



Director
Office of School Innovation
5N EB Mezzanine
Telephone: (518)473-8852
Fax: (518)473-4502

June 30, 2014

Bolgen Vargas
Superintendent
Rochester City School District
131 West Broad St.
Rochester, New York 14614

RE: Award Notice: School Innovation Fund (SIF) Round 3– Grant #TA-15
Award Amount: \$750,000
Time Period: June 1, 2014 to June 30, 2017

Dear Superintendent Vargas:

On behalf of the New York State Education Department (NYSED), thank you for your participation in our recent School Innovation Fund grant competition. I am pleased to inform you that your district's proposal for Abraham Lincoln School has met the preliminary standard for funding.

The NYSED School Turnaround Office will serve as lead for School Innovation Fund project oversight, assistance, monitoring, and reporting. Office staff will be conducting a final review of the proposed budget for this school to ensure that all expenses meet the intents and purposes of the grant and are allowable, necessary and reasonable. In addition, the final grant approval process includes review and approval of your district's proposed compliance with NYSED's Minority and Women-Owned Business Enterprises (M/WBE) policy as described in the grant application. NYSED may contact your district with questions about the M/WBE plan and documentation; a prompt response will avoid or minimize delay in finalizing the grant award.

After final approval of the budget and M/WBE compliance, you will receive a formal grant award notice from our Grants Finance Unit. No work should be initiated until you receive final notice of approval of your award. All grants, regardless of type or dollar amount, are subject to further review, monitoring, and audit to ensure compliance. NYSED has the right to recoup funds if the approved activities are not performed and/or the funds are expended inappropriately.

The grant resulting from this award will require that grantees accept electronic payments for amounts due on the grant. Additional information and authorization forms are available at the State comptroller's website at www.osc.state.ny.us/epay/index.htm.

The School Turnaround Office looks forward to working with your district on this project. Should you have any questions or require additional assistance, please contact the office at turnaround@mail.nysed.gov or (518) 473-8852.

Sincerely,

A handwritten signature in black ink, appearing to read 'W Clarke', with a stylized flourish extending to the right.

Bill Clarke

c: B. Burrell-Moore
R. Giamartino
K. Jacobs
C. Mannino

New York State Education Department
 School Innovation Fund Grant – Round 3 (TA-15)
 Application Cover Sheet

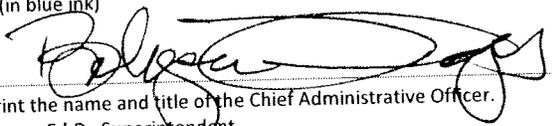
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DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

Applicant LEA (Name) Rochester City School District		County Monroe	
Legal School Name for the Priority School Identified in this Application Abraham Lincoln School #22		Beds Code 261600010000	
Chief Administrative Officer (Last Name, First Name, Dr./Mr./Ms.) Bolgen Vargas, Ed.D.			
Title Superintendent	Telephone (585) 262-8100	Fax Number (585) 263-3292	E-mail Address Bolgen.vargas@rcsdk12.org
Address (Street, City, Zip Code) 131 West Broad Street, Rochester, NY 14616			
Application Type (Check one):		<input checked="" type="checkbox"/> LEA with one Lead Partner	<input type="checkbox"/> LEA with Partner Consortium
SCHOOL DESIGN TYPE (Check One)			
College Pathways <input type="checkbox"/>	Community-Oriented <input checked="" type="checkbox"/>	Arts / Cultural Ed <input type="checkbox"/>	CTE <input type="checkbox"/>
		Virtual/Blnd/Online <input type="checkbox"/>	Network-Affiliated <input type="checkbox"/>

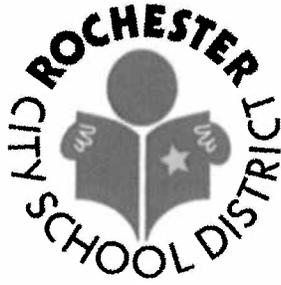
Certification and Approval

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, 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) 	Date 2/26/14
Type or print the name and title of the Chief Administrative Officer. Bolgen Vargas, Ed.D. Superintendent	
DO NOT WRITE IN THIS SPACE	
Reviewed by _____	Date _____

RECEIVED

FEB 28 2014 NB



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

Karen A. Jacobs
Director Financial Management & Grants
Rochester City School District
131 West Broad Street
Rochester, New York 14614
Phone: 585.262.8435
karen.jacobs@rcsdk12.org
www.rcsdk12.org

February 28, 2014

New York State Education Department
Contracts Administration Unit, 501 W EB
89 Washington Ave
Albany, New York 12234

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Attn: Nell Brady, RFP # TA-15

Dear Ms. Brady:

Please find enclosed an original and one copy of the Rochester City School District's application for the Round 3 School Innovation Fund Grant for Abraham Lincoln School #22. We sincerely appreciate the opportunity to launch a whole school redesign within the Community-Oriented School design framework.

Thank you for your time and consideration. If you have any questions or concerns, please contact me at the above contact information or Caterina Leone-Mannino at 585-262-8324.

Sincerely,



Karen Jacobs

Enclosures

xc: C. Leone-Mannino
L. Hawthorne
G. Miller



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Submission Checklist

Documents	Checked -Applicant	Checked-SED	
Application Cover Sheet <i>(with original signature in <u>blue ink</u>)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Proposal Narrative District-level Plan and School-level Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment A Assurance of Joint Commitment and Collaboration Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment B School-level Baseline Data and Target Setting Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment C Evidence of Partner Effectiveness Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment D Budget Summary Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment E Project Plan Template	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment F Performance Agreement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment G Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
FS-10 for Year One Implementation Period (June 1, 2014 to June 30, 2015); FS-10 forms are available at: http://www.oms.nysed.gov/cafe/forms/	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Preliminary draft Memorandum of Understanding(s) (with Lead Partner or Partner Consortium)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
M/WBE Documents Package (containing original signatures)			
<input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor's Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>

PROPOSAL NARRATIVE

1. DISTRICT-LEVEL PLAN



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I. A. District Overview

I.A.i Describe the district motivation/intention as well as the theories of action guiding key district strategies...

The Rochester City School District (RCSD) has an urgent need to improve student achievement. Eighty-three percent (83%) of RCSD schools are in accountability status, including 16 Priority Schools and 28 Focus Schools. Five (5) high schools are not currently on the Focus or Priority lists only because there are insufficient data to label them (i.e., the schools were phase-in or re-start schools).

RCSD's Strategic Plan guides its work. The Plan identifies five goals that clearly define RCSD's path and frame its agenda. The District will:

- Ensure that each student is prepared academically to succeed in college, life, and the global economy;
- Create safe, engaging, and nurturing school environments that enable student success;
- Recruit, develop, and retain highly effect, diverse people dedicated to students' success;
- Use world-class operational standards and practices to continuously improve how student success is supported; and
- Create a culture in which adults are held accountable for student success.

The Superintendent has placed a high priority on using resources to increase the quality and quantity of classroom instruction while at the same time expanding student supports. Three cross-functional teams began their work in fall 2013 and will drive the rapid improvement in student achievement needed for Rochester students. These new teams focus on:

- **Reading By Third Grade** - Identifying instructional strategies and students supports that will increase student literacy by the pivotal third grade year
- **More and Better Learning Time** - Driving efforts to add more time to the school day and school year and using the extra time effectively
- **Instructional Excellence** - Coordinating the resources that will help school leaders and teachers improve the quality of teaching and learning

These teams maintain a relentless focus on implementation and eliminating barriers, while aligning resources to provide maximum benefit for students. A new Efficiency Management Team (EMT) supports the improvement process by aligning the District's resources to achieve results. EMT monitors and supports the teams by serving as a "go to" resource that can help address cross-functional barriers and ensure progress.

To bring about school improvement and prepare all students for post-secondary success, RCSD continues to be committed to the implementation with fidelity of New York State's *Regents Reform Agenda*, and resources are aligned with its three elements. By centering instruction on the Common Core, implementing Rochester's *Core Instructional Program*

effectively, using the Annual Professional Performance Review (APPR) as an integral part of a data-driven culture, and strategically linking data to professional development, a true culture change will occur and RCSD will succeed in its mission to prepare all students for success in a global economy.

Reading by Third Grade is one of the most important predictive indicators of high school graduation and career success. Reading on grade level by third grade is essential for students to make the transition to “reading to learn” throughout the academic career. Increasing early literacy could have the largest impact on the long term graduation rates than any other priority. By focusing on Reading by Third Grade, RCSD is prioritizing and implementing solutions that can help teachers and student achieve rapid, measurable literacy improvement by grade 3 through four focus areas: implementation of full day Pre K; Common Core Learning Standards (CCLS) Curriculum Module implementation, development and effective use of formative assessments and data driven instruction, and stemming summer learning loss.

- ***Improving School Readiness through Increased Access to high-quality PreKindergarten programs:*** Beginning February 3, 2014, 884 prekindergarten students who had been attending half-day preK programs have transitioned to full day programming. RCSD is working with Community Based Organizations to support the alignment of reading assessments and reading curricula with NYS CCLS expectations. Additionally, classroom lending libraries for PreK students have been supplemented to provide for additional resources to close the school readiness and academic vocabulary gaps.
- ***Improving Reading Instruction by Strengthening CCLS Curriculum Implementation:*** In the 13-14 SY, RCSD began implementing the NYSED approved CCLS Curriculum Modules with fidelity, ensuring all teachers have the materials necessary for full implementation. Online learning courses are being created for K-3 teachers which include an in-depth analysis of the CCLS, ELA Instructional Shifts, and the utilization of the Common Core Unit and Domain Assessments as formative data to inform instructional strategies and differentiated support for all students. RCSD has increased the allocation of reading teachers to provide specialized support beyond the core instructional program to support reading intervention in the early grades.
- ***Improving Reading Instruction by Utilization of Formative Assessments and Data Driven Instruction:*** RCSD is training all teachers on how to administer and track student performance through the utilization of the Common Core Unit and Domain Assessments included in the CCLS Curriculum Modules. An electronic platform is being developed to assist teachers in recording, storing, and analyzing student performance on these embedded assessments to truly inform instruction.
- ***Improving Reading Instruction by Stemming Summer Learning Loss:*** Students can lose an average of two months in reading achievement during summer months, which slows progress toward grade level reading proficiency year after year. As such, RCSD has developed several pilot programs, including a national study with the Wallace Foundation, to support summer learning through a blend of academic learning, hands-on activities, and engaging enrichment opportunities.

More and Better Learning Time is essential in mitigating the opportunity gap for many of our disenfranchised students. The More & Better Learning Time strategies are focused on enhancing rigorous Common Core Learning with differentiated supports for academics, strategic socio-emotional development, and engaging enrichment opportunities to empower student with the knowledge, skills, and experiences needed for success in academic learning, life, and the global economy. RCSD has had the generous support of the Ford Foundation to pioneer this work in New York State and is working to scale expanded learning opportunities throughout the district. Strategies in a developmental, scalable model include:

- **Maximizing Instructional Time:** Utilizing an audit approach of the use of time throughout the school day, all district schools will set incremental improvement targets for the 14-15 SY. Strategies include eliminating early dismissal days and eliminating pull-out from the core instructional program. Preliminary adjustments to the 13-14 SY have added the equivalent of 12 additional school days for increased instructional time.
- **Extended School Day:** RCSD has increased the efficiency in the provision Supplemental Academic Services and alignment of community-based after-school programs with school-wide instructional priorities, providing support for more students through strategic support planning and targeted student recruitment for additional supports.
- **Expanded School Day:** RCSD has piloted and scaled a high-quality, research based approaches to expanding the learning day to provide more time for differentiated supports, socio-emotional learning, and engaging enrichment opportunities. In partnership with both National Center for Time & Learning (NCTL) and The After-School Corporation (TASC), RCSD has planned a joint delivery model that utilizes certified teachers and community providers to create an enriched, hands-on learning experience that complements and expands the school day for all students.
- **High Quality Summer Learning:** Stemming summer learning loss can promote closure of the achievement gap and opportunity gap for students in poverty. RCSD has recognized the opportunity to provide additional instruction, not just remedial but also accelerated and enriched learning experiences, during the summer months. As part of a national demonstration funded by the Wallace Foundation, Rochester piloted this program and is now expanding the opportunity for more students to participate in Rochester Summer Scholars to promote authentic, engaging learning experiences and maintain a focus on reading during the summer months.

Instructional Excellence - RCSD draws from U.S. Department of Education and New York State Education Department (NYSED) guidelines on evaluation, effective instructional practices, and high quality professional learning to improve outcomes. The District has identified four schools to serve as demonstration sites for instructional excellence; while School 22 is not part of this pilot initiative, voluntary professional learning opportunities will be offered to School 22 administrators and teachers for peer learning. These schools will model effective implementation of four key strategies that will bring about improved student achievement:

- **Demonstration Classrooms** – Demonstration Classrooms will be collaboratively identified with School Based Planning Team and will serve as supports to their peer in implementing the curriculum.

- **Formative Assessment and Data** - Data will be used by teachers and students to manage and adjust learning so that immediate benefits are realized.
- **Classroom Walk-Through Tool** - Principals will use the Danielson Rubric tool to collect classroom data that will inform coaching discussions.
- **Principal Data Dashboard** - The Dashboard will provide a visual snapshot of daily school operations and allow school leaders to focus on continuous improvement opportunities.

The focus of this work is to collaboratively identify demonstration classrooms in the four schools who will model differentiation, higher order questioning, instructional technology integration, and implementation of the Common Core Learning Standards. The schools will serve as an “innovation greenhouse,” where expert practitioners are cultivated. The CIT Mentors will share their expertise Districtwide and build the capacity of Rochester teachers to deliver highly effective, individualized instruction that is based on rigorous standards.

Much deliberately focused work prepares Rochester students for college and/or careers. RCSD uses a strong *Core Instructional Program* that incorporates intervention and acceleration strategies for all students. The *Core Instructional Program* provides the framework for highly effective instruction that offers equal access to academic opportunities for all students. The instructional expertise and effective coaching strategies of all administrators in Central Office and schools have been increased through targeted training in the *Regents Reform Agenda*. Everyone is held accountable for specific student and school outcomes. To monitor progress, the District uses the *Diagnostic Tool for School and District Effectiveness* at a frequency greater than mandated by NYSED for assessment.

RCSD has grounded its guiding principles for curriculum and instruction in the belief that college persistence and career readiness dramatically increase life outcomes for all students. A coherent reform strategy connects all District activities to improving teaching and learning. RCSD is deliberate in instruction, defining the curriculum as NYS Common Core Curriculum units. The District uses standards of performance based on the new State assessments and accountability standards, and accountability systems connect student outcomes with adult outcomes.

I.A.ii. *Provide a clear and cogent district approach and set of actions in supporting the turnaround..*

RCSD has rewritten its *District Comprehensive Improvement Plan* (DCIP) to incorporate the vision of the Regents Reform Agenda. The DCIP is aligned with the State’s new *Diagnostic Tool for School and District Effectiveness* (DTSDE), RCSD’s *Core Instructional Program*, and the District Strategic Plan to improve student achievement and prepare students to be successful in the global economy. It outlines goals and strategies for improving schools and identifies measurable targets for graduation rate, academic performance, 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 Strategic Plan and 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.

Targeted school-based site visits are conducted regularly under the direction of the School Chief, Chief of School Transformation, and as applicable and needed, core curriculum directors. These visits take the form of comprehensive walk-throughs where effective instructional practices and indicators are reviewed, including performance-based data, evidence of differentiation, school climate, and attendance. Following the walk-through, various forms of debriefing sessions take place with school leaders. A system for communication with teachers and the School Based Planning Team will be established at the building level to foster collegial conversation, self-reflection, and ideas to support professional development for the staff.

RCSD's *Core Instructional Program (CIP)* anchors academic standards in the real world. (drafts located at <http://intranet/departments/Teaching%20and%20Learning/coreinstructionalprogram/SitePages/Home.aspx>) The program requires all students learn using a quality curriculum that ensures college- and workplace-readiness. Knowledge required for post-secondary and career success is aligned with high school academic standards and back-mapped to create a coherent, focused, grade-by-grade progression that begins in pre-kindergarten. The CIP defines specific course-taking requirements for in English, Mathematics, Social Studies, and Science, with core content for each course specified. All disciplines reinforce college and work place readiness expectations. The required curricular content can be individualized while keeping NYS standards and tests constant. Intervention, acceleration, and the use of time support students in all subgroups. Assessments evaluate mastery and are used to adjust instruction at all grades. High school graduation performance exams ensure that students meet standards before earning a high school diploma.

All schools are supported by a School Chief. The three School Chiefs assist the principals with daily instructional and operational responsibilities. The School Chiefs support and evaluate Priority School principals in all elements of school improvement. The Chief of School Transformation focuses specifically on student growth and achievement, effective instructional practices, academic and behavioral interventions and supports; and parent, family, community engagement in Priority Schools.

RCSD's Executive Director of School Innovation oversees the work of improving low-achieving schools and opening new, high-quality schools. She collaborates with the School Chiefs to conduct regular examination of school-wide data and ensure redesign/improvement efforts are progressing according to the specified plan. Additionally, the Office of School Innovation oversees the More & Better Learning Time Priority, Title I academic supports, and serves as the liaison to NYSED in planning and reporting on the implementation of School Improvement Grants and School Innovation Fund grant awards. The Office of Innovation ensures alignment of these grant opportunities to the overall district priorities, DTSDE review findings, and the School Comprehensive Education Plan strategies. Additionally, the Office of School Innovation has written a guidance document that was shared with all principals detailing measurable targets, both quantitative and qualitative, that demonstrates 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 able to better 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 documentation of progress and artifacts related to the execution of such a plan. Cross functional team meetings to review and provide additional central office support to schools related to these findings one of the goals of future central office transformation efforts, where central office personnel will serve as Instructional Leadership Directors, supporting principals in their instructional leadership and playing an essential role in the support of instruction improvement in the quest for improving student achievement.

The District's Deputy Superintendent for Teaching and Learning and Deputy Superintendent for Administration work with principals on specific issues affecting the implementation of effective school turnaround as they arise. Executive coaches, funded by TIF and other revenue streams, serve as high-level mentors, providing guidance in a coaching capacity to ensure principal development. Through RCSD's *Strengthening Teacher and Leader Effectiveness* (STLE) grant, principals of all Priority Schools are receiving 300 hours of professional coaching from the SUPES Academy. A new, cross-departmental Office of Professional Learning provides instructional coaches in English Language Arts (ELA) and Mathematics to teachers at all Priority Schools to support consistent implementation of the Common Core Curriculum across the District.

1.A.iii Describe the evidence of district readiness to build upon its current strengths and identify opportunities

All District professional learning has been aligned with the DCIP, and school-specific SCEPs are framed around DTSDE reviews. Priority school principals take part in collegial information exchange sessions, facilitated by the Chief of School Transformation. The focus of this work is outlined by effective and identified best practices that are aligned with actions in the SCEP, such as differentiated instruction, operational and programmatic planning, and the effective implementation of the Core Instructional Program, including Common Core Unit Domain Assessment administration to guide planning and instructional facilitation.

Beginning in winter 2013, all RCSD leadership, both in central administrative offices and schools, are participating in targeted leadership academies delivered by the SUPES Academy. These academies are developing a foundation of strong leadership for improvement in the instructional core within a context unique to Rochester. District chiefs, directors, principals, and assistant principals are gaining a better understanding of the technical requirements for implementation of the Common Core State Standards through intensive workshops and executive coaching. Principals and assistant principals at Priority Schools are receiving additional one-on-one coaching support. All leaders are learning how to manage organizational elements coherently to support the District's instructional goals and use data to inform decisions. All workshop activities support the goals and objectives of the six tenets of the DTSDE.

RCSD has demonstrated its commitment to build internal District capacity to improve student performance through implementation of the Regents Reform Agenda. One hundred and fifty (150) District and school leaders attended NYSED's Network Team Institutes in Albany in 2013. Senior research fellows from the Regents Research Fund have provided follow-up support in regard to the *DTSE*.

District officials have participated in DTSE training and are working with Outside Educational Experts and NYSED officials in conducting school reviews on a regular basis. The Office of Professional Learning, School Innovation, and Executive Directors of Curriculum, along with the Secondary School Chief, are participating the Regents Reform Agenda DTSE Professional Learning Community and developing a district level plan for utilizing the DTSE tool to guide adult learning and district-wide improvements in planning and effectively implanted a system for differentiated instructional support for school leaders and teachers. Additionally, a cross-functional team is participating in DTSE 2.0 Certification training with NYSED officials, to develop internal capacity for continuous cross-functional training and continuous professional development in using the DTSE as an accountability measure focused on school improvement.

I.B. Operational Autonomies

L.B.1. Describe the operational autonomies the LEA has created for the Priority School in this application.

School 22 will have the autonomy to:

- Identify a comprehensive, site-based external/community partner to augment to and thus enrich instructional, cultural, and social-emotional supports and experiences for all students,
- Identify and plan for parent and family engagement events and activities centered around student and adult learning specific to the *Core Instructional Program* as well as provide opportunities for pro-social development,
- Staff positions outside of the *Core Instructional Program* following guidelines established by bargaining unit agreements,
- Select the structure of programming, and
- Select educational partners that are linked to the school's priorities as identified by the DTSE review.

RCSD staffs all schools centrally to its *Core Instructional Program* and the standardized schedule that supports the varying needs of all students. Priority School principals, in collaboration with the School Based Planning Team, will have the autonomy to make staffing decisions that support implementation of positions beyond those required for the *Core Instructional Program* and are unique to the school's redesign plan. Each Priority School has defined pathways that drive their improvement.

A standardized schedule within the *Core Instructional Program* supports students and significant flexibility is allowed in its implementation to individualize programs at #22 School. Teachers will be provided a survey that allows the Principal and leadership team, in collaboration with the School Based Planning 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 one of their requested preferences where possible. 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. A catalog of expanded learning offerings will be developed at the school level and teachers will review data including achievement, behavior, and student interest surveys to prepare an individualized expanded learning plan for each child. Expanded learning offerings will be reviewed and adjusted every marking period.

The standardized schedule was developed to provide better support for students who need remediation and acceleration. Standardization of the master schedule also addresses the District's highly mobile student population and sub-groups who are in accountability status (English Language Learners, ELL, and Students With Disabilities, SWD). All redesign schools, in collaboration with their School-based Planning Teams, have full 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 School 22 in the selection of educational programs that are aligned to the NYS Learning Standards. Programs selected by the School Based Planning Team and approved by the Superintendent or his designee will be identified that address the unique needs of the school within the framework of the Core Instructional Program and will reflect the needs of a high ELL and SWD population as well as take into account the suggestions made by NYSSED during the 2013-2014 DTSD review.

Educational partners will be selected by the School Based Planning Team after consideration of school needs and partner strengths. As with the other autonomous decisions, partner selection will be done to individualize Rochester's Core Instructional Program to student and school needs. Community Partners to Support Expanded Learning were approved through a district-wide Request for Proposal process during the summer of 2013. Schools can 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.

LB.ii. Provide as evidence formally adopted Board of Education policies and/or procedures for providing **LB.iii.** Submit as additional evidence, supporting labor-management documentation

Sections 24.5(a) and 50 from the Contractual Agreement between RCSD and RTA provide the supporting labor-management documentation for the exemption from the voluntary teacher transfer process and School-Level Living Contract Committee respectively. Please see contract sections in attached Exhibits marked Exhibit 12.

LC. District Accountability and Support

LC.i. Identify specific senior leadership that will direct and coordinate district's turnaround efforts

The Office of School Innovation (OSI) serves as the District's turnaround office and its Executive Director reports directly to the Superintendent. OSI was created five years ago to oversee the work of improving schools and opening new, high-quality schools. The school design principles of rigor and personalization guide its work, and intermediary partners provide expertise in effective practices. OSI utilizes the latest in educational research and methodologies

to develop innovative schools, programs, and policies that increase school performance and evaluates progress on work to date.

The Executive Director of OSI collaborates with the three School Chiefs (Chief of Elementary Schools, Chief of Secondary Schools, and Chief of School Transformation) to provide oversight and support to schools. The three School Chiefs report directly to RCSD's Deputy Superintendent of Teaching and Learning and are key instructional managers in the District. Each School Chief supervises a cluster of 20 or more schools. The School Chiefs have wide latitude for independent judgment and decision-making and assist in the formation of educational policy and practice. The School Chiefs ensure consistency of implementation of the Regents Reform Agenda and Race to the Top initiatives that include the Common Core, data-driven instruction, and Annual Professional Performance Review (APPR).

The District's Chief of School Transformation works directly with, coaches, and fosters the development of Priority School principals in the areas of *Core Instructional Program* implementation, student growth/achievement data review and analysis, effective instructional practices; and parent, family, and community engagement. The Chief also provides guidance specific to the review and adherence to school redesign initiatives, including community partnerships, ongoing SCEP reviews, and the consistent application of walk-through protocols.

All District professional learning has been aligned with the DCIP, and school-specific SCEPs are framed around DTSDE reviews. Priority school principals take part in collegial information exchange sessions, facilitated by the Chief of School Transformation. The focus of this work is outlined by effective and identified best practices that are aligned with actions in the SCEP, such as differentiated instruction, operational and programmatic planning, as well as, the effective implementation of the Core Instructional Program, including Common Core Unit Domain Assessment administration to guide planning and instructional facilitation, and core learning target setting.

RCSD's Director of Expanded Learning provides additional support to schools as they expand learning time beyond the Commissioner's requirement of 300 additional student contact hours per year (a minimum of 300 additional hours for each student will be added through the transformation plan described in this application). The National Center for Time & Learning, a partner in this SIF application, will provide technical support in planning and implementing a high quality plan for expanded learning..

RCSD's Department of Teaching and Learning is responsible for the academic and instructional needs of the District. The department includes managing directors of content areas as well as Intervention Services, Special Education, and English Language Learners. The Deputy Superintendent for Teaching and Learning designs and implements "best practice" instructional systems and works to ensure the alignment of curriculum, instruction, research, assessment, and supporting resources. The focus is to ensure the alignment of curriculum to the NYS Standards so that all students are prepared for high school graduation and post-secondary education. Specific support to the School 22 developmental, one-way dual language program will be provided by the Office of Language Learning, and the Director of Bilingual Education.

An instructional team works with Priority Schools to utilize tools and technology-supported curriculum resources to analyze data that will inform instructional practices and professional learning. In lieu of Network Teams, RCSD is expanding its Department of Professional Learning. The *Career in Teaching* Panel has identified and selected coaches for all buildings based on rigorous criteria. Once selected, the best coaches will be assigned to Priority Schools in the areas of ELA and math. These coaches will roll out the Common Core Curriculum across all grade levels. They will model best practice strategies for teachers and support instructional planning so instruction is rigorous and leads to higher order thinking and questioning by both teachers and students.

An organizational chart for RCSD's management structure is in the attached Exhibits and marked Exhibit 1.

I.C. ii. Describe in detail how the structures identified in "i" of this section function in a coordinated manner..

The Chief of School Transformation conducts regular, biweekly site visits and walk-throughs of each Priority School. These visits are instructionally focused and operationally specific. Support is provided in the form of direct coaching and instructional leadership modeling. Growth, achievement, and other related performance data are reviewed, and student attendance and behavioral intervention are monitored. The Chief of School Transformation participates in the periodic District-based, school-specific "Truancy Blitzes," which involve home visits to families of at-risk students. Additionally, the Chief maintains regular open communication with principals by phone, email, or text on a daily basis.

The Executive Director of School Innovation will support the leadership at School #22 to achieve its successful redesign. Based on research from Insight Education, a performance management plan will be created to ensure a systemic approach to managing turnaround occurs. The plan will take into account the following performance management elements:

1. *Clarity of Outcomes and Theory of Action* - Priorities and strategies will be established with measurable goals and outcomes that are aligned with the priorities.
2. *Alignment of Resources* - People, time, technology, and funding will be aligned with the priorities of the school; roles and responsibilities will be identified.
3. *Collection and Analysis of Data* - Data will be collected and analyzed using established routines to ensure quality.
4. *Assessment of Practices and Outcomes* - Processes will be established to monitor practices and provide quality feedback; data will be used in the decision making process for all implementation activities.
5. *Accountability for Results*: Data will inform implementation of practices.

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 Office of School Innovation works with the School Chiefs, Deputy Superintendent of Administration, Deputy Superintendent of Teaching and Learning, Chief of School Transformation, Principal, Director of Expanded Learning, and all SIF partners to guarantee there is agreement in the elements of the SIF plan and a structured timeline is in place. Scheduled meetings monitor the Performance Management Plan.

The Director of Expanded Learning will help School #22 build an expanded learning program that meets criteria set by RCSD, NYSED, and National Center for Time & Learning’s innovative and practical school design. She will provide guidance based on her extensive expertise with the TIME Collaborative and will assist in determining if focused learning goals are thoughtfully linked to student schedules.

Leading indicators provide early evidence whether or not a school is on track. Once identified, the leading indicators must be monitored for impeding success or failure. The school (with the support of the District) must act on what the indicators reveal. To begin, leaders creating the performance management plan will identify a manageable set of metrics that can be tracked and analyzed. These will be tracked at the school, District, and at the State level simultaneously. Evaluation of the data will be linked to actionable items and protocols will establish ownership and accountability for each metric.

I.C.iii. For each planned interaction, provide a timeframe and identify the specific person responsible for delivery.

Table 1. District Transformation Support Plan

Interaction	Frequency	Person Responsible
Performance Management Plan	Every 5 weeks	OSI Executive Director; South Zone School Chief; Chief of School Transformation; Deputies; Director of Expanded Learning; Principal; SIF Partners
Fiscal Performance Review	Quarterly	OSI Executive Director; Senior Budget Analyst
School Visits	Biweekly (at a minimum)	School Chief; Chief of School Transformation
School-Based Planning Team	Monthly	Principal
CIT Mentors	Bi-Weekly	Executive Coach
Coaching Support	Monthly	SUPES Coach
Integrated Intervention Team (IIT) Visit	Spring 2013	NYS IIT
IIT Visit	Year-End	RCSD IIT
SCEP and Related Data Review	Quarterly (at a minimum)	Chief of School Transformation
ELA and Math Coaches	Weekly	ELA and Math Coaches

I.D. Teacher and Leader Pipeline

I.D. i. Identify and describe recruitment goals and strategies for high poverty and high minority schools ...

Successful recruitment efforts rely heavily on strategic efforts throughout the year, not only when vacancies occur. The need to promote flexibility in teaching staff reaches beyond recruitment of new teachers. Teachers with multiple certifications provide many benefits to the educational system. Each year, RCSD is faced with displacement or elimination of teachers and/or administrators who are critical to programs within schools due to statutory and contractual

requirements. The District has an urgent need to develop both depth and breadth in programs so that changes in personnel will not negatively affect student learning.

The Division of Human Capital Initiatives (HCI) has established two overarching goals to ensure that students in Priority Schools have equal access to high-quality leaders and teachers. These goals are to:

- 1) Increase efforts to recruit and re-train high-quality leader and teacher candidates with urban experience to reflect the student population, and
- 2) Integrate a talent management module (Oracle Corporation's *PeopleSoft/ePerformance*) into the current Human Capital System of record.

Starting in December 2012, through the support of a NYS *Strengthening Teacher and Leader Effectiveness 1* (STLE 1) grant, HCI has strengthened its recruitment strategies in order to attract highly effective teaching candidates. The District established a new position, Director of Recruitment, to recruit highly qualified, diverse candidates and promote RCSD to prospective employees. HCI has redesigned its website; expanded national recruitment efforts targeted at urban centers; and conducted outreach with colleges and universities. As a result of these efforts, HCI has received applications for educational positions from across the nation, and local colleges and universities are seeking to place administrative interns with RCSD.

RCSD Board Policy 9240 increases diversity and understanding through recruitment of individuals with urban experience. This policy gives hiring preference for urban experience, including candidates who graduated from large, public city high schools and/or who have two or more years of experience working with city youth in an urban environment. In addition, RCSD implemented a city residence initiative in July 2013. RCSD employees can apply for this financial incentive to pay closing costs and/or place a down payment on a city home.

RCSD has a Master's Degree Reimbursement Program to support initial teachers as they earn their mandatory New York State professional teaching certification. 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.

Oracle's *eRecruit* talent management module supports active management of the talent lifecycle, including planning, recruiting, candidate screening, hiring, and new employee on-boarding. *eRecruit* fully integrates with the core Human Capital system of record and allows HCI to track recruitment efforts. Data are available to track recruitment trends such as which institutions of higher education provide the most highly qualified candidates and if teacher and administrator retention correlates with degree preparation sites. HCI uses this information to query teachers' certification type and eligibility to identify teachers for high needs areas.

RCSD's *Career in Teaching* (CIT) and *Career in Administration and Supervision* (CIAS) programs are established cornerstones of RCSD's strategic approach to ensure high-quality educators teach all students. CIT is a collaborative effort between the District and the Rochester Teachers Association. CIT's mentor/internship program provides full-year, one-on-one,

intensive professional support aligned with the *Framework for Teaching* (2011 Revised Edition), the same criteria that are used in RCSD's teacher evaluation. New administrators receive similar opportunities for individual mentoring through CIAS. CIAS is delivered in collaboration with the Association for Supervisors and Administrators of Rochester and balances preparation in the areas of management and instructional leadership. Both panels provide one-on-one mentoring and engage educators in learning-focused conversations.

RCSD's STLE 1 grant provided support for recruitment and teacher credentialing in shortage areas, development of a comprehensive coaching program, and enhancements to professional learning opportunities. Extra compensation is paid for these positions. Salary guidelines also allow the District to offer additional compensation for newly hired teachers in shortage areas, as the Rochester Teachers Association contract includes a clause for schools classified as low performing. For low performing schools, the District may propose that openings be set aside for either Lead Teacher Mentors or national board certified teachers.

I.D. ii Describe the district processes for altering hiring procedures and budget timelines..

The Department of Human Capital Initiatives will be placing advertisements to recruit for all teacher tenure areas in or around late February 2014 and annually thereafter. 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 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. The effort generated approximately 2,500 new candidates. All vacant positions are posted and undergo a full recruitment process prior to selection of an applicant.

Beginning in the 2013-2014 school year, RCSD implemented a centralized master scheduling process. This change 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 District-Wide Training To Build Leadership Capacity for Leading Change

History and Past Funding. In efforts to increase leadership capacity for school leaders, RCSD took part in two comprehensive approaches: the Rochester Leadership Academy (RLA) and *Dream Schools – Transformation Leadership Cohort*. RLA offered professional learning opportunities to sitting administrators. The program was coordinated jointly between RCSD and St. John Fisher College, with St John Fisher College serving as the lead agency. The curriculum addressed the changing context, reforms, and role of the principal by focusing on the requisite skills, knowledge, and dispositions required for effective leadership and high performance management. The professional learning opportunities were based on:

- The unique and evolving context of school leadership in RCSD;
- Problem-based and applied learning methodologies and on the job experiences;

- Research, emerging theories, best practices, and field-based experiences;
- Participants' individual learning style and development needs;
- Current and emerging needs and interests of the participants, their schools and communities, and the District;
- A strength-based approach designed to build on existing knowledge and support continuous professional learning; and
- A collaborative, comprehensive and sustained approach to support continuous improvement in school performance.

RLA was funded by a Title I School Improvement Grant from April 2011 through June 2012.

Dream Schools - Transformation Leadership Cohort provided intensive supports to six schools. Each school had a five-member leadership team. One member was a Central Office employee who served as a liaison, another was an Executive Coach assigned for a two-year term, and the remaining three members were school leaders. Topics discussed included the change process, data-driven decision making, creating a new culture, use of technology, and instructional leadership. Other topics were customized based on individual school need. Through an anticipated three-year cycle, 18 schools, 54 school leaders, and 18 district office personnel would have been impacted. The *Dream Schools* initiative was funded from local funds from July 2008 through June 2011.

Current. Supported through the *Systemic Supports for School and District Turnaround* grant, RCSD is partnering with the SUPES Academy to collaboratively develop and implement problem-based learning academies that facilitate capacity-building across the District. Participants include leadership from school-based leadership teams up through the Superintendent's cabinet. Training is delivered to three leadership tracks: 1) executive District-level leadership, 2) school principals, and 3) assistant principals. Each track is supported by a separate and unique scope and sequence of content that is designed to meet the specific needs of its leadership group. Approximately 250 RCSD leaders are participating in this training.

SUPES Academies are customized, case-based, and experiential learning program that are delivered in combination with consistent, intersession support from highly qualified coaches. The coaches leverage their experience in implementing capacity-building plans and facilitating job-embedded professional development at the District- and school-levels. All SUPES training is organized into four strands:

- District Capacity,
- Implementation of Common Core State Standards in English-Language Arts (ELA),
- Implementation of CCSS in Mathematics, and
- Data-Driven Instruction/Inquiry.

Intensive executive coaching supplements the formal workshop sessions. All activities are specific to the goals and objectives of the six tenets of the DTSDE: district leadership and capacity, school leadership practices and decisions, curriculum development and support, teacher practices and decisions, student social and emotional developmental health, and family and community engagement.

The SUPES Academy incorporates problem-based learning situations that integrate theory and practice, infuse case method pedagogy, and create field-based projects. SUPES provides District and school leaders with learning experiences that reflect authentic work context. These experiences develop a strong foundation for leadership and enhance their capacity to improve the instructional core, use data to inform decisions, better understand the technical requirements for implementation of the Common Core State Standards, and coherently manage organizational elements to support all associated work.

I.D.iv. *District-Wide Training To Build the Capacity for Teachers To Be Effective*

History and Past Funding. Teachers have been offered multiple opportunities to take part in District-wide training that supports their growth and development into effective and highly effective teachers. Most recently, the District utilized *Race to the Top Funds* (RTTT) to structure supports using Network Teams. RDSB 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).

The *Dream Schools - Transformation Leadership Cohort* provided focused training on Data Teams and Decision Making for Results (DMR) to increase teacher effectiveness in low-achieving schools. This 12-hour training provided school teams with protocols and strategic questioning techniques to guide their work of using data to drive collective decision-making. Follow-up support came from a Central Office liaison and Executive Coaches. Throughout the anticipated three-year cycle, 18 schools would have been impacted.

Other supports to increase teacher effectiveness were two *Math and Science Partnership* (MSP) Grants and multiple *Teaching American History* TAH Grants. MSP grants focused on Mathematics and Science content. Over 300 K-12 teachers received content and pedagogical training through these efforts. The TAH grants supported more than 400 K-12 teachers and increased teacher content knowledge and improved classroom pedagogy in the area American History.

Current. To address the District's priority on improving literacy and math scores, RCSD is training all certified ELA and Math teachers in grades 7-12 who were selected to teach *Ramp Up Literacy* and *onRamp to Algebra*. *Ramp-Up to Literacy* and *onRamp to Algebra* are designed specifically to address the needs of students who enter middle school or high school two to three years behind their peers. ELL researchers participated fully in the design of both courses, making them highly responsive to the needs of ELLs. The flexible curriculum and instructional materials have been adapted for students with special needs. This adaption 'know how' is taught within the high-quality professional development training for both novice and veteran teachers with support and guidance in classroom teaching. A Longitudinal Study of the Impact of America's Choice on Student Performance in Rochester, New York, 1998-2003 reports the local success of these proven instructional programs.

RCSD has streamlined all instructional professional learning to support District capacity, implementation of Common Core State Standards in English-Language Arts, implementation of CCSS in Mathematics, and Data-Driven Instruction/Inquiry. This approach aligns to the current practices to build capacity of District Leaders. Training sessions for all content areas are in sync

with expectations laid out in the Regents Reform Agenda and tightly aligned to the Danielson Framework which is being used to evaluate teacher performance.

Training sessions focus on unpacking common core state learning standards, using and adapting NYS Learning Modules for ELA and Math Further, and content knowledge. These trainings are taught within the context of providing additional supports through Instructional Coaches who support schools. Instructional Coaches are centrally deployed and both directed and supervised by the Office of Professional Learning.

***I.D.v.** district offered events*

A chart of District-offered training events is included in the Attachment of Exhibits marked Exhibit 2.

I. E. External Partner Recruitment, Screening, and Matching

***I.E. i.** Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching...*

RCSD's Purchasing Department contributes to the success of the educational process by obtaining the best value for goods and services for students, teachers, administration and staff. The Purchasing Department strives to secure goods and/or services of the right quality, in the right quantity, at the right price, from the right source, with delivery at the right time.

RCSD's Purchasing and Legal Departments have established rigorous Request for Information (RFI), Request for Proposal (RFP), and contract processes to ensure standardization, compliance, and best value. Less formal RFIs are needed for professional services between \$35,000 and \$100,000. When services are expected to reach or exceed \$100,000 in a fiscal year, a RFP is required. All RFIs and RFPs contain a detailed scope of services, solicit specific fees and other associated costs for such services, and identify other essential terms.

RCSD reviews every partnership to ensure that it 1) has a track record of demonstrated success in increasing student achievement (as measured by student data and other leading indicators), 2) is connected to the desired innovation, and 3) is aligned with RCSD's Core Instructional Program and the Regents Reform Agenda. Partners must meet programmatic needs, possess the needed organizational capacity, and report outcomes that are correlated with research.

The National Center for Time & Learning (NCTL) has been working with RCSD since summer 2012. NCTL has a proven track record of assisting states, districts, and individual schools in planning for an expanded learning day/year. The NCTL team brings a wealth of experience—ranging from working directly with schools that are planning and implementing expanded learning time, developing state networks of expanded-time schools, advising state agencies on the framework of expanded-learning time efforts, and creating state and federal policy on learning time, to working as teachers and administrators in public schools. Two part-time local coaches familiar with RCSD work with school leaders and teams to ensure timely planning and support for implementation.

Community Partners to Support Expanded Learning were selected through a district wide process. Schools may review each vendor's menu of services and work with vendors to

customize the options needed to support each school's individualized needs and priorities. A copy of the RFP issued for these vendors.

***LE. ii** Describe the rigorous process and formal LEA mechanisms for identifying..*

RCSD uses Request for Information and Request for Proposal processes to recruit successful turnaround partners and support resources. In anticipation of a grant award, the contract process is initiated with the Legal Department. RCSD's Executive Director of School Innovation and the school principal work together to ensure that partner selection for SIF grant related services align with school programming and initiate the Memorandum of Understanding process in order to have access to partner support by September 1, 2013.

***LE. iii** Describe the role of the district and the role of the school principal in terms of identifying..*

Prior to selecting a partner, a comprehensive analysis determines District and school priorities. District leaders and the school principal, in collaboration with the School Based Planning Team, use information from the DTSDE review, or previous a JIT, ESCA or SQR review, to identify school needs and highlight statements of practice that need targeted interventions. After consideration of the District goals, school review, and/or needed interventions, characteristics of collaborative partnerships emerge. Using the Request for Proposal process, RCSD searches for collaborative partnerships that have a strong structure for organizing, planning, and implementing shared ideas. A key component of any partnership focuses on the mechanism for designing comprehensive strategies.

Once selected, a great deal of effort is exhausted in evaluating the partner. The Grant Monitor (the Executive Director of School Innovation) will work directly with the partner and hold every partner accountable for following through with the Memorandum of Understanding and ensuring deliverables were completed in a timely manner. The selected partners and the District will meet every five weeks to examine the identified performance targets and make mid-course adjustments as needed. Evaluation and metrics expectations are clearly articulated in each vendor contract.

School 22 has been working with NCTL in the planning phase for Expanded Learning since October 2013. School 22 applied through a district-level process to participate in Cohort II expanded learning planning with NCTL. School 22 has utilized this planning process to build upon the foundation that the school team began to envision in the 12-13 SY, ensuring that the plan presented in this application is consistent with the school's priorities, DTSDE findings, and the SCEP.

I. F. Enrollment and Retention Policies, Practices, and Strategies

***I.F. i** Identify and describe similarities and differences in the school enrollment of ...*

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 those 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 school” or participate in the school’s Pre-K program.

Student With Disabilities are provided with appropriate special education in accordance with their Individual Educational Plan (IEP) and have equal access to all aspects of the RCSD curriculum and district placement process. The services, supports, and modifications are designed, implemented, and progress monitored to ensure maximum educational benefit. In regard to the placement of ELL students, new provisions were put in place for 2013-2014 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.

As described above, RCSD allows student selection for placement in District schools. All schools have a percentage of programming 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 of equalizing 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.

RCSD is a Focus District, with 83% of its 53 schools in accountability status, including 16 Priority Schools and 28 Focus Schools. School #22 serves 521 students in grades PreK through 6. Nearly one-third (30%) of School #22 students are English Language Learners (ELL), compared to the District-wide average of 11%. School #22 is transitioning to a one-way dual language Heritage language program to better support all students, regardless of first language, through a full immersion language program. The program is designed for ELLs whose primary language is Spanish. In this model, ELLs build strong literacy skills in both languages with the goal of becoming bilingual and biliterate in English and Spanish.

Twenty-two percent (22%) of School #22’s students are Students With Disabilities (SWD); 17% of all RCSD students are classified as SWD District-wide. Student achievement data for School 22 reported in the 2011-2012 NYS Report Cards are compared to District-wide data in Table 2.

Table 2. Student Achievement (2011-2012 NYS Report Card)

	All Students		SWD		ELL	
	#22	RCSD	#22	RCSD	#22	RCSD

Grade 3 ELA	26%	47%	0%	4%	13%	24%
Grade 3 Math	28%	56%	17%	10%	28%	18%
Grade 5 ELA	27%	48%	0%	5%	8%	2%
Grade 5 Math	47%	65%	11%	14%	24%	10%

*Reported as percentage of students achieving proficiency (i.e., scoring a 3 or 4)

I.F. ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below

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.

Student 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. RCSD designed, implemented, and progress monitored SWD services, supports, and modifications to ensure maximum educational benefit.

New provisions are in place for English Language Learners (ELLs) 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.

A specialized marketing and communication plan will be developed to recruit students for School 22 specifically for the developmental, one-way dual language program. A local charter school markets a similar program to heritage language speakers as well as native Spanish speakers; this marketing practice will be reviewed for consistency with School 22’s vision and revised language policy.

I.F.iii Describe specific strategies employed by the district to ensure that Priority schools in the district are not..

As described above, RCSD allows student selection for placement in District schools. All schools have a percentage of programming 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 of equalizing 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. *Describe in detail the steps that have occurred to consult and collaborate in the development..*

School 22 was invited to participate in Cohort I expanded learning time planning in October 2012 and declined to participate at that time, seeking instead to research expanded learning theory and examples prior to committing to implementation. In May 2013, School 22 staff participated in a vote and drafted a plan for potential implementation in the 2013-14 SY. At the time of review by the Director of Expanded Learning, the plan lacked the financial resources for implementation and was not aligned to the high-quality research-based elements. During a meeting in June 2013, the option of Cohort II planning was presented to School 22's leadership and School-Based Planning Team and the opportunity for a Community Schools application discussed. Additional professional development regarding the expanded learning model was provided by district leadership during the Summer of 2013 to an ELT planning committee at School 22.

In September 2013, the opportunity for NYS Community School application was reviewed with School 22's School-based planning team. A grant application was submitted which focused on the strategies of building a network of related services for students and families and strengthening the family literacy program. School 22 was not awarded this grant.

In October 2013, the Executive Director of School Innovation met with the School Based Planning Team to discuss the NYS Expanded Learning Time Grant opportunity. School 22 was included in RCSD's submission for this grant with request for funding to support direct service costs for students in the approved ELT implementation; RCSD has not been informed as to the status of this grant opportunity. Simultaneously, School 22 leadership and School-Based Planning Team submitted an application to plan for Cohort II ELT planning with NCTL and were approved to begin the planning process. Dates for this planning are outlined in Section II, and included as Attachments.

A NYSED IIT Review was conducted in November 2013; strengths and recommendations are summarized in Section II. A review of these findings following the debrief with the IIT informed School 22's focus on differentiated supports for students including the exploration of the developmental, one-way dual language model to address the needs of the school's bilingual population. School 22 created a bilingual leadership teacher-led team to explore this and has worked with the RCSD Office of Bilingual Education to outline this vision.

Monthly sessions with School Leadership and a SIF Implementation Team comprised of teachers representatives approved through the School Based Planning Team, the Office of School Innovation, and Chief of School Transformation have ensured the alignment of these three priorities in the submission of this School Innovation Fund grant. A formal meeting regarding the SIF application was held with School Based Planning Team in January 2014 with approval to proceed with submission. A draft was submitted to the School Team for review prior to the submission deadline for final review and approval of the priorities outlined in Section II.

A copy of the Communication Plan is included with the additional application Exhibits and marked Exhibit 8 and provides a detailed account of all dates of communication.

I.G. ii Complete the Consultation and Collaboration Form and submit with this application (Attachment A).

The signed Consultation and Collaboration Form is included with this application.

II. School Level Plan – School 22 – Community Oriented Wraparound Service Model

II.A. School Overview

II.A.i. Provide and describe the clear vision, mission, and identify one to three goals of the proposed design

Vision: Abraham Lincoln School 22 is a place of learning where the staff works collaboratively and seeks higher standards of learning for each child. As a school community, they value active participation and support from parents. They embrace the many opportunities provided by community partnerships and celebrate our successes.

Mission: Abraham Lincoln School No. 22 supports students as they work toward reaching state standards and school learning goals. It is a collaborative community of learners that challenges, empowers, and prepares all students to become productive, responsible, and contributing citizens in a global society.

Through the support of the School Innovation Fund (SIF) grant, Abraham Lincoln School 22 seeks to implement the Community Oriented Wrap Around Service Model with the following goals:

1. Create a network of wrap-around services to address the academic, socio-emotional, health and wellness needs of students and their families.
 - 1.1 Establish complementary partnerships for learning and wrap-around services for students and families.
 - 1.2 Identify and utilize effective communication structures and strategies for outreach and correspondence within the School and beyond.
 - 1.3 Establish protocols for regular and consistent sharing of information about youth.
 - 1.4 Engage families and community in the continuous improvement process.
 - 1.5 Utilize collaborative staffing models
Based on Harvard Family Research Project, Partnerships for Learning: Community Support for Youth Success
2. Expand learning time to be able to offer the opportunity for rigorous academics, engaging enrichment, and differentiated learning supports.
 - 2.1 Establish focused school-wide priorities with clear and measureable goals that monitor progress.
 - 2.2 Allocate time to academic instruction which reflects students' needs.
 - 2.3 Ensure that all students schedules include academic intervention or acceleration taught primarily by certified teachers.

- 2.4 Engage in frequent data cycles utilizing a systemic approach to analyze and respond to data to improve instruction.
- 2.5 Include targeted, embedded teacher development including weekly opportunities to collaborate with peers to strengthen instruction.
- 2.6 Offer engaging enrichment to all students, including offerings based on student interests and choice.
- 2.7 Establish a school-wide plan to build a culture of high academic and behavioral expectations.

Based on National Center on Time & Learning, Seven Essential Elements of Expanded Learning Time Schools

3. Promote the bilingualism and biliteracy through a developmental one-way dual-language framework within a school climate that upholds cross-cultural understanding and embraces diversity.
 - 3.1 Transform the current transitional bilingual program into an additive developmental one-way dual language enrichment program by implementing language policy and instructional practice guidelines for School 22 for grade PreK-6, including a focus on heritage language learners.
 - 3.2 Strengthen marketing and recruitment practices for the one-way bilingual enrichment program.
 - 3.3 Strengthen the infrastructure for a strong accountability process and for program accountability and improvement, using the Bilingual Specialist and the Bilingual Vertical Team to assess data.
 - 3.4 Enhance classroom instructional practices to promote additive bilingualism and the development of English and Spanish language and literacy and culturally relevant pedagogy.
 - 3.5 Focus on instructional methods that are derived from research-based principles of dual language education to enhance academic achievement.
 - 3.6 Support teachers with high quality professional learning opportunities and adequate resources for professional development, including additional hours, embedded coaching, common planning time, and professional development incentive hours.
 - 3.7 Focus on ensuring the school has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.

Based on Center for Applied Linguistics, Guiding Principles of Dual Language Programs Please see attached Exhibits for Exhibit 7.

II.A. ii Explain how the school plans to achieve its vision, mission, and goals by identifying and describing..

Abraham Lincoln School #22 will create a network of wrap-around services to address the academic, socio-emotional, health and wellness needs of students and families with strengthened on-site family literacy programs and varied expanded learning opportunities. Differentiated supports will be instrumental in ensuring early intervention in the primary grades, including bilingual student and family support services. The Community Schools strategy recognizes the connection between in-school and out-of-school factors on student achievement. As part of the community wrap around service design, School #22 will incorporate the core elements as outlined by the National Center for Community Schools (2013): a strong core

instructional program designed to help all students meet high academic standards; expanded learning opportunities designed to enrich the learning environment for students and their families; and a full range of health, mental health and social services designed to promote children's well-being and remove barriers to learning. Research of the effectiveness of the wrap-around service model (Community Schools Research Brief, Coalition for Community Schools (2009) indicates the following positive outcomes:

- Improved Academic Performance
- Improved Attendance
- Improved Behavior and Youth Development
- Greater Parental Involvement
- Benefits to the community

Within the Community Oriented Wrap Around Service model, Abraham Lincoln School 22 will expand learning time by more than 25%, adding a minimum of 300 additional hours of more and better learning opportunities to the school year through an expanded day. The National Center for Time and Learning will serve as a key partner to assist in the plan to implement a sustainable cost model to add more time for a balanced curriculum, including rigorous academics and engaging enrichment, strengthen the partnerships between public schools and strong community organizations, and promote engaging and personalized instruction through the relentless use of data for continuous school improvement.

Research (Farbman, D. & Kaplan, C. (2005) "Time for a Change: The Promise of Extended-Time Schools for Promoting Student Achievement." Massachusetts 2020) related to expanded learning time schools strongly suggests that more time can actually boost learning in the following ways:

- More time on task: more time allows students to have more time practicing and working with particular information and ideas which in turn improves proficiency in reading and math.
- Depth and breadth: more time allows for learning through a mixture of learning contexts and media to improve student learning overall.
- Greater opportunity for planning and professional development: more for teachers to engage in common planning time and on-site professional development, which improves teacher competence.
- Greater opportunities for enrichment and experiential learning: more time for engaging students in special subjects like art, music, physical education, and social sciences, improves overall engagement in learning.
- Stronger adult-child relationships: more time for positive interactions between teacher and students to promote higher academic achievement.

Please refer to attached Exhibits for Exhibit 13.

Strengthening the core instructional program at Abraham Lincoln School 22 requires specific focus on transforming the transitional bilingual education program to one with a focus on a developmental, on-way dual language enrichment program including Spanish language

instruction for the school's Spanish-speaking population which comprise over 50% of School 22's total enrollment.

Staff will be trained on the NYS Bilingual Common Core and Home Language Arts Progressions (<http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative#progressions>) to ensure a focus on additive bilingualism and strengthening native language literacy to promote the highest levels student achievement through positive skill transference in literacy. The School 22 language enrichment program will maintain a focus on core academic curriculum, high quality language arts instruction integrated into thematic units with clear separation of the two languages, and a school level language policy outlining language progression and language of instruction for students in Grades PreK-6. This model can effectively promote higher levels of parental involvement, family literacy strategies focusing on early intervention and strengthening home language literacy practices, and adult education offerings aligned with the community needs.

Research by Thomas and Collier (2011) documents that dual language programs increase the reading and math achievement of all students regardless of subgroup. Enrichment dual language schooling closes the academic achievement gap in second language and in first language students initially below grade level for all students participating in the program ("The Astounding Effectiveness of Dual Language Education for All," p.1) The developmental, one-way bilingual programs lead to grade-level and above grade level achievement in the second language after six years of instruction and participants continue to outperform throughout their school years. Dual language programs help students with limited academic support at home help students build pride in their culture and language and support them academically in ways that their families may not be able to provide (Freeman, Freeman, Mercuri (2005), *Dual Language Essentials for Teachers and Administrators*, Portsmouth, NH: Heinemann.). The program also supports development of academic English as well as academic Spanish through strategic planning for subject area instruction, vocabulary enrichment and conceptual refinement, development of content biliteracy, and bilingual learning and resource centers (Gómez model).

II.B. Assessing the Needs of the School Systems, Structures, Policies and Students

II.B.i. *Complete the School-level Baseline Data and Target-Setting Chart (Attachment B).*

Please refer to Attachment B

II.B. ii. *Use statistics and descriptive language, to describe the population of students the school serves..*

Abraham Lincoln School #22 is a Priority School that serves 540 students from pre-kindergarten through Grade 6; 93% of the students enrolled are eligible for the free- or reduced-lunch program; 30% are Limited English Proficient; 45% are Black or African American; 52% are Hispanic or Latino; and 18% are students with a disability. School #22 is located in the Northeast Quadrant of the City of Rochester. At the time this document was authored (2010 – 2011), there were 51,047 people living in the neighborhoods of Northeast Quadrant of the City of Rochester; 50.1% were Black; 28.9% were Hispanic; a majority of the homes were renter occupied (51.1%); and, 36.2% of the population was living below the poverty line.

School #22 is situated in an urban neighborhood without a significant space or resources immediately surrounding the school. The physical location and aging structure of the facility are not able to accommodate onsite agencies to serve students and families; a location change is planned for 2020 as well. With this in mind, it is essential to focus on the creation of a system for coordination of resources in the surrounding Northeast Quadrant of the City of Rochester to support students and families that will carry into a new location for School #22. The creation of a community school model comes with a sense of urgency as student achievement is at an all-time low and student and family needs related to the challenges of poverty seem to be rising.

II.B.iii Describe the systematic in-depth diagnostic school review of the school conducted by...

II.B.iv Describe the results of this systematic school review...

II.B.v Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIF plan.

The Rochester City School District (RCSD) along with an Outside Educational Expert (OEE) led a Diagnostic School & District Effectiveness Review (DTDSE) which was conducted in May 2013. A NYED-let IIT review was conducted during the current school year, but has not yet been released to the RCSD. The DTDSE Review included classroom visitations, staff and student interviews, review of standard operating protocols, and the application of the HEDI (Highly, Effective, Developing, Ineffective) rubric against Tenets 2 – 6.

Overall ratings and suggestions by tenet included the following:

*Tenet 2 School Leader Practices and Decisions: **Effective***

The principal ensures an articulated vision, understood across the school community, and a shared sense of urgency about achieving the goals outlines in the School Comprehensive Educational Plan (SCEP). The principal has also created a vision-conducive hiring and recruiting environment, with few serious issues, and has intelligently used targeted resources well, including funding additional intervention efforts and a bilingual/special education coach. Both the principal and assistant principal maintain a fully functional, targeted, and frequent observation schedule, along with sharing accountability for continuous staff improvement by means of student data, staff feedback and professional development opportunities. Future work will include additional focus regarding the use of data to differentiate instruction.

*Tenet 3 Curriculum Development and Support: **Developing***

While the team observed that curricula was aligned to Common Core Learning Standards in many classrooms, rigor and differentiation were not consistent, and the SCEP should consider including more focus on coaching teachers to include both. The team found that a consistent and routine schedule for horizontal and/or vertical team planning (along with a template for each) was not yet implemented. There is also a lack of student opportunities in the arts, technology and enrichment. Future work will include modeling of higher order thinking skills by teachers, schedule grade level team meetings for curriculum modifications including differentiations, and time allotted for vertical interdisciplinary discourse

*Tenet 4 Teacher Practices and Decisions: **Developing***

While the school does use a variety of instructional practices in the classroom, including some integrating English Language Learners (ELL) and students with disabilities (SWD), many lessons were teacher-directed and lacked evidence of data analysis and decision making

regarding learning gaps. Instruction generally seems aimed at the larger, whole group with less evidence of differentiation for diverse groups. The principal and his staff are working to implement the CCLS to address performance gaps and low performance on state learning assessments. There is evidence that while the school-wide Walk to Intervention has proven successful, data needs more consistent application as to learning plans, including differentiation for diverse groups within the context of the whole classroom. Future plans include teacher planning reflecting varied opportunities to meet student individual goals, differentiated instruction, and whole-group learning objectives. Plans will also reflect application of major concepts using various modalities and strategies (such as cooperative learning).

*Tenet 5: Student Social and Emotional Developmental Health: **Effective***

The school has effective systems and structures in place to sustain and nurture the social and developmental health of students, which include application of the Positive Behavior Intervention System (PBIS) and the Lincoln Laws (Respectful, Responsible, and Safe). The entire school community participates in terms of a “designated adult” for each child, which requires face to face “check in” four times per day. There is an existing school relationship of trust, and a system for referral and support, which includes the Response to Intervention (RTI) team, the Teacher Coordinator of Special Education (TCOS), the Committee on Special Education (CSE), and Behavior Intervention Plans (BIPS). A curriculum has been established for both staff and students to manage the social-emotional element of the school element. The school has an effective data orientation regarding social and emotional developmental health and their effect on class performance; therefore the classrooms and hallways are generally orderly and conducive to learning.

*Tenet 6: Family and Community Engagement: **Effective***

The principal and his staff have effectively provided a welcoming and trusting environment for all school stakeholders, which includes an open-door policy, and welcoming volunteers, which allows families and support agencies bolster these efforts. The principal’s goal to build relationships with all stakeholders and to build the school’s volunteer base is transparent and supported by frequent phone calls home, teacher home visits, a parent phone tree, family electronic access to report cards, and a Parent Road Map containing grade level learning goals. Additionally, the school acknowledges and respects the diversity of knowledge and culture held by the families and community. Examples include activities held for Hispanic Heritage month, Black History month, attendance at the Latino Conference, school communications in English and Spanish, the pledge being recited in English and Spanish, use of Parent Connect, well attended Open House, and the encouragement of frequent, robust two-way family school communication. Important community relations exist with Baden Street, Boy and Girl Scouts, Family Literacy Partners, Unitarian Universalist Church, the Scott Spino Foundation, IBERO, and the Lutheran Church. The Parent Liaison is a long-time community member and is heavily relied upon by parents. Future work in this area will include achieving a higher level of parental understanding of data, and how it is used to track progress. The Parent Liaison is a long-time community member and is heavily relied upon by parents. Future work in this area will include achieving a higher level of parental understanding of data, and how it is used to track progress. The Parent Liaison will also be tapped as a resource in communicating information to parents.

II.C. School Model Selection and Rationale

II.C.i. Describe the rationale for the selected design framework, the research-based key design elements and...

Abraham Lincoln School 22 will utilize a Community-Oriented School (wrap-around services) Design to address the academics, health and social services, youth and community development, and family and community engagement needs of families and students. Differentiated academic support for acceleration and intervention, socio-emotional supports and youth development, and engaging enrichment opportunities beyond the traditional district offerings will be provided in collaboration with community partners, including Baden Street Settlements. As mentioned in the recommendation for Tenet 3 above, this model will provide additional opportunities for enrichment for all students in the areas of arts, technology, and other interest based enrichment.

School 22 in partnership with the RCSD Office of Adult and Continuing Education Services (OACES) currently offers a family literacy class with GED and ESL education for parents. Through the additional resources of the SIF, the increased social worker allocation will strengthen the alignment of the current program with external community resources to create a safety net of services for students and families. Through the analysis of data, student and family referrals will be coordinated through School 22's parent liaison and social worker.

Additionally, the core instructional program will be strengthened by the transformation of the school's transitional bilingual program into a one-way dual language enrichment model with a school-wide focus on literacy development, language acquisition, and common core learning standards. Differentiated supports will be instrumental in ensuring early intervention in the primary grades, including bilingual students and family support services. An intensive focus on professional learning for school leadership, teachers, and community based providers will guide the school transformation and strengthen both horizontal and vertical curriculum alignment for all students. Professional development around data driven instruction and differentiated instruction strategies in response to findings from Tenet 4 will help support higher levels of rigor for all students.

As part of the community school design, School 22 will incorporate the community school core elements as outlined by the National Center for Community Schools (2013): a strong core instructional program designed to help all students meet high academic standards; expanded learning opportunities designed to enrich the learning environment for students and their families; and a full range of health, mental health and social services designed to promote children's well-being and remove barriers to learning. This will help strengthen the school's goals as stated under Tenets 5 and 6.

The community school model is essential in addressing the high needs of the student population attending School 22. More than 93% of the students attending School 22 qualify for free/reduced lunch, with an increase noted over the past three years. As outlined by the Children's Aid Society National Center for Community Schools (2009), "Community schools increase opportunities for children to succeed in school by adding the kinds of resources known to make a difference: increased parental involvement in children's education; extra learning opportunities through educational enrichment; consistent access to adult guidance and support; and ready access to health, dental and mental health services. In addition, community schools

address contemporary economic and social realities, including families' child care needs. As referenced in Section IIB v above, the Comprehensive School Review indicated the school has effective data orientation regarding the social and emotional developmental health and its effect on class performance, therefore the classrooms and hallways are generally orderly and conducive to learning.

Through the community oriented wrap around model, School 22 will work to engage and strengthen community collaboration in support of its core work through the formation of a Community School Advisory Board. Active community organizations currently include Baden Street Settlement (through 21st Century Community Learning partnership), First Unitarian Church, and the Spino Literacy Foundation. Over 200 volunteers share in the support of our school's mission. These include partnerships with of the First Unitarian Church, Buddies, Bridges & Brains, the Scott Spino Literacy Foundation, and the Free Partnership. Our volunteers work with students on one-to-one reading activities that encourage them to develop a love of reading.

School 22's PBIS program and Model Student programs reward students for making positive choices. The students follow "Lincoln Laws" by being responsible, respectful and safe. Students earn "Gotcha" tickets when they are caught "doing the right thing," by the staff. They then visit the "Gotcha" store where they purchase prizes. (For example: lunch with an administrator or other school staff of their choice, school supplies, games, toys, etc.) In addition, the Model Students are recognized school-wide and participate in fun activities to celebrate their positive behavior. Students can participate in programs such as KBA Basketball, Safety Patrol, Scott Spino Literacy Foundation, Resiliency Program, Jr. Debutante/ Stepping into Manhood and Girl & Boy Scout programs.

Teachers will receive feedback based on observations and will receive support to improve their practices. Additional focus on differentiation and language learning will guide planning and instructional strategy selection.

The school leader and teachers developed a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes. The Office of School Innovation will guide the school planning team to design a schedule that maximizes learning time by allocating time based on student needs evidenced by performance data; minimizing transitions and unscheduled time by establishing routines and behavior management practices; and offering engaging and personalized learning experiences that encourage students' full participation and regular attendance. School 22 will utilize the School Time Analysis Tool (STAT) to audit the use of time and establish goals for improving the focus on instruction and reducing lost time during the instructional day.

Expanding the learning day and year will provide the opportunity to focus the district's and community's efforts on ensuring that all students have the time and support necessary to learn, while providing a well-rounded educational experience focused on college and career readiness. RCSD's Office of Expanded Learning has been working with the National Center on Time & Learning, TASC, and the Ford Foundation to design an expanded learning framework

for Rochester. RCSD's leadership team will work with NCTL to provide coaching support to the school's leadership team to redesign the learning time to incorporate the eight powerful practices of expanded learning schools (National Center on Time & Learning (NCTL), 2011):

1. Making every minute count by ensuring lessons are planned to maximize time on task and student engagement, minimizing non-instructional time, and emphasizing attendance.
2. Prioritizing time according to focused learning goals that are driven by data from identification to refinement and continuous progress monitoring.
3. Individualize learning time and instruction based on student needs by using data for flexible student grouping, and integrated differentiated academic supports into the core program.
4. Use time to build a school culture of high expectations and mutual accountability by identifying a small set of core values, and clearly communicating expectations with all stakeholders.
5. Use time to provide a well-rounded education that is responsive to student interests and incorporates partnerships that bring in outside expertise and leverage the skills and expertise of teachers
6. Use time to prepare students for college and career through partnerships with colleges, businesses, and community organizations
7. Use time to continuously strengthen instruction through frequent feedback and coaching, targeted goals, and a culture that values continuous improvement.
8. Use time to assess, analyze, and respond to student data through a school-wide focus on data, real-time data analysis, and clear protocols that support planning for data use.

The NCTL practices are fully aligned and responsive to the findings and recommendations of the Comprehensive School Review. Expanded learning helps ensure that students of School 22 have full access to enrichment opportunities that mitigate the opportunity gap presented by socio-economic status and promotes accelerated learning to close the achievement gap. School 22 will offer expanded learning to 100% of the students, with full participation expected. Additionally, SIF funding will support embedded early interventions for students in K-3 grade at School 22 to ensure reading on grade level by the end of grade 3 as well as strengthen teacher practice around differentiation through the utilization of a teacher on assignment for intervention support and coaching. There is significant documentation of the 30 million word gap that exists by socio-economic status for students by age five. This specialized focus will help achieve accelerated closing of this gap through targeted supports early on in students' educational journeys.

The transformation of the transitional bilingual program to a one-way dual-language enrichment program that provides literacy and content instruction to all students through two languages and that promotes bilingualism and bi-literacy, grade-level academic achievement, and multicultural competence for all students at School 22 will be an asset to students and families, while addressing the findings in the June 2012 Review

Dual-language programs focus on additive bilingualism, where students are provided the opportunity to learn in both languages at no cost to their home language are associated with

higher content area achievement, higher proficiency in the second language and the home language, and improved self-esteem and cross-cultural attitudes (Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D.,2007).

Strengthening the development of the developmental one-way dual language program will occur simultaneously and school-wide beginning in the summer of 2014. Intensive professional development in the dual language model, program design, benefits of bilingualism and biliteracy, as well as best practices in literacy instruction and language acquisition will be offered for the entire staff at School 22; specialized professional development opportunities will also be provided to the community based providers. The core instructional program will be strengthened by a focus on these evidenced based practices and a deeper understanding among all stakeholders around the bilingual program. The transitional program will be replaced by the development of the one way dual language program for all grades simultaneously. School 22 will collaborate with other dual language programs in Rochester, including School 33, School 12, and Eugenio Maria de Hostos Charter School to identify several demonstration classrooms that will serve as professional development sites for current staff and student teacher/ teacher recruitment experiences to address the shortage area in the district.

The dual-language, expanded learning, and community school model are also essential elements in promoting increased parental engagement and educational opportunities at School 22. Through the community school model, RCSD will continue to offer adult English as a Second Language and GED classes on site. Additionally workshops focused on “parents as partners” will be made available to train parents on the strategies that they can use to support student learning at home. Once parents receive this training, they will be encouraged to become classroom volunteers and/or community based employees in the expanded learning program.

The Family C.A.R.E.E.R.S./ Toyota Family Literacy Program is an important component to Lincoln School No. 22. Family C.A.R.E.E.R.S. is a combined Family Literacy and work force development program run by the Rochester City School District’s Office of Adult and Career Education Services. Parents attend school with their children and participate in Literacy activities, adult education (GED and/ or ESL) and are partnered with a school employee mentor in a one-on-one relationship to gain valuable work skills. Parents can complete their TANF/ WEP hours at the school.

II. E.ii. Describe the process by which this model was chosen, including all steps taken to engage...

The Community Oriented Wrap Around Service Model was selected as the model best aligned with School 22’s current goals in response to the DTSDE review and the current SCEP. School-based planning including previous meetings related to 21st Century Community Learning Center grant, Expanded Learning Time Grant, and the Community Schools Grant maintained an increased focus on current strategies for school improvement. Additionally, School 22’s teacher leadership team has already been focused on planning with National Center for Time and Learning to create a high-quality expanded learning plan for the 14-15 SY. Pursuance of the School Innovation Fund allows for the least disruptive means of reform possible for all stakeholders at School 22 while allowing the possibility for strengthening leadership and the instructional focus areas identified by the DTSDE Review and the School Education Plan.

Representatives of School 22's Expanded Learning Time planning and redesign team (a group of teachers, the principal, union representatives, parents, and school partners) have been working to redesign the school day) and key district staff beginning in October 2013 through a series of six day-long sessions facilitated by the National Center for Time & Learning. The sessions build on each other and are designed to lead School 22 and RCSD through the process of developing a strong plan for an expanded school day. This planning process serves as the project map for the School Innovation Fund application.

Teacher leaders have been identified to serve as conduits of information to various stakeholders as related to grant goals. Decision-making processes involve application to Cohort II planning with NCTL through RCSD's Office of School Innovation, an 80% approval vote to move forward with Expanded Learning Time in June 2013, through processes guided by the by-laws of School-Based Planning. Union leaders were informed through a formal meeting in February 2014 of RCSD's intent to apply for the SIF grant and its key goals for School 22.

II.D. School Leadership

II.D.i. Identify and describe the specific characteristics and core competencies of the school principal that...

In order to effectively lead the reform efforts outlined in this SIF application, the school principal must be well-versed in data-based strategic planning, literacy instruction, technology for instructional and information management use, business management, assessment, the role of race and ethnicity in a school's culture, bilingual education, expanded learning, and other leadership skills related to transforming school culture and overcoming staff division (Urban Education Leadership, University of Illinois). The principal must realize that his responsibility and influence does not stop at the front door of the school building and possess the skills to bridge the school with the community to connect individuals and groups in order to support the school mission and promote student learning. These skills involve surveying all stakeholders regularly, becoming politically active to support key learning efforts. Additionally, the school principal must possess knowledge of school-community relations, demographic characteristics of students and families and the impact on learning, and the assets in the neighborhood which are accessible to support the school's mission.

The school leader must be able to create, develop and nurture a school environment that is responsive to the needs of the entire school community. It is essential that the leader be able to articulate a clear vision that is understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP). Additionally, the school leadership must effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals. There is a need for efficient and effective allocation of resources driven by the ability to make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved. Additionally, the school leader must be able to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

The May 2013 DTSDE Review indicated that Clinton Bell, the School 22 leader “has created an inclusive, respectful environment where the vision for the school includes high expectations for all students, staff, and all school partners. The school leader has focused on goals which allow a feeling of success when progress is evident. The staff is inspired to work beyond their job titles in support of students achieving both academic and social success. The school leader works to ensure that the use of time, funding, coaching, professional development, materials, and technology maximize student achievement.” Mr. Bell is well-respected by staff and members of the School 22 community. His longevity as a leader in the neighborhood, distributive instructional leadership, and positive rapport inside and outside of School 22 will make it possible for the school and the community to work together to remove the obstacles necessary for School 22’s students to make significant gains in academic achievement.

***II.D.ii/iii.** Identify the specific school principal by name and include in this narrative a short biography...*

The specific individual who will serve as school principal is Clinton Bell. Please see the attached Exhibits for Exhibit 3.

***II.D.iv.** Provide the specific job description and duties, aligned to the needs of the school...*

Please refer to RCSD professional position requirements in the attached Exhibits marked Exhibit 4.

***II.D.v.** Describe and discuss the current supporting leadership profile of the school...*

All of the current leadership team are supportive of the proposed School Innovation Fund plan, which is designed to support strategies identified in the School Comprehensive Education Plan and the Diagnostic Tool for School and District Effectiveness. There have been no barriers to securing the buy-in of the School 22 leadership.

II.E. Instructional Staff

***II.E.i.** Identify the total number of instructional staff in the building and provide the number of staff..*

***II.E. ii.** Describe and discuss the current school-specific staffing in terms of....*

School 22 has maintained a fairly consistent staff for its bilingual program. Of the 21.4 full-time teachers of ELL at the school, seventeen have been with the district for more than three years. For 2013-2014, the District has moved towards centralizing the Master Schedule process. This will allow for the creation of consistent and compatible schedules throughout the District, which will in turn reduce the number of part-time and itinerant positions and increase the District’s ability to attract highly qualified internal and/or external candidates to positions at School 22. Centralized Master Scheduling will also allow the District to identify vacancies earlier in the staffing process to facilitate a more extensive search for qualified applicants.

School 22 is currently participating in the voluntary transfer process, which occurs prior to any seniority based transfers. All eligible teachers may apply to up to ten schools within the District. Teachers are not eligible to participate in the voluntary transfer round if their performance at the mid-year is deemed to be unsatisfactory by their current supervisors. Building principals and the school based planning team may interview and select eligible teachers who apply for voluntary transfer based upon merit.

With the support of School Innovation Fund, School 22 will add the following staff:

- Increase the social worker allocation to 1.0 FTE, to ensure appropriate coordination of wrap-around support services in the community.
- Addition of Bilingual Literacy Specialist for 0.5 FTE for Reading Intervention and 0.5 FTE for teacher coaching in the best practices of the one-way dual language model, to support rigorous academic programming and differentiated academic supports in both English and Spanish, and development of the School's developmental one-way dual language model.

II.E.iii. For each key instructional staff to be employed at the start of model implementation...

Teachers employed at School 22 will be supported by school and district leadership to develop strategies and practices that lead to effective planning and account for student data, needs, goals and levels of engagement. All instructional staff must demonstrate knowledge of effective instructional practices and strategies to meet established student goals and promote high levels of student engagement and inquiry. Teachers must provide coherent, appropriately aligned instruction that leads to multiple points of access for all students to achieve targeted goals. Teachers must have the skills to create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and to promote high levels of student engagement and inquiry. All staff must be able to use a variety of data sources including screening, interim measures and progress monitoring to foster student participation. Additionally, all teachers in the school will be trained on research-based language and literacy instruction, the value of bilingualism and biliteracy, culturally responsive teaching pedagogy, and the process of school transformation, including specific meeting protocols for promoting effective collaboration among diverse stakeholders.

Upon grant award, in June 2014, the Chief of School Transformation, Executive Director of School Innovation and the Director of Expanded learning will meet with the existing instructional staff to provide in-depth information about the new model. A timeline with collaborative targets and goals will be established for September 2014 implementation. Paid, voluntary professional development will be offered during July and August 2014 as outlined in the attached budget document, along with continuous, embedded professional learning opportunities throughout the period of the grant, will focus on literacy and language acquisition, expanded learning, and the community oriented wrap around service model. Meetings with the community based providers and school re-design team will begin in April to plan for expanded learning implementation in September 2014. Intensive support from National Center for Time and Learning and the Office of Expanded Learning will support school leadership in the redesign to the community oriented wrap around service model with an expanded learning day.

II.E.iv Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff..

The staffing process in the current teachers' contract provides for multiple rounds of teacher selection. The first round of this process is the "voluntary transfer" round. All eligible teachers may apply to up to ten schools within the District. Teachers are not eligible to participate in the voluntary transfer round if their performance at the mid-year is deemed to be unsatisfactory by their current supervisors. Building principals and the school based planning

team may interview and select eligible teachers who apply for voluntary transfer based upon merit. After the voluntary transfer round is completed, teachers have the ability to select vacant positions within their tenure area based upon seniority. Seniority based transfers restrict a principal's ability to select the candidate of choice. The teacher's contract provides mechanisms for schools to become exempt from the transfer process. Such exemption allows schools to select all teachers through a separate interview process. Exemption must be agreed upon by the teachers union and the RCSD.

II.F. Partnerships

II.F. i. Identify by name, the partner organizations that will be utilized to provide services critical ...

The National Center for Time & Learning (NCTL) is a non-profit organization dedicated to expanding learning time to eliminate the achievement gap and provide a well-rounded education for all children. The NCTL team includes a well-seasoned, deeply committed and results-driven group of over who will lead the work of this project, all with extensive track records of success in implementing complex projects, collaborating with each other, and in obtaining important results for at-risk students. NCTL has played a central role in the planning process for schools offering a defined technical assistance pathway including day-long, joint working sessions by region, as well as individualized coaching for each school. Their technical assistance has continued post-implementation with a focus on helping schools identify what works and what needs to change in an effort continuously push participating schools to improve. Since its formation in 2000, NCTL has worked with numerous state departments of education, supported hundreds of schools and districts, advised members of Congress, and studied the successful implementation of schools with more learning time of schools across the country, many of which are considerably outperforming the majority of high-poverty MA schools in reaching high-growth levels and avoiding low-growth levels. Further, several schools continue to demonstrate that more time used well can narrow and in some cases eliminate achievement gaps with the state.

Specifically, NCTL will:

- Provide the District with technical assistance focused on: building capacity to lead and manage the initiative, supporting schools in change management, addressing ELT operational needs, promoting instructional improvement, facilitate community outreach, monitoring progress and supporting schools in continuous improvement;
- Work with the District to identify available public funding sources to support cost-effective, high-quality ELT implementation;
- Work with the District to support selected schools in developing school redesign plans and budgets for cost-effective, high quality ELT, and to ensure school redesign plans integrate sustainable staffing and budgeting strategies such as staggered teacher schedules, renegotiated collective bargaining agreements, and blended learning;
- Work with the District and selected schools to develop partnerships to support ELT implementation;

- Provide the District and participating schools with access to an online network to share ELT resources such as schedules, budgets, program plans, and implementation approaches across the five leadership states;
- Work with the District and NYSED to develop performance agreements between schools, the District and NYSED to ensure high ELT standards;
- Lead school-based planning for ELT through at least five planning sessions and providing technical support between planning sessions;
- Assist with partnership development and resource capacity development;
- Provide formative evaluation of implementation and provide written reports to school and district leadership;
- Provide access to the NCTL on-line resources;
- Assist schools with the School Time Analysis Tool (S.T.A.T.) and the Classroom Time Use Tool;
- Assist with the facilitation on behalf of the District in the TIME Collaborative;
- Provide technical assistance on budgeting to extend school day;
- Provide district-level technical assistance to lead and manage extended time initiative, support schools in change management, address ELT options, promote instructional improvement, facilitate community outreach, monitor progress and support schools in continuous improvement;
- Provide ongoing implementation support for up to two years.

The National Center for Time & Learning (NCTL) will serve as the lead partner for School 22 as part of the School Innovation Fund planning and implementation process. NCTL is well-positioned to support School 22 as they implement a new school day as part of RCSD's second cohort of expanded learning schools. NCTL has worked with numerous state departments of education and supported over 100 schools and districts in the redesign process. The NCTL/ Rochester partnership involves 6 full day planning sessions where school teams focus on re-engineering their school day and year to incorporate the high quality elements of expanded learning time. NCTL will provide comprehensive support in the planning and execution of an expanded school day and/or year for all students at School 22. This partnership will provide direct access to NCTL's experts, coaches, and resources to expand the school calendar by 300 hours for students. Further, NCTL will work with district leadership to focus on capacity building, aligning district processes and operations to support the school-driven innovation. The support from NCTL is currently underwritten by the Ford Foundation's More & Better Learning Time investment in the Rochester community.

NCTL will provide intensive technical assistance to Rochester City School District and School 22 during the planning for and implementation of an expanded school day. The cornerstone of NCTL's planning support to School 22 is a series of six day-long sessions for representatives of their ELT planning and redesign team (a group of teachers, the principal, union representatives, parents, and school partners working to redesign the school day) and key district staff beginning in October 2013. The sessions build on each other and are designed to lead School 22 and RCSD through the process of developing a strong plan for an expanded school day.

Typically, the first session introduces the opportunities of ELT, helps a school understand

how to build school and community support for more time, and teaches a process for understanding current time use and reviewing student data to identify priority areas for allocating additional time. Later sessions provide more in-depth guidance on successful ELT implementation models and the best strategies for incorporating more time for academics, enrichment and teacher collaboration into the redesigned schedule. Scheduling and staffing the additional time is also covered in-depth in sessions that aim to help a school adopt cost-effective implementation approaches for ELT. Further, NCTL will provide individualized school-based coaching School 22 to support their development of a strong implementation plan. NCTL will complement the technical assistance sessions with an array of on-line resources such as schedules, sample budgets, handbooks for program implementation, practice profiles (descriptions of specific implementation practices observed at successful schools), videos showcasing specific implementation practices, PowerPoint presentations, and interactive tools. All of these resources will be made available to School 22 and RCSD.

Tours to high-performing, expanded-time schools are another essential component of NCTL's technical assistance program. These school tours will expose School 22 and RCSD leaders to what is possible with expanded learning time and spur conversations on how effective practices of model schools can be adapted to the local context. School leaders share information on select school practices and existing written materials such as schedules, budgets, handbooks, templates or other types of information. Site visits provide the opportunity to see and hear firsthand how expanding learning time can catalyze dramatic results for students and whole school transformation. As part of the TIME Collaborative, RCSD and School 22 leaders and faculty will also gain access to an online network to share resources such as schedules, budgets, program plans, and implementation approaches across the five leadership states participating in the initiative. The network will feature web-based seminars and discussions on challenges, strategies and solutions that arise during ELT planning and implementation. Through "Voices from the Field" webinars, school leaders will be able to interact with practitioners from high-performing schools.

II.F. ii *Complete the Evidence of Partner Effectiveness Chart (Attachment C).*

Please refer to the Partner Effectiveness Charts (Attachments C) attached.

II.F. iii *For any key external partner funded through this plan, provide a clear and concise description ...*

RCSD will assess implementation-level progress in two ways. First, the district will review work produced on a quarterly basis to ensure all partners are meeting contract requirements. Second, the district will assess the quality of community partners supports in the school through on-site observations of partner-led classes and activities; participation rates in events and educational opportunities offered to families; and teacher and family satisfaction surveys.

RCSD will assess student-level outcomes by creating an evaluation plan specific to each partner-led support. For example, the impact of social/emotional learning opportunities will be measured through teacher observations and/or validated research tools (e.g. DESSA; KIPP character report card). The impact of enrichment activities will be measured by teachers and community staff through surveys and performance-based assessments and tasks. These surveys

will also be used to evaluate the effectiveness of each contractor’s service expectations and obligations and its impact on shared student outcomes.

RCSD will utilize elements from the *New York State Diagnostic Tool for School and District Effectiveness* to evaluate partner performance. RCSD will also evaluate NCTL effectiveness through monthly conferencing focused on performance targets, monitoring implementation of NCTL activities, Principal and school-based administrator feedback, the number of meetings with school leadership and district leadership, evaluation of five School-based Planning Team (SBPT) planning sessions, comprehensiveness of written reports, responsiveness to staff requests, value of NCTL online services and resources, and budgeting guidance.

All partners will be evaluated with shared accountability for improving student learning outcomes in the academic, social emotional, health/wellness, and family/community engagement.

II.G. Organizational Plan

II.G. i. *Submit an organizational chart (or charts) identifying the management and team structures, and lines...*

II.G. ii *Describe how the structures function in day-to-day operations (e.g., the type, nature, and ...*

The principal and the assistant principal are responsible for the management of a defined curricular department, grade level, and operational function. Please see attached chart in Exhibits marked Exhibit 6.

II.G. iii. *Describe in detail, the plan for implementing the annual professional performance review (APPR)...*

Please see APPR chart under item iv below.

II.G. iv. *Provide a full calendar schedule of the events listed in “iii” for the 2014-2015 school year ...*

RCSD has a State approved APPR plan. All RCSD teachers have given pretests for SLO and will give post-tests based on SLO. All administrators and Peer-Evaluators have been trained and passed training using the Teachscape Rubric. RCSD has a massive TIF/PD component based on building data (if teachers are struggling, data will drive the relevant PD for them).

Timeline for APPR: Tenured and Non-Tenured Teachers

Months	Tasks	IMPORTANT Due Dates
September – October	4 Administrator Lead Evaluator and/or administrator designee explains how the framework is used (first two weeks Sept)	Teacher Evaluation Selection due by Friday 9/21/2012
	5 Administrator Lead Evaluator reviews framework components (by Sept. 30)	TIP/Development Plan for teachers rated as Developing or Ineffective (based on 2011-2012 Composite Score) due 10 days after release of Composite Scores.
	6 Teacher reviews framework	
	7 Teacher submits Evaluation Selection Form	Teacher Goal Setting Meeting should be completed and goals entered into E-Performance by October 15.
	8 Goal Setting Meeting for teachers to set goals based on the following: individual strengths; assessments; students growth; areas on which to concentrate PD or TIP if applicable	
9 Goals due to Administrator Lead Evaluator and/or designee		

	10	Formal observations begin after Goal Setting meeting	
October – June	11	Informal Observations with feedback provided to teacher through written or oral communication (conducted by Administrator and, where applicable, Peer Evaluators.	
October-April	12	Formal observations take place	*No later than April 30
	13	1 st Formal Observation of Non-Tenured Teachers	No later than November 30*
	14	2 ^d Formal Observation of Non-Tenured Teachers	No later than April 30*
May - June	15	Annual Professional Practice Review Conference (This should include Peer Evaluator, if applicable)	No later than June 1
Upon Receipt of State Scores	16	Composite scores sent to teachers	
	17	If teacher’s Annual Evaluation Composite Score is rated as Developing or Ineffective, a TIP must be developed no later than 10 schools days after the opening of school, or receipt of the composite scores, whichever is first. Teachers rated as ineffective should be referred to CIT for professional support mentoring.	
	18	Teachers who receive consecutive composite ratings of Ineffective must be referred to CIT and be offered intervention.	

*Pre and Post Observation Conference Meetings are mandatory.

A Pre-Observation Conference should take place at least one week prior to any formal observation.

A Post-Observation Conference should take place no later than one week after any formal observation.

If there are areas from the rubrics that fall within the Developing or Ineffective categories, goals should be set and informal/formal observations should be done. Teachers should receive a CIT referral for additional support.

Administrators/Peer Reviewers should document the beginning and end time of observations and should stay long enough to reasonably assess the teacher’s performance. Peer Evaluators should observe at least two times/month and there should be a mix of formal and informal observations.

II.H. Educational Plan

II.H. i. Curriculum. Describe the curriculum to be used with the model, including the process to be used...

Providing high-quality, highly effective instruction and equal access to academic opportunities is the most important service we can provide our students. Ensuring that all students have comparable academic programming options has been a primary driver for many of the scheduling and programmatic changes from 2013-14 to 2014-15. As the district continues to build an infrastructure that better supports all schools, we will realize the promise of offering engaging instructional opportunities via rigorous curriculum and content and consistent academic programming for every child, in every classroom, every day.

PreK The RCSD recently received the Priority Full-Day Prekindergarten and Increased Half-Day Pre-k grant from NYSED. This is allowing the District to maximize full day Pre-K seats, including those at School #22.

Presently the district is implementing the High Scope Preschool Curriculum developed by the High Scope Foundation, Inc. The High Scope Preschool Curriculum was initially developed in the 1960's and has been the subject of a longitudinal study of its students that has taken place over a period of forty years, the Perry Preschool Project. The most significant findings of the Perry Preschool Project included findings that indicated "the study found that adults at age 40 who had the preschool program had higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school than adults who did not have preschool." (<http://www.highscope.org/Content.asp?ContentId=219>). A comparative study of implementation of the High Scope Preschool Curriculum, a Nursery School approach and direct instruction concluded the High Scope group aspired to complete a higher level of education than the Direct Instruction cohort (<http://www.highscope.org/Content.asp?ContentId=837>).

Two district goals focus on increasing the number of students reading at grade level by third grade and increasing the four year graduation rate. In addition to the implementation of the High Scope Preschool Curriculum the district is also piloting the New York State Prekindergarten Common Core Curriculum modules in Universal Prekindergarten classrooms located in elementary schools. Pending the outcome of the pilot of the Prekindergarten Common Core Curriculum modules, the district may seek to broaden implementation of these modules next year.

The suggested daily schedule for full day prekindergarten (6 hour day) may include the following components:

Activity	Duration (6 hours total)
Greeting and Book Reading	10 minutes
Breakfast / Conversation / Clean up	20 minutes
Morning Message	10 minutes
Small Group (ELA focus) *	20 – 30 minutes Including clean up
Planning Time for Center Activities	15 minutes
Center Time (with rotations)	45 minutes
Recall Time (retelling of center activities)	10 minutes
Large Group Time (movement activities)	20 minutes
Bathroom / wash hands/ prepare for lunch	15 minutes
Lunch Time / Conversation / brush teeth	30 minutes
Small Group Time (Math focus) *	20 – 30 minutes
Plan – Do – Review (Centers)	60 minutes
Outside Time (Gross motor)	30 minutes

Closing / Goodbyes	5 minutes
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English Language Arts and Literacy Core Program

Teachers in Grades K-5 will continue to use *the NYS Common Core Curriculum Resources* as our core instructional program. The recent curriculum development work with the Rochester Curriculum has focused primarily on the Reading and Writing strands in the Common Core Learning Standards (CCLS). This means that teachers will draw from both the new NYS curriculum as well as existing resources to deliver literacy instruction that is systematic and explicit, purposeful, and rigorous.

The English Language Arts **suggested** instructional diets (*in approximate instructional minutes per day*) depicted below are designed to:

- 1) Illustrate the requirement for dedicated instructional time in all of the key components of reading and writing (as defined in the Common Core Learning Standards),
- 2) Provide recommendations regarding the relative instructional time/focus for each component, and
- 3) Communicate key fluencies in each grade level that require instructional emphasis.

Kindergarten Instructional Diet

Phonemic Awareness and Phonics-- Whole Group 30 minutes
Comprehension and Vocabulary— Whole Group 30 minutes
Additional Phonemic Awareness/Phonics, Vocabulary, Comprehension, Fluency—Small Group 40 minutes
Phonemic Awareness and Phonics- Whole Group 25 minutes
Comprehension and Vocabulary— Whole Group 25 minutes
Additional Phonemic Awareness/Phonics, Vocabulary, Comprehension, Fluency—Small Group 40 minutes
Writing and Language— Whole and/or Small Group 30 minutes

Grade 2 Instructional Diet

Phonics-- Whole Group 20 minutes
Vocabulary, Fluency, Comprehension— Whole Group 25 minutes
Phonics, Vocabulary, Fluency, Comprehension— Small Group 40 minutes
Writing and Language— Whole and/or Small Group 35 minutes

Grades 3-5 Instructional Diet

Word Study-- Whole Group 15-20 minutes
Vocabulary, Fluency, Comprehension— Whole Group 20-25 minutes
Word Study, Vocabulary, Fluency, Comprehension— Small Group 40 minutes
Writing and Language— Whole and/or Small Group 40 minutes

Providing high quality, highly effective instruction and equal access to academic opportunities is the most important service we can provide our students. Ensuring that all

students have comparable academic programming options has been a primary driver for many of the scheduling and programmatic changes from the 2012/13 to the 2013/14 school year. As the district continues to build an infrastructure that better supports all schools, we will realize the promise of offering engaging instructional opportunities via rigorous curriculum and content and consistent academic programming for every child, in every classroom, every day.

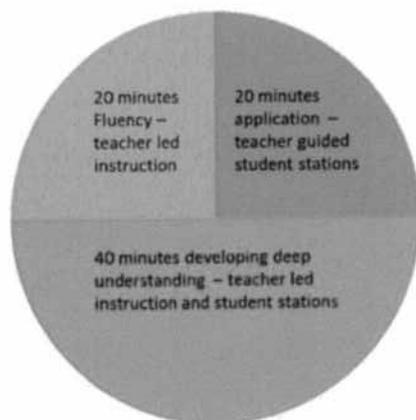
Core Mathematics Curriculum

Teachers in Grade K-5 will use the RCSD developed units in conjunction with district-adopted curricular resources until such time the NYS rolls out the Common Core Curriculum Units. The RCSD scope and sequence for mathematics accounts for key grade-level focus areas determined by the Common Core Learning Standards. We aimed to significantly narrow and deepen the scope and content of how time and energy is spent in the math classroom. This increased focus allows each student to think, practice, and integrate each new idea into a growing structure. Each unit provides teachers with guidance about lessons, projects, or tasks to help them plan daily instruction. As teachers plan they should account for the following lesson components and instructional shifts.

The Mathematics **suggested** instructional diets depicted below are designed to:

- 1) Illustrate the requirement for dedicated instructional time in all of the key components of fluency, deep understanding and application (as defined in the Common Core Learning Standards),
- 2) Provide suggestions regarding the relative instructional time/focus for each component, and
- 3) Communicate key concepts in each grade level that require instructional emphasis.

The instructional diets below are not intended to be rigid time frames.



Approximate Instructional Minutes per Day K-5:

20 minutes Fluency – teacher led instruction

40 minutes developing deep understanding - teacher led instruction and student stations

20 minutes application- teacher guided student stations

Kindergarten Instructional Diet: Key Concept: Representing and comparing whole numbers, including using sets of objects

Grade 1 Instructional Diet: Key Concepts: Developing understanding of addition and subtraction and strategies within 20, including developing understanding of place value

Grade 2 Instructional Diet: Key Concepts: Developing fluency of addition and subtraction, including extending understanding of place value

Grade 3 Instructional Diet: Key Understandings: Developing understanding of multiplication and division and strategies within 100, also developing understanding of fractions

Grade 4 Instructional Diet: Key Understanding: Developing fluency of multi-digit multiplication and developing understanding of dividing to find quotients involving multi-digit dividends, also developing understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; developing understanding of geometric properties

Grade 5 Instructional Diet: Key Understanding: Developing fluency of addition and subtraction of fractions, also developing understanding of multiplication and division of fractions, including decimals to one-hundredth

Grade 6 Instructional Diet: Key Understanding: connecting ratio and rate; using concepts of ratio and rate to solve problems; completing understanding of division of fractions and extending the notion of number to the system of rational numbers.

II. H. ii Instruction. Describe the instructional strategies to be used in core courses and common-branch subjects ..

RCSD Native Language Arts for Bilingual Programs

The Rochester City School District’s Bilingual Programs honors and value students’ native language and culture as a resource to our diverse community and as a means of acquiring English. It embraces bilingualism as an advantage, focusing on preparing lifelong learners and productive citizens capable of succeeding in a multilingual, multicultural, interdependent world. Our students achieve a high level of proficiency in English and Spanish which is an asset that prepares them for the demands of the 21st Century, increasing their opportunities for further education and future employment.

A Core Instructional Program for students enrolled in a bilingual program will:

<p><u>Establish a strong foundation in Native Language Arts (Spanish).</u></p> <p>“A child’s competence in first language significantly affects the amount of time it takes to become proficient in a second language”. (Brock, 2001, p. 468)</p>	<p>“Children with limited English proficiency who are taught using at least some of their native language perform significantly better on standardized tests those similar children who are taught only in English”. (Green, 1998, p.1 as cited by Markham and Gordon, 2007)</p>	<p><u>Allow for a gradual transition to the English language.</u></p> <p>“If a child has had excellent academic preparation in their first language, the literacy proficiencies and academic competence in their first language will transfer to their second language”. (Cummins, Farman, Flood, and Lapp (1994) as cited by Brock, 2001, p. 468)</p>
<p><u>Increase the amount of students meeting state standards on the ELA.</u></p> <p>“Students who have received little to no academic or cognitive development in their first language tend to do increasingly poorly as academic and cognitive demands</p>	<p>“Thomas and Collier demonstrated that students who were schooled in bilingual programs would outperform their counterparts in monolingual programs in academic achievement across curriculum after an estimated 4 to 7 years of dual language program instruction</p>	<p><u>Afford students the opportunity to achieve high levels of proficiency in English and Spanish.</u></p> <p>“ On July 31, 2012, Governor Cuomo signed into law a bill to recognize New York State high school graduates who demonstrate</p>

increase after fourth grade and into upper grades” (Thomas and Collier, 2002 as cited in <i>Common Assumptions and Evidence Regarding English Language Learners in the United States</i>)	(Thomas and Collier, 2002 as cited in <i>Common Assumptions and Evidence Regarding English Language Learners in the United States</i>)	academic excellence in attaining proficiency in one or more languages other than English with a state seal of biliteracy. The seal will be attached to diplomas and transcripts of graduates who excel in listening, speaking, reading, and writing in multiple languages. (July 31 press release from the Governor’s office)
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II.H. iii Use of Time. Present the daily proposed school calendar showing the number of days the school ..

The following explain and depict the plan to move forward on common core scheduling for all schools beginning with the 2013-2014 school year.

- Note: 6th grade in K-8 buildings may be departmentalized.
- Note: Ramp-up classes will be available in grade 6 in School 22, scheduled so they follow the core class.
- Note: All schools will follow an ABCD day rotation.
- Note: Periods “0” and “9” will be added to a school’s schedule depending upon programming needs, and/or extra time for credit recovery or ramp-up activities.
- Note: Similar schools will be “married” based on proximity, size, etc. and exploratory staff will be scheduled within the ABCD framework.

Sample Student Schedule with ELT

Note: The actual 2014-2015 student schedules will be provided upon grant award as it will comprise part of the planning process with NCTL.

	Mon	Tue	Wed	Thu	Fri
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Cal Math	Cal Math	Cal Math	Cal Math	Cal Math	Cal Math
Specials	Specials	Specials	Specials	Specials	Specials
Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
Recess	Recess	Recess	Recess	Recess	Recess
Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
Math	Math	Math	Math	Math	Math
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Writing	Writing	Writing	Writing	Writing	Writing
Sci/SS	Sci/SS	Sci/SS	Sci/SS	Sci/SS	Sci/SS
Early Release	Interv	Interv	Interv	Interv	Enrich

K – 5 Guidelines for Scheduling:

- Schools are encouraged to schedule language arts and math at the same consistent time each day for each grade level to support co-teaching, mainstreaming, and coaching.
- Embedded coaching is best supported by scheduling content areas across the day. For example, if primary grades have math in the morning, schedule math for intermediate grades in the afternoon.
- Teacher schedules should identify the content blocks and times they are taught.
- The whole group reading block should be scheduled prior to the small group reading block. Whenever possible, avoid interrupting either block in grades 3-5. In grades K-2 the whole group reading block can be scheduled in two blocks (45 minutes and 30 minutes) if necessary to accommodate specials or lunch schedules.
- The 45-minute small group reading block should be uninterrupted by specials/lunch.
- The math block may be broken up into a 60-minute block and a 30-minute block in order to assign specials.

Enrichment in grades 6, : For students who are performing at or above proficiency, the additional period of time in grades 6-8 is intended to focus on language and literacy or math enrichment or foreign language(s). The additional ELA and math teachers at the middle grades should be providing *acceleration and enrichment opportunities to students in those content areas*. Poetry units, performances, hands-on and long-term problem-solving activities, and math labs are examples of instructional activities in which the students may be engaged.

Structured Use of Additional Time: Please refer to Attachment *Seven Essential Elements of High Quality Expanded Learning Time Schools*.

II.H. iv. Data-Driven Instruction/Inquiry (DDI). Describe the school’s functional cycle of ...

The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes. TASC will guide the school planning team to design a schedule that maximizes learning time by allocating time based on student needs evidenced by performance data; minimizing transitions and unscheduled time by establishing routines and behavior management practices; and offering engaging and personalized learning

Data Driven Activities	Year 1	Year 2	Year 3
The baseline academic performance of all students is established through review of the students’ prior academic history and, if applicable, administration of an assessment.	September – October	September - October	September - October
All students will be administered post- assessments as identified by the District to inform instruction and measure student growth in alignment with meeting Student Learning Objectives(SLO’s) as negotiated within the district’s APPR agreement.	January and June	January and June	January and June
Teachers may use daily common planning time to review student assessments and develop instruction and assessment reflective of student outcomes.	September – June	September – June	September - June
Teachers review student work and formative assessments to adjust their pacing and the need for targeted intervention for students within the classroom.	September – June	September – June	September – June

experiences that encourage students’ full participation and regular attendance.

School leaders, in collaboration with the School Based Planning Team, will review marking period data and then make adjustments to student schedules and or make referrals for RtI Tier 2 or 3 support to the SFSC as needed.	November – May	November – May	November - May
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II.H. v. Student Support. Describe the school-wide framework for providing ...

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RTI policy and procedures for students. These amendments established a policy framework for RTI in regulations relating to school-wide screenings, minimum components of RTI programs, parent notification, and the use of RTI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner’s Regulations it set forth minimum requirements for using a RTI process to determine a student’s response to research-based intervention.

All RCSD schools have instituted RTI , with interventions that may vary from research based programs to strategies aligned to the CCLS. Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RTI, School 22 can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities (NCRTI, 2010).

RTI Tier One: is identified as the core instruction program provided to all students. Research-based instruction and positive universal behavioral supports are part of the core program.

RTI Tier Two: is identified as Supplemental Instruction that is provided in addition to, not in place of the standards-based curriculum received in Tier 1. Approximately 10 % of students in a particular grade level receive Tier 2 intervention.

RTI Tier Three: is identified as Intensive Intervention for students who do not demonstrate progress in Tier 2. Approximately 1 – 5% of students in a given grade level require more intensive intervention in addition to their core instruction.

The District RTI Framework uses a variety of assessments that are used to support decisions about a student’s at-risk status, response to instruction/intervention, and the nature of the instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an RTI process for different purposes.

Screening is an assessment procedure used by the RCSD which is characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring, further assessment, or supplemental instruction.

Screening Tool	AIMSweb	NWEA or AIMSweb	Review of warning indicators using Early Warning System
Frequency of	Fall/Winter/Spring	Fall/Winter/Spring	Fall/Winter/Spring

Administration			
Grades Screened	K - 2	3 - 8	9 - 12
Screening Administrators	School-wide Assessment Team		

RCSD criteria for identifying students to receive intervention includes: NWEA 40th percentile in sub area; AIMSweb 25th percentile; and a level 1 or 2 in ELA and/or Math benchmarks.

Screening English Language Learners (ELLs): Consideration of students’ language dominance and language of literacy instruction is essential in determining which assessments best measure the reading level of English Language Learners. Additional assessment is often needed to determine the risk-status of students whose native language is not English. Students with strong native language literacy skills may require different instructional supports than students with the same English instructional profile and weak native language literacy skills. Students with lower language proficiency in English are likely to need substantial language support in addition to strong reading instruction to achieve reading comprehension at expected levels. Collecting language proficiency data in addition to using the reading screening measures will help to determine the extent and kind of reading and language support students will need to meet important reading goals (NCRTI, 2010).

Considerations for Screening for Students with Disabilities: Curriculum Based Measures utilized for universal screening, including AIMSWeb probes, are assessment instruments, not teaching tools. Students should not receive practice administrations, extra time, or coaching beyond what is specified in the standard procedures. Administration accommodations may, in some cases, be made for students with special needs who receive accommodations in their general academic tasks. Accommodations that would provide an advantage, such as giving additional time, are not permitted.

Progress Monitoring: Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student’s rate of progress; (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to inform decisions regarding a student’s movement through tiers of more or less intensity. The frequency of progress monitoring is determined by the intensity of intervention; the higher the intensity of the intervention, the more frequent the need for progress monitoring.

The Rochester City School District uses multiple measures (including AIMSWeb, NWEA, and criterion-referenced assessments to determine a student’s movement across the tiers by examining rate of progress and level of performance over time.

The table below provides guidelines for the frequency of progress monitoring within Tiers 1, 2, and 3 in the Rochester City School District.

	<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3</i>
Frequency of Administration	Once a month	Bi-monthly	Weekly
Administrator(s)	Teacher of Record	Teacher of Record	Teacher of Record

Considerations for Progress Monitoring for English Language Learners: The language of dominance and language of instruction should be considered when interpreting information from progress monitoring assessments. Students should be progress monitored in the language of instruction. When instruction is provided in multiple languages, special consideration should be given to the language of assessment.

Considerations for Students with Disabilities: It is recommended the progress monitoring assessments be provided without accommodations that would invalidate the nature of the assessment as described in the “Universal Screening” section of this document.

Diagnostic Assessments: provide greater detail about individual students’ skills and instructional needs. They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning). Diagnostic assessments may be administered by specialized staff such as a school psychologist or a reading specialist. Diagnostic assessment can be a tool for crafting the most appropriate instruction for students. These assessments can provide valuable insight into a student’s current level of performance, including strengths and areas in need of improvement. Inquiries regarding diagnostic assessments should be reviewed by the Building Based Problem Solving Team.

A PBIS system is in place. A resiliency program exists through the University of Rochester as well as a Step-into-Manhood program is in place for the male students and a Junior Debutantes program for the females is in place that focuses on classroom needs such as dating, hygiene, and other social development programs. College tours are also provided to give students a sense of the possibilities for their future.

The May 2013 DTSDE review validates that School 22 has an effective system in place to sustain and nurture the social and developmental health of students. There is a designated adult for each child and a “check in/check out” system linked to Positive Behavior Support and the Lincoln Laws. Students check in up to four times per day depending on need. Goals and points are awarded based on goal progress and graphs of this progress are documented and shared with home through positive phone calls. Students are matched with mentors that include all members of the school staff. The parent liaison is key in making connections with students and assisting them as they come into school each day. A relationship of trust is reported to exist in the building and children share issues and potential problems so that staff can react proactively. Thus, the large majority of students are supported emotionally so that they are better able to concentrate on the academic challenges facing them during the course of the day.

In terms of a system existing for referral and support, the problem-solving team, associated with RTI (Response to Intervention), meets weekly to review referrals made by

teachers. The building behavior team is utilized to support teachers with Behavior Intervention Plans (BIPS). In terms of data being used to identify needs and lead to cultivating partnerships, the student reviews were scheduled to occur with each teacher four times this year, and succeeded in occurring almost three times. During these review, teachers and administration reviewed data binders, lesson plans, differentiated planning and groups for instruction. AIMSWeb data is used to plan academic support because it provides a good picture of where the child is at academically. The school has reached out to its community partnerships such as the Unitarian Universalist Church, Literacy Volunteers, and the University of Rochester who sponsors field trips to colleges for aspiring students. Over 200 volunteers share in the support of School 22's mission. These include partnerships with of the First Unitarian Church, Buddies, Bridges & Brains, the Scott Spino Literacy Foundation, and the Free Partnership. Many volunteers work with students on one-to-one reading activities that encourage them to develop a love of reading.

II.H. vi *School Climate and Discipline*

School 22 has a systemic PBIS approach, based on the Lincoln Laws (Respectful, Responsible, and Safe). The PBIS program and Model Student programs reward students for making positive choices. Students follow "Lincoln Laws" by being responsible, respectful and safe and earn "Gotcha" tickets when they are caught "doing the right thing," by the staff. They then visit the "Gotcha" store where they purchase prizes, including lunch with an administrator or other school staff of their choice, school supplies, games, toys, etc. In addition, Model Students are recognized school-wide and participate in fun activities to celebrate their positive behavior. Students can participate in programs such as KBA Basketball, Safety Patrol, Scott Spino Literacy Foundation, Resiliency Program, Jr. Debutante/ Stepping into Manhood and Girl & Boy Scout programs.

The DTSDE team found that all school constituents have been systematically communicated with in terms of what the school has done and what its expectations are around school safety, and ownership by constituent groups which result in effecting student outcomes positively. A school resource officer comes to school twice a week and does workshops with students on topics such as violence and bullying alongside a paraprofessional that supports a program from the Health-e-Access Program, in cooperation with Strong Hospital, allows students to be seen by a pediatrician while at school via telemedicine computer/video link.

Teachers are able to articulate a vision connected to student social emotional developmental health teachers interviewed spoke of developing trusting and respectful relationships with students, watching out for changes in behavior and taking immediate steps to address it. Support staff also report that mediation is offered following any physical altercation (they report that these infrequently occur) to work on such issues as anger management. All are pulling together with the same vision and focus towards the all-round success of students.

The school effectively uses data to respond to students' social emotional developmental needs. In terms of staff understanding how to use data, the support staff report that all teachers have undergone PBIS training so as to ensure that the majority of student behavior is controlled by effective procedures. Next the problem-solving team uses the discipline referral system to collect valuable data. The ATS teacher reports that she prints out reports from the Student

Information System and hard copies are kept in binders. This is so that the teacher can access data and review it for effective intervention. In terms of the leader and support staff expecting teachers to use data to address student needs, it was reported by support staff that there is an expectation for all staff to attend to the data to address student needs.

The Building Behavior Team (BBT) collects data logs from teachers on student behavior and requests that the data is objective rather than anecdotal. The support and teaching staff also function as mentors to students and participate in check-in/check-out. As a result of a data orientation when it comes to factors relating to social and emotional developmental health and their effect on class performance, the school has achieved a systems level of effective caretaking and attending to those needs. As a result, the school classrooms and hallways are largely orderly so that an environment conducive to the support of learning through attention to the whole child has been fostered.

II.H. vii *Parent and Community Engagement*

The school leadership and staff provide a welcoming atmosphere that fosters a feeling of belonging and trust. There are robust opportunities for reciprocal communication and engagement via various methods including bilingual communication for parent/family participation. The community of parents, students and staff are supported and nurtured to form a collaborative partnership where academic and social and emotional progress is frequently monitored by both teachers and parents/families as partners. School 22 offers a welcoming and trusting environment for all stakeholders and encourages families and agencies to engage with the school. There is an open door policy which provides for open lines of communication and many parents volunteer in their child's classroom and teachers welcome such access. Parents report feeling well-known by school staff and are supportive of the school's direction.

The school utilizes a robo call system, emails, and a weekly newsletter to communicate with families in both English and Spanish. Communications are varied and include homework folders, newsletters, emails and even home visits; teachers find translators when they communicate with Spanish speaking families by phone. Parent Connect has been used as an online vehicle for informing parents of each child's progress. A parent phone tree is also in place to promote parent to parent communication; the parent liaison serves as a vital link for many families. A Parent Road Map is in place to guide parents as to the details of what children are learning at each grade level.

A sense of shared community and responsibility exists at the Abraham Lincoln School 22 which fosters a sense of care which leads to unleashing the potential for success in each child. Hispanic Heritage is celebrated with dance, music and school performances. February's Black History, a Multicultural Fair, as well as academic celebrations, such as the 100 Book Challenge.

The Family C.A.R.E.E.R.S./ Toyota Family Literacy Program is an important component to Lincoln School No. 22. Family C.A.R.E.E.R.S. is a combined Family Literacy and work force development program run by the Rochester City School District's Office of Adult and Career Education Services. Parents attend school with their children and participate in Literacy activities, adult education (GED and/ or ESL) and are partnered with a school employee mentor in a one-on-one relationship to gain valuable work skills. Parents can complete their TANF/ WEP hours at the school.

II.I. Training, Support, and Professional Development

II.I. i. *Describe the process by which the school leadership/staff were involved in the development of this plan.*

Please refer to the attached District Professional Development Offerings (Exhibit 2), and attached NCTL Training Sessions and objectives in the Exhibits, marked as Exhibit 9, 10, and 11.

II.I. ii. *Identify in chart form, the planned training, support, and professional development ...*

See attached Coaching Support Plan (Exhibit 9).

II.I. iii. *Describe the schedule and plan for regularly evaluating the effects of training, support, and pd...*

Regular evaluation of the effects of training, support, and professional development are ongoing. The schedule follows the informal observations calendar as indicated in the APPR Plan in Section II G for teacher observation.

II.J. Communication and Stakeholder Involvement/Engagements

II.J. i. *Describe in detail, the methods, times, and places that will be used for regularly ...*

Regular communication will be maintained through the weekly SBPT meetings, monthly community advisory meetings, and monthly PTA meetings. Meetings will be held at School 22 or Baden Street to reflect the neighborhood community school model. Meetings will be held at a mutually convenient time after parent surveys are conducted; alternating early and late time slots by month so as to make them more accessible for parents. Monthly newsletters will be sent home via backpack mail and posted on the school website with updates on implementation of the SIF plan. A formal survey of all stakeholders will be conducted to design expanded learning offerings at School 22 beginning in April 2014.

II.K. Project Plan and Timeline

II.K. i. *Identify and describe the key strategies for the Year One Implementation Period ...*

Please refer to Attachment E.

III Budget

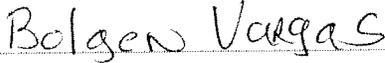
(see FS10, 3 Year Summary Attachment D and Budget Narrative Attachment G)

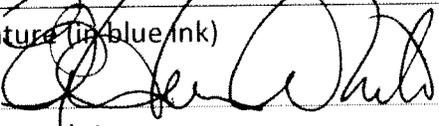
Attachment A
Assurance of Joint Commitment and Collaboration Form

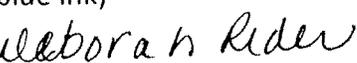
By signing this document, the Superintendent, Board of Education, and teachers' and principals' unions are acknowledging their joint commitment to implement the whole school redesign effort proposed in the application and to work collaboratively to sustain the positive changes that result from the SIF grant.

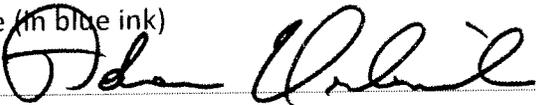
LEA Name: _____ ROCHESTER CITY SCHOOL DISTRICT _____

School Name: _____ ABRAHAM LINCOLN SCHOOL #22 _____

CHIEF ADMINISTRATIVE OFFICER (Superintendent)	
Signature (in blue ink) 	Date 2/26/14
Type or print name Bolgen Vargas, Ed.D.	

BOARD OF EDUCATION PRESIDENT	
Signature (in blue ink) 	Date 2/26/14
Type or print name Van Henri White	Van Henri White

LOCAL ADMINISTRATORS UNION PRESIDENT	
Signature (in blue ink) 	Date 2.25.14
Type or print name Deborah Rider	

LOCAL TEACHERS UNION PRESIDENT	
Signature (in blue ink) 	Date 2/28/14
Type or print name Adam Urbanski	

Attachment B
School #22
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014- 2015	Target for 2015- 2016	Target for 2016-2017
I. Leading Indicators						
a. Number of minutes in the school year	72,285	73,320		73,730	75,204	76,708
b. Student participation in State ELA assessment	97%	95.6%		99%	99%	99%
c. Student participation in State Math assessment	98%	96.4%		99%	99%	99%
d. Drop-out rate	NA%	NA		NA	NA	NA
e. Student average daily attendance	89%	90%		91%	93%	95%
f. Student completion of advanced coursework	NA	85.0%NA		NA	NA	NA
g. Suspension rate	9%	21%		7%	6%	5%
h. Number of discipline referrals	100	534		95	90	86
i. Truancy rate	31%	24%		29	27	25
j. Teacher attendance rate	98.7%	94.5%		99%	99%	99%
k. Teachers rated as "effective" and "highly effective"	79.4%	82.6%		81%	83%	85%
l. Hours of professional development to improve teacher performance	1,077	1,451		1,130	1,186	1,245
m. Hours of professional development to improve leadership and governance	4	99		9	11	13
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	89	85		106	127	152
II. Academic Indicators						
a. ELA performance index	77 PI	89.7		81	85	89
b. Math performance index	97 PI	103.3		102	107	112
c. Student scoring "proficient" or higher on ELA assessment	3%	5%		6%	7%	8%
d. Students scoring "proficient" or higher on Math assessment	1%	5%		2%	3%	4%
e. Average SAT score	NA	NA		NA	NA	NA
f. Students taking PSAT	NA	NA		NA	NA	NA
g. Students receiving Regents diploma with advanced designation	NA	NA		NA	NA	NA
h. High school graduation rate	NA	NA		NA	NA	NA
i. Ninth graders being retained	NA	NA		NA	NA	NA
j. High school graduates accepted into two or four year colleges	NA	NA		NA	NA	NA
III. School Design-specific Indicators (Add your own.)						

**Attachment C
 Evidence of Partner Effectiveness Chart (Overview)**

Lead Partner		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
National Center on Time & Learning (NCTL) Jeff Riley, Superintendent Lawrence Public Schools Jeff.Riley@lawrence@K12.ma.us	Technical assistance provider in eight states (AL, CO, DE, HI, OK, MA, RI, NY) and several urban districts (Boston, Chicago, Denver, Newark, Rochester). Assistance includes leveraging funding, redesign & expansion of school day and ELT implementation, expertise in ELT policy and promising practices.	Joe McKown JMckown@timeandlearning.com

OR Partner Consortium (team of two to three)		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
•		
•		
•		

Supporting Partners (Optional)		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
•		
•		
•		
•		

School Innovation Fund Grant (SIF)
Abraham Lincoln School # 22 Community Oriented Wraparound Model

Rochester City School District
February 28, 2014

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Evidence of Partner Effectiveness Chart (Details)

<p>Lead Partner: A Lead Partner should have experience and evidence of success in managing a school change process. For example, a Lead Partner may be a non-profit educational service organization such as a new small-school developer or charter management organization, institution of higher education, or community-based organization that provides direction and shared coordination, oversight, and overall development in the areas of district portfolio management, human capital development, site-based governance, site-based budgeting and financial services, facilities, instructional and non-instructional planning and implementation. At the school level, a Lead Partner has responsibility to coordinate all other supporting partner organizations that interface with the school.</p>	<p>Partner Organization Name and Contact Information</p>	<p>Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)</p>	<p>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>
<p>National Center on Time & Learning (NCTL)</p>	<p>1. Clarence Edwards Middle School</p> <p>2. Matthew J. Kuss Middle School</p> <p>3. North End/Frank M. Silvia Elementary School</p> <p>4. National Center on Time & Learning/Ben Lummis</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>	<p>1. Jeff Riley, former Principal, Clarence Edwards Middle School, former Chief Innovation Officer, Boston Public Schools, current Superintendent, Lawrence Public Schools JeffRiley@lawrence.k12.ma.us</p> <p>2. Principal, Matthew J. Kuss Middle School nmullen@fallriverschools.org</p> <p>3. Nancy Mullen, Principal, Matthew J. Kuss Middle School nmullen@fallriverschools.org</p> <p>4. Paul Dakin, Superintendent, Revere Public Schools pdakin@revere.mec.edu</p>	

**Attachment D
 Budget Summary Chart**

Agency Code	2	6	1	6	0	0	0	6	0	0
Agency Name	ROCHESTER CITY SCHOOL DISTRICT									

Year One Implementation Period (June 1, 2014-June 30, 2015)		
Categories	Code	Costs
Professional Salaries	15	133,224
Support Staff Salaries	16	0
Purchased Services	40	35,893
Supplies and Materials	45	8,000
Travel Expenses	46	9,000
Employee Benefits	80	55,196
Indirect Cost (IC)*	90	8,687
BOCES Service	49	0
Minor Remodeling	30	0
Equipment	20	0
Total		250,000

Year Two Implementation Period (July 1, 2015-June 30, 2016)		
Categories	Code	Costs
Professional Salaries	15	137,220
Support Staff Salaries	16	0
Purchased Services	40	33,850
Supplies and Materials	45	4,993
Travel Expenses	46	9,000
Employee Benefits	80	56,251
Indirect Cost (IC)	90	8,687
BOCES Service	49	0
Minor Remodeling	30	0
Equipment	20	0
Total		250,000

Year Three Implementation Period (July 1, 2016-June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	141,336
Support Staff Salaries	16	0
Purchased Services	40	32,646
Supplies and Materials	45	3,993
Travel Expenses	46	6,000
Employee Benefits	80	57,338
Indirect Cost (IC)	90	8,687
BOCES Service	49	0
Minor Remodeling	30	0
Equipment	20	0
Total		250,000

Total Project Period (June 1, 2014-June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	411,780
Support Staff Salaries	16	0
Purchased Services	40	102,389
Supplies and Materials	45	16,986
Travel Expenses	46	24,000
Employee Benefits	80	168,785
Indirect Cost (IC)*	90	26,061
BOCES Service	49	0
Minor Remodeling	30	0
Equipment	20	0
Total		750,000

improvement process		& Support																
4. Diligently market and recruit for the developmental bilingual program	LEA/ Consultant	II.1. Training & support							X	X	X	X	X					
Quarterly Indicators of Success	Identify leading, academic, and /or school design-specific indicators, found on Attachment 9, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.																	
June-August	Master Schedule with embedded collaboration time, school level PD plan																	
September-November	I.c. teacher attendance rate; I. hours PD to improve performance; I.d. dropout rate; I.g. suspension rate; I.e. student attendance; I.i. truancy rate;																	
December-February	As above plus: II.c. student proficiency ELA; II.d. student proficiency rate Math																	
March-June (4 months)	As Above																	

development and coaching support that supports teacher's focus on instructional methods derived from research-based principles of dual-language education to enhance academic achievement	/Consultant	Instructional staff II.1. Training Support & PD	X	X	X	X	X	X	X	X	X	X	X	X	X	
5. Furnish adequate support and resources for said professional development	LEA		X	X	X	X	X	X	X	X	X	X	X	X	X	
Quarterly Indicators of Success	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.															
June-August	I.1. PD to improve performance; I.n hours of PD to implement high quality interim assessments and data driven actions															
September-November	I.a. number of minutes in school year; I.e. student daily attendance; II.f. student completion of advanced coursework; II.h discipline referrals; II.i. truancy rate; and as above															
December-February	As above															
March-June (4 months)	As above															

4. Create each student schedule to have academic intervention or acceleration taught primarily by certified teachers	LEA/NCTL		X	X		X		X	X
5. Modify the infrastructure for a stronger accountability process and better utilization of data for program accountability and improvement	LEA/NCTL	I.E Instructional Support I.I. Training Support & PD	X	X	X	X	X	X	X
Quarterly Indicators of Success	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.								
June-August	1. 1. hours of PD to improve teacher performance;								
September-November	1.a. number of minutes in school year; i.e. student daily attendance; i.f. student completion of advanced coursework; h. number of discipline referrals; i.i. truancy rate; i.j. teacher attendance rate								
December-February	As above								
March-June (4 months)	As above								

Attachment E - Project Plan Template for Year One Implementation Period Only

Component 4 There are seven redesign framework components which need to be part of your Project Plan over the three-year grant period. Please complete the Project Plan for each component: (1) School Leadership and Governance Structures and Functions, (2) Curriculum and Instruction (and Implementation of the CCLS), (3) Data-Driven Inquiry and the Use of Common Interim Assessment Data to Improve Student Achievement, (4) School Climate, Culture, and Discipline, (5) APPR of Teacher and Principals as per EL 3012c, (6) Use of Time throughout the School Day and After School to Improve Instructional and Enrichment Opportunities, and (7) Meeting the Needs of Unique Student Populations.

SIF Redesign Framework Component 4 School Climate, Culture, Discipline _____
 Aligned with which School Goal (from School Overview section): Goals 1.1; 1.4; 1.5; 2.7; 3.1; 3.7

Key Strategies Used to Address this Component:

1. Create a network of wrap-around services to address the academic, socio-emotional health and wellness needs of students and their families
2. Expand learning time
3. Promote bilingualism and biliteracy through a developmental one-way dual-language framework within a school climate that upholds cross-cultural understanding and embraces diversity

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	(Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)												
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. Seek and establish partnerships for learning and wrap-around services for students and families	LEA		X	X	X	X				X					X
2. Design and utilize ways to communicate with and engage families and the community in the improvement process	LEA			X	X	X	X	X	X	X	X	X	X	X	X
3. Use a collaborative model for staffing	LEA			X	X								X	X	X
4. Implement a school-wide plan for building a culture of high academic and behavioral	LEA	1.1 instructional				X				X					X

expectations		support																	
5. Institute a responsive school infrastructure for solidifying positive, active, and ongoing relations with students' families and the community	LEA/NCTL	II. E. instructional support																	
			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Quarterly Indicators of Success																			
Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.																			
I.I. hours of PD to improve teacher performance																			
June-August	I.e. student average daily attendance; I.g. suspension rate; I. h. number of discipline referrals I.i. truancy rate; j. teacher attendance rate; II. C student scoring proficient or higher on ELA; II.d. student scoring proficient or higher on Math																		
September-November	As above																		
December-February	As above																		
March-June (4 months)	As above																		

Component 5 Attachment E - Project Plan Template for Year One Implementation Period Only

There are seven redesign framework components which need to be part of your Project Plan over the three-year grant period. Please complete the Project Plan for each component: (1) School Leadership and Governance Structures and Functions, (2) Curriculum and Instruction (and Implementation of the CCLS), (3) Data-Driven Inquiry and the Use of Common Interim Assessment Data to Improve Student Achievement, (4) School Climate, Culture, and Discipline, (5) APPR of Teacher and Principals as per EL 3012c, (6) Use of Time throughout the School Day and After School to Improve Instructional and Enrichment Opportunities, and (7) Meeting the Needs of Unique Student Populations.

SIF Redesign Framework Component 5: APPR of Teachers and Principals per EL 2013c _____
 Aligned with which School Goal (from School Overview section): Goals 2.1; 2.4; 3.3; 3.6;
Key Strategies Used to Address this Component:

1. Expand learning time to offer rigorous academics, engaging enrichment and differentiated learning supports
2. Promote bilingualism and biliteracy through a developmental one-way dual-language framework

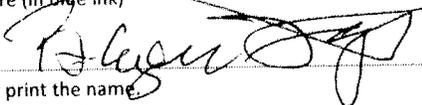
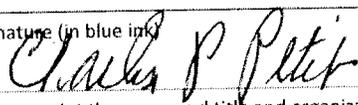
List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	(Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)												
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. Institute and clearly communicate focused school-wide priorities with clear, measurable goals that monitor progress	LEA				X	X	X	X	X	X	X	X	X	X	X
2. Establish frequent data cycles using a systemic approach to analyzing and responding to data that is then used to improve instruction	LEA/NCTL	I.E. Instructional support I.I. Training Support & PD			X	X	X	X	X	X	X	X	X	X	X
3. Modify the infrastructure for a stronger accountability process and better utilization of data	LEA/NCTL	I.E. instructional		X	X	Then as needed				X					X

	for program accountability and improvement		support																	
	4. Provide adequate support and resources for high quality professional learning and development for teachers	LEA/NCTL	I.E. Instructional support I.I. Training Support & PD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Quarterly Indicators of Success																				
Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.																				
I.I. hours of PD to improve teacher performance																				
June-August	Above plus I.e. student daily attendance; I.g suspension rate; I.h number of discipline referrals; I.I truancy rate; I.J teacher attendance rate; I.n. hours of PD in implementation of high quality interim assessment and data driven action. II. C student scoring proficient or higher on ELA; II.d. student scoring proficient or higher on Math																			
September-November	As above																			
December-February	As above																			
March-June (4 months)	As above																			

Attachment F
School Innovation Fund (SIF) – Round 3 Performance Agreement

The SIF performance agreement is an accountability agreement between the New York State Education Department (NYSED) and a LEA receiving a SIF grant for its low-performing schools. A core feature of the SIF grant is joint accountability for improved student achievement between an LEA and its Lead Partner or Partner Consortium. Areas of 1) joint responsibility (partner(s) and LEA), 2) LEA responsibility, and 3) SIF partner responsibility should be explicitly identified in each Memorandum of Understanding (MOU) between the LEA and the partner. The LEA is responsible for holding the partner accountable for the delivery and effectiveness of its services.

By signing below, the LEA and Lead Partner or Partner Consortium (team of two or three partners) agree to meeting the indicators and performance metrics identified in Attachment B: School-level Baseline Data and Target-Setting Chart and Attachment E: Project Plans, according to the responsibilities explicitly identified in each MOU. Failure to do so may result in a delayed or stopped payment.

SUPERINTENDENT	
Signature (in blue ink) 	Date 2/26/14
Type or print the name. Bolgen Vargas, Ed.D.	
EXTERNAL PARTNER	
Signature (in blue ink) 	Date Feb 27, 2014
Type or print the name and title and organization of the partner. For National Center for Time & Learning	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner.	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner.	

Attachment G
SIF-Round 3: Budget Narrative

In this narrative, you are expected to identify and explain each proposed cost for district and school-level activities for the entire three-year grant period. Organize costs by the major project activity they serve, based on each category of the proposal narrative. For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project activity, goals, and outcomes identified. For each major activity, describe the LEAs' strategies for sustaining these actions or how/why the district/school practice that will result from the activity can be sustained past the three-year grant award period. Clearly describe and justify any specific district-level administration and support expenses to be funded by SIF at no more than 10% each period. You should identify all other sources of income that will support and sustain the whole-school redesign described in this application.

Category	Need	Goal	Major Project Activity	Budget Line Item	Sustainability
District-level Activities (No more than 10% of SIF funding request for each budget period)	Indirect Cost of 3.6%			90: \$26,061 (three year total)	n/a
A. District Overview					
B. Operational Autonomies					
C. District Accountability and Support					
D. Teacher and Leader Pipeline					
E. External Partner Recruitment, Screening, Matching					
F. Enrollment and Retention Policies, Practices, Strategies					
G. District-level Labor and Mgmt Consult/Collab					
School-level Activities					

A. School Overview					
B. Assessing Needs of School Systems, Structures, Policies and Students					
C. School Design Framework and Rationale					
D. School Leadership					
E. Instructional Staff	.5 Social Worker (community wrap around service coordination)	Ensure appropriate coordination of wrap-around support services in the community	Support appropriate coordination of wrap-around support services in community	15: \$411,780 (three year total)	Salary cost will be covered for the three-year SIF grant period. Thereafter RCSD will assume the cost, demonstrating long-term sustainability.
	1.0 Teacher on Assignment for Reading Support and Bilingual Program Coaching	Provide reading intervention support and coaching in best practices for transitional bilingual program to developmental one-way dual language program, to support rigorous academic	Intervention and reading support and bilingual education support for staff		After three years, the developmental one-way dual language program will be part of the school culture, and a dedicated

		programming/differentiated academic supports in English and Spanish			teacher-on-assignment will not be needed.
	Professional Development (NCTL) 45 teachers for 25 hours each @ \$33/hour	Provide staff with intensive training in the planning and implementation of a strong extended day program	Six full day planning and activity sessions for school teams on re-engineering school day/year and incorporation of high quality elements of ELT; continued technical support during SIF grant		Teachers will become knowledgeable and able to continue program beyond the SIF grant period.
	Employee Benefits	Fulfill contractual obligation		80: \$168,785 (three year total)	(as above)
F. Partnerships					
G. Organizational Plan					
H. Educational Plan					
I. Training, Support and PD	Lead partner in SIF grant: National Center for Time &	Lead partner in SIF planning and implementation process	Intensive technical assistance for implementation	40: \$102,389 (three year total)	By the end of the three-year SIF grant period, the

	Learning		of ELT at school 22		School 22 redesign will be complete
	<p>Bilingual education consultant for transition from traditional bilingual program to developmental one-way dual language program</p>	<p>School 22 will successfully transition from the traditional bilingual program to a developmental one-way dual language program</p>	<p>300 additional hours of ELT</p>	<p>45: \$16,986 (three year total)</p>	<p>By the end of the three-year SIF grant period, School 22 will have successfully transitioned to a developmental one-way dual language program</p>
	<p>Bilingual reading materials and program supplies to support ELT offerings</p>	<p>300 additional hours of ELT will be supported with appropriate bilingual reading and program supplies</p>	<p>Attendance at Bilingual National conference (3</p>	<p>46: \$24,000 (three year total)</p>	<p>Other funding such as Title 1 or A Funds will be used to continue the ELT initiative at the end of the SIF grant period.</p>
	<p>Bilingual conference attendance and visits to</p>	<p>Observe best practices at model schools and plan and implement adaptation for School 22</p>	<p>Teachers will become knowledgeable about the</p>		

	successful ELT/bilingual schools		teachers); visit to Boston MA ELT/bilingual school (6 teachers)	developmental one-way dual language program to support sustainability beyond the conclusion of the SIF grant period.
J. Communication and Stakeholder Involvement/Eng				
K. Project Plan and Timeline				

Provide all other sources of income that will support and sustain the whole-school redesign described in this application. (Add rows as needed).qq

Major Project Activity	Source of Income Other than SIF	Is the source of income applicable to the Year One, Two, or Three Implementation Period?

Additional Documents

Exhibit 1	District Organizational Chart	Section C. I.ii. (p. 10)
Exhibit 2	District Offered Training Events	Sections I.D.v (p. 16) II.i. (49)
Exhibit 3	Clinton Bell Resume	Section II.D.ii (p. 32)
Exhibit 4	Administrative Job Description	Section II.D.iv (p. 32)
Exhibit 5	Partnership Agreement	(also see Attachment F)
Exhibit 6	School 22 Organizational Chart	Section II.F.iii. (p. 37)
Exhibit 7	Goal Matrix	Section II.A.i. (p. 21)
Exhibit 8	Communication Plan	Section I.G.i. (p. 21)
Exhibit 9	Time Collaborative Coaching Plan for Cohort 2	Section II.I.i and ii. (p. 49-50)
Exhibit 10	2013 NY TC Rochester Session Schedule	Section II.I.i (p. 49)
Exhibit 11	Session Descriptions	Section II.I.i. (p. 49)
Exhibit 12	Autonomy contract language	Section I.B.iii. (p.8)
Exhibit 13	7 Elements of successful ELT programs	Section II.A.ii. (p. 23)

Attachment Assurances & Certifications

 ORIGINAL

Exhibit 1 District Organizational Chart

Rochester City School District Organization Chart

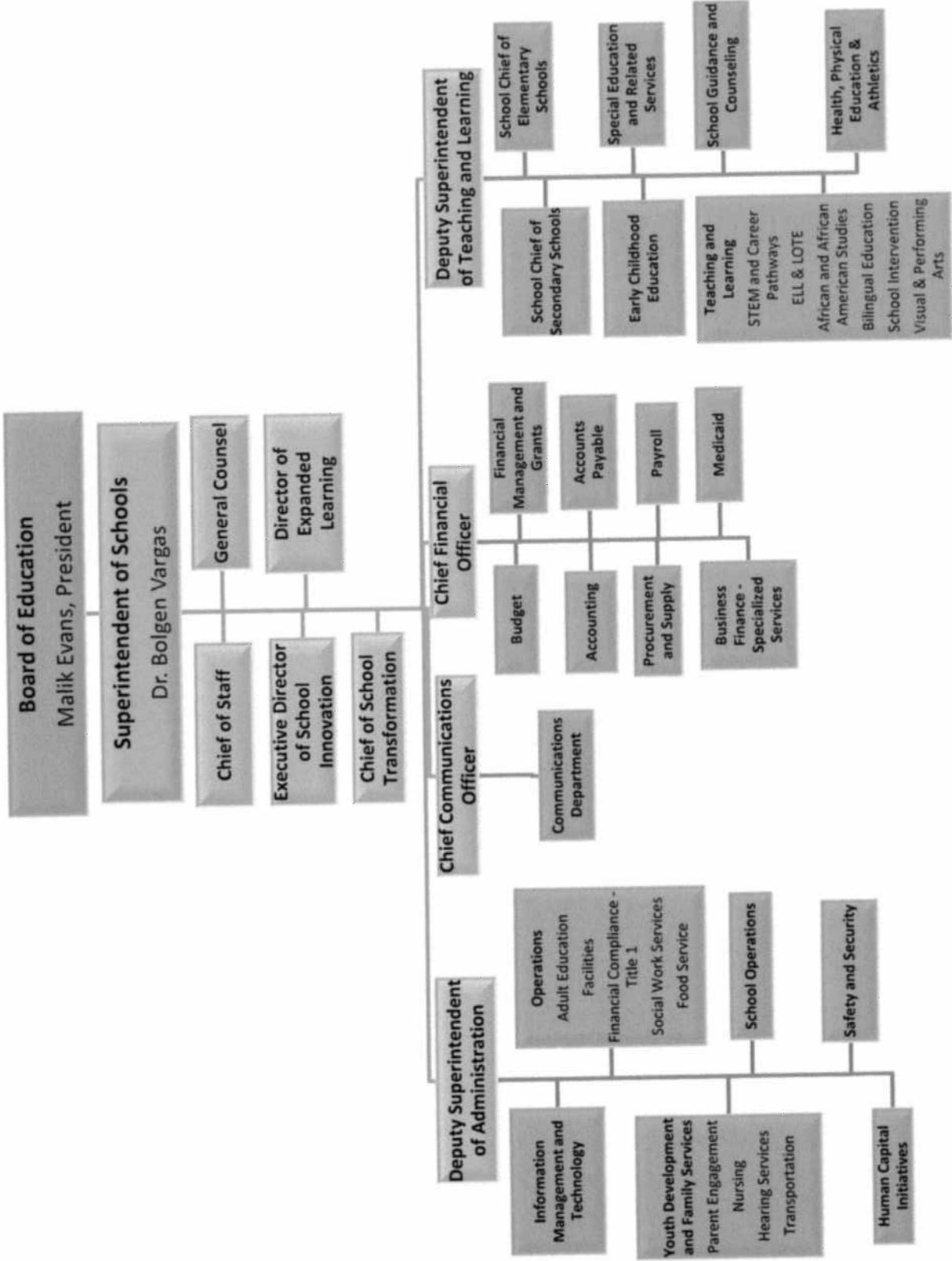


Exhibit 2 District Offered Training Events

Exhibit 3 Clinton Bell Resume

District-Offered Training Events

Learning is more than an activity, it is an experience.

(June 1, 2014 to June 30, 2015)



Mathematics

Student Performance Data	Adult Expected Outcomes	Student Expected Outcomes	Resources	Professional Learning Experience(s)/Method(s)	Initial Outcomes	Intermediate Outcomes	Results	People Responsible	
The data shows ____;	therefore, adults need to identify and implement ____	so that students will be able to ____.	We have ____ accessible to us;	therefore, adults will participate in ____/____.	Initially adults will ____.	Midway through the experience/method adults will ____ and/or ____.	Students will ____.	____ will take the lead on this experience/method.	From ____ to ____.
5% increase in grades 3-5 in MAP scores on NWEA in the areas of Operations in Algebraic Thinking, Number in Base Ten, and Number in Fractions	Effective strategies for teaching the foundations of the base ten number system, and extending computation from whole numbers into the rational number system	Increase MAP proficiency to 10% increase from Fall 2013 to Spring of 2014 on NWEA	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics DMI Training DMI Trainers Denise Schultz and Maryanne Heiman	DMI Training for teachers in Grades K-8	apply DMI new learning to lesson planning	review student work for evidence of students using multiple pathways	independently apply multiple pathways to understanding the base ten system and subsequent computation	Jeff Mikols and Stephanie Moore Denise Schultz Maryanne Heiman	June 2013
3.5% increase in grades 6-8 in MAP scores on NWEA in the areas of Functions, Expressions and Equations and Number Systems	Effective strategies for teaching the foundations of the base ten number system, and extending computation from whole numbers into the rational number system, extending to Algebra	Increase MAP proficiency to 7% increase from Fall 2013 to Spring of 2014 on NWEA	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics DMI Training DMI Trainers Denise Schultz and Maryanne Heiman	DMI Training for teachers in Grades K-8	apply DMI new learning to lesson planning	review student work for evidence of students using multiple pathways	independently apply multiple pathways to understanding the base ten system and subsequent computation	Jeff Mikols and Stephanie Moore Denise Schultz Maryanne Heiman	June 2013

All RCSD teachers K-2 will be fully implementing NYSED Instructional modules for 2013-14 school year.	All RCSD teachers K-2 will effectively plan and execute modules and lessons from NYSED curriculum.	All RCSD students will improve expected math fluencies and comprehension in major content emphases. Students at the end of grade 2 will be able to add and subtract fluently within 20 using mental strategies and within 100 using written algorithms	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics Math module facilitators	Year long, intense training in modules including face to face, webinar, and video formats, Math Deep Dives available to all participants	Teachers will have the content and pedagogical expertise to effectively implement NYSED modules	Teachers will grow in their confidence and ability to implement NYSED modules.	All RCSD students will improve expected math fluencies and comprehension in major content emphases	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics	Au 20
All RCSD teachers 3-5 will be fully implementing NYSED Instructional modules for 2013-14 school year.	All RCSD teachers 3-5 will effectively plan and execute modules and lessons from NYSED curriculum.	All RCSD students will improve expected math fluencies and comprehension in major content emphases. Students at the end of grade 5 will demonstrate mastery of computation using whole numbers and develop fluency in computation with rational numbers.	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics Math module facilitators	Year long, intense training in modules including face to face, webinar, and video formats, Math Deep Dives available to all participants	Teachers will have the content and pedagogical expertise to effectively implement NYSED modules	Teachers will grow in their confidence and ability to implement NYSED modules.	All RCSD students will improve expected math fluencies and comprehension in major content emphases	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics	Au 20
All RCSD teacher 6-8 will be fully implementing NYSED Instructional modules for 2013-	All RCSD teachers 6-8 will effectively plan and execute modules and lessons from NYSED curriculum.	All RCSD students will improve expected math fluencies and comprehension in major content emphases. Students	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of	Year long, intense training in modules including face to face, webinar, and video formats, Math Deep Dives available to all participants	Teachers will have the content and pedagogical expertise to effectively implement NYSED modules	Teachers will grow in their confidence and ability to implement NYSED modules.	All RCSD students will improve expected math fluencies and comprehension in major content emphases	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of	Au 20

14 school year.		in grades 6 and 7 will develop proportional reasoning and an understanding of the number system leading to 8 th grade students beginning algebra and interpreting linear functions.	Mathematics Math module facilitators					Mathematics	
Teachers of Algebra 1 and Geometry will be implementing NYSED Instructional modules for 2013-14 school year.	All RCSD teachers Algebra 1 and Geometry will effectively plan and execute modules and lessons from NYSED curriculum.	All RCSD students will improve expected math fluencies and comprehension in major content emphases.	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics Math module facilitators	Year long, intense training in modules including face to face, webinar, and video formats, Math Deep Dives available to all participants	Teachers will have the content and pedagogical expertise to effectively implement NYSED modules	Teachers will grow in their confidence and ability to implement NYSED modules.	All RCSD students will improve expected math fluencies and comprehension in major content emphases	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics	Aug 2013

ELA

Student Performance Data	Adult Expected Outcomes	Student Expected Outcomes	Resources	Professional Learning Experience(s)/Method(s)	Initial Outcomes	Intermediate Outcomes	Results	People Responsible	Timeline
RCSD K-2 students increased proficiency an average of 1.5% on Aimsweb in the areas of LSF, NWF and CBAM from Fall 2012-Spring 2013.	RCSD K-2 Teachers effectively implement strategies for teaching foundational skills including phonemic awareness, phonics and listening comprehension as demonstrated in Core Knowledge implementation	Increase LSF(Grade K), NWF(Grade 1) and CBAM(Grade 2) proficiency to 5% increase from Fall 2013 to Spring of 2014 on Aimsweb	Mary Munoz, Acting Executive Director of ELA and Literacy Kathryn Yarlett, Director of ELA K-2 Instructional Coaches	Year long, Unit training including face to face, webinar, and video formats, and Literacy Deep Dives available to all participants	apply new strategies through Core Knowledge lessons and instructional planning	Review progress monitoring data for evidence of student application of skills to read	All RCSD students will improve in reading fluencies including LSF, NWF and CBM for overall increase in reading abilities	Mary Munoz Kathryn Yarlett	June 2015
47% of RCSD 3-8 Students met projected growth scores for NWEA Reading yielding a -1.2 Growth Index	RCSD 3-8 Teachers effectively implement NYS Common Core Modules including strategies for teaching reading closely and evidence based writing.	Increase to 100% the number of RCSD students meeting projected growth scores for NWEA Reading	Mary Munoz, Acting Executive Director of ELA and Literacy Kathryn Yarlett, Director of ELA 3-8 Instructional Coaches	Year long, Unit training including face to face, webinar, and video formats, and Literacy Deep Dives available to all participants	apply new strategies through NYS Common Core Module Unit lessons and instructional planning	Review progress monitoring data and student work for evidence of student application of close reading and evidence based writing	All RCSD students will improve demonstrate strategies in close reading and evidence based writing.	Mary Munoz Kathryn Yarlett	June 2015
Teachers of ENG I-IV will be implementing NYSED/O'Dell Units and Instructional modules for 2013-14 school year.	All RCSD ELA teachers of ENG I-IV will effectively plan and execute Units and lessons from NYS Common Core curriculum.	All RCSD students will improve reading comprehension, vocabulary and academic writing.	Mary Munoz, Acting Executive Director of ELA and Literacy Kathryn Yarlett, Director of ELA 9-12 Instructional Coaches	Year long, Unit training including face to face, webinar, and video formats, and Literacy Deep Dives available to all participants	Apply strategies in sequence and scaffold content and skills that are aligned to the CCLS for ELA & Literacy and the new NYS Common Core ELA Regents Exam.	Teachers will increase ability to implement NYS Common Core Units and incorporate rigor, complex text and higher level questioning into lesson planning	All RCSD students will improve in strategies of reading closely and evidence based writing.	Mary Munoz Kathryn Yarlett	August 2013

Instructional Coaches

Best Practice Research	Instructional Coaches Expected Outcomes	Teacher Expected Outcomes	Resources	Professional Learning Experience(s)/ Method(s)	Initial Outcomes	Intermediate Outcomes	Results	People Responsible	Time
Research says coaching programs need a clear role defined for coaches. Each role is distinct, yet roles frequently overlap to provide teachers with rich and deep support.	Instructional Coaches identify and implement 10 Roles of Coaching Instructional Coaches identify the Characteristics of Effective Coaches and reflect on the characteristics. Coaches identify which characteristics of effective coaching they are strong, weak or do not understand	Teachers will identify the coaching role needed to improve targeted areas of need.	Learning Forward - Minds in Motion, articles, Coaching Matters, Taking the Lead, Gale library - articles and texts	Instructional coaches will attend an Instructional Coaches' Professional Development focusing on: -The roles of an instructional coach -The characteristics of effective coaching	Initially Instructional coaches will be able to define the 10 roles of coaches outlined in <i>Taking the Lead</i> . Coaches will identify the knowledge and skills needed for each role. Initially, Instructional Coaches will identify which characteristics of effective coaching they are strong, weak or do not understand	Coaches will write a log describing how they applied at least 5 of the roles. Coaches will identify their level of understanding of the characteristics of effective coaching.	Instructional Coaches describe evidence of changes in student performance, student behavior and teacher behavior that can be attributed to work with the Instructional Coach. Instructional Coaches reflect and change their roles and approach based on the teacher and student data.	Sandra Galbato	June 2
There are two approaches to Instructional Coaching that aim to improve student achievement.	Instructional coaches identify the coaching models and collaboratively decide with teacher on the expectations of student centered coaching.	Teachers will identify the coaching models and collaboratively decide with coach on the expectations of the student centered coaching or teacher centered coaching.	Learning Forward - Minds in Motion, articles, Coaching Matters, Taking the Lead, Student Centered Coaching, Gale library - articles and texts	Instructional coaches will attend an Instructional Coaches' professional development focusing on: -Student centered coaching vs. teacher	Initially Instructional coaches will acquire and develop an understanding of: -the 2 approaches to Instructional Coaching. -the components of a Principal/Teacher/Team	Instructional Coaches will apply the student centered approach to coaching to their current practice with teachers.	Upon completion of a cycle Instructional Coaches reflect and adjust their roles and approach based on the teacher and student data.	Sandra Galbato Experienced Instructional Coaches Ann Delehant	Septer

<p>Agreements are a tool for the principal and teachers, along with the coach to set expectations and initiate conversations around each coaching cycle.</p> <p>Coaching cycles involve in depth work with teachers or teams of teachers lasting approximately 6-9 weeks. (The RCSD coaching program is using a 6 week cycle).</p>	<p>Instructional Coaches will understand the importance of a Principal and Coach agreement and Teacher and Coach agreement.</p> <p>Instructional Coaches understand the purpose and components of a coaching cycle.</p>			<p>centered coaching.</p> <p>-Principal and teacher mutual expectations agreements.</p> <p>-Coaching cycles.</p>	<p>of Teachers Mutual Expectations Document.</p> <p>-the components of a coaching cycle</p>	<p>Instructional Coaches will collaboratively complete a Mutual Expectations Document with Principal(s), Teacher(s), and/or Teams of Teacher(s).</p> <p>Instructional Coaches</p>	<p>Instructional Coaches gather concrete evidence to indicate if the coaching was successful or not.</p>	
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Clearly defined goals are specific, measurable, attainable, and results based and time bound (SMART Goals)	Instructional Coaches set individual SMART goals in the 2013-2014 school year.	Teachers will be able to create SMART Goals for their students in the Teacher and Instructional Coach Mutual Expectations Document.	Learning Forward - Minds in Motion, articles, Coaching Matters, Student Centered Coaching, Gale library - articles and texts	Instructional coaches will attend an Instructional Coaches' Professional Development focusing on: The writing of individual SMART goals.	Initially, Instructional Coaches will develop an understanding of creating and aligning the SMART goals to the Lead Teacher Evaluation rubric.	Instructional Coaches and teachers collaboratively develop SMART Goals for students in the Mutual Expectations Document and are reflective practitioners in regularly revisiting and adjusting the goal.	The outcome is that Instructional Coaches and teachers collaboratively collecting evidence and reflect on whether the students achieved the SMART Goal.	Sandra Galbato, Ann Delehant	Octob
Research says Instructional Coaches are responsible for deepening teachers' content knowledge and developing teachers' understanding of the structure of the curriculum.	Instructional Coaches undertake the Curriculum Specialist Role -Content Knowledge -Common Core State Standards -Curricula and Assessments	Teachers understand and implement the state curriculum, the Common Core State Standards and Assessments	Common Core State Standards Core Knowledge K-2 ELA Expeditionary Learning 3-8 ELA O'Dell Modules 9-12 ELA Mathematics Curriculum Modules P-12 NYS Testing Guides	Instructional coaches will attend on going Instructional Coaches' Professional Development focusing on: Deep understanding of CCSS for math and ELA. Understand and implement the state curriculum. Gain knowledge of the expectations of Local, NYS Assessments and Regents.	Initially, Instructional Coaches will understand, the rigor, structure, and vertical alignment of the Common Core NYS Curriculum and CCSS in math , ELA, Social Studies, and Science.	Instructional Coaches will continually update and coach teachers in the implementation of the NYS Common Core Curriculum and Common Core State Standards..	The outcome is that at the end of a coaching cycle, the coach has implemented the gradual release model, resulting in teachers understanding and implementing the state curriculum, the Common Core State Standards and Assessments	Katie Yarlet Brenna Farrell- Geise Stephanie Moore Jeff Mikols Steve LaMorte Casey Jakoboski Michael Chan Linus Gullary Sandra Galbato	Septe Octob Nover Decer Janua: Febru March April May 2
Research says effective	Instructional Coaches identify and establish	The Instructional Coaches will	Learning Forward - Minds in	Instructional coaches will attend on going	Initially, Instructional coaches understand the	Instructional Coaches will	The outcome is that Instructional	Sandra Galbato, Ann Delehant, Linda	Septer

<p>Instructional Coaches need good interpersonal relationships.</p> <p>The Instructional Coach recognizes the power of collaboration and wants to be part of a team working toward common goals and managing issues productively.</p>	<p>positive relationships with administration and teachers to impact student achievement.</p>	<p>encourage and use listening skills, communication skills, and trust to encourage teachers to have open and honest conversations with their coach.</p> <p>Develop skills in various aspects of communication (listening, paraphrasing, questioning, presuming positive intentions) through practicing with partners.</p>	<p>Motion, articles, Coaching Matters, Taking the Lead, Gale library – articles and texts</p>	<p>Instructional Coaches’ Professional Development focusing on:</p> <p>interpersonal relationships, Listening Skills, Communication, and Trust</p>	<p>need to develop and acquire interpersonal relationships to remain credible and have a positive influence on teacher practice and gain respect.</p>	<p>establish interpersonal relationships to impact teacher practice.</p>	<p>Coaches will develop an ongoing reflective relationship with their administration and colleagues in order to assist in the instructional growth process to improve student achievement.</p>	<p>Locastro, and Various Experienced Coaches</p>	
<p>Effective Instructional Coaches use the Concerns Based Adoption Model to help people considering and experiencing change evolve in the kinds of questions they ask and</p>	<p>Instructional Coaches learn and acquire communication and conversation skills in order to implement the Concerns Based Adoption Model and Resistance and Managing Change, Assumptions</p> <p>Instructional Coaches have a deeper understanding into the Change Catalyst</p>	<p>The teachers will have opportunities to work with the Instructional Coach throughout the year based on teacher needs.</p>	<p>Learning Forward - Minds in Motion, articles, Coaching Matters, Taking the Lead, Gale library – articles and texts</p>	<p>Instructional coaches will attend on going Instructional Coaches’ Professional Development focusing on:</p> <p>communication and conversation skills</p>	<p>Initially, Instructional coaches will learn the skills and strategies needed to converse based on the teacher’s stage of concern.</p>	<p>Instructional Coaches will apply the skills and strategies needed to converse based on the teacher’s stage of concern.</p>	<p>The outcome is that Instructional Coaches will reflect and refine the art of a conversation .</p>	<p>Sandra Galbato</p> <p>Daryl Cranston, Various Experienced Coaches</p>	<p>Septe</p> <p>Febru</p>

in their use of whatever the change is.	Role								
Professional Learning Designs ensure members feel comfortable in the collaborative process and that the learning outcomes are achieved efficiently and effectively.	Instructional Coaches identify and implement the Professional Learning Designs according to teacher/team needs. Instructional Coaches need facilitation, and presentation skills.	Teachers will experience quality team meetings and/or collaborative sessions through the use of effective Learning Designs.	Learning Forward - Minds in Motion, articles, Powerful Designs for Professional Learning, Gale library - articles and texts	Instructional coaches will attend on going Instructional Coaches' Professional Development focusing on: Professional Learning Designs	Initially Instructional Coaches will acquire the knowledge and understanding of the different Learning Designs.	Instructional Coaches will analyze the needs of the team of teachers and staff to identify the appropriate Learning Design to implement.	Instructional Coaches implement the Professional Learning Designs and monitor the comfort level of teams of teachers in the collaborative process.	Sandra Galbato Kelly Bauman Linda Locastro	Sept
Conversation maps are an ongoing cycle for assessment and instruction. Conversation maps foster open dialogue around any topic and at any level.	Instructional Coaches understand the importance of Critical Conversations and utilize Conversation Maps/Questioning Skills.	Teachers will engage in critical conversations with the Instructional Coach.	Learning Forward, Minds in Motion, Coaching Matters, Mentoring Matters.	Attend on going Professional Development on: -Analyzing different conversation maps -Creating their own conversation maps around a particular topic -Using various questioning techniques.	Initially, Instructional Coaches will analyze the different conversation maps and discuss the different questions within the topic.	Instructional Coaches will identify the appropriate conversation maps needed to facilitate an effective dialogue on a particular topic.	Instructional Coaches will foster open dialogues onm a particular topic with grade level teams.	Sandra Galbato Ann Delehant	Octob
Data driven decision making is the	Instructional Coaches understand the different types of	Teachers will know and understand how to analyze their	Learning Forward - Minds in Motion, articles, Coaching	Attend on going Instructional Coaches'	Initially, Instructional Coaches will understand how to analyze data and	Instructional Coaches will support teachers	The outcome is the teacher will use data	Sandra Galbato, Linda Locastro, Deborah Nicowski, Michelle	Octob

process of using data to inform decisions to improve teaching and learning.	assessment data and how to analyze student data. Instructional Coaches understand the Data Driven Inquiry Cycle. Instructional Coaches have a deeper understanding of the Data Support Role	formative data to drive their instruction.	Matters, Taking the Lead, Student Centered Coaching, Driven by Data, Gale library – articles and texts	Professional Development on: -Analyzing data -Facilitating Data Conversations using a uniform protocol. - Using data for making decisions about classroom instructional practices	identify how to reflect on and refine instructional practices in order to improve student achievement..	on how to use data from student performance assessments to drive their instructional practices.	independently on student performance to reflect on and refine instructional practices in order to improve student achievement.	Alberti, Experienced Coaches	Nov Nov Dec Febr Mar April May 2
Adult learning provides opportunities for adults to choose some, if not all, aspects of the learning. Protocols can help educators change the culture of school so that all adults and students improve their learning.	Instructional Coaches identify the components and principles of the Adult Learning Theory, understand the purpose and implementation of protocols while working with adults.	Teachers will have courageous conversations that are focused on a shared understanding among group members.	Learning Forward - Minds in Motion, articles, Coaching Matters, Student Centered Coaching, Taking the Lead, Gale library – articles and texts	Attend on going Instructional Coaches' Professional Development on: -Adult Learning Theory - Explore what constitutes effective professional development and how it relates to adult learning needs - Use of protocols. - principals of Adult Learning Theory	Initially, Instructional Coaches will identify and understand the components of Adult Learning Theory and the importance of using protocols to engage teachers and grade level teams in courageous conversations.	Instructional Coaches can choose which components of Adult Learning Theory will engage their adult learners and which protocols to use	The outcome is that Instructional Coaches will have courageous conversations that are focused on a shared understanding among group members.	Sandra Galbato Ann Delehant and Various Experienced Coaches	Septe
It is important to be clear about what type of	Instructional Coaches receive specific feedback from evaluators,	The goals that were set with the teachers or grade level teams are best suited to	Learning Forward - Minds in Motion, articles, Coaching Matters,	Instructional coaches will attend on going Instructional Coaches'	Initially, Instructional Coaches will reflect on their goals for coaching and their teachers'	Instructional Coaches can have courageous conversations that	The outcome is that teachers will have structured and focused	Sandra Galbato,	Febru

coaching will be offered and how well the type of coaching aligns with the coaching program's goals for teacher Coaches benefit from frequent and specific feedback from teachers and principals.	administrators and teachers to examine evidence to engage in continuous improvement.	ensure student achievement.	Taking the Lead, Gale library – articles and texts	Professional Development focusing on: the reflection of their goals and how they align to the teachers' or grade levels' goals.	SMART goals to evaluate the success of the coaching cycle.	are focused on a shared understanding among group members	conversations to ensure a shared understanding that leads to student achievement.		
Differentiation is when teachers proactively plan a variety of ways to meet the standard while meeting the needs of all students. Differentiated instruction provides multiple approaches to content, process, and product.	Instructional Coaches identify multiple approaches to content, process, and product in order to improve teacher's ability to differentiate instruction.	Teachers will have proactive ways to assist students in meeting the standard with multiple approaches to content, process, and product	How to Differentiate Instruction in Mixed Ability Classrooms, Gale library – articles and texts, articles	Instructional coaches will attend on going Instructional Coaches' Professional Development focusing on: Differentiation	Initially, Instructional Coaches will identify the different ways of tiering a lesson in order to provide multiple approaches to content, process, and product.	Instructional Coaches will create different ways of tiering a lesson in order to model multiple approaches to content, process, and product.	Instructional Coaches will co-plan with teachers different ways of tiering a lesson in order to provide multiple approaches to content, process, and product	Deb Nicowski	Janua

Standards describe what professional learning for coaches must include in order to result in continuous development in professional practice and increases in student learning.	Instructional Coaches identify the Standards of Professional Learning that connect to their evaluation rubric	Instructional Coaches will gain familiarity with the Professional Learning standards for Instructional Coaches	Professional Learning Standards - Innovation Configuration Map	Attend on going Instructional Coaches' Professional Development on: The Professional Learning Standards = Instructional Coach Innovation Configuration Maps	Initially, Instructional Coaches will identify and acquire the knowledge of the Standards of Professional Learning - Instructional Coach Innovation Configuration Maps	Instructional Coaches will refer to Standards of Professional Learning for Instructional Coaches to drive their coaching work.	Instructional Coaches will utilize the Expanded Lead Teacher rubric which highlights the Professional Learning Standards to reflect on their Instructional Coaches' work.	Sandra Galbato Performance Appraisal Team	Febru
Adult learning provides opportunities for adults to choose some, if not all, aspects of their learning. There are 12 principles of Adult Learning.	Instructional Coaches choose what they need to learn more of with their coaching practices resulting in the improvement of teacher practices.	Teachers will have their coaches be well versed in their needs within the classroom to improve student achievement.	Learning Forward - Minds in Motion, articles, Coaching Matters, Taking the Lead, Gale library - articles and texts	Instructional coaches will attend on going Instructional Coaches' Professional Development focusing on: a differentiated schedule where they can choose which area they need to focus their learning. (CCSS, Curriculum, Coaching practices, technology)	Initially, Instructional Coaches will assess their learning by examining their teachers' and/or grade level teams' goals and choose their areas of improvement, in order to decide which professional learning session(s) they need to attend.	Instructional Coaches will improve in the areas of growth in order to better coach the teachers in their areas of need.	Instructional Coaches will have the skills needed to move teachers from a novice or intermediate level of expertise to effective or highly effective in the area of need	Sandra Galbato, other district employees based on expertise needed, Various Experienced Coaches	Febru
Effective evaluation is rigorous and ongoing, it uses multiple measures. The most effective	Instructional coaches reflect on their evaluations in order to improve in the areas of need.	Instructional Coaches can grow and become reflective on what areas they need to grow in and set goals for the following year.	Learning Forward - Minds in Motion, articles, Coaching Matters, Student Centered Coaching Taking the Lead, Gale	Instructional coaches will attend on going Instructional Coaches' Professional Development focusing on: the process of	Initially, Instructional Coaches will review and reflect on their formative and summative evaluations from teachers, principals, and evaluators.	Instructional Coaches will celebrate what they need to continue to do that they are doing well and begin to draft	The outcome is for Instructional Coaches to reflect on their SMART goals and revise them if needed to reflect the areas of	Sandra Galbato, Daryl Cranston Savaria Calloway-Simms Kelly Bauman	May 2

evaluations include formative and summative evaluations based on specific criteria.	Focus will be on the Classroom Supporter Role, the reflection process, and receiving feedback.	They can examine and make a plan for the role of the coach in demonstrating research based instructional practices	library - articles and texts	reflecting on formative and summative evaluations of their work.		SMART goals using the rubric.	growth needed.		
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District-Offered Training Events

Learning is more than an activity, it is an experience.

(June 1, 2014 to June 30, 2015)



Mathematics

Student Performance Data	Adult Expected Outcomes	Student Expected Outcomes	Resources	Professional Learning Experience(s)/Method(s)	Initial Outcomes	Intermediate Outcomes	Results	People Responsible
The data shows _____	Therefore, adults need to identify and implement _____	so that students will be able to _____.	We have _____ accessible to us;	therefore, adults will participate in _____/_____	Initially adults will _____	Midway through the experience/method adults will _____ and/or _____	Students will _____	_____ will take the lead on this experience/method.
5% increase in grades 3-5 in MAP scores on NWEA in the areas of Operations in Algebraic Thinking, Number in Base Ten, and Number in Fractions	Effective strategies for teaching the foundations of the base ten number system, and extending computation from whole numbers into the rational number system	Increase MAP proficiency to 10% increase from Fall 2013 to Spring of 2014 on NWEA	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics DMI Training DMI Trainers Denise Schultz and Maryanne Heiman	DMI Training for teachers in Grades K-8	apply DMI new learning to lesson planning	review student work for evidence of students using multiple pathways	independently apply multiple pathways to understanding the base ten system and subsequent computation	Jeff Mikols and Stephanie Moore Denise Schultz Maryanne Heiman
3.5% increase in grades 6-8 in MAP scores on NWEA in the areas of Functions, Expressions and Equations and Number Systems	Effective strategies for teaching the foundations of the base ten number system, and extending computation from whole numbers into the rational number system, extending to Algebra	Increase MAP proficiency to 7% increase from Fall 2013 to Spring of 2014 on NWEA	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics DMI Training DMI Trainers Denise Schultz and Maryanne Heiman	DMI Training for teachers in Grades K-8	apply DMI new learning to lesson planning	review student work for evidence of students using multiple pathways	independently apply multiple pathways to understanding the base ten system and subsequent computation	Jeff Mikols and Stephanie Moore Denise Schultz Maryanne Heiman

All RCSD teachers K-2 will be fully implementing NYSED Instructional modules for 2013-14 school year.	All RCSD teachers K-2 will effectively plan and execute modules and lessons from NYSED curriculum.	All RCSD students will improve expected math fluencies and comprehension in major content emphases. Students at the end of grade 2 will be able to add and subtract fluently within 20 using mental strategies and within 100 using written algorithms	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics Math module facilitators	Year long, intense training in modules including face to face, webinar, and video formats, Math Deep Dives available to all participants	Teachers will have the content and pedagogical expertise to effectively implement NYSED modules	Teachers will grow in their confidence and ability to implement NYSED modules.	All RCSD students will improve expected math fluencies and comprehension in major content emphases	Au 20	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics
All RCSD teachers 3-5 will be fully implementing NYSED Instructional modules for 2013-14 school year.	All RCSD teachers 3-5 will effectively plan and execute modules and lessons from NYSED curriculum.	All RCSD students will improve expected math fluencies and comprehension in major content emphases. Students at the end of grade 5 will demonstrate mastery of computation using whole numbers and develop fluency in computation with rational numbers.	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics Math module facilitators	Year long, intense training in modules including face to face, webinar, and video formats, Math Deep Dives available to all participants	Teachers will have the content and pedagogical expertise to effectively implement NYSED modules	Teachers will grow in their confidence and ability to implement NYSED modules.	All RCSD students will improve expected math fluencies and comprehension in major content emphases	Au 20	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics
All RCSD teacher 6-8 will be fully implementing NYSED Instructional modules for 2013-	All RCSD teachers 6-8 will effectively plan and execute modules and lessons from NYSED curriculum.	All RCSD students will improve expected math fluencies and comprehension in major content emphases. Students	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of	Year long, intense training in modules including face to face, webinar, and video formats, Math Deep Dives available to all participants	Teachers will have the content and pedagogical expertise to effectively implement NYSED modules	Teachers will grow in their confidence and ability to implement NYSED modules.	All RCSD students will improve expected math fluencies and comprehension in major content emphases	Au 20	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of

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14 school year.							Mathematics	Mathematics
Teachers of Algebra 1 and Geometry will be implementing NYSED Instructional modules for 2013-14 school year.	All RCSD teachers Algebra 1 and Geometry will effectively plan and execute modules and lessons from NYSED curriculum.	All RCSD students will improve expected math fluencies and comprehension in major content emphases.	Math module facilitators	Year long, intense training in modules including face to face, webinar, and video formats, Math Deep Dives available to all participants	Teachers will have the content and pedagogical expertise to effectively implement NYSED modules	Teachers will grow in their confidence and ability to implement NYSED modules.	All RCSD students will improve expected math fluencies and comprehension in major content emphases	<p>Jeff Mikols, Executive Director of Mathematics</p> <p>Stephanie Moore, Director of Mathematics</p>

ELA

Student Performance Data	Adult Expected Outcomes	Student Expected Outcomes	Resources	Professional Learning Experience(s)/Method(s)	Initial Outcomes	Intermediate Outcomes	Results	People Responsible	Timeline
RCSD K-2 students increased proficiency an average of 1.5% on Aimsweb in the areas of LSF, NWF and CBAM from Fall 2012-Spring 2013.	RCSD K-2 Teachers effectively implement strategies for teaching foundational skills including phonemic awareness, phonics and listening comprehension as demonstrated in Core Knowledge implementation	Increase LSF(Grade K), NWF(Grade 1) and CBAM(Grade 2) proficiency to 5% increase from Fall 2013 to Spring of 2014 on Aimsweb	Mary Munoz, Acting Executive Director of ELA and Literacy Kathryn Yarlett, Director of ELA K-2 Instructional Coaches	Year long, Unit training including face to face, webinar, and video formats, and Literacy Deep Dives available to all participants	Apply new strategies through Core Knowledge lessons and instructional planning	Review progress monitoring data for evidence of student application of skills to read	All RCSD students will improve in reading fluencies including LSF, NWF and CBM for overall increase in reading abilities	Mary Munoz Kathryn Yarlett	June 2015
47% of RCSD 3-8 Students met projected growth scores for NWEA Reading yielding a -1.2 Growth Index	RCSD 3-8 Teachers effectively implement NYS Common Core Modules including strategies for teaching reading closely and evidence based writing.	Increase to 100% the number of RCSD students meeting projected growth scores for NWEA Reading	Mary Munoz, Acting Executive Director of ELA and Literacy Kathryn Yarlett, Director of ELA 3-8 Instructional Coaches	Year long, Unit training including face to face, webinar, and video formats, and Literacy Deep Dives available to all participants	Apply new strategies through NYS Common Core Module Unit lessons and instructional planning	Review progress monitoring data and student work for evidence of close reading and evidence based writing	All RCSD students will improve demonstrate strategies in close reading and evidence based writing.	Mary Munoz Kathryn Yarlett	June
Teachers of ENG 1-IV will be implementing NYSED/O DeL Units and Instructional modules for 2013-14 school year.	All RCSD ELA teachers of ENG I-IV will effectively plan and execute Units and lessons from NYS Common Core curriculum.	All RCSD students will improve reading comprehension, vocabulary and academic writing	Mary Munoz, Acting Executive Director of ELA and Literacy Kathryn Yarlett, Director of ELA 9-12 Instructional Coaches	Year long, Unit training including face to face, webinar, and video formats, and Literacy Deep Dives available to all participants	Apply strategies in sequence and scaffold content and skills that are aligned to the CCLS for ELA & Literacy and the new NYS Common Core ELA Regents Exam.	Teachers will increase ability to implement NYS Common Core Units and incorporate rigor, complex text and higher level questioning into lesson planning	All RCSD students will improve in strategies of reading closely and evidence based writing.	Mary Munoz Kathryn Yarlett	August

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Instructional Coaches

Best Practice Research	Instructional Coaches Expected Outcomes	Teacher Expected Outcomes	Resources	Professional Learning Experience(s)/ Method(s)	Initial Outcomes	Intermediate Outcomes	Results	People Responsible	Time
Research says coaching programs need a clear role defined for coaches. Each role is distinct, yet roles frequently overlap to provide teachers with rich and deep support.	Instructional Coaches identify and implement 10 Roles of Coaching. Instructional Coaches identify the Characteristics of Effective Coaches and reflect on the characteristics. Coaches identify which characteristics of effective coaching they are strong, weak or do not understand	Teachers will identify the coaching role needed to improve targeted areas of need.	Learning Forward - Minds in Motion, articles, Coaching Matters, Taking the Lead, Gale library - articles and texts	Instructional coaches will attend an Instructional Coaches' Professional Development focusing on: -The roles of an instructional coach	Initially Instructional coaches will be able to define the 10 roles of coaches outlined in <i>Taking the Lead</i> . Coaches will identify the knowledge and skills needed for each role. Initially, Instructional Coaches will identify which characteristics of effective coaching they are strong, weak or do not understand	Coaches will write a log describing how they applied at least 5 of the roles. Coaches will identify their level of understanding of the characteristics of effective coaching.	Instructional Coaches describe evidence of changes in student performance, student behavior and teacher behavior that can be attributed to work with the Instructional Coach. Instructional Coaches reflect and change their roles and approach based on the teacher and student data.	Sandra Galbato	June
There are two approaches to Instructional Coaching that aim to improve student achievement.	Instructional coaches identify the coaching models and collaboratively decide with teacher on the expectations of student centered coaching.	Teachers will identify the coaching models and collaboratively decide with coach on the expectations of the student centered coaching or teacher centered coaching.	Learning Forward - Minds in Motion, articles, Coaching Matters, Taking the Lead, Student Centered Coaching, Gale library - articles and texts	Instructional coaches will attend an Instructional Coaches' professional development focusing on: -Student centered coaching vs. teacher	Initially Instructional coaches will acquire and develop an understanding of: -the 2 approaches to Instructional Coaching -the components of a Principal/Teacher/Team	Instructional Coaches will apply the student centered approach to coaching to their current practice with teachers.	Upon completion of a cycle Instructional Coaches reflect and adjust their roles and approach based on the teacher and student data.	Sandra Galbato Experienced Instructional Coaches Ann Delehant	September

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<p>Agreements are a tool for the principal and teachers, along with the coach to set expectations and initiate conversations around each coaching cycle.</p> <p>Coaching cycles involve in depth work with teachers or teams of teachers lasting approximately 6-9 weeks. (The RGSD coaching program is using a 6 week cycle).</p>	<p>Instructional Coaches will understand the importance of a Principal and Coach agreement and Coach agreement.</p> <p>Instructional Coaches understand the purpose and components of a coaching cycle.</p>		<p>centered coaching.</p> <ul style="list-style-type: none"> -Principal and teacher mutual expectations agreements. -Coaching cycles. 	<p>of Teachers Mutual Expectations Document.</p> <ul style="list-style-type: none"> -the components of a coaching cycle 	<p>Instructional Coaches will collaboratively complete a Mutual Expectations Document with Principal(s), Teacher(s), and/or Teams of Teacher(s).</p> <p>Instructional Coaches</p>	<p>Instructional Coaches gather concrete evidence to indicate if the coaching was successful or not.</p>	
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Clearly defined goals are specific, measurable, and attainable, and results based on time and time bound (SMART Goals)	Instructional Coaches will set individual SMART goals in the 2013-2014 school year.	Teachers will be able to create SMART Goals for their students in the Instructional Coach Mutual Expectations Document.	Learning Forward - Minds in Motion, articles, Coaching Matters, Student Centered Coaching, Gale Library - articles and texts	Instructional coaches will attend an Instructional Coaches' Professional Development focusing on: The writing of individual SMART goals.	Initially, Instructional Coaches will develop an understanding of creating and aligning the SMART goals to the Lead Teacher Evaluation Rubric.	Instructional Coaches and teachers will collaboratively develop SMART Goals for students in the Mutual Expectations Document and are reflective practitioners in regularly revisiting the goal.	The outcome is that Instructional Coaches and teachers collaboratively collecting evidence and reflect on whether the students achieved the SMART Goal.	Sandra Galbato, Ann Delehant	Octo
Research says Instructional Coaches are responsible for deepening teachers' content knowledge and developing teachers' understanding of the structure of the curriculum.	Instructional Coaches undertake the Curriculum Specialist Role -Content Knowledge -Common Core State Standards -Curricula and Assessments	Teachers understand and implement the state curriculum, the Common Core State Standards and Assessments	Common Core State Standards Core Knowledge K-2 ELA Expeditionary Learning 3-8 ELA O'Dell Modules 9-12 ELA Mathematics Curriculum Modules P-12 NYS Testing Guides	Instructional coaches will attend on going Instructional Coaches' Professional Development focusing on: Deep understanding of CCSS for math and ELA. Understand and implement the state curriculum. Gain knowledge of the expectations of Local, NYS Assessments and Regents.	Initially, Instructional Coaches will understand, the rigor, structure, and vertical alignment of the Common Core NYS Curriculum and CCSS in math, ELA, Social Studies, and Science.	Instructional Coaches will continually update and coach teachers in the implementation of the NYS Common Core Curriculum and Common Core State Standards..	The outcome is that at the end of a coaching cycle, the coach has implemented the gradual release model, resulting in teachers understanding and implementing the state curriculum, the Common Core State Standards and Assessments	Katie Yarlet Brenna Farrell- Geise Stephanie Moore Jeff Mikols Steve LaMorte Casey Jakoboski Michael Chan Linus Gullary Sandra Galbato	Sept Octol Nove Dece: Janua Febr Marci April May :
Research says Instructional Coaches will identify and establish	Instructional Coaches	The Instructional Coaches will	Learning Forward - Minds in Motion	Instructional coaches will attend on going	Initially, Instructional coaches understand the	Instructional Coaches will	The outcome is that Instructional Coaches will	Sandra Galbato, Ann Delehant, Linda	Sept

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<p>Instructional Coaches need good interpersonal relationships. The Instructional Coach recognizes the power of collaboration and wants to be part of a team working toward common goals and managing issues productively.</p>	<p>Instructional Coaches will encourage and use listening skills, communication skills, and trust to encourage teachers to have open and honest conversations with their coach. Develop skills in various aspects of communication (listening, paraphrasing, questioning, presuming positive intentions) through practicing with partners.</p>	<p>Motion, articles, Coaching Matters, Taking the Lead, Gale library – articles and texts</p>	<p>Instructional Coaches' Professional Development focusing on: interpersonal relationships, Listening Skills, Communication, and Trust</p>	<p>need to develop and acquire interpersonal relationships to remain credible and have a positive influence on teacher practice and gain respect.</p>	<p>establish interpersonal relationships to impact teacher practice.</p>	<p>Coaches will develop an ongoing reflective relationship with their administration and colleagues in order to assist in the instructional growth process to improve student achievement.</p>	<p>Locastro, and Various Experienced Coaches</p>
<p>Effective Instructional Coaches use the Concerns Based Adoption Model to help people considering and experiencing change evolve in the kinds of questions they ask and</p>	<p>Instructional Coaches will have opportunities to work with the Instructional Coach throughout the year based on teacher needs.</p>	<p>Learning Forward - Minds in Motion, articles, Coaching Matters, Taking the Lead, Gale library – articles and texts</p>	<p>Instructional coaches will attend on going Instructional Coaches' Professional Development focusing on: communication and conversation skills</p>	<p>Initially, instructional coaches will learn the skills and strategies needed to converse based on the teacher's stage of concern.</p>	<p>Instructional Coaches will apply the skills and strategies needed to converse based on the teacher's stage of concern.</p>	<p>The outcome is that Instructional Coaches will reflect and refine the art of a conversation.</p>	<p>Sandra Galbato Daryl Cranston, Various Experienced Coaches</p>

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<p>in their use of whatever the change is.</p>	<p>Instructional Coaches will identify and implement the Professional Learning Designs according to teacher/team needs. Instructional Coaches need facilitation, and presentation skills.</p>	<p>Teachers will experience quality team meetings and/or collaborative sessions through the use of effective Learning Designs.</p>	<p>Learning Forward - Minds in Motion, articles, Powerful Designs for Professional Learning, Gale library - articles and texts</p>	<p>Instructional coaches will attend on going Instructional Coaches' Professional Development focusing on: Professional Learning Designs</p>	<p>Initially, Instructional Coaches will acquire the knowledge and understanding of the different Learning Designs.</p>	<p>Instructional Coaches will analyze the needs of the team of teachers and staff to identify the appropriate Learning Design to implement.</p>	<p>Instructional Coaches will foster open dialogues on a particular topic with grade level teams.</p>	<p>Sandra Galbato Kelly Bauman Linda Locastro</p>	<p>Sept</p>
<p>Conversation maps are an ongoing cycle for assessment and instruction. Conversation maps foster open dialogue around any topic and at any level.</p>	<p>Instructional Coaches understand the importance of Critical Conversations and utilize Conversation Maps/Questioning Skills.</p>	<p>Teachers will engage in critical conversations with the Instructional Coach.</p>	<p>Learning Forward - Minds in Motion, Coaching Matters, Mentoring Matters.</p>	<p>Attend on going Professional Development on: -Analyzing different conversation maps -Creating their own conversation maps around a particular topic -Using various questioning techniques.</p>	<p>Initially, Instructional Coaches will analyze the different conversation maps and discuss the different questions within the topic.</p>	<p>Instructional Coaches will identify the appropriate conversation maps needed to facilitate an effective dialogue on a particular topic.</p>	<p>Instructional Coaches will foster open dialogues on a particular topic with grade level teams.</p>	<p>Sandra Galbato Ann Delehant</p>	<p>Octob</p>
<p>Data driven decision making is the</p>	<p>Instructional Coaches understand the different types of</p>	<p>Teachers will know and understand how to analyze their</p>	<p>Learning Forward - Minds in Motion, articles, Coaching</p>	<p>Attend on going Instructional Coaches'</p>	<p>Initially, Instructional Coaches will understand how to analyze data and</p>	<p>Instructional Coaches will support teachers</p>	<p>The outcome is the teacher will use data</p>	<p>Sandra Galbato, Linda Locastro, Deborah Nicowski, Michelle</p>	<p>Octob</p>

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<p>process of using data to inform decisions to improve teaching and learning.</p> <p>assessment data and how to analyze student data.</p> <p>Instructional Coaches understand the Data Driven Inquiry Cycle.</p> <p>Instructional Coaches have a deeper understanding of the Data Support Role</p>	<p>Matters, Taking the Lead, Student Centered Coaching, Driven by Data, Gale Library - articles and texts</p>	<p>Professional Development on:</p> <ul style="list-style-type: none"> -Analyzing data -Facilitating Data Conversations using a uniform protocol. - Using data for making decisions about classroom instructional practices 	<p>Identify how to reflect on and refine instructional practices in order to improve student achievement..</p>	<p>From student performance assessments to drive their instructional practices.</p>	<p>Independently on student performance to reflect on and refine instructional practices in order to improve student achievement.</p>	<p>Alberti, Experienced Coaches</p>	<p>Nov Nov Dece Febr Mar April May</p>
<p>Adult learning provides opportunities for adults to choose some, if not all, aspects of the learning. Protocols can help educators change the culture of school so that all adults and students improve their learning.</p>	<p>Learning Forward - Minds in Motion, articles, Coaching Matters, Student Centered Coaching, Taking the Lead, Gale Library - articles and texts</p>	<p>Attend on going Instructional Coaches' Professional Development on:</p> <ul style="list-style-type: none"> -Adult Learning Theory - Explore what constitutes effective professional development and how it relates to adult learning needs - Use of protocols. - principals of Adult Learning Theory 	<p>Initially, Instructional Coaches will identify and understand the components of Adult Learning Theory and the importance of using protocols to engage teachers and grade level teams in courageous conversations.</p>	<p>Instructional Coaches can choose which components of Adult Learning Theory will engage their adult learners and which protocols to use</p>	<p>The outcome is that Instructional Coaches will have courageous conversations that are focused on a shared understanding among group members.</p>	<p>Sandra Galbato Ann Delephant and Various Experienced Coaches</p>	<p>Sept</p>
<p>It is important to be clear about what type of</p>	<p>Learning Forward - Minds in Motion, articles, Coaching Matters,</p>	<p>Instructional coaches will attend on going Instructional Coaches'</p>	<p>Initially, Instructional Coaches will reflect on their goals for coaching and their teachers'</p>	<p>Instructional Coaches can have courageous conversations that</p>	<p>The outcome is that teachers will have structured and focused</p>	<p>Sandra Galbato,</p>	<p>Febru</p>

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coaching will be offered and how well the type of coaching aligns with the coaching program's goals for teacher Coaches benefit from frequent and specific feedback from teachers and principals.	administrators and teachers to examine evidence to engage in continuous improvement.	Taking the Lead, Gale library - articles and texts	Professional Development focusing on: the reflection of their goals and how they align to the teachers' or grade levels' goals.	SMART goals to evaluate the success of the coaching cycle.	are focused on a shared understanding among group members	conversations to ensure a shared understanding that leads to student achievement.	
Differentiation is when teachers proactively plan a variety of ways to meet the standard while meeting the needs of all students. Differentiated instruction provides multiple approaches to content, process, and product.	Instructional Coaches identify multiple approaches to content, process, and product in order to improve teacher's ability to differentiate instruction.	How to Differentiate Instruction in Mixed Ability Classrooms, Gale Library - articles and texts, articles	Instructional coaches will attend on going Instructional Coaches' Professional Development focusing on: Differentiation	Initially, Instructional Coaches will identify the different ways of tiering a lesson in order to provide multiple approaches to content, process, and product.	Instructional Coaches will create different ways of tiering a lesson in order to model multiple approaches to content, process, and product.	Instructional Coaches will co-plan with teachers different ways of tiering a lesson in order to provide multiple approaches to content, process, and product	Deb Nicowski January

Standards describe what professional learning for coaches must include in order to result in continuous development in professional practice and increases in student learning.	Instructional Coaches will gain familiarity with the Professional Learning standards for Instructional Coaches	Professional Learning Standards - Innovation Configuration Map	Attend on going Instructional Coaches' Professional Development on: The Professional Learning Standards = Maps Instructional Coach Innovation Configuration Maps	Initially, Instructional Coaches will identify and acquire the knowledge of the Standards of Professional Learning - Innovation Configuration Maps	Instructional Coaches will refer to Standards of Professional Learning for Instructional Coaches to drive their coaching work.	Sandra Galbato Performance Appraisal Team	Febr
Adult learning provides opportunities for adults to choose some, if not all, aspects of their learning. There are 12 principles of Adult Learning.	Instructional Coaches will have their coaches be well versed in their needs within the classroom to improve student achievement.	Learning Forward - Minds in Motion, articles, Coaching Matters, Taking the Lead, Gale library - articles and texts	Instructional coaches will attend on going Instructional Coaches' Professional Development focusing on: a differentiated schedule where they can choose which area they need to focus their learning, (CCSS, Curriculum, Coaching practices, technology)	Initially, Instructional Coaches will assess their learning by examining their teachers' and/or grade level teams' goals and choose their areas of improvement, in order to decide which professional learning session(s) they need to attend.	Instructional Coaches will have the skills needed to move teachers from a novice or intermediate level of expertise to effective or highly effective in the area of need	Sandra Galbato, other district employees based on expertise needed, Various Experienced Coaches	Febr
Effective evaluation is rigorous and ongoing, it uses multiple measures. The most effective	Instructional coaches can grow and become reflective on what areas they need to grow in and set goals for the following year.	Learning Forward - Minds in Motion, articles, Coaching Matters, Student Centered Coaching Taking the Lead, Gale	Instructional coaches will attend on going Instructional Coaches' Professional Development focusing on: the process of	Initially, Instructional Coaches will review and reflect on their formative and summative evaluations from teachers, principals, and evaluators.	The outcome is for Instructional Coaches to reflect on their SMART goals and revise them if needed to reflect the areas of	Sandra Galbato, Daryl Cranston Savaria Calloway-Simms Kelly Bauman	May 2

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evaluations include formative and summative evaluations based on specific criteria.	Focus will be on the Classroom Supporter Role, the reflection process, and receiving feedback.	They can examine and make a plan for the role of the coach in demonstrating research based instructional practices	library – articles and texts	reflecting on formative and summative evaluations of their work.	SMART goals using the rubric.	Growth needed.	
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Clinton A. Bell

Certification

(SAS) State of New York (Permanent)

(Grade K-6) State of New York (Permanent)

2009 – Present

Abraham Lincoln Elementary School No. 22, Rochester City School District

Principal (Elementary)

Experience

- Providing Instructional leadership, resulting in overall improved instructional practices and improve student achievement
- Provide supervision for 70 teachers and staff, resulting in a more responsive school environment school
- Create ,coordinate and monitor school safety plan, resulting in a school environment that is safe and conducive to teaching and learning
- Provided instructional leadership - Monitor and support instructional activities participate in and to provide staff development, create a masters schedule to effectively support instructional goals, leading to increase student performance on local and state assessment
- Communicated the vision of the school to all stakeholders, by being an active listener, maintaining cooperative professional relationships, provide opportunities for two way communication between school and community, and district office and school.
- Created a culture that monitored and maintained consistent standard for student behavior, encouraged activities to involve students in all aspects of school life,
- Monitor attendance, and maintain guidance, health and food services for students. Provided leadership and management of faculty and staff - recruit, hire and
- provided opportunities for professional development lead a School Improvement Team, motivate, and provide a positive work environment.
- Supervised and coordinate the maintenance of facilities and equipment, identify and plan for future facility's needs, develop procedures for transportation, building safety and emergencies.
- Prepared, administer, and oversee the building budget, secure adequate financial resources.

2001-2008

Abraham Lincoln Elementary School No. 22, Rochester City School District

Assistant Principal (Elementary)

- Assist principal with providing Instructional leadership, resulting in overall improved instructional practices and improve student achievement
- Manage daily school operations, resulting in the efficient use of instructional time for teachers and students
- Provide supervision for 70 teachers and staff, resulting in a more responsive school environment school
- Create ,coordinate and monitor school safety plan, resulting in a school environment that is safe and conducive to teaching and learning
- Facilitate monthly character/ asset development and grade level meetings, resulting in reduction in disciplinary referrals, and suspensions
- Create and implement the master schedule, resulting structural support for and the development of a professional learning community

2008-Summer

Clara Barton No. 2, Rochester City School District

Summer School Principal (Elementary)

1992-2001

Henry W. Longfellow No. 36 Rochester City School District

Elementary Teacher

- Provided classroom instruction for grades 2-5
Taught in an inclusion classroom, participate in looping, and Integrated Service learning activities into the classroom lessons.
- In addition to direction instruction, provided reading and mathematic intervention services, and participated in special preparation for reading, writing , math and science assessments

1992 -2011

Leaderships Roles

- School-Based Planning Team
- Program Teacher Representative
- Parent Involvement Committee
- Building Committee
- Peer Mediation/Conflict Resolution
- School Climate Committee
- Selected Lead/Mentor Teacher(2000-2001)
- College Instructor - Alfred University-Contemporary Issues (summer 1993)

Professional Affiliations

- Rochester Council of Elementary School Principals
- Association of Administrators and Supervisors of Rochester
- School Administrator Association of New York
(United Way) African American Leadership Development Program

Education

(SAS) Position Seeking: Principal

Certification

(SAS) State of New York (Permanent)

(Grade K-6) State of New York (Permanent)

1998

State University of New York at Brockport

Certificate of Advanced Study In Educational Administration (CAS)

1992

State University of New York at Brockport

Master of Science in Elementary Education (MS)

1989

State University of New York at Albany

Bachelor of Arts In Psychology/Business (BA)

Exhibit 4 Administrative Job Description

CITY SCHOOL DISTRICT - ROCHESTER, NEW YORK

JOB POSITION DESCRIPTION

Assistant Principal – Bracket III

Position Title – Twelve (12) Months

Date

Location

Reports To

FUNCTIONAL DESCRIPTION OF UNIT: *FUNCTIONAL DESCRIPTION OF UNIT:* Assists the Secondary School Principal in the total administration, organization, and supervision of the educational program in the school. Acts as the head of the school during the absence of the Principal. Assistant Principal will be responsible for addressing parent concerns as well as all issues regarding student management, student attendance, and student safety. The Assistant Principal uses continuous data analysis and the utilization of various intervention services to help meet the needs of students.

ESSENTIAL FUNCTIONS:

- Leads professional development to assure that the school is continually abreast of new and promising practices.
- Work collaboratively with staff to develop, implement, monitor, review, and coordinate content area curricula.
- Work with cross-district committees to facilitate the completion of district curriculum documents
- In collaboration with school community, assist in developing professional learning plans that reflect the philosophy of 1) collective inquiry into best practice and schools current reality; 2) action orientation; 3) commitment to continuous improvement; 4) and results orientation
- Work with other instructional colleagues in providing schools with learning opportunities on how to create team structures (vertical, electronic, and logical links) to allow for meaningful collaboration.
- Conduct observations and evaluations of teachers and provide ongoing technical assistance and support.
- Demonstrate knowledge of multiple measures of data (demographic, perception, school process and student learning) analysis and how to use information to improve teaching and learning in order to obtain positive results.
- Coordinates all existing programs that extend student learning opportunities and works on designs for increasing opportunities.
- Demonstrate fair and equitable treatment of all teachers, staff and students.
- Development and implementation of disciplinary policies through collaboration with students, staff and parents.
- Conducts conferences with students, parents, staff and agencies to assist in resolving educational, behavioral and social problems of students.
- Support school leadership teams to develop instructional plans for various content areas by assessing classroom instruction, analyzing assessment data, and identifying the instructional needs of the school
- Collaborate with various departments, businesses and organizations to integrate technology and literacy for all students.
- Provide leadership to the school and individual teachers to promote continued improvements in educational programs, through classroom modeling, coaching and other forms of instructional support.
- Work collaboratively with various departments to implement a systemic process which includes the provision of data informed, research-based instruction and interventions to support the achievement of struggling learners.
- Coordinate opportunities for schools to become deeply knowledgeable about the communities they serve and the implications of children's cultural assets and needs.
- Oversee purchases and administer the distribution of all departmental materials and services, and manage all departmental resources.
- Communicate effectively both orally and in writing with teachers, staff and the community.
- Work collaboratively to establish, deliver, and support all NAF initiatives.
- Monitor the progress of at-risk students.
- Serve on various committees that support the mission of the school and participate in various school activities and events.
- Demonstrate the ability to work professionally and effectively with staff.
- Demonstrate the ability to collect, organize, and analyze a variety of data to better inform instruction and modify teaching practices as needed.
- Evidence of ongoing professional growth as demonstrated by the reading of professional journals and research articles, attendance at educational workshops and conferences, enrollment in university or continuing education courses, and participation in other professional development opportunities.
- Encourage and support active parental involvement and demonstrate the ability to effectively communicate with parents.
- Willingness to work with all team members to develop an environment in which all staff is fully aware of the needs, interests, and aspirations of each student, closely monitor student progress, and provide the appropriate academic and/or social-emotional support needed to ensure that each student is a positive part of the school community.
- Performs related tasks as assigned by building principal in accordance with the school/policies and practices.

EDUCATION, EXPERIENCE, AND CERTIFICATION:

- Master's degree
- New York State Teacher Certification
- Five (5) years of appropriate teaching and/or administrative experience
- New York State Certification for School Administrator and Supervisor/School District Administrator or School Building Leader/School District Leader

Exhibit 5 Partnership Agreement (also see Attachment F)



NATIONAL CENTER ON TIME & LEARNING.
PROFESSIONAL SERVICES AGREEMENT

This Professional Services Agreement (“*Agreement*”), is entered into as of June 1, 2013 (the “*Effective Date*”) by and between the National Center on Time & Learning, National Center on Time and Learning, a nonprofit 501 (c) (3) organization, with its principal place of business at 24 School Street, 3rd Floor, Boston, MA 02108 (the “*Center*”), and Rochester City School District, located at 131 W. Broad Street, Rochester, NY 14614 (“*Client*”).

1 SERVICES AND STATEMENTS OF WORK.

1.1 Statements of Work. The services to be provided by the Center to Client (“*Services*”) are set forth in one or more statements of work attached to this Agreement as Exhibit A (as executed, each a “*Statement of Work*”). The Statements of Work will expressly refer to this Agreement, will form a part of this Agreement and be subject to the terms and conditions set forth herein. In case of a conflict between this Agreement and a Statement of Work, the provisions of this Agreement shall prevail.

1.2 Performance of Services. The Center shall make reasonable efforts to perform or cause to be performed the Services for Client in accordance with the terms of this Agreement. Client shall make reasonable efforts to perform agreed upon duties as outlined in Exhibit A.

1.3 Personnel. The Center shall assign employees and subcontractors with suitable qualifications to perform the Services. The Center may replace or change employees and subcontractors as required.

1.4 Client’s Obligations. Client will comply the terms of the applicable Statement of Work. Client acknowledges that Client’s timely provision of (and the Center’s access to) Client facilities, equipment, assistance, cooperation, and complete and accurate information and data from Client’s officers, agents and employees is essential to the performance of the Services, and that the Center shall not be liable for any deficiency in performing the Services if such deficiency results from Client’s failure to provide full cooperation as required hereunder. Cooperation includes, but is not limited to, designating a project manager to interface with the Center during the course of the Services, allocating and engaging additional resources as may be required to assist the Center in performing the Services.

2 PAYMENTS.

2.1 Fees. Client shall pay to the Center all fees specified in the applicable Statement of Work. Unless otherwise specified in the applicable Statement of Work, all Services shall be provided on a fixed-fee basis at the Center’s then-current fees.

2.2 Expenses. Unless otherwise specified in the applicable Statement of Work, Client shall reimburse the Center for all reasonable travel, lodging, communications, shipping charges and out-of-pocket expenses incurred by the Center in connection with providing the Services.

2.3 Payment Terms. The Center shall invoice Client for all fees and expenses due under this Agreement and any Statement of Work and Client shall pay such invoiced amounts within thirty (30) days of the date of the invoice.

3 TERM AND TERMINATION.

3.1 Term. The term of this Agreement will commence on the Effective Date and shall remain in effect until terminated in accordance with this Agreement. Terms of the Statement of Works are specified in each Statement of Work.

3.2 Termination for Convenience. Either Party may terminate this Agreement and/or any Statement of Work concluded or deemed to be concluded for an indefinite term at any time upon thirty (30) days advance written notice to the other party.

3.3 Effect of Termination. Termination of this Agreement or any Statements of Work shall not limit either party from pursuing any other remedies available to it, nor shall termination relieve Client to pay the Center for all Services performed and expenses incurred up through the termination date. Notice of termination of any Statement of Work shall not be considered notice of termination of this Agreement unless specifically stated in the notice.

3.4 Survival. The provisions of Sections 2, 3.3, and 4-7 shall survive any termination of this Agreement.

4 PROPRIETARY RIGHTS.

4.1 Ownership. Subject to the license set forth in Section 4.2, the Center retains all right, title and interest, including all intellectual property rights, in and to any all materials, software, tools, data, inventions, works of authorship and other innovations of any kind, including, without limitation, any improvements or modifications to related materials, that the Center, or personnel working for or through the Center, may make, conceive, develop or reduce to practice, alone or jointly with others, in the course of performing the Services or as a result of such Services, whether or not eligible for patent, copyright, trademark, trade secret or other legal protection (“**Work Products**”).

4.2 License. Subject to the terms of this Agreement, the Center hereby grants Client a non-exclusive, royalty-free license under the Center’s intellectual property rights to the Work Products for the sole purpose of using in accordance with this Agreement the deliverables, if any, delivered to Client under this Agreement.

4.3 Reservation of Rights. Except as otherwise expressly provided in the applicable Statement of Work, nothing in this Agreement or the Statements of Work shall be deemed to grant, directly or by implication, estoppel or otherwise, any right or license to Client with respect to any Work Product.

4.4

5 LIMITED WARRANTY; LIMITATION OF LIABILITY

5.1 Limited Warranty. the Center hereby represents and warrants to Client that the Services will be performed in a professional and workmanlike manner. In the event of a breach of the warranty set forth in this Section 5.1, the Center agrees, as the Center’s sole and exclusive obligations and Client’s sole and exclusive remedy, to re-perform the Services. If the the Center is unable to re-perform the deficient Services, Client shall be entitled to recover the fees paid to the Center for the deficient Services.

6 CONFIDENTIALITY.

6.1 Confidential Information. By virtue of this Agreement, the parties may have access to information that is confidential to one another (“**Confidential Information**”). For purposes of this Agreement, “Confidential Information” of a party means information, ideas, materials or other subject

matter of such party, whether disclosed orally, in writing or otherwise, that is provided under circumstances reasonably indicating that it is confidential or proprietary. Confidential Information includes, without limitation, the terms and conditions of this Agreement; all technical information or data, product ideas, methodologies, and analytical routines; and all personnel, customer, contracts and financial information or materials disclosed or otherwise provided by such party ("**Disclosing Party**") to the other party ("**Receiving Party**"). Confidential Information does not include that which (a) is already in the Receiving Party's possession at the time of disclosure to the Receiving Party, (b) is or becomes part of public knowledge other than as a result of any action or inaction of the Receiving Party in violation of this Agreement, (c) is obtained by the Receiving Party from an unrelated third party without a duty of confidentiality, or (d) is independently developed by the Receiving Party.

6.2 Restrictions on Use. The Receiving Party shall not use Confidential Information of the Disclosing Party for any purpose other than in furtherance of this Agreement and the activities described herein. The Receiving Party shall not disclose Confidential Information of the Disclosing Party to any third parties except as otherwise permitted hereunder. The Receiving Party may disclose Confidential Information of the Disclosing Party only to those employees, subcontractors or agents who have a need to know such Confidential Information and who are bound to retain the confidentiality thereof under provisions (including, without limitation, provisions relating to nonuse and nondisclosure) no less restrictive than those required by the Receiving Party for its own Confidential Information. The Receiving Party shall maintain Confidential Information of the Disclosing Party with at least the same degree of care it uses to protect its own proprietary information of a similar nature or sensitivity, but no less than reasonable care under the circumstances. Each party shall advise the other party in writing of any misappropriation or misuse of Confidential Information of the other party of which the notifying party becomes aware.

6.3 Exclusions. Notwithstanding the foregoing, this Agreement shall not prevent the Receiving Party from disclosing Confidential Information of the Disclosing Party to the extent required by a judicial order or other legal obligation. Further, each party may disclose the terms and conditions of this Agreement: (a) as required by the applicable laws, including, without limitation, requirements to file a copy of this Agreement (redacted to the extent reasonably permitted by applicable law) or to disclose information regarding the provisions hereof or performance hereunder to applicable regulatory authorities; (b) in confidence, to legal counsel; (c) in confidence, to accountants, banks, and financing sources and their advisors; and (d) in connection with the enforcement of this Agreement or any rights hereunder.

6.4 Return of Materials. Upon termination of this Agreement, each party (as Receiving Party) will immediately return, upon request of the Disclosing Party, to the Disclosing Party all Confidential Information of the Disclosing Party embodied in tangible (including electronic) form or, at the Disclosing Party's discretion, destroy all such Confidential Information and certify in writing to the Disclosing Party that all such Confidential Information has been destroyed.

7 GENERAL.

7.1 Relationship of Parties. This Agreement shall not be construed as creating an agency, partnership, joint venture or any other form of association, for tax purposes or otherwise, between the parties, and the parties shall at all times be and remain independent contractors. Except as expressly agreed by the parties in writing, neither party shall have any right or authority, express or implied, to assume or create any obligation of any kind, or to make any representation or warranty, on behalf of the other party or to bind the other party in any respect whatsoever.

7.2 Force Majeure. Neither party shall be liable hereunder by reason of any failure or delay in the performance of its obligations hereunder (except for the payment of money) on account of strikes, shortages, riots, insurrection, fires, flood, storm, explosions, acts of God, war, governmental action, labor

conditions, earthquakes, material shortages, or any other cause beyond the reasonable control of such party.

7.3 Waiver. The waiver by either party of any default or breach of this Agreement shall not constitute a waiver of any other or subsequent default or breach. Except for actions for nonpayment or breach of the Center's proprietary rights, no action, regardless of form, arising out of this Agreement may be brought by either party more than one year after the cause of action has accrued.

7.4 Notices. All notices, including notices of address change, required to be sent hereunder shall be in writing and shall be deemed to have been given upon the date sent by confirmed facsimile or three (3) days following the date such notice was mailed by first class mail, to the addresses first set forth above. To expedite order processing, Client agrees that the Center may treat documents faxed by Client to the Center as original documents; nevertheless, either party may require the other to exchange original signed documents.

7.5 Sub-Contractors. The Center reserves the right to sub-contract all or any of its obligations under this Agreement and/or any Statement of Work provided such action howsoever occurring shall not relieve the Center of its obligations hereunder.

7.6 Assignment. No right or obligation of Client under this Agreement and/or any Statement of Work may be assigned, delegated or otherwise transferred, whether by agreement, operation of law or otherwise, without the express prior written consent of the Center, and any attempt to assign, delegate or otherwise transfer any of Client's rights or obligations hereunder, without such consent, shall be void.

7.7 Successors. This Agreement shall inure to the benefit of the successors and assigns of the Center and, subject to the restrictions on transfer or assignment herein set forth, shall be binding upon Client and Client's successors and assigns.

7.8 Governing Law. This Agreement and all matters arising out of or relating to this Agreement shall be governed by the laws of the Commonwealth of Massachusetts, excluding its conflict of law provisions.

7.9 Entire Agreement. This Agreement together with all Statements of Work constitutes the final and complete agreement between the parties relating to the subject matter hereof, and supersedes all prior or contemporaneous agreements, understandings, representations, warranties, promises and other communications, whether oral or written, concerning the subject matter of this Agreement. This Agreement or any Statement of Work may not be modified or amended except in a writing signed by a duly authorized representative of each party, no other act, document, usage or custom shall be deemed to amend or modify this Agreement or any Statement of Work.

7.10 Severability. If any provision of this Agreement or any Statement of Work is held by a court of competent jurisdiction to be invalid or unenforceable for any reason, the remaining provisions of this Agreement will remain in full force and effect.

7.11 Construction. The section and paragraph headings used in this Agreement are inserted for convenience only and shall not affect the meaning or interpretation of this Agreement.

7.12 Counterparts. This Agreement and any Statement of Work may be executed in several counterparts, all of which shall constitute one agreement.

IN WITNESS WHEREOF, the parties have caused this Professional Services Agreement to be executed by their duly authorized representatives as of the Effective Date.

CLIENT:

NATIONAL CENTER ON TIME AND LEARNING

BY:

BY:

NAME:

NAME:

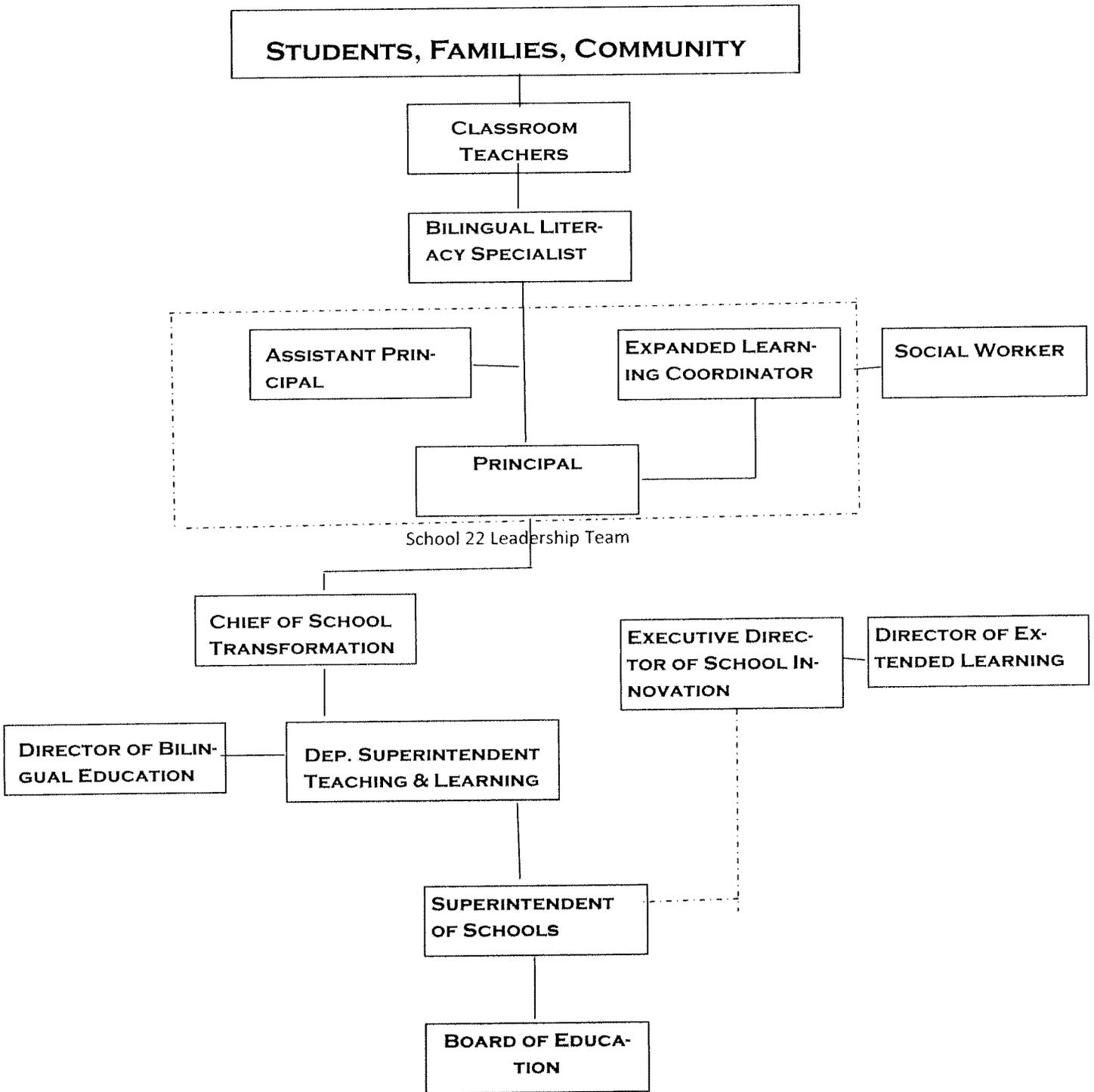
TITLE:

TITLE:

DATE:

DATE:

Exhibit 6 School 22 Organizational Chart



RCSD
SCHOOL 22

Exhibit 7 Goal Matrix

	(1) School Leadership and Governance Structures and Functions	(2) Curriculum and Instruction (and Implementation of the CCLS)	(3) Data-Driven Inquiry and the Use of Common Interim Assessment Data to Improve Student Achievement	(4) School Climate, Culture, and Discipline	(5) APPR of Teacher and Principals as per EL 3012c	(6) Use of Time throughout the School Day and After School to Improve Instructional and Enrichment Opportunities	(7) Meeting the Needs of Unique Student Populations
1. Create a network of wrap-around services to address the academic, socio-emotional, health and wellness needs of students and their families.							
1.1 Establish complementary partnerships for learning and wrap-around services for students and families.	x			x			x
1.2 Identify and utilize effective communication structures and strategies for outreach and correspondence within the School and beyond.	x						
1.3 Establish protocols for regular and consistent sharing of information about youth.	x						
1.4 Engage families and community in the continuous improvement process.	x			x			x
1.5 Utilize collaborative staffing models	x			x			x
2. Expand learning time to be able to offer the opportunity for rigorous academics, engaging enrichment, and differentiated learning supports.							
2.1 Establish focused school-wide priorities with clear and measureable goals that monitor progress.		x	x		x	x	
2.2 Allocate time to academic instruction which reflects students' needs.		x	x			x	x
2.3 Ensure that all student schedules include academic intervention or acceleration taught primarily by certified teachers.		x	x			x	x
2.4 Engage in frequent data cycles utilizing a systemic approach to analyze and respond to data to improve instruction.		x	x		x	x	x
2.5 Include targeted, embedded teacher development including weekly opportunities to collaborate with peers to strengthen instruction.	x	x					x
2.6 Offer engaging enrichment to all students, including offerings based on student interests and choice.		x				x	
2.7 Establish a school-wide plan to build a culture of high academic and behavioral expectations.		x		x		x	
3. Promote the bilingualism and biliteracy through a developmental one-way dual-language framework within a school climate that upholds cross-cultural understanding and embraces diversity.							
3.1 Strengthen developmental one-way dual language policy and practice guidelines for School 22 for grades PreK-6, including a focus on heritage language learners.		x		x			x
3.2 Strengthen marketing and recruitment practices for the developmental bilingual program.	x						
3.3 Strengthen the infrastructure for a strong accountability process and utilize data for program accountability and improvement.	x		x		x		x
3.4 Enhance classroom instructional practices to promote additive bilingualism and the development of English and Spanish language and literacy and culturally relevant pedagogy.		x				x	x
3.5 Focus on instructional methods that are derived from research-based principles of dual language education to enhance academic achievement.		x					x
3.6 Support teachers with high quality professional learning opportunities and adequate resources for professional development.		x			x		x
3.7 Focus on ensuring the school has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.	x			x			x

Based on Center for Applied Linguistics, Guiding Principles of Dual Language Programs

Exhibit 8 Communication Plan



COMMUNICATION PLAN
SCHOOL INNOVATION FUND ROUND 3
SCHOOL IMPROVEMENT GRANT ROUND 5

<p>Goal #1: Ensure that all stakeholders understand the School Innovation Fund/ School Improvement Grant opportunity. This includes (1) the components of SIF/SIG; (2) Whole School Reform Model; (3) key grant tenets</p>
<p>Goal #2: Ensure all staff at School have input on key component areas found within the SIF grant as outlined by NYSED. This includes the development of (1) Priority School Executive Committee; (2) Leadership Team at building level (3) development of needed subcommittees</p>
<p>Goal #3: Inform key stakeholders about the SIF/SIG grant opportunity. This includes the following information: (1) benefits, (2) alignment with district priorities, (3) building support for sustainability.</p>
<p>Goal #4: Ensure that all stakeholders understand the application process regarding SIF/SIG. This includes (1) the components of RFP; (2) Dates and timelines; (3) how it relates to SCEP and DTSDE findings</p>

Key Stakeholders for the SIF/SIG Grant

- Teachers (Including SBPT)
- Principals
- Rochester Teachers Association (RTA) and Administrator and Supervisors Association of Rochester (ASAR)
- Senior RCSD Leadership and staff from relevant district Board of Education
- Parents
- Students
- Community

Communication Activities and Timeline

Communication Activity	Due Date	Audience	Who is Responsible?
Initiate Priority School Executive Committee (PSEC) meetings with district leadership to discuss Priority Schools, grant opportunities, address implementation issues, and keep senior staff informed of progress.	Bi-Weekly	Priority School Executive Committee (PSEC)	<ul style="list-style-type: none"> • Office of School Innovation • School Chiefs • Dept. Supt of T&L • Dept. Supt of Admin • Chief of Staff • School Operations
Execute meeting with union leaders and Priority School Executive Committee (PSEC) to inform stakeholders of the communication plans and to ensure transparency.	RTA: 2/3/14 ASAR: 2/7/14	<ul style="list-style-type: none"> • RTA Leaders • ASAR Leaders • PSEC 	<ul style="list-style-type: none"> • Superintendent • OSI
<ol style="list-style-type: none"> 1. Present summary of SIF opportunity to SBPT, identify key tenets, and school leads 2. Develop a summary document and presentation that describes the details of the SIF grant for staff 3. Identify potential external partners and their role in the SIF application 	Week of 2/3/14	<ul style="list-style-type: none"> • School Staff and Community Agencies • SBPT • Parents • Students 	<ul style="list-style-type: none"> • School Chief • OSI • Principal • SBPT • Grants Writer
Establish Leadership Team and school format that will ensure internal communication and set up identified subcommittees for staff and community input.	Week of 2/3/14	<ul style="list-style-type: none"> • School Staff, Partners, and Community Agencies 	<ul style="list-style-type: none"> • School Chief • OSI • Principal • SBPT
Communicate SIG/SIF Plans to Executive SBPT	Week of 2/10	<ul style="list-style-type: none"> • Executive SBPT: Union Leadership, Parent Reps 	<ul style="list-style-type: none"> • Superintendent
Subcommittees and Leadership Team review components and provide input and suggestions regarding application.	2/3/14-2/14/14	<ul style="list-style-type: none"> • Leadership Team • Identified Sub Committees • School Staff, partners, and Community Agencies 	<ul style="list-style-type: none"> • OSI • Principal • Grant Writer
Hold Weekly check-in meetings with principals/administration to obtain implementation updates and address any issues.	2/3-2/24	<ul style="list-style-type: none"> • School Leadership 	<ul style="list-style-type: none"> • School Chief • OSI • Grant Writer
Hold Open Space Forum for Whole Staff Input into School Improvement Grant (organize by key topics, strengthens and areas for growth)	2/10/14	<ul style="list-style-type: none"> • School Staff, Parents, Community, Students 	<ul style="list-style-type: none"> • School Chief • OSI • Principal

Communication Activity	Due Date	Audience	Who is Responsible?
Send draft to union leaders in RTA and ASAR for Review	2/20/14	<ul style="list-style-type: none"> • RTA Leaders • ASAR Leaders • Parent Rep 	<ul style="list-style-type: none"> • Superintendent • OSI • Grants Writer
Write/Finalize grant submissions for SIF 3 with external partners	Feb 3-14	<ul style="list-style-type: none"> • School Staff • Principal • Leadership Team 	<ul style="list-style-type: none"> • OSI • Principal • Grants Writer
Final meeting with unions and school staff to review applications.	Feb 24	<ul style="list-style-type: none"> • RTA Leaders • ASAR Leaders • PSEC • Principal 	<ul style="list-style-type: none"> • Superintendent • OSI • Principal
Obtain Signatures	Week of Feb 24, by Feb 28	<ul style="list-style-type: none"> • Unions • Superintendent 	<ul style="list-style-type: none"> • OSI • Director of Grants
Submission	Feb 28	<ul style="list-style-type: none"> • ALL 	<ul style="list-style-type: none"> • OSI

Exhibit 9 Time Collaborative Coaching Plan for Cohort 2

Time Collaborative Schools Cohort 2 (#3,#17,#34,#20,#22,#29,#44,#42)

Identify the need and/or opportunity	Date	Time	Session Title	Facilitator	Location
Interest	Oct. 30, 2013	4:00-5:30	Informational Session	Rob Burns and NCTL	Central Office
Planning for 2014-2015 Implementation	Nov. 19, 2013	8:30-3:30	Kick Off Session	NCTL	Center for Professional Learning
Planning for 2014-2015 Implementation	Dec. 9, 2013	8:30-3:30	Session #1: Intro to ELT/TIME Collaborative	NCTL	Center for Professional Learning
Planning for 2014-2015 Implementation	Jan 8, 2014	8:00-2:00	Session #2: Adding Time and Using it Well, Part 1	NCTL	Center for Professional Learning
Planning for 2014-2015 Implementation	Jan. 27 th or Jan. 29 th	27 th : 8:00-12:00 29 th : 12:00-3:00	Session 2.5: Adding Time and Using it Well (individual school help)	NCTL	Center for Professional Learning
Planning for 2014-2015 Implementation	Feb. 10, 2014	8:30-3:30	Session 3: Adding Time and Using it Well, Part 2	NCTL	Center for Professional Learning
Planning for 2014-2015 Implementation	Feb. 27 th 2014	8:30-11:30 12:30-3:30	Session 3.5: Re-engineering Mini Lesson	NCTL	Center for Professional Learning
Planning for 2014-2015 Implementation	March 3, 2014	8:30-3:30	Session 4 Re-engineering Your School Day/Year, Part 1	NCTL	Center for Professional Learning
Planning for 2014-2015 Implementation	March 24, 2014	8:30-3:30	Session 5: Re-engineering Your School Day/Year part 2	NCTL	Center for Professional Learning

Planning for 2014-2015 Implementation	April 21, 2014	8:30-3:30	Sessions 6; Team Presentations and Feedback	NCTL	Center for Professional Learning
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Exhibit 10 2013 NY TC Rochester Session Schedule

TIME COLLABORATIVE COHORT II

Rochester, NY

TECHNICAL ASSISTANCE: SCOPE AND SEQUENCE

DATE	SESSION AGENDA	KEY TAKEAWAYS
NOVEMBER 27	District Kick-off Meeting <ul style="list-style-type: none"> TIME Collaborative Overview: What it means for you and your district District Management of TIME Collaborative Introduction to High Quality and Sustainable ELT Strategies Scope and sequence of the planning process Building Support and Momentum 	<ul style="list-style-type: none"> Understanding of the TIME Collaborative Scope and Sequence Develop a plan for district management and leadership of TIME Collaborative planning process Clarity re: district parameters for ELT, key district messaging regarding ELT Develop an internal and external communication strategy
NOVEMBER 19TH	School Kick-off Meeting <ul style="list-style-type: none"> TIME Collaborative Q & A Introduction to High Quality and Sustainable ELT Strategies Roles and Responsibilities of the School ELT Planning Team Developing a Redesign Mindset Building Support and Momentum 	<ul style="list-style-type: none"> Clarity re: the basics of the TIME Collaborative Understanding of how to establish a comprehensive team and the concept of redesign Begin to develop an understanding of the elements of high quality and sustainable ELT Understanding of the TIME Collaborative Scope and Sequence Plan for initial outreach and communication
DECEMBER 9TH	Session 1: Intro to ELT/TIME Collaborative <ul style="list-style-type: none"> Student Framing The Essential Elements Focusing on Rigorous Academics: Creating a Data-driven Instructional Focus Building Support: Engaging Stakeholders 	<ul style="list-style-type: none"> An understanding of the Essential Elements framework through school examples A process and plan for creating a school-wide instructional focus Plan for initial outreach to engage stakeholders
JANUARY 13TH	Session 2: Adding Time and Using It Well, Part I <ul style="list-style-type: none"> Reconnecting to the work: Student profiles and instructional focus statements Introduction to Schedule Re-engineering: Priority/Implications played out in schedule Targeted Intervention & Acceleration: Models Engaging Enrichment: Models Sharing What You've Learned 	<ul style="list-style-type: none"> An assessment of your school's current practices for Targeted Intervention & Acceleration and Engaging Enrichment An understanding of how Targeted Intervention & Acceleration and Engaging Enrichment can be designed in an ELT schedule to ensure the needs of all students are addressed with more time An understanding of how priorities play out in re-engineered schedule Plan for building support through feedback and communication
JAN. 14-FEB. 7	Session 2.5: Sustainability Strategies (3 hour "mini-session" held at each school) <ul style="list-style-type: none"> Powerpoint/Video presentation on sustainability strategies Coach-facilitated discussion about sustainable strategies for your school 	<ul style="list-style-type: none"> An understanding of sustainable strategies for staffing and scheduling A plan for making key decisions about sustainable strategies and how these decisions will impact schedule development

FEBRUARY 10TH	<p>Session 3: Adding Time and Using It Well, Part II</p> <ul style="list-style-type: none"> • Frequent Data Cycles: Models • Teacher Collaboration and Professional Development: Models • School Culture • Sharing What You've Learned 	<ul style="list-style-type: none"> • An assessment of your school's current practices for using interim assessment data and teacher collaboration to generate ideas about how more time can improve these practices • An understanding of how Frequent Data Cycles inform Teacher Collaboration & Professional Development and improve instruction • An understanding of how high-quality ELT schools use teacher collaboration time to strengthen instruction and ensure the time is used well • An understanding of the impact of school culture • Plan for building support through feedback and communication
FEB 11-28	<p>Session 3.5: Re-Engineering Mini-Session (3 hour "mini-session" held at each school)</p> <ul style="list-style-type: none"> • Blown-out model presented through video • Coach-facilitated discussion to help schools make decisions that will drive the schedule • Work time 	<ul style="list-style-type: none"> • Solid understanding of what makes up an iteration • Plan for developing first iteration • Clarity on re-engineering tools and resources available
MARCH 3RD	<p>Session 4: Reengineering Your School Day/Year, Part I</p> <ul style="list-style-type: none"> • Work Time: Schedule development • Cohort I Guest Speaker/Panel: Our Re-engineering Process and Results • Building support for your new school day and year 	<ul style="list-style-type: none"> • Opportunity for facilitated work time for schedule development • Opportunity to learn from other planning schools and Cohort 1 • Develop a plan to communicate to key stakeholders to build support for focused school-wide priorities
MARCH 24TH	<p>Session 5: Reengineering Your School Day/Year, Part II</p> <ul style="list-style-type: none"> • Cross-school sharing • Facilitated team work time: Schedule development continued • Breakout sessions (Optional): Blended Learning & Partnerships • Communicating your ELT "elevator" speech 	<ul style="list-style-type: none"> • Learn from other schools' iterations • Progress in developing your re-engineered schedule/calendar • Deeper understanding of blended learning and partnerships • Able to communicate ELT goals clearly + succinctly
APRIL 21ST	<p>Session 6: Team Presentations and Feedback</p> <ul style="list-style-type: none"> • Team Presentations and Feedback • Work Time: Incorporating Feedback and Making a Plan • Engaging stakeholders in pre-implementation 	<ul style="list-style-type: none"> • Experience presenting your school's plan to an audience • Concrete feedback on the plan from other teams and coaches • Identification of the major steps schools need to take to get ready for implementation • Develop a plan to continue building support • Clarity re: NCTL support moving forward

Plans due April 28th

Scoring April 29th – May 2nd

Exhibit 11 Session Descriptions

TIME Collaborative: School 22 Implementation Support Overview

Support Component	Activities	
	School	District
Leadership Sessions	<ul style="list-style-type: none"> • Five full-day Leadership Sessions for implementing schools. 	<ul style="list-style-type: none"> • District participation in all Leadership Sessions
Coaching	<ul style="list-style-type: none"> • Detailed feedback on Implementation Plan • Development of pre-launch work plan • Communication support • Follow-up from June Leadership Sessions and support on pre-implementation • Two coaching visits per month 	<ul style="list-style-type: none"> • Alignment between district and NCTL support leading to implementation • Communication support • Provide school-by-school progress reporting on implementation work plan • Two coaching visits per month
Progress Monitoring	<ul style="list-style-type: none"> • Baseline data collection • Year 1 goal-setting during June Leadership Sessions • Two Progress Monitoring Site Visits and School Self-Assessment • Development of Data Dashboard 	<ul style="list-style-type: none"> • Baseline data collection • Alignment with existing school-level accountability system • Debrief on Fall Site Visit • Participation in Spring Site Visit and Debrief • Supporting schools in making mid-course improvements
Networking	<ul style="list-style-type: none"> • Leadership session 1 & 2 • Pilot teacher learning community • Webinars • Visit TIME Collaborative school(s) 	<ul style="list-style-type: none"> • Leadership session 1 & 2 • Webinars • Visit TIME Collaborative school(s)

	CORE CONTENT
Session 1	<ul style="list-style-type: none"> • Developing your Instructional Leadership Team • Identifying Common Instructional Strategies Aligned to Instructional Priority • Developing SMART Goals Aligned with your Priorities • Integrating Partners into your Expanded Day
Session 2	<ul style="list-style-type: none"> • Planning Differentiated Supports and Data Cycles • Mapping Out your Professional Development Calendar and Plan
Session 3	<ul style="list-style-type: none"> • Fall Check-In: Tracking Progress Toward SMART Goals • Refining Differentiated Supports and Data Cycles • Making Every Minute Count – Strategies, School Time Analysis Tool • Reflecting on the Seven Essential Elements: School Self-Assessment
Session 4	<ul style="list-style-type: none"> • Mid-Year Check-In: Tracking Progress Toward SMART Goals • Engaging Stakeholders In Mid-Year Change • Refining Sustainable Practices
Session 5	<ul style="list-style-type: none"> • Year-End Check-In: Tracking Progress Toward SMART Goals • Reflection on Year 1 Implementation • Managing and Sustaining Change: Planning Ahead for Year 2

Exhibit 12 Autonomy Contract Language

Tentative Agreement
School Years 2013-15

WHEREAS, the District and RTA are parties to a Collective Bargaining agreement ("CBA") covering the period July 1, 2010 through June 30, 2013; and

WHEREAS, the above referenced CBA shall now be extended for a two-year agreement, covering the period July 1, 2013 through June 30, 2015; and

WHEREAS, the RTA and the District have reached a tentative agreement as specified below:

The parties acknowledge that before the tentative agreement becomes final, the RTA membership must ratify said agreement and the school board of the District must vote on and approve the tentative agreement. Both the District and RTA represent that they will seek the required approval as soon as practicable. Unless modified by the content of this tentative agreement, the terms and conditions of the above-referenced CBA will remain unchanged.

NOW THEREFORE, the tentative agreement agreed by the District and RTA is as follows:

1. Duration July 1, 2013 – June 30, 2015
2. Section 16.3 Beginning with the school year 2013-14 Wednesdays shall revert to a normal instructional day. Teachers shall not be obligated to remain in buildings for any purpose beyond the normal instructional day on Wednesdays. A teacher's Professional Responsibilities (Domain IV of Danielson rubric) rating may not be downgraded as a result of absence from participation in voluntary activities held during off duty hours or off duty days.
[delete remainder of section 16.3]
3. Section 46.3. c. The benchmarking formula for school year 2013-14 is 3.2%. Increases shall be applied to 2012-13 year (Appendix A) retroactive to July 1, 2013. The salary increase for the 2014-2015 school year shall be informed by the benchmarking formula contained in Section 46.3(a) of the CBA. The District and the RTA will use best efforts to determine the 2014-2015 salary schedule before the end of the 2013-2014 school year.
4. Section 48.2 [Each seasonal coaching stipend shall be increased by five hundred dollars (\$500.00).]

~~A (\$4,500) B (\$4,000) C (\$3,500) D (\$3,000) E (\$2,500)~~

Section 48.3 All modified sport stipends shall be \$2,500 and the longevity increases shall be the same as in Section 48.2.

5. Section 50.9 Expanded SLLCC

a. The purpose of the SLLCCs is to increase school autonomy and to improve student achievement. The parties agree that SLLCCs at selected sites will be authorized to enter into contractual agreements different than provisions contained in the Agreement.

b. SLLCCs may not create agreements which suspend or change the contractual rights of employees at other work locations or change the terms and conditions for any bargaining member at other work locations.

c. The principal and the designated Association Faculty Representative shall be authorized to sign off on tentative SLLC agreements negotiated by the SLLCC.

d. Both the District and the Association must establish their own "ratification" procedures for agreements reached by SLLCC. All SLLCC agreements must be ratified prior to implementation.

e. The Joint Living Contract Committee shall serve as a resource to the school-level committees. Any procedural issues that a SLLCC is unable to resolve will be referred to the central Living Contract Committee for immediate consideration.

f. The Joint LCC shall establish a mechanism for monitoring the progress of SLLCCs and for supporting the school-level implementation. The parties agree to jointly design an evaluation process for the SLLCC effort focusing on the stated purposes in item c above.

g. At any point during the life of this agreement, either party at a school engaged in the SLLCC pilot may terminate their participation by petitioning the Joint Living Contract Committee. The Joint Living Contract Committee will attempt to resolve problems leading to such requests; however, approval to end participation will not be unreasonably withheld.

h. The parties agree that the following contractual provisions shall not be within the authority of SLLCC deliberations unless a SLLCC petitions the Joint Living Contract Committee for approval to address another contractual provision and receives approval to do so:

The Sections that are ~~not open~~ to SLLCC agreements are:

(1) Recognition

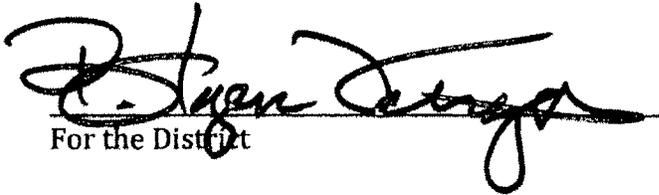
(5) Savings Clause

- (8) Management Rights
- (9) Association Rights
- (14) Grievance Procedures
- (26) Personal Injury Benefits
- (37) Discipline/Discharge Non-Tenured
- (38) Discipline/Discharge Tenured
- (41) Absences
- (43 through 44A) Health Benefits
- (46) General Salary (base salary can be exceeded not diminished)
- (50) Living contract Committee
- (62-64) SIA, HHT, RPPP
- Appendix A

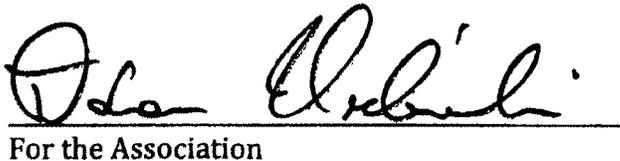
All other contract sections may be subject to change through negotiation by the SLLCC.

- i. In addition to these provisions, the District may grant, to the extent allowed by law, autonomies in the areas of:

- Administrative requirements
- School governance
- Educational Program & Curriculum
- Principal Selection and Retention
- Board Policies: to include, but not be limited to Discipline/Code of Conduct


For the District

8/8/2013
Date


For the Association

8/8/2013
Date

(from Section 24, RTA Contract)

24

VACANCIES AND TRANSFERS

1. For the purpose of this Section, seniority shall be defined as the length of continuous employment in the area of certification in the District within the bargaining unit and shall be computed from the last date of hire in the bargaining unit. In the event that a unit member accepts employment outside the bargaining unit, but remains in the employment of the District, s/he shall not accrue seniority for such service. However, should s/he return to the unit in his/her area of certification, s/he will recover all seniority within that area which s/he possessed prior to leaving the bargaining unit.

2. By the close of each school year, the Association shall receive a current appointment location seniority list including all of those unit members on approved leaves of absence as of May 1, of that year. Such seniority list shall be used for the purpose of implementing Section 24 for the succeeding school year.

3. a. Transfers to openings created by the filling of vacancies or to positions created by shifting pupil population, or due to staff attrition (resignation, promotion, retirement, or discharge) during a school year shall be filled for the succeeding school year as specified in Section 24.5 with the following exception:

If a regular contract substitute teacher is converted to probationary status prior to the deadline for the voluntary transfer process (Section 24.5), the School-based Planning Team may:

- (1) Endorse the retention of the teacher in that position, or
- (2) Declare the position "open for transfers."

The teacher retains the option of applying for other positions through the voluntary transfer policy. The exception specified here requires that the conversion to probationary status and the determination by the School-based Planning Team be completed prior to the deadline for the voluntary transfer process.

b. In the event that a transfer out of a school or school location is necessitated by a reduction in staff or shifting pupil population, such transfers shall be voluntary to the extent possible; if such transfers are involuntary in the secondary schools, the unit member with the least seniority within that certification area shall be transferred from that school or school location; in the elementary schools, the unit member with the least seniority shall be transferred from that school or school location. Bargaining unit members with more seniority may volunteer to be involuntarily transferred from a work location when a reduction in staff is needed. The most senior teacher(s) who volunteers to be involuntarily transferred shall be moved. Before September 1st of the subsequent school year, if his/her former position returns, the teacher who volunteered to be involuntarily transferred will have the choice to return.

4. A vacancy for the purposes of this Section is the initial opening for the succeeding school year at a school or school location for which a new hire is required.

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.

b. Transfer Applications

Teachers may apply for transfer to the remaining schools/positions per mutually agreed to procedures annually published in December and January, as follows:

- (1) Secondary teachers may apply to a maximum of three (3) schools.
- (2) Elementary teachers may apply to as many as seven (7) schools.
- (3) The District shall forward the "Mid-Year Less Than Satisfactory Performance" list to the Association by January 15th or as soon thereafter as the information is available to the Office of Human Capital Initiatives. Teachers identified on the District's "Mid-Year Less Than Satisfactory Performance" list will not be eligible to exercise a voluntary transfer for the succeeding school year unless there is a successful appeal to the CIT Joint Governing Panel.

c. Screening of Applicants

- (1) The District shall create criteria and training programs for staff before the screening process commences. These criteria are subject to review by counsel for both parties and shall meet acceptable standards of personnel practices. Such criteria and programs shall be jointly approved before any screening of applicants takes place.
- (2) SBPTs will screen completed questionnaires and resumes and determine whom they shall interview. SBPTs will establish a ranked list of transfers for their school after the interviews. SBPTs are not required to place every teacher who interviews on the ranked list. Teachers who are interviewed and not placed on the ranked list may receive the reason, upon request, to the SBPT. The remaining teachers will constitute the ranked list of voluntary transfer candidates for that school. If SBPTs so choose, they retain the right during the interview period to call in additional applicants from those who had applied to that school by the end of the first semester.

d. Excess Vacancies

While the ranked list is in place, schools are required to use the list when filling vacancies, except when the number of vacancies exceeds the number of teachers on the ranked list. In that case, schools can fill the excess number of vacancies with new hires upon prior approval of appropriate administrator(s).

e. Placement Meetings

The District agrees to conduct placement meetings before the end of the teacher work year at which transfers will occur. The parties shall agree on the number of meetings, the dates and times. The yearly process at these meetings shall be:

- (1) Round 1: Voluntary transfers occur first.
- (2) Round 2: Unfilled vacancies and openings created by transfers completed in Round 1 are available to involuntarily displaced unit members. These unit

members select by seniority.

(3) Round 3: Remaining openings will be filled using ranked lists generated by SBPTs.

(4) Round 4: Any remaining transfer candidates not placed in Rounds 1 through 3, may select by seniority from any remaining positions.

f. All ranked lists expire the day before the posting period.

g. (1) Involuntarily displaced unit members remaining after Round 4 (Section 24.5.e (4)) shall select from available openings based on seniority consistent with procedures contained herein. The Human Capital Initiatives Department shall offer all available vacancies to remaining displaced teachers prior to posting.

(2) A posting period for all schools and positions, including those earlier exempted, shall begin on the day of school and continue to thirty (30) calendar days. During this period vacancies shall be available to unit members who apply for such a position and possess the necessary certification and shall be assigned on the basis of seniority unless the teacher is not permitted to participated in the voluntary transfer process (Section 24.5b(3)).

h. If an involuntary transfer fails to choose a position in a school that has a vacancy prior to the first Friday in August, that unit member will be assigned by seniority. Failure to choose at that time shall result in a position being assigned by the District.

6. Group Transfers

A group of teachers, for the purpose of this section, is defined as two or more teachers who may or may not be in the same tenure area and who wish to transfer together to a new school and who propose to use a research based program with verifiable student achievement results at the new school.

Such groups shall submit written proposals to the Joint Living Contract Committee by the end of the first semester along with voluntary transfer application requests. The Joint LCC will determine whether to approve the group transfer proposal. Following the staffing exercise with the Association in attendance, the District will identify schools that have available positions to accommodate such groups. Between the end of staffing and prior to Placement Days, the groups will present their approved proposal to the School-based Planning Teams at the identified school(s). The SBPT shall notify the Human Capital Initiatives Department if a match between the group and the school is found. The District shall not post the positions to which the group will transfer at Placement Days. The positions to be vacated by the group transferees shall be posted at Placement Day.

7. For schools that are classified as low performing, such as SURR or SINI, according to either State or Federal laws/regulations or the Superintendent's Annual Report, the District/school may propose to the Joint Living Contract Committee the availability of openings set aside for either Lead Teacher Mentors or National Board for Professional Teaching Standards (NBPTS) teachers. These openings will be set-aside during the annual staffing process conducted by the Human Resource Department with the Association in attendance. It is understood that these openings will become available to any teacher after Round I of the Transfer Section 24.5.e.1. Teachers accepting such placement will qualify for Section 52.13 or Section 59.1 benefits and the Teachers of Tomorrow grant.

8. Voluntary transfers shall be contingent upon recommendation and approval of a mutually agreed upon building-based screening committee. The make-up of this committee and its review procedures shall be agreed upon by the Joint Committee on Transfers.
9. In the event the vacancy exists for which no member of the bargaining unit who is certified applies, then the least senior person in the bargaining unit who is certified to fill such vacancy shall be assigned to that position, provided the District does not employ a new hire to fill such a vacancy.
10. The Association shall receive notices of transfer as they are made. The Association upon request shall receive a written explanation of the reasons for such transfer and/or the reasons for which an individual unit member was not so transferred. Such explanation shall indicate the contractual provision(s) applicable to such transfer or request for transfer.
11. Exceptions to the Vacancies and Transfers policy and procedures set forth in this Section may be initiated by the District upon the showing of established special criteria or requirements in the area of academic or extra-curricular need or Title 1 comparability standards.
12. For the purpose of providing locker room supervision at the secondary level, gender balance must be considered in transfer decisions for physical education positions, e.g., the staff should be 50% male and 50% female plus or minus one position.
13. For purposes of transfer, unit members who have been recalled from lay-off shall be treated as new hires.
14. The District will ensure that each school's profile is updated and available on the District's website annually prior to Winter Recess.
15. The District shall provide to the Association on or before January 15th of each year a listing, to the extent possible, of tentative openings for the succeeding school year. This list shall also include vacancies due to expansion in the number of teachers due to federal, state, or local initiatives, additions to current buildings, and opening of new schools.
16. Involuntary transfers shall be grievable except when made pursuant to Section 50.
17. The teacher constituency of SBPTs may, at its discretion, participate in interviewing new hire candidates.

Exhibit 13 7 Elements of Successful ELT Programs

Seven Essential Elements of High Quality Expanded Learning Time Schools

High quality Expanded Learning Time schools redesign, strengthen and expand the school day/year by adding at least 300 additional hours to the standard school schedule in order to enable teacher collaboration and development and empower students with the knowledge, skills, and experiences needed for success in college and careers

Features

1 Focused Schoolwide Priorities

New school day/year driven by a small set of priorities to improve student achievement

2 Rigorous Academics

All student schedules include challenging ELA, math, science, and social studies courses

3 Differentiated Supports

All student schedules include academic intervention or acceleration taught primarily by certified teachers

4 Frequent Data Cycles

Systemic approach to analyzing and responding to data to improve instruction

5 Targeted Teacher Development

All teacher schedules include weekly opportunities to collaborate with peers to strengthen instruction

6 Engaging Enrichment

All student schedules include enrichment courses beyond traditional district offerings

7 Enhanced School Culture

School-wide plan to build a culture of high academic and behavioral expectations

Requirements

- No more than three schoolwide priorities, including one schoolwide instructional focus
- Clear and measurable goals that monitor progress towards priorities
- Time allocated to academic instruction reflects student needs
- At least 120 minutes weekly
- Students grouped based on data identifying academic needs
- At least 60 minutes of weekly collaboration for all core academic teachers to analyze and respond to data
- Schoolwide protocols for analysis
- 4 to 6 interim ELA and math assessments yearly
- At least 60 minutes weekly grade level and/or content area collaboration for all teachers, in addition to the 60 minutes each week for data analysis
- Schoolwide protocols for collaboration
- Administrators participate in and support collaboration
- All students receive at least 90 minutes each week for enrichment
- Enrichment offerings are based in part on student interests and choice, with opportunities for mastery
- Time to recognize achievement and reinforce positive behavior at least monthly

Flexibilities

- Individual priorities
- Methods to monitor progress towards goals
- Specific time allocations
- Curriculum
- Instructional approach
- Curriculum
- Types of data protocols
- Types of interim assessments
- Types of collaboration protocols
- Staffing and program offerings
- Time allocated for each student may exceed 90 minutes; students who require additional academic supports may have fewer enrichment offerings than those needing fewer academic supports
- Approaches to recognizing positive behaviors and academics
- Types of social-emotional supports

Exhibit 14 Assurances & Certifications

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

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS**

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

1. LOBBYING

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

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement:
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

- A. The applicant certifies that it and its principals:
- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

ED 80-0013, as amended by the New York State Education Department

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

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

Instructions for Certification

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the Education Department Program Contact listed in the Application. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

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

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

amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

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

and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

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

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

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

1. LOBBYING

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

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement:
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

- A. The applicant certifies that it and its principals:
 - a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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

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

Instructions for Certification

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

it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.

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

Certification

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

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

SIF School 22

E

Local Agency Information

Funding Source: School Innovation Fund (SIF) #TA 15

Report Prepared By: Karen Jacobs, Director of Financial Management and Grants

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

County: Monroe

E-mail Address: Karen.Jacobs@rcsdk12.org

Project Funding Dates: 6/1/2014 - 6/30/2015 (School 22)

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/>.

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Employee Benefits		
Subtotal - Code 80		\$55,196
Benefit		Proposed Expenditure
Social Security		\$10,192
Retirement	New York State Teachers	\$21,849
	New York State Employees	\$0
	Other - Pension	
Health Insurance		\$20,025
Worker's Compensation		\$2,132
Unemployment Insurance		\$999
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	\$241,312
B.	Approved Restricted Indirect Cost Rate	3.60%
C.	Subtotal - Code 90	\$8,687

For your information, maximum direct cost base = \$241,313

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

BUDGET SUMMARY

 ORIGINAL

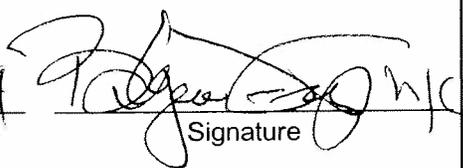
SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	133,224
Support Staff Salaries	16	0
Purchased Services	40	35,893
Supplies and Materials	45	8,000
Travel Expenses	46	9,000
Employee Benefits	80	55,196
Indirect Cost	90	8,687
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
Grand Total		250,000

2HS

school 22 SIF

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.

2/27/14 
Date Signature

Bolgen Vargas, Ed.D., Superintendent
Name and Title of Chief Administrative Officer

Agency Code:

Project #:

Contract #:

Agency Name:

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

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

Finance: Logged _____ Approved _____ MIR _____

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

NAME OF GRANT PROGRAM _____ **RFP#15TA SCHOOL INNOVATION FUND** _____

NAME OF APPLICANT ROCHESTER CITY SCHOOL DISTRICT (SCHOOL 22) _____

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

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

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

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.

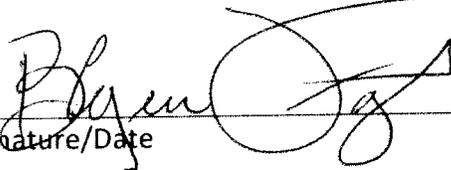
Bolgen Vargas, Ed.D.,

Typed or Printed Name of Authorized Representative of the Firm

Superintendent

Typed or Printed Title/Position of Authorized Representative of the Firm

Signature/Date



M/WBE UTILIZATION PLAN

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

Bidder/Applicant's Name _____ Rochester City School District _____ Telephone/Email: 585-262-8100 bolgen.vargas@rcsdk12.org
 Address _____ 131 West Broad Street _____ Federal ID No.: _____ 261600010000 _____
 City, State, Zip _____ Rochester, NY 14616 _____ RFP No.: _____ TA#15 SIF

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
NAME Tatyana Kleyn ADDRESS CITY, ST, ZIP PHONE/E-MAIL FEDERAL ID No.	NYS ESD Certified MBE _____ WBE _____	Bilingual Education Consultant	\$ 22,000
NAME TBD ADDRESS CITY, ST, ZIP PHONE/E-MAIL FEDERAL ID No.	NYS ESD Certified MBE _____ WBE _____	Supplies and Materials and/or Travel	\$ 7,675

PREPARED BY (Signature)  DATE 2/26/14

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

PART C - CERTIFICATION STATUS (CHECK ONE):

_____ The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).

_____ is applying _____ The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

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

The estimated dollar amount of the agreement \$ 22,000

Signature of Authorized Representative of M/WBE Firm

Printed or Typed Name and Title of Authorized Representative

M/WBE 102

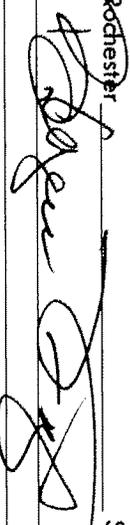
**M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE**

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

Bidder/Applicant Name: _____ Rochester City School District _____ Federal ID No.: 261600010000 _____

Address: 131 West Broad Street _____ Phone No.: 585-262-8100 _____

City Rochester _____ State NY _____ Zip Code 14616 _____ E-mail: bolgen.vargas@rcsdk12.org _____


Signature of Authorized Representative of Bidder/Applicant's Firm _____ Bolgen Vargas, Ed.D., Superintendent
Bidder/Applicant's Firm _____ Print or Type Name and Title of Authorized Representative of

Date: _____

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

Name of M/WBE: _____ Federal ID No.: _____

Address: _____ Phone No.: _____

City, State, Zip Code _____ E-mail: _____

BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:
Educational Consulting

DESIGNATION: _____ MBE Subcontractor _____ WBE Subcontractor _____ MBE Supplier _____ WBE Supplier _____