



Karen A. Jacobs
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Every child is a work of art.
Create a masterpiece.

January 25, 2013

New York State Education Department
Contracts Administration Unit, 505 W EB
89 Washington Ave
Albany, New York 12234

Attn: Nell Brady, RFP # TA-11

Dear Ms. Brady:

Please find enclosed one original and one copy of the Rochester City School District's School Improvement Grant (SIG) RFP# TA-11 (2013) Application and FS10 for the following school:

- Enrico Fermi School #17 - Transformation Model

The application has also been submitted electronically through the Review Room portal. Thank you very much for your continued support of the students of Rochester. If you have any questions or comments, please feel to call me at the above contact information or Susan Hasenauer-Curtis at 585-262-8482.

Sincerely,

Karen Jacobs

Enclosure

xc: A. Murphy
S. Hasenauer-Curtis
P. Jones
L. Hawthorne

RECEIVED

Postmarked
(NB)
JAN 25 2013
CONTRACT ADMINISTRATION

SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

Documents For Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in blue ink)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Attachment A Consultation and Collaboration Form	<input type="checkbox"/>	<input type="checkbox"/>
Attachment B School-level Baseline Data and Target Setting Chart	<input type="checkbox"/>	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	<input type="checkbox"/>	<input type="checkbox"/>
Attachment D Budget Summary Chart	<input type="checkbox"/>	<input type="checkbox"/>
Two FS-10 Forms: one for the Pre-implementation Period and one for the Year One Implementation Period. (FS-10 available here: http://www.oms.nysed.gov/cafe/forms/)	<input type="checkbox"/>	<input type="checkbox"/>
Budget Narrative	<input type="checkbox"/>	<input type="checkbox"/>
Memorandum of Understanding <i>(only if proposing a Restart model)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Assurances for Federal and Discretionary Program Funds	<input 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>		



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

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)	LEA Beds Code:
Rochester City School District	2616001000

Lead Contact (First Name, Last Name)
Caterina Leone-Manino

Title	Telephone	Fax Number	E-mail Address
Director of Expanded Learning	(585) 262-8100	(585)263- 3292	Caterina.leone-manino@rcsdk12.org

Legal School Name for the Priority School Identified in this Application	School Beds Code
Enrico Fermi School 17	261600010017

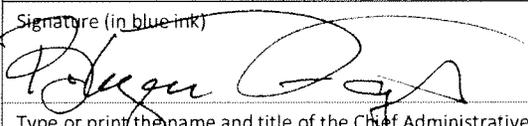
Grade Levels Served by the Priority School Identified in this Application	School NCES #
K – 7 (K -8 in 2013-2014)	

Total Number of Students Served by the Priority School Identified in this Application	School Address (Street, City, Zip Code)
527	158 Orchard St, Rochester, 14611

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 1/25/13
Type or print the name and title of the Chief Administrative Officer Bolgen Vargas, Ed.D. Superintendent	

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Postmarked JAN 25 2013
 CONTRACT ADMINISTRATION
 (NE)

I. District Level Plan

I.A. District Overview

The LEA must demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed. Must contain:

- i. *Describe the district motivation/intention as well as the theories of action guiding key district strategies to support its lowest achieving schools and ensuring that all students graduate high school ready for college and careers.*

The Rochester City School District (RCSD) is identified as a Focus School District, with 86% of its 63 schools in accountability status, including 24 Priority Schools and 30 Focus Schools. RCSD is committed to the implementation of New York State's Regents Reform Agenda as a means to bring about school improvement at all RCSD schools to help all students prepare 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, 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:

- Employing a strong core instructional program that will provide the framework for highly-effective instruction and equal access to academic opportunities for all students to occur through core 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;
- Building the capacity of teachers to deliver high-quality, highly effective instruction that is based on rigorous standards and curriculum and focused on the differing needs of students,
- Increasing the instructional expertise and effective coaching strategies of all Central Office and school leaders, and
- Holding everyone accountable for specific student and school outcomes by using the *Diagnostic Tool for School and District Effectiveness* at a higher frequency than the state for assessment

The guiding principles for RCSD's improvements in curriculum and instruction are grounded in the belief that college persistence dramatically increases life outcomes for all students. A coherent reform strategy will connect everything to improving teaching and learning. RCSD will be deliberate in instruction, defining the curriculum, standards of performance, and accountability standards for all students. Accountability systems will connect student outcomes with adult outcomes, and Central Office staff has been reorganized to be flexible and agile to support changing school needs, with time and support being given to teachers and administrators, as well as students.

- ii. *Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools.*

The District's Comprehensive Plan guides its work to improve student achievement and prepare students to be successful in the global economy. The plan outlines goals and strategies for improving schools and increasing student achievement and includes measurable targets for graduation rate, academic performance, and school tone. The plan was developed from the belief that every child can succeed and is aligned with NYS's Regents Reform Agenda and is based on three core values:

- Achievement - Student achievement will improve with a total focus on teaching and learning with an emphasis on result, rigor, and "vigor" of instruction.
- Equity - Resources will be distributed equitably based on the needs of schools and students.
- Accountability - Data will be used to ensure that we hold adults accountable for the success of all students.

To achieve the goals of the Strategic Plan, 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 pre-kindergarten through college. Specific course-taking requirements for high school graduation are defined in English, Mathematics, Social Studies and Science, with core content for each course specified. 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.

RCSD has rewritten the 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* and RCSD's Core Instructional Program. Full implementation of the Plan will occur in 2013-2014. Rochester's DCIP is a living document and will be updated continually to reflect the District's new improvement plans and alignment with NYSED recommendations and requirements (e.g., incorporation of growth measures). School Comprehensive Education Plans (CEPs) will align with the objectives of the DCIP.

Additional supports are being put in place:

1. RCSD's Deputy Superintendent of Administration will take an active role in supporting the Principal of this school by working with the School 17 principal and Rochester Teacher's Association president to ensure union issues are minimized so implementation of the transformational model can be capitalized.
2. The Executive Director of School Innovation will monitor turnaround efforts closely by collaborating and examining school wide data with School Chief on a bi-weekly basis to ensure efforts are consistent and moving forward according to designated plan.
- iii. *Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its 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*'s: 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 building an 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*.

I.B. Operational Autonomies

The LEA must provide operational autonomies for Priority Schools in exchange for greater accountability for performance results in the following areas: 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection. In addition to providing quality responses to each element requested in this section of the Project Narrative, the Priority School must have school-level autonomy in at least two of these areas for an acceptable rating in this category. Applications that provide quality responses and that are granted anywhere from 3 to 5 of these autonomies will receive a rating of exemplary for this category.

- i. *Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.*

Enrico Fermi School 17 has the autonomy to:

- Staff positions outside of the Core Instructional Program that are unique to this model,
- Determine how time is used time during and after school,
- Select programs, and
- Select educational partners.

All RCSD schools will be staffed centrally to the District's Core Instructional Program and the standardized schedule that supports the varying needs of all students. The School 17 principal 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. Additionally, the School 17 principal will negotiate with the Rochester Teachers Association (RTA) to be exempt from the voluntary teacher transfer process. The purpose of this exemption is to enhance School 17's ability to recruit new staff, provide stability, and support school change.

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 each school. The schedule was developed to provide better support for students who need remediation and acceleration and address the District's highly mobile student population, as well as sub-groups who are in accountability status (e.g., ELL and SWD). School 17 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. They will seek a partnership with TASC (The After-School Cocporation to fully implement the ideal model and desired hours above any beyond the requirement. School 17 will be able to determine whether the additional hours are added before or after school, on Saturdays, during school recess periods, or through intensive summer programming. How the additional time is used (instructional, socio-emotional, or recreational support, etc.) is also an autonomous decision that will be linked directly to School 17's transformation plan.

Autonomy will also be provided to School 17 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.

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.

Because 86% of RCSD schools are in accountability status, these autonomies are not unique to School 17, but support decision-making at schools Districtwide.

To increase school autonomy even further, School 17 will work with RTA to have a School-Level Living Contract. The purpose of the Living Contract is to establish a joint committee to provide for discussions and decision-making on matters relating to to improved union-management relations and system operations. The Contract will allow School 17 to enter

into contractual agreements different than provisions in the central collective bargaining agreement.

- ii. *Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.*

See I. B. iii below

- iii. *Submit as additional evidence, supporting labor-management documentation such as formally executed thin-contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority School.*

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

I.C. District Accountability and Support

The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. The LEA plan for accountability and support must contain each of the following elements:

- i. *Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.*

The Office of School Innovation (OSI) serves as the District's "turnaround office." OSI was created five years ago to oversee the work of improving schools and opening new, high quality schools. The school design principles of rigor, personalization, and partnerships guide the work of this office. There are high expectations and standards for students, 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. The Executive Director of OSI is responsible for providing oversight and support to schools.

Three School Chiefs, who report directly to RCSD's Deputy Superintendent of Teaching and Learning, are key instructional managers in the District. Each School Chief supervises a cluster of 20 or more schools in one of the District's three school zones. The School Chiefs have wide latitude for independent judgment and decision-making and assist in the formation of educational policy and practice.

RCSD's Director of Expanded Learning will provide additional support to schools as they expand learning time to meet the Commissioner's requirement of 200 additional student contact hours per year. Technical assistance is being provided by Generation Schools.

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.

RCSD's Network Team ensures consistency of implementation of the Regents Reform Agenda and Race to the Top initiatives that include the Common Core, data-driven instruction, and Annual Professional Performance Review (APPR). The 12-member team works with Priority Schools to utilize tools and technology-supported curriculum resources to analyze data and then use that data to inform instructional practices and necessary professional development.

An organizational chart for RCSD's management structure is attached.

- ii. *Describe in detail how the structures identified in "i" of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, and feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in this specific Priority School application.*

The Executive Director of School Innovation will oversee the transformation of School 17. She will work with the School 17 principal, Nazareth, TASC, and other SIG partners to review progress toward performance targets. The Executive Director will assess data from summative and formative assessments, conducting quantitative and qualitative reviews to determine progress toward performance targets. In collaboration with the School Chief, she will inform the principal of implementation status, who will work with his school-based planning team to make adjustments to the implementation plan if needed.

The OSI Executive Director will work with the 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. In addition, an Executive Coach has been provided to the School 17 principal because of the school's Priority Status. He will assist in the monitoring and implementation of the SIG plan

The Director of Expanded Learning will help School 17 build an expanded learning program that meets criteria set by RCSD and NYSED's innovative and practical school design.

RCSD's Network Team and curriculum directors will provide more frequent and intensive support to School 17, and other Priority Schools.

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

Table 1. District Transformation Support Plan

Interaction	Frequency	Person Responsible
Programmatic Review	Quarterly	OSI Executive Director; South West Zone School Chief
Fiscal Review	Quarterly	OSI Executive Director; Senior Budget Analyst
School Visit	Bi-weekly	South West Zone School Chief
Support Visits for Expanded Learning Implementation	Weekly during Pre-Implementation Period; Bi-weekly during Year 1 Implementation; As needed in Years 2 and 3	Director of Expanded Learning
Network Team Visit	Monthly	RCSD Network Team
Integrated Intervention Team (IIT) Visit	Upon grant approval	NYS IIT
IIT Visit	End of Years 1, 2, and 3	RCSD IIT

I.D. Teacher and Leader Pipeline

The LEA must have a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, the LEA must have a coherent set of goals and actions that lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools. The LEA's plan must include each of the following elements

- i. *Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.*

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. Due to declining enrollment, reductions in force, and reduction in Title IIA allocations for recruitment, 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:

- 1) Increase efforts to recruit and re-train high-quality leader and teacher minority candidates to reflect the student population, and
- 2) Integrate a talent management module into the current Human Capital System of record.

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. Efforts will be continuously made to publicize these benefits to fill high need areas with experienced qualified teachers. Reimbursement for tuition is the incentive to encourage 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 site. 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 each student is taught by a high-quality educator. 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 supports 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.

- ii. *Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.*

As discussed previously, the District has moved towards centralizing the master schedule process. This change will allow for the creation of consistent and compatible schedules throughout the District, which will in turn reduce the number of part-time and itinerant positions and increase the attractiveness of employment by the District. 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. The Department of Human Capital Initiatives will be

placing advertisements to recruit for all teacher tenure areas in or about 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 nationally recruit highly qualified teachers and administrators. 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

- iii. *Identify and describe any district-wide training programs designed to build the capacity of leaders to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the specific implementation of the model chosen (Turnaround, Restart, or Transformation). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.**

*The district-wide training and professional development programs to be identified in this section are those that are offered by the district to a group or cluster of like schools (Turnaround, Restart, Transformation) and/or to cohorts of teachers and leaders who will serve in them (e.g. training for turnaround leaders; training for teachers who need to accelerate learning in Priority Schools where students are several levels below proficiency; training for school climate and culture in Priority Schools, etc.). School-specific and embedded training and professional-development should be detailed in Section II. I.

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 .handful of key RCSD administrators. The SUPES Academy is RCSD's partner organization to help operationalize the Regent Reform Agenda will 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).

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.

- iv. *Identify and describe any district-wide training programs designed to build the capacity of teachers to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development. **

*The district-wide training and professional development programs to be identified in this section are those that are offered by the district to a group or cluster of like schools (Turnaround, Restart, Transformation) and/or to cohorts of teachers and leaders who will serve in them (e.g, training for turnaround leaders; training for teachers who need to accelerate learning in Priority Schools where students are several levels below proficiency; training for school climate and culture in Priority Schools, etc.). School-specific and embedded training and professional-development should be detailed in Section II. I.

History and Past Funding: LEAPP (Leadership Empowerment Aspiring Principals Program) was a 12-month leadership development program for teachers aspiring to be school leaders who are committed to serving in the District for at least five years. The format was a workshop professional development model comprised of monthly weekend sessions and a monthly three-hour evening session that helps aspiring principals examine personal ideology in relation to RCSD's Seven Essential Standards, RCSD framework and Success Factors; and, a summer residency as a school principal under the guidance of an experienced principal (coach).

LEAPP was supported through a Title I School Improvement Grant from April 2011 through 6/30/2012.

Current: The current approach to building capacity among teachers has taken a different approach. RCSD has streamlined all instructional professional development 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 Coaches Training ensued in September 2012.

- v. *Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the pre-implementation period (April 1, 2013, to August 31, 2013) and year-one implementation period (September 1, 2013 to August 31, 2014). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.*

**The district-wide training and professional development programs to be identified in this section are those that are offered by the district to a group or cluster of like schools (Turnaround, Restart, Transformation) and/or to cohorts of teachers and leaders who will serve in them (e.g. training for turnaround leaders; training for teachers who need to accelerate learning in Priority Schools where students are several levels below proficiency; training for school climate and culture in Priority Schools, etc.). School-specific and embedded training and professional-development should be detailed in Section II. I.*

The RCSD Professional Development offerings Chart is attached.

I.E. External Partner Recruiting, Screening and Matching to Priority Schools

The LEA must have a rigorous process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools.

- i. *Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.*

The District 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.

RCSD's Purchasing and Legal Departments have established rigorous Request for Information, Request for Proposal, and contract processes to ensure standardization and compliance.

- ii. *Describe the LEA processes for procurement and budget timelines (or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one implementation period (September 1, 2013).*

RCSD's Request for Information and Request for Proposal processes are used 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 has been 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.

- iii. *Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year.*

The District and school principal have a unique opportunity for selecting partnerships. Prior to picking a partner, a comprehensive analysis is done to determine both the District and specific school needs. Currently, the District is fully committed to implementing NYSED's Regents Reform Agenda. This has helped the district streamline its 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.

RCSD will seek out collaborative partnerships through the "Request for Proposal" process 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 School 17'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 quarterly to look at the performance targets set and monitor and adjust based on the outcomes.

To guarantee success of School 17's transformational plan, the District will hire an Outside Education Educator (OEE) who will provide the needed technical assistance and assist with building the school's capacity for dramatic change. The OEE 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*.

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

The LEA must have clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency.

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

Enrico Fermi School #17 serves 568 students and is one of thirty-six RCSD elementary schools serving students in a variety of configurations from PreK – grade 8. 21% of School 17 students are Limited English Proficient (LEP) compared with 10.8% District wide, and 12.2% are Students with Disabilities (SWD), compared with 17.7% District wide, however nearly two students in five (36.1%) is either an English Language Learner, classified SWD, or both – well above District trends of a combined percentage of 29.1. The poverty rate is 94.3% compared to 86.4% for the District as a whole. In 2010-2011, 97% of the School 17 students qualified for free and reduced lunch.

School 17 includes comprehensive programming for bilingual students from Kindergarten through 6th Grade. This programming provides extra help for Spanish speaking students, so that they may develop literacy in both English and Spanish. A Universal PreK program and a Montessori Pre-School program are located onsite. Additional support is offered for students through access to the Unity Family Medicine at Orchard Street and Eastman Dental Satellite facilities. School 17 is a grow out school. This past year was the first year that 7th Grade was added and next year 8th Grade will be added.

The physical plant portion of the building is minimally acceptable. Spaces are crowded, rooms had items in disrepair, floors were dirty, there were papers and debris scattered. (Note: It should be stated that the building was in the process of packing as they are moving to another temporary facility next year.) The lunch room was dreary with lines of students out the door into

the hallways waiting for lunch. It was hot and lacked ventilation. The school is moving to a new temporary location for the next school year – to Jefferson School (a K-8 building), while the present School 17 facility undergoes major renovations.

Student Achievement (2010-2011 NYS Report Card)

	All Students		SWD		ELL	
	School 17	RCSD	School 17	RCSD	School 17	RCSD
Graduation Rate	n/a	51%	n/a	29%	n/a	35%
Grade 3-4 ELA	11.5%	20.9%	0%	17%	2%	0%
Grade 3-4 Math	16.9%	27%	18%	6%	14%	10%

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

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

RCSD offers students an innovative portfolio of high-quality 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. Students with disabilities, ESL, and bilingual students are placed in their first-choice school first in the lottery as long as programs are available.

In late December, the District mails application booklets to families of students in seventh and ninth 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.

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 be provided special education in the least restrictive environment, as defined in Part 200 of the NYSED regulations. To enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, specially designed instruction and supplementary services may be provided in the regular class, including, as appropriate, providing related services, resource room programs and special class programs within the general education classroom. A student with a disability shall be provided the special education specified on the student’s IEP to be necessary to meet the student's unique needs. 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 highly mobile populations. First, a standardized schedule with built in supports for all students is standard. For any SPED or ELL student not at a level of proficiency, the schedule allows for flex periods that will permit double blocks of ELA and Math if students require ramp up protocols.

The major goal of the NYS Bilingual Common Core Initiative is to provide teachers with tools to enact this vision of bilingualism in the Common Core classroom. The new Language Arts Progressions (formerly known as English as a Second Language Learning Standards) and Home Language Arts Progressions (formerly known as Native Language Arts Learning Standards) that have been developed as part of this SIG initiative provide points of entry for students of all language proficiency and literacy levels to access grade level Language Arts content as described by the new NYS Common Core Learning Standards. These tools are designed primarily to meet the needs of English Language Learners; however, to support a broader goal of bilingualism for all students, these resources can also be used as a guide for planning instruction for students who are learning a foreign language or who are developing their home languages. RCSD has built these provisions into the core instructional program which will be a great support for the transformation of School 17.

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.”

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

As described above, RCSD allows student selection for placement in District schools. All schools have a percentage of 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 projects programs for school and student level support offering a variety of options for schools and students.

School 17 is disproportionate due to the lack of programming throughout the district and the need for teachers who are dually skilled with bilingual certification. The 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.

I.G. District-level Labor and Management Consultation and Collaboration

The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals' and teachers' labor unions about district Priority Schools and the development and implementation of

the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided by the LEA must contain each of the following elements

- i. Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.*

The process of informing the School 17 staff of their status began prior to June 2012, when the Comprehensive School Review was conducted. School 17 was also selected as a pilot for the Diagnostic Tool for School and District Effectiveness (DTSE) in June 2012. In August 2012, Principal Patricia Jones was informed again of the school's status and was invited to bring together the School Based Planning Team (SBPT) to prepare an application for the School Innovation Fund (SIF). Ms. Jones met with staff regarding Priority status and opted not to move forward with the SIF application.

In September 2012, intensive assistance was provided to School 17's School Based Planning Team to prepare the School's Comprehensive Education Plan (SCEP). The SCEP identifies a weekly meeting for Instructional Focus Team each Tuesday morning, and a weekly SBPT meeting each Thursday based on the tenets of the Regents Reform Agenda. Regular meeting of the data team monthly and weekly meetings of grade level teams provide the context for clear communication of school reform priorities.

In October 2012, School 17 was invited to apply to plan to become an Expanded Learning Time School in the 2013-14 SY through a planning grant from the Ford Foundation. RCSD's Director of Expanded Learning presented to the School Based Planning Team and reviewed the school's accountability status and accountability requirements in the Elementary and Secondary Education Act as relevant to School 17's priority status. School 17 submitted an incomplete application and was not selected by RCSD and the National Center on Time & Learning (NCTL) to participate in this planning process. On November 8, 2012, the Director of Expanded Learning revisited with the School Based Planning Team for a dialogue session following notification of their denial in the selection process; concerns brought forward from this meeting were presented to the Superintendent's Leadership Team for immediate support by November 20, 2012.

During the NYSED 21st Century Community Learning Center Request for Proposal period, Charles Street Settlement house requested applying as the lead partner to support an expanded learning program at School 17. On November 29, 2012, Charles Street Settlement rescinded their intent to submit a grant application for the school citing financial constraints of program implementation in the requested district framework.

The Principal met with the School Based Planning Team weekly, and specifically explored Expanded Learning on December 6, December 13, December 20, 2012 and January 2 and 10th of 2013. The Executive Director of School Innovation and the Director of Expanded Learning addressed the entire school community on January 16.

On December 18, 2012, the SIG was reviewed with School Zone Chiefs and information was communicated directly with the principal in regard to the intent to submit an application in

the transformation model for School 17 with a focus on: 1) development of a community school model; 2) expanded learning opportunities; 3) strengthening a focus on biliteracy through the implementation of a two-way dual language program at School 17.

On January 3, 2013, the Executive Director of School Innovation, Director of Expanded Learning and Deputy Superintendent of Administration held a meeting with School 17's principal to review the SIG priorities. At this meeting, the school principal indicated that she would be communicating the plan with School Based Planning Team. On January 16, 2013 the Superintendent, Executive Director of School Innovation, and Director of Expanded Learning met with the Charles House Neighborhood Association (CHNA) to discuss the specifics of the SIG reform for School 17; this was received with great support and enthusiasm.

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

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

II. School Level Plan – School 17 – Transformation Model

II.A. School Overview

The LEA/school must demonstrate a clear and organized synopsis of the major quality design elements of the school. In addition, the executive summary should be suitable in substance and grammar for sharing with the general public, including essential stakeholders such as families, students, and school-level educators. This executive summary may also be used by NYSED to share school plans with stakeholders statewide, other LEAs, and will be posted to the NYSED website. The school overview must address each of the following elements:

- i. *Provide and describe the clear vision, mission, and identify one to three goals of the proposed model, to be achieved at the end of three years of implementation of this plan.*

Vision: Enrico Fermi School 17 is a place of learning where we work collaboratively and seek higher standards of learning for each child. As a school community, we value active participation and support from parents. We embrace the many opportunities provided by community partnerships and celebrate our successes.

Mission: “We are committed to improve student achievement by working in partnership with families, caregivers and the Rochester community to provide a quality education in a positive school environment, maintaining high academic standards, empowering each student to be a confident and productive member of society, recognizing and respecting diversity, and modeling life-long learning.”

In order to realize this mission, Enrico Fermi School 17 will:

- Engage in the process of continuous school improvement through the analysis of data, coordination of resources, and shared sense of urgency.
- Implement a rigorous and coherent curriculum aligned to the Common Core Learning standards for all students, with appropriate modifications to maximize student achievement.

- Engage in strategic instructional practices and decision-making, ensuring all students experience consistent high levels of engagement, thinking and achievement.
- Identify, promote, and support social and emotional development by coordinating services across multiple human service systems to promote a safe, respectful environment, conducive to learning.
- Create a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Through the support of the School Improvement Grant (SIG), Enrico Fermi School 17 seeks to implement the school transformation model with the goals:

1. Create a community school with wrap-around services to address the academic, socio-emotional, health and wellness needs of students and their families.
2. Expand learning time to be able to offer the opportunity for rigorous academics, engaging enrichment, and differentiated learning supports.
3. Promote the development of bi-literacy through a dual-language framework within a school climate that upholds cross-cultural understanding and embraces diversity.

- ii. *Explain how the school plans to achieve its vision, mission, and goals by identifying and describing its research-based key design elements, core strategies, and key partnership organizations to assist in the plan implementation*

Enrico Fermi School 17 will incorporate the community school core elements as outlined by the National Center for Community Schools (2013): a strong core instructional program designed to help all students meet high academic standards; expanded learning opportunities designed to enrich the learning environment for students and their families; and a full range of health, mental health and social services designed to promote children's well-being and remove barriers to learning. THE AFTER SCHOOL CORPORATION (TASC) will serve as a key partner in providing technical assistance and embedded professional development necessary to ensure that the school can serve as the hub for academic, social-emotional, health, and related services by building the organizational capacity for service integration and coordination.

Within the community school model, Enrico Fermi School 17 will expand learning time by more than 25%, adding a minimum of 300 additional hours of more and better learning opportunities to the school year through an expanded day. THE AFTER SCHOOL CORPORATION (TASC) will serve a key partner to assist in the plan to implement a sustainable cost model to add more time for a balanced curriculum, including rigorous academics and engaging enrichment, strengthen the partnerships between public schools and strong community organizations, and promote engaging and personalized instruction through the relentless use of data for continuous school improvement.

Strengthening the core instructional program at Enrico Fermi School 17 requires specific focus on developing a stronger educational model for the school's bilingual population while building bridges for cross-cultural understanding and embracing diversity. Strengthening opportunities for the development of bi-literacy through the development of a two-way dual language program modeled after the Center for Applied Linguistics (2007) *Guiding Principles*

for Dual Language Instruction. The program will allow for instruction in both English and Spanish of both native English and Spanish speakers for incoming kindergarten students (to add on a grade level annually, progressively leading to a 50:50 model of equal language instruction in English and Spanish for all students), while strengthening the quality of the existing transitional bilingual program. NAZARETH COLLEGE and an additional partner (TBD) will help support the development and implementation of the dual language plan through teacher and leadership development focused on program design, selection of materials, student and staff recruitment, and school-wide professional learning opportunities focused on language acquisition and literacy development.

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

The LEA/school must demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs that are identified as the result of a systemic analysis process. The assessment of needs section must address each of the following elements:

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

Please refer to the Attachment B attached.

- ii. *Use statistics and descriptive language, to describe the population of students the school serves, and the unique needs of sub-groups (e.g.: students with disabilities, English language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college).*

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- iii. *Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), or related outside education experts to determine its existing capacity, strengths, and needs.*

A Comprehensive School Review as conducted by PLC Associates, Inc. in June 2012 in response to the school's accountability status. The Comprehensive School Review included a third-party curriculum audit/analysis, classroom visitations, staff interviews, review of standard operating protocols, and the application of the PLC School Performance Scan (Ciaburri), Research Review and Correlations, and Leadership/Administration Interviews. In addition, NYSED conducted a pilot implementation of the Diagnostic Tool for School and District Effectiveness in the Fall of 2012; results from this review were not made public.

- iv. *Describe the results of this systematic school review, including the existing capacity, strengths, and needs to dramatically improve student achievement*

The results of the Comprehensive School Review conducted by PLC Associates, Inc. in June 2012 indicated that School 17 staff needed to use data and formative assessments to plan for instruction to meet the individual needs of all students, focus on strengthening and differentiating core instruction for all students, strengthen the Response to Intervention framework through the provision of tiered intervention support, and ensure adequate support for the bilingual population including people, materials, and programs. Examination of school leadership called for a stronger leadership presence in the building with clear goals for the direction of the school and an additional Assistant Principal for the grow-out grades. Significant concerns about the infrastructure for student success were noted, including a lack of classroom routines to promote "time on task" and inconsistent expectations for student discipline. School culture findings indicated divisions among staff that interfered with the shared professional work. In summary, the report indicated: "School 17 is at a crossroads. The staff is not unified, there are needs in terms of Tier 1 instruction, RTI; behavioral concerns are pervasive and the culture is presently not conducive to higher levels of success... It [school improvement] will take a completely dedicated, totally accountable culture where teachers, parents and school leadership create the path forward... Finally, as this school has a multitude of important issues to address, an outside catalyst (coach) whose expertise is school turn around could provide an important support. The Auditors believe, in that so many of the fundamentals are lacking, as identified in this report, without an expert joining as a partner in School 17's success, the school will likely continue on its current path."

- v. *Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan.*

The proposed plan for the School Improvement Grant will focus on the development of a school culture of shared accountability through the community school model, more and better learning time to provide for individualized instruction and embedded professional development, including the relentless use of data to inform instruction. Additionally, a strong focus on professional development on Common Core Learning Standards implementation, the RCSD core instructional program, and learning opportunities targeted to support literacy (and bi-literacy) will address concerns about the academic programming. Leadership support from an outside expert is key for the future transformation of the school. The findings of the Comprehensive School Review will be prioritized in the school transformation plan.

II.C. School Model Selection and Rationale

The LEA/school must propose and present the SIG plan as a plausible solution to the challenges and needs identified in the previous section, as well as the appropriate fit for the particular school and community. The SIG plan and rationale must contain descriptions of the following elements:

- i. *Describe the rationale for the selected model (Turnaround, Transformation, or Restart), the research-based key design elements and other unique characteristics of the new school design. The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed above*

Enrico Fermi School 17 will utilize a Transformation model to create a community school with wrap-around services to address the academic, socio-emotional, health and wellness needs of students and families with expanded learning opportunities. Additionally, the core instructional program will be strengthened by the addition of a dual-language program with a school wide focus on literacy development, language acquisition, and cross-cultural understanding. Differentiated supports will be instrumental in ensuring early intervention in the primary grades, including bilingual student and family support services. An intensive focus on professional learning for school leadership, teachers, and community based providers will guide the school transformation.

As part of the community school design, School 17 will incorporate the community school core elements as outlined by the National Center for Community Schools (2013): a strong core instructional program designed to help all students meet high academic standards; expanded learning opportunities designed to enrich the learning environment for students and their families; and a full range of health, mental health and social services designed to promote children's well-being and remove barriers to learning.

The community school model is essential in addressing the high needs of the student population attending School 17. More than 95% of students attending School 17 qualify for free/reduced lunch, with an increase noted over the past three years. As outlined by the Children's Aid Society National Center for Community Schools (2009), "Community schools increase opportunities for children to succeed in school by adding the kinds of resources known to make a difference: increased parental involvement in children's education; extra learning opportunities through educational enrichment; consistent access to adult guidance and support;

and ready access to health, dental and mental health services. In addition, community schools address contemporary economic and social realities, including families' child care needs." As referenced above in section IIB iv., the Comprehensive School Review indicated a need to address the academic, as well as, social emotional development and learning and behavior in order to create a learning focused environment in which higher levels of student achievement could be realized.

In the current school year, School 17 has been identified for additional support as part of RCSD's efforts to reduce chronic absenteeism among students in grades K-3. Quinn (2011) states, "systems of community schools offer a proven vehicle for establishing the authentic educational linkages implied in the pipeline concept:

- By offering high-quality early childhood programs in elementary school buildings, community schools help young children make a smooth transition into kindergarten, ready and eager to learn.
- During the early elementary grades, community schools make sure that young children attend regularly and are on track academically, which is significant in light of new evidence about the importance of grade-level reading at this stage of children's education.
- Community schools help students make a successful transition from elementary to middle school and from middle to high school, by addressing both academic and non-academic needs. These include social, emotional and physical development and the acquisition of age-appropriate life skills, such as time management and study habits.

Regular school attendance is critical to ensuring all students receive ample learning time. At School 17, the community partner will be responsible for implementing services that support regular attendance, including troubleshooting transportation issues; conducting home calls/visits; providing health and mental health referrals; and offering parent workshops on the importance of attendance.

The need for a strong core instructional program was clearly articulated as part of the Comprehensive School Review in 2012. District leadership will work collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum appropriately aligned to and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture. Technical assistance from The After School Corporation (TASC) will also help lead collaborative professional development with school and community based staff to implement such core curriculum and related enrichment opportunities focused on school-wide instructional priorities and shared accountability. Embedded professional learning opportunities will be provided the Network Team Administrators to enable school leadership to support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the CCLS; School 17 staff will implement unit plans designed by NYS contracted educational experts to ensure alignment.

Professional support will include facilitating the development of unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that

stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content, while focusing on the individualized needs of all learners through appropriate differentiation. With TASC's support, school leaders will use a classroom observation tool to ensure teachers are maximizing time on task during classes. Teachers will receive feedback based on observations and will receive support to improve their practices. TASC will also support the school leaders, teachers, and community providers to ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.

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

As part a continuation of School 17's participation in the national Safe and Healthy Schools Grant, School 17 and community based staff will work together to increase access to the Unity Family Medicine Clinic at Orchard Street and Eastman Dental Satellite facility at the School. Additionally, School 17 will pilot a billable mental health service program in partnership with the Hillside Family of Agencies; support from the SIG grant will support the expansion of these services from two to five days per week, including case management.

An active neighborhood based community organization, Charles House Neighbors in Action (CHNA) in the JOSANA neighborhood of the City of Rochester have advocated for clear protocols for transparency and shared governance of School 17; TASC will provide technical assistance through facilitated collaborative meetings to develop this structure and realize this goal. CHNA will also assist in asset mapping for the JOSANA neighborhood and student recruitment for incoming kindergarten students and older siblings residing in the community. They share a strong commitment to making School 17 the center of the community and bringing together community resources to increase enrichment opportunities to attain increased educational success for the students and families of School 17.

Expanding the learning day and year will provide the opportunity to focus the district's and community's efforts on ensuring that all students have the time and support necessary to learn, while providing a well-rounded educational experience focused on college and career readiness. RCSD's Office of Expanded Learning has been working with the National Center on Time & Learning, TASC, and the Ford Foundation to design an expanded learning framework for Rochester. RCSD's leadership team will work with TASC to provide coaching support to the school's leadership team to redesign the learning time to incorporate the eight powerful practices of expanded learning schools (National Center on Time & Learning (NCTL), 2011):

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

Additional leadership coaching and support from PLC Associates, Inc. will train the school leadership in the process of change and addressing school culture to support the implementation of the reform priorities. The NCTL practices are fully aligned and responsive to the findings and recommendations of the Comprehensive School Review. Expanded learning helps ensure that students of School 17 have full access to enrichment opportunities that mitigate the opportunity gap presented by socio-economic status and promotes accelerated learning to close the achievement gap. Additionally, SIG funding will support embedded early interventions for students in K-3 grade at School 17 to ensure reading on grade level by the end of grade 3. There is significant documentation of the 30 million word gap that exists by socio-economic status for students by age 5. School 17 will have embedded related services, including speech and occupational therapy, to help achieve accelerated closing of this gap through targeted supports early on in students' educational journeys.

The addition of a dual-language program that provides literacy and content instruction to all students through two languages and that promotes bilingualism and bi-literacy, grade-level academic achievement, and multicultural competence for all students at School 17 will be an asset to students and families, while addressing the findings in the June 2012 Review. School 17 currently has an under-resourced transitional bilingual program strand at each grade level; as noted in the Comprehensive School Review, "there are issues between Spanish versus English speaking bilingual children which has resulted in unfair prejudices, fighting, and levels of bullying both in school and on the playground". An additional finding indicates, "there are inherent difficulties in the current structure of the bilingual program. . . there are groups of

teachers who will and will not work together depending on their common views and there are prejudices around the bilingual program... there is little evidence to support that the building has adequate support and program structure to teacher bilingual students.”

A dual-language program focused on additive bilingualism, where all students – both native English speakers and native Spanish speakers- are provided the opportunity to learn in both languages at no cost their home language are associated with higher content area achievement, higher proficiency in the second language and the home language, and improved self-esteem and cross-cultural attitudes (Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D.,2007). The achievement gap for English Language Learners at School 17 in the bilingual program is pronounced above all other gaps; it is essential that the program is transformed as part of the school improvement gap.

Creation of a dual-language program will begin with two strands (one native English-speaking and one native Spanish-speaking) in the incoming kindergarten for the 2013-14 SY. Intensive professional development in the dual language model, program design, benefits of bilingualism and biliteracy, as well as best practices in literacy instruction and language acquisition will be required for the entire staff at School 17; specialized professional development opportunities will also be provided to the community based providers. The core instructional program will be strengthened by a focus on these evidenced based practices and a deeper understanding among all stakeholders around the bilingual program. The transitional program will be replaced year by year as students are exited and the dual language program model “grows up”. Professional development in the area of cultural responsive educational strategies is paramount across the board. Nazareth College will provide some of this professional development through embedded coaching. School 17 will collaborate with other dual language programs in Rochester, including School 33, School 12, and Eugenio Maria de Hostos Charter School to identify several demonstration classrooms that will serve as professional development sites for current staff and student teacher/ teacher recruitment experiences to address the shortage area in the district. Further collaboration with Nazareth College in the certification of RCSD teachers with the bilingual extension is also forthcoming.

The dual-language, expanded learning, and community school model are also essential elements in promoting increased parental engagement and educational opportunities at School 17. Through the community school model, RCSD will offer adult English as a Second Language and GED classes on site. Additionally workshops focused on “parents as partners” will be make available to train parents on the strategies that they can use to support student learning at home. Once parents receive this training, they will be encouraged to become classroom volunteers and/or community based employees in the expanded learning program.

- ii. *Describe the process by which this model was chosen, including all steps taken to engage the school staff, leadership, labor unions, and community stakeholders in the design and decision-making processes for model selection and plan development.*

The Transformation Model was selected as a means to provide the least disruptive means of reform possible for all stakeholders while allowing the possibility for strengthening leadership and the instructional focus areas identified by the Comprehensive School Review. The

involvement of school staff, leadership and community stakeholders is outlined in section IG. Labor unions have been informed by way of meetings with the Superintendent and Executive Director of School Innovation biweekly from December 2012 – January 2013.

II.D. School Leadership

The LEA/school must have the mechanisms in place to replace the existing principal and select/assign a new school principal and supporting leaders that possess the strengths and capacity to drive the successful implementation of the SIG Plan. (While the replacement of the principal is not a requirement of Restart, the LEA and EPO should have the mechanism to replace the existing principal if through a screening process by the LEA / EPO, principal replacement is determined to be the best approach to ensuring school and student success.) Whether the principal is being replaced or not, the LEA must make the case by providing a clear rationale and supporting evidence that the principal identified is likely to be successful in effectively implementing the SIG plan. The selection and identification of the school principal and supporting school leadership must contain the following elements:

- i. Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school and produce dramatic gains in student achievement*

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

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

Because of the focus on the dual language program and promoting cross cultural understandings and embracing diversity among all stakeholders, it is essential that the school leader is versed in culturally relevant pedagogy. Fluency and literacy in Spanish is also preferred. Experience successfully leading school or district level reform is also preferred.

- ii. *Identify the specific school principal by name and include in this narrative a short biography, an explanation of the leadership pipeline from which she/he came, as well as the rationale for the selection in this particular school. In addition, provide an up-to-date resume and track record of success in leading the improvement of low-performing schools; OR*
- iii. *If the specific persons who will serve in this position are not yet known, describe the action steps necessary to put leadership in place, and identify the formal LEA/school mechanisms that enable this personnel action. The principal selected to lead the school must be in place no later than July 1, 2013, to ensure sufficient time to lead summer activities in preparation for the beginning of the school year. Identify any barriers or obstacles to accomplishing these tasks, as well as strategies for overcoming them. If the principal selected to lead the school is not in place by July 1, 2013, or does not meet the quality standards set forth in this application, the SIG will be suspended immediately and the LEA will be at risk of having the grant terminated.*

The specific individual who will serve as school principal is not yet known. The district will conduct a rigorous recruitment and screening process to post the position for both internal and external candidates. Additionally, in order to support and develop effective, transformative educational leaders who can help support RCSD's intensive reform efforts, the School 17 SIG plan proposes embedded leadership coaching in school transformation, change process, and school culture for the school leader. RCSD proposes a model in which the pre-implementation phase focus on intensive weekly coaching and development of a transformation principal who "jump-starts" the reform initiative in the school in year 1, trains a long-term principal for a full year in year 2 with continued external leadership coaching for both leaders, and then steps away in year 3 to take on another transformation process, leaving the first school in the well-trained capable hands of the year 2 co-principal, with continued external coaching support and coaching support from the transformation principal. RCSD would like to select the principal to lead the school by May 2013 to ensure enough time for intensive review of the school's current status, collaborative planning for the implementation of the transformation model with all stakeholders, and appropriate professional development and training to be able to lead the execution plan.

- iv. *Provide the specific job description and duties, aligned to the needs of the school, for the following supporting leadership positions; 1) assistant principal/s who will serve in the building; 2) School Implementation Manager (SIM), if the school is utilizing one*

Please refer to RCSD professional position requirements for Principal and for Assistant Principal, which are attached.

- v. *Describe and discuss the current supporting leadership profile of the school in terms of quality, effectiveness, and appropriateness to the model proposed and needs of the students. Identify specific individuals who will remain in supporting leadership positions from the previous administration and discuss the strategies employed by the new school principal and the LEA/school to ensure buy-in and support from the entire leadership team. Identify any barriers or obstacles to obtaining leadership buy-in or support as well as strategies for overcoming them.*

All of the current leadership team are supportive of the proposed SIG transformational plan and have been involved in the development of this application. There have been no barriers to securing the buy-in of the School 17 leadership.

II.E. Instructional Staff

*The LEA/school must have the mechanisms in place to assign the instructional staff to the school that have the strengths and capacity necessary to meet the needs of the school and its students. * The selection and identification of instructional staff must contain the following elements*

- i. *Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness for the needs of students in this school. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model implementation.*

At minimum, School 17 will add new bilingual staff to support Spanish instruction in the new dual-language kindergarten, a language and literacy specialist, reading teacher, educationally related support services including bilingual speech pathologist, speech pathologist to support early intervention at grades K-3, and occupational therapist.

The District has had difficulty staffing vacancies in the K-8 buildings, especially where there is a bilingual component. For 2012-2013, the District has moved towards centralizing the Master Schedule process. This will allow for the creation of consistent and compatible schedules throughout the District, which will in turn reduce the number of part-time and itinerant positions and increase the District's ability to attract highly qualified internal and/or external candidates to positions at School 17. Centralized Master Scheduling will also allow the District to identify vacancies earlier in the staffing process to facilitate a more extensive search for qualified applicants. School 17 will benefit from this new process as it is anticipated that it will allow for a more efficient allocation of bilingual staff and staffing of Seventh and Eighth Grades.

School 17 is currently participating in the voluntary transfer process, which occurs prior to any seniority based transfers. 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. School 17 has also requested to be exempted from the seniority based transfer process currently in the union contract.

The Department of Human Capital Initiatives will be placing advertisements to recruit for all teacher tenure areas in or about 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 nationally recruit highly qualified teachers and administrators and is targeting services that focus on recruitment of bilingual candidates. All vacant positions will be posted and will undergo a full recruitment process prior to selection of an applicant, including school-based interviews.

- ii. *For each key instructional staff to be employed at the start of model implementation, identify and describe the characteristics and core competencies necessary to meet the needs of its students.*

Teachers employed at School 17 will be supported by school and district leadership to develop strategies and practices that lead to effective planning and account for student data, needs, goals and levels of engagement. All instructional staff must demonstrate knowledge of effective instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. Teachers must provide coherent, appropriately aligned CCLS-based instruction that leads to multiple points of access for all students to achieve targeted goals. Teachers must have the skills to create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and to promote high levels of student engagement and inquiry. All staff must be able to use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation. Additionally, all teachers in the school will be trained on research-based language and literacy instruction, the value of bilingualism and biliteracy, culturally responsive teaching pedagogy, and the process of school transformation, including specific meeting protocols for promoting effective collaboration among diverse stakeholders.

- iii. *Describe the process and action steps by which existing instructional staff will be informed of the new model being implemented.*

Upon grant award, in April 2013, the Executive Director of School Innovation and the Director of Expanded learning will meet with the existing instructional staff to provide in-depth information about the new model. A timeline with collaborative targets and goals will be established for September 2013 implementation. Professional development during July and August 2013 will focus on literacy and language acquisition, expanded learning, and the community school model. Meetings with the community based providers and school re-design team will begin in April to plan for expanded learning implementation in September 2013. Intensive support from TASC and the Office of Expanded Learning will support school leadership in the redesign to the community school model with an expanded learning day.

- iv. *Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited. Identify any barriers or obstacles to assigning the appropriate staff as required by the model and new school design, as well as strategies for overcoming them.*

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. The teacher's contract provides mechanisms for schools to become exempt from the transfer process. Such exemption allows schools to select all teachers through a merit-based, interview process. Exemption must be agreed upon by the teachers union. 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.

II.F. Partnerships

The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Partner Organization (EPO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. LEA/schools are encouraged to have a few targeted and purposeful partnerships with a shared goal of college and career readiness, rather than a large variety of disconnected partner groups/services with multiple goals. For partnerships selected to support the implementation of the SIG/SURR plan, the LEA/school must provide a response to each of the following elements:

- i. *Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the new school design. Additionally, provide the rationale for the selection of each. Explain specifically, the role they will play in the implementation of the new school design. **

THE AFTER SCHOOL CORPORATION (TASC) TASC is a non-profit organization based in New York that helps urban schools give students more time, more ways, and more opportunities to learn to increase student success. Building from TASC's evidence base and implementation experience, we support schools, community organizations and districts to implement high-quality, sustainable expanded learning time initiatives. TASC supports a growing network of twenty expanded learning time schools across the country, and has provided advised over thirty organizations on expanded learning implementation, policy development, and system-building. TASC's technical assistance approach ensures that 1) districts and schools have the opportunity to build their capacity to deliver a high-quality education; 2) knowledge transfer mechanisms are built-in to services; and 3) services and changes implemented are sustainable beyond TASC's engagement.

RCSD identified TASC as an external partner to provide support for School 17's expanded day and community schools approaches. TASC was founded in 1998 and has worked extensively throughout New York State to support expanded learning opportunities and community partnerships that yield more time and differentiated learning experiences for students. TASC provides customized coaching at the school and district level to support implementation of a longer school day that offers a balanced schedule and social supports needed to improve student outcomes. RCSD works with TASC in other capacities and has reviewed TASC's proposed scope of services for this project. Based on previous experience and TASC's record of accomplishments (see attachments) RCSD believes TASC's support will bolster efforts at School 17.

PROFESSIONAL DEVELOPMENT PARTNER (TBD) to support dual language program design, development and implementation with a focus on language and literacy development for all students through professional learning opportunities including demonstration lessons, embedded coaching, action research, looking at student work, and curriculum design with lesson study. Rochester City School District will conduct a request for information process to select the best fit. Possible candidates include the Center for Applied Linguistics, Nazareth College, Regional Bilingual Education Resource Network, Illinois Resource Center, and National Center for Culturally Responsive Educational Systems (NCCRESt),

PLC ASSOCIATES, INC. will provide embedded leadership coaching in the development of a school improvement specialist who can support reform at School 17 and other schools that are underperforming. In order to support and develop effective, transformative educational leaders who can help support RCSD's intensive reform efforts and build systemic capacity for school reform, the School 17 SIG plan proposes embedded leadership coaching in school transformation, change process, and school culture for the school leader. RCSD proposes a model in which the pre-implementation phase focus on intensive weekly coaching and development of a transformation principal who "jump-starts" the reform initiative in the school in year 1, trains a long-term principal for a full year in year 2 with continued external leadership coaching for both leaders, and then steps away in year 3 to take on another transformation process, leaving the first school in the well-trained capable hands of the year 2 co-principal, with continued external coaching support and coaching support from the transformation principal.

HILLSIDE FAMILY OF AGENCIES through its Crestwood Children Center Division offers community mental health services and is currently in a partnership with the District to demonstrate the feasibility and sustainability of the delivery of these services on school grounds in order to meet the needs of District students and demonstrate the likelihood of sustaining mental health services on-site partly through a third party reimbursement model. Currently Hillside operates a satellite mental health clinic at School 2. A small in school mental health pilot began to provide clinical services at School 17 in September 2012 for 2 days a week of a mental health therapist support along with 1 full day of an additional Hillside social work staff position to participate on the school's problem solving team to review, triage and coordinate referrals of students.

Hillside is proposing to apply for School 17 to become a satellite mental health clinic for the 2013-14 with the support of the Monroe County Office of Mental Health and State Office of Mental Health approval. The SIG grant would cover 2 days of mental health clinical support services while the satellite mental health clinic begins building its caseload, with the goal of adding up to 3 additional days of third party reimbursable services in order to make it financially feasible to operate an off-site mental health clinic at School 17. The SIG funds will allow for in-classroom consultation and observation and consultation with school staff school, for 2 of the 5 days that are not covered by third party reimbursement and services to families who do not have health insurance. As the model builds, a 5-day a week mental clinic will become available on-site with opportunities to continue services through the summer since clinic services are available year round.

The District has identified mental health services as a priority need. Hillside Children's Center was the only mental health provider, through their Crestwood Division willing to pilot a satellite mental clinic at a school site due to other community and hospital based mental providers concerns about financial feasibility and the NYS Office of Mental Health's clinic restructuring initiative. RCSD has a long history and relationship with Hillside Children's Center providing student and family support services, including coordinating t services at School 2, 8 and Charlotte High School.

COMMUNITY BASED PROVIDERS FOR EXPANDED LEARNING OPPORTUNITIES (TBD). RCSD will conduct a competitive request for proposal process for the selection of community based providers who to provide enrichment opportunities within the expanded school day. Current partners include Eastman Strings Program, Charles Settlement House, Read with Me Volunteers, Boy/Girl Scouts, Center for Youth, and various visiting artists. Please refer to the attached chart.

- ii. *Complete the Evidence of Partner Effectiveness Chart (Attachment C). This evidence should be able to be validated by an external source that each partner organization selected has a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs.*

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

- iii. *For any key external partner funded through this plan, provide a clear and concise description of how the LEA/school will hold the partner accountable for its performance.*

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

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

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

II.G. Organizational Plan

The LEA/school must provide a sound plan for how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders. The organizational plan must contain the following elements:

- i. Submit an organizational chart (or charts) identifying the management and team structures, and lines of reporting. (If a Restart model is being proposed, be sure to include the specific role of the EPO in governance and decision making that is compliant with education law).

Each member of the school leadership team is responsible for the management of a defined curricular department, grade level, and operational function.

- ii. Describe in detail, the plan for implementing the annual professional performance review (APPR) of all instructional staff within the school. Include in this plan an identification of who will be responsible for scheduling, conducting, and reporting the results of pre-observation conferences, classroom observations, and post-observation conferences.

Please see chart under item iv below.

- iii. Provide a full calendar schedule of the events listed in "iii" for the 2013-2014 school year that reaches all instructional personnel who will staff the building.

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

Timeline for APPR: Tenured and Non-Tenured Teachers

Months	Tasks	IMPORTANT Due Dates
September – October	<ul style="list-style-type: none"> • Administrator Lead Evaluator and/or administrator designee explains how the framework is used (first two weeks Sept) • Administrator Lead Evaluator reviews framework components (by Sept. 30) • Teacher reviews framework • Teacher submits Evaluation Selection Form • Goal Setting Meeting for teachers to set goals based on the following: individual strengths; assessments; students growth; areas on which to concentrate PD or TIP if applicable • Goals due to Administrator Lead Evaluator and/or designee • Formal observations begin after Goal Setting meeting 	<p>Teacher Evaluation Selection due by Friday 9/21/2012</p> <p>TIP/Development Plan for teachers rated as Developing or Ineffective (based on 2011-2012 Composite Score) due 10 days after release of Composite Scores.</p> <p>Teacher Goal Setting Meeting should be completed and goals entered into E-Performance by October 15.</p>
October – June	<ul style="list-style-type: none"> • Informal Observations with feedback provided to teacher through written or oral communication (conducted by Administrator and, where applicable, Peer Evaluators. 	

October- April	<ul style="list-style-type: none"> Formal observations take place 	*No later than April 30
	<ul style="list-style-type: none"> 1st Formal Observation of Non-Tenured Teachers 2d Formal Observation of Non-Tenured Teachers 	No later than November 30* No later than April 30*
May - June	<ul style="list-style-type: none"> Annual Professional Practice Review Conference (This should include Peer Evaluator, if applicable) 	No later than June 1
Upon Receipt of State Scores	<ul style="list-style-type: none"> Composite scores sent to teachers If teacher's Annual Evaluation Composite Score is rated as Developing or Ineffective, a TIP must be developed no later than 10 schools days after the opening of school, or receipt of the composite scores, whichever is first. Teachers rated as ineffective should be referred to CIT for professional support mentoring. Teachers who receive consecutive composite ratings of Ineffective must be referred to CIT and be offered intervention. 	

*Pre and Post Observation Conference Meetings are mandatory.

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

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

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

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

II.H. Educational Plan

The LEA/school must provide an educationally sound and comprehensive plan for the school. The LEA/school must provide a detailed educational plan with a description of each of the following elements:

- i. Curriculum. Describe the curriculum to be used with the model, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program (see: <http://engageny.org/common-core-curriculum-assessments>)

Providing high-quality, highly effective instruction and equal access to academic opportunities is the most important service we can provide our students. Ensuring that all students have comparable academic programming options has been a primary driver for many of the scheduling and programmatic changes from 2012-13 to 2013-14. As the district continues to build an infrastructure that better supports all schools, we will realize the promise of offering

engaging instructional opportunities via rigorous curriculum and content and consistent academic programming for every child, in every classroom, every day.

English Language Arts and Literacy Core Program

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

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

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

Kindergarten Instructional Diet

Phonemic Awareness and Phonics-- Whole Group 30 minutes

Comprehension and Vocabulary— Whole Group 30 minutes

Additional Phonemic Awareness/Phonics, Vocabulary, Comprehension, Fluency—Small Group 40 minutes

Writing and Language— Whole and/or Small Group 20 minutes

Grade 1 Instructional Diet

Phonemic Awareness and Phonics- Whole Group 25 minutes

Comprehension and Vocabulary— Whole Group 25 minutes

Additional Phonemic Awareness/Phonics, Vocabulary, Comprehension, Fluency—Small Group 40 minutes

Writing and Language— Whole and/or Small Group 30 minutes

Grade 2 Instructional Diet

Phonics-- Whole Group 20 minutes

Vocabulary, Fluency, Comprehension— Whole Group 25 minutes

Phonics, Vocabulary, Fluency, Comprehension— Small Group 40 minutes

Writing and Language— Whole and/or Small Group 35 minutes

Grades 3-5 Instructional Diet

Word Study-- Whole Group 15-20 minutes

Vocabulary, Fluency, Comprehension— Whole Group 20-25 minutes

Word Study, Vocabulary, Fluency, Comprehension— Small Group 40 minutes

Writing and Language— Whole and/or Small Group 40 minutes

Elementary Mathematics and Core Program

Providing high quality, highly effective instruction and equal access to academic opportunities is the most important service we can provide our students. Ensuring that all students have comparable academic programming options has been a primary driver for many of the scheduling and programmatic changes from the 2012/13 to the 2013/14 school year. As the district continues to build an infrastructure that better supports all schools, we will realize the promise of offering engaging instructional opportunities via rigorous curriculum and content and consistent academic programming for every child, in every classroom, every day.

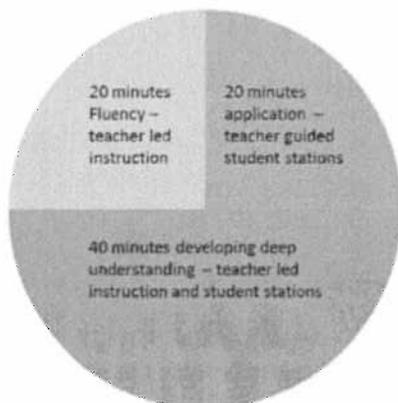
Core Mathematics Curriculum

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

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

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

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



Approximate Instructional Minutes per Day

K-5:

20 minutes Fluency - teacher led instruction

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

20 minutes application- teacher guided student stations

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

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

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

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

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

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

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

- ii. Instruction. Describe the instructional strategies to be used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Provide details of how the events of instruction in additional required and elective courses will be arranged to reflect all of these instructional shifts. Describe a plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).

RCSD Native Language Arts for Bilingual Programs

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

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

<p><u>Establish a strong foundation in Native Language Arts (Spanish).</u> “A child’s competence in first</p>	<p>“Children with limited English proficiency who are taught using at least some of their native language perform significantly</p>	<p><u>Allow for a gradual transition to the English language.</u> “If a child has had excellent</p>
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<p>language significantly affects the amount of time it takes to become proficient in a second language". (Brock, 2001, p. 468)</p>	<p>better on standardized tests than similar children who are taught only in English". (Green, 1998, p.1 as cited by Markham and Gordon, 2007)</p>	<p>academic preparation in their first language, the literacy proficiencies and academic competence in their first language will transfer to their second language". (Cummins, Farman, Flood, and Lapp (1994) as cited by Brock, 2001, p. 468)</p>
<p><u>Increase the amount of students meeting state standards on the ELA.</u></p> <p>"Students who have received little to no academic or cognitive development in their first language tend to do increasingly poorly as academic and cognitive demands increase after fourth grade and into upper grades" (Thomas and Collier, 2002 as cited in <i>Common Assumptions and Evidence Regarding English Language Learners in the United States</i>)</p>	<p>"Thomas and Collier demonstrated that students who were schooled in bilingual programs would outperform their counterparts in monolingual programs in academic achievement across curriculum after an estimated 4 to 7 years of dual language program instruction (Thomas and Collier, 2002 as cited in <i>Common Assumptions and Evidence Regarding English Language Learners in the United States</i>)</p>	<p><u>Afford students the opportunity to achieve high levels of proficiency in English and Spanish.</u></p> <p>On July 31, 2012, Governor Cuomo signed into law a bill to recognize New York State high school graduates who demonstrate academic excellence in attaining proficiency in one or more languages other than English with a state seal of biliteracy. The seal will be attached to diplomas and transcripts of graduates who excel in listening, speaking, reading, and writing in multiple languages. (July 31 press release from the Governor's office)</p>

- iii. Use of Time. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule **to increase learning time and/or extend the school day or year.** The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here:
<http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>
NYSE

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

Note: Grades 6, 7, and 8 in School 17 (P-K-8 building) will be scheduled on an eight-period day with each class 45 minutes in length.

Note: 6th grade in K-8 buildings will be departmentalized.

Note: Ramp-up classes will be available in grades 6 – 8 in School 17, scheduled so they follow the core class. For example, 7th grade math ramp-up would be scheduled on A/C days after math.

Note: All schools will follow an ABCD day rotation.

Note: Periods “0” and “9” will be added to a school’s schedule depending upon programming needs, and/or extra time for credit recovery or ramp-up activities.

Note: Core instructional staff in grades 7 & 8 in PreK-8 buildings (School 17) will be used to provide Tier III intervention in order to create 1.0 teaching positions.

Note: Similar schools will be “married” based on proximity, size, etc. and exploratory staff will be scheduled within the ABCD framework.

**Sample Elementary Master Schedule for K-5
 2013-2014**

	Minutes	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
1	40	ELA	ELA	ELA	Science/Health	Math	PE/Fine Arts/Special A/B/C/D day
2	40				Math		ELA
3	40				PE/Fine Arts/Special A/B/C/D day		
4	30	Lunch	Lunch	Lunch	Other	Other	Other
5	30	Other	Other	Other	Lunch	Lunch	Lunch
6	40	Math	PE/Fine Arts/Special A/B/C/D day	Social Studies	ELA	Science/Health	ELA
7	40		Science/Health	Math		Science/Health	
8	40	PE/Fine Arts/Special A/B/C/D day	Math			Social Studies	ELA
9	40	Social Studies		PE/Fine Arts/Special A/B/C/D day	Social Studies		Math

K – 5 Guidelines for Scheduling:

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

Enrichment in grades 6, 7 & 8: For students who are performing at or above proficiency, the additional period of time in grades 6-8 is intended to focus on language and literacy or math enrichment or foreign language(s). The additional ELA and math teachers at the middle grades should be providing *acceleration and enrichment opportunities to students in those content areas*. Poetry units, performances, hands-on and long-term problem-solving activities, and math labs are examples of instructional activities in which the students may be engaged.

Structured Use of Additional Time: For students in grades 6, 7 and 8 in need of ELA and math support who are not receiving the grade 8 Algebra Readiness/Ramp Up to Algebra intervention support, the district is recommending and supporting the following protocols for use of the additional time. Whenever possible, having the additional period of ELA and math support as a continuous, double period is preferred. In instances when the additional period cannot be continuous, there are suggested protocols for the divided support across two periods.

- iv. *Student Support.* Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services, accessible at <http://www.p12.nysed.gov/part100/pages/1002.html#ee>.

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

All RCSD schools have instituted RTI, with interventions that may vary from research based programs to strategies aligned to the CCLS. Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student

achievement. With RTI, School 17 can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities (NCRTI, 2010).

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

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

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

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

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

Screening Tool:	AIMSweb	NWEA or AIMSweb	Review of warning indicators using the Early Warning System on SPA
Frequency of Administration:	Fall Winter Spring	Fall Winter Spring	Fall Winter Spring
Grades Screened	K-2	3-8	9-12
Screening Administrators	School-wide Assessment Team	School-wide Assessment Team	Problem Solving Teams

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

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

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

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

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

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

	Tier 1	Tier 2	Tier 3
Frequency of Administration	Once a month	Bi-monthly	Weekly

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

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

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

- v. School Climate and Discipline. Describe the strategies the model will employ to develop and sustain a safe and orderly school climate. Explain the school’s approach to student behavior management and discipline for both the general student population and those students with special needs.

School 17 has begun to implement the PBIS approach, and has scheduled training from the District PBIS Team.

- vi. Parent and Community Engagement. Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge parent and community satisfaction. Programs and initiatives described should be aligned with the Title I requirements for parental involvement, as well as Part 100.11 regulations outlining requirements for shared decision-making in school-based planning; accessible at <http://www.p12.nysed.gov/part100/pages/10011.html>.

The Principal of School 17 meets with parents weekly. The SIG grant and Expanded Learning Were specifically explored on: 12/6, 12/13, 12/20, 2012 and 1/10/2013. The Executive Director Of School Innovation and the Director of Expanded Learning addressed the entire community on 12/16/12.

II.I. Training, Support, and Professional Development

The LEA/school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIG plan and student needs. The framework articulated must contain each of the following elements:

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

The professional learning plan is being developed with support from District staff, including the Chief of Zone, and curriculum directors. Needs of teachers and school administration were identified after school walkthroughs, teacher interviews, classroom observations, and discussion. District-wide professional development learning needs are also incorporated.

- ii. *Pre-Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the pre-implementation period (April 1, 2013, to August 31, 2013). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be essential in leading-up to the start of the school year*

See attached Chart for ii (pre-implementation) and iii (year one implementation).

- iii. *Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year one implementation period (September 1, 2013, to August 31, 2014). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the project narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.*

See attached Chart for ii (pre-implementation) and iii (year one implementation).

- iv. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data.

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

II.J. Communication and Stakeholder Involvement/Engagements

The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the school's Priority status and on the implementation of the SIG plan. The plan for consultation and collaboration provided by the LEA/school must contain the following elements:

- i. Describe in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation of the SIG plan.

Regular communication will be maintained through the weekly SBPT meetings, monthly community advisory meetings, and monthly PTA meetings. Meetings will be held at School 17 or the Charles Street Settlement to reflect the neighborhood community school model. The

JOSANA and CHNA groups will be apprised of progress as part of the outlined shared school governance model to be collaboratively developed with technical assistance from TASC. Meetings will be held at a mutually convenient time after parent surveys are conducted; alternating early and late time slots by month so as to make them more accessible for parents. Monthly newsletters will be sent home via backpack mail and posted on the school website with updates on implementation of the SIG plan. A formal survey of all stakeholders will be conducted to design expanded learning offerings at School 17 beginning in April 2013.

Please refer to the Chart attached containing a detailed timeline of goals, strategies, responsibilities, and evidence (marked II J).

II.K. Project Plan and Timeline

The LEA/school must provide a project plan that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIG plan. The project plan must contain each of the following elements:

- i. *Describe the goals and key strategies for the pre-implementation period (April 1 to August 31, 2013) in preparation for the year-one implementation period.*

The pre-implementation period (April 1-August 31, 2013) will focus primarily on building the capacity of the school leaders, community partners, and dedicated instructional staff to implement the SIG plan for the transformation of School 17. Another key focus area is the inclusion of all stakeholders in the planning for the process of change. Please see attached Project Plan and Timeline for (i & ii) Pre-Implementation Goals, Strategies, Activities, and Responsibilities, and Evidence of Completion.

- ii. *Identify the specific, measurable, and time-phased actions/activities on the part of the district, school leadership, external partners, and teaching, and/or support personnel that are aligned to the key strategies for pre-implementation work. For each specific action/activity, identify the specific person or group that will be accountable for its completion.*
- iii. *Identify and describe the goals and key strategies for year-one implementation period (September 1, 2013, to August 31, 2014).*

Goals for Year One Implementation are numbered below. Key strategies are bulleted below each goal:

1. Create a community school with wrap-around services to address the academic, socio-emotional, health and wellness needs of students and their families.
 - Establish a shared vision for learning for School 17
 - Create shared leadership and governance for School 17
 - Establish complementary partnerships for learning and wrap-around services.
 - Identify and utilize effective communication structures and strategies for outreach and correspondence within the School and beyond.
 - Establish protocols for regular and consistent sharing of information about youth.
 - Engage families and community in the continuous improvement process.
 - Utilize collaborative staffing models

Based on Harvard Family Research Project, Partnerships for Learning: Community Support for Youth Success

2. Expand learning time to be able to offer the opportunity for rigorous academics, engaging enrichment, and differentiated learning supports.
 - Establish focused school wide priorities with clear and measureable goals that monitor progress.
 - Allocate time to academic instruction which reflects students' needs.
 - Ensure that all student schedules include academic intervention or acceleration taught primarily by certified teachers.
 - Engage in frequent data cycles utilizing a systemic approach to analyze and respond to data to improve instruction.
 - Include targeted, embedded teacher development including weekly opportunities to collaborate with peers to strengthen instruction.
 - Offer engaging enrichment to all students, including offerings based on student interests and choice.
 - Establish a school-wide plan to build a culture of high academic and behavioral expectations.

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

3. Promote the development of bi-literacy through a dual-language framework within a school climate that upholds cross-cultural understanding and embraces diversity.
 - Implement 2 classroom strands (one native English and one native Spanish) at the kindergarten level.
 - Strengthen marketing and recruitment practices for the bilingual program.
 - Strengthen the infrastructure for a strong accountability process.
 - Utilize data for program accountability and improvement.
 - Enhance classroom instructional practices to promote the development of bilingual, biliterate and cross-cultural competencies for all students.
 - Focus on instructional methods that are derived from research-based principles of dual language education to enhance academic achievement.
 - Recruit and retain high quality dual language staff.
 - Support teachers with high quality professional learning opportunities and adequate resources for professional development.
 - Ensure a school wide program that works together to achieve the goals of additive bilingualism, biliteracy, and culturally relevant pedagogy.
 - Focus on ensuring the school has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
 - Ensure appropriate support and resources for the two-way bilingual program.

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

- iv. *Identify the "early wins" that will serve as early indicators of a successful SIG plan implementation and foster increased buy-in and support for the plan*

Early wins include the successful engagement of 20% of the staff in the SIG Implementation Committee, including family and community representation. Additionally the evidence as articulated in the pre-implementation plan. Successful engagement of the

community will support the main goals and launch of the expanded learning day in September 2013 for 100% of the students attending School 17.

- v. *Identify the leading indicators of success that will be examined on no less than a quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.*

Student achievement data from universal screening and progress monitoring, including AIMSweb and NWEA Measures of Academic Progress will be analyzed three times per year. Student grades will be monitored quarterly. Average daily attendance, disciplinary referrals, suspensions, and student support service rosters will be monitored monthly. NYS Assessment trends will be reviewed by the school data team monthly and specific strategies for improvement monitored through formative assessments. Program participation in expanded learning opportunities will be considered as part of the daily attendance monitoring. Staff, students, parents, and the community will be surveyed for satisfaction quarterly. Data will be captured electronically on the SPA Data Warehouse and will be analyzed by school staff, the Office of School Innovation, Zone Chief, and Chief of School Transformation monthly.

- vi. *Identify the goals and key strategies for year-two and year-three of implementation.*

Goals for Years Two and Three Implementation are numbered below. Key strategies are bulleted below each goal:

1. Create a community school with wrap-around services to address the academic, socio-emotional, health and wellness needs of students and their families.
 - Establish a shared vision for learning for School 17
 - Create shared leadership and governance for School 17
 - Establish complementary partnerships for learning and wrap-around services.
 - Identify and utilize effective communication structures and strategies for outreach and correspondence within the School and beyond.
 - Establish protocols for regular and consistent sharing of information about youth.
 - Engage families and community in the continuous improvement process.
 - Utilize collaborative staffing models

Based on Harvard Family Research Project, Partnerships for Learning: Community Support for Youth Success
2. Expand learning time to be able to offer the opportunity for rigorous academics, engaging enrichment, and differentiated learning supports.
 - Establish focused school wide priorities with clear and measureable goals that monitor progress.
 - Allocate time to academic instruction which reflects students' needs.
 - Ensure that all student schedules include academic intervention or acceleration taught primarily by certified teachers.
 - Engage in frequent data cycles utilizing a systemic approach to analyze and respond to data to improve instruction.
 - Include targeted, embedded teacher development including weekly opportunities to collaborate with peers to strengthen instruction.

- Offer engaging enrichment to all students, including offerings based on student interests and choice.
- Establish a school-wide plan to build a culture of high academic and behavioral expectations.

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

3. Promote the development of bi-literacy through a dual-language framework within a school climate that upholds cross-cultural understanding and embraces diversity.
- Implement 2 classroom strands (one native English and one native Spanish) at the kindergarten level.
 - Strengthen marketing and recruitment practices for the bilingual program.
 - Strengthen the infrastructure for a strong accountability process.
 - Utilize data for program accountability and improvement.
 - Enhance classroom instructional practices to promote the development of bilingual, biliterate and cross-cultural competencies for all students.
 - Focus on instructional methods that are derived from research-based principles of dual language education to enhance academic achievement.
 - Recruit and retain high quality dual language staff.
 - Support teachers with high quality professional learning opportunities and adequate resources for professional development.
 - Ensure a school wide program that works together to achieve the goals of additive bilingualism, biliteracy, and culturally relevant pedagogy.
 - Focus on ensuring the school has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
 - Ensure appropriate support and resources for the two-way bilingual program.

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



ORIGINAL

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 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 Deborah Rider		
Teachers Union President / Lead Signature (in blue ink) <i>Adam Urbanski</i> Type or print name Adam Urbanski	Date 1-25-13	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.
Parent Group President / Lead Signature (in blue ink) <i>M. Abbeene</i> Type or print name Candice Lucas	Date 1-25-13	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.

Attachment B

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	67,640		73,320		73,520	73,520	73,520
b. Student participation in State ELA assessment	91.7%		95.6%		95%	96%	97%
c. Student participation in State Math assessment	96.2%		96.4%		97%	98%	99%
d. Drop-out rate	NA %		NA		NA	NA	NA
e. Student average daily attendance	87.2%		85.0%		93%	95%	97%
f. Student completion of advanced coursework	NA		NA		NA	NA	NA
g. Suspension rate	Corrective	Action	see	Attach ment			
h. Number of discipline referrals	Corrective	Action	see	Attach ment			
i. Truancy rate	Corrective	Action	see	Attach ment			
j. Teacher attendance rate	96.0%		94.5%		95.5%	96.5%	97.5%
k. Teachers rated as "effective" and "highly effective"	70.0%		82.6%		85.6%	88.6%	91.6%
l. Hours of professional development to improve teacher performance	1,471		1,451		1,524	1,600	1,680
m. Hours of professional development to improve leadership and governance	64		99		70	77	85
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	9*		85		11	13	16
II. Academic Indicators							
o. ELA performance index	71.5		89.7		115.2	140.2	165.2
p. Math performance index	82.4		103.3		124.4	142.4	165.0
q. Student scoring "proficient" or higher on ELA assessment	11.5%		21.1%		24.8%	55.0%	85.0%
r. Students scoring "proficient" or higher on Math assessment	16.0%		28.8%		42.8%	55.4%	85.0%
s. Average SAT score	NA		NA		NA	NA	NA
t. Students taking PSAT	NA		NA		NA	NA	NA
u. Students receiving Regents diploma with advanced designation	NA		NA		NA	NA	NA
v. High school graduation rate	NA		NA		NA	NA	NA
w. Ninth graders being retained	NA		NA		NA	NA	NA
x. High school graduates accepted into two or four year colleges	NA		NA		NA	NA	NA

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

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)
ExpandedED Schools by TASC	<ol style="list-style-type: none"> 1. Thurgood Marshall Academy Lower School, Manhattan 2. P.S. 186, Brooklyn 3. Cypress Hills Community School, Brooklyn 4. P.S./M.S. 188, Manhattan 5. Young Scholars Academy for Discovery and Exploration 6. P.S. 182, Queens 7. PS 214, Bronx 8. Thurgood Marshall Academy for Learning and Social Change 9. Batiste Cultural Arts Academy, New Orleans 10. Hilton Elementary School, Baltimore 	<ol style="list-style-type: none"> 1. Dawn Brooks-DaCosta, Principal, (212) 368-8731 2. Bayan Cadotte, Principal, (718) 236-7071 3. Sarah Lippi, Assistant Principal, (718) 964-1180 4. Mary Pree, Principal, (212) 677-5710 5. Danika LaCroix, Principal, 718-453-4081 6. Andrew Topol, Principa, 718-298-7700 7. David Cintron, Principal, 718-589-6728 8. Sean Davenport, Principal, 212-283-8055 9. Anna Faye Caminita, School Leader, (504) 717-0128 10. Khaleel Desaque, Principal, (410) 396-0634
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)
	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6.

	7. 8. 9. 10.	7. 8. 9. 10.
Partner Organization Name and Contact Information 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. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	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) 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
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. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	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) 1) 2) 3) 4) 5) 6) 7) 8) 9) 10)

Attachment D - (1003g) Budget Summary Chart

Agency Code	2	6	1	6	0	0	1	0	0	0
ROCHESTER CITY SCHOOL DISTRICT										
Pre-implementation Period (April 1, 2013 - August, 31, 2013)										
Categories	Code	Costs								
Professional Salaries	15	92,115								
Support Staff Salaries	16	0								
Purchased Services	40	62,500								
Supplies and Materials	45	16,151								
Travel Expenses	46	2,700								
Employee Benefits	80	20,871								
Indirect Cost (IC)	90	7,225								
BOCES Service	49	0								
Minor Remodeling	30	0								
Equipment	20	0								
Total		201,562								
Year 1 Implementation Period (September 1, 2013 - August 31, 2014)										
Categories	Code	Costs								
Professional Salaries	15	878,402								
Support Staff Salaries	16	54,000								
Purchased Services	40	455,000								
Supplies and Materials	45	10,000								
Travel Expenses	46	34,500								
Employee Benefits	80	313,132								
Indirect Cost (IC)	90	52,482								
BOCES Service	49	0								
Minor Remodeling	30	0								
Equipment	20	0								
Total		1,797,516								
Year 2 Implementation Period (September 1, 2014 - August 31, 2015 - for Turnaround, Restart, and Transformation models only)										
Categories	Code	Costs								
Professional Salaries	15	786,382								
Support Staff Salaries	16	55,620								
Purchased Services	40	336,420								
Supplies and Materials	45									
Travel Expenses	46									
Employee Benefits	80	276,494								
Indirect Cost (IC)	90	45,084								
BOCES Service	49	0								
Minor Remodeling	30	0								
Equipment	20	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	495,954
Support Staff Salaries	16	33,372
Purchased Services	40	260,000
Supplies and Materials	45	
Travel Expenses	46	763
Employee Benefits	80	179,940
Indirect Cost (IC)	90	29,971
BOCES Service	49	0
Minor Remodeling	30	0
Equipment	20	0

Total Project Period (April 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR April 1, 2013 - August 31, 2014 for Closure models)		
Categories	Code	Costs
Professional Salaries	15	2,252,853
Support Staff Salaries	16	142,992
Purchased Services	40	1,113,920
Supplies and Materials	45	26,151
Travel Expenses	46	37,963
Employee Benefits	80	790,437
Indirect Cost (IC)	90	134,762
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	

*School Improvement Grant Section 1003(g)
Enrico Fermi School 17: Transformation*

Total	1,000,000
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*Rochester City School District
January 2013*

Total Project Budget	4,499,078
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Employee Benefits			
		Subtotal - Code 80	\$21,035
Benefit		Proposed Expenditure	
Social Security		\$7,105	
Retirement	New York State Teachers	\$10,996	
	New York State Employees	\$0	
	Other - Pension		
Health Insurance		\$983	
Worker's Compensation		\$1,486	
Unemployment Insurance		\$464	
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	\$195,260
B.	Approved Restricted Indirect Cost Rate	3.70%
C.	Subtotal - Code 90	\$7,225

For your information, maximum direct cost base = \$195,260

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

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

BUDGET NARRATIVE

Activity	Pre-Imp.	Yr 1	Yr 2	Yr 3	Other \$	Sustainability Strategy
Code 15: Professional Salaries						
Professional Development for School 17 Staff SIG III	\$47,520	\$53,460	\$60,000	\$60,000	Title I (flexibility for supplemental academic support, parent engagement)	Enhance strategic efficiencies, including staggered scheduling, community partnerships
Language and Literacy Specialist SIG IIE IIF	\$6,600	\$60,000	\$62,400	\$64,896	Title IIA	
Summer JumpStart Program for School 17 students SIG IIE IIIH	\$18,000	\$36,000	\$36,000	\$36,000	Title III (bilingual support)	ROC the Future (modeled after STRIVE-community coordination of services)
Chief of School Transformation SIG IC IID	\$11,250	\$67,500	\$70,200	\$73,008	United Way	
Professional Development (Central/RCS D) SIG III	\$8,745	\$100,122	\$79,800	\$26,992	Rochester Area Community Foundation	Americorps volunteers
Expanded Learning Program (Additional Teacher Hourly Pay @ \$37/hr SIG IIE, F, G, H, K		\$346,320	\$318,182	\$72,256	Greater Rochester Health Foundation	Parent education, volunteer requirement to support expanded learning
Speech Pathologists SIG IIH		\$120,000	\$60,000	\$60,000	City of Rochester	Continue to advocate for coordination of local donor dollars to enhance RCS D offerings through collaborative, complementary partnerships
Adult Education Teacher SIG IIH		\$30,000	\$31,200	\$32,448		
EL Resource Coordinator SIG E, H, J		\$65,000	\$67,600	\$70,304		
Sub Total	\$92,115	\$878,402	\$786,382	\$495,954		

Rochester City School District School Improvement Grant
 Enrico Fermi School 17 January, 2013

Code 16 Support Staff Sal				General Funds	Parent education, volunteer requirement to support expanded learning
Paraprofessional Hourly Pay for Expanded Learning Program Hours <i>SIG I E H</i>		\$54,000	\$33,372		
Sub Total	-	\$54,000	\$55,620		
Code 40 Purchased Svcs				Title IIA	Build internal capacity, reduce reliance on external service
Leadership Coaching, developing a school improvement expert (PLC) <i>SIG I C IID</i>	\$25,000	\$80,000	\$80,000	Medicaid (3 rd party billing for mental health services, medical, and dental clinic)	Apply for Title VD Community Schools Grant
Facilitated Planning Sessions for School Leaders & Community Partners, Technical Assistance (TASC) <i>SIG I C IID</i>	\$25,000	\$55,000	\$55,000		Invitation to apply for Wallace Foundation Out of School Time CityWide Systems Grant
Professional development related to bilingualism, biliteracy, culturally relevant pedagogy, and cross cultural understanding (TBD-multiple providers) <i>SIG I E H I</i>	\$12,500	\$35,000	\$35,000		Community Providers align their funding strategies and sources to support expanded learning programming
Mental Health Services & Case Management (Hillside) <i>SIG I B G</i>	-	\$35,000	\$35,000		
Community Based Provider Expanded Learning Services (TBD, multiple) <i>SIG I I J</i>		\$250,000	\$161,420		
Sub Total	\$62,500	\$455,000	\$336,420		

Rochester City School District School Improvement Grant
 Enrico Fermi School 17 January, 2013

Code 45 Supplies/Materials				General Funds Title III	Utilize Technology (ipads) for virtual visits and distance learning Incorporate bilingual materials from transitional program which will phase out as two-way program grows
Description	Amount	Amount	Amount		
Bilingual Program Materials (Spanish Language Libraries, Dual-Language Instructional Materials) SIG II H	\$12,571	\$10,000			
4 ipads to support OSI/Leadership team planning, weekly facetime monitoring meetings SIG II D	\$3,580	-			
Sub Total	\$16,151	\$10,000			
Code 46 Travel				General Funds	Maximize virtual visits and field trips Coordinate summer program with central summer site that already has transportation
Description	Amount	Amount	Amount		
Leadership Team (Principal, Language & Literacy Specialist, Expanded Learning Resource Coordinator) SIG ID, II I	\$2,700	\$2,700			
Transportation for Summer JumpStart SIG III E H	-	\$31,800			
Sub Total	\$2,700	\$34,500	\$763		

Code 80 Employee Benefits				General Funds		Utilize community partnerships to reduce this cost
Social Security	\$7,047	\$71,329	\$64,410			
New York State Teachers	\$10,906	\$142,740	\$8184			
Retirement						
New York State Employees	\$0	\$11,070	11,403			
Other - Pension	\$0	\$0				
Health Insurance	\$983	\$63,750				
Worker's Compensation	\$1,474	\$14,918	\$13,472		\$8,470	
Unemployment Insurance	\$461	\$9,324	\$8,420		\$5293	
Other(Identify)						
Civil Service Life Insurance	\$0	\$0				
Subtotal	\$20,871	\$313,132	\$276,494		\$179,940	

Other Documents

Community Partner Relationships

District Provided Training

Job Descriptions

Project Plan & Timeline IIK

District Organization Chart

Partner Name	Summary of Current Services to School 17	Target Audience	# of students served	Time and Location of current service delivery	# of students you have the capacity to serve next school year	Proposed Time and Location of next year's service delivery	Contact Person, Phone and Email
Charles Settlement House	Comprehensive after-school program; includes literacy, STEM, homework help, music, dance, sports and physical activities, photography	3 rd -6 th graders	80	School #17 multiple rooms; Monday-Friday; 3:35 p.m. to 6:35 p.m. each day except Wednesday 2:35 p.m. to 5:35 p.m.	80	School #17 Monday-Friday; 3:35 p.m. to 6:35 p.m. each day except Wednesday 2:35 p.m. to 5:35 p.m.	Scott Benjamin, 585-277-0810, sobcharles@aol.com
Girl Scouts	Building girls of courage, confidence & character	Girls 3 rd – 6 th grades	34	School Library; Fridays 3:30 – 4:30 p.m.	34	School library and cafeteria; Fridays 3:30 – 4:30 p.m.	Theresa Brown, 585-244-4210
Boy Scouts	educational program to build character, to train in the responsibilities of participating citizenship, and to develop personal fitness	Boys, K – 6 th grades	35	School cafeteria; Fridays 3:30 – 5:00 p.m.	35	School cafeteria; Fridays 3:30 – 5:00 p.m.	Robert Mallory, 585-244-4210
Celebration of	One-on-one	All grades,	154	Throughout	154+	School library	Mary Singleton, 585-244-6578,

Community Partner Relationship

Life "Help Me Read" program	tutoring for reading	most students in 2 nd -5 th grades	school day in library & HMR offices	(expecting to serve more with expansion of hours)	& offices during school day and after school	hmrcolc@yahoo.com
Neighborhood Leadership Development	Assortment of leadership, neighborhood knowledge workshops and sharing of skills by residents in areas like carpentry, cooking, etc.	#17 students, parents, neighborhood residents	None	15-20	Classroom or cafeteria, evenings	Glenn Gardner, 585-269-2700, ggardner@rochester.rr.com
Foodlink	Kids Café (snack and hot dinner)	#17 students in after-school programs	Cafeteria; Monday-Friday, 5:00 p.m.	80+ (will serve Charles House after-school program but could expand to include other school-based groups)	Cafeteria; Monday-Friday, 5:00 p.m.	Jeanette Batiste, 585-328-3380 extension 140 jbatiste@foodlinkny.org
Mothers' Club	Parenting skills	Mothers of #17 students age 6 to 9	None	15-20	School cafeteria or classroom Tuesdays & Thursdays 6-8:00 p.m.	Barbara Young, 585-442-3702, beyoung@frontiernet.net
Unity Family Medicine at Orchard Street						

Eastman Dental Clinic									
Project COACH Safe Routes to School	“walking school bus” to encourage neighborhood children to safely walk to school	#17 students	None			30 % of neighborhood students estimated to be 70 students	Before & after school; start with one day per week	Kayla Jenkins, 585-528-2440, kayla.projectcoach@gmail.com	
“Forbid Them Not” Bible Club	Bible study group	2 nd through 5 th graders	6	Office/room at School #17 Wednesdays 2:50 to 4:00 p.m.	20		School library Wednesdays 2:50 to 4:00 p.m.	Raphael Spezio, 585-713-0724, Speez74@yahoo.com	
Eastman Strings	***info provided by Ms. Jones***								
City of Rochester Bureau of Parks & Recreation	Open recreation, youth development programs, arts & crafts, health & exercise	Boys and girls ages 6 and up	None	None	60		School gymnasium and multi-purpose room; weekdays after school and evenings; possible weekend use	Shannon Grieve, 585-428-6770 grieves@cityofrochester.gov	

District-Provided Training to Build the Capacity of Leaders

Superintendent's Academy (April 1, 2013 – August 31, 2013)				
Event	Agent/Organization Responsible for Delivery	Desired Measurable Outcomes	Reported Method	Rationale
01/16/13 Central Office SUPES ACADEMY Session 1	SUPES ACADEMY	Understanding of Roles and Responsibilities	Survey	Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i> will assure each administrator understands their role and function within the organization.
01/30/13 Principals SUPES ACADEMY Session 1	SUPES ACADEMY	Understanding of Roles and Responsibilities	Survey	Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i> will assure each administrator understands their role and function within the organization.
01/31/13 Assistant Principals SUPES ACADEMY Session 1	SUPES ACADEMY	Understanding of Roles and Responsibilities	Survey	Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i> will assure each administrator understands their role and function within the organization.
02/01/13 Assistant Principals SUPES ACADEMY Session 1	SUPES ACADEMY	Understanding of Roles and Responsibilities	Survey	Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i> will assure each administrator

<p>02/26/13 Central Office SUPES ACADEMY Session 2</p>	<p>SUPES ACADEMY</p>	<p>Instructional and Operations Leadership</p>	<p>Survey</p>	<p>understands their role and function within the organization. Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i> and adoption of the Core Instructional Program will assure systems and infrastructures support instructional practice.</p>
<p>02/27/13 Principals SUPES ACADEMY Session 2</p>	<p>SUPES ACADEMY</p>	<p>Instructional and Operations Leadership</p>	<p>Survey</p>	<p>Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i> and adoption of the Core Instructional Program will assure systems and infrastructures support instructional practice.</p>
<p>02/28/13 Assistant Principals SUPES ACADEMY Session 2</p>	<p>SUPES ACADEMY</p>	<p>Instructional and Operations Leadership</p>	<p>Survey</p>	<p>Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i> and adoption of the Core Instructional Program will assure systems and infrastructures support instructional practice.</p>
<p>03/01/13 Assistant Principals SUPES ACADEMY Session 2</p>	<p>SUPES ACADEMY</p>	<p>Instructional and Operations Leadership</p>	<p>Survey</p>	<p>Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i> and adoption of the Core Instructional Program will assure systems and infrastructures support instructional practice.</p>
<p>03/25/13 Central Office SUPES ACADEMY Session 3</p>	<p>SUPES ACADEMY</p>	<p>Instructional and Operations Leadership</p>	<p>Survey</p>	<p>Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the</p>

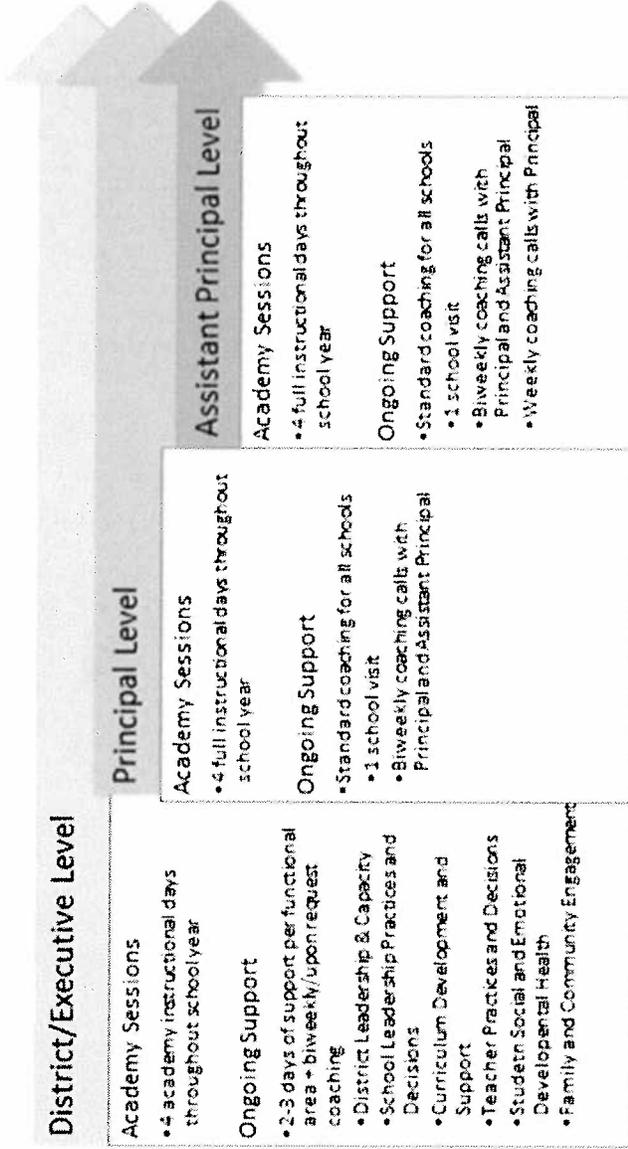
		Common Core Standards/ Data Driven Decision Making	Survey	<p>school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i> and adoption of the Core Instructional Program will assure CCSS are being taught and both formative and Summative assessment data is being used to support student learning.</p>
03/26/13 Principals SUPES ACADEMY Session 3	SUPES ACADEMY	Common Core Standards/ Data Driven Decision Making	Survey	<p>Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i> and adoption of the Core Instructional Program will assure CCSS are being taught and both formative and Summative assessment data is being used to support student learning.</p>
03/27/13 Assistant Principals SUPES ACADEMY Session 3	SUPES ACADEMY	Common Core Standards/ Data Driven Decision Making	Survey	<p>Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i> and adoption of the Core Instructional Program will assure CCSS are being taught and both formative and Summative assessment data is being used to support student learning.</p>
03/28/13 Assistant Principals SUPES ACADEMY Session 3	SUPES ACADEMY	Common Core Standards/ Data Driven Decision Making	Survey	<p>Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District</p>

				Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i> and adoption of the Core Instructional Program will assure CCSS are being taught and both formative and Summative assessment data is being used to support student learning.
05/07/13 Central Office SUPES ACADEMY Session 4	SUPES ACADEMY	Social and Emotional Supports	Survey	Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i> 's component on the district's shared responsibility to meet the social and emotional issues needs of students will assure the District is supporting the whole child.
05/08/13 Principals SUPES ACADEMY Session 4	SUPES ACADEMY	Social and Emotional Supports	Survey	Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i> 's component on the district's shared responsibility to meet the social and emotional issues needs of students will assure the District is supporting the whole child.
05/09/13 Assistant Principals SUPES ACADEMY Session 4	SUPES ACADEMY	Social and Emotional Supports	Survey	Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i> 's component on the district's shared responsibility to meet the social and emotional issues needs of students will assure the District is supporting the whole child.
05/10/13 Assistant Principals	SUPES ACADEMY	Social and	Survey	Systems and supports are not in place at an optimal

<p>SUPES ACADEMY Session 4</p>	<p>Emotional Supports</p>	<p>level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i>'s component on the district's shared responsibility to meet the social and emotional issues needs of students will assure the District is supporting the whole child.</p>
<p>06/25/13 Central Office SUPES ACADEMY Session 5</p>	<p>Enhancing Parent/Community involvement in Schools</p>	<p>Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i>'s component on the community at-large, shared responsibility to partner with Parents and Community members to provide wrap-around supports.</p>
<p>06/26/13 Principals SUPES ACADEMY Session 5</p>	<p>Enhancing Parent/Community involvement in Schools</p>	<p>Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i>'s component on the community at-large, shared responsibility to partner with Parents and Community members to provide wrap-around supports</p>
<p>06/27/13 Assistant Principals SUPES ACADEMY Session 5</p>	<p>Enhancing Parent/Community involvement in Schools</p>	<p>Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i>'s component on</p>

<p>06/28/13 Assistant Principals SUPES ACADEMY Session 5 SUPES ACADEMY</p>		<p>Enhancing Parent/Community involvement in Schools</p>	<p>Survey</p>	<p>the community at-large' shared responsibility to partner with Parents and Community members to provide wrap-around supports Systems and supports are not in place at an optimal level and are insufficient to sustain capacity at the school level. District- and building-level administration and school leadership teams are all at different levels of understanding and states of implementation. Calibration of District Administrators to the NYS's new <i>Diagnostic Tool for School and District Effectiveness</i>'s component on the community at-large' shared responsibility to partner with Parents and Community members to provide wrap-around supports</p>
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Superintendent's Academy (September 1, 2013 – August 31, 2014): Training schedule to be identified at the conclusion of current sessions.



District-Provided Training to Build the Capacity of Teachers to Be Effective

Ramp Up to Literacy and onRamp to Algebra (April 1, 2013 – August 31, 2013)	
Event	Rationale
Agent/Organization Responsible for Delivery	Reported Method
Desired Measurable Outcomes	
3/11/13 7-12 Teacher Ramp Up to Literacy	<p>Survey, Focus Groups</p> <p>In 2006, Henry May, Jonathan Supovitz, and David Perda published the findings of a longitudinal study of student performance in Rochester using Ramp Up and onramp to Algebra protocols. . Analyzing 11 years of data, including data from before the implementation of the model, the researchers found substantial long-term gains in student achievement, particularly for the lowest-performing students and minority students. These gains were measured by state tests and other nationally normed assessments.</p>
3/11/13 7-12 Teacher onRamp to Algebra	<p>Survey, Focus Groups</p> <p>In 2006, Henry May, Jonathan Supovitz, and David Perda published the findings of a longitudinal study of student performance in Rochester using Ramp Up and onramp to Algebra protocols. . Analyzing 11 years of data, including data from before the implementation of the model, the researchers found substantial long-term gains in student achievement, particularly for the lowest-performing students and minority students. These gains were measured by state tests and other nationally normed assessments.</p>
3/12/13 7-12 Teacher Ramp Up to Literacy	<p>Survey, Focus Groups</p> <p>In 2006, Henry May, Jonathan Supovitz, and David Perda published the findings of a longitudinal study of student performance in Rochester using Ramp Up and onramp to Algebra protocols. . Analyzing 11 years of data, including data from before the implementation of the model, the researchers found substantial long-term gains in student achievement, particularly for the lowest-performing students and minority students. These gains were measured by state tests and other nationally normed assessments.</p>
3/12/13 7-12 Teacher onRamp to Algebra	<p>Survey, Focus Groups</p> <p>In 2006, Henry May, Jonathan Supovitz, and David Perda published the findings of a longitudinal study of student performance in Rochester using Ramp Up and onramp to Algebra protocols. . Analyzing 11 years of data, including data from before the implementation of the model, the researchers found substantial long-term gains in student achievement, particularly for the lowest-performing students and minority students. These gains were measured by state tests and other nationally normed assessments.</p>

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5/16/13 7-12 Teacher Ramp Up to Literacy	Pearson Inc.		Curriculum Overview; CCSS Shifts Development and Content Training	Survey, Focus Groups	In 2006, Henry May, Jonathan Supovitz, and David Perda published the findings of a longitudinal study of student performance in Rochester using Ramp Up and onramp to Algebra protocols. . Analyzing 11 years of data, including data from before the implementation of the model, the researchers found substantial long-term gains in student achievement, particularly for the lowest-performing students and minority students. These gains were measured by state tests and other nationally normed assessments.
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Common Core State Standards (CCSS) in English-Language Arts (ELA), Implementation of CCSS in Mathematics, and Data-Driven Instruction (DDI)/Inquiry Event	Agent/Organization Responsible for Delivery	Desired Measurable Outcomes	Reported Method	Rationale
4/2/2013 SPED_A Proactive Approach to Defiance and NonCompliance	RCSD	Strategy Use	AVTAR Online Survey	An introduction to the conflict cycle and proactive ways to prevent and/or diffuse problematic behaviors; learning classroom management techniques in efforts to enhance individual behavioral toolboxes to increase relationship building and positive interactions and reactions from students.
4/4/2013 Gen_ELL and the Common Core	RCSD	Strategy Use Common Core Standards/ Data Driven Decision Making	AVTAR Online Survey	Provides an in-depth analysis of ELLs' language acquisition, cognitive processes, the current demographic trends, and effective instructional practices concerning ELL Instruction. Focus on "The Five Stages of Language Acquisition" .
4/4/2013Gen_ELL and the Common Core	RCSD	Strategy Use Common Core Standards/ Data Driven Decision Making	AVTAR Online Survey	Provides an in-depth analysis of ELLs' language acquisition, cognitive processes, the current demographic trends, and effective instructional practices concerning ELL Instruction. Focus on "The Five Stages of Language Acquisition" .

<p>4/8/2013MTH_Digging Deeper into the Secondary Mathematics of the CCSS: A Focus on Geometry</p>	<p>RCSD</p>	<p>Strategy Use Common Core Standards/ Data Driven Decision Making</p>	<p>AVTAR Online Survey; Pre-Post Test</p>	<p>All students are expected to develop both procedural and conceptual understandings of mathematics while Exhibiting the Standards for Mathematical Practice. In this course, participants will have opportunities to engage in mathematical experiences related to the development of the concepts and skills of the geometry strand that are expected of secondary students. Geometry in 8th and 10th grade is not the same old geometry. Ideas of similarity and congruence are developed using the ideas of transformations. There is an emphasis on developing geometric thinking as well as using modeling to solve real-life problems.</p>
<p>4/9/2013MTH_Developing Mathematical Ideas: Making Meaning of Operations (DMI:MMO)</p>	<p>RCSD</p>	<p>Strategy Use Common Core Standards/ Data Driven Decision Making</p>	<p>AVTAR Online Survey; Pre-Post Test</p>	<p>DMI courses are designed to bring together teachers from kindergarten through middle grades to: - Learn mathematics content - Learn to recognize key mathematical ideas with which their students are grappling - Learn to support the power and complexity of student thinking - Learn to appreciate the power and complexity of student thinking - Learn how core mathematical ideas develop across the grades - Learn how to continue learning about children and mathematics.</p>
<p>4/9/2013 SWPBS_Universal Systems Team Training Session 7</p>	<p>RCSD</p>	<p>Strategy Use</p>	<p>AVTAR Online Survey; Interview and Student Observation</p>	<p>Building a Culture of Respect (Bullying Prevention) and Proactive Classroom Systems.</p>
<p>4/9/2013MTH_ Understanding and Teaching the Common Core: A Hands-On Approach</p>	<p>RCSD</p>	<p>Strategy Use Common Core Standards/ Data Driven Decision Making</p>	<p>AVTAR Online Survey; Pre-Post Test</p>	<p>Exhibiting the Standards for Mathematical Practice. In this course, participants will have opportunities to engage in mathematical experiences related to the development of the concepts and skills of Common Core grade bands.</p>
<p>4/9/2013SPED_IEP Direct Open Lab</p>	<p>RCSD</p>	<p>Accurate Entry Submissions</p>	<p>AVTAR Online Survey</p>	<p>Provides a brief overview of the elements of a quality IEP with an emphasis on writing child specific PLEPs and Measurable Annual Goals. Participants will spend the remainder of the day developing IEPs for upcoming Annual Reviews.</p>
<p>4/10/2013OPE_Parent Liaison and Home School Assistant</p>	<p>RCSD</p>	<p>Communication</p>	<p>AVTAR Online Survey</p>	<p>The Office of Parent Engagement provides monthly Professional Development training for HSA & Parent</p>

Training-Summer Program				Liaisons. This is part of a series of professional learning opportunities.
4/11/2013 AAAS Approaches to Culturally Responsive Teaching & Learning	RCSD	Strategy Use Common Core Standards/ Data Driven Decision Making	AVTAR Online Survey	Continuation of Summer Institute discussing the Center of Culturally Responsive Teaching & Learning founded by Dr. Hollie
4/11/2013ARTS_2012-2013 Collegial Circle and Book Discussion (Teaching the Music of Six Different Cultures by L. George)	RCSD	Strategy Use Common Core Standards/ Data Driven Decision Making	AVTAR Online Survey; Study Group	Series of PD sessions will focus on the text Teaching the Music of Six Different Cultures . Participants will read the text and engage in discussions about how to combine the RCSD music textbooks with the content of <i>Teaching the Music of Six Different Cultures</i> by L. George.
4/18/2013SS_2012-2013 TAH Lecture Series - Civil Rights after MLK: Victories and Backlash	RCSD	Strategy Use Common Core Standards/ Data Driven Decision Making	AVTAR Online Survey; Action Research	Offers a deeper understanding of Social Studies materials.
4/18/2013UPK_Getting to the Core (curriculum) From a Movement Perspective	RCSD	Strategy Use	AVTAR Online Survey	Connecting CCSS with children's developmental needs.
4/23/2013GRN_Using Creative Expression as a Resource	RCSD	Social Emotional Understanding	AVTAR Online Survey	Offers a deeper understanding of the dynamics of grief and loss and the effect on student learning and behavior.
4/23/2013SWPBS_Targeted Systems Team Training	RCSD	Strategy Use	AVTAR Online Survey; Interview and Student Observation	Introduction to the critical features of matched interventions for groups of students. Teams will work through designing and planning for one targeted intervention that they may implement in their schools. This will provide the framework for adding additional evidence based interventions.
5/2/2013Gen_Text Based Answers and Writing	RCSD	Strategy Use Common Core Standards/ Data Driven Decision	AVTAR Online Survey	Opportunity to understand and apply Text Based Answers for Writing. Shift Four of the CCSS emphasizes that we impress upon students the importance of not only citing specific evidence to support text, but also engage in rich dialogue surrounding those points of evidence. This course

				will allow participants to have a hands on task in which questions require rich and rigorous conversation.
5/8/2013OPE Parent Liaison and Home School Assistant Training-Conflict Resolution	RCSD	Communication	AVTAR Online Survey	Training for HSA & Parent Liaisons. This is part of a series of professional learning opportunities.
5/9/2013SS_2012-2013 TAH Lecture Series - Civil Rights Legacies: Looking Ahead	RCSD	Strategy Use Common Core Standards/ Data Driven Decision Making	AVTAR Online Survey	Offers a deeper understanding of Social Studies materials.
5/14/2013SS TAH Book Circle: The New Jim Crow	RCSD	Strategy Use Common Core Standards/ Data Driven Decision Making	AVTAR Online Survey: Book Report	Offers a deeper understanding of Social Studies materials: <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> .
5/14/2013SWPBS Universal Systems Team Training Session 8	RCSD	Strategy Use	AVTAR Online Survey: Interview and Student Observation	Topics that will be covered are: Annual Planning, End of the Year Assessments, and End of the Year Wrap-up.
5/16/2013Gen_Differentiated Instruction in the Classroom	RCSD	Strategy Use Common Core Standards/ Data Driven Decision Making	AVTAR Online Survey: Student Work	Exploration of the meaning of differentiating instruction and its importance, in addition to, study of strategies that can be used for differentiating lessons/curriculum.
5/16/2013Gen_Differentiated Instruction in the Classroom	RCSD	Strategy Use Common Core Standards/ Data Driven Decision Making	AVTAR Online Survey: Student Work	Exploration of the meaning of differentiating instruction and its importance, in addition to, study of strategies that can be used for differentiating lessons/curriculum.
5/21/2013GRN_Reflecting on Grief in Families, "The Gift of Grief"	RCSD	Social Emotional Understanding	AVTAR Online Survey	Offers a deeper understanding of the dynamics of grief and loss and the effect on student learning and behavior.

Partner Name	Summary of Current Services to School 17	Target Audience	# of students served	Time and Location of current service delivery	# of students you have the capacity to serve next school year	Proposed Time and Location of next year's service delivery	Contact Person, Phone and Email
Charles Settlement House	Comprehensive after-school program; includes literacy, STEM, homework help, music, dance, sports and physical activities, photography	3 rd -6 th graders	80	School #17 multiple rooms; Monday-Friday; 3:35 p.m. to 6:35 p.m. each day except Wednesday 2:35 p.m. to 5:35 p.m.	80	School #17 Monday-Friday; 3:35 p.m. to 6:35 p.m. each day except Wednesday 2:35 p.m. to 5:35 p.m.	Scott Benjamin, 585-277-0810, sbcharles@aol.com
Girl Scouts	Building girls of courage, confidence & character	Girls 3 rd – 6 th grades	34	School Library; Fridays 3:30 – 4:30 p.m.	34	School library and cafeteria; Fridays 3:30 – 4:30 p.m.	Theresa Brown, 585-244-4210
Boy Scouts	educational program to build character, to train in the responsibilities of participating citizenship, and to develop personal fitness	Boys, K – 6 th grades	35	School cafeteria; Fridays 3:30 – 5:00 p.m.	35	School cafeteria; Fridays 3:30 – 5:00 p.m.	Robert Mallory, 585-244-4210

Celebration of Life "Help Me Read" program	One-on-one tutoring for reading	All grades, most students in 2 nd -5 th grades	154	Throughout school day in library & HMR offices	154+ (expecting to serve more with expansion of hours)	School library & offices during school day and after school	Mary Singleton, 585-244-6578, hmrcool@yahoo.com
Neighborhood Leadership Development	Assortment of leadership, neighborhood knowledge workshops and sharing of skills by residents in areas like carpentry, cooking, etc.	#17 students, parents, neighborhood residents	None	None	15-20	Classroom or cafeteria, evenings	Glenn Gardner, 585-269-2700, ggardner@rochester.rr.com
Foodlink	Kids Café (snack and hot dinner)	#17 students in after-school programs	80	Cafeteria; Monday-Friday, 5:00 p.m.	80+ (will serve Charles House after-school program but could expand to include other school-based groups)	Cafeteria; Monday-Friday, 5:00 p.m.	Jeanette Batiste, 585-328-3380 extension 140 ibatiste@foodlinkny.org
Mothers' Club	Parenting skills	Mothers of #17 students age 6 to 9	None	None	15-20	School cafeteria or classroom Tuesdays & Thursdays 6-	Barbara Young, 585-442-3702, beyoung@frontiernet.net

Unity Family Medicine at Orchard Street						8:00 p.m.	
Eastman Dental Clinic							
Project COACH Safe Routes to School	“walking school bus” to encourage neighborhood children to safely walk to school	#17 students	None		30 % of neighborhood students estimated to be 70 students	Before & after school; start with one day per week	Kayla Jenkins, 585-528-2440, kayla.projectcoach@gmail.com
“Forbid Them Not” Bible Club	Bible study group	2 nd through 5 th graders	6	Office/room at School #17 Wednesdays 2:50 to 4:00 p.m.	20	School library Wednesdays 2:50 to 4:00 p.m.	Raphael Spezio, 585-713-0724, Speez74@yahoo.com
Eastman Strings	***info provided by Ms. Jones***						
City of Rochester Bureau of Parks & Recreation	Open recreation, youth development programs, arts & crafts, health & exercise	Boys and girls ages 6 and up	None	None	60	School gymnasium and multi-purpose room; weekdays after school and evenings; possible weekend use	Shannon Grieve, 585-428-6770 grieves@cityofrochester.gov

*School Improvement Grant Section 1003(g)
Enrico Fermi School 17/Transformation*

*Rochester City School District
January 2013*



CITY SCHOOL DISTRICT - ROCHESTER, NEW YORK

JOB POSITION DESCRIPTION

Assistant Principal – Bracket III

Position Title – Twelve (12) Months

Date

Location

Reports To

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

ESSENTIAL FUNCTIONS:

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

EDUCATION, EXPERIENCE, AND CERTIFICATION:

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

CITY SCHOOL DISTRICT - ROCHESTER, NEW YORK

JOB POSITION DESCRIPTION

Assistant Principal – Bracket III

Position Title – Twelve (12) Months

Date

Location

Reports To

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

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

EDUCATION, EXPERIENCE, AND CERTIFICATION:

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

Goals	Key Strategies	Activities	Time Line	Responsibilities	Evidence
	Review all documents from previous School Accountability Visits.	Review June 2012 School Quality Review with all staff.	April 2013	School leadership team, Zone Chief, Whole Staff, Leadership coach	Summary presentation of findings and recommendations shared with all staff; meeting attendance, identification of 3 priorities for immediate implementation
		Review feedback from DTSDE	April 2013	School leadership team, Zone Chief, Whole Staff, Leadership coach	Summary presentation of findings and recommendations shared with all staff; meeting attendance, identification of 3 priorities for immediate implementation
		Conduct an in-district school review.	May 2013	Deputy Supr. Of Teaching & Learning, Core Content Directors, Zone Chief, Network Team, Office of School Innovation, Leadership Coach, TASC Coach, Bilingual PD provider (TBD)	Summary presentation of findings and recommendations shared with all staff; meeting attendance, documentation on the work toward 3 previously identified priorities, plan for continued support from each director
		Review progress toward S-CEP.	April 2013-June 2013	School leadership team, Zone Chief, School Based Planning Team, Network Team, Leadership Coach	Update column of evidence of completion for each area in S-CEP.
	Engage in data dives regarding student performance.	Review NYS Assessment Data and School Report Card with all staff.	April 2013	School leadership team, Network Team, Leadership Coach	Summary of findings from each grade level team to be submitted to school leadership team.
		Facilitate Grade-Level team meetings in which screening and progress monitoring data from AIMSweb and NWEA is reviewed.	April - June 2013, monthly	School leadership team, Network Team	Summary of findings with identified priorities for immediate implementation in the classroom, plan for follow-up support from network team
		Facilitate data dives specific to bilingual program students.	April - June 2013, monthly	School leadership team, Network Team, Director of Bilingual Education	Summary of findings with identified priorities for immediate implementation in the classroom, plan for follow-up support from bilingual department
		Facilitate data dives specific to special education program students.	April - June 2013, monthly	School leadership team, Network Team, Director of Specialized Services	Summary of findings with identified priorities for immediate implementation in the classroom, plan for follow-up support from specialized services department
	Formally collect stakeholder perception data.	Conduct parent survey of strengths and needs.	April - June 2013	School leadership team, parent liaison	Summary of findings, survey
		Conduct community survey of strengths and needs.	April - June 2013	School leadership team, Department of Expanded Learning, Director of Community Partnerships, TASC	Summary of findings, survey
		Conduct student survey of strengths and needs.	April - June 2013	School leadership team, classroom teachers	Summary of findings, survey
	Establish SIG leadership committee at School 17.	special education, special subject, RFA rep	April 2013	School leadership, staff	Committee roster
	Establish Norms and Protocols for collaboration.	Identify meeting norms for a variety of contexts.	April 2013	School leadership team, network teams, staff, leadership coach	Norms, signed agreements
	Establish the expectation of outcome based productivity.	Identify templates for each meeting, including agenda, meeting outcomes, action items, and plan for accountability.	April 2013-June 2013	School leadership team, Leadership coach	Templates
	Empower teachers to take on leadership roles within School 17.	Establish work groups toward SIG goals.	April - June 2013	School leadership team, leadership coach	Work Group membership roster
		Identify a grade-level chairperson at each grade.	April 2013	School leadership	Grade level chairperson roster
		Identify a bilingual education chairperson.	April 2013	School leadership, Director of Bilingual Programs	Bilingual representative roster
		Identify a special education chairperson.	April 2013	School leadership, Director of Specialized Program	Special education representative roster
	Focused review of NYS CCLS Curriculum Modules.	Grade-level team meetings, Wednesday PD	April - June 2013	School leadership, Leadership Coach, ELA, Math Specialist, RCSD ELA/Math Directors, Lead Teachers, Network Team	Meeting minutes, key points summary from each teacher (reflection)
	Demonstration Lessons on NYS CCLS Exemplary Lessons.	A minimum of 2 demonstration lessons conducted at each grade level.	April - June 2013	ELA - Math Lead Teachers, Content Area Directors	Key points summary, schedule of lessons
	Identify demonstration classrooms for peer visits of exemplary implementation of NYS CCLS Lessons.	A minimum of 2 peer visits by grade level to district demonstration classroom.	April - June 2013	ELA, Math Content Area Directors	Key points summary, schedule of visits
	Instructional Walkthroughs focused on NYS CCLS shifts.	A minimum of 2 instructional walkthroughs for each grade level, bilingual program, and special education.	April - June 2013	School leadership, Zone Chief, Network Team, Content Area Directors	Key points summary, schedule of walkthroughs
	Summer Professional Development Retreat	18 hours of PD workshops, including curriculum review, data analysis, reading research, bilingual program, culturally relevant pedagogy	July-Aug 2013	School leadership, Zone Chief, Network Team, Content Area Directors	Presentations, summary slides, action steps
	Understand the importance of Differentiated Supports, including within core instruction.	Differentiation action inquiry cycles with grade level teams	April - June 2013	School leadership, Leadership Coach, ELA, Math Specialist, RCSD ELA/Math Directors, Lead Teachers, Network team	Strategy handout by school staff
	Leadership coaching focused on school improvement, change process, and data driven decision making	Weekly leadership coaching sessions, guided implementation of SIG	April - August 2013	Leadership Coach (PLC Associates, Inc)	Leadership Inventory, school goals with monthly progress monitoring reports to Zone Chief and Office of School Innovation
	Establish a school culture driven by continuous improvement.	Data-driven decision making training.	April - May 2013	School leader, Leadership Coach	Monthly data team agenda
	Educate about benefits of bilingualism, biliteracy, and cross-cultural understanding.	Professional Development Workshops	July-Aug 2013	Bilingual PD provider (TBD), Language & Literacy Specialist, School Leader	PD Agenda, teacher work product
	Develop a school leader expert in the turnaround process.	Collegial Circles	April - June 2013	School Leader, Grade Level Chairperson	Professional Text, Contextually relevant summary of findings from reading to share with whole staff
	Create a school-wide awareness of the two-way dual language model.	Virtual Walkthrough of Two-Way Program	April - June 2013	SIG committee	Findings from reading to share with whole staff

Carole

6. Plan for a community school with wrap-around services for students and families delivered within an expanded learning framework.	Engage The After School Corporation (TASC) as leaders in the planning process, engage staff, families, and community	<p>Action Research in Bilingual Classrooms</p> <p>3 facilitated planning sessions for school leaders and community partners focused on</p> <p>Identifying student and community needs</p> <p>creating a vision, leveraging time as a resource</p> <p>creating meaningful partnerships</p> <p>developing a suite of services</p> <p>creating an efficient staffing pattern</p> <p>Professional Development Workshops</p> <p>Collegial Circles</p> <p>Virtual Walkthrough of Two-Way Program</p> <p>Action Research in Bilingual Classrooms</p>	<p>April - June 2013</p> <p>April - August 2013</p> <p>July-Aug 2013</p> <p>April - June 2013</p> <p>April - June 2013</p> <p>April - June 2013</p>	<p>School Leadership Team, Bilingual Chairperson, Director of Bilingual Education</p> <p>TASC, School Leadership, Community Leaders, CBO providers, SIG Committee</p> <p>TASC, School Leadership, Community Leaders, CBO providers, SIG Committee</p> <p>TASC, School Leadership, Community Leaders, CBO providers, SIG Committee</p> <p>TASC, School Leadership, Community Leaders, CBO providers, SIG Committee</p> <p>TASC, School Leadership, Community Leaders, CBO providers, SIG Committee</p> <p>TASC, School Leadership, Community Leaders, CBO providers, SIG Committee</p> <p>TASC, Expanded Learning Resource Coordinator, Director of Expanded Learning</p> <p>School Leader, Grade Level Chairperson</p> <p>SIG committee, Director of Expanded Learning, TASC</p> <p>School Leadership Team, Director of Expanded Learning</p>	<p>Written report about the work and a plan for future action</p> <p>Meeting minutes, key points summary, reflections</p> <p>Needs survey, asset mapping</p> <p>new expanded learning schedule</p> <p>partnership handbook</p> <p>menu of school community services</p> <p>new expanded learning schedule</p> <p>PD Agenda, teacher work product</p> <p>Professional Text, Contextually relevant summary of findings from reading to share with whole staff</p> <p>Contextually relevant summary of findings</p> <p>Written report about the work and a plan for future action</p>
7. Create a school-wide awareness of expanded learning.	Educate about benefits of expanded learning.				



Rochester City School District Executive Cabinet

