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

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

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:
Rochester City School District			261600010000
Lead Contact (First Name, Last Name)			
Karen Jacobs			
Title	Telephone	Fax Number	E-mail Address
Director of Financial Management and Grants	(585) 262-8435	(585) 263-3292	Karen.Jacobs@RCSDK12.org
Legal School Name for the Priority School Identified in this Application			School Beds Code
James Monroe High School			261600010066
Grade Levels Served by the Priority School Identified in this Application			School NCES #
7-12			362475003371
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
1,074			164 Alexander Street Rochester, NY 14607-3695
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <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
<i>Bolgen Vargas (pkm)</i>	6/5/13
Type or print the name and title of the Chief Administrative Officer Bolgen Vargas Ed.D., Superintendent	
DO NOT WRITE IN THIS SPACE	

 ORIGINAL



Karen A. Jacobs
Director Financial Management & Grants
Rochester City School District
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www.rcsdk12.org

Every child is a work of art.
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June 6, 2013

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JUN 10 2013

GRANTS MANAGEMENT

New York State Education Department
Contracts Admin Unit 503W
89 Washington Avenue
Room 464 EBA
Albany, NY 12234-1000

RE: Rochester City School District – Title I School Improvement Grants 1003 (g) for
Monroe High School

To Whom It May Concern:

Please find enclosed (1) one original signed and (1) one copy of the Rochester City
School District's *Title I School Improvement 1003(g)* grants for Monroe High School.

If you have questions or need further information, please contact me at 585-262-8435
(Karen.Jacobs@rcsdk12.org). Thank you for your time and consideration.

Sincerely,

Elizabeth H. Spalby for Karen Jacobs

Karen Jacobs
Director of Financial Management and Grants

xc: Susan Hasenauer-Curtis
Judy Schuster

SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

Documents for Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in <u>blue ink</u>)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment A Consultation 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"/>
/ FS-10 Form for the Year One Implementation Period. FS-10 available here: http://www.oms.nysed.gov/cafe/forms/	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Memorandum of Understanding <i>(only if proposing a Restart model)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>SED Comments: Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Reviewer: _____ Date: _____</p>		

PROPOSAL NARRATIVE

1. DISTRICT-LEVEL PLAN - TRANSFORMATION MODEL

1.A DISTRICT OVERVIEW

1.A.i Theories of Action Guiding District Strategies To Support Lowest Achieving Schools

The Rochester City School District (RCSD) is a Focus District, with 86% of its 63 schools in accountability status, including 24 Priority Schools and 30 Focus Schools. Five RCSD high schools are not currently on the Focus or Priority lists because there is insufficient data to label them (i.e., the schools were phase-in or restart schools). RCSD is committed to the implementation of New York State's Regents Reform Agenda as a means to bring about school improvement Districtwide and prepare all students for post-secondary success. The District is in the process of aligning all its resources with the three elements of the Regents Reform Agenda. By centering instruction on the Common Core, developing a core instructional program, implementing the Annual Professional Performance Review (APPR) as 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.

In order to reach its District-wide goals of preparing every student for college and careers, RCSD is:

- Deploying a strong core instructional program that will provide the framework for highly-effective instruction and equal access to academic opportunities for all students. This will occur through core instructional program implementation, intervention courses and strategies (including the use of time), and acceleration prospects for all students.
- Implementing a strong ESOL/bilingual program that will articulate rigorous grade level expectations in the areas of speaking, listening, reading, and writing. The bilingual program will focus on bi-literacy.
- Building the capacity of teachers to deliver high-quality, highly effective instruction that is based on rigorous standards and the Common Core curriculum and focused on the differing needs of students.
- Increasing the instructional expertise and effective coaching strategies of all central office and school leaders.
- Holding everyone accountable for specific student and school outcomes by using the *Diagnostic Tool for School and District Effectiveness* at a higher frequency than mandated by the New York State Education Department (NYSED) for assessment.

RCSD has grounded its guiding principles for improvements in 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 will be deliberate in instruction, defining the curriculum as NYS Common Core Curriculum units. Accountability systems will connect student outcomes with adult outcomes, and the District will use standards of performance based on the new State assessments and accountability standards. In addition, RCSD will hold all

stakeholders accountable based on NYSED's definition of college and career readiness (scores of 75 or better on the Regents ELA examination and 80 or better on the NYS Algebra 1 examination).

1.A.ii District Approach to Supporting School Turnaround

RCSD has rewritten its District Comprehensive Improvement Plan (DCIP), incorporating the vision of the Regents Reform Agenda. The DCIP is also aligned with the State's new *Diagnostic Tool for School and District Effectiveness*, RCSD's Core Instructional Program, and District's Strategic Plan to improve student achievement and prepare students to be successful in the global economy. Rochester's DCIP was developed from the belief that every child can succeed and guides the District's work. The DCIP connects seamlessly with the three core values of RCSD's Strategic Plan:

- Achievement - Student achievement will improve with a total focus on teaching and learning and an emphasis on results, rigor, and "vigor" of instruction.
- Equity - Resources will be distributed equitably based on the needs of schools and students with the Core Instructional Program being the foundation of resource allocation.
- Accountability - Data will be used to ensure that adults are accountable for the success of all students; monitoring will occur through the District's approved APPR plan and schools' use of the DTSDE.

The DCIP 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 Monroe's School Comprehensive Education Plan (SCEP).

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 monitoring of plan implementation provides regular opportunities for the District to learn, reflect, and take quick and informed actions to make progress. RCSD uses data to recognize, intervene, and adjust in support of student achievement and strives to model the culture of learning expected in schools and classrooms throughout the District.

RCSD's Core Instructional Program anchors academic standards in the real world and requires all students to take a quality college and workplace-ready curriculum. Academic high school standards are aligned with the knowledge required for college and workplace success, and back-mapped to create a coherent, focused, grade-by-grade progression, from college back to prekindergarten. Specific course-taking requirements for high school graduation are defined in English, Mathematics, Social Studies, and Science, with core content for each course specified. Intervention, acceleration, and the use of time will support students in all subgroups. The required curricular content can be individualized while keeping NYS standards and tests constant. All disciplines reinforce college and work place readiness expectations. A battery of assessments, including large-scale tests, performance-based tasks, and teacher-developed assessments measure what matters. Quality interim assessments evaluate mastery and are used to adjust instruction beginning in pre-kindergarten. High school graduation performance exams ensure that students meet standards before earning a high school diploma.

All RCSD Priority Schools will have:

1. A School Chief to assist the principal with the daily instructional and operational responsibilities of a school. The School Chief will evaluate and support the principal in all elements of school improvement.
2. An Executive Director of School Innovation who assists with monitoring turnaround efforts closely by collaborating and examining school wide data with the School Chief on a 5-week rotation to ensure turnaround efforts are consistent and moving forward according to each school's specific model.
3. An Executive Coach provided by the district as part of the Teacher Incentive Fund (TIF) to serve as a high-level mentor to assist and provide guidance in a coaching capacity in order to ensure principal development.
5. A Chief of Transformation Schools (to be added July 1, 2013) will serve as an additional support to help all Priority Schools. This chief, in collaboration with the School Chief and principal, will play a crucial role in ensuring that RCSD meets the District goals and school goals by ensuring effective implementation of the strategies for turning around its lowest level schools.

The following additional supports for Monroe High School have been put in place:

1. The Office of the School Chiefs has been restructured based on grade level configuration rather than zone of the city. Both School Chiefs are turn-around principals in their respective grade configurations. The role of the Chief has also been restructured to provide academic support to principals via subject area directors in Math, ELA, Science, and Social Studies who are assigned to both offices. In addition, a new office has been created to focus on Instruction in Priority Schools. This office will be staffed by a new School Chief of Transformation Schools.
2. The Executive Director of School Innovation oversees the work of improving schools and opening new, high-quality schools. She will support Monroe's leadership in the implementation of the SIG transformation plan.
2. This year's RCSD budget was created around providing support to teachers and administrators in all turn-around schools. A new Office of Professional Learning will lead coaches in Mathematics and ELA in all priority schools in order to ensure consistency and support for RCSD teachers centered around implementation of the Common Core Curriculum.
3. Each Priority School Principal will be provided with 300 hours of professional coaching from the SUPES Academy. Executive Coaching will be provided to principals by noted experts in the field of education from all over the nation.

During the 2012-2013 school year, RCSD's Central Office was reorganized to direct all resources toward schools. Nearly all (86%) of RCSD schools are schools in need of improvement, and 24 schools are identified as Priority Schools. The new organizational structure provides at least 200 hours of additional time and support for students, teachers, and school leadership.

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. Support also comes from the administrative union for all turn-around principals.

1.A.iii Evidence of District Readiness for System-Wide Improvement of Priority Schools

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 will develop a foundation of strong leadership for improvement in the instructional core within a context unique to Rochester. District chiefs, directors, principals, and assistant principals are gaining a better understanding of the technical requirements for implementation of the Common Core State Standards through intensive workshops with associated executive coaching. Principals and assistant principals at Priority Schools are receiving additional 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 State's new *Diagnostic Tool for School and District Effectiveness*: 1) district leadership and capacity, 2) school leadership practices and decisions, 3) curriculum development and support, 4) teacher practices and decisions, 5) student social and emotional developmental health, and 6) family and community engagement.

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 last August and October. Follow-up support has been provided by senior research fellows from the Regents Research Fund in regard to the *Diagnostic Tool for School and District Effectiveness*. Additionally, the Office of School Innovation has written a guidance document that will be shared with all principals detailing measurable targets, both quantitative and qualitative, that demonstrates how a school can effectively move across the HEDI rating continuum found on the DTSDE School Comprehensive Rubric for Tenets 2 -4. This work will ensure 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 will be able to better monitor their data and align specific reform efforts to the NYSED evaluation tool.

1.B OPERATIONAL AUTONOMIES

1.B.i. Operational Autonomies for Monroe High School

Monroe HS will have the autonomy to:

- Staff positions outside of the Core Instructional Program that are unique to its transformation plan,
- Select the structure of programming, and
- Select educational partners that are linked to the school's priorities as identified by the DTSDE review.

All RCSD schools are staffed centrally to the District's Core Instructional Program and the standardized schedule that supports the varying needs of all students. Turn-around principals 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 SIG

transformation plan. Each Priority School has defined career pathways that drive their transformation.

A standardized schedule has been created within the Core Instructional Program to support students, but significant flexibility is allowed in its implementation to individualize programs at Monroe HS. All Monroe teachers were provided a survey that allows the Principal and leadership team to review the personal preferences of staff regarding positions and the use of time to support the expansion of the school day. The goal is to provide staff with one of their requested preferences where possible. In addition, staff have been asked to identify courses they feel they would be experts in so that students would have a multitude of high-quality choices within the expanded day that can be linked to specific student needs in three particular areas: academic, social/emotional, and recreational. Teacher schedules will be staggered, and stipends, additional block compensation, and hourly pay will help support this lift for teachers. A course catalog of classes will be available to students and intensive monitoring of outcomes will occur every five weeks.

The standardized schedule was developed to provide better support for students who need remediation and acceleration and to address the District's highly mobile student population and sub-groups who are in accountability status (ELL and SWD). All Turn-Around High Schools in collaboration with the School-based Planning Team will 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. Through the partnership with Generation Schools, Monroe HS will implement the ideal characteristics from their model. Monroe will be adding an additional 240 hours to the school day that are mandatory for all students. The school day will officially have two additional 45-minute periods added. Students will have their school day extended on all days except for Wednesday. During Wednesday's extended time, teachers will have embedded professional development in which they can utilize their PDI and TIF incentives. Lastly, additional hours above and beyond the 240 hours previously stated will be provided to students in the summer for academic camps and Summer Bridge programs that will be provided through Monroe's partnerships with SUNY Geneseo and Monroe Community College. Offerings provided to both staff and students will be specifically linked to the critical areas identified in the DTSDE review including the following: ensuring vision is clearly articulated and rooted in definitive measurable goals, fully implementing the CCLS across all grade levels with fidelity and improving teacher/leader effectiveness by ensuring all understand how to link best practice strategies to individual student needs to ensure every student has an individual learning plan that allows them to be career and college ready upon graduation. How the additional time is used (instructional, socio-emotional, or recreational support, etc.) is also an autonomous decision that will be linked directly to Monroe HS's transformation plan. Each student will have an individual learning plan that will identify what their targeted needs are based on their individual data. Counselors will be the driving force for these plans. This learning plan will indicate what supports are needed, what services are currently in place and achievable goals that will be monitored on a regular basis. The additional periods will be determined by this plan and will link them to the needed supports found in the course catalog to ensure students are receiving adequate services in one of three areas: academic (either enrichment or acceleration), recreational and/or social/emotional support.

Autonomy will also be provided to Monroe HS in the selection of educational programs. Programs 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 NYSED during the 2012-2013 DTSDE review.

Educational partners will be selected by schools 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.

1.B.ii/iii Evidence of School Autonomies and Support

1.C DISTRICT ACCOUNTABILITY AND SUPPORT

1.C.i Senior Leadership Responsible for Coordination of District Turnaround

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. OSI sets high expectations and standards for students. 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 help develop innovative schools, programs, and policies that increase school performance and evaluates progress on work to date.

As of July 1st, the Executive Director of OSI will collaborate with the two School Chiefs (Elementary and Secondary) to provide oversight and support to schools. A Chief of Transformation Schools will be added to help monitor and adjust leading indicators of change within each Priority School. The 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 based on grade level design. 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).

RCSD's Director of Expanded Learning provides additional support to schools as they expand learning time to exceed the Commissioner's requirement of 200 additional student contact hours per year (a minimum of 240 additional hours for each student will be added through the transformation plan described in this application). Generation Schools, a partner in this SIG application, will provide technical support.

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.

An instructional team works with Priority Schools to utilize tools and technology-supported curriculum resources to analyze data and then uses that data to inform instructional practices and necessary professional development. In lieu of the Network Team, RCSD is expanding its Department of Professional Learning. The Career in Teaching Panel is in the process of selecting coaches for all buildings based on rigorous criteria. Once identified the best coaches will be selected for Priority Schools (including Monroe HS) in the areas of ELA and math. These coaches will roll out the CCLS 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 attached.

1.C.ii Providing High Quality Accountability and Support to Monroe High School

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

1. Clarity of Outcomes and Theory of Action: Establishing priorities and strategies; setting measurable goals and outcomes; and aligning goals, strategies and activities.
2. Alignment of Resources (people, time, technology and money): Ensuring all resources are in direct alignment with the priorities of the school, establishing clear roles and responsibilities, ensuring the quality of data used, and managing the routines for data collection and analysis.
3. Collection and Analysis of Data: Ensuring the quality of the data and creating routines for collecting and analyzing data.
4. Assessment of Practices and Outcomes: Establishing processes to monitor practices and provide quality feedback and ensuring data are used in the decision making process for all implementation activities.
5. Accountability for Results: Continuing or ending practices based on the outcome of data, linking rewards and consequences to performance, and engaging stakeholders and communicating results.

The OSI Director will be aided by the School Chief, Deputy Superintendent of Administration, Deputy Superintendent of Teaching and Learning, Chief of Transformation Schools, Principal, Director of Expanded Learning, and all SIG partners to guarantee there is agreement in the elements of the SIG plan and a structured timeline is in place. Scheduled meetings will be in place to monitor the Performance Management Plan.

A change has been made to better serve the turnaround efforts for this transformation model, and an experienced principal from the District's highest performing high school is a new School Chief who has been assigned to support Monroe High School. The OSI Executive Director has worked with Monroe's new School Chief to ensure full understanding of the requirements of the transformation model and SIG plan so that the principal is evaluated effectively on performance targets associated with SIG implementation. The new chief has been a lead partner in assisting with the writing of this grant and fully understands the needs of Monroe. In addition, an Executive Coach has been provided to the Monroe principal because of

the school's Priority status. The coach will assist in the monitoring and implementation of the SIG plan and will be included in the regularly scheduled meetings.

The Director of Expanded Learning will support Monroe HS build an expanded learning program that meets criteria set by RCSD, NYSED, and Generation Schools' 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. Overall, she will ensure time is invested and trade-offs are made, in accordance with a clear set of priorities.

To guarantee success of Monroe's transformational plan, the District will hire an Outside Educational Expert (West Ed) who will provide the needed technical assistance and assist with building the school's capacity for dramatic change. West Ed will assist in the evaluation process of the school and the partnerships, ensuring that the partners are effective and that the school is making progress based on the *Diagnostic Tool for School and District Effectiveness*.

1.C.iii Timeframe and Person Responsible for Turnaround Support at this Priority School

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 Transformation Schools; Deputies; Director of Expanded Learning; Principal; SIG Partners
Fiscal Performance Review	Quarterly	OSI Executive Director; Senior Budget Analyst
School Visits	Weekly	School Chief; Chief of Transformation Schools
School-Based Planning Team	Monthly	Principal
Coaching Support	Bi-Weekly	Executive Coach
Coaching Support	Monthly	SUPES Coach
Integrated Intervention Team (IIT) Visit	Spring 2013	NYS IIT
IIT Visit	End of Years 1, 2, and 3	RCSD IIT
Outside Educational Expert	Monthly	Principal; Outside Educational Expert (WEST ED)
Town Meetings	Monthly	Principal
Coaches	Daily	ELA and Math Coaches

Leading indicators provide early evidence whether or not a school is on track. Once identified, they need to be monitored for impeding success and failures. Then, the school with the support of the district has to 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. Evaluation is critical to the field of school turnaround, so as the team meets to create a performance management plan, they will ensure the following occur:

- Work with SIG partners; utilize the DTSDE final report, the School Report Card and SIG application to clearly articulate the desired goals and outcomes of Monroe High School.
- Jointly select the indicators to measure goals.
- Set benchmarks for each indicator.
- Collect all needed data.
- Establish concrete timelines when data will be analyzed and interpreted.
- Take action.

(Source: 2010 Mass Insight Education)

From the onset of the transformation plan development, the teams at Monroe HS have been collaboratively working to determine what Common Core Implementation looks like, its link to teacher leader effectiveness, and how to use time differently to increase student achievement. Because there is not a pre-implementation period, Summer 2013 will be used to finalize all schedules and ensure the course catalog is fully developed and appropriate inputs and activities are in place. All baseline data will be captured during the intensive Performance Management Planning process. Additional student data will be seized during the first year from an assessment tool called ACCUPLACER supplied by Monroe Community College, that will provide additional pre- and post- data on college readiness for all students in grades 9-12 and enhance their individual learning plans. Upon full implementation, school, District leadership, and the School-based Planning Team in collaboration with the Executive Committee, will track the identified leading and corresponding lagging indicators (i.e. hours of effective professional development as it correlates with teacher quality and effectiveness) and monitor implementation of all efforts and support the need to make mid-stream course corrections. As project implementation continues, the school will track lagging indicators, focus on gains in student achievement, closely monitor the sustainability of the implementation and define the efficacy of the reform strategy used for Monroe High School. Overall, leading indicators should correlate with long-term goals and application of mid-course interventions should be applicable when looking at both leading and lagging indicators.

1.D TEACHER AND LEADER PIPELINE

1.D.i Recruitment Goals and Strategies to Ensure Equal Access to High-Quality Educators

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. The benefit to the educational system to have teachers with multiple certifications is even more evident. RCSD is faced each year 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 SIG 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* 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. Since policy implementation, 80% (n=207) educational appointments had the preferred urban experience. In addition, a city residence initiative will be implemented in July 2013. This financial initiative will be used for employees to pay closing costs and/or a down-payment on a city home.

RCSD will continue to provide the Master's Degree Reimbursement Program as required for 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 those seeking additional certification in shortage areas. The District will publicize these benefits to attract experienced, qualified teachers for high need areas. Reimbursement for tuition is an incentive that encourages teachers to obtain multiple certifications, especially in high needs areas.

Oracle's eRecruit talent management module will support active management of the talent lifecycle, including planning, recruiting, candidate screening, hiring, and new employee on-boarding. Most data will be populated from information gathered during the recruitment process. eRecruit will be fully integrated with the core Human Capital system of record and allow HCI to track recruitment efforts. Data will be available to track recruitment trends such as which institutions of higher education provide the most highly qualified candidates and if teacher and administrative retention correlates with degree preparation sites. Information will be used 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 are given the same opportunity for individual mentoring through CIAS. CIAS is a collaboration with the Association for Supervisors and Administrators which 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 recent NYSED's *Strengthening Teacher and Leader Effectiveness* (STLE) Grant will provide support for recruitment and teacher credentialing in shortage areas, development of a comprehensive coaching program, and enhancements to professional learning opportunities. Extra compensation will be 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.

1.D.ii District Policies That Will Support the Required Changes

The Department of Human Capital Initiatives will be placing advertisements to recruit for all teacher tenure areas in or around late February 2013 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 recently 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 will be posted and will undergo a full recruitment process prior to selection of an applicant. Previously, the District allowed building and department supervisors to select candidates without undergoing a search or interviewing candidates. While supervisors selected individuals with whom they had work experience, this method of candidate selection could inadvertently preclude identifying high quality candidates.

Beginning in the 2013-2014 school year, RCSD will implement a centralized master scheduling process. This change will allow for the creation of consistent and compatible schedules throughout the District. These schedules will in turn reduce the number of part-time and itinerant positions and increase the attractiveness of employment by the District. Students' instructional needs will drive the master schedule, which will determine staffing levels and hiring needs. In the past, budgetary formulas that did not consider the needs of children drove staffing decisions. 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.

1.D.iii District-Wide Training To Build Leadership Capacity for Leading Change

History and Past Funding. In efforts to promote leadership capacity for school leaders; RCSD has taken 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 RLA was coordinated jointly between RCSD and St. John Fisher College. 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 had a five-member leadership team with one member being a Central Office employee serving as a liaison, another an Executive Coach assigned for a two year term and the other three 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 would have been impacted, 54 school leaders and 18 district office personnel. Records indicate the program was discontinued after Year Two. It was funded by local funds from July 2008 through June 2011.

Current. RCSD has embarked on a partnership with the SUPES Academy to leverage their experience in implementing capacity building plans and facilitating job-embedded professional development at the District- and school-level to provide RCSD with a solution that will reduce the burden of strategic implementation of the Regents Reform Agenda by only a handful of key RCSD administrators. The SUPES Academy is RCSD's partner organization to help operationalize the Regent Reform Agenda and will support 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.

All strands should be visible in action upon Diagnostic Tool for School and District Effectiveness (DTSDE) school visits. This approach will facilitate capacity-building across the District, from school-based leadership teams all the way up to the Superintendent's cabinet. The SUPES Academy will lead a customized, case-based, and experiential learning program in combination with consistent, intersession support from highly qualified coaches, identified strategically for different levels of the organization, provides the greatest opportunity for success in realizing increases in student achievement. A shared learning environment will be created whereby additional RCSD leaders can gain a better understanding of the Reform Agenda and help guide its implementation.

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

History and Past Funding. In efforts to promote teacher capacity to be effective in low-achieving schools includes Data Team and Decision Making for Results (DMR) training for school teams. This 12 hour (2 full day) training provided school teams with protocols and strategic questioning techniques to guide their work of using data to drive their collective decision making. The Math and Science Partnership Grant (MSP) has provided over 200 K-12 teachers with content and pedagogical training in the area of Mathematics. The Teaching

American History (TAH) Grant has provided over 400 K-12 teachers with content and pedagogical training in the area of American History.

Current. RCSD is embarking on training all certified ELA and Math teachers in grades 7-12 on Ramp Up Literacy and onRamp to Algebra. This training is in response to the need for an intensive approach to improving classroom practice through proven instructional routines and support materials designed to increase literacy and math scores as expressed as a District priority. America's Choice instructional design, onRamp to Algebra is based on its Ramp-Up to Algebra program, and is designed to accelerate the learning of students needing the intensive support. These programs are designed to accelerate the learning of students who enter high school two to three years behind their peers. Ramp-Up to Literacy and onRamp to Algebra:

- Include everything RCSD teachers need to succeed: lesson plans, classroom activities, homework assignments, powerful assessment tools, and more
- Provide novice and veteran RCSD teachers with high-quality professional development, support, and guidance with classroom teaching.

ELL researchers participated fully in the course design, making Ramp-Up to Literacy and onRamp to Algebra highly responsive to ELLs' needs. The flexible curriculum and instructional materials can be easily adapted for students with special needs as well. At the core of Ramp-Up to Literacy and onRamp to Algebra is strong professional development for teachers combined with a rich array of instructional materials for teachers and students.

RCSD has streamlined all instructional professional learning to support District Capacity, Implementation of Common Core State Standards (CCSS) in English-Language Arts (ELA), Implementation of CCSS in Mathematics, and Data-Driven Instruction (DDI)/Inquiry. This approach aligns to the current practices to build capacity of District Leaders. Further, a comprehensive approach to developing teacher instructional leaders through the use of district based coaches has been initiated to begin in the Fall of 2013.

1.D.v District-Offered Training Events

A chart of District-offered training events is included.

1.E. EXTERNAL PARTNER RECRUITMENT, SCREENING, AND MATCHING

1.E.i Mechanisms for Partner Selection and Evaluation

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.

1.E.ii Processes to Ensure Access to Effective and Timely Partner Support

RCSD uses Request for Information and Request for Proposal processes to recruit successful turnaround partners and support resources. Once partners are identified, the Legal Department has implemented a procedure to initiate the contract process in anticipation of a hopeful grant award. This process was communicated to all staff members responsible for grant management, and training sessions have been held. RCSD's Executive Director of School Innovation and the school principal will work together to ensure that the partner selection for SIG grants aligns with school programming and initiate the Memorandum of Understanding process in order to have access to partner support by September 1, 2013.

The earlier application and notification dates of this SIG competition will support RCSD's timely completion of the procurement process.

1.E.iii Roles of the District and Principal in Partner Selection and Evaluation

The District and school principal use information from DTSDE self-assessments to identify school partnerships. Prior to picking a partner, a comprehensive analysis determines both the District and specific school needs. RCSD is fully committed to implementing NYSED's Regents Reform Agenda. This has helped streamline the District's priorities and look at effective partnerships that can assist with the execution of this initiative. At the school level, a Diagnostic Tool review or previous JIT, ESCA or SQR will identify the needs of a particular building and highlight statements of practice that need targeted interventions. After consideration of the review and/or needed interventions, characteristics of collaborative partnerships emerge.

Using the Request for Proposal process, RCSD seeks out collaborative partnerships that have a strong structure for organizing, planning, and implementing shared ideas. A key part of any partnership focuses strongly on the mechanism for designing comprehensive strategies.

The process of building a collaborative partnership is multidimensional and involves:

- Recognizing opportunities for change;
- Mobilizing people and resources to create changes;
- Developing a vision of long-term change;
- Seeking support and involvement from diverse and non-traditional partners;
- Building trust among collaborators; and
- Developing learning opportunities for partners.

Although this effort takes time and requires careful attention, it is essential to creating strong, viable partnerships that produce lasting change. The District is committed through a detailed contract process to confirm the partnerships chosen will be ready at the time of the grant release.

Once selected, a great deal of effort is exhausted in evaluating the partner. The Grant Monitor (the Executive Director of School Innovation for Monroe HS’s proposed SIG grant) will work directly with the partner to hold each partner accountable for following through with the Memorandum of Understanding and ensuring deliverables were completed in a timely manner. In addition, the selected partners and the District will meet every five weeks to look at the performance targets set and monitor and adjust based on the outcomes, and the Outside Educational Expert will monitor partner effectiveness.

1.F. ENROLLMENT AND RETENTION POLICES, PRACTICES, AND STRATEGIES

1.F.i Comparison of Enrollment of Students In Need

Monroe HS serves 1,109 students and is one of six RCSD secondary schools that serve students in grades 7-12. Nearly one-third (29%) of Monroe students are ELLs, compared to the District-wide average of 11%. Monroe HS offers a bilingual program for students arriving from Spanish-speaking countries, the only such program supporting grades 7-12. Because of Monroe’s focus on serving Spanish speaking students, Monroe HS enrolls 56% of the District’s bilingual enrollment. Monroe HS’s current transitional bilingual program in Spanish and English will be modified in the proposed SIG project to better support all students, regardless of first language, through a full immersion language program. Both native English-speakers and native Spanish-speakers will become bilingual through diverse linguistic experiences, and speakers of other languages will become trilingual.

Twenty-two percent (22%) of Monroe’s students are Students With Disabilities (SWD); 17% of all RCSD students are classified as SWD District-wide.

Student achievement data for Monroe HS 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	
	Monroe HS	RCSD	Monroe HS	RCSD	Monroe HS	RCSD
Graduation Rate	37%	50%	11%	24%	19%	31%
Grade 8 ELA	9%	18%	0%	2%	2%	2%
Grade 8 Math	28%	21%	2%	5%	12%	10%
Secondary-Level ELA	41%	66%	15%	17%	16%	25%
Secondary-Level Math	36%	58%	8%	13%	21%	38%

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

1.F.ii District Policies to Ensure Students In Need have Access to Quality Programs

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

In late December of each year, the District mails application booklets to families of students in sixth and eighth grade. This booklet describes each secondary school, including the

school's unique features. A Secondary School Expo is hosted by the District in early January, and school staff are present to provide families with general information and answer questions. Families must submit an application form that identifies the student's top three school choices by January 31st. Student placement is completed using a computerized lottery system. Students are placed in their first choice school whenever possible.

A similar process is used to place kindergarten students. 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."

In regard to placement, a student with a disability will be provided with appropriate special education in accordance with Individual Educational Plan (IEP). Students with disabilities will have equal access to all aspects of the RCSD curriculum. The services, supports, and modifications must be designed, implemented, and progress monitored to ensure maximum educational benefit.

In regard to the placement of ELL students, new provisions have been put into place for 2013-2014 to address the buildings that are disproportionate or serve highly mobile populations. The District is creating a standardized schedule with built-in supports for all students. For Special Education or ELL students who are not proficient, the schedule will allow for flexible periods that permit double blocks of ELA and math if students require ramp-up protocols.

1.F.iii Strategies to Ensure Priority Schools Do Not Receive More Students In Need

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.

Monroe is disproportionate in ELL population due to the lack of programming throughout the District and the need for teachers who are dually skilled with bilingual certification. RCSD's STLE grant focuses on recruitment in this shortage area and the development of an in-District bilingual extension program. As the District acquires more highly qualified teachers in this area, programs will expand. In the meantime, District resources are centralized and RCSD is putting protocols in place to address the sub-groups that remain in accountability status. In addition, Monroe has always been a feeder pattern for elementary schools that have bilingual programs, and services needed for ELL students are linked to Monroe.

1.G. DISTRICT-LEVEL LABOR AND MANAGEMENT CONSULTATION AND COLLABORATION

1.G.i Steps to Develop the District- and School-Level Implementation Plans

The process of informing the Monroe staff of their status began on March 14, 2012. In trying to be proactive versus reactive, the Superintendent went to the school to share notification of Monroe's preliminary "Persistently Lowest Achieving" (PLA) status. The Superintendent announced that once officially designated, the school would be seeking SIG dollars under one of

the four models. A decision was made between the Rochester Teachers Association and the District to move forward with the Transformation Model. An announcement was made that as of July 1st, 2012, the current Principal Coretta Bridges would be replaced by Armando Ramirez. On March 26, 2012, the Executive Director of School Innovation briefed Monroe's School Based Planning Team on the elements found within the transformational model and provided templates to the school staff requesting feedback in four areas: 1) Parent and Community Engagement, 2) Infusion of the Arts, 3) Community Service Wrap-Around Model, and 4) Bilingual Programming.

The staff began the planning process anticipating a SIG release; however, with the new designation of our district as a Focus District and Monroe being named as a Priority School, SIG was not released until the following year. Immediately upon the school year opening, the Executive Director of School Innovation addressed the Monroe HS School-Based Planning Team again, discussing how the work they have done around brainstorming the needed characteristics of the transformation model should be seen in the School Comprehensive Education Plan and linked with the Diagnostic Tool for School and District Effectiveness.

The principal held SBPT meetings and has worked collaboratively with his School Chief, Office of School Innovation and Deputy Superintendent to keep them apprised of the application for SIG funding being released. Much work was done on an application for SIG4, however, after viewing P-Tech and writing an application, it was determined that all parties were not on board and we restarted the process to ensure full collaboration by all units.

In order to do this, a Priority School Executive Committee was established to discuss grant status, address implementation issues and keep all bargaining units apprised of progress. A kick off meeting occurred the week of March 11th that established the direction of the grant and identified sub-committees for staff and community input. As subcommittees were formed, district leadership worked with the partnering organizations (SUNY Geneseo, Monroe Community College and Generation Schools) to see if they were in alignment with our vision. In addition, presentations were provided to the Parent Advisory Council and the Bi-Lingual Council seeking community input. Lastly, the sub-committees provided the district staff all of their input and much of that was utilized in the grant application. Two final presentations were given to staff and the RTA outlining key elements of what would be included in the grant and a final draft was also presented to all stakeholders for review.

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

1.G.ii Consultation and Collaboration Form

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

II. SCHOOL-LEVEL PLAN - TRANSFORMATION MODEL

2.A. SCHOOL OVERVIEW

2.A.i Vision, Mission, and Goals of SIG Plan

**MONROE HIGH SCHOOL WORLD ACADEMY:
WHERE LANGUAGE AND CULTURE**

LIBERATE STUDENTS TO INFINITE POSSIBILITIES!

(Vision of Monroe HS transformational plan)

James Monroe High School will celebrate the culturally diverse and multi-lingual heritage of its student population as it transforms into the new Monroe High School World Academy. Language and a strong liberal arts foundation will help students become career and college ready so that they will be economically independent adults who are immersed in their community and civic life during their school career and following graduation.

The mission of the Monroe HS World Academy is to prepare students for post-secondary success by creating “world ambassadors” who are immersed in culture and linguistic experiences. These experiences will allow ALL students to build their skills, be supported at every level, and incorporate multiple opportunities and choices to shape their own pathway to post-secondary success.

The three goals for the new Monroe HS World Academy are:

GOAL 1 - Expanded Learning

Students at the Monroe HS World Academy will receive 240 additional hours of instruction each year through an expanded school day;
(additional instruction time will be available through summer programming).

GOAL 2 - Language Immersion

All students in grades 7-12, regardless of their first language or educational level, will be fully immersed in dual language instruction that is delivered in every classroom.

GOAL 3 - College Readiness and Access

Differentiated programs and services will provide multiple pathways to close academic achievement gaps and establish well-defined college and career pathways for each student.

2.A.ii Research-Based Design Elements and Strategies of Plan Implementation

The key design components of the transformation plan for the Monroe HS World Academy are expanded learning, full language immersion, and experiences that will help Monroe students become college- and career-ready upon the graduation. RCSD will work with project partners (Monroe Community College, SUNY Geneseo, West Ed and Generation Schools) and other service providers to deliver a comprehensive educational program that individualizes opportunities for all students based on their academic and language needs.

Expanded Learning Time. All students at the Monroe HS World Academy will receive a minimum of 240 hours of additional instruction each school year. The school day will be expanded by two 45-minute periods four days each week and student attendance in all 10 periods of the school day will be mandatory. On Wednesdays, students will not have their day extended. This time will be used for teachers to have 90 minutes of built-in, differentiated professional development. SUNY Geneseo will be a lead partner in the delivery of these services, and a professional learning plan will also support full implementation of the Regents Reform Agenda. Using time differently and expanding student contact time will help facilitate the implementation of the Common Core State Standards and Rochester’s Core Instructional Program. Additional instruction time will improve student outcomes across all subjects, broaden enrichment

opportunities, and improve instruction by adding more planning and professional development time for teachers.

RCSD's vision behind expanding learning time is to reshape the school day and school calendar to provide all students with a well-rounded education that prepares them for full engagement and participation in the economic and civic life of a 21st century global society. Generation Schools will be one of Monroe World Academy's partners and will provide expertise in expanding the school day. The Generation Schools Network was launched formally in 2005, and the model is the result of more than a decade of extensive research, development, and evaluation. Their early work included substantial testing of alternative scheduling, staffing, and instructional technology strategies in a variety of New York City schools.

The Generation Schools Network and RCSD believe that teacher effectiveness is a leading indicator of student achievement. To increase teacher effectiveness, Generation Schools will address the organizational impediments that overwhelm many potentially good teachers, especially in high-need schools such as the Monroe HS World Academy, so that they can provide well-prepared, engaging, and effective instruction to every student every day. Generation Schools will provide essential support and the needed technical assistance to the Monroe HS World Academy as it shifts from long-established and deeply internalized practices to new operational models. The Generation Schools Network will help Monroe HS World Academy to:

- Expand learning time by a minimum of 240 hours;
- Reduce class size in core foundation courses;
- Reduce the total teacher load;
- Increase professional development and provide common planning time daily for all teachers;
- Enhance the capacity of teachers to collect, analyze, and respond continuously to data; and
- Leverage current and emerging instructional technologies in the classroom.

The Office of School Innovation will provide funding, if available, for Summer 2013 implementation for all action plan activities to ensure the plan is ready for execution September 1 2013.

Language Immersion. Comprehensive language immersion will be a central pillar of the Monroe HS World Academy's program. Students will develop high levels of proficiency in both their first and second languages. Using diverse instructional strategies, students will master academic content in both languages while they develop language and literacy skills. Using multi-language conversation, they will acquire an appreciation of the many cultures that are represented at the Monroe HS World Academy. It is the intent that all students, regardless of their first language, will become bilingual in English and Spanish by the time they graduate. Three educational paths will meet the needs of Monroe's English Language Learners who are at different levels of language progression.

The new Monroe bilingual program will not focus on remediation but will provide enrichment to both monolingual English and monolingual Spanish students as all learn together to become bilingual. Dual language instruction will occur in core subject classes using a full immersion model that includes both special education students and students who require English

for Speakers of Other Languages (ESOL) support. A variety of instructional methods will be used (sheltered instruction, humanities model, and world language approach); these are described in detail in Section 2.H.ii, *Educational Plan/Instruction*.

College and Career Readiness. RCSD is restructuring its instructional programs and academic supports across the middle grades and high schools to provide all students with access to high-quality and consistent core instruction and research-based intervention supports. To facilitate the use of the additional time each day, the District is supporting focused intervention strategies designed to accelerate the acquisition and mastery of ELA and math skills.

Ramp-up protocols will be infused for students in grades 7-9 in both ELA and math. All students who need support will be scheduled for 90 minutes of both so that remediation and acceleration can occur simultaneously. The execution of this through Rochester's Core Instructional Program is at the forefront of this grant. RCSD's Core Instructional Program (copy attached) is built around research-based practices and the Regents Reform Agenda. NYS's P-12 Common Core Learning Standards are internationally-benchmarked and evidence-based standards. These standards serve as a consistent set of expectations for what students should learn and be able to do, so that we can ensure that every student is on track for college and career readiness.

Programs at the new Monroe HS World Academy will be organized into three, sequential, grade-level programs to build college and career readiness:

- Foundation (grades 7-8),
- Preparation (grades 9-10), and
- Participation (grades 11-12).

Three partnering institutions of higher education will assist with project planning and delivery: Monroe Community College (MCC) and the State University of New York at Geneseo (SUNY Geneseo). A continuum of services will be provided to ensure students receive the instruction and supports they need as determined by their own individual progress. West Ed will aid in strengthening leadership capacity through transformation coaching.

The **Foundation Program** will prepare students to enter ninth grade with the ELA and math skills needed for successful completion of high school, and ultimately dual-enrollment college courses. The language immersion model will be used and all students, including ELL and SWD, will participate in remediation and acceleration activities in ELA and math. SUNY Geneseo will be the project partner to help deliver targeted support. At the end of eighth grade, all students will take CollegeBoard's ACCUPLACER exams in reading, writing, and math to identify their areas of strength and opportunities for improvement as they begin the ninth and tenth grade Preparation Program, looking toward the ultimate goal of demonstrated readiness for college and/or career.

The following initiatives are part of the Foundation Program:

- Ramp-up protocols in ELA and math
- Read 180
- Saturday school program (Year 1 only)
- Student teacher residency program
- TeenBiz
- Summer and break camp programs
- NWEA
- Language immersion

Monroe teachers will use *ramp-up protocols* during the instructional school day in both ELA and math to ensure a level of readiness for all students who need the support. In addition, an extension of the school day will allow students to immerse themselves in the instructional shifts in math and ELA at a higher frequency by teachers who are undergoing intense professional development in these key areas.

In math students will:

- Build understanding of core concepts necessary for success in algebra and geometry, stressing depth over breadth in keeping with the Common Core State Standards (CCSS),
- Provide explicit instruction in problem-solving and math skills,
- Increase proficiency in the CCSS mathematical practices,
- Use data to differentiate instruction and evaluate student growth,
- Administer assessments and generate reports with ARO, an Internet-based system
- Implement a workshop model that encourages active learning and helps students develop the work habits of motivated, productive learners
- Conduct conferences and math groups to meet individual students' needs

In ELA, the ramp-up protocol being put in place essentially encompasses the highlights above; however, it is also very appealing to the ELL population at Monroe for several reasons because it focuses on the following:

- Motivation - This program is designed to increase motivation amongst ELL populations by utilizing background knowledge, language and culture to shape instruction in order to help students understand and connect with the ideas, concept and language.
- Explicit Instruction and Modeling - Studies have shown that authentic comprehensive instruction and scaffolding are necessary components for second language learners.
- Vocabulary Instruction - Allows students to bridge the gap and assists with creating the needed knowledge base to draw from when trying to attach meaning to new words.
- Authentic Reading and Writing Populations - It allows ELL's to use words and express own ideas in ways that are meaningful and relevant to them.
- Differentiate Monitoring & Instruction - Allows for a program that attends to differentiation and provides individualized instruction to meet the needs of every learner.

As teachers become versed in these protocols through an intense training program offered by the district, teacher leader effectiveness and capacity will grow and high quality instruction will occur not only during the day but within the expanded school year

TeenBiz3000 will be used to increase both English and Spanish literacy skills of students in grades 7-8. The online program includes a searchable database of more than 5,000 articles and is individualized for each student's performance level in each language. TeenBiz is a research-proven, differentiated literacy accelerant that improves reading comprehension, fluency, writing proficiency, and vocabulary development. The online activities are aligned to the Common Core and help students prepare for college and career.

The Monroe HS World Academy will use **Read 180** to improve the reading levels of struggling readers. Data has shown that Read 180's blended instructional model results in significant improvements in reading ability after one to two years of participation.

SUNY Geneseo will provide enrichment **summer and break camps** for Monroe's seventh and eighth grade students. These inquiry-based, hands-on thematic camps will be grounded in the pop-culture. Bilingual graphic novels will be featured in a six-week summer enrichment camp, and a one-week spring break camp will feature one bilingual comic. The multimodal nature of the graphic novel (words and pictures in combination) engender a rich and textured meaning beyond what the two modes would do separately to support ELLs and students with limited English proficiency. These novels will help bridge the reading gap by way of image and visual metaphor.

Northwest Evaluation Association (NWEA) assessment data measure students' academic ability in each subject area (ELA, science, and math) and are used to measure the growth score for the NYS Growth subcomponent of the APPR.

A **student teacher residency program** will provide SUNY Geneseo teacher candidates with the opportunity to participate in a year-long apprenticeship at the Monroe HS World Academy. The residency program will inverse the traditional teacher preparation model and place higher emphasis on experiential learning. Teacher candidates will gain a better understanding of the teachers' roles and therefore be able to provide more support in the classroom. This support may be in the form of small group or individual learning for students, engaging in instructional planning with their mentor, analyzing student achievement data, maintaining in-class observations logs, creating relevant assessments, and supporting mentors in large-group instruction. This initiative will span grades 7-12.

Activities in **the Preparation Program** will continue to develop the language and academic skills of students in grades 9-10. Monolingual students, regardless of their native language, will become bilingual (or tri-lingual) at a minimum conversationalist/understanding level. Language immersion will continue in all content area classes and expanded learning programs. Students will take the ACCUPLACER exam at the end of eighth grade and twice each year thereafter to track their progress toward college readiness. Based on data from the ACCUPLACER exam and NYS assessments, students will enroll in courses to advance them toward high school graduation and college. Monroe Community College's (MCC) differentiated series of college programs will support students as they continue their journey at their own personalized level.

Activities in the ninth and tenth grade Preparation Program will include:

- College Orientation Seminar
- Studios and intensive courses
- MCC dual-enrollment courses
- Developmental Modules
- e-Learning
- Language immersion

Monroe students who enter ninth grade with literacy and math skills that are on track for college will participate in a **College Orientation Seminar**. This course, offered in either a traditional face-to-face or online format, will provide students with opportunities to engage in experiential learning, in-service learning engagement, and college visits.

MCC's **developmental modules** are a contextualized path that addresses specific academic needs in ELA and math as determined by ACCUPLACER data. These courses can be delivered face-to-face, online, in blended delivery, or at MCC's downtown campus.

Students whose ACCUPLACER score indicates they are college-ready, will be able to take MCC **dual-enrollment courses** (see description in the following section).

By 11th grade, all students should have achieved a mastery level of conversation and understanding in both Spanish and English. What about students that transfer into the school? Again how will this impact APPR? After four years in the Monroe program, most students will be prepared to enroll in dual enrollment courses in the final **College and Career Preparation Program**. Those students who are not will continue to be supported through the developmental pathway, and college readiness services delivered by MCC will be intensified.

In the Participation Program, students will have access to:

- Dual enrollment courses
- Student and family college services
- Career mentoring
- Language immersion

MCC's College Success Academy will offer **dual enrollment courses**, allowing Monroe students to earn college credit that can be applied toward MCC's general education program or general education programs at other colleges and universities. These Liberal Arts courses will include College Composition (ENG 101), college-level math (MTH 150, MTH 165), and gateway courses in the social sciences, natural sciences, humanities, Spanish language and literature, and the arts. For students not ready for dual enrollment courses, they will continue to be supported by MCC's programs described in the Preparation Program.

MCC and RCSD will work together to identify the role of bilingual pedagogies in dual enrollment courses. MCC will work with Monroe leadership and the School-based Planning Team in building specific college and career pathways that need a bilingual workforce such as in allied health services. As the partnership develops, other specific student pathways will be identified in STEM and CTE. These pathways will be highlighted in additional summer courses and opportunities.

MCC's college support will also include **student and family services**. These offerings will include such topics as academic advising, student support services, financial advising, literacy workshops, and college orientation programs. MCC will also provide college recruitment support that will help all students be FAFSA-ready and understand the application and financial aid processes.

Professional Learning. There will be both vertical and horizontal teaming at the Monroe HS World Academy, with embedded professional learning opportunities for teachers.

Throughout the school year, teachers will participate and in professional development to strengthen their instructional skills. Teachers will improve their ability to:

- Create transparent targeted plans for students aligned to the shifts that are developed and informed by individual student data;
- Employ instructional practices and strategies that are in alignment with the Common Core modules and support students with disabilities and the linguistic needs of all students;
- Create short- and long-term goals based on data with learning trajectories for groups of students based on identified and timely needs that lead to student involvement in their own learning;
- Use explicit and systematic instructional practices, based on lesson plans tied to CCLS and curriculum maps;
- Differentiate instruction based on data and the use of multiple strategies to address specific students; and
- Create an environment that acknowledges a diverse group of students and provides access to deep levels of thinking and questioning thought the use of instructional materials that contain high levels of text and content complexity.
- Use content and language objectives/standards together.

The District has demonstrated its commitment to professional learning by training a cadre of approximately 150 teachers and administrators in the ELA and math curriculum and assessments that are designed on the Common Core for grades Prek-5. RCSD is committed to the same level of support for the roll-out of CCLS for grades 6 – 12. These efforts are the beginnings of a massive instructional turnaround effort in the District to transform instructional practice and align it with the rigor of the Common Core.

SUNY Geneseo will provide professional learning opportunities to Monroe staff using a variety of methods. Web-based support with data-driven-decision making will provide teachers and school leaders with assistance in drilling down to the level of the learning objective to be able to make instructional decisions. Generally, teachers and principals find support in the actual use of the data to be more effective than workshops in using Data-Driven Decision Making (Marsh, Pane, and Hamilton, 2006).

SUNY Geneseo will also deliver course-based professional development during the academic year via graduate credit coursework on-site. Courses will include ESOL, special education, data-based decision-making, and literacy intervention. All courses would emphasize differentiation and research-based instructional practices that address all students.

Teachers of ELL, LEP, and special education students will also participate in long-term, high quality, reform-based professional learning provided by SUNY Geneseo.

In Year 2, cutting-edge, “Whisper Chat” technology will be set up in a classroom lab to provide support for interested teachers. A SUNY Geneseo faculty member will provide real-time feedback and coaching. Studies have shown that teachers who receive immediate, consistent, and formative feedback from mentors feel supported and manage their classrooms more effectively (Colvin, Flannery, Sugai, and Monegan, 2009; Rock, Gregg, Thead, Acker,

Gable, and Zigmond, 2009; Scheeler, McAfee, Ruhl, and Lee, 2006). These types of feelings of competence are linked to teacher retention (Scheeler, Ruhl, and McAfee, 2004).

Facilities Modernization. Through RCSD's Facilities Modernization Plan (FMP), the District will improve the physical infrastructure of Monroe HS (built in 1921). Capital improvements will be made that will support the achievement of Monroe's transformational goals. Updated facilities will support rigor and relevance of instruction. Other spaces will be created to enhance areas such as music, art, and community engagement capacity. This school modernization plan will enhance all student experiences and provide a state-of-the-art campus that allows for enrichment not only during the day, but within the expanded learning time.

2.B. ASSESSING THE NEEDS OF THE SCHOOL SYSTEMS, STRUCTURES, POLICIES, AND STUDENTS

2.B.i School-Level Baseline Data and Target-Setting Chart

The School-Level Baseline Data and Target-Setting Chart is attached.

2.B.ii Student Population Served

Monroe HS serves 1,109 students in grades 7-12. Three out of every ten Monroe students (29%) is classified as an English Language Learner. These students represent all levels of the language acquisition continuum: newcomers (less than a year of English Language instruction), beginning, intermediate, and advanced English language proficiency, as well as SIFE (Students with Interrupted Formal Education). Nearly one quarter (22%) of the school population are classified as Students With Disabilities. Monroe HS's poverty level is 88%, slightly greater than the District average.

Table 2 in Section 1.F.i summarizes student achievement data from the 2010-2011 NYS School Report Card. In 2011-2012, only 4% of Monroe seventh graders and 12% of eighth graders scored a Level 3/4 on the NYS English Language Arts assessment. ELA scores have declined steadily since 2009 at grade 7. Grade 8 showed a 4% improvement in 2012 after a steady decline since 2009. In Math, 17% of seventh graders and 35% of eighth graders scored at Levels 3/4. In Math 7 and 8, students show both improvement and regression since 2009, improving in Grade 8 and regressing in Grade 7.

District wide, there are large numbers of over-age, under-credited students. In the 2008 Cohort, 12% of cohort students (n=249) had fewer than five (5) credits as of Fall 2011. Approximately 90% of the parents of incoming RCSD pre-kindergartners did not attend college, and 43% of parents did not complete high school. More than one-quarter (27%) of incoming RCSD pre-kindergartners have experienced the death of a close family member, and 16% have a parent who has been incarcerated.

2.B.iii Systemic School Review to Determine Existing Capacity, Strengths, and Needs

The most recent Joint Intervention Team (JIT) Review was conducted at Monroe HS in April 2011, prior to the assignment of the current school principal (Mr. Armando Ramirez was

appointed as Monroe's new principal in 2012). In March 2013, RCSD completed a school review at Monroe HS using the *Diagnostic Tool for School and District Effectiveness* (DTSDE). Highlights of the key findings of the JIT Review and DTSDE are summarized in the next section. Additional information provided in the summary below comes from school walk-throughs and principal meetings conducted by RCSD's Network Team between September 2012 and January 2013.

2.B.iv Results of the Systemic School Review

A review of Monroe HS using the *Diagnostic Tool for School and District Effectiveness* reported the following:

- Curriculum programs did not foster rigorous and engaging instruction, and there was insufficient application of higher order thinking skills.
- There was little variety of instructional strategies, and much of the instruction was teacher-directed.
- Few examples of differentiated instruction were observed in classrooms.
- There was little evidence that data was used to differentiate instruction in order to bring about urgent improvement in student performance.

Highlights of the 2011 JIT review findings include:

- Specific NYS performance indicators are not addressed in lesson plans and essential questions.
- Lesson plans tend to focus on completion of activities rather than major understandings and skill development
- Expectations for instructional rigor are inconsistent.
- There are insufficient levels of implementation of essential elements of teaching and learning and an instructional model (Sheltered Instructional Observation Protocol) to impact student achievement.
- There is minimal evidence of best practices to support all students, especially SWD and ELLs.
- The rigor of what is taught does not equal the rigor of NYS assessments.
- The opportunity to use English as a Second Language and special education classes to prepare students for academic success and content mastery to meet NYS graduation requirements is not maximized.
- There is a lack of an articulated understanding of high quality instruction across disciplines.
- Administrative support for students with disabilities is inadequate.
- NYS requirements for beginning and intermediate ELLs and SWD who receive resource room services do not allow sufficient time in the regular, eight-period school day for the completion of all credit bearing classes required for graduation in four years.
- The use of data to inform instruction is not consistent, and data are not used consistently to make strategic decisions.
- Coaches are not modeling effective instructional practice to bring about change.

Findings of RCSD's Network Team recommend that Monroe aggressively focus on instructional practice. Both administrative and instructional staff are in need of professional learning in each of the six components of the Instructional Domain (#3) in Charlotte Danielson's *Framework for Teaching* (RCSD's approved APPR teacher evaluation rubric). While there is

evidence of the Regents Reform Agenda in action, full implementation in each of the three elements is not obvious. Direct, whole group instruction is the pedagogical practice that has been most observed during classroom walkthroughs. Administrators at Monroe supervise a specific department/area, and the principal holds weekly leadership meetings. Each administrator is responsible for having data/report card conversations with the staff.

There was a change in administration at the principal and assistant principal levels in the 2012-2013 school year. The new leadership team has focused on improving school safety and security. Since October, there has been an increase in the visibility of School Safety Officers, and hall sweeps occur more often. There has also been a drastic increase in the number of incidents and suspensions this year. This initiative is establishing a no tolerance policy within the school. To date, there have been 419 reported suspensions compared to 77 for the 2011-2012 school year. The number of incidents has increased by over 600% to 343, up from 58 for the entire 2011-2012 school year. Attendance has increased from 78% to 81%, with Freshman being the most truant cohort, having a reported attendance rate of only 75%.

2.B.v Prioritization of Identified Needs in Implementation of the SIG Plan

During the 2012-2013 school year, Monroe HS focused on improving the school climate and culture, recognizing that students can't learn if they are not regularly attending class. Monroe teachers strongly support this as an integral part of the grant. As the Network Team findings reported, the new school leadership and staff have made significant improvements in this area. Monroe HS World Academy must now direct its focus on the school's other areas of need, including the delivery of rigorous and engaging instruction to all students (including ELL), use of data to inform instruction, and classroom pedagogy.

An expanded learning program will provide the extra time needed for Monroe students to meet their academic and language goals and for teachers to participate in professional learning. Two additional 45-minute periods each day and summer programs will provide the additional time needed to increase intentional learning and help students meet the challenging academic standards demanded by the shifts in the Common Core State Standards. Enrichment opportunities will support youth development and be delivered by coordinated community partners and service providers during the new expanded school day. Time for embedded professional learning opportunities will be scheduled within this expanded school schedule.

Most Monroe seventh grade students lack strong foundational skill in ELA and math as demonstrated by data presented in Section 2.B.ii, *Student Population Served*. In order for students to be successful in all content area, students' foundational literacy and math skills must be strengthened upon entrance into Monroe, with particular emphasis on providing support for the school's many English Language Learners. A scaffolded series of courses and programs, individualized for each student's ability as determined by data from NYS assessments and the ACCUPLACER test, will help all students to graduate from the Monroe HS World Academy college and career ready and be bilingual in Spanish and English.

The Monroe HS World Academy will use a full language immersion model for core instruction in all grades (ELA, math, science, social studies). At the seventh and eighth grade

level, students will be considered newcomers to Spanish and/or English. They will progress along the language continuum to the intermediate level in ninth and tenth grade and mastery level in 11th and 12th grade. Teachers will participate in professional learning activities to ensure their effectiveness in teaching in a bilingual classroom.

As students demonstrate readiness through course success and assessment data, they will be eligible to enroll in dual credit college courses and other college preparation classes. The ACCUPLACER results from both pre- and post-testing will be used continuously from the end of eighth grade forward to predict students' trajectory toward high school graduation and readiness for college and career. The appropriate academic, language, and social supports will be delivered within the expanded school day to help each student meet these goals.

Through a targeted, strategic plan of professional learning opportunities approved by Monroe's School-Based Planning Team, teachers and other staff will increase their effectiveness and improve their understanding of the Regents Reform Agenda, NYS's Common Core State Standards, using data to inform instruction, and the Rochester Core Instructional Program.

2.C. SCHOOL MODEL AND RATIONALE

2.C.i Rationale for the Selection of the Transformation Model

Monroe HS leadership has been in a state of flux for more than two years. In July 2012, RCSD identified a new, permanent principal for Monroe HS. In order to minimize further disruption at the school and create a sense of stability while simultaneously achieving effective school redesign, the transformation model was selected. The transformation model allows for dramatic change while being the least disruptive of the four SIG redesign models.

With the placement of Monroe HS's new principal a year ago, the school has already accomplished a change in leadership. Under transformation, change must also entail a behavioral change in personnel. Monroe High School's data, school population, level of teacher and leader effectiveness, and overall graduation rate indicates that dramatic change must occur.

The components below describe in detail the key design elements found within this Transformation Model:

Replace principal. Monroe's principal was replaced on July 1, 2012 in support of this model. Previous communication as early as March from the Superintendent notified the school of the change and the characteristics encompassed in the Transformation Model.

Implement new evaluation system. APPR agreement is in place and encompasses a student growth measure as a significant factor.

Identify and reward staff who are increasing student outcomes and support those who are not. The Teacher Incentive Fund is a PBCS (Performance Based Compensation System) operating in Monroe High School. As a TIF school, all RTA and ASAR members are eligible to earn stipends in pursuit of professional development surrounding the Regents Reform Agenda of

APPR, Common Core State Standards and Data Driven Instruction. Further, teachers that are evaluated as Highly Effective may open their classroom as a model and receive an incentive of 10% of the average teacher's salary (approximately \$6,000). The building principal at Monroe High School is also eligible to earn an incentive bonus of 10% of the average principal's salary (approximately \$10,000) if he or she is rated as Highly Effective under the APPR rubric.

Implement strategies to recruit, place, and retain staff. The District's STLE Grant focuses on this area and includes teacher recruitment for bilingual certification, in-District opportunities for teachers to earn their bilingual extension, and strategies for retaining high quality staff.

Select and implement an instructional model based on student needs. RCSD's strong instructional core model focuses on all students, uses ramp up protocols entrenched in research that specifically addresses three factors that influence student motivation to learn. It allows for remediation and acceleration simultaneously. All elements of the Regents Reform Agenda are integrated into the model. It allows for differentiation of all students.

Provide job-embedded professional development designed to build capacity and support staff. Generation Schools will be Monroe's partner for this arena and will help facilitate a schedule that will allow for job-embedded professional development to occur within the school day and common planning time to drive the instruction core model. SUNY Geneseo will also be a guiding partner in supporting the professional development by utilizing "whisper chat" in a demonstration classroom that will give feedback in real time.

Ensure continuous use of data to inform and differentiate instruction. The SUPES Academy, funded through NYSED's Systemic Supports Grant, is training the Monroe principal and assistant principals to use data more effectively to drive the core instructional program and support all tenets areas found in the Diagnostic Tool. As a Priority School, executive coaching will occur through this academy to support the use of data as the primary driver to facilitate reform. In addition, West Ed will be hired to ensure that the performance management plan is being followed, recommendations received through the DTSDE review are being implemented, and that all pertinent data is disseminated on a regular basis to aide in the monitoring of the SCEP plan and to drive instructional planning.

Provide increased learning time. In this model we are proposing to have an additional 240 hours added to the school year plus opportunities for supplemental hours during the summer. By expanding the school day, students will be immersed in the CCLS at a higher frequency than their peers to ensure a level of readiness and opportunity for dual enrollment credits. Teachers will be finalizing a course catalog specifically around designed targeted offerings based on student interest, teacher expertise and targeted supports for intervention and acceleration. Additionally, it is expected that students will experience higher levels of proficiency on state and Regents exams as well as take advantage of community programming that will assist with social and emotional development and recreational activities.

Provide an ongoing mechanism for community and family engagement. Monroe is in the process of redesigning its parent center to ensure the space is welcoming for parents and community members and that trust is at the heart of all relationships. Efforts will focus on

building partnerships that link and engage all families with the community to support student learning and growth. In addition, the 1% set aside funding will help facilitate classes for parents in the area of literacy, life and job skills, college readiness and GED supports.

Partner to provide social-emotional and community-oriented services and supports. This is a key area that will utilize partnerships in the community that have a track record of proven evidence which will be built directly into the expanded day. Agencies and organizations such as Ibero, RAPA, Pathways to Peace, and Hillside Work-Scholarship Connection are all key supports to provide the needed community-orientated services.

Provide sufficient operating flexibility to implement reform. The principal in collaboration with the School-based Planning Team and following the RTA Collective Bargaining Agreement in collaboration will work collaboratively to recruit, recruiting partners and in the use of time. The principal has been strategic in dispersing a teacher survey regarding teacher preferences and time usage to ensure that as this reform moves forward for implementation; teachers will be placed in the top three areas that they select.

Ensure ongoing technical assistance. Generation Schools will provide the needed technical assistance to help facilitate the desired change. In addition, an WEST ED will oversee and assess the implementation of the SIG plan.

2.C.ii Process by Which the Model Was Chosen

The transformation model was chosen for Monroe HS based upon the model's criteria. As described above, RCSD recognizes the key design of this model and believes the framework is ideal because it allows for dramatic change, and the elements of the model correlate with District goals. School transformation supports the strategic selection of partners that will facilitate the execution of Rochester's Core Instructional Program and aid in increasing the level of student competency in the areas of career and college readiness.

In March 2012, RCSD's Superintendent addressed the staff at Monroe to inform them of the school's preliminary identification as a Priority School based on low graduation rates and low performance in both ELA and math scores. During this presentation, staff were informed that upon official notification, school re-design would be needed and that SIG funding, if approved, would be available to support this process.

From April-June 2012, planning meetings occurred with the Deputy Superintendent of Teaching and Learning, the School Chief, lead directors, and the principal. In September 2012, the Executive Director of School Innovation met with Monroe's School-Based Planning Team (SBPT) to discuss the school's designation as a Priority School, what that meant for them, and how to write the School Comprehensive Plan around the elements needed for change within their school. Discussion of Monroe HS's transformation continued in SBPT meetings, and a special union meeting in December reviewed the model and its focus.

In January 2013, community stakeholders, the Superintendent, the Deputy Superintendent of Teaching and Learning, OSI Director, teachers, and a parent from Monroe High School visited a career-focused, early college high school in Brooklyn. A leadership meeting was held

following the visit to discuss key aspects from the school and what should be incorporated into a transformation plan for Monroe HS.

In anticipation of the announcement of the SIG, Cohort 4, Round 2 application, numerous activities occurred. In early March, a District-wide Priority School Executive Committee was established to keep senior staff and both teacher and administrator unions informed of the progress toward the next round of SIG funding. A meeting with Monroe staff, parents, and community agencies was held in mid-March to describe SIG and its purpose. Meetings have continued with school staff, employee unions, parents, and partners to gather input and share ideas. The SIG Communication Plan from March 2013 forward is attached in the additional documents section of this application.

2.D. SCHOOL LEADERSHIP

2.D.i Characteristics and Competencies of the School Principal

RCSD recognizes that “major change” in turning around low-performing schools occurs only 30% of the time. To ensure success, the competencies, experience, and determination of the Monroe principal must be at the forefront of the school transformation. The Monroe principal must be well-versed in data-based strategic planning, bilingual education, literacy instruction, expanded learning, assessment, the role of race and ethnicity in a school’s culture, technology for instructional and information management use, business management, and other leadership skills related to transforming school culture and overcoming staff division (Urban Education Leadership, University of Illinois).

The Monroe principal must be able to create, develop, and nurture a school environment that is response to the needs of the entire school community. It is essential that the school leader articulate a clear vision that is understood across the community and communicate a shared sense of urgency for achieving a school-wide change aligned with the vision outlined in the School Comprehensive Educational Plan (SCEP). The leader of the Monroe HS World Academy must use evidence-based systems effectively to evaluate and improve individual and school-wide practices. The principal must be able to conduct frequent, targeted observations; track the progress of teacher practices based on student data, feedback, and professional learning opportunities; and hold school administrators and staff accountable for continuous improvement.

The Monroe HS World Academy principal will:

- Work collaboratively with all stakeholders to promote a distinctive vision for student well-being that is based on data;
- Hold him/herself accountable for all of the elements in the School Comprehensive Education Plan (SCEP);
- Use robust systems and structures that afford students and teachers the ability to fully benefit from a strategic program that includes the use of extended time and is aligned to student achievement;
- Model excellence in the creation and use of dynamic systems;

- Develop and implement an explicit and widely communicated system for frequently observing targeted teacher practices using Teachscape rubric.
- Conduct “check-ins” of other administrators who are supervising the sub-groups in accountability status to ensure that the next steps aligned to the SCEP plan are occurring and will lead to a positive year-end evaluation; and
- Identify leading indicators to determine if the school is on track or not, carefully monitor the indicators for success or failure, and act on conclusions made from the data to target assistance or redirect focus areas.

Research suggests that successful turnaround leaders analyze a variety of data early on to develop detailed plans that explain what actions are needed, focusing on steps to achieve early wins (Leading Indicators of School Turnarounds, Kowal & Ableidinger). The Monroe principal must think out of the box. The focus has to be on true transformation, not just day-to-day operational tasks. Systemic thinking has to occur in order to build an atmosphere that will improve instructional quality, teacher and leader effectiveness, and overall climate and culture.

2.D.ii Monroe High School Principal Identification and Biography

Mr. Armando Ramirez became the principal of James Monroe High School in 2012 and was charged with leading the school’s redesign. Mr. Ramirez is an experienced principal dedicated to helping underserved students and their families. Armando has demonstrated success in improving student and school performance in past school leadership roles.

Mr. Ramirez received B.S. (criminal justice) and M.S. (reading teacher) degrees from SUNY Brockport and his Master’s degree in Education Administration from St. John Fisher College. He is certified in elementary education, as a reading teacher, and in administration. Armando was a participant in the Teacher Opportunity Corps as well as Fisher’s Urban Educators Partnership.

Mr. Ramirez has been a teacher and administrator in RCSD for more than 20 years. He began his career as a first grade teacher and was assigned his first leadership position in 2004. In 2005, Mr. Ramirez became part of the leadership team selected to open the Joseph C. Wilson Foundation Academy campus. In its first year, only 9% of Wilson Foundation students met NYS standards, and almost half of the student enrollment had repeated multiple grades. As an Assistant Principal, Armando was charged with the task of transitioning incoming and existing seventh graders. He was charged with creating a student-centered environment and supporting over one hundred repeaters. Later, as an Academy Director, Mr. Ramirez supervised the math, science, and social studies department and was in charge of school culture. Wilson Foundation was the first RCSD secondary school to offer acceleration programs to eighth grade students and gender-based classrooms. A full ninth grade schedule was offered to eligible eighth grade students, and a 90% passing rate was achieved in math, science, and US History. Students were clustered with support provided from a special education teacher, and student schedules were optimized to meet student needs. Wilson Foundation was removed from the SURR list in eleven months, making the school the first in NYS to be removed from this list in less than one year. Within two years, Wilson Foundation became the most selected RCSD school in the seventh grade school selection process after having been the least selected.

Prior to his Monroe assignment, Mr. Ramirez was the principal of John Marshall High School, an RCSD school in the process of phasing out. During his short tenure, Armando created a student-centered environment that led to a significant reduction in incidents leading to suspension and arrests. Through initiatives that provided mentors for juniors and seniors, maintained a student support center, increased the number of school counselors, and gave students opportunities to make college visits and field trips, the school increased its graduation rate from 48% to 53%. This rate does not include the additional students shadowed and supported by his team during summer school to meet graduation requirements.

2.D.iii Job Descriptions and Duties of Leadership Positions

Mr. Ramirez is supported by a seven-member administrative team. Two Academy Directors provide the second level of decision-making and serve as the school’s instructional leaders. The Academy Directors are responsible for conducting teacher evaluations, coordinating the schools overall testing calendar, and student management for specific grade levels. Three Assistant Principals provide support for student management, teacher evaluations and the operations of the building. A Coordinating Administrator of Special Education supervises support staff and the school’s special education department. Monroe HS’s Physical Education and Health Departments are supervised by an Athletic Director, who also oversees all extracurricular and athletic events.

In addition, an Expanded Learning Resource Coordinator will provide support in the implementation of expanded learning time. He/she will assist with scheduling, course/program management, and teacher support.

Table 3. Monroe HS Leadership Team and Responsibilities

Leadership Position	Responsibilities (Department and Student Management)
Principal	Administration and Main Office staff
Academy Director	Science, School-Wide Testing, Credit Recovery, Grade 12 Student Management
Academy Director	ESOL, LOTE, Bilingual Support, Grade 10 Student Management
AP Student Management	Social Studies, Student Support Center, Head Custodian, college-Level course work, School-Wide Operations, Grade 11 Student Management
AP Student Management	Art, Business, Computers, Family/Consumer Science, Music, School Safety Officers, Grade 9 Student Management
AP Student Management	English, ISS/ATS rooms, Grade 7 Student Management
Coordinating Administrator of Special Education (CASE)	Special Education, Para-Professionals, Teaching Assistants, Specialized Services
Athletic Director	Physical Education, Health
Expanded Learning Resource Coordinator	Expanded Learning Implementation

2.D.iv Supporting Leadership Profile at Monroe High School

In addition to Mr. Ramirez, two other members of the Monroe HS leadership team are experienced school principals. Three administrators worked with Mr. Ramirez at his previous principal assignment at Marshall HS. Monroe's CASE and Athletic Director have participated in Network Team training and are newly assigned to Monroe HS. Three members of the Monroe leadership team were members of the previous Monroe leadership team.

All of the current leadership team are supportive of the proposed SIG transformational plan and have been actively involved in the development of this application. There are no barriers to securing the buy-in of Monroe administration.

2.E. INSTRUCTIONAL STAFF

2.E.i School Staffing

Monroe HS's student population consists of large percentages of both English Language Learners and Students with Disabilities. There is a distinct underrepresentation of highly qualified bilingual Special Education teachers and highly qualified content teachers with a Bilingual Extension. In order to best address student needs, it is paramount that more highly qualified bilingual Special Education teachers as well as highly qualified teachers with a Bilingual Extension be represented on the staff. This is a District-wide deficiency that is being addressed through RCSD's *Strengthening Teacher and Leader Effectiveness* (STLE) grant. One of the major initiatives in the STLE project is the development of an in-District bilingual extension program to facilitate the process required for teachers to earn this credential.

In order to support Monroe teachers such that they may meet the needs of the student population, the school will implement a variety of strategies. These include, but are not limited to, clustering teachers, increasing scheduled common planning time; vertical and horizontal planning teams; side-by-side planning between bilingual, Special Education, and General Education teachers; SIOP training and implementation with instructional coaches; and collaboration between teachers across content areas.

Other scaffolds will be put in place to address the alignment of classroom instruction with the Common Core State Standards and the level of rigor, such that they inform the college and career readiness of Monroe's student population,. Teachers will be given the opportunity to collaborate with Monroe Community College professors to design and implement curriculum that will provide students the opportunity for dual-enrollment credit.

2.E.ii Key Instructional Staff

In order to support Monroe HS's instructional staff, it is imperative that the District provide highly qualified instructional coaches. These coaches will provide teachers with pedagogical support as well as training within the Common Core Learning Standards in order to help the Monroe student body reach its academic potential.

One Response to Intervention (RtI) coach will address instruction at the foundational level as well as differentiating instruction in order to accelerate student academic

achievement. The RtI coach will focus on already implemented instructional, the qualitative and quantitative data supporting or refuting these practices, and incorporating research-based strategies as they best support the students based on the available data.

Two English Language Arts (ELA) coaches and one bilingual ELA/ELL coach, as well as two math coaches and one bilingual math coach will support Monroe students. The ELA and math coaches will support Monroe teachers by providing pedagogical support, modeling, co-planning, and co-teaching in addition to content-specific curriculum implementation. ELA and math coaches will assist teachers with the implementation of the Common Core shifts in ELA and math, as well as a focus on incorporating data-driven instruction into their daily practices. These coaches will concentrate on aiding teachers with Sheltered Instructional Observation Protocol (SIOP) strategies as they inform the Common Core standards.

A Specialized Services Department Administrator will provide administrative District-level support for the coaching team as they implement SIOP strategies. Support will include classroom walkthroughs as well as attending department meetings and supporting professional learning sessions.

2.E.iii Informing Staff of the School Redesign Model

As part of the school redesign development process, Monroe teachers who represent the District's teachers union (Rochester Teachers Association or RTA) visited the Pathways to Technology Early College High School (P-TECH) in Brooklyn. They traveled to P-TECH along with the District Superintendent, school principal, key Central Office administrators, a Monroe HS parent, and representatives from the local community college and area businesses. These teachers had the opportunity to ask questions of the P-TECH principal and selected teachers, students, and parents. During the visit, much information was provided, including discussion of instructional programs, student climate, school schedules, and gains in student performance.

Due to the experience above, and the pre-planning that was done last year, teachers were exposed to a variety of options for this application. In early March, an in-service was provided to all staff detailing the components of SIG Round 4.2 and recommended to staff that sub-groups form to brainstorm ideas in three categories: The implementation of CCLS/Teacher Leader Effectiveness, Expansion of the School Day, and Career and College Readiness. On April 16, teachers reported out all suggestions regarding the direction of this application. Suggestions were then put into the transformation plan where applicable, and key elements were reported out to staff in two sequential meetings. Teachers and union representation also had the opportunity to read this application and provide feedback to District coordinators. The Communication Plan included with the "Additional Documents" articulates activities with the Monroe school community and partnering organizations.

2.E.iv Process for Screening and Selecting New 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 10 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.

In addition to exemptions, the District is planning an open house type event where teachers who are interested in transferring to new buildings will have an opportunity to meet with school leadership to determine whether the programs and culture of the school will be a good fit.

2.F. PARTNERSHIPS

2.F.i Identification of Partner Organizations and Selection Rationale

Generation Schools

Consulting leverages the experience and talent of the Generation Schools staff, and the lessons learned in its work with new and existing schools around the design of school models; expanded learning opportunities; and time, talent and technology as transformational levers. Generation Schools Consulting engages in change management work, supporting the development of tools, training, and technical assistance to facilitate change. While each consulting engagement is unique and customized to the needs of particular districts or schools, there are certain elements that drive all of Generation Schools consulting work. Generation Schools:

- Attend to five inter-related areas of work: college and career readiness; learning and teaching; health and wellness; systems and operations; and leadership and accountability.
- Find holistic solutions that are sustainable over time.
- Support changes in mindsets, structures, practices and policies.
- Ensure that short-term investments, such as SIG funding, catalyze enduring change.

Specifically, in support of the Monroe HS World Academy, Generation Schools will provide support in the form of:

1. Presentations and facilitated workshops to explore proof-points such as Generation Schools' pilots and possibilities for expanded learning, to develop a shared understanding of expanded learning time and how expanded learning can drive innovation at RCSD high schools;
2. Ongoing coaching, with District and school leadership to support development and implementation of the expanded education plans; and
3. Tools, along with training and technical assistance, to support implementation and change practice over time.

Generation Schools Consulting draws on the success of the College and Career program at Brooklyn Generation School (NYC) and West Generation Academy (Denver). At these schools, students take two month-long Intensives each year. These Intensives can focus on what

students think they want to do in college and beyond. These academic, credit bearing courses allow them to read, write, do research and work towards a presentation. In addition, they provide opportunities for students to meet professionals, visit work sites, broaden their understanding and connect learning to life. At Brooklyn Generation School and West Generation Academy, Generation Schools has seen how these experiences and courses inspire students to dream bigger, work harder and care more.

Monroe Community College (MCC) has proven and extensive experience in working with area high schools to address both career and college readiness. This experience ranges from testing and placement to designing focused developmental pathways and robust dual enrollment pathways. Too many high school graduates begin their college careers lacking the fundamental academic and non-cognitive skills needed to complete any of MCC's "gateway" courses. As a result, these students are assigned to non-credit developmental courses, using valuable financial aid and losing ground in the race to completion. These students are more likely to drop out, putting their dreams for a transformative college experience on hold.

MCC has evidence-based strategies to improve this pipeline. The proposed MCC/RCSD partnership for the Monroe HS World Academy will directly impact those students who are not thinking about or preparing for career and/or college. This partnership will provide intentional pathways for students and a roadmap that will address gaps in readiness, identify potential career or college programs, and jump start a college career.

To begin, MCC will test eighth graders using ACCUPLACER. These initial scores, set against MCC's placement protocols, will highlight the level of readiness for the cohort. For those students not yet college ready, MCC will offer a series of developmental modules designed to remediate these academic and foundational gaps. By using a gaming format, the students acquire points as they seek to address each ELA or math area.

For those students who appear at this stage to be college-ready as determined by their ACCUPLACER score, MCC will offer an online College Orientation Seminar. This experience will introduce students to the culture of higher education, to the expectations placed on students, and to pathways and other services to be made available to students beginning in the tenth grade.

Beginning in tenth grade, MCC will offer focused dual enrollment pathways for those Monroe High School students who are college ready. Built around the idea of a "success academy," students will have the opportunity to enroll in MCC's dual enrollment program, earning college credit in high school. This pathway will focus on the Liberal Arts. The Success Academy will provide students with the opportunity to begin their general education program while at the Monroe HS World Academy. This pathway will include college composition (ENG 101), college-level math (MTH 150, MTH 165), and gateway courses in the social sciences, the humanities, the natural sciences, and the arts. MCC is well positioned to offer this pathway because of its long and well-established success in transfers to four-year institutions. Last year, MCC students transferred to over 130 four-year colleges and universities.

Beyond course offerings, MCC will provide appropriate student and family services. These offerings will include academic advising, student support services, financial advising and

literacy workshops, and college orientation programs. The financial workshops are especially important as many first generation students lack fundamental experience with the college application and funding process.

MCC's model will align with Monroe's transformational focus of intentional bilingual programming. Bilingual pedagogies will play a role in both high school and college gateway courses. As the partnership strengthens, new student pathways will be investigated, such as the allied health fields, STEM, and CTE, to increase retention, graduation, and readiness rates.

The *State University of New York at Geneseo* (SUNY Geneseo) is Monroe's partner organization for many services critical to the implementation of Monroe's transformation plan. SUNY Geneseo has the largest School of Education of the Rochester-area colleges and graduates more teacher education candidates per year, at both the bachelor's and master's levels. Eighty-seven percent (87%) of teaching faculty earned doctoral degrees. In the past three years, 17 faculty members have received a Chancellor's Award for Excellence in Teaching.

In April of 2013 SUNY Geneseo earned a continuing NCATE accreditation for initial and advanced teacher preparation programs and is recognized for the next seven years. NCATE is a coalition of more than thirty professional educational organizations with a dual mission of accountability and improvement in teacher preparation. This accreditation means that SUNY Geneseo School of Education has met rigorous standards set by the professional community. As such, SUNY Geneseo has the capacity and ability to respond to the large community of teachers at the RCSD that may need to develop and demonstrate knowledge bases and awareness in teaching with a focus on student performance. In "retooling" teachers, SUNY Geneseo will help them to become data-driven decision makers, innovative teacher/leaders, and best-practice practioners.

SUNY Geneseo is also committed to developing culturally responsive teachers. SUNY Geneseo received the bronze NASPA Excellence Award for 2013 for a program aimed at cultivating culturally competent students. NASPA, the organization of Student Affairs Administrators in Higher Education, selected Geneseo for the program "Real World Geneseo (RWG): A Model for Building Cultural Competency."

Highly qualified SUNY Geneseo staff members will lead each of Monroe's SIG interventions.

West Ed Comprehensive School Assistance Program (CSAP) offers research-based services and support that help transform low-performing schools and districts into effective learning organizations.

2.F.ii Evidence of Partner Effectiveness Chart

The Partner Effectiveness Chart is included with this application.

2.F.iii Holding Partners Accountable for Their Performance

Partner effectiveness is based on measurable outcomes that lead to student achievement. Clear-cut goals and an articulated vision will help partners achieve their anticipated outcomes. RCSD will focus on productivity, efficiency and effective performance of the partners' systems and frameworks, its processes, and roles.

RCSD's performance management plan will include the following elements:

- 1) Collection and analysis of data
 - Ensure quality of data
 - Manage routines for collecting and analyzing data
- 2) Assessment of practices and outcomes
 - Establish processes to monitor practices and provide quality feedback
 - Use data in decision-making
- 3) Accountability for results
 - Continue or end practices based on outcome data
 - Link rewards and consequences to performance
 - Engage stakeholders and communicate results
- 4) Clarity of outcomes and theory of action
 - Establish priorities and strategies
 - Set measurable goals and outcomes
 - Align goals, strategies, and activities
- 5) Alignment of resources (people, time, technology, and money)
 - Direct resources to priorities
 - Establish clear roles and responsibilities

RCSD will assess implementation-level progress from three perspectives. 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 partner supports in Monroe HS World Academy through on-site observations of partner-led activities, participation rates in the events and educational opportunities offered, and teacher and family satisfaction surveys. Finally, RCSD will assess student-level outcomes by creating an evaluation plan specific to each partner-led support.

All partners will be evaluated with shared accountability for improving student learning outcomes.

2.G. ORGANIZATIONAL PLAN

2.G.i Management and Team Structure

An organizational chart for Monroe HS is attached to this application.

2.G.ii Function of Day-to-Day Operations

Each member of the school leadership team is responsible for the management of a defined curricular department, grade level, and/or operational function as summarized in Table 4.

2.G.iii Implementation of the Annual Professional Performance Review

RCSD has a NYS-approved Annual Professional Practice Review (APPR) plan. Implementation of APPR for Monroe's instructional staff will be the central theme for professional learning offered at the school level. Beyond the District-level professional development sessions that instructional staff will attend, the professional learning calendar sessions for Monroe HS will correlate to one of the Professional Practice domains from the Danielson *Framework for Teaching* used for teacher evaluation. These specific trainings will concentrate on the use of data in decision-making, implementation of the Common Core, and research-based instructional strategies to support English Language Learners and Students with Disabilities. Alignment of the elements of the Domains will further support instructional staff as they develop skills and practices of highly effective teachers. Additionally, department meetings will explicitly connect the identified highly effective teacher practices and the available data to best meet the needs of the students. The Teachscape *Framework for Teaching Effectiveness* Series will be utilized during department meetings to provide online examples of highly effective teachers and prompt collegial conversations. The documentation for teacher observations and classroom walkthroughs will be monitored by the principal and /or the principal's designee.

The Teacher Incentive Fund (TIF) is a Performance-Based Compensation System operating in Monroe High School. As a TIF school, all RTA and ASAR members are eligible to earn stipends in pursuit of professional development surrounding the Regents Reform Agenda of APPR, Common Core State Standards, and Data Driven Instruction. Teachers who are rated as Highly Effective may open their classroom as a model and receive an incentive of 10% of the average teacher's salary (approximately \$6,000). The building principal at Monroe High School is also eligible to earn an incentive bonus of 10% of the average principal's salary (approximately \$10,000) if he or she is rated as Highly Effective under the APPR rubric.

As additional incentive towards professional development, the RCSD offers all RTA members the option to earn a stipend should they complete specified numbers of hours of professional development. When combine with the Teacher Incentive Fund, tenured teachers could earn as much as \$2,400 in professional development stipends.

2.G.iv APPR Calendar Schedule

A calendar schedule of events is attached. Monroe's 2013-2014 professional development plan is a live document that correlates with the vision of Monroe's transformation plan. It will be consistently revisited and developed by the professional development planning committee. This plan will be revamped with input from the SBPT for the purpose of shared leadership with all stakeholders and ultimately endorsed by Monroe's School-Based Planning Team.

2.H. EDUCATIONAL PLAN

2.H.i Curriculum

The ELA curriculum will include an integration of NYS Common Core learning modules that focus on reading, writing, listening, and speaking in response to high-quality texts.

Curriculum modules will sequence and scaffold content that is aligned to the CCLS for ELA and Literacy and the PARCC Frameworks. Modules may include several units and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. Specific curriculum for Grade 9 (Introduction to Literature and Composition), Grade 10 (World Literature) and Grade 11 (American Literature) will be developed for implementation in 2013-14. The core instructional program for mathematics accounts for key grade-level focus areas determined by the CCSS. Teachers will continue to implement the Common Core using RCSD developed units and incorporating the NYS Common Core curriculum modules as they become available. Instruction will significantly narrow and deepen the scope and content of how time and energy is spent in the math classroom. The Social Studies core program integrates the CCLS for literacy in Social Studies, the NYS Social Studies framework and the Social Studies Practices to articulate skills necessary for college and career readiness. For grades 9-12, core courses include Global History and Geography I and II, U.S. History and Participation in Government and Economics. Science curriculum will incorporate the Next Generation Science Standards with the CCLS for literacy in Science. The core courses for grades 9-12 include Living Environment, Earth Science, Chemistry and Physics. The foreign language and bilingual core curriculum will utilize the New Language Arts Progressions and the Home Language Arts Progressions. These resources will be used as a guide for planning instruction for students who are learning a foreign language or who are developing their home languages.

In compliance with regulations for ESL services, and cognizant of the needs of the language learner and their proficiency levels, ELL students will be given access to all grade-level core instructional content instruction. Additionally, students with disabilities will have equal access to all aspects of the RCSD curriculum. The services, supports, and modifications will be designed, implemented, and progress monitored to ensure maximum educational benefit.

TeenBiz3000 will be used to increase both English and Spanish literacy skills of students in grades 7-8. The online program includes a searchable database of more than 5,000 articles and is individualized for each student's performance level in each language. Students receive a non-fiction Lexile-level score via formative and summative assessments. Articles with accompanying comprehension activities and thought questions are automatically delivered via secure email and differentiated for each student's "just right" level (at Common Core grade level standards), being adjusted as students skills improve. With each article and associated activity, teachers will receive current Lexile data and students will know their progress. A lesson plan accompanies each article and supports the Danielson Framework (RCSD's approved teacher evaluation rubric for APPR). Writing rubrics, graphic organizers, scaffolds for direct instruction, academic vocabulary lists, cross-curricular ideas, project suggestions, and even discussion questions are included.

2.H.ii Instruction

The instructional strategies that will be used by Monroe teachers utilize both the NYS curriculum as well as existing resources to deliver instruction that is systematic and explicit, purposeful, and rigorous. There are six shifts that the Common Core Learning Standards (CCLS) require of Monroe HS if it is to be truly aligned in terms of curricular materials and

classroom instruction. Continuation of training on the Common Core State Standards (CCSS) and instructional shifts combined with Monroe attendance and participation in the NYSED Ambassador Training for the NYS Common Core Curriculum will correlate with District and school professional development sessions supported by Monroe Community College, SUNY Geneseo and Generation Schools. Events of instruction in both required, core courses and during expanded learning opportunities will be arranged to reflect all six instructional shifts in both ELA and math by accelerating learning by means of making meaningful improvements to the quality and quantity of instruction. Teacher/leader effectiveness and building capacity to serve the ELL and SPED populations at Monroe will be a specific focus to ensure all students learn by teachers who have a full toolkit of strategies.

Table 4. Common Core Learning Standards - ELA Shifts

Shift 1	Balancing information and literacy text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the disciplines	Students build knowledge about the world (domains/content areas) through TEXT rather than the teacher or activities.
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers plan and incorporate more time and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Events of instruction in both required and core courses will be arranged to reflect all six instructional shifts by accelerating learning by means of making meaningful improvements to the quality and quantity of instruction. At the District level, professional development will be offered in both math and ELA regarding the implementation of CCLS. This menu of choices will add options for Monroe’s teachers and leaders and link directly to the domains found within teacher evaluation. Hence, linking feedback loops with options for teachers to further develop their craft or enhance areas in need of improvement. A demonstration lab utilizing “whisper chat” will focus on increasing teacher effectiveness in delivering the skills below utilizing best practice strategies, moving tenet three in the DTSDE review higher along the teacher rating (HEDI) continuum.

Reading Instruction. The time that is typically spent using textbooks will now incorporate the CCLS Modules for English/Language Arts. The reading modules that have been developed will guide students through the higher order comprehension skills highlighted in the CCLS. Within

each module, the reading standards and skills have been broken down into teaching points. These teaching points will be taught through close reading and evidence based text dependent responses. Students will gather information on a concept and/or content and then be provided time to apply this information and work with it to deepen their comprehension. Students and teachers will then work together to critique their work and further solidify the student learning for concepts and content taught. The commitment to daily comprehension instruction via close reading of the text ensures that all students have opportunities to meet the demands of the CCLS.

Vocabulary. Each time a teacher selects a text, appropriate vocabulary words should be selected based on student needs as well as on criteria for choosing Tier 2 vocabulary words. If few words are selected carefully and instruction is explicit and appropriately sequenced, students should be able to successfully access both the vocabulary words taught through the close reading as well as vocabulary words introduced and taught during support and enrichment.

Writing. The writing topics in the NYS CCLS modules have been designed to reflect the increased emphasis on writing instruction evident in the CCLS. Research opportunities will correspond to the module lessons, continuing throughout the year. Students will have an opportunity to complete both short and more sustained research projects depending on the content. Writing will also cross content areas, with specific emphasis on the use of text to support claims.

Table 5. Common Core Learning Standards - Math Shifts

Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy are spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Administrators and teachers connect the skills and strategies within and across core classes so that students can build new understandings.
Shift 3	Fluency	Teachers use data to determine student needs in calculations and structures class time and/or homework for students to practice core functions.
Shift 4	Deep Understanding	Students deeply understand and can articulate this understanding through oral and written expression.
Shift 5	Application	Students can use their understanding by choosing the appropriate concept for application.
Shift 6	Dual Intensity	Students are practicing and understanding. There is balance between deep understanding and application to real world issues and problems.

Events of instruction in both required and core courses will be arranged to reflect all six instructional shifts by accelerating learning by means of making meaningful improvements to the quality and quantity of instruction.

Fluency: The CCLS explicitly call for fast and accurate computation. Fluency is best addressed through short daily routines such as times fact tests, mental math exercises and

number talks. Elementary students should spend at least 25 minutes per week practicing the critical fluencies.

Conceptual Understanding. The heart of the CCLS is that teachers must support the development of deep conceptual understanding, not just algorithms and answer-getting. Class time should be structured to support students' ability to access concepts from a number of perspectives. Teachers are encouraged to use a variety of instructional strategies to build math knowledge so that students see math as more than just a set of discrete procedures. Approximately 150 minutes per week should be spent developing conceptual understandings.

Application. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations. Teachers must devote time for students to use math and choose the appropriate procedure for application without prompting. There should be a connection established between math and the real world. Approximately 50 minutes per week should be spent applying learned math.

Monroe's bilingual program will provide enrichment opportunities for all students to be bilingual in English and Spanish. Sheltered instruction will make content comprehensible to all students. Sheltered instructional strategies will include:

- Speaking at a rate and level of complexity appropriate to the proficiency level of students;
- Using visual aids and graphic organizers;
- Building prior knowledge; and
- Providing opportunities to reach proficiency in the four modalities (speaking, writing, reading and listening and building vocabulary in content).

Using a Humanities Model approach, an ELA or ESOL teacher will co-teach with a Social Studies teacher. The co-teaching model will promote building vocabulary, comprehension skills, and writing skills through informational text based on history and world cultural appreciation. Building vocabulary will be taught in three tiers:

- Tier 1 (words have importance and utility);
- Tier 2 (words have instructional potential); and
- Tier 3 (words for which students already have conceptual understanding).

The world language approach will have native-English and native-Spanish speaking students in higher level courses that promote bilingualism and bi-literacy through dual credit courses in Spanish with Monroe Community College, a foundation course in American Sign Language, and cultural appreciation through assorted Humanities courses. This program will be enhanced with electives in fine arts, music, and technology and provide opportunities for accelerated/advanced instruction in math and science.

Academic performance for English Language Learners (ELLs) and Former English Language Learners will be at or above grade level. English Language Learners must be held to the same level of standards expected of students who are already proficient in English. Because these students are acquiring both English language proficiency and content area knowledge concurrently, some may require additional time. All will require appropriate instructional

support and aligned assessments. In compliance with regulations for ESL services, and cognizant of the needs of the language learner and their proficiency levels, ELL students are to be given access to all grade-level core instructional content.

Monroe High School will offer a full-day program for Spanish-speakers who are English Language Learners and former English Language Learners. The program will serve students who attended bilingual programs at the elementary level and students who attended school at a Spanish-speaking country. The program is designed to provide instruction in Spanish and English in the content areas, and ESOL services are delivered in a push-in and/or co-teaching model. Students are offered the academic language development experiences needed to develop the necessary English proficiency level required to meet the guidelines for graduation and become bilingual citizens in this global society.

Three educational paths will meet the needs of Monroe's English Language Learners who are at different levels of language progression:

- Entering (Newcomers),
- Emerging/Transitioning/Expanding (Intermediate), and
- Commanding (Advanced).

Language immersion is similar to the transitional bilingual program but promotes a co-teaching model. Language immersion integrates students into a supportive, English-emerging classroom led by teachers trained in SIOP (Sheltered Instruction Observation Protocol) strategies sooner than other bilingual programs. The goal of language immersion is to provide instruction in the student's native language in some core subjects while they learn English.

The Language Immersion/Enrichment Bilingual Program will be enhanced with an additional component called the *ESOL: ACHIEVES* (Academic, Community, and Heritage Involvement for Emerging ELLs towards Values for Educational Success) *Program*. This path is designed for English Language Learners at the entering level of language progression. The recently arrived students also known as newcomer students will be enrolled in a language intensive immersion course that serves as an orientation to the school, community, and daily interactions in order to promote becoming an active and empowered member of the school community and community at large. Students will be received a double period ESOL course in the beginning of the day and additional double period ESOL course after school,

The Spanish Language Arts/ Heritage Language Learner pathway is designed to integrate native speakers, or students who have the language heritage, into culturally relevant content and literacy instruction in both languages. This pathway improves student's reading comprehension and writing skills as they become fully literate in both languages.

Native speaker students, along with any other students who display strong interest in language acquisition, will be recruited for Advanced Placement and accelerated courses. Students must be academically strong and capable to enroll in advanced and dual credit courses to accelerate their learning. This path will be enhanced with culturally relevant courses and opportunities to be enrolled in dual-enrollment courses with MCC. Course offerings may

include Advanced Spanish Literature and Language, Spanish IV, and American Sign Language I, II, and III.

The Monroe HS World Academy will use *Read 180* to improve the reading levels of struggling readers. Data has shown that Read 180's blended instructional model results in significant improvements in reading ability after one to two years of participation.

2.H.iii Use of Time

Monroe HS will expand the hours and days in their school schedules to create integrated learning experiences for all students that are responsive to students' needs and the desired outcome for students to reach higher levels of proficiency and upon graduation have the necessary skills to be career and college-ready.

Monroe's core instructional program operates on an eight-period day. In Monroe's school redesign, an expanded learning model will be implemented, and the school will add two additional 45-minute periods in the afterschool to make a ten-period day. The school start time will remain at 7:30; dismissal will be at 3:36. All periods will be 45-minutes long, with a three-minute passing time between classes. The longer school schedules, for students will help Monroe improve student achievement, as well as motivate and engage students.

- Providing more instructional time in math, literacy, science and other core subjects to enable students to meet state standards and have a level of readiness that will allow them to earn dual enrollment credits at Monroe Community College;
- Integrating enrichment and applied learning opportunities into the school day that complement and align with state standards and 21st century skills; and
- Scheduling and organizing more time for planning, analysis, lesson design and professional development for teachers including, in some cases, the professionals from their partnering community-based organizations.

In addition to expanding the school day, intensive summer institutes will occur for students in grades seven and eight that will focus on the CCLS ELA shifts. Teachers will also receive intensive professional development in the CCSL ELA shift during this institute. In Years 2 and 3 of the grant, students will have the opportunity to take college-level courses in math, science and language. The courses will be taught dually by an RCSD teacher and a college professor.

Generation Schools Consulting will be Monroe HS's partnering organization that will aide its work and help Monroe "rethink" time so that 240 additional student contact hours are available through the addition of two periods to the school day four days each week. The Generation Schools Network has specific research-based key design elements that support the expanded learning model and design. They provide essential support to schools, districts, and unions as they shift from long-established and deeply internalized practices to new operational models. Generation Schools combines the flexibility of being formally outside the system but possesses a comprehensive understanding of the responsibilities and challenges of both the system and reform efforts. This understanding enables Generation Schools to develop and

execute operational strategies that might be difficult for a district to pursue on its own. The role of the Generation Schools Network will be critical in the rethinking of time, talent, and the use of resources; supporting innovation and continuous improvement; and managing change. Specifically Generation Schools will:

- **Present** - Generation Schools will share their signature model and experience working with existing schools to implement reform.
- **Facilitate workshops** - Generation Schools will share tools and provide training for individuals and teams to advance the redesign process. Training will be provided in reviewing data; articulating goals; developing coalitions of support with administrators, teachers, parents, and community partners; and rethinking time, talent, and the use of other resources.
- **Coaching** - Generation Schools will provide coaching for Monroe staff driving the school transformation.
- **Technical Assistance** - Generation Schools will show how key partnerships, embedded professional development, social/emotional supports, and recreational activities can be entrenched in an expanded school day.

Additional learning time will be provided for 120 students who will participate in summer (90 hours) and vacation (15 hours) camps. SUNY Geneseo will provide enrichment *summer and break camps* for Monroe's seventh and eighth grade students. These inquiry-based, hands-on thematic camps will be grounded in the pop-culture. Bilingual graphic novels will be featured in a six-week summer enrichment camp, and a one-week spring break camp will feature one bilingual comic. The multimodal nature of the graphic novel (words and pictures in combination) engender a rich and textured meaning beyond what the two modes would do separately to support ELLs and students with limited English proficiency. These novels will help bridge the reading gap by way of image and visual metaphor.

In Year 1, a Saturday program will be offered to help at-risk students build the skills necessary for them to meet the requirements for their daily attendance to support core subjects and instruction. These Saturday programs will be three-hours long and be offered on all Saturdays that are part of a two-day weekend (i.e., the program will not be offered during long weekends and vacation breaks).

2.H.iv Data-Driven Instruction/Inquiry (DDI)

As a function of Data-Driven Instruction/Inquiry, Math and ELA teachers, as well as other content area teachers, will schedule common interim assessments as provided by the District for each given curriculum. These Common Assessments/Performance Tasks will be administered by the content area teachers and will reflect Common Core state standards. Moreover, they will be administered in class with appropriate modifications at the minimum of one Common Assessment/Performance Task per marking period. These will be administered in a formal test setting.

Upon completion of the Common Assessments/Performance Tasks, these tests along with other student work will be deconstructed collectively by each of the given instructional teams

during common planning time. Results will be shared with appropriate administrative members and counselors. There will be opportunities to analyze the Common Assessments/ Performance Tasks and student work, collect data and artifacts, and exact alterations to instructional practices based on the data collected. Instructional coaches will be available to support teachers in the collection and analysis of the data, particularly as said data pertains to the SIOP model of instruction. Lastly, department meetings will be designated as times for student work to be revisited and re-analyzed in order to adjust instruction appropriately in each of the content areas based on the collected data.

SUNY Geneseo will provide web-based support for data-driven-decision making in the form of professional learning for teachers and school leaders. Online support will assist educators as they drill down to the level of the learning objective to be able to make instructional decisions.

2.H.v Student Support

RCSD's mission is to educate all students to their highest level of academic achievement and to foster each student's social and emotional development. Implicit in this mission is the need to address barriers to student success as they arise. Such barriers frequently include **educational and social challenges** (learning disabilities, language barriers, and attendance), **external stressors** (lack of basic needs such as food, shelter, medical care, or the presence of violent environments) and **socio-emotional issues** (depression, anxiety, school phobia, conduct disorders). Schools alone, however, cannot remove all the barriers to student learning and need partnerships with youth serving, health and human service agencies to assure student success and well-being.

Student and Family Support Centers are formally developed sites and support structures located in or adjacent to Rochester City Schools. Centers are designed to provide students and their families ready access to community services that respond to identified needs, support academic success and personal growth and are beyond the scope of what schools can offer to meet these needs. In 2010-2011, Monroe HS's Student Support Center served 53% of the student population (n=709). More than 330 students have been served to date this school year. Most students served are General Education students (84%) and have GPAs less than 2.0; 77% of those served have been promoted to the next grade level.

Agency partners at Monroe HS and the support services they provide are:

- Center for Youth - Alternatives to Suspension,
- Hillside Work Scholarship, and
- IBERO/PRYD - Bry's Mentoring, alcohol prevention services, pregnancy prevention services.

The University of Rochester School of Nursing will open a School-Based Health Clinic at Monroe HS in 2014. The clinic will provide access to primary health care and behavioral nurse practitioners.

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 Response to Intervention (RtI) policy and procedures for students. All RCSD schools have instituted RtI, including Monroe HS, 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, Monroe HS 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).

RCSD's 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.

When 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).

For screening Students with Disabilities, curriculum-based measures utilized for universal screening 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 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.

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.

Selected Monroe students will receive education and instruction focusing on the arts by two mentors from the Rochester Association of Performing Arts (RAPA). Through participation in the program, students will be guided in conflict resolution, team-building, and other life skills such as relationship-building and trust. Students will also enhance their communication and acting skills in a safe and supportive environment through improvisation exercises, journaling, and storytelling. RAPA is Rochester's oldest and largest professional school of performing arts. It is committed to serving all persons interested in the arts, including disadvantaged youth.

2.H.vi School Climate and Discipline

Monroe HS is in the fifth year of its implementation of Restorative Practices. Restorative Practices bring people together to build community or repair harm caused by wrongdoing. Peace Circles, Restorative Conversations, Community Conferences, and Peer Mediation are all examples of Restorative Practices. At Monroe, all of these restorative techniques are used to build and strengthen relationships with one another thereby creating a sense of safety and belonging in all students and staff.

During the first four years of implementation, Restorative Practices were implemented building wide. This year, the focus has been placed on the eighth grade students. Out of 238 eighth graders, 92 have either repeated the seventh grade or are currently repeating the eighth grade. The use of Restorative Practices along with referrals to the school's Student and Family Support Center community agency programs such as Center for Youth, IBERO, and Hillside Work Scholarship Connection play a critical part in helping students work toward achieving academic, social, and emotional success.

These efforts are supported by Monroe HS's In-School Support (ISS) room and Alternative to Suspension (ATS) room. The staff in these two sites affords students the opportunity to address areas of opportunity and correct behaviors that impact their ability to succeed in classroom. The Alternative to Suspension program is designed to offer students' academic and social/emotional support during the time they are assigned to the program. In the ATS room there is a certified RCSI teacher to offer academic support for three (3) hours of the day which is what the students need to complete the assignments from their core classes. The students also receive two (2) 45-60 minute workshops every day from research-based curriculum. The workshops that are offered cover a variety of subjects with a focus on violence and life skills. The workshops are delivered by the Social Learning Specialist who receives

training from the Center for Youth. Students in the ATS room get to build positive relationships with adults and spend time in an alternative setting where they can get one on one support both in academics and social/emotional wellness. Students are able to build a relationship with adults who they can come to for help if the student faces obstacles in the future.

Pathways to Peace is a comprehensive program that provides nonviolent alternatives to diffuse potentially violent situation. The program assesses youth needs and links at-risk youth to a customized network of community resources and support services including, but not limited to, mediations, group interventions, prevention sessions, and conflict resolution). Youth intervention specialists will work with Monroe students to decrease the number of youth exhibiting gang-affiliated behaviors and reduce violent altercations. Leave comment out

2.H.vii Parent and Community Engagement

One of Monroe HS's primary goals is to increase parent participation in all aspects of the school's operation. This effort has been addressed by increasing the number of parents previously participating on the School-Based Planning Team. The creation of a parent center has also been initiated that and provides a physical space for parents in the school and opportunities for parents to learn how to engage as partners in their child's education. Monroe HS is now providing parent leadership training workshops that are designed to help inform, empower, and celebrate parents. It is Monroe HS's belief that parents work very hard for their children and they need recognition for their efforts. The national council of RASA (NCLR) Parent Engagement, "Padres Comprometidos" curriculum was created to 1) provide parents with the tools to communicate positively with their children and the school, 2) inform parents and families of the role they play in educating their children, and 3) help parents understand the grading, testing, funding process and graduation requirements. Some workshop examples are: modeling positive behavior, funding that affects Monroe HS, a checklist for college, conversations with the principal, and understanding adolescents.

Moving forward Monroe HS is committed to hosting more community forums for the bilingual council, parent and community groups, having a standing item for the SIG on our SBPT agenda, providing updates in our school newsletter and the school's webpage. All these efforts should improve our ability to promote shared decision making with our parents constituents.

2.I. TRAINING, SUPPORT, AND PROFESSIONAL DEVELOPMENT

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

Monroe's Leadership Team was an integral part of the transformation planning process. The team participated in many of the meetings included in the Communication Plan including: opening informational meeting, sub-committee reports, meetings with partnering organizations, presentation to the bilingual council, and District roll-out of how elements of this SIG application would look. Additionally, the School Chief and the Deputy Superintendent have been working with Monroe's Leadership Team and SBPT to help transform the district.

Monroe's professional learning's plan was developed by one of Monroe's school administrators (Coordinating Administrator of Special Education) based on the feedback from the DTSDE review and the needs outlined on Engage NY with the implementation of the Common Core. This draft plan will be reviewed in Summer 2013 by the Executive Committee identified in the action plan and then approved through the SBPT so all fully understand the offerings. The plan was created after identifying the needs of teachers and school administrators using data collected during school walkthroughs, teacher interviews, classroom observations, and discussion with other members of the leadership team. Districtwide professional learning needs are also incorporated, along with offerings from partnering organizations will be providing.

2.I.ii Implementation Period Events

A chart of implementation period events is attached.

2.I.iii Schedule and Plan for Regular Evaluation

As outlined in the Professional Development chart, Monroe HS will be participating in and providing Professional Development with a focus on RtI, co-teaching, School-Wide data review, and the implementation of the Common Core State Standards. The administrative team will meet on a weekly basis to evaluate the effects of this training by discussing the data collected through walkthroughs, formal observations, and student data. After examining these data, the team will adjust and modify the current Professional Development Plan in collaboration with the School-base Planning Team as needed to accommodate the needs of Monroe staff, resulting in an increase in student achievement.

2.J. COMMUNICATION AND STAKEHOLDER INVOLVEMENT/ENGAGEMENT

2.J.i Updating Stakeholders on SIG Implementation

Monroe's School-Based Planning Team (SBPT) will serve as one method for communicating with parent representatives. SBPT will meet at least once a month and schedule meetings with individual constituent groups to provide updates. SBPT will post minutes of these meetings on the school website. A time and a place to hold monthly parent meeting on the Monroe campus will be provided to the parent constituency. Other parent groups, such as the Bilingual Council and Parent Advisory Council, will provide additional opportunities to engage parents.

Minutes of Monroe meetings will be available to all parents and community partners in Monroe's newly created Parent Center. At this location, parents will be able to access a hard copy of updated information or use the computer center to access this information.

Monroe will also publish a quarterly newsletter in English and Spanish and mail it to every parent's home. In this newsletter the school will publish the topics for the monthly parent workshops, and updates will be provided to those who attend the meetings. Parents will receive

updates on the many opportunities in both Spanish and English from Monroe's automated "robo-calls" phone system.

Communication for parents and other stakeholders on the Monroe HS World Academy SIG plan will include:

- Bi-weekly robo-calls,
- Quarterly parent newsletter updates for parents with new information about SIG,
- Monthly updates and posting of new information on the school website,
- Monthly informational workshops through the parent center,
- Emails/contacts through Monroe community partners (Pencil partner, IBERO, Center for Youth, Hillside), and
- Neighborhood association meetings.

2.K PROJECT PLAN AND TIMELINE

2.K.i Goals and Key Strategies of the Implementation Period

Please see Table 6 on the next page for the goals and key strategies in Year 1.

2.K.ii Early Indicators of Successful SIG Plan Implementation

Please see Table 6 on the next page for the early indicators of a successful SIG plan.***

2.K.iii Leading Indicators of Success

Please see Table 6 on the next page for the leading indicators of success.

2.K.iv Goals and Strategies for Year-Two and Year-Three

Please see Table 6 on the next page for the goals and key strategies in Years 2 and 3.

Table 6. Action Plan for SIG Implementation

Pre-Planning Period – Summer 2013				
Key Strategies	Goal	Who	When	Outcome/Indicator
Review DTSDE NYSED Final Calibrated Report	To understand recommendations determined by comprehensive NYSED review in order to revise 2013-14 SCEP Plan	Principal - Organizer Leadership Team WEST ED – Dan Lowengard OSI	July	Develop presentation that will be delivered to all stakeholders detailing findings from review on NYSED summary report
Town Meeting: Presentation of DTSDE Final Calibrated Report	To ensure transparency of findings from NYSEDs DTSDE report, Principal will organize Town Meeting with all Stakeholders present to share findings	Principal - Organizer Leadership Team WEST ED – Dan Lowengard OSI All School Staff Parents Bi Lingual Council	July /September	Presentation will become part of opening day roll out for the 2013-14 school year to ensure clarity amongst all staff
Performance Management Planning (PMP)	To form an Executive Committee that will create a performance management plan to ensure a systemic approach to managing school turnaround	Principal - Organizer Leadership Team RTA Faculty Representative School Chief - Lead Deputies WEST ED – Dan Lowengard OSI – Co Lead Representative from each partnering organization within the SIG grant: -MCC -Geneseo	July to August 6 Consecutive Weeks	A PMP will be completed that will link directly to the school SCEP plan – it will include the following: 1. Establishment of desired outcomes 2. Selection of indicators to measure goals 3. Setting benchmarks for each indicator 4. Collecting Data 5. Analyzing and interpreting data

		-Generation Schools SBPT		6. Taking action
Finalization of SCEP	To finalize SCEP plan with measurable goals linked to DTSD, School Report Card, SIG Plan and PMP	Principal - Organizer Leadership Team SBPT OSI - Guidance	August	Finalized plan will become part of opening day roll out for the 2013-14 school year to ensure clarity amongst all staff
Build Expanded Day Schedule	Teachers will finalize course catalog offerings, identify all support services and place teachers and students strategically per request to build ideal schedule.	Principal - Organizer Leadership Team School Chiefs WEST ED –OSI Representative from each partnering organization within the organization SIG grant: -MCC -Geneseo -Generation Schools – Provider of TA for this element	July – August	A finalized schedule will be produced linking all potential course offerings to teachers and students. All board resolutions and contracts need to be submitted based on outcomes of selection and teacher preference sheets. Saturday School curriculum and offerings will be finalized. Graduate course for fall implementation will be identified.
Professional Development Planning	A professional development plan in draft form for the 2013-14 school year will be revamped with the	Principal - Organizer Leadership Team School Chiefs WEST ED – Representative from	July -August	Final Product will be a comprehensive PD plan that will link partnering organizations, RRA and differentiated supports

	partnering organizations and the School -based Planning Team to add differentiation, job embedded opportunities and a structured framework for evaluation to ensure growth in key areas linked to grant and RRA.	each partnering organization within the SIG grant: -MCC -Geneseo -Generation Schools – Provider of TA for this element -SBPT	linked to APPR to support teacher leader effectiveness, implementation of CCLS and strategies for rigorous instruction across all content areas for every sub group in accountability status.
Year 1 – Year 3			
Task	Goal	Who	When
Individual Learning Plans	To create individual learning plans for all students based on the following items: -Accuplacer -Career Inventories -Interest -Student Achievement Data -Current Services -Needed Services -Designations	Counselor – Organizer Expanded Learning Coordinator (ELC) CASE RTI Team Teachers	August – January
Accuplacer	For all students beginning at the end of their eighth grade year to take pre and posttests offered by MCC to	Counselor – Organizer Expanded Learning Coordinator (ELC) CASE RTI Team	Every Marking Period September/May
			Outcome All students will have a completed Individual (ILP) learning plan that will be updated every marking period to track career and College readiness and indicate Expanded Learning Opportunities linked to targeted supports. Plans will be updated to reflect current information All students will have pre and post data that will indicate level of support needed for ELOs linked to college

	indicate college readiness	Teachers	Ongoing – based on data	<p>persistence.</p> <p>Students will be placed in one of three pathways:</p> <ol style="list-style-type: none"> 1. Differentiated Modules 2. Precursor Courses 3. Dual Enrollment <p>Course offerings will be developed in high demand career pathways that will allow for indepth career exploration as part of the expanded learning course catalog</p>
Curriculum Writing – Intensive/Studio Courses	For teachers in collaboration with Generation Schools to create additional courses for students that allow for indepth career exploration, participation and field work in high demand careers.	Expanded Learning Coordinator (ELC) Curriculum Writing Team Generation Schools MCC	September – June 2013-2014	
Build Expanded Day Schedule	Teachers will update course catalog offerings, identify all support services and place teachers and students strategically per request to build ideal schedule.	Principal - Organizer Leadership Team School Chiefs WEST ED –OSI Representative from each partnering organization within the SIG grant: -MCC -Geneseo -Generation Schools – Provider of TA for this element	Summer 2014, 2015, 2016	<p>A finalized schedule will be produced linking all potential course offerings to teachers and students by the opening of the school year.</p> <p>All board resolutions and contracts need to be submitted based on outcomes of selection and teacher preference sheets.</p>

		-SBPT		<p>Saturday School curriculum and offerings will be finalized if budget allows.</p> <p>Additional classes from MCC in STEM and CTE fields will be identified for student summer experiences.</p>
<p>Professional Development Planning</p>	<p>A professional development plan will be updated each school year with the partnering organizations and the School –Based Planning Team to add differentiation, job embedded opportunities and a structured framework for evaluation to ensure growth in key areas linked to grant and RRA.</p>	<p>Principal - Organizer Leadership Team School Chiefs WEST ED Representative from each partnering organization within the SIG grant: -MCC -Geneseo -Generation Schools – Provider of TA for this element -SBPT</p>	<p>May - July</p>	<p>Final Product will be a comprehensive PD plan that will link partnering organizations, RRA and differentiated supports linked to APPR to support teacher leader effectiveness, implementation of CCLS and strategies for rigorous instruction across all content areas for every sub group in accountability status.</p>
<p>Performance Management Planning (PMP)</p>	<p>For Executive Committee to meet every 5 weeks to review data and plan to determine early wins and to collaboratively make decisions for</p>	<p>Principal - Organizer Leadership Team Teacher Representative School Chief - Lead Deputies WEST ED – OSI – Co Lead</p>	<p>Every 5 weeks</p>	<p>The Executive Committee will produce a report that will be dispersed to all stakeholders every 5 weeks sharing information, early wins</p>

	change based on data collected.	Representative from each partnering organization within the SIG grant: -MCC -Geneseo -Generation Schools -SBPT		and critical areas of focus based on updated data and consistent monitoring. Action will be taken in critical areas identified to ensure trajectory of school is moving forward.
Feedback Loop	For administration to determine concrete system and structure for delivery of feedback to teachers in a timely manner in order to link professional development to needed domains and areas of focus	Principal - Organizer Leadership Team	September	The Principal will communicate observation schedule, walk through criteria and feedback cycles of communication to ensure teachers receive timely feedback regarding their craft, communication is clearly defined and PD can be linked to specific domains.
Program Evaluation	For the WEST ED to work with partnering organizations to evaluate SIG implementation and program effectiveness based on metrics determined by Executive Committee	WEST ED Partnering Organizations Executive Committee	Quarterly Review and Data Collection June – Yearly Report	WEST ED will work collaboratively to craft report of partner effectiveness based on predetermined metrics

Attachment A
 Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature does not indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable if the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) <i>Deborah Rider</i>		
Type or print name <i>Deborah Rider</i>		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable if the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) <i>Adam Urbaniski/mak</i>		
Type or print name <i>Adam Urbaniski</i>		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable if the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) <i>Caroline A. Lewis</i>		
Type or print name <i>Caroline A. Lewis</i>		

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	School	NYS State Average	District Average	Baseline Data	Target for 2013-2014	Target for 2014-2015	Target for 2015-16
I. Leading Indicators							
a. Number of minutes in the school year	69,270		73,320		73,520	73,520	73,520
b. Student participation in State ELA 7-8 assessment grade 9-12	94% 99%		98% 98%		95% 99%	96% 100%	97% 100%
c. Student participation in State Math 7-8 assessment grade 9 -12	94% 99%		98% 95%		95% 99%	96% 100%	97% 100%
d. Drop-out rate	12.8%		4.7%		3.3%	3.2%	3.1%
e. Student average daily attendance	80%		89.6%		93%	95%	97%
f. Student completion of advanced coursework	70		44		83	122	161
g. Suspension rate	Corrective	Action	See	Attach ment	Corrective	Action	See
h. Number of discipline referrals	Corrective	Action	See	Attach ment	Corrective	Action	See
i. Truancy rate	Corrective	Action	See	Attach ment	Corrective	Action	See
j. Teacher attendance rate	97.1%		93.14%		97.6%	98.5%	99.0%
k. Teachers rated as "effective" and "highly effective"	50.0%		82.5%		85.6%	88.6%	91.6%
l. Hours of professional development to improve teacher performance	1,488		1,451		1,524	1,600	1,680
m. Hours of professional development to improve leadership and governance	96		99		104	109	116
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	0*		85		89	94	98
II. Academic Indicators							
o. ELA performance index grade 7-8 grade 9-12	74 79		95 112		140 140	150 150	165 165
p. Math performance index grade 7-8 Grade 9-12	88 53		107 79		155 155	160 160	165 165
q. Student scoring "proficient" or higher on ELA 7-8 assessment grade 9-12	21% 43%		28% 52%		30.9% 51%	44.2% 62%	85.0% 85.0%
r. Students scoring "proficient" or 7-8 higher on Math assessment grade 9-12	25% 37%		21.7% 32%		34.3% 40%	46.9% 50.0%	85.0% 85%
s. Average SAT score	1070		1179		1,236	1,293	1,350
t. Students taking PSAT	167		2768**		200	250	320
u. Students receiving Regents diploma with advanced designation	2%		11.1%		13.0%	18.0%	25.0%
v. High school graduation rate	37%		50%		55%	75%	89%
w. Ninth graders being retained	26.1%		29.2%		15%	10%	7%
x. High school graduates accepted into two or four year colleges	65%		83%		75%	85%	95%

*N. Professional Development funding was removed in the 2011-12 school year, but reinstated plus TIF funding in 2012-13.

**T. District total

Attachment C
 Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contracts (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>Generation Schools Network Jonathan Spear, Co-Founder Northeast Regional Office 540 President Street, 1G Brooklyn, NY 11215 347-410-5322</p> <p>Presentations, Workshops and Coaching</p>	<p>1. Brooklyn Generation School Brooklyn Generation was approved by the NYC DOE, with support of the United Federation of Teachers to implement an extended year model with many aspects of the signature model – all without increasing costs. The non-profit secured a side agreement signed by the Chancellor and UFT President that has since been renewed twice, each time for longer periods of time. See link re: performance at: http://www.generationschools.org/northeast/</p>	<p>Lydia Colon Bomani, Principal 718-968-4200</p>
	<p>2. West Generation Academy Founded as part of the turnaround of West Campus in Denver, CO. Data shows students on track after first trimester to achieve 1.5 grade levels of growth during the school's first year.</p>	<p>Dr. Robert Villarreal, Principal, 720-423-5300</p> <p>Alyssa Whitehead-Bust, Superintendent of Innovation Denver Public Schools 720-423-2582</p>
	<p>3. Tompkins Square Middle School*</p>	<p>Sonhando Estwick, Principal 212-995-1430</p>
	<p>4. Young Women's Leadership School – Astoria*</p>	<p>Laura Mitchell, Principal 718-267-2839</p>
	<p>5. Victory Collegiate High School*</p> <p><i>* All of these schools are part of the NYC Department of Education. Generation Schools worked with Victory Collegiate since its founding in 2007. The other schools were existent schools when Generation Schools worked with them between 2009 and 2012. Data about each NYC school is available at http://schools.nyc.gov.</i></p>	<p>Marcel Deans, Principal 718-968-1530</p>

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (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>Monroe Community College Emeterio M. Otero, Ph.D. Executive Dean and Community Partnerships Monroe Community College Damon City Campus 228 E. Main St. Rochester, NY 14604 Office: 585-262-1610 Fax: 585-262-1615</p> <p>Dual enrollment will offer Monroe HS the opportunity to earn college credit and work on high school graduation requirements at the same time. Dual enrollment courses are taught by MCC-certified teachers in your high school. These courses have the same curriculum and requirements as those offered on the MCC campus and hold the same college credit. Once a student successfully completes the dual enrollment course, you can apply credits toward a future MCC degree or transfer them to another college or university.</p>	<p>MCC has dual enrollment agreements with 52 high schools in Monroe County. Those schools include:</p> <ol style="list-style-type: none"> 1. Brighton HS 2. Fairport HS 3. East Rochester HS 4. West Irondequoit HS 	<p>Michael McDonough, Provost and Vice President of Academic Services, Monroe Community College</p>
<p>Partner Organization Name and Contact Information and description of type of service provided.</p> <p>State University of New York at Geneseo</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.</p> <ol style="list-style-type: none"> 1. Rochester City School District, Caterina Leonne Mannino, to provide 6 years of 2 week enrichment 	<p>References / Contracts (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>RCS, Caterina Leonne-Mannino, Director of Extended Learning and Intervention.</p>

<p>Dr. Anjoo Sikka, Dean of the Ella Cline Shear School of Education sikka@geneseo.edu 585-245-5560</p> <p>Susan Norman SUNY Geneseo South Hall 206 Geneseo, NY 14454</p>	<p>residential summer camp experience at Geneseo. SUNY Geneseo works with all school within the RCSD both elementary with students rising 6th graders and mostly with high schools across the district. RCSD has assessment report for past years.</p> <p>2. Central Library of Monroe County, provided tutoring each Saturday during the academic year to students at the Teen Central since 2007. Teen Central clients/students mostly students from within the RCSD grades 6-12. We collect report cards on a volunteer basis before and at the end of the program. Those students who meet regularly during the year increase their report card grades in the content area classes.</p> <p>3. Community Place at Parsell's Ave, literacy clinic for children all ages. Community Place is an after-school, non for profit agency within the rochester community that service high needs children. Assessments show that reading clinic interventions help students maintain or increase their reading performance before and after clinic.</p> <p>4. Horizon's at Harley summer program reading clinic Horizon's is part of the Greater Rochester Learning Association summer program which eliminates summer reading loss. This clinic has shown significant improvements for students in pre and post testing before and after clinic. Appendix A</p> <p>5. RCSD School #7 is partnership with with SOE whereby Geneseo students work in the building as part of an MOU developed between the Principal and our Field Experience office.</p>	<p>Patricia Uttaro, Director of Library Services, Rochester and Monroe County</p> <p>Leonard Brock, Associate VP of Youth Development, Community Place of Greater Rochester</p> <p>Luis Perez, Executive Director Horizon's at Harley</p> <p>Principal Dave Sylvester, School #7</p>
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Attachment D - (1003g) Budget Summary Chart

Agency Code	2	6	1	6	0	0	1	0	0	00
Rochester City School District (Monroe)										
Year 1 Implementation Period (September 1, 2013 - August 31, 2014)										
Categories	Code	Costs								
Professional Salaries	15	867,673								
Support Staff Salaries	16	19,950								
Purchased Services	40	612,808								
Supplies and Materials	45	194,759								
Travel Expenses	46	7,200								
Employee Benefits	80	240,350								
Indirect Cost (IC)	90	57,260								
BOCES Service	49	0								
Minor Remodeling	30	0								
Total		2,000,000								
Year 2 Implementation Period (September 1, 2014 - August 31, 2015 – for Turnaround, Restart, and Transformation models only)										
Categories	Code	Costs								
Professional Salaries	15	497,163								
Support Staff Salaries	16	17,550								
Purchased Services	40	656,003								
Supplies and Materials	45	135,443								
Travel Expenses	46	7,200								
Employee Benefits	80	149,967								
Indirect Cost (IC)	90	36,674								
BOCES Service	49	0								
Minor Remodeling	30	0								
Total		1,500,000								
Year 3 Implementation Period (September 1, 2015 - August 31, 2016 – for Turnaround, Restart, and Transformation models only)										
Categories	Code	Costs								
Professional Salaries	15	367,569								
Support Staff Salaries	16	9,450								
Purchased Services	40	415,073								
Supplies and Materials	45	46,821								
Travel Expenses	46	7,200								
Employee Benefits	80	126,843								
Indirect Cost (IC)	90	27,044								
BOCES Service	49	0								
Minor Remodeling	30	0								
Total		1,000,000								
Total Project Period (September 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR September 1, 2013 – August 31, 2014 for Closure models)										
Categories	Code	Costs								
Professional Salaries	15	1,732,405								
Support Staff Salaries	16	46,950								
Purchased Services	40	1,683,884								
Supplies and Materials	45	377,023								
Travel Expenses	46	21,600								
Employee Benefits	80	517,160								
Indirect Cost (IC)	90	120,978								
BOCES Service	49	0								
Minor Remodeling	30	0								
Total Project Budget		4,500,000								

BUDGET NARRATIVE

Budget Cost	Program Narrative Section	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Expanded Learning Resource Coordinator	2.A.ii 2.H.iii	15	69,525	71,611	73,759	A 1.0 FTE Expanded Learning Coordinator will oversee the creation of the course catalog, be the liaison between our partnering agencies supporting the expanded day and ensure students have ILPs connected to targeted supports.	After three years, expanded learning will be part of the new school culture; support will no longer be needed in the form of a dedicated administrator.
Expanded Learning (extra 45 min per day)	2.A.ii 2.H.iii	15	194,250	206,868	106,960	Teachers will be paid at the rate of \$37/hour to extend the school day by 45 minutes. Staggered start and end times will be adjusted for full coverage of the 10-period day for students.	Salary costs for implementation of expanded learning will be covered by SIG in Year 1. Each year, RCSD will assume more of the costs, demonstrating long-term sustainability. Strategic efficiencies, such as staggered scheduling and community partnerships, will be enhanced.
Expanded Learning (extra 90 min per day)	2.A.ii 2.H.iii	15	310,800	0	0	Teachers will be paid at the rate of \$37/hour to extend the school day by 90 minutes. Staggered start and end times will be adjusted for full coverage of the 10-period day for students.	Salary costs for implementation of expanded learning will be covered by SIG in Year 1. Each year, RCSD will assume more of the costs, demonstrating long-term sustainability. Strategic efficiencies, such as staggered scheduling and community partnerships, will be enhanced.
Expanded Learning (teach 6th course)	2.A.ii 2.H.iii	15	120,630	124,249	89,583	Teachers who teach an extra period during the	Salary costs for implementation of expanded

BUDGET NARRATIVE

Budget Cost	Program Narrative Section	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
						school day will be compensated at an additional 20% of their salary.	learning will be covered by SIG in Year 1. Each year, RCSD will assume more of the costs, demonstrating long-term sustainability. Strategic efficiencies, such as staggered scheduling and community partnerships, will be enhanced.
Clerical Staff to Support Expanded Learning	2.A.ii 2.H.iii	16	8,100	8,100	0	Support staff position needed to support implementation of the expanded learning model.	Office staff will have staggered start times to support Expanded Learning.
Paraprofessional to Support Expanded Learning	2.A.ii 2.H.iii	16	4,050	4,050	4,050	Support staff position needed to support implementation of the expanded learning model.	Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG.
Custodian to Support Expanded Learning	2.A.ii 2.H.iii	16	5,400	5,400	5,400	Support staff position needed to support implementation of the expanded learning model.	Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG.
Teacher Hourly Pay/Expanded Learning Course Catalog	2.A.ii 2.H.iii	15	3,960	0	0	Teachers will create a curriculum and a menu of offerings that will be included in the course catalog that link to targeted supports for students.	Course catalog created in Year 1 will be used in future years and will indicate course offerings.
Generation Schools	2.A.ii 2.H.iii 2.F.i 2.F.ii	40	24,500	24,500	24,500	Generation Schools Consulting will provide technical assistance with the implementation of the expanded learning	By the end of the three-year grant period, the Monroe redesign process will be complete.

BUDGET NARRATIVE

Budget Cost	Program Narrative Section	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Supplies for Expanded Learning	2.A.ii 2.H.iii	45	63,930	21,233	1,099	Supplies will support the implementation of the expanded learning model and provide students with any needed supplemental materials.	Other funding, such as Title I or A funds will be used to continue the expanded learning initiative at the conclusion of SIG.
Ibero	2.H.vi	40	25,000	25,000	25,000	Community partnership that will be built into expanded day to focus on mentoring, alcohol and pregnancy prevention services	Other funding, such as Title I will be used to continue the expanded learning initiative at the conclusion of SIG
Rochester Association of Performing Arts (RAPA)	2.H.v	40	5,400	5,400	5,400	Community partnership that will be built into expanded day to engage students with the performing arts.	Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG
Pathways to Peace	2.H.vi	40	25,000	25,000	0	Partnership that will be built into expanded day to engage students in suspension prevention, acclimation into school following a suspension and gang violence prevention.	At the conclusion of the grant, the goal is to have a culture that is intrinsically motivated and engaged by the opportunities found within the expanded day that the culture of the building dramatically changes
RCS D Teacher Salary for Summer Camp Delivery	2.A.ii 2.H.iii	15	18,095	18,637	19,196	3 RCS D teachers will assist SUNY Geneseo with delivery of the 7 th /8 th grade summer camp.	Teachers will become knowledgeable about program delivery to support sustainability beyond the

BUDGET NARRATIVE

Budget Cost	Program Narrative Section	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
						Salary calculated at the contractual rate of 1/300 th annual teacher salary for 4 hours of program delivery. Average salary = \$60,315. Programming runs for 5 days/week for 6 weeks.	period that SUNY Geneseo will lead summer camp activities.
RCS D Teacher Salary for Break Camp Delivery	2.A.ii 2.H.iii	15	3,016	3,106	3,199	3 RCS D teachers will assist SUNY Geneseo with delivery of the 7 th /8 th grade summer camp. Salary calculated at the contractual rate of 1/300 th annual teacher salary for 4 hours of program delivery. Average salary = \$60,315. Programming runs for 5 days during school vacation.	Teachers will become knowledgeable about program delivery to support sustainability beyond the period that SUNY Geneseo will lead summer camp activities.
ELL Coach Salary for Summer Camp Delivery	2.A.ii 2.H.iii	15				The ELL Coach will assist SUNY Geneseo with delivery of the 7 th /8 th grade summer camp. Salary calculated at the contractual rate of 1/300 th annual teacher salary for 4 hours of program delivery. Average salary = \$60,315. Programming runs for 5 days/week for 6 weeks.	Teachers will become knowledgeable about program delivery to support sustainability beyond the period that SUNY Geneseo will lead summer camp activities.

BUDGET NARRATIVE

Budget Cost	Program Narrative Section	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
SUNY Geneseo/ Summer Camp Delivery	2.A.ii 2.H.iii 2.F.i 2.F.ii	40	62,002	62,689	-	SUNY Geneseo staff in collaboration with the RCSD will implement a camp grounded in pop-culture through inquiry based, thematic hands on activities based from graphic novels.	In year three, SUNY Geneseo believes that additional funding sources from the college can be utilized to sustain the camp. Teachers will become knowledgeable about program delivery to support sustainability beyond the period that SUNY Geneseo will lead summer camp activities
ELL Coach Salary for Break Camp Delivery	2.A.ii 2.H.iii	15	1,053	1,085	1,117	The ELL Coach will assist SUNY Geneseo with delivery of the 7 th /8 th grade summer camp. Salary calculated at the contractual rate of 1/300 th annual teacher salary for 4 hours of program delivery. Average salary = \$60,315. Programming runs for 5 days during school vacation.	Teachers will become knowledgeable about program delivery to support sustainability beyond the period that SUNY Geneseo will lead summer camp activities.
SUNY Geneseo/ Break Camp Delivery	2.A.ii 2.H.iii 2.F.i 2.F.ii	40	11,984	11,898	11,968	SUNY Geneseo staff in collaboration with the RCSD will implement a camp grounded in pop-culture through inquiry based, thematic hands on activities based from graphic novels.	In year three, SUNY Geneseo believes that additional funding sources from the college can be utilized to sustain the camp. Teachers will become knowledgeable about program delivery to support sustainability beyond the period that SUNY

BUDGET NARRATIVE

Budget Cost	Program Narrative Section	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Student Transportation		46	7,200	7,200	7,200	Transportation will include travel to Summer Institute/camps.	Geneseo will lead break camp activities Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG.
English Language Learner Coach	2.A.ii 2.H.ii	15	63,201	65,097	67,050	A 1.0 FTE ELL Coach will support Monroe teachers by modeling best practice strategies in the classroom and providing professional development surrounding the ELL population.	Other funding, such as Title I and the STLE grant will be used to continue the expanded learning initiative at the conclusion of this grant.
Bilingual Instructional Supplies	2.A.ii 2.H.ii	45	60,829	22,000	2,358	Books and other instructional supplies will be purchased to support all students as they learn a second language.	These supplies will be reusable.
TeenBiz	2.A.ii 2.H.ii	40	23,567	23,567	23,567	Online differentiated reading program that focuses on informational text at student's instructional level in both English and Spanish and links to career exploration and readiness.	Title I and SAS dollars could sustain the licensure for this program.
Read 180	2.A.ii 2.H.ii	45	10,000	10,000	10,000	Intervention program designed to improve the	Materials will be purchased and capacity will be built

BUDGET NARRATIVE

Budget Cost	Program Narrative Section	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
SUNY Geneseo Program-wide Expenses	2.A.ii 2.F.i 2.F.ii	40	59,803	61,494	62,887	Program wide expenses include a student teacher residency program, professional development offerings, camps, demonstration literacy labs and staff and materials to deliver comprehensive services.	As the grant concludes, SUNY Geneseo believes that additional funding sources from the college can be utilized to sustain programmatic pieces. Teachers will become knowledgeable about program delivery and instructional strategies to support sustainability beyond the period of the grant.
Teacher Salary for Saturday School	2.H.iii	15	19,980	0	0	Saturday school will add additional hours to the school year in year one as an additional jump start to enrich and accelerate students.	SAS and Title 1 dollars will support throughout year 2 and 3.
Administrator Salary for Saturday School	2.H.iii	15	23,543	0	0	Saturday school will add additional hours to the school year in year one as an additional jump start to enrich and accelerate students. Administrative staff will oversee this program and will need compensation.	SAS and Title 1 dollars will support throughout year 2 and 3.

BUDGET NARRATIVE

Budget Cost	Program Narrative Section	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Custodial support for Saturday School	2.H.iii	16	2,400	0	0	Saturday School requires a custodian to be on duty during the operating hours of the program.	Hour duration is short for program and SAS dollars will allow for resources to be reallocated, allowing funding for custodial staff to be available.
Hourly Pay/Curriculum Writing	2.A.ii	15	33,300	0	0	Teachers will work with Generation Schools to create Intensives/Studio Courses linked to career exploration that will be infused into the course catalog.	Once Intensive/Studio courses are complete, they will be offerings in the course catalog and curriculum will be available for long term use.
Monroe Community College	2.A.ii 2.F.i 2.F.ii	40	142,350	102,080	66,080	<u>Accuplacer</u> : This is the pre and posttest data that will be used on a yearly basis determining career and college readiness. <u>Developmental Modules</u> : These will link with the Accuplacer results and are the components of the curriculum that will offer student differentiated supports along the career and college pathway. <u>Dual Enrollment</u> : College credit bearing classes that will be available for students who are deemed college and career ready	As the culture is built, MCC will be doing workshops with parents regarding all of the elements needed for career and college readiness. Costs of the testing and courses will be built into orientation sessions for newly entered students and support will be provided to parents regarding the costs long term for this program. In addition, credits will be reduced to 1/3 of the cost.

BUDGET NARRATIVE

Budget Cost	Program Narrative Section	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Books for Dual-Credit Courses	2.A.ii	45	50,000	50,000	33,364	Hardcover and electronic textbooks will be purchased.	These supplies will be reusable.
Professional Learning							
SUNY Geneseo	2.A.ii 2.1.ii	40	116,202	197,375	78,671	SUNY Geneseo's services include a student teacher residency program, professional development offerings, camps, demonstration literacy labs and staff and materials to deliver comprehensive services.	As the grant concludes, SUNY Geneseo believes that additional funding sources from the college can be utilized to sustain programmatic pieces. Teachers will become knowledgeable about program delivery and instructional strategies to support sustainability beyond the period of the grant.
Whisper Chat	2.1.ii	45	0	29,210	0	Technology that will be set up in a demonstration classroom that will allow for coaching feedback in "real time".	Once purchased, licensure exists for 5 year period – beyond length of grant.
Professional Development Supplies	2.1.ii	45	10,000	3,000	0	Supplies will be purchased to support professional learning activities.	Teachers will keep the supplies for continued reference and improvement.
West Ed.	2.C.i 2.K.iii	40	117,000	117,000	117,000	The transformational coach will provide technical assistance to Monroe HS in implementation of the SIG plan. He/she will monitor, evaluate, and	By the end of the three-year grant period, the Monroe redesign process will be complete.

BUDGET NARRATIVE

Budget Cost	Program Narrative Section	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Code 80: Employee Benefits		80	240,350	149,967	126,843	Employee benefits include retirement, Social Security (7.65%), Workers Compensation, and Unemployment Insurance, and health insurance (\$12,750 per 1.0 FTE)	Same as salaries.
Code 90: Indirect Costs		90	57,261	36,674	27,045	Indirect costs were calculated at the Approved, Restricted Indirect Cost Rate of 3.7%.	N/A
Leadership training		-	-	-	-	The SUPES Academy is providing training to all RCSD leadership in implementation of the Regents Reform Agenda and DTSDE.	This funding is from the Systemic grant and will support district and building leadership throughout year 1 of the SIG grant. Skills learned from this will build leadership capacity for the duration any beyond this grant.
Highly qualified bilingual teachers		-	-	-	-	Initiatives included in the STLE grant will increase recruitment of bilingual-certified teachers and facilitate opportunities for current RCSD teachers to earn this certification.	Application to round 2 of the STLE grant will be sought.
Improving physical building capacity		-	-	-	-	Monroe HS is undergoing renovation beginning in	FMP will support this element for modernization.

BUDGET NARRATIVE

Budget Cost	Program Narrative Section	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
						the 2014-2015 school year. Improvements will be made to the instructional facilities that will support SIG programs.	Changes will be lifelong structures that enhance the atmosphere of the school longterm.

* Cost included with SUNY Geneseo Contract

ROCHESTER CITY SCHOOL DISTRICT

COMMUNICATION PLAN - SCHOOL IMPROVEMENT GRANT

James Monroe High School – Transformation Model

Goals of Communication

Goal #1:	Ensure that all stakeholders understand the School Improvement Grant. This includes (1) the components of SIG; (2) the differences in models; (3) current proposal
Goal #2:	Ensure all staff at James Monroe High School have input on key component areas found within the SIG 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
Goal #3:	Inform key stakeholders, including the community at-large, about the SIG grant. This includes the following information: (1) benefits, (2) alignment with district priorities, (3) building support for sustainability
Goal #4:	Ensure that all stakeholders understand the RFP process regarding P Tech. This includes (1) the components of RFP; (2) Dates and timelines; (3) how it relates to SIG
Goal #5:	<i>[add goals as needed]</i>
Goal #6:	<i>[add goals as needed]</i>

Key Stakeholders for the SIG Grant

- Teachers (Including SBPT)
- Principals
- Rochester Teachers Association (RTA) and Administrator and Supervisors Association of Rochester (ASAR)
- District SIG grant staff and SED SIG grant staff
- Senior RCSD Leadership and staff from relevant district departments (e.g., OSI, Office of Accountability, Teaching and Learning, HCI, Payroll, Finance, Labor Relations, Communications)
- Board of Education
- Parents
- Community
- Bilingual Council
- Partners: MCC, Generation Schools, SUNY Geneseo

Communication Activities and Timeline

Communication Activity		Audience		Who is Responsible?		Completed		Goal	
		Due Date				1	2	3	4
(2012-13 SY): Activities									
Initiate Priority School Executive Committee (PSEC) meetings with district leadership to discuss grant status, address implementation issues, and keep senior staff, RTA and ASAR informed of progress.	Bi-weekly beginning 3/4/13	Priority School Executive Committee (PSEC)	<ul style="list-style-type: none"> Superintendent Anita Murphy OSI 	3/4/13	X	X	X		
Execute meeting with union leaders and Priority School Executive Committee (PSEC) to inform stakeholders of the communication plans and to ensure transparency.	<p>Goal: Friday, March 8th - Afternoon: Every three weeks following date until completion of 2nd grant period</p> <p>Within 1 business day following meeting with union leaders</p>	<ul style="list-style-type: none"> RTA Leaders ASAR Leaders PSEC 	<ul style="list-style-type: none"> Superintendent OSI 	3/8/13	X			X	
Communicate to external partners to indicate termination of SIG 4 and execution of SIG 5.		<ul style="list-style-type: none"> External Partners Peter Otero (X)4/4/13 Generation Schools (X) 4/8/13 	<ul style="list-style-type: none"> OSI 	3/11/13				X	
Define RFP for P Tech School proposal to indicate opportunities for all schools	3/18/13	All Secondary Schools	<ul style="list-style-type: none"> OSI/Caterina Principal School Chief 	Completed by 3/18 - RFP will roll out at May SUPES Meeting					X
<ol style="list-style-type: none"> Develop a summary document and presentation that describes the details of the SIG grant for staff including an explanation of each SIG component Show how the SIG 4 application correlated directly with the components and discuss grant status, address implementation issues, and show framework for procession Identify potential external partners and their role in the SIG application Indicate how P Tech RFP may fit into SIG proposal 	Week of March 11 th	<ul style="list-style-type: none"> Monroe Staff and Community Agencies SBPT Parents 	<ul style="list-style-type: none"> Anita Murphy School Chief OSI Principal Union Leaders Superintendent 	3/12/13	X	X	X	X	
Establish Leadership Team and school format that will ensure internal communication and set up identified subcommittees for staff and community input.	Week of March 11 th	<ul style="list-style-type: none"> Monroe Staff and Community Agencies 	<ul style="list-style-type: none"> Anita Murphy School Chief OSI Principal 	Completed			X		

Communication Activity	Due Date	Audience	Who is Responsible?	Completed					Goal
				1	2	3	4	5	
Subcommittees and Leadership Team review components and provide input and suggestions regarding application.	Weekly Meetings: Beginning Week of March 11th	<ul style="list-style-type: none"> Leadership Team Identified Sub Committees Monroe Staff and Community Agencies 	<ul style="list-style-type: none"> Anita Murphy School Chief OSI Principal Staff 	In progress Final 4/16	X				
Meeting with MCC - Pete Otero/Michael McDonough	Beginning April	<ul style="list-style-type: none"> District MCC 	<ul style="list-style-type: none"> OSI - Organizer Principal Pete Otero Michael McDonough School Chief 	4/4/13 5/6/13 5/14/13					
Generation Schools Meeting - Jonathan Spears from Generation Schools to deliver model at Monroe - Voluntary Staff Meeting	Beginning April	<ul style="list-style-type: none"> Monroe Staff 	<ul style="list-style-type: none"> OSI Principal Staff 	4/8/13 5/28/13					
Meeting with SUNY Geneseo	Beginning April	<ul style="list-style-type: none"> District Geneseo Monroe 	<ul style="list-style-type: none"> OSI School Chief Susan Norman 	5/10/13 5/24/13 5/28/13					
SIG Presentation to Bi-Lingual Council	Tuesday, April 9 th	<ul style="list-style-type: none"> Council Staff Community Members 	<ul style="list-style-type: none"> Chief Nydia Padilla OSI Principal 	4/9/13					
Hold regular check-in meetings with principals/administration/staff to obtain implementation updates and address any issues.	Weekly Meetings: Beginning Week of March 11th	<ul style="list-style-type: none"> Monroe 	<ul style="list-style-type: none"> School Chief OSI 	Ongoing	X	X	X		
Execute meeting regarding P Tech Proposal - indicating timelines, roll out process and expectations.	Week of March 25 th	<ul style="list-style-type: none"> All Secondary Schools 	<ul style="list-style-type: none"> OSI Deputies Chiefs 	Scheduled for May Principals Meeting	X	X	X	X	
Execute meeting with union leaders and Priority School Executive Committee (PSEC) to inform stakeholders of the progress and finalize planning for SIG 5.	Week of April 1	<ul style="list-style-type: none"> RTA Leaders ASAR Leaders PSEC 	<ul style="list-style-type: none"> Superintendent OSI Unions 	4/25/13 5/22/13 (Bolgen) 5/23/13 (Emailed Unions)	X			X	
Inform Grant Department of the execution of SIG 5	Week of April 1	<ul style="list-style-type: none"> Specialist 	<ul style="list-style-type: none"> OSI 	4/15/13	X	X	X	X	

Communication Activity		Due Date	Audience	Who is Responsible?	Completed	1	2	3	4	5	Goal
Inform Parent Council of the execution of SIG 5	Week of April 1	<ul style="list-style-type: none"> Parent Council 	<ul style="list-style-type: none"> OSI 	4/29/13 5/20/13							
Informational meeting for Monroe Staff regarding execution of SIG 5	Week of May 8	<ul style="list-style-type: none"> Monroe Staff RTA 	<ul style="list-style-type: none"> Anita Murphy School Chief OSI Principal 	5/20/13 5/23/13			X				
Write/Finalize grant submissions for SIG 5 with external partners	Week of April 8 - May 27 th	<ul style="list-style-type: none"> Monroe Staff Principal Leadership Team 	<ul style="list-style-type: none"> OSI Principal Partners 	5/28/13		X					X
Final meeting with Unions/Parent Council and school staff to review applications.	Week of May 6 th - 10	<ul style="list-style-type: none"> RTA Leaders ASAR Leaders PSEC Principal 	<ul style="list-style-type: none"> Superintendent OSI 	6/4/13							
Obtain Signatures	Week of May 28 th	<ul style="list-style-type: none"> Unions Superintendent 	<ul style="list-style-type: none"> OSI 	6/4/13		X	X				X
Submission	May 17	<ul style="list-style-type: none"> ALL 	<ul style="list-style-type: none"> OSI 	6/7/13		X	X				X

Professional Development Summer Offerings

Math and ELA

Regents Reform Agenda Link: CCSS, DDI, APPR	Framework for Teaching Domains	Level: All Beginner Intermediate Advanced	Target Audience	Title	Description	Date(s)	Time(s)	Location
CCSS	Domain 3 Instruction	ALL	K-5 General Core Teachers, SPED Teachers, ESOL Teachers, Administrators	Introduction to K-5 Mathematics Modules: A Story of Units	Participants will learn the components of the mathematics modules in the NYSED's Story of Units Curriculum. A sample lesson will be modeled. This course serves as a pre-cursor for extensive module training to be held throughout 2-13-14 school year. <u>Course is 3 hours in length.</u>	July 18 July 18 August 6 August 6 August 12 August 12	9:00-12:00 1:00-4:00 9:00-12:00 1:00-4:00 9:00-12:00 1:00-4:00	Center, Room 340 Center, Room 340 Center, Room 340 Center, Room 340 Center, Room 340 Center, Room 340
CCSS	Domain 3 Instruction	ALL	Pre K-2 General Core Teachers, SPED Teachers, ESOL Teachers, Administrators	Using Mathematical Models Pre K-2	Participants will be introduced to a variety of mathematical models. After an overview and discussion of the different models used in Pre-k through 2, participants will engage in a variety of activities and instructional approaches for using these models in their classroom instruction. Participants will be introduced to Rekenreks as a mathematical model. This session includes an introduction to Rekenreks for those who are unfamiliar, a brief background and overview of the Rekenrek and a wide variety of activities to do with Rekenreks, as well as how to implement them in their instruction. Participants will be provided with research based explanations supporting the importance of small group instruction. The group will explore how to implement small groups in their mathematics instruction in order to support the common core standards for mathematics. A close look will be had at the format and considerations for small group implementation including management, motivation and organization. <u>Course is 18 hours in length.</u>	July 17, 24, 31	8:30-2:30	Center for Professional Learning Room 334
CCSS	Domain 3 Instruction	ALL	Grade 6 General Core Teachers, SPED Teachers, ESOL Teachers, Secondary Mathematics Teachers, Administrators	Introduction to 6-8 Mathematics Modules: A Story of Ratios	Participants will learn the components of the mathematics modules in the NYSED's Story of Ratios Curriculum. A sample lesson will be modeled. This course serves as a pre-cursor for extensive module training to be held throughout 2-13-14 school year. <u>Course is 3 hours in length.</u>	July 23 August 12	1:00-4:00 1:00-4:00	Center for Professional Learning Room 342 Center for Professional Learning Room 342

Professional Development Summer Offerings

		Math and ELA Center for Professional Learning Room 339	
CCSS	Domain 3 Instruction	ALL	Secondary Mathematics Teachers, SPED Teachers, ESOL Teachers, Administrators
		Introduction to 9-12 Mathematics Modules: A Story of Functions	Participants will learn the components of the mathematics modules in the NYSED's Story of Functions Curriculum. A sample lesson will be modeled. This course serves as a precursor for extensive module training to be held throughout 2-13-14 school year. <u>Course is 3 hours in length.</u>
		July 23	1:00-4:00
		August 12	1:00-4:00
CCSS	Domain 3 Instruction	ALL	K-6 General Core Teachers, SPED Teachers, ESOL Teachers, Secondary Mathematics Teachers, Administrators
		Developing Mathematical Ideas :Building a System of Tens	Developing Mathematical Ideas (DMI) is a professional development curriculum designed to help teachers think through the major ideas of K-8 mathematics and examine how children develop those ideas. In Part 1 of the DMI Series, Building a System of Tens, participants explore the base-ten structure of the number system, consider how that structure is exploited in multi-digit computational procedures, and examine how basic concepts of whole numbers reappear when working with decimals. Reading/work is required between sessions. <u>Course is 30 hours in length.</u> You must attend all sessions to earn course hours.
		July 8, 9, 10, 11, 15, 16, 17, 18	1:30-4:30
CCSS	Domain 3 Instruction	ALL	K-6 General Core Teachers, SPED Teachers, ESOL Teachers, Secondary Mathematics Teachers, Administrators
		Developing Mathematical Ideas :Making Meaning of Operations	Developing Mathematical Ideas (DMI) is a professional development curriculum designed to help teachers think through the major ideas of K-8 mathematics and examine how children develop those ideas. In Part 2 of the DMI series, Making Meaning for Operations, participants examine the actions and situations modeled by the four basic operations. The course begins with a view of young children's counting strategies as they encounter word problems, moves to an examination of the four basic operations on whole numbers, and revisits the operations in the context of rational numbers. Reading/work is required between sessions. Prerequisite: DMI: Building a System of Tens Course is 30 hours in length. You must attend all sessions to earn course hours.
		July 10, 16, 17, 18, 23, 30, 31, August 1	1:30-4:30
			Center for Professional Learning Room 332

Professional Development Summer Offerings

CCSS	Domain 3: Instruction	ALL	K-6 General Core Teachers, SPED Teachers, ESOL Teachers, Secondary Mathematics Teachers, Administrators	Developing Mathematical Ideas: Reasoning Algebraically About Operations	This third module of the Developing Mathematical Ideas series, Reasoning Algebraically about Operations (RAO), completes the core of the first modules that focus on number and operations. Participants will examine generalizations that connect algebraic reasoning and computational fluency. Reading/work is required between sessions. Prerequisites: DMI: Building a System of Tens and DMI: Making Meaning for Operations	August 5, 6, 7, 8,	8:00-3:00	Center for Professional Learning Room 339
CCSS	Domain 3: Instruction	Beginner/Intermediate	9-12 ELA Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	June 24	9:00am – 12:00pm	Center for Professional Learning Room 347
CCSS	Domain 3: Instruction	Beginner/Intermediate	9-12 ELA Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	June 25	1:00pm – 4:00pm	Center for Professional Learning Room 338
CCSS	Domain 3: Instruction	Beginner/Intermediate	9-12 ELA Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	July 1	9:00am – 12:00pm	Center for Professional Learning Room 347
CCSS	Domain 3: Instruction	Beginner/Intermediate	9-12 ELA Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	July 10	1:00pm – 4:00pm	Center for Professional Learning Room 338

Math and ELA

Professional Development Summer Offerings

CCSS	Domain 3: Instruction	Beginner/ Intermediate	9-12 ELA Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	July 18	1:00pm – 4:00pm	Math and ELA Center for Professional Learning Room 338
CCSS	Domain 3: Instruction	Beginner/ Intermediate	6-8 ELA Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	June 24	1:00pm – 4:00pm	Center for Professional Learning Room 332
CCSS	Domain 3: Instruction	Beginner/ Intermediate	6-8 ELA Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	June 26	9:00am – 12:00pm	Center for Professional Learning Room 338
CCSS	Domain 3: Instruction	Beginner/ Intermediate	6-8 ELA Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	July 2	1:00pm – 4:00pm	Center for Professional Learning Room 332
CCSS	Domain 3: Instruction	Beginner/ Intermediate	6-8 ELA Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	July 11	9:00am – 12:00pm	Center for Professional Learning Room 338
CCSS	Domain 3: Instruction	Beginner/ Intermediate	6-8 ELA Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	July 24	1:00pm – 4:00pm	Center for Professional Learning Room 332

Professional Development Summer Offerings

Math and ELA

CCSS	Domain 3: Instruction	Beginner/Intermediate	3-5 Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	June 26	9:00am – 12:00pm	Center for Professional Learning Room 340
CCSS	Domain 3: Instruction	Beginner/Intermediate	3-5 Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	June 27	1:00pm – 4:00pm	Center for Professional Learning Room 334
CCSS	Domain 3: Instruction	Beginner/Intermediate	3-5 Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	July 1	1:00pm – 4:00pm	Center for Professional Learning Room 334
CCSS	Domain 3: Instruction	Beginner/Intermediate	3-5 Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	July 15	9:00am – 12:00pm	Center for Professional Learning Room 340
CCSS	Domain 3: Instruction	Beginner/Intermediate	3-5 Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	July 23	1:00pm – 4:00pm	Center for Professional Learning Room 334
CCSS	Domain 3: Instruction	Beginner	3-6 Teachers Intervention Teachers	Corrective Reading	Participants will learn the components of the Corrective Reading program and strategies to implement the program for small groups as a Tier 3 intervention.	June 24	9am-1pm	Center for Professional Learning

Professional Development Summer Offerings

		Math and ELA						
CCSS	Domain 3: Instruction	Beginner	3-6 Teachers Intervention Teachers	Corrective Reading	Participants will learn the components of the Corrective Reading program and strategies to implement the program for small groups as a Tier 3 intervention.	June 25	9am-1pm	Center for Professional Learning
CCSS	Domain 3: Instruction	Beginner	3-6 Teachers Intervention Teachers	Corrective Reading	Participants will learn the components of the Corrective Reading program and strategies to implement the program for small groups as a Tier 3 intervention. Part 1 & 2	July 16 & July 17	3pm-6pm	Center for Professional Learning
CCSS	Domain 3: Instruction	Beginner	3-6 Teachers Intervention Teachers	Corrective Reading	Participants will learn the components of the Corrective Reading program and strategies to implement the program for small groups as a Tier 3 intervention. Part 1 & 2	August 13	8:30am-3:30pm	Center for Professional Learning
CCSS	Domain 3: Instruction	Beginner	K-2 Teachers Intervention Teachers	Reading Mastery	Participants will learn the components of the Reading Mastery program and strategies to implement the program for small groups as a Tier 3 intervention. Part 1 & 2	August 6 & 7	3pm-6pm	Center for Professional Learning Room 342
CCSS	Domain 3: Instruction	Beginner	Teachers working with K-2 students including Classroom, ESOL, Special Ed and Speech.	Core Knowledge Skills Strand	Overview of the philosophy, components, and instructional strategies necessary for successful implementation of the Core Knowledge Skills Strand. Part 1-3	July 22, 23, 24	1pm-4pm	Center for Professional Learning Room 340
CCSS	Domain 3: Instruction	Beginner	Teachers working with K-2 students including Classroom, ESOL, Special Ed and Speech.	Core Knowledge Skills Strand	Overview of the philosophy, components, and instructional strategies necessary for successful implementation of the Core Knowledge Skills Strand. Part 1-3	August 3 and 10	9am-1pm	Center for Professional Learning Room 342
CCSS	Domain 3: Instruction	Beginner	Teachers working with K-2 students including Classroom, ESOL, Special Ed and Speech.	Core Knowledge Skills Strand	Overview of the philosophy, components, and instructional strategies necessary for successful implementation of the Core Knowledge Skills Strand. Part 1-3	August 6,7,8	9am-12pm	Center for Professional Learning Room 342
CCSS	Domain 3: Instruction	Beginner	Teachers working with K-2 students including Classroom, ESOL, Special Ed and Speech.	Core Knowledge Skills Strand	Overview of the philosophy, components, and instructional strategies necessary for successful implementation of the Core Knowledge Skills Strand. Part 1-3	August 5,6,7	9am-12pm	Center for Professional Learning Room 337
CCSS	Domain 3: Instruction	Beginner	Teachers working with K-2 students including Classroom, ESOL, Special Ed and Speech.	Core Knowledge Skills Strand	Overview of the philosophy, components, and instructional strategies necessary for successful implementation of the Core Knowledge Skills Strand. Part 1-3	August 12,13, 14	9am-12pm	Center for Professional Learning Room 332
CCSS	Domain 3: Instruction	Beginner	Teachers working with K-2 students including Classroom, ESOL, Special Ed and Speech.	Core Knowledge Skills Strand	Overview of the philosophy, components, and instructional strategies necessary for successful implementation of the Core Knowledge Skills Strand. Part 1-3	Aug 14, 15, 16	1pm-4pm	Center for Professional Learning Room 334

Professional Development Summer Offerings

		Math and ELA	
CCSS	Domain 3: Instruction	Beginner	Teachers working with K-2 students including Classroom, ESOL, Special Ed and Speech.
		Core Knowledge Skills Strand	Overview of the philosophy, components, and instructional strategies necessary for successful implementation of the Core Knowledge Skills Strand. Part 1-3
		August 22, 23	9am-1pm
Center for Professional Learning NEED ROOM CONFIRMATION			
CCSS	Domain 3: Instruction	Beginner/Intermediate	Teachers working with 3-5 students including Classroom, ESOL, Special Ed and Speech.
		3-5 Module Implementation	Participants will review modules that focus on reading, writing, listening, and speaking in response to high-quality texts. The modules sequence and scaffold content that is aligned to the CCLS for ELA & Literacy. Modules include units which include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts.
		August 7	1:00-3:00pm
Center for Professional Learning Room 340			
CCSS	Domain 3: Instruction	Beginner/Intermediate	Teachers working with 3-5 students including Classroom, ESOL, Special Ed and Speech.
		3-5 Module Implementation	Participants will review modules that focus on reading, writing, listening, and speaking in response to high-quality texts. The modules sequence and scaffold content that is aligned to the CCLS for ELA & Literacy. Modules include units which include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts.
		August 12	9:00-11:00am
Center for Professional Learning NEED ROOM CONFIRMATION FOR THIS DATE			
CCSS	Domain 3: Instruction	Beginner/Intermediate	Teachers working with 3-5 students including Classroom, ESOL, Special Ed and Speech.
		3-5 Module Implementation	Participants will review modules that focus on reading, writing, listening, and speaking in response to high-quality texts. The modules sequence and scaffold content that is aligned to the CCLS for ELA & Literacy. Modules include units which include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts.
		August 23	9:00-11:00am
Center for Professional Learning Room 340			
CCSS	Domain 3: Instruction	Beginner/Intermediate	Teachers working with 6-8 students including Classroom, ESOL, Special Ed and Speech.
		6-8 Module Implementation	Participants will review modules that focus on reading, writing, listening, and speaking in response to high-quality texts. The modules sequence and scaffold content that is aligned to the CCLS for ELA & Literacy. Modules include units which include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts.
		August 8	9:00-11:00am
Center for Professional Learning Room 338			
CCSS	Domain 3: Instruction	Beginner/Intermediate	Teachers working with 6-8 students including Classroom, ESOL, Special Ed and Speech.
		6-8 Module Implementation	Participants will review modules that focus on reading, writing, listening, and speaking in response to high-quality texts. The modules sequence and scaffold content that is aligned to the CCLS for ELA & Literacy. Modules include units which include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts.
		August 12	1:00-3:00pm
Center for Professional Learning Room 338			

Professional Development Summer Offerings

Math and ELA

CCSS	Domain 3: Instruction	Beginner/Intermediate	Teachers working with 6-8 students including Classroom, ESOL, Special Ed and Speech.	6-8 Module Implementation	Understanding of major concepts. Participants will review modules that focus on reading, writing, listening, and speaking in response to high-quality texts. The modules sequence and scaffold content that is aligned to the CCLS for ELA & Literacy. Modules include units which include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts.	August 22	9:00-11:00am	Center for Professional Learning Room 338
CCSS	Domain 3: Instruction	Beginner	Teachers working with 9-12 students including Classroom, ESOL, Special Ed	9-12 Module Implementation	Participants will review modules that focus on reading, writing, listening, and speaking in response to high-quality texts. The modules sequence and scaffold content that is aligned to the CCLS for ELA & Literacy. Modules include units which include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts.	August 9	9:00am-11:00am	Center for Professional Learning Room 334
CCSS	Domain 3: Instruction	Beginner	Teachers working with 9-12 students including Classroom, ESOL, Special Ed	9-12 Module Implementation	Participants will review modules that focus on reading, writing, listening, and speaking in response to high-quality texts. The modules sequence and scaffold content that is aligned to the CCLS for ELA & Literacy. Modules include units which include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts.	August 14	9:00am-11:00am	Center for Professional Learning Room 334
CCSS	Domain 3: Instruction	Beginner	Teachers working with 9-12 students including Classroom, ESOL, Special Ed	9-12 Module Implementation	Participants will review modules that focus on reading, writing, listening, and speaking in response to high-quality texts. The modules sequence and scaffold content that is aligned to the CCLS for ELA & Literacy. Modules include units which include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts.	August 22	1:00pm-3:00pm	Center for Professional Learning Room 334

2013-2014 Professional Learning Training Schedule Math & ELA

Table 1: Math Modules K-5 (Story of Units)

K	1	2	3	4	5
<p>Module 1: Classify and Count Numbers to 10 Teaching Dates: Sept- Early Nov</p> <p>Training Dates: Aug 20</p> <p>Sep 10, 12</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 17</p>	<p>Module 1: Addition and Subtraction of Numbers to 10 Teaching Dates: Sept- Early Nov</p> <p>Training Dates: Aug 21</p> <p>Sep 9, 11</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 19</p>	<p>Module 1: Sums and Differences Teaching Dates: Early Sept- Mid Sept</p> <p>Module 2: Add and Subtract w/Measurement Teaching Dates: Mid Sep-Mid Oct</p> <p>Training Dates: Aug 21</p> <p>Sep 10, 12</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 17</p>	<p>Module 1: Multiplication and Division With Factors 2,3,4,5,10 Teaching Dates: Early Sept- Mid Oct</p> <p>Training Dates: Aug 20</p> <p>Sep 9, 11</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 19</p>	<p>Module 1: Place Value, Rounding, Addition and Subtraction of Whole Numbers</p> <p>Module 2: Unit Conversions</p> <p>Teaching Dates: Early Sept- Late Oct</p> <p>Training Dates: Aug 20</p> <p>Sep 10, 12</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 19</p>	<p>Module 1: Whole Number and Decimal Fractions, Place Value, to the One Thousandths</p> <p>Module 2: Multi-digit Whole Number and Decimal Fraction Operations</p> <p>Teaching Dates: Early Sept- Mid November</p> <p>Training Dates: Aug 21</p> <p>Sep 9, 11</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 17</p>
<p>Module 2: Identify and Describe Shapes</p> <p>Module 3: Comparison with Length, Weight, and Numbers to 10</p> <p>Teaching Dates: Early Nov-Mid Jan</p> <p>Training Dates: October 14, 15</p> <p>October 22, 24</p> <p>Math Deep Dive Oct 26 (SAT)</p> <p>Oct 29</p>	<p>Module 2: Place Value, Comparisons, Add and Subtract to 20 Teaching Dates: Early Nov-Mid Jan</p> <p>Training Dates: October 8, 10</p> <p>October 21, 23</p> <p>Math Deep Dive Nov 2 (SAT)</p> <p>Oct 28</p>	<p>Module 3: Place Value, Comparisons, to 1000 Teaching Dates: Mid Oct-Mid Nov</p> <p>Module 4: Add and Subtract to 1000 Teaching Dates: Mid Nov-Mid Jan</p> <p>Training Dates: October 8, 10</p> <p>October 22, 24</p> <p>Math Deep Dive Nov 2 (SAT)</p> <p>Oct 29</p>	<p>Module 2 Problem Solving with Mass, Time, and Capacity Teaching Dates: Mid Oct-Late Nov</p> <p>Module 3 Multiplication and Division With Factors 6,7,8,9 Late Nov-Mid Jan</p> <p>Training Dates: October 1, 3</p> <p>October 21, 23</p> <p>Math Deep Dive Oct 26 (SAT)</p> <p>Oct 28</p>	<p>Module 3: Multiplication and Division</p> <p>Teaching Dates: Late Oct-Mid December</p> <p>Training Dates: October 7, 9</p> <p>October 8, 10</p> <p>Math Deep Dive Oct 19 (SAT)</p> <p>Oct 17</p>	<p>Module 3: Addition and Subtraction of Fractions</p> <p>Module 4: Multiplication and Division of Fractions</p> <p>Teaching Dates: Mid November-Mid February</p> <p>Training Dates: November 5, 7</p> <p>November 4, 6</p> <p>Math Deep Dive Nov 2 (SAT)</p> <p>Nov 5</p>
<p>Module 4: Number Pairs, Addition and Subtraction to 10 Teaching Dates: Late Jan-Late April</p> <p>Training Dates: Jan 6, 8</p> <p>Jan 7, 9</p> <p>Math Deep Dive Jan 25 (SAT)</p> <p>Jan 27</p>	<p>Module 3: Measurement</p> <p>Module 4: Place Value, Comparisons, Add and Subtract to 40</p> <p>Training Dates: Jan 7, 9</p> <p>Jan 6, 8</p> <p>Math Deep Dive Jan 25 (SAT)</p> <p>Jan 28</p>	<p>Module 5: Prep for Multiplication and Division Teaching Dates: Mid Jan-Late March</p> <p>Training Dates: Jan 6, 8</p> <p>Jan 7, 9</p> <p>Math Deep Dive Jan 25 (SAT)</p> <p>Jan 28</p>	<p>Module 4 Multiplication and Area Mid Jan-Mid Feb</p> <p>Module 5 Fractions as Numbers on the Number Line Late Feb-Mid Apr</p> <p>Training Dates: Jan 7, 9</p> <p>Jan 13, 15</p> <p>Math Deep Dive Jan 25 (SAT)</p>	<p>Module 4: Addition and Subtraction of Angle Measurements</p> <p>Module 5: Order and Operations with Fractions</p> <p>Teaching Dates: Mid December-Late April</p> <p>Training Dates: Dec 2, 4</p> <p>Dec 3, 5</p>	<p>Module 5: Addition and Multiplication with Volume and Area</p> <p>Teaching Dates: Mid February-Late April</p> <p>Training Dates: Jan 21, 23</p> <p>Jan 27, 29</p> <p>Math Deep Dive Feb 1 (SAT)</p>

			Jan 27	Math Deep Dive Dec 14 (SAT) Dec 12	Feb 4
Module 5: Numbers 10-20, Counting to 100 by 1's and 10's Teaching Dates: Late April-Early June Module 6: Shapes Teaching Dates: June Training Dates: Apr 7, 9 Apr 1, 3 Math Deep Dive Apr 5 (SAT) Apr 21	Module 5: Shapes Teaching Dates: Late March-Late April Module 6: Place Value, Comparisons, Add and Subtract to 100 Teaching Dates: Early May-end June Training Dates: Mar 11, 13 Mar 10, 12 Math Deep Dive Mar 29 (SAT) Mar 27	Module 6: Add and Subtract with Length and Money Teaching Dates: Late March-Mid May Module 7: Fraction of Shapes Teaching Dates: Mid May-End June Training Dates: Mar 10, 12 Mar 18, 20 Math Deep Dive Mar 29 (SAT) Mar 27	Module 6: Data and Displays Teaching Dates: Mid Apr-Early May Module 7: Geometry and Measurement Teaching Dates: Early May-End June Training Dates: Mar 25, 27 Mar 24, 26 Math Deep Dive Apr 5 (SAT) Apr 10	Module 6: Decimal Fractions Module 7: Exploring Multiplication Teaching Dates: Late April-End of June Training Dates: Apr 7, 9 Apr 8, 10 Math Deep Dive Apr 5 (SAT) Apr 22	Module 6: Graph Points on Coordinate Plane Teaching Dates: Late April-End June Training Dates: Apr 8, 10 Apr 7, 9 Math Deep Dive Apr 5 (SAT) Apr 22

Table 2: Math Modules 6-8 (Story of Ratios)

6	7	8	Algebra 1
Module 1: Ratios and Unit Rates Teaching Dates: Sept- Mid Oct Training Dates: Aug 20 Aug 27, 29 Math Deep Dive Sep 7 (SAT) Sep 17	Module 1: Ratio and Proportional Relationships Teaching Dates: Sept- Mid Oct Training Dates: Aug 21 Aug 26, 28 Math Deep Dive Sep 7 (SAT) Sep 17	Module 1: The Number System and Properties of Exponents Teaching Dates: Early Sept-Early Oct Training Dates: Aug 21 Aug 27, 29 Math Deep Dive Sep 7 (SAT) Sep 17	Module 1: Relationships Between Quantities and Reasoning with Equations Teaching Dates: Early Sept- Mid Oct Training Dates: Aug 21 Aug 26, 28 Math Deep Dive Sep 7 (SAT) Sep 17
Module 2: Operations Including Division of Fractions Module 3: Rational Numbers Teaching Dates: Mid October –mid January Training Dates: October 7, 9 October 8, 10 Math Deep Dive Oct 12 (SAT) Oct 16	Module 2: Rational Numbers Teaching Dates: Mid Oct-Early Dec Training Dates: October 8, 10 October 7, 9 Math Deep Dive Oct 12 (SAT) Oct 16	Module 2: Congruence Module 3: Similarity Teaching Dates: Early Oct-Late Dec Training Dates: Sep 23- 25 Sep 24, 26 Math Deep Dive Sep 28 (SAT) Sep 30	Module 2 :Descriptive Statistics Teaching Dates: Mid Oct-Mid Nov Training Dates: October 8, 10 October 7, 9 Math Deep Dive Oct 19 (SAT) Oct 17
Module 4: Expressions and Equations Teaching Dates: Mid Jan-Late March Training Dates: Jan 6, 8	Module 3: Expressions and Equations Teaching Dates: Early Dec-Mid Feb Module 4: Percent and Proportional Relationships	Module 4: Linear Equations Teaching Dates: Early Jan-Early March Training Dates: Dec 16, 18	Module 3: Linear and Exponential Relationships Mid Nov-End Jan Training Dates: Nov 5, 7

Jan 7, 9 Math Deep Dive Jan 11 (SAT) Jan 14	Teaching Dates: Mid Feb-end March Training Dates: Dec 3, 5 Dec 9, 11 Math Deep Dive Dec 7 (SAT) Dec 12	Dec 17,19 Math Deep Dive Jan 11 (SAT) Jan 7	Nov 4,6 Math Deep Dive Nov 16 (SAT) Nov 19
Module 5: Area, Surface Area, and Volume Teaching Dates: Late March-Late April Module 6: Statistics Teaching Dates: Late April-End June Training Dates: Apr 7, 9 Apr 8, 10 Math Deep Dive Apr 25 (SAT) Apr 21	Module 5: Statistics and Probability Teaching Dates: Late Feb –Late April Module 6: Geometry Teaching Dates: Late April-End June Training Dates: Feb 25,27 Feb 24,26 Math Deep Dive Mar 1 (SAT) Mar 3	Module 5: Functions from Geometry Module 6: Linear Functions Module 7: Intro to Irrational Numbers Using Geometry Teaching Dates: Early March-June Training Dates: Mar 3, 5 Mar 4, 6 Math Deep Dive Mar 8 (SAT) Mar 11	Module 4: Expressions and Equations Teaching Dates: Early Feb-Mid March Training Dates: Jan 14, 16 Jan 13,15 Math Deep Dive Jan 25 (SAT) Feb 3
			Module 5: Quadratic Functions Teaching Dates: -Mid March-End May Training Dates: Mar 4,6 Mar 3,5 Math Deep Dive Mar 8 (SAT) Mar 11

Table 3: Algebra 1, Geometry, Algebra 2 (Story of Functions)

Algebra 1	Geometry	Algebra 2
Module 1: Relationships Between Quantities and Reasoning with Equations Teaching Dates: Early Sept- Mid Oct Training Dates: Aug 21 Aug 26,28 Math Deep Dive Sep 7 (SAT) Sep 17	Module 1: Congruence, Proof, and Constructions Teaching Dates: Early Sept- Mid Nov Training Dates: Aug 26,28 Sep 14 (SAT)	Module 1: Polynomial, Rational, and Radical Relationships Teaching Dates: Early Sept- Mid Nov Training Dates: Sep 14 (SAT)
Module 2 :Descriptive Statistics Teaching Dates: Mid Oct-Mid Nov Training Dates: October 8 10 October 7, 9	Module 2: Similarity, Proof, and Trigonometry Teaching Dates: Mid Nov-Late January Training Dates: Nov 4, 6	Module 2: Trigonometric Functions Teaching Dates: Mid Nov-Mid Dec Nov 16 (SAT)

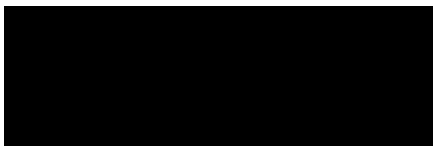
Math Deep Dive Oct 19 (SAT) Oct 17	Nov 16 (SAT)	
Module 3: Linear and Exponential Relationships Mid Nov-End Jan Training Dates: Nov 5,7 Nov 4,6 Math Deep Dive Nov 16 (SAT) Nov 19	Module 3: Extending to Three Dimensions Module 4: Connecting Algebra and Geometry Through Coordinates Teaching Dates: Late January-Mid March Training Dates: Jan 14, 16 Jan 11 (SAT)	Module 3: Extending to Three Dimensions Teaching Dates: Mid Dec-Late Feb Training Dates: Dec 7 (SAT)
Module 4: Expressions and Equations Teaching Dates: Early Feb-Mid March Training Dates: Jan 14, 16 Jan 13,15 Math Deep Dive Jan 25 (SAT) Feb 3	Module 5: Circle With and Without Coordinates Teaching Dates: Mid March-Late May Training Dates: Mar 11, 13 Mar 8 (SAT)	Module 4: Inferences and Conclusions From Data Teaching Dates: Late Feb-Mid May Training Dates: Feb 8 (SAT)
Module 5: Quadratic Functions Teaching Dates: -Mid March-End May Training Dates: Mar 4,5 Mar 3,5 Math Deep Dive Mar 8 (SAT) Mar 11		

Table 4: English I, II, III, IV (Common Core Aligned Instruction PDs)

English I	English II	English III	English IV
Module 1: Teaching Dates: Early Sept- Mid Nov Training Dates: Aug 21, 22, 23 Aug 26,28 Deep Dive August 24th(SAT)	Module 1: Teaching Dates: Early Sept- Mid Nov Training Dates: Aug 21, 22, 23 Aug 26,28 Deep Dive August 24th(SAT)	Module 1: Teaching Dates: Early Sept- Mid Nov Training Dates: Aug 21, 22, 23 Aug 26,28 Deep Dive August 24th(SAT)	Module 1: Teaching Dates: Early Sept- Mid Nov Training Dates: Aug 21, 22, 23 Aug 26,28 Deep Dive August 24th(SAT)
Module 2: Teaching Dates: Mid Nov-End Jan Training Dates: October 22,23,24 October 9,10 ELA Deep Dive	Module 2: Teaching Dates: Mid Nov-End Jan Training Dates: October 22,23,24 October 9,10 ELA Deep Dive	Module 2: Teaching Dates: Mid Nov-End Jan Training Dates: October 22,23,24 October 9,10 ELA Deep Dive	Module 2: Teaching Dates: Mid Nov-End Jan Training Dates: October 22,23,24 October 9,10 ELA Deep Dive

Oct 19 (SAT)	Oct 19 (SAT)	Oct 19 (SAT)	Oct 19 (SAT)
Module 3: Teaching Dates: Beg. February –Beg Apr Training Dates: January 13, 14, 16 January 6,7 ELA Deep Dive January 25(SAT)	Module 3: Teaching Dates: Beg. February –Beg Apr Training Dates: January 13, 14, 16 January 6,7 ELA Deep Dive January 25(SAT)	Module 3: Teaching Dates: Beg. February –Beg Apr Training Dates: January 13, 14, 16 January 6,7 ELA Deep Dive January 25(SAT)	Module 3: Teaching Dates: Beg. February –Beg Apr Training Dates: January 13, 14, 16 January 6,7 ELA Deep Dive January 25(SAT)
Module 4: Teaching Dates: Beg Apr- End of May Training Dates: Mar 24, 25, 27 March 17, 18 Math Deep Dive Mar 22 (SAT)	Module 5: Teaching Dates: Beg Apr- End of May Training Dates: Mar 24, 25, 27 March 17, 18 Math Deep Dive Mar 22 (SAT)	Module 4: Teaching Dates: Beg Apr- End of May Training Dates: Mar 24, 25, 27 March 17, 18 Math Deep Dive Mar 22 (SAT)	Module 4: Teaching Dates: Beg Apr- End of May Training Dates: Mar 24, 25, 27 March 17, 18 Math Deep Dive Mar 22 (SAT)

ARMANDO RAMIREZ



Education

State University of New York
Brockport, New York

Bachelor of Science
Criminal Justice May 1991
Master of Science in Education
Reading Teacher May 1995

St. John Fisher College
Rochester, New York

Master of Science in Education
Education Administration 2003

Educational Background

Dean's List
Empire State Minority Honors Scholarship
Teacher s Opportunity Corps Scholarship
Presidential Committee on Women's Rights
CSTEP Scholarship

Certification
Elementary Education (N-6)
Reading Certification (N-12)
Administration (SAS) (SDA)

Experience - Rochester City School District

James Monroe High School
Rochester, New York

Principal
2012 - Present

Responsibilities:

- Implement transformation plan
- Provide effective instructional leadership and manage activities that contribute to the effectiveness of the total educational program
- Develop and implement administrative procedures
- Analyze data to improve teaching and learning to obtain positive results
- Administer the school budget in accordance with board policies
- Incorporate community agencies in the school program
- Monitor student activity accounts
- Develop and implement Parent Resource Center
- Effectively communicate with parents, staff and students

Rochester City School District
Rochester, New York

Principal on Assignment
2012- 2012

Responsibilities:

- Planning period to develop a transformation plan at James Monroe High School

John Marshall High School
Rochester, New York

Principal
2010 - 2012

Responsibilities:

- To develop and implement a phase-out plan for John Marshall High School
- Provide effective instructional leadership and manage activities that contribute to the effectiveness of the total educational program during the phase-out period

Wilson Foundation Academy
Rochester, New York

Assistant Principal – 2 years
Academy Director – 3 years
2005 - 2010

Responsibilities – Assistant Principal:

- Supervisor - Fine Arts Department
- Student Management and Discipline – 7th Grade
- PBIS Administrator
- Parent Support
- Student Recruitment
- Attendance Supervisor

Responsibilities – Academy Director:

- Supervisor - Math, Science and Social Studies Department

Roberto Clemente Elementary School
Rochester, New York

Assistant Principal
2004 - 2005

Responsibilities:

- Supervisor of grades 4-6
- School wide Discipline
- PBIS Administrator
- Development of Teacher Handbook
- Supervisor of Lunchroom Staff
- Attendance Supervisor

Henry Hudson Elementary School
Rochester, New York

Teacher
1991 - 2004

- 2003 – 2004 • Sixth grade Major Achievement Program
1993 – 2003 • Sixth grade teacher of all subject areas
• Numerous after-school activities with students
1991 - 1993 • First grade teacher of all subject areas

Professional Activities

Co-Host Homework Hotline Television Show WXXI
Member of the NYSUT Task Force on Minority Involvement
Academic Standards and Assessment Policy Committee
Executive Council Member, Rochester Teachers Association
Member of the Rochester City School Portfolio and Report Card Committee
Chairperson of AFT's Lessons for Life Campaign
Member of the Rochester Teachers Association Multicultural Education Committee
Member of the Rochester Teachers Association Negotiations Team

References

Available upon request

Miscellaneous

Bilingual in English and Spanish

LINK TO THE COMMON CORE STATE STANDARDS FOR 6 – 12

<http://intranet/departments/Teaching%20and%20Learning/coreinstructionalprogram/SitePages/Home.aspx>

RECEIVED
 JUN 10 2013
 GRANTS MANAGEMENT

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

**PROPOSED BUDGET FOR A
 FEDERAL OR STATE PROJECT
 FS-10 (06/09)**

RCSD Fund/Subclass 2013-2014

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Local Agency Information		
Funding Source:	1003(g) School Improvement Grant	
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:	9/1/2013 Start	8/31/2014 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/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$867,673
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
			\$0
Hourly Pay for RCSD Teachers (Summer Camp @ 4 hrs /day)	3 teachers x 30 days x (\$60,315/300)		\$18,095
Hourly Pay for RCSD Teachers (Break Camp @ 4 hrs /day)	3 teachers x 5 days x (\$60,315/300)		\$3,016
Hourly Pay for ELL Coach (Summer Camp@ 4 hrs/day)	1 teacher x 30 days x (63,201/300)		\$6,320
Hourly Pay for ELL Coach (Break Camp @ 4 hrs/day)	1 teacher x 5 days x (63,201/300)		\$1,053
Expanded Learning (extra 45 min per day)	50 teachers x 45 min/day x 140 days x \$37		\$194,250
Expanded Learning (extra 90 min per day)	40 teachers x 90 min/day x 140 days x \$37		\$310,800
Expanded Learning (teach 6th course)	10 teachers x (0.2 x \$60,315)		\$120,630
Hourly Pay to Prepare Expanded Learning Course Catalog	6 teachers x 20 hours x \$33		\$3,960
1.0 FTE Expanded Learning Resource Coordinator	1.00	\$69,525	\$69,525
1.0 FTE ELL Coach	1.00	\$63,201	\$63,201
Teacher Salary for Saturday School	6 teachers x 30 weeks x 3 hours x \$37/hour		\$19,980
Administrator Salary for Saturday School	2 administrators x 30 weeks x 1/260th		\$23,543
Curriculum Writing for Intensives/Studio Courses	6 teachers x 150 hours x \$37/hour		\$33,300

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$19,950
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
			\$0
Clerical Staff to Support Expanded Learning	\$30/hr x 1.5 hrs		\$8,100
Paraprofessional to Support Expanded Learning	\$15/hr x 1.5 hrs		\$4,050
Custodian to Support Expanded Learning	\$20/hr x 1.5 hrs		\$5,400
Custodial Support for Saturday School	1 custodian x 30 weeks x 4 hours x \$20/hour		\$2,400

PURCHASED SERVICES			
Subtotal - Code 40			\$612,807
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Accuplacer; Developmental Modules; Dual Enrollment	Monroe Community College		\$142,350
Web Support for Data-Based Decision-Making; Whisper Chat; Residency Program for Student Teachers; Graduate Classes and Literacy Clinic; Professional Development; Summer Camp Program; Break Camp; Program-Wide Expenses;	SUNY Geneseo		\$249,990
Generation Schools			\$24,500
Transformational Coaching	West Ed.		\$117,000
Ibero			\$25,000
Rochester Association of Performing Arts (RAPA)			\$5,400
Pathways to Peace			\$25,000
TeenBiz			\$23,567

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$194,759
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Bilingual Instructional Materials			\$60,829
Books for Dual-Credit Courses			\$50,000
Professional Learning Supplies			\$10,000
Supplies for Expanded Learning Programs			\$63,930
Read 180			\$10,000

TRAVEL EXPENSES			
Subtotal - Code 46			\$7,200
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Student Transportation to Summer Institute			\$7,200

Employee Benefits		
Subtotal - Code 80		\$240,350
Benefit		Proposed Expenditure
Social Security		\$67,903
Retirement	New York State Teachers	\$121,474
	New York State Employees	\$2,394
	Other - Pension	
Health Insurance		\$25,500
Worker's Compensation		\$14,202
Unemployment Insurance		\$8,876
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	\$1,547,599
B.	Approved Restricted Indirect Cost Rate	3.70%
C.	Subtotal - Code 90	\$57,261

For your information, maximum direct cost base = \$1,942,739

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.

PURCHASED SERVICES WITH BOCES			
Subtotal - Code 49			\$0
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
			\$0

MINOR REMODELING		
Subtotal - Code 30		\$0
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure
		\$0

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	867,673
Support Staff Salaries	16	19,950
Purchased Services	40	612,807
Supplies and Materials	45	194,759
Travel Expenses	46	7,200
Employee Benefits	80	240,350
Indirect Cost	90	57,261
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
Grand Total		2,000,000

K *EHS*

Agency Code:

Project #:

Contract #:

Agency Name:

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

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

Voucher # _____ First Payment _____

CHIEF ADMINISTRATOR'S CERTIFICATION

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.

6/15/13 Bolgen Vargas (pkm)
Date Signature

Bolgen Vargas, Superintendent
Name and Title of Chief Administrative Officer

Finance: Logged _____ Approved _____ MIR _____