendance). Procedures for making referrals to this Response to Intervention Team will be provided and/or described to parents, teachers, and students via multiple on-going modalities including letters home, progress reports, parent meetings, the school website, and informational workshops. Interventions will be provided to students across the Tier 1, Tier 2, and Tier 3 levels of support based on individual need and can include the following components. Utilization of additional triage social worker and the Help Zone to intervene with students in crisis.

Supports will include observation and analysis of existing classroom management systems, functional behavior assessments (special education) or formal assessments of behavior (general education) in order to develop individualized behavior plans or behavior support plans. These plans will be monitored and adjusted per the guidelines in the Response to Intervention handbook, IEP mandates, or as needed. Restorative practices and peace circles will be utilized to help students take responsibility and make amends for poor behavioral choices. Restorative Return Conferences will be completed following incidents resulting in alternative to suspensions, in-school suspensions, or short/long terms out of school suspensions. These conferences will include involved parties such as classmates, family members, teachers, and/or administrators. Policies and procedures surrounding bullying and DASA regulations will be monitored and recorded by the administrator in charge, and interventions supported by the social-emotional learning coach.

Students across all grade levels will access social-emotional intervention support as defined earlier via referral or data-driven mechanisms. Interventions include access to the Help Zone, new Student Support Center, Gandhi Institute youth educator, check-in/check-out services, referral to the building-based adult mentoring (including Gandhi Institute staff) or peer buddy system, linkage to community-based mental health (or other) support services, or referral to the District's consulting pediatric psychiatrist. Effort is expended to maintain open lines of communication between agency providers, families, and school staff. These supports will be available to general and special education students (in addition to their IEP mandated services).

Academic intervention and enrichment opportunities will be provided to all students on an individualized basis, beginning with a universally strong core program. As part of best practices, K-2 teachers and students will follow the Learning Standard domains, and grades 3-8

teachers and students will follow the modules for Common Core Learning Standards. Teachers will plan effective instruction for all children, including opportunities for differentiation. Students struggling to respond will be provided with opportunity for additional intervention supports in groups of 7-10 students for Tier 2 intervention and groups of no more than five (5) students for Tier 3 intervention. Groups will provide research based intervention strategies including, but not limited to Boost to Blitz reading program, Lexia CORE 5, Compass Learning, and First in Math. The additional supports proposed in this Restart Plan will support this classroom-based intervention approach that is flexible and targeted by providing the additional Teachers on Assignment who successfully developed and implemented the co-teaching model referenced in previous sections.

School #19 has an "Attendance Team" that meets regularly with District and county level support members to review attendance patterns and implement individualized supports to students and families. At the universal level the building will continue to strive for 95% attendance via the SBPT-led attendance initiatives. Individualized interventions will include home visits, support with transportation, family conferences, and linkage to District-based or community-based supports as necessary.

In order to ensure intervention effectiveness and efficiency, intervention development and progress monitoring will occur as part of a multi-disciplinary team approach. Team meetings will be facilitated by the instructional coaches, and/or leadership trained in Restorative Practices (depending on the focus) with oversight by the school Principal. Parents will be kept actively involved (with assistance from the Parent Liaison) in progress monitoring results so that they may provide feedback, make suggestions, and pursue additional supports in an informed manner.

II.H.vi. School Climate and Discipline

The Dr. Charles T. Lunsford School #19 community has established a foundation for a positive school climate, although stakeholders and the data reveal the need for a schoolwide approach to building relationships and positive school climate, and the need to reduce suspensions. The school's staff and students do not currently feel that the school promotes a culture of taking ownership for behavior, and so will consistently engage in practices that lead to student responsibility for academic and social choices through the expectation of being safe, on-task, accountable and respectful (S.O.A.R). Under the Schoolwide Positive Behavioral Systems (PBS) students will be provided direct and clear instruction on behavioral expectations.

School #19 in its SCEP proposed a schoolwide framework of restorative practices, and so this Restart Plan proposed utilizing Partners in Restorative Initiatives (PIRI) to provide full staff training and devoting time in the schedule to intentionally focus on building the relationships that are integral to this work. In year 1 and 2 of this grant, the school will take steps to equip all staff with the common elements of restorative practices, and to build time in the schedule for morning meeting /circles, thus forming the universal approach. The school commits to benchmark its climate 3-4 times this year, focusing on improvement. Partner M.K. Gandhi Institute will also be helpful in this work of school climate improvement.

In recent years, restorative justice has come to schools, with large urban districts such as Oakland, Los Angeles, Chicago, Philadelphia and Pittsburg implementing broad initiatives to overhaul disciplinary policies and practices in this way. This is because of the emerging evidence that punishment and suspension have historically failed to change negative behavior, and that most

urban districts, including ours, struggle with disproportionate rates of punishment. Restorative justice uses a process of “circle” to bring students together to:

1. Express emotions, reflect on, and take responsibility for their actions;
2. Build understanding of how others were impacted by their actions, and build empathy
3. Jointly create a way forward that remedies the harm done.

The premise behind restorative justice is that since students (or any people) have voice in designing the way to repair the harm, and since the practice prizes the building and repairing of relationships, people are more motivated to change the behavior in the future.

Restorative justice—these alternative approaches to addressing wrongdoing—are a subset of the larger umbrella “restorative *practices*.” Restorative practitioners know that when you build a positive school community by intentionally fostering the relationships between and among adults and students, everyone feels more connected to each other. They know that when a school designates time, space and protocols to nurture relationships, reflection, ownership and self-regulation, students and adults are more mindful of their behavior, and more equipped to resolve inevitable conflicts. The theory is that if this type of climate is built proactively, the formal restorative justice is more effective when you need it.

The national data is emerging, finding that schoolwide implementation of restorative practices reduces suspensions, increases attendance and increases both student and staff engagement and morale. More recent emerging work from Oakland, while unpublished, is also showing a link to student reading achievement scores.

The Help Zone, which will open for business in September 2016, 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.

By implementing a restorative approach to student discipline it is hoped that School#19 will begin to follow the nationwide trends of restorative practices in schools showing reduction in student suspension rates and office discipline referrals, improvement in student engagement, and subsequent improvement in student achievement. The expectation is that School #19 staff will embrace this opportunity and integrate the current S.O.A.R behavioral model into a transformed

restorative culture at School #19, equipping the school to become fully responsive to the needs of its community members.

II.H.vii. Parent and Community Engagement

At #19 School, parents will be considered as partners and teachers will be considered the first line of communication between the school and home. Building on School #19 efforts to increase parent engagement, we will continue with special events and activities that connect families to the school community, and add some strategic approaches:

- Activities that will be built upon include Men in Red Day, Bring Your Dad to School Day, Father/Daughter Dance, Meet and Greet School Family Picnic, and Walk Your Child to School Days.
- Town Meetings and Parent Surveys will be utilized in gathering input, feedback, and addressing the needs of the families in our school community.
- In order to increase parent engagement in their academic progress students will be tracking their own progress in academics and behavior and encouraged to share it in student-led parent teacher conferences. During year 1 of implementation of the SIG, student led conferences will be utilized in grades 3 and 5 with additional roll outs in the following years. According to the data, from the Voyage Program implementation, approximately 90% of parents attended student led conferences.

Parents and the community will have the opportunity to connect with opportunities and events with flyers, website, robocalls, town meetings, and PTO meetings. Parents will be encouraged to become active partners with the school to promote a healthy, active, and vital school community in order to increase student achievement.

II.I. TRAINING, SUPPORT, AND PROFESSIONAL DEVELOPMENT

II.I. Training, Support, and Professional Development

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

Every staff member had the opportunity to take the Professional Development Survey in Spring 2016. Results from this survey, combined with walk-through data, formal observation data, DTSDE recommendations, and School #19's SCEP plan were used to develop the Professional Learning Plan. School-based Planning Team facilitated schoolwide input into the priorities in the SCEP, and has made a commitment to focus the school's professional learning on two key priorities—restorative practices and school climate; and data-driven instruction. The SBPT takes ownership of creating the plan, working closely with the principal

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. The Geneseo faculty and partnership will augment and help deliver this PD plan in year 1.

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

School #19's draft Professional Learning Plan for 2016-2017, under the supervision of the RCSD Superintendent is provided in the table below. School #19 will participate in five (5) District-sponsored half days. School #19 will offer two (2) additional building Professional Development sessions a month that will be offered for staff to work towards professional

development credits. During all Staff Professional Developments, the following protocols will be adhered to:

Team Norms

***Begin and end meeting on time!**
***Stick to agenda!**
***Rotate roles and responsibilities**
***Execute responsibilities and prepare “next steps”!**
***No sidebar conversations!**

Professional Learning Plan for School #19

Embedded Professional Learning Activity	Person Responsible	Measurable Outcomes	Rationale	Embedded Analysis & Reporting
Data Driven Instruction <ul style="list-style-type: none"> • LASW (Looking at Student Work) • CFA (Common Formative Assessment) • Analyzing Data (Student Teacher data binders) • Differentiation <ul style="list-style-type: none"> ○ Multiple intelligences ○ Tiering tasks ○ Flexible group for intervention and enrichment • Aimsweb training K-8 	Instructional Coaches EPO SUNY-Geneseo* Administration	Interim assessment data Student growth data School-developed and/or LEA directed formative assessments used by the school to determine the likelihood of meeting academic achievement targets.	SCEP needs assessment DTSDE recommendations Staff requests Data collected	Teacher Collaboration Meetings Data Meetings Community Meetings Town Hall Meetings Classroom observation data Lesson Plans
Restorative Practices	Partners in Restorative Initiatives (PIRI)	Discipline referrals Suspensions School climate survey	SCEP needs assessment DTSDE recommendations Staff requests Data collected	# of staff trained Use of circles for relationship building Help Zone data

Parent & Community Engagement / Community School Model <ul style="list-style-type: none"> ○ Partners ○ How to engage community at large and neighborhood ○ Student-led conference 	Parent Liaison Administration Instructional Coach SUNY Geneseo – EPO*	Student growth and decrease in suspensions Academic outcomes Student input, climate.	SCEP needs assessment DTSDE recommendations SUNY Geneseo – EPO*	Calendar / agenda to hold ourselves to it. Participation trends.
Technology	Technology Team		District initiative, student engagement measures	usage

*Pending approval

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

Ultimately, assessment of professional learning is application in the classroom. Therefore, the following activities will assess if practices presented in School 19’s Professional Learning Plan are implemented and inform modifications needed to the plan:

- Formal Observations - observation of theory to action and practice
 - One per year for tenured teachers; two per year for non-tenured teachers
- Formal/Informal Walkthroughs - occur weekly and all administrative team members will see all teachers on a rotating basis
 - Formal – one required per year by the District
 - Informal - up to four per year per teacher
- Teacher-Led Learning Walks - Observation of theory to action and practice
 - Monthly, led by teachers with parent inclusion during Spring of 2016-17. Focus is around the SCEP goals to monitor, assess progress towards goals, and inform next action steps regarding professional learning needs.
- Grade Level/Data Meetings – weekly
 - Looking at Student Work - teachers, coaches, and administrative members review student work through common rubrics in order to analyze impact of professional learning concepts
 - Impact of Data Driven Instruction (DDI) professional learning will be observed during weekly data meetings and any corrections to the analyzation process can occur immediately if necessary and will be used to inform future embedded PD sessions.

II.J. Communication and Stakeholder Involvement/Engagement

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

Under the leadership of the RCSD Superintendent, and initial communication strategy will involve parents being introduced to the Restart Plan will be shared at the Annual September School Picnic. This event has a particularly high parent participation rate. Parents will have an

understanding that their parent representative is available to inform and gather feedback on questions regarding School #19.

In conjunction with the Geneseo- EPO (pending SIG funding and approval of EPO status for SUNY Geneseo), there will be bi-monthly progress reviews of the SIG Restart Plan. These progress reports will be shared with School-Based Planning Team members, the Community Partnerships Site Coordinator and the Parent Liaison to share with all stakeholders and ensure a consistent cycle of two-way reporting and feedback. Parents will also be invited to participate in workshops aligned to key goals of the Restart Plan. They will be key participants in establishing community relationships outside the school and identifying resources that will support students and families. Based on data analysis and stakeholder feedback, course corrections will be made at least quarterly and then re-evaluated for future planning.

II.K. Project Plan Narrative/Timeline

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

These key strategies were developed in collaboration with multiple school stakeholders and are grounded in research about what is likely to produce results in student achievement. Due to the teacher-led premise of the EPO, the five year plan will very much evolve during the first year of partnership. Thus far, we all commit that in Year 1 of the Restart, pending SIG funding and under the leadership of the RCSD Superintendent, School #19 will:

Key Action	Timeframe
Implement a stronger social-emotional program based around PBS, restorative practices, and additional tiered supports from the Help Zone staffed by The Center for Youth, and community partners. Offer full staff training in restorative practices. Modify schedule and set expectation for regular (at least weekly) time in schedule devoted to circles, and secure materials. Train administrative team in restorative discipline. Use survey for 3-4 climate checks.	Begin August and Fall of 2016 Implement, assess all year
Utilize a more focused approach to professional development, setting building priority on data-driven instruction and restorative practices. This entails the PD plan, organizing the work, delivering and monitoring. If approved, the Geneseo EPO will take the lead on the data PD, while PIRI will take the lead on restorative school climate.	August - June
Two teachers on assignment placed to launch and model the Restart instructional (ICOT) model through coaching in grades 3 & 5, and provide school wide professional development.	August - June
Strengthen the system of interventions that provide gap-closing education opportunities for students, and complement the consistent, effective good first teaching and data informed instructional decisions that include Common Core lessons for ELA and Math. Hire intervention teacher.	Fall 2016 – May 2017
Take initial steps to assess the needs and desires of parents, families and the community, creating a needs assessment and asset map to develop a community-school approach.	Winter - Spring

Begin to cultivate opportunities for expanded learning activities by utilizing SUNY-Geneseo's Teacher Candidates as student tutors during school, after school, and/or on Saturdays.	Fall - Spring
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II.K.ii. Early Indicators of a Successful SIG Plan Implementation Period

School 19's SBPT in conjunction with the SUNY-Geneseo EPO core team have identified the "early wins" that would allow the developing partnership to know that they were on the right track, that things were progressing in a positive direction.

These include:

- Improvements in chronic absences
- Participation data and student trends from the common formative assessments;
- High levels of participation in common formative assessments
- More students meeting their growth targets and national norm on NWEA.
- AIMS Web; progress monitoring data showing growth for Tier 2 and 3 students.
- Majority of staff trained in circles, restorative conversations, restorative discipline
- Number of classrooms conducting peace circles at least once a week;
- Help Zone and Student Support Center open, functioning smoothly
- Decreased referrals and suspensions compared to first quarter prior year.
- Launch of weekly community-building time in 7th and 8th.
- Staff and student morale improving; assessed by a to-be-developed school climate check.
- Grade level teams being effectively run, and instructional walkthroughs happening regularly.

II.K.iii. Leading Indicators of Success

The leading indicators of success that will be assessed at least bi-monthly include data that are available to the school through the District's data dashboard and through District offices. Results will be shared with the entire School #19 staff and parent work group representatives through SBPT meetings, and posted to the school's web-site.

- Student attendance and school Average Daily Attendance;
- Chronic absenteeism rates.
- Interim assessment data;
- NWEA growth and achievement; Winter and Spring
- Student course completion data;
- School suspension rates by total school and sub-group;
- Help Zone referral data;
- Classroom walkthrough data

At SBPT's monthly meetings, there will be a set protocol for implementation status, focused on any needs and next steps to address feedback. At least three times a year, the school will survey students/staff/parents/community partners for satisfaction of deliverables and identification of continued needs or gaps that require action.

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

The Restart model requires that an Educational Partnership Organization (EPO) take the daily operations of a school, becoming Superintendent and reporting directly to the Board of Education. SUNY-Geneseo and the RCSD Board have signed a joint understanding (Letter of Agreement) that attests to this intent, and SUNY-Geneseo will submit the necessary statewide paperwork to become an EPO, pending SIG funding and approval from SUNY System. From there, the two entities will be crafting the legalities of forming an EPO.

School 19 will continue to serve the student body that it currently serves.

Beyond these mandates of the model, this Restart Plan meets the fundamental requirement, which is that it must be effectively aimed at improving conditions and outcomes for students at School 19, immediately. The District attests that this plan does so, putting some initial supports and practices into place in Year 1, and phasing others in as the EPO agreement takes shape. The elements launching in 2016-17 include:

- Co-teaching model and professional learning on data-based decision—making;
- Full-staff training in restorative practices;
- Initial “listening and learning” needs assessment phase to lay groundwork, build relationships, surface assets relative to community schools.

While the timeline and logistics of the EPO agreement are far from being settled—in part due to the timeline required by this application, and in part because of the commitment to teacher-led improvement—much is not finalized. However, there is a strong sense that the strategic phase in outlined herein will bring direct benefits to students and staff at School 19. The potential for this to leverage change at School 19 is strong.

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

School #19’s organizational plan revolves around SUNY-Geneseo as the EPO. As the EPO, SUNY-Geneseo assumes the authority of a “superintendent of schools” for purposes of, among other things, implementing the educational program of the school which includes, but is not limited to, budgetary decisions, staffing, student discipline decisions, decisions on curriculum and determining the daily schedule and school calendar. In addition, Education Law 211-e(3) gives EPOs the authority to exercise all powers of a “superintendent of schools” with respect to various employment decisions. The chart below shows the lines of reporting within this model.

Board of Education		
State University of New York, College at Geneseo – Superintendent of School		
Principal		
Assistant Principal	Assistant Principal	CASE
Teachers Coaches Specials Teachers Teaching Assistants Paraprofessionals Support Staff	Teachers Coaches Specials Teachers Teaching Assistants Paraprofessionals Support Staff	Special Education Teachers
Community Partnerships Site Coordinator		
Community Partnerships		
Parent Liaison		
Parent Teacher Organization		

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

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

II.H.i. Curriculum to be Used

The District has begun a review of curriculum, forming a Curriculum Council and outlining the regular cycle of review, professional development and implementation. For the 16-17SY, curriculum will adhere to the Common Core Learning Standards and maintain the rigor driven by the instructional shifts, while emphasizing the teacher's role in curriculum development and the need to provide more culturally relevant curriculum. The modules on Engageny.org will provide the basic backbone, while the district will actively support teachers in making reasonable decisions as to activities, supplemental texts and/or resources that are accessible and relevant for students based on the needs of the students in their classrooms. This school year will see the pilot of a rewritten K-2 curriculum which will blend the skills strand and culturally relevant pedagogy and texts.

In order for teachers to make these reasonable adjustments, there must be a systemic investment in capacity building so that teachers can implement the "plan-teach-assess-reflect" cycle in unit/lesson plans. The District has set a goal and arranged supports such that teachers in 75% of Priority schools will be implementing this cycle by 3rd quarter of 2017, as evidenced by 90% participation in Understanding by Design training in these schools.

Under the leadership of the RCSD Superintendent, this work is scheduled to begin in August at School 19, with school-based opportunities in the Understanding by Design learning modules. The collaborative planning time and job-embedded professional learning will continue to support and push teacher teams in lesson design that is standards-based and responsive to ongoing assessment of student need. This focus on elevating the teachers' role in constant curriculum assessment and adjustment fits perfectly with the foundational ethos of the Geneseo EPO.

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

Over the past two 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. In math, the emphasis has been on the deepening understandings and incorporating the Mathematical Practices into lessons. 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. Teacher-led instruction should be brief with the purpose of posing an interesting question or topic for students to explore. Differentiating experiences for students will allow them to engage in rigorous tasks and resources through a well-designed learning plan that leads to outcomes that demonstrate higher levels of student achievement. There are many key research-based strategies forthcoming this year that will help attain this vision:

- A committed effort to training the majority of teachers in a formal Understanding by Design process to address the shortcomings in lesson design consistently noted in the majority of DTSDE reviews over the past two years. School 19 began this work last year and will certainly continue over the summer and next year.

- Relatedly, 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.
- The evidence-based curriculum, Project CRISS: Creating Independence through Student-owned Strategies, is a research-validated framework for teaching and learning that will equip our students with the tools necessary for success in college and career while also creating true lifelong learners. Project CRISS provides teachers and students with a framework for teaching and learning to access the critical points (engagement, higher-level questioning, and differentiation) that lead to student success. Project CRISS was validated by 2010 What Works Clearinghouse through two research studies in which they "consider the extent of evidence for Project CRISS on adolescent learners to be medium to large for the comprehension domain." Teachers in grades 4 and above will complete the 12 hour CRISS Introductory Workshop, implement three strategies as a grade-level team, and receive classroom support through the form of modeling and coaching in order to align CC module lessons to the CRISS Framework for Teaching & Learning. This is especially relevant in grades 7 and 8.
- 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

The 2016-2017 school year calendar contains 181 instructional days. The schedule is found on the following page. At the current length of day 9:00 – 3:30, School 19 will offer students at least 254 hours more than the State-mandated five hours in elementary, and 164 more than the required five and a half hours in secondary. This time does include many elements of expanded day—embedded time for teacher collaboration, including weekly planning time and five half days throughout the year. Furthermore it includes a daily intervention block of about 40 minutes. Under the leadership of the RCSD School Superintendent, School # 19 has taken some steps in the short run to maximize the time they do have. For example, the school has moved toward block scheduling in grades 7 and 8, which both increase teacher collaboration time and make better use of instructional time for students.

	Ka	Kb	1a	1b	2a	2b	3a	3b	4a	4b	5a	5b	6	6	7A Honors	7B CT	7E	7G	8C Int'l 24 Honors	8D Int'l 24 CT	8H		
	K 1	K 2 CT	1-1 CT	1-2	2-1 CT	2-2	3-1	3-2 CT	4-1 CT	4-2	5-1 CT	5-2	6-2 CT	6 BC 8:12			7 BC 8:12	7 BC 15:11			8 BC 8:12		
	Harding	Ranella	Robertson	Jessup	Longwell	Johnson	Lilla/Banks	Heliga	Dumheter	Fernald/Sheppard	Bodde Graham	Covatta/Chrczila	McClendon-Hale	Brown			Caerter	LeBlanc			Rudolph	7th & 8th Grade	
Time	Rm 116	Rm 118	Rm 108	Rm 117	Rm 225	Rm 228	228	Rm 227	Rm 218	Rm 219	Rm 218	Rm 217	Rm 208	Rm 208	Time	Rm 317	Rm 318				Rm 325	Time	
9:00	Student Arrival/ Breakfast/ Homeroom	9:00-9:15	Student Arrival/ Breakfast/ Homeroom	9:00-9:15																			
9:15	ELA	ELA	ELA	ELA	ELA	ELA			A - PE 1	A - Music	9:15-9:40	9:15-9:40	9:15-9:40	9:15-9:40	Period 1	Student Arrival/ Breakfast/ Homeroom	Science AC	Science AC	Social Studies AC	Science AC	English AC - ESOL	Math AC	Math AC
9:25							ELA	ELA	B - Music	B - PE 1	Recess	Recess	Recess	Recess	9:15-10:00	Social Studies AC	Science AC	Social Studies AC	Science AC	English AC - ESOL	Math AC	Math AC	
9:35							ESOL Stand Alone	ESOL Stand Alone	C - PE 1	C - Art													
9:45					9:45-10:10	9:45-10:10			D - Art	D - PE 1													
9:55			A - PE 1	A - Music	Recess	Recess	ELA				Math	Math	Math	Math			Science BD	Social Studies BD	Science BD	Social Studies BD	Algebra BD	English BD - ESOL	English BD
10:05			B - Music	B - PE 1																			
10:15			C - PE 1	C - Art			ESOL Integrate	ESOL Integrate			10:15-10:40	10:15-10:40			Period 2	Social Studies AC	Science AC	Social Studies AC	Science AC	English AC - ESOL	Math AC	Math AC	
10:25			D - Art	D - PE 1							Recess	Recess											
10:35	A - PE 2	A - Music			ELA	ELA											Science BD	Social Studies BD	Science BD	Social Studies BD	Algebra BD	English BD - ESOL	English BD
10:45	B - Music	B - PE 2	ELA	ELA																			
10:55	C - PE 2	C - Art					10:45-11:10	10:45-11:10	ELA	ELA					Period 3								
11:05	D - Art	D - PE 2					Recess	Recess							10:49-11:34	Math AC	English AC	English AC	Math AC	Living Environment AC	Social Studies AC	Social Studies AC	
11:15	11:15-11:45	11:15-11:45			11:15-11:45	11:15-11:45					A - PE 2	A - Music	Group A 1/2 Hale/1/2 Brown	Group B 1/2 Hale/1/2 Brown			English BD	Math BD	Math BD	English BD	Social Studies BD	Science BD	Science BD
11:25	Lunch	Lunch			Lunch	Lunch	Science	Science			B - Art	B - PE 2	A & C PE 1	A - Art									
11:35											C - PE 2	C - Art	B - Music	B & D - PE 1									
11:45											D - Music	D - PE 2	D - Art	C - Music	Period 4								
11:55	Math	Math	11:55-12:20	11:55-12:20			11:55-12:20	11:55-12:20					ELA	ELA	11:38-12:24	Math AC	English AC	English AC	Math AC	Living Environment AC	Social Studies AC	Social Studies AC	
12:05			Lunch	Lunch			Lunch	Lunch			ELA	ELA	ELA				English BD	Math BD	Math BD	English BD	Social Studies BD	Science BD	Science BD
12:15					Math	Math																	
12:25							Math	Math															
12:35					A - PE 1	A - Music	A - PE 2	A - Art							Period 5								
12:45					B - Music	B - PE 1	B - Art	B - PE 2	Math	Math					12:28-12:58	Lunch							
12:55					C - PE 1	C - Art	C - PE 2	C - Music															
1:05					D - Art	D - PE 1	D - Music	D - PE 2							Period 6								
1:15	1:15-1:40	1:15-1:40	1:15-1:40	1:15-1:40	Math	Math	Math	Math	1:15-1:45	1:15-1:45	1:15-1:45	1:15-1:45	1:15-1:45	1:15-1:45	12:58-1:43	Tech AC	Math On Ramp AC	Health AC	Health AC	Living Lab AC	Spanish ABCD	1/2 Spanish ABCD	
1:25	Recess	Recess	Recess	Recess					Lunch	Lunch	Lunch	Lunch	Lunch										
1:35																							
1:45	ELA	ELA																					
1:55			Math	Math					Math	Math	ELA	ELA	ELA	ELA									
2:05															Period 7								
2:15															1:45-2:30	Art AC	PE 2 AC	FACS AC	FACS AC	FACS AC	Spanish ABCD	Tech AC	1/2 Spanish ABCD
2:25	Science	Science	Science	Science	Science	Science			Science	Science	Science	Science	Science	Science		PE 2 BD	Tech BD	PE 1 BD	PE 1 BD	PE 1 BD	ESOL Stand	1/2 Tech AC &	1/2 ELA Ramp UP AC
2:35							ELA	ELA															
2:45							ESOL	ESOL							Period 8								
2:55							Integrated	Integrated							2:50-3:12	FACS AC	Health AC	Art AC	Art AC	Art AC	Music 1 AC	PE 1 AC	Music or PE
3:05	Social Studies		Health BD	Art BD	Technology BD	Technology BD	Technology BD	PE 1 BD	Music 1 BD	1/2 with 8C & 1/2 with 8D													
3:15																							
3:25-3:30															PM Homeroom								
															3:14-3:30								PM Homeroom

In addition, during the 2016-2017 school year, expanded learning time will be offered in the form of tutoring provided by Geneseo Teacher Candidates during school, or after school, or on Saturdays (as the plan based on needs assessment of the School community develops). In addition, if approved as an EPO and if the needs assessment suggests, students will have the opportunity to participate in a summer enrichment program. While none of these programmatic offerings are developed as of yet, these illustrate the type of resource that Geneseo can bring as EPO.

As a Restart proposal in which the EPO is premised upon teacher-leadership and shared governance, the specifics of the plan are very subject to change based on the relationships and plans built with staff. However, the EPO team does have an eventual vision for expanded learning time at School #19 in order to provide students with:

- Participation in an additional 200 hours of academic and enrichment opportunities, which could be embedded into a longer day, could be coordinated with the co-located City Rec, could be delivered through a combination of extended day, winter or spring break, and summer programming.
- Opportunities to choose from a menu of afterschool activities in areas such as art, drama, music, science programs, sports, etc. After school, Saturday school, and summer school tutoring/academic enrichment programs will be available to all students. These after-hours offerings are expected to further expand the school day for the majority of students at the school. The Site Coordinator will keep data on the percent of students electing to participate in the various enrichment activities offered after school hours
- Daily academic intervention/acceleration based on monitoring progress
- Opportunities to participate in hands-on, performance-based experiences, through service learning projects that make learning relevant and engaging
- Family opportunities to provide input and feedback regarding enrichment offerings and participation, as well as evaluation of opportunities after participation

II.H.iv. Data-Driven Instruction

School #19's SCEP plan, in response to the Diagnostic Tool for School and District Effectiveness (DTSDE) review, outlines their plan to increase the effective use of data to inform instruction. Teachers will be using data notebooks and holding grade-level data team meetings to differentiate and tailor instruction to better meet the class and individual student needs. This will be accomplished by the use of a variety of data protocols to support this work.

All RCSD schools, including School #19, administer the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP or MPG) in Reading and Math to students in grades K-8 each fall, winter, and spring. There is a cycle of planned conversations that occur to foster the analysis and response to this data; see graphic depiction.

The Instructional Coach is a central part of supporting this work. The coach will be deployed at least in large part to plan and facilitate the data team work.

Tri-Annual NWEA Data Conversations Framework

In order to keep all district staff focused on analyzing NWEA results and taking action to improve student learning and achievement, tri-annual conversations around NWEA results should take place in every building coinciding with each assessment window. The tri-annual data conversation process is intended to help keep our entire system focused on improving student learning. Crossing all levels of our organization, the process establishes shared points of focus to coordinate efforts between the classroom, building, and district levels. As data is interpreted and action plans are implemented and refined, communication will flow across organizational units with adjustments made and supports provided as necessary.



The conversation scripts pose “*interpretation questions*” focused on the results both in terms of growth and achievement, and “*action questions*”

which ask teams to identify strategies and adjustments to address the results. The chart below shows a sample of the guidance provided to make these NWEA cycles meaningful:

Classroom Teachers	Grade-Level Teams	Principals and APs	District Administration
Teachers meet with students and parents to: <ul style="list-style-type: none"> ✓ Set classroom and student goals ✓ Create differentiated instructional plans ✓ Monitor progress and adjust plans 	Teachers meet with their grade-level teams to: <ul style="list-style-type: none"> ✓ Create short and long-term curricular plans ✓ Plan instruction and intervention ✓ Monitor progress and adjust plans 	Principals meet with grade-level teams and district administration to: <ul style="list-style-type: none"> ✓ Set school-wide goals and strategies ✓ Review grade-level and classroom plans and progress ✓ Provide PD and support 	School Chiefs meet with principals and Directors to: <ul style="list-style-type: none"> ✓ Review school-level goals and plans. ✓ Discuss school and district progress ✓ Arrange for support based on building need.

2015-2016 Tri-Annual NWEA Data Conversation Schedule

Fall Assessment Window September 14 - October 16	Classroom/Grade-Level Team Data Analysis	Principal/Teacher Data Conversation Meetings	Principal/District Administration Data Conversation Meetings
	Completed by: _____ Work Products: <ul style="list-style-type: none"> <input type="checkbox"/> Individual student goals set <input type="checkbox"/> Classroom goals set <input type="checkbox"/> Intervention plans created <input type="checkbox"/> Skill prioritization and curriculum alignment 	Completed by: _____ Work Products: <ul style="list-style-type: none"> <input type="checkbox"/> Meetings with teachers to review goals held <input type="checkbox"/> School goals set <input type="checkbox"/> PD and support plan created based on teacher need 	Completed by: _____ Work Products: <ul style="list-style-type: none"> <input type="checkbox"/> School plans reviewed <input type="checkbox"/> District goals set <input type="checkbox"/> Support deployed according to school need

In addition to the NWEA interim assessment, the District has created RCSD Common Formative Assessments, in grades 3-9 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
- assess their individual and collective effectiveness on the basis of the evidence of student learning.

The first of the following graphics outlines the ways in which this data is useful to various stakeholders in the learning process; the second is the schedule of formative assessments.

At the same time that the district has invested in creating the system of assessments and negotiated a contract to allow more embedded collaborative grade level time, it has also articulated a data protocol for teams to use; see diagram. School #19 is invested in process, and is supporting further development in this area through their 2016-2017 professional development plan.



Common Assessment Matrix for Mathematics

Test	Assessment Date Window	Format
Math 3 Common Assessment #1	November 12-20	15 MC, 2- two point, 2-three point
Math 3 Common Assessment #2	February 4-12	20 MC, 3- two point, 2-three point
Math 4 Common Assessment #1	October 26-Nov 3	15 MC, 2- two point, 2-three point
Math 4 Common Assessment #2	March 10-18	20 MC, 3- two point, 2-three point
Math 5 Common Assessment #1	November 12-20	15 MC, 2- two point, 2-three point
Math 5 Common Assessment #2	February 25-March 4	20 MC, 3- two point, 2-three point
Math 6 Common Assessment #1	November 23 – December 4	15 MC, 2- two point, 2-three point
Math 6 Common Assessment #2	March 10-18	20 MC, 3- two point, 2-three point
Math 7 Common Assessment #1	Nov 30-December 11	15 MC, 2- two point, 2-three point
Math 7 Common Assessment #2	March 7-16	25 MC, 2- two point, 2-three point
Math 8 Common Assessment #1	December 7-18	20 MC, 2- two point, 2-three point
Math 8 Common Assessment #2	February 22-March 4	25 MC, 3- two point, 3-three point
Algebra 1 Common Assessment #1	November 2-6	15 MC, 1- two point, 1-four point, 1-six point
Algebra 1 Common Assessment #2	January 19-22	15 MC, 1- two point, 1-four point, 1-six point
Algebra 1 Common Assessment #3	March 21-24	15 MC, 2- two point, 1-four point, 1-six point
Algebra 1 Common Assessment #4	April 25-29	15 MC, 2- two point, 2-four point, 1-six point

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

School #19 will utilize a multi-faceted approach for providing academic, social-emotional, and other student supports to provide the framework for developing relationships, fostering collaboration, and improved student voice. At the universal level, School #19 continues to implement the structure of Positive Behavioral Supports (PBS) to teach both character development and habits of work and learning. These concepts are practiced and recognized daily via School #19’s common language, mission, and school vision. Participation in PBS builds skills for speaking/listening, self-reflection, student-led collaboration, team-building. PBS also provides a framework to address whole school expectations, management, and motivation. A

teacher-led committee will be developed to provide monthly incentives for students who display S.O.A.R. (Safe, On-task, Accountable, and Respectful) behavior.

In the 2016-2017 school year, as the staff learns about restorative practices and incorporates more school-based supports, the concepts of restorative practices will be woven into the culture of the school, and may require adaptation of the current systems. The partnerships with the Gandhi Institute and Partners in Restorative Initiatives will both help support the design of a more restorative schoolwide approach and system.

Students who are struggling or at-risk will be identified through proactive structures that reduce the risk of individual students being overlooked. These structures will target risks associated with academic, social-emotional, behavioral, health, and attendance-related factors. Access to supports will be driven by both referrals (from parents, teachers, community agencies, or student self-referrals) and data-driven (review of benchmark data, office discipline referrals, and daily attendance). Procedures for making referrals to this Response to Intervention Team will be provided and/or described to parents, teachers, and students via multiple on-going modalities including letters home, progress reports, parent meetings, the school website, and informational workshops. Interventions will be provided to students across the Tier 1, Tier 2, and Tier 3 levels of support based on individual need and can include the following components. Utilization of additional triage social worker and the Help Zone to intervene with students in crisis.

Supports will include observation and analysis of existing classroom management systems, functional behavior assessments (special education) or formal assessments of behavior (general education) in order to develop individualized behavior plans or behavior support plans. These plans will be monitored and adjusted per the guidelines in the Response to Intervention handbook, IEP mandates, or as needed. Restorative practices and peace circles will be utilized to help students take responsibility and make amends for poor behavioral choices. Restorative Return Conferences will be completed following incidents resulting in alternative to suspensions, in-school suspensions, or short/long terms out of school suspensions. These conferences will include involved parties such as classmates, family members, teachers, and/or administrators. Policies and procedures surrounding bullying and DASA regulations will be monitored and recorded by the administrator in charge, and interventions supported by the social-emotional learning coach.

Students across all grade levels will access social-emotional intervention support as defined earlier via referral or data-driven mechanisms. Interventions include access to the Help Zone, new Student Support Center, Gandhi Institute youth educator, check-in/check-out services, referral to the building-based adult mentoring (including Gandhi Institute staff) or peer buddy system, linkage to community-based mental health (or other) support services, or referral to the District's consulting pediatric psychiatrist. Effort is expended to maintain open lines of communication between agency providers, families, and school staff. These supports will be available to general and special education students (in addition to their IEP mandated services).

Academic intervention and enrichment opportunities will be provided to all students on an individualized basis, beginning with a universally strong core program. As part of best practices, K-2 teachers and students will follow the Learning Standard domains, and grades 3-8

teachers and students will follow the modules for Common Core Learning Standards. Teachers will plan effective instruction for all children, including opportunities for differentiation. Students struggling to respond will be provided with opportunity for additional intervention supports in groups of 7-10 students for Tier 2 intervention and groups of no more than five (5) students for Tier 3 intervention. Groups will provide research based intervention strategies including, but not limited to Boost to Blitz reading program, Lexia CORE 5, Compass Learning, and First in Math. The additional supports proposed in this Restart Plan will support this classroom-based intervention approach that is flexible and targeted by providing the additional Teachers on Assignment who successfully developed and implemented the co-teaching model referenced in previous sections.

School #19 has an "Attendance Team" that meets regularly with District and county level support members to review attendance patterns and implement individualized supports to students and families. At the universal level the building will continue to strive for 95% attendance via the SBPT-led attendance initiatives. Individualized interventions will include home visits, support with transportation, family conferences, and linkage to District-based or community-based supports as necessary.

In order to ensure intervention effectiveness and efficiency, intervention development and progress monitoring will occur as part of a multi-disciplinary team approach. Team meetings will be facilitated by the instructional coaches, and/or leadership trained in Restorative Practices (depending on the focus) with oversight by the school Principal. Parents will be kept actively involved (with assistance from the Parent Liaison) in progress monitoring results so that they may provide feedback, make suggestions, and pursue additional supports in an informed manner.

II.H.vi. School Climate and Discipline

The Dr. Charles T. Lunsford School #19 community has established a foundation for a positive school climate, although stakeholders and the data reveal the need for a schoolwide approach to building relationships and positive school climate, and the need to reduce suspensions. The school's staff and students do not currently feel that the school promotes a culture of taking ownership for behavior, and so will consistently engage in practices that lead to student responsibility for academic and social choices through the expectation of being safe, on-task, accountable and respectful (S.O.A.R). Under the Schoolwide Positive Behavioral Systems (PBS) students will be provided direct and clear instruction on behavioral expectations.

School #19 in its SCEP proposed a schoolwide framework of restorative practices, and so this Restart Plan proposed utilizing Partners in Restorative Initiatives (PIRI) to provide full staff training and devoting time in the schedule to intentionally focus on building the relationships that are integral to this work. In year 1 and 2 of this grant, the school will take steps to equip all staff with the common elements of restorative practices, and to build time in the schedule for morning meeting /circles, thus forming the universal approach. The school commits to benchmark its climate 3-4 times this year, focusing on improvement. Partner M.K. Gandhi Institute will also be helpful in this work of school climate improvement.

In recent years, restorative justice has come to schools, with large urban districts such as Oakland, Los Angeles, Chicago, Philadelphia and Pittsburg implementing broad initiatives to overhaul disciplinary policies and practices in this way. This is because of the emerging evidence that punishment and suspension have historically failed to change negative behavior, and that most

urban districts, including ours, struggle with disproportionate rates of punishment. Restorative justice uses a process of “circle” to bring students together to:

1. Express emotions, reflect on, and take responsibility for their actions;
2. Build understanding of how others were impacted by their actions, and build empathy
3. Jointly create a way forward that remedies the harm done.

The premise behind restorative justice is that since students (or any people) have voice in designing the way to repair the harm, and since the practice prizes the building and repairing of relationships, people are more motivated to change the behavior in the future.

Restorative justice—these alternative approaches to addressing wrongdoing—are a subset of the larger umbrella “restorative *practices*.” Restorative practitioners know that when you build a positive school community by intentionally fostering the relationships between and among adults and students, everyone feels more connected to each other. They know that when a school designates time, space and protocols to nurture relationships, reflection, ownership and self-regulation, students and adults are more mindful of their behavior, and more equipped to resolve inevitable conflicts. The theory is that if this type of climate is built proactively, the formal restorative justice is more effective when you need it.

The national data is emerging, finding that schoolwide implementation of restorative practices reduces suspensions, increases attendance and increases both student and staff engagement and morale. More recent emerging work from Oakland, while unpublished, is also showing a link to student reading achievement scores.

The Help Zone, which will open for business in September 2016, 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.

By implementing a restorative approach to student discipline it is hoped that School#19 will begin to follow the nationwide trends of restorative practices in schools showing reduction in student suspension rates and office discipline referrals, improvement in student engagement, and subsequent improvement in student achievement. The expectation is that School #19 staff will embrace this opportunity and integrate the current S.O.A.R behavioral model into a transformed

restorative culture at School #19, equipping the school to become fully responsive to the needs of its community members.

II.H.vii. Parent and Community Engagement

At #19 School, parents will be considered as partners and teachers will be considered the first line of communication between the school and home. Building on School #19 efforts to increase parent engagement, we will continue with special events and activities that connect families to the school community, and add some strategic approaches:

- Activities that will be built upon include Men in Red Day, Bring Your Dad to School Day, Father/Daughter Dance, Meet and Greet School Family Picnic, and Walk Your Child to School Days.
- Town Meetings and Parent Surveys will be utilized in gathering input, feedback, and addressing the needs of the families in our school community.
- In order to increase parent engagement in their academic progress students will be tracking their own progress in academics and behavior and encouraged to share it in student-led parent teacher conferences. During year 1 of implementation of the SIG, student led conferences will be utilized in grades 3 and 5 with additional roll outs in the following years. According to the data, from the Voyage Program implementation, approximately 90% of parents attended student led conferences.

Parents and the community will have the opportunity to connect with opportunities and events with flyers, website, robocalls, town meetings, and PTO meetings. Parents will be encouraged to become active partners with the school to promote a healthy, active, and vital school community in order to increase student achievement.

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

Every staff member had the opportunity to take the Professional Development Survey in Spring 2016. Results from this survey, combined with walk-through data, formal observation data, DTSDE recommendations, and School #19’s SCEP plan were used to develop the Professional Learning Plan. School-based Planning Team facilitated schoolwide input into the priorities in the SCEP, and has made a commitment to focus the school’s professional learning on two key priorities—restorative practices and school climate; and data-driven instruction. The SBPT takes ownership of creating the plan, working closely with the principal

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. The Geneseo faculty and partnership will augment and help deliver this PD plan in year 1.

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

School #19’s draft Professional Learning Plan for 2016-2017, under the supervision of the RCSD Superintendent is provided in the table below. School #19 will participate in five (5) District-sponsored half days. School #19 will offer two (2) additional building Professional Development sessions a month that will be offered for staff to work towards professional development credits. During all Staff Professional Developments, the following protocols will be adhered to:

<p><u>Team Norms</u></p> <p>*Begin and end meeting on time!</p> <p>*Stick to agenda!</p> <p>*Rotate roles and responsibilities</p> <p>*Execute responsibilities and prepare “next steps”!</p> <p>*No sidebar conversations!</p>

Professional Learning Plan for School #19

Embedded Professional Learning Activity	Person Responsible	Measurable Outcomes	Rationale	Embedded Analysis & Reporting
Data Driven Instruction <ul style="list-style-type: none"> • LASW (Looking at Student Work) • CFA (Common Formative Assessment) • Analyzing Data (Student Teacher data binders) • Differentiation 	Instructional Coaches EPO SUNY-Geneseo* Administration	Interim assessment data Student growth data School-developed and/or LEA directed formative assessments used	SCEP needs assessment DTSDE recommendations Staff requests Data collected	Teacher Collaboration Meetings Data Meetings Community Meetings

<ul style="list-style-type: none"> ○ Multiple intelligences ○ Tiering tasks ○ Flexible group for intervention and enrichment ● Aimsweb training K-8 		by the school to determine the likelihood of meeting academic achievement targets.		<p>Town Hall Meetings</p> <p>Classroom observation data</p> <p>Lesson Plans</p>
Restorative Practices	Partners in Restorative Initiatives (PIRI)	<p>Discipline referrals</p> <p>Suspensions</p> <p>School climate survey</p>	<p>SCEP needs assessment</p> <p>DTSDE recommendations</p> <p>Staff requests</p> <p>Data collected</p>	<p># of staff trained</p> <p>Use of circles for relationship building</p> <p>Help Zone data</p>
<p>Parent & Community Engagement / Community School Model</p> <ul style="list-style-type: none"> ○ Partners ○ How to engage community at large and neighborhood ○ Student-led conference 	<p>Parent Liaison Administration</p> <p>Instructional Coach</p> <p>SUNY Geneseo – EPO*</p>	Student growth and decrease in suspensions	<p>SCEP needs assessment</p> <p>DTSDE recommendations</p> <p>SUNY Geneseo – EPO*</p>	<p>Calendar / agenda to hold ourselves to it.</p> <p>Participation trends.</p>
Technology	Technology Team	<p>Academic outcomes</p> <p>Student input, climate.</p>	District initiative, student engagement measures	usage

*Pending approval

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

Ultimately, assessment of professional learning is application in the classroom. Therefore, the following activities will assess if practices presented in School 19's Professional Learning Plan are implemented and inform modifications needed to the plan:

- Formal Observations - observation of theory to action and practice
 - One per year for tenured teachers; two per year for non-tenured teachers
- Formal/Informal Walkthroughs - occur weekly and all administrative team members will see all teachers on a rotating basis
 - Formal – one required per year by the District
 - Informal - up to four per year per teacher
- Teacher-Led Learning Walks - Observation of theory to action and practice

- Monthly, led by teachers with parent inclusion during Spring of 2016-17. Focus is around the SCEP goals to monitor, assess progress towards goals, and inform next action steps regarding professional learning needs.
- Grade Level/Data Meetings – weekly
 - Looking at Student Work - teachers, coaches, and administrative members review student work through common rubrics in order to analyze impact of professional learning concepts

Impact of Data Driven Instruction (DDI) professional learning will be observed during weekly data meetings and any corrections to the analyzation process can occur immediately if necessary and will be used to inform future embedded PD sessions

Professional Learning Plan for School #19

Embedded Professional Learning Activity	Person Responsible	Measurable Outcomes	Rationale	Embedded Analysis & Reporting
<p>Data Driven Instruction</p> <ul style="list-style-type: none"> • LASW (Looking at Student Work) • CFA (Common Formative Assessment) • Analyzing Data (Student Teacher data binders) • Differentiation <ul style="list-style-type: none"> ○ Multiple intelligences ○ Tiering tasks ○ Flexible group for intervention and enrichment • Aimsweb training K-8 	<p>Instructional Coaches</p> <p>EPO SUNY-Geneseo*</p> <p>Administration</p>	<p>Interim assessment data</p> <p>Student growth data</p> <p>School-developed and/or LEA directed formative assessments used by the school to determine the likelihood of meeting academic achievement targets.</p>	<p>SCEP needs assessment</p> <p>DTSDE recommendations</p> <p>Staff requests</p> <p>Data collected</p>	<p>Teacher Collaboration Meetings</p> <p>Data Meetings</p> <p>Community Meetings</p> <p>Town Hall Meetings</p> <p>Classroom observation data</p> <p>Lesson Plans</p>
<p>Restorative Practices</p>	<p>Partners in Restorative Initiatives (PIRI)</p>	<p>Discipline referrals</p> <p>Suspensions</p> <p>School climate survey</p>	<p>SCEP needs assessment</p> <p>DTSDE recommendations</p> <p>Staff requests</p> <p>Data collected</p>	<p># of staff trained</p> <p>Use of circles for relationship building</p> <p>Help Zone data</p>
<p>Parent & Community Engagement / Community School Model</p> <ul style="list-style-type: none"> ○ Partners ○ How to engage community at large and neighborhood ○ Student-led conference 	<p>Parent Liaison</p> <p>Administration</p> <p>Instructional Coach</p> <p>SUNY Geneseo – EPO*</p>	<p>Student growth and decrease in suspensions</p>	<p>SCEP needs assessment</p> <p>DTSDE recommendations</p> <p>SUNY Geneseo – EPO*</p>	<p>Calendar / agenda to hold ourselves to it.</p> <p>Participation trends.</p>
<p>Technology</p>	<p>Technology Team</p>	<p>Academic outcomes</p> <p>Student input, climate.</p>	<p>District initiative, student engagement measures</p>	<p>usage</p>

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

Under the leadership of the RCSD Superintendent, and initial communication strategy will involve parents being introduced to the Restart Plan will be shared at the Annual September School Picnic. This event has a particularly high parent participation rate. Parents will have an understanding that their parent representative is available to inform and gather feedback on questions regarding School #19.

In conjunction with the Geneseo- EPO (pending SIG funding and approval of EPO status for SUNY Geneseo), there will be bi-monthly progress reviews of the SIG Restart Plan. These progress reports will be shared with School-Based Planning Team members, the Community Partnerships Site Coordinator and the Parent Liaison to share with all stakeholders and ensure a consistent cycle of two-way reporting and feedback. Parents will also be invited to participate in workshops aligned to key goals of the Restart Plan. They will be key participants in establishing community relationships outside the school and identifying resources that will support students and families. Based on data analysis and stakeholder feedback, course corrections will be made at least quarterly and then re-evaluated for future planning.

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

These key strategies were developed in collaboration with multiple school stakeholders and are grounded in research about what is likely to produce results in student achievement. Due to the teacher-led premise of the EPO, the five year plan will very much evolve during the first year of partnership. Thus far, we all commit that in Year 1 of the Restart, pending SIG funding and under the leadership of the RCSD Superintendent, School #19 will:

Key Action	Timeframe
Implement a stronger social-emotional program based around PBS, restorative practices, and additional tiered supports from the Help Zone staffed by The Center for Youth, and community partners. Offer full staff training in restorative practices. Modify schedule and set expectation for regular (at least weekly) time in schedule devoted to circles, and secure materials. Train administrative team in restorative discipline. Use survey for 3-4 climate checks.	Begin August and Fall of 2016 Implement, assess all year
Utilize a more focused approach to professional development, setting building priority on data-driven instruction and restorative practices. This entails the PD plan, organizing the work, delivering and monitoring. If approved, the Geneseo EPO will take the lead on the data PD, while PIRI will take the lead on restorative school climate.	August - June
Two teachers on assignment placed to launch and model the Restart instructional (ICOT) model through coaching in grades 3 & 5, and provide school wide professional development.	August - June
Strengthen the system of interventions that provide gap-closing education opportunities for students, and complement the consistent, effective good first teaching and data informed instructional decisions that include Common Core lessons for ELA and Math. Hire intervention teacher.	Fall 2016 – May 2017
Take initial steps to assess the needs and desires of parents, families and the community, creating a needs assessment and asset map to develop a community-school approach.	Winter - Spring
Begin to cultivate opportunities for expanded learning activities by utilizing SUNY-Geneseo’s Teacher Candidates as student tutors during school, after school, and/or on Saturdays.	Fall - Spring

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

School 19’s SBPT in conjunction with the SUNY-Geneseo EPO core team have identified the “early wins” that would allow the developing partnership to know that they were on the right track, that things were progressing in a positive direction.

These include:

- Improvements in chronic absences
- Participation data and student trends from the common formative assessments;
- High levels of participation in common formative assessments
- More students meeting their growth targets and national norm on NWEA.
- AIMS Web; progress monitoring data showing growth for Tier 2 and 3 students.

- Majority of staff trained in circles, restorative conversations, restorative discipline
- Number of classrooms conducting peace circles at least once a week;
- Help Zone and Student Support Center open, functioning smoothly
- Decreased referrals and suspensions compared to first quarter prior year.
- Launch of weekly community-building time in 7th and 8th.
- Staff and student morale improving; assessed by a to-be-developed school climate check.
- Grade level teams being effectively run, and instructional walkthroughs happening regularly.

II.K.iii. Leading Indicators of Success

The leading indicators of success that will be assessed at least bi-monthly include data that are available to the school through the District's data dashboard and through District offices. Results will be shared with the entire School #19 staff and parent work group representatives through SBPT meetings, and posted to the school's web-site.

- Student attendance and school Average Daily Attendance;
- Chronic absenteeism rates.
- Interim assessment data;
- NWEA growth and achievement; Winter and Spring
- Student course completion data;
- School suspension rates by total school and sub-group;
- Help Zone referral data;
- Classroom walkthrough data

At SBPT's monthly meetings, there will be a set protocol for implementation status, focused on any needs and next steps to address feedback. At least three times a year, the school will survey students/staff/parents/community partners for satisfaction of deliverables and identification of continued needs or gaps that require action.

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

The Restart model requires that an Educational Partnership Organization (EPO) take the daily operations of a school, becoming Superintendent and reporting directly to the Board of Education. SUNY-Geneseo and the RCSD Board have signed a joint understanding (Letter of Agreement) that attests to this intent, and SUNY-Geneseo will submit the necessary statewide paperwork to become an EPO, pending SIG funding and approval from SUNY System. From there, the two entities will be crafting the legalities of forming an EPO.

School 19 will continue to serve the student body that it currently serves.

Beyond these mandates of the model, this Restart Plan meets the fundamental requirement, which is that it must be effectively aimed at improving conditions and outcomes for students at School 19, immediately. The District attests that this plan does so, putting some initial supports and practices into place in Year 1, and phasing others in as the EPO agreement takes shape. The elements launching in 2016-17 include:

- Co-teaching model and professional learning on data-based decision—making;
- Full-staff training in restorative practices;
- Initial “listening and learning” needs assessment phase to lay groundwork, build relationships, surface assets relative to community schools.

While the timeline and logistics of the EPO agreement are far from being settled—in part due to the timeline required by this application, and in part because of the commitment to teacher-led improvement—much is not finalized. However, there is a strong sense that the strategic phase in outlined herein will bring direct benefits to students and staff at School 19. The potential for this to leverage change at School 19 is strong.

Local Agency Information

Funding Source:	1003(g) School Improvement Grant/School #19		
Report Prepared By:	Kathleen Saville, Director of Financial Management & Grants Michele Alberti, Executive Director of School Innovation		
Agency Name:	Rochester City School District		
Mailing Address:	131 West Broad Street		
	Street		
	Rochester	NY	14614
	City	State	Zip Code

Telephone # of Report Preparer:	585-262-8435 / 585-262-8324	County:	Monroe
E-mail Address:	Kathleen.Saville@rcsdk12.org / michele.alberti@rcsdk12.org		

Project Funding Dates:	9/1/2016	6/30/2017
	Start	End

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

PURCHASED SERVICES			
Subtotal - Code 40			\$214,743
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Restorative practices training for all staff, including administrative, faculty, support staff and civil service.	Partners in Restorative Initiatives (PIRI)	\$1,500 X day	\$15,000
Staff for The Help Zone	Center for Youth Services	RFP response for full-time FTE, all school year	\$52,500
SUNY Geneseo, Educational Partnership Organization	SUNY Geneseo	Scope of work from Geneseo; letter of agreement.	\$138,743
Non-violence / restorative practice educator and youth mentor, focused on 7th and 8th grade	Gandhi Institute	\$850 / week to deliver targeted group support, 10 weeks.	\$8,500

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$4,715
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Materials and professional texts to support restorative practices and outfit each classroom with materials for circles.	1 per grade level for Learning Circle books + 2 titles for 90 staff + 41 circle kits (+ \$5)	Learning Circle book (\$40) Assorted Restorative titles = \$8 (International Institute for Restorative Practices Press) Circle kits = \$70 (materials likely from The Therapy Shoppe)	\$4,715

Employee Benefits		
Subtotal - Code 80		\$80,545
Benefit		Proposed Expenditure
Social Security		\$14,346
Retirement	New York State Teachers	\$25,650
	New York State Employees	\$911
	Other - Pension	
Health Insurance		\$35,700
Worker's Compensation		\$3,000
Unemployment Insurance		\$938
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	\$346,290
B.	Approved Restricted Indirect Cost Rate	3.60%
C.	Subtotal - Code 90	12466.44

For your information, maximum direct cost base = \$487,533

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.

EQUIPMENT			
Subtotal - Code 20			\$0
Description of Item	Quantity	Unit Cost	Proposed Expenditure
			\$0

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	181,530
Support Staff Salaries	16	6,000
Purchased Services	40	214,743
Supplies and Materials	45	4,715
Travel Expenses	46	0
Employee Benefits	80	80,545
Indirect Cost	90	12,466
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
Grand Total		500,000

Agency Code:

Project #:

Contract #:

Agency Name:

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

CHIEF ADMINISTRATOR'S CERTIFICATION

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

7/18/16 
 Date Signature

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

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

Voucher # _____ First Payment _____

Finance: Logged _____ Approved _____ MIR _____

**Attachment D
Budget Summary Chart**

Agency Code	2	6	1	6	0	0	0	0	0	0	3	5
Agency Name	Rochester City School District / School #35											
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	181,530	Professional Salaries	15	NOTE: EPO in development, will determine budget allocation and arrangement.	Professional Salaries	15	NOTE: EPO in development, will determine budget allocation and arrangement.				
Support Staff Salaries	16	6,000	Support Staff Salaries	16		Support Staff Salaries	16					
Purchased Services	40	214,743	Purchased Services	40		Purchased Services	40					
Supplies and Materials	45	4,715	Supplies and Materials	45		Supplies and Materials	45					
Travel Expenses	46		Travel Expenses	46		Travel Expenses	46					
Employee Benefits	80	80,545	Employee Benefits	80		Employee Benefits	80					
Indirect Cost (IC)	90	12,466	Indirect Cost (IC)	90		Indirect Cost (IC)	90					
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		500,000	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	NOTE: EPO in development, will determine budget allocation and arrangement.	Professional Salaries	15	NOTE: EPO in development, will determine budget allocation and arrangement.	Professional Salaries	15	NOTE: EPO in development, will determine budget allocation and arrangement.			
Support Staff Salaries	16		Support Staff Salaries	16		Support Staff Salaries	16				
Purchased Services	40		Purchased Services	40		Purchased Services	40				
Supplies and Materials	45		Supplies and Materials	45		Supplies and Materials	45				
Travel Expenses	46		Travel Expenses	46		Travel Expenses	46				
Employee Benefits	80		Employee Benefits	80		Employee Benefits	80				
Indirect Cost (IC)	90		Indirect Cost (IC)	90		Indirect Cost (IC)	90				
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		500,000	Total		500,000	Total		2,500,000			

PLEASE NOTE: Discrepancies between Appendix D and the Year 1 FS-10 are due to rounding.

BUDGET NARRATIVE

Budget Expenditure	Budget Code	Year 1	Year 2	Year 3	Year 4	Year 5	Description of Expenditure	Sustainability Plan
MAJOR PROJECT ACTIVITY: SUNY Geneseo Educational Partnership								
SUNY Geneseo Educational Partner Organization	40	\$138,743	NOTE: BECAUSE THIS RESTART PLAN IS AN EPO, FOR WHICH THE LEGAL AND FINANCIAL PLANS HAVE NOT BEEN FINALIZED, WE ARE NOT PROJECTING THE COSTS IN YEAR 2-5 AT THIS POINT. A DETAILED BUDGET CAN BE FORTHCOMING ONCE THE DETAILS OF THE EPO ARRANGEMENT ARE FINALIZED (PENDING APPROVAL).				SUNY Geneseo will serve as the EPO in School #19's Restart Plan. First year expenses include salary for professor onsite, needs assessment and ramp-up planning, professional learning, and exploration of expanded day / year opportunities.	This cost will be determined as the EPO Agreement is finalized. Both parties have stated a commitment to "budget neutrality" in efforts to use the SIG to redesign and create the EPO, with an eye toward minimizing additional costs in the future.
MAJOR PROJECT ACTIVITIES: Establish the co-teaching, integrated model, led by teachers, that this project is premised on, and strengthen the delivery of interventions schoolwide.								
Teacher on Assignment – Integrated Co-teacher Coach	15	\$129,384	NOTE: BECAUSE THIS RESTART PLAN IS AN EPO, FOR WHICH THE LEGAL AND FINANCIAL PLANS HAVE NOT BEEN FINALIZED, WE ARE NOT PROJECTING THE COSTS IN YEAR 2-5 AT THIS POINT. A DETAILED BUDGET CAN BE FORTHCOMING ONCE THE DETAILS OF THE EPO ARRANGEMENT ARE FINALIZED (PENDING APPROVAL).				A full-time Teacher-On-Assignment (TOA) will co-lead the 3 rd grade model classroom, and another full-time TOA will support 5 th grade. These TOAs will deliver direct intervention service to students while co-teaching and modeling. <i>Average annual salary = \$64,692</i>	This is core part of the EPO's proposed intervention and would likely continue with a reconfiguration of teaming at each grade level, phased in over a series of years.
Intervention Teacher	15	\$32,346					In addition, a 0.5 FTE TOA will supplement the part-time Title I-funded TOA to facilitate immediate intervention support at all grade levels.	This cost will be determined as the EPO Agreement is finalized. Both parties have stated a commitment to "budget neutrality" in efforts to use the SIG to redesign and

Budget Expenditure	Budget Code	Year 1	Year 2	Year 3	Year 4	Year 5	Description of Expenditure	Sustainability Plan
								create the EPO, with an eye toward minimizing additional costs in the future.
MAJOR PROJECT ACTIVITY: Develop an environment of respect and rapport built on relationship and Restorative Practices.								
Hourly Pay/Professional Learning (Teachers)	15	\$19,800	NOTE: BECAUSE THIS RESTART PLAN IS AN EPO, FOR WHICH THE LEGAL AND FINANCIAL PLANS HAVE NOT BEEN FINALIZED, WE ARE NOT PROJECTING THE COSTS IN YEAR 2-5 AT THIS POINT. A DETAILED BUDGET CAN BE FORTHCOMING ONCE THE DETAILS OF THE EPO ARRANGEMENT ARE FINALIZED (PENDING APPROVAL).				Teachers will be paid to participate in professional learning on Restorative Practices at the contractually approved rate of \$33/hour. <i>600 hours X \$33/hour</i>	These costs will be determined as the EPO Agreement is finalized. Both parties have stated a commitment to “budget neutrality” in efforts to use the SIG to redesign and create the EPO, with an eye toward minimizing additional costs in the future, beyond the life of the grant.
Hourly Pay/Professional Learning (Civil Service Staff)	16	\$6,000					Civil Service staff will be paid to participate in professional learning on Restorative Practices at their contractually approved hourly rate. <i>240 hours X \$25/hour (average)</i>	
Partners in Restorative Initiatives Training	40	\$15,000					Partners in Restorative Practices will provide 10 days of training to all staff, including administrators, teachers, and support staff. <i>10 days x \$1,500/day</i>	
Help Zones	40	\$52,500					A Crisis Interventionist from the Center for Youth will staff the Help Zone and be an embedded part of the school staff to help create a proactive, tiered system of social and emotional support.	
M.K. Gandhi Institute	40	\$8,500					Gandhi Institute provides an onsite non-violence / restorative practice youth	

Budget Expenditure	Budget Code	Year 1	Year 2	Year 3	Year 4	Year 5	Description of Expenditure	Sustainability Plan
							educator / mentor, focused on 7 th and 8 th grades. \$850 / week for 10 targeted weeks.	
Materials and Supplies for Restorative Practices	5	\$4,715	NOTE: BECAUSE THIS RESTART PLAN IS AN EPO, FOR WHICH THE LEGAL AND FINANCIAL PLANS HAVE NOT BEEN FINALIZED, WE ARE NOT PROJECTING THE COSTS IN YEAR 2-5 AT THIS POINT. A DETAILED BUDGET CAN BE FORTHCOMING ONCE THE DETAILS OF THE EPO ARRANGEMENT ARE FINALIZED (PENDING APPROVAL).				The following materials will support the Restorative Practices initiative (one set per grade level): - Learning Circle Books @ \$40 each - Assorted Restorative Practices titles @ \$8 each - Circle Kits @ \$70 each	These costs will be determined as the EPO Agreement is finalized. Decisions about staffing, the arrangement between the institutions, etc. all remain, making budget forecasting difficult at this point. Both parties have stated a commitment to “budget neutrality” in efforts to use the SIG to redesign and create the EPO, with an eye toward minimizing additional costs in the future, beyond the life of the grant.
Employee Benefits	80	\$80,545					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	
Indirect Costs	90	\$12,466					Indirect Costs are calculated at the approved restricted rate of 3.6%.	

M/WBE Documents School #19

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

RFP # and Title: _____ RFP#GC16-015_____

Applicant Name: Rochester City School District

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

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

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1.	Total Budget		<u>\$500,000</u>
2.	Professional Salaries	<u>\$181,530</u>	
3.	Support Staff Salaries	<u>\$6,000</u>	
4.	Fringe Benefits	<u>\$80,545</u>	
5.	Indirect Costs	<u>\$12,466</u>	
6.	*nonprofit; direct services to students; sole source; SEE MEMO	<u>\$206,243</u>	
7.	Sum of lines 2, 3, 4, 5, and 6		<u>\$486,784</u>
8.	Line 1 minus Line 7		<u>13,216</u>
9.	M/WBE Goal percentage (30%)		0.30
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		<u>\$3,965</u>

- Partners in Restorative Practices: sole source; direct services to students; nonprofit: \$15,000
- Center for Youth: sole source; direct services to students; nonprofit: \$52,500
- SUNY GENESEE EPO – sole source; direct services to students: \$138,743
- Gandhi Institute: sole source; direct services to students; nonprofit: \$8,500

SCHOOL 19 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/>

Partners in Restorative Initiatives (PIRI) (sole source, nonprofit, direct services) brings restorative practices to people in Western New York. They will offer **SCHOOL 19** and **SCHOOL 46** staff and students training in both formal and informal restorative practices, including Peace Circles, Community Conferences, Transition Circles and Restorative Conversations. The RCSD will contract with *PIRI* based on District policy and municipal law. http://www.pirirochester.org/t2t_feature/training/

State University of New York at Geneseo (sole source, EPO – NYSED RFP) will act as External Partner Organization (EPO) under NYSED RFP requirements at **SCHOOL 9**. As such, *SUNY Geneseo* will jointly launch the whole-school reform design around the NYSED College and Career Readiness framework. The RCSD will contract with *SUNY Geneseo* according to District policy, NYSED directive, and municipal law. <http://www.geneseo.edu/>

Gandhi Institute (Rochester based, sole source, nonprofit, direct services to students) will partner with **SCHOOL 19** working to realize the vision of its historic namesake, by helping individuals and communities develop the inner resources and practical skill needed to achieve a nonviolent, sustainable and just world. *Gandhi Institute* is a local nonprofit supporting the RCSD in launching its new Code of Conduct, and social emotional developmental health initiative. The RCSD contracts with *Gandhi Institute* according to District policy and municipal law. <http://www.gandhiinstitute.org/>

**EQUAL EMPLOYMENT OPPORTUNITY
STAFFING PLAN**

Submit with Bid or Proposal - Instructions on page 2

Solicitation/Program Name: 1003(g) School Improvement Grant Cohort 7 Districts RFP #GC16-015	Report includes: <input type="checkbox"/> Workforce to be utilized on this contract <input type="checkbox"/> Contractor/Subcontractor's total work force
Offeror's Name: Rochester City School District Offeror's Address: 131 West Broad Street, Rochester, NY 14614	Reporting Entity: <input type="checkbox"/> Contractor <input type="checkbox"/> Subcontractor Subcontractor's name: _____

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

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

PREPARED BY (Signature): *Kathleen Saville* TELEPHONE NO.: 585-262-8435 DATE: 8/10/2015
 EMAIL ADDRESS: Kathleen.saville@rcsctk12.org

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

SUBMIT COMPLETED WITH BID OR PROPOSAL

Not Applicable

Not Applying for Closure Model

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

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

Professional Learning Plan for School #19

Embedded Professional Learning Activity	Person Responsible	Measurable Outcomes	Rationale	Embedded Analysis & Reporting
Data Driven Instruction <ul style="list-style-type: none"> • LASW (Looking at Student Work) • CFA (Common Formative Assessment) • Analyzing Data (Student Teacher data binders) • Differentiation <ul style="list-style-type: none"> ○ Multiple intelligences ○ Tiering tasks ○ Flexible group for intervention and enrichment • Aimsweb training K-8 	Instructional Coaches EPO SUNY-Geneseo* Administration	Interim assessment data Student growth data School-developed and/or LEA directed formative assessments used by the school to determine the likelihood of meeting academic achievement targets.	SCEP needs assessment DTSDE recommendations Staff requests Data collected	Teacher Collaboration Meetings Data Meetings Community Meetings Town Hall Meetings Classroom observation data Lesson Plans
Restorative Practices	Partners in Restorative Initiatives (PIRI)	Discipline referrals Suspensions School climate survey	SCEP needs assessment DTSDE recommendations Staff requests Data collected	# of staff trained Use of circles for relationship building Help Zone data
Parent & Community Engagement / Community School Model <ul style="list-style-type: none"> ○ Partners ○ How to engage community at large and neighborhood ○ Student-led conference 	Parent Liaison Administration Instructional Coach SUNY Geneseo – EPO*	Student growth and decrease in suspensions	SCEP needs assessment DTSDE recommendations SUNY Geneseo – EPO*	Calendar / agenda to hold ourselves to it. Participation trends.
Technology	Technology Team	Academic outcomes Student input, climate.	District initiative, student engagement measures	usage

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