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JUN 10 2013

Rochester City School District – Wilson Transformation Project
Local Education Agency (LEA) 1003(g) School Improvement Grant Application
Under 1003(g) of the Elementary and Secondary Education Act of 1965

GRANTS MANAGEMENT
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			261600010067
Lead Contact (First Name, Last Name)			
Karen Jacobs			
Title	Telephone	Fax Number	E-mail Address
Director of Financial Management and Grants	(585) 262-8435	(585) 263-3292	karen.jacobs@rcsdk12.org
Legal School Name for the Priority School Identified in this Application			School Beds Code
Joseph C. Wilson Commencement High School			261600010067
Grade Levels Served by the Priority School Identified in this Application			School NCES #
9 - 12			362475003422
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
1,004			501 Genesee Street, Rochester, NY 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"/>

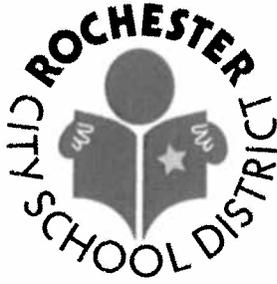
Certification and Approval

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
<i>Bolgen Vargas (pkm)</i>	6/5/13
Type or print the name and title of the Chief Administrative Officer	
Bolgen Vargas, Ed.D., Superintendent of Schools	
DO NOT WRITE IN THIS SPACE	

JUN 13 2013

ORIGINAL



Karen A. Jacobs
Director Financial Management & Grants
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Every child is a work of art.
Create a masterpiece.

June 6, 2013

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

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JUN 10 2013
GRANTS MANAGEMENT

RE: Rochester City School District – Title I School Improvement Grants 1003 (g) for Joseph C. Wilson Commencement High School

To Whom It May Concern:

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

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

Sincerely,

Elizabeth H. Spalty for Karen Jacobs

Karen Jacobs
Director of Financial Management and Grants

xc: Susan Hasenauer-Curtis
James Maddison

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>	X	<input type="checkbox"/>
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	X	<input type="checkbox"/>
Attachment A Consultation and Collaboration Form	X	<input type="checkbox"/>
Attachment B School-level Baseline Data and Target Setting Chart	X	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	X	<input type="checkbox"/>
Attachment D Budget Summary Chart	X	<input type="checkbox"/>
FS-10 Form for the Year One Implementation Period. FS-10 available here: http://www.oms.nysed.gov/cafe/forms/	X	<input type="checkbox"/>
Budget Narrative	X	<input type="checkbox"/>
Memorandum of Understanding <i>(only if proposing a Restart model)</i>	<input type="checkbox"/>	<input type="checkbox"/>

SED Comments:
 Has the applicant submitted all of the documents listed above? Yes No

Reviewer: _____ Date: _____

Table of Contents

District-level Plan

Describe the District Motivation/Intention as well as the Theories of Action Guiding Key Strategies.....	4
District Approach to Lowest Achieving Schools.....	4
Evidence of District Readiness for System-wide Improvement.....	6
Operational Autonomies for Joseph C. Wilson High School.....	6
Formally Adopted Board of Education Procedures and Supporting Labor-Management Documentation.....	7
Senior Leadership.....	7
Structures Functioning in a Coordinated Manner and Timeframe.....	7
Recruitment Goals and Strategies.....	8
District Processes for Altering Hiring Procedures and Budget Timelines.....	9
District-wide Training Programs Designed to Build the Capacity of Leaders.....	10
District-wide Training Programs Designed to Build the Capacity of Teachers.....	11
Mechanisms for Identifying, Screening, Selecting, Matching, and Evaluating External Partners.....	11
School Enrollment Comparison.....	12
Policies and Practices that Help SWDs, ELLs, and Students Performing Below Proficiency.....	13
Priority Schools in the District are NOT Receiving or Incentivized.....	13
Consult and Collaborate.....	14
Consultation and Collaboration Form.....	14

School-level Plan

Wilson Transformation Project Vision and Mission.....	15
Research-based Key Design Elements, Core strategies, and Key Partnerships.....	18
Complete the School-level Baseline Data and Target-Setting Chart (Attachment B).....	26
Joseph C Wilson High School Students.....	26
Systematic In-depth Diagnostic School Review.....	28
Results of this Systematic School Review.....	28
Selected Model and Process for Selection.....	28
Identify and Describe the Specific Characteristics and Core Competencies of the Desired School Principal.....	33
Identify the Specific School Principal by Name.....	33
Describe and Discuss the Current Supporting Leadership.....	35
Key Instructional Staff.....	35
Process and Action Steps to Inform Instructional Staff.....	37
Securing Proper Instructional Staff.....	37
Key Partners.....	38
Organizational Charts.....	41
Day-to-day Operations.....	42
Plan for Implementing the Annual Professional Performance Review (APPR) and Schedule.....	42
Curriculum.....	44
Use of Time.....	57
Student Support.....	58
Process by Which the School Involved in the Development of this Plan.....	67
Implementation Period.....	67
Evaluating the Effects.....	72
Methods, Times, and Places Updating Parents, Families, the Community.....	73
Timeline.....	74

Appendices and Attachments

FS-10

Budget Narrative

Attachment A: Consultation and Collaboration Documentation Form

Attachment B: School-level Baseline Data and Target-Setting Chart

Attachment C: Evidence of Partner Effectiveness Chart

Attachment D: (1003g) Budget Summary Chart

Appendix 1: RTA Contract Section 24

Appendix 2: District Organizational Chart

Appendix 2: Parent Letters of Support for Wilson Transformation Project

Appendix 3: RCSD Organizational Chart

Appendix 4: Evidence of Faculty and Staff Participation in Process

Appendix 5: Parent Letters of Support

Appendix 6: Restorative Practices Guide

Appendix 7: Timeline

Appendix 8: Proposed Schedule for High School Prep

DISTRICT OVERVIEW

Describe the District Motivation/Intention as well as the Theories of Action Guiding Key Strategies

The Rochester City School District is a Focus School District, with 86% of its 63 schools in accountability status, including 24 Priority Schools and 30 Focus Schools. The Rochester City School District is committed to the implementation of New York State’s Regents Reform Agenda as a means to bring about school improvement and prepare all students for post-secondary success. The District is in the process of aligning all its resources with the three elements of the Regents Reform Agenda. By centering instruction on the Common Core, developing a core instructional program, implementing the Annual Professional Performance Review (APPR) as part of a data-driven culture, and strategically linking data to professional development, a true culture change will occur, and the Rochester City School District 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, the district is taking on the following action steps.

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

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

District Approach to Lowest Achieving Schools

The Diagnostic Tool for School and District Effectiveness is aligned to the Rochester City School District Strategic Plan, which guides the district’s 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 climate. The plan was developed from the belief that every child can succeed and is aligned with NYS’s Regents Reform Agenda. The three core values of this strategic plan are:

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

To achieve the goals of the Strategic Plan, the Rochester City School District aligns resources to ensure they are used where they are needed most -- in the classroom. Ongoing monitoring of plan implementation provides regular opportunities for district leadership to learn, reflect, and take quick and informed actions to make progress. The district 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.

The Rochester City School District’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. Intervention, acceleration, and the use of time will support students in all subgroups. The required curricular content can be individualized while keeping New York State standards and tests constant. All disciplines reinforce college and workplace readiness. 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.

The Rochester City School District 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 the district’s Core Instructional Program. Full implementation of the Plan will occur in 2013-2014. Rochester’s DCIP will be updated continually to reflect the district’s new improvement plans and alignment with NYSED recommendations and requirements. School Comprehensive Education Plans (CEPs) will align with the objectives of the DCIP and all elements of the Core Instructional Program.

During the 2012-2013 school year, the Rochester City School District Central Office was reorganized to direct all resources toward schools. Nearly all (86%) of district schools are schools in need of improvement, and 24 schools are identified as Priority Schools. The new organizational structure provides time and support for students, teachers, and school leadership. The Executive Director of School Innovation monitors turnaround efforts closely by collaborating and examining school wide data with the School Chief on a bi-weekly basis to ensure efforts are consistent and moving forward according to designated plan. Executive Coaches are working collaboratively with principals of Priority Schools to ensure understanding of the Regents Reform Agenda and the Rochester City School District Strategic Plan and implementation of this plan. The district’s Assistant Superintendent for Teaching and Learning work with principals on specific issues affecting the implementation of effective school turnaround as they arise (for example, union negotiation).

Chief of School Transformation – As seen in Appendix 2, the Chief of School Transformation will report directly to the Superintendent of Schools. Currently, this newly created position is vacant and a search is underway. The new Chief of School Transformation will serve in a leadership role to transform priority schools in the Rochester City School District and, among these leadership roles, will serve as the grant monitor for all of the School Improvement Grants at the Rochester City School District.

Evidence of District Readiness for System-wide Improvement

Beginning in winter, 2013 district and school leadership participated in targeted leadership academies delivered by The SUPES Academy. These academies developed a foundation of strong leadership for improvement in the instructional core within a context unique to Rochester. District chiefs, directors, principals, and assistant principals gained 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 received additional support. All leaders learned how to manage organizational elements coherently to support the district's instructional goals and use data to inform decisions. All workshop activities supported the goals and objectives of the six tenets of the State's new *Diagnostic Tool for School and District Effectiveness*: (1) district leadership and capacity (2) school leadership practices and decisions (3) curriculum development and support (4) teacher practices and decisions (5) student social and emotional developmental health and (6) family and community engagement. The Rochester City School District has demonstrated its commitment to building internal 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. Follow-up support has been provided by senior research fellows from the Regents Research Fund about the *Diagnostic Tool for School and District Effectiveness*.

Operational Autonomies for Joseph C. Wilson High School

The Joseph C. Wilson High School will have the autonomy to:

- Staff positions outside of the Core Instructional Program that are unique to its transformation plan;
- Determine how time is used differently to redesign a plan for high quality learning time;
- Select the structure of programming; and,
- Select educational partners that are linked to the school's priorities as identified by the DTSDE review.

All Rochester City School District schools are staffed centrally to the District's Core Instructional Program and the standardized schedule that supports the varying needs of all students. The Joseph C. Wilson High School 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 *Wilson Transformation Project*.

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 Joseph C. Wilson High School. The standardized schedule was developed to provide better support for students who need remediation and acceleration and to address the district's highly mobile student population and sub-groups who are in accountability status (ELL and SWD). Joseph C. Wilson High School 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. Joseph C. Wilson High School 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 so that additional time can be used to drive the critical priorities

identified in the *Diagnostic Tool for School and District Effectiveness*. How the additional time is used (instructional, socio-emotional, or recreational support, etc.) is also an autonomous, student centered decision that will be linked directly to the *Wilson Transformation Project*.

The contractual agreement between Rochester City School District and the Rochester Teachers Association allows for School-Level Living Contracts. The purpose of the Living Contract is to establish a joint committee to provide for discussions and decision-making on matters relating to improved union-management relations and system operations. The School-Level Living Contract Committees are authorized to enter into contractual agreements different than provisions contained in the central collective bargaining agreement.

Formally adopted Board of Education Procedures and Supporting Labor-Management Documentation

Sections 24.5(a) and 50 from the Contractual Agreement between RCSD and RTA provide the supporting labor-management documentation for the exemption from the voluntary teacher transfer process and School-Level Living Contract Committee respectively. Please see Appendix 1: RTA Contract Section 24.

Senior Leadership

The Office of School Innovation serves as the district's "turnaround office." The Office of School Innovation 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. The Office of School Innovation 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 Office of School Innovation is responsible for providing oversight and support to schools awarded grants from the S.I.G. funding opportunity. The Director of Expanded Learning will provide additional support to schools as they expand learning time to meet Commissioner's requirement of 200 additional student contact hours per year. The 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 New York State Standards so that all students are prepared for high school graduation and post-secondary education. Please see Appendix 2: Rochester City School District Organizational Chart.

Structures Functioning in a Coordinated Manner and Timeframe

The Executive Director of School Innovation will monitor the implementation of the *Wilson Transformation Project*. She will work with the Deputy Superintendent of Administration, Wilson principal and International Baccalaureate (SIG partner) 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; will inform the principal of implementation status, (who will work with the school-based planning team to make adjustments to the implementation plan if needed). The Executive Director of School Innovation will work with the Deputy Superintendent of Teaching and Learning to ensure full understanding of the requirements of the *Wilson Transformation Project* so that the principal is evaluated effectively on associated performance targets. In addition, an Executive Coach has been

provided to the Joseph C. Wilson High School principal because of the school’s Priority status who will assist in the monitoring and implementation of the *Wilson Transformation Project*. Lastly, the Director of Expanded Learning will support Joseph C. Wilson High School build an expanded learning program that meets criteria set by innovative and practical school design.

Interaction	Frequency	Person Responsible
Programmatic Review	Quarterly	Executive Director, School Innovation
Fiscal Review	Quarterly	Executive Director, School Innovation; Senior Budget Analyst
School Visit	Bi-weekly	Executive Director, School Innovation
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

Recruitment Goals and Strategies

The Rochester City School District Division of Human Capital Initiatives understands that 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. There is tremendous benefit to the educational system to have teachers with multiple certifications. The Rochester City School District is faced each year with displacement or elimination of teachers or administrators who are critical to programs within schools due to statutory and contractual requirements. The district has an urgent need to develop both depth and breadth in programs so that changes in personnel will not negatively affect student learning. The Division of Human Capital Initiatives has established two overarching goals to ensure that students in Priority schools have equal access to high-quality leaders and teachers.

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

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

Rochester City School District Board Policy 9240 increases diversity and understanding through recruitment of individuals with urban experience. This policy gives hiring preference for urban experience,

including candidates who graduated from large, public city high schools or who have two or more years of experience working with youth in an urban environment. Since Policy 9240 implementation, 80% (n=207) educational appointments had the preferred urban experience. In addition, an initiative to increase the number of faculty and staff members choosing to live in the city will be implemented in July 2013. This financial initiative will be used for employees to pay closing costs or a down-payment on a city home.

The Rochester City School District will continue to provide the Master's Degree Reimbursement Program as required for New York State professional teaching certification, and has a predetermined agreement to use funds to pay for a second Master's Degree/Certification for those seeking additional certification in shortage areas. The District will publicize these benefits to attract experienced, qualified teachers for high need areas. Reimbursement for tuition is an incentive that encourages teachers to obtain multiple certifications, especially in high needs areas.

Oracle's eRecruit talent management module will support active management of the talent lifecycle, including planning, recruiting, candidate screening, hiring, and new employee on-boarding. Most data will be populated from information gathered during the recruitment process. eRecruit will be fully integrated with the core Human Capital system of record and allow HCI to track recruitment efforts. Data will be available to track recruitment trends such as which institutions of higher education provide the most highly qualified candidates and if teacher and administrative retention correlates with degree preparation sites. Information will be used to query teachers' certification type and eligibility to identify teachers for high needs areas.

The district's *Careers in Teaching* and *Careers in Administration and Supervision* programs are established cornerstones of Rochester City School District's strategic approach to ensure high-quality educators teach all students. *Careers in Teaching* is a collaborative effort between the district and the Rochester Teachers Association. The mentor/internship program of *Careers in Teaching* 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 the district's teacher evaluation. New administrators are given the same opportunity for individual mentoring through the *Careers in Administration and Supervision* program, 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.

The Rochester City School District's recent *Strengthening Teacher and Leader Effectiveness* grant from the New York State Education Department will provide support for recruitment and teacher credentialing in shortage areas; development of a comprehensive coaching program; and, enhancements to professional learning opportunities. Extra compensation will be paid for these positions. Salary guidelines also allow the district to offer additional compensation for newly hired teachers in shortage areas because 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.

District Processes for Altering Hiring Procedures and Budget Timelines

The Department of Human Capital Initiatives placed advertisements to recruit for all teacher tenure areas in March, 2013. This will be done annually thereafter. Previously, the district did not recruit candidates until true vacancies were identified, which caused substantial delay in the hiring process and loss of qualified candidates. The district has also recently expanded its geographic area to recruit highly qualified teachers and administrators nationally. Urban areas were saturated with vacancy announcements using national search

engines. The effort generated approximately 2,500 new candidates. All vacant positions are posted and 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.

District-wide Training Programs Designed to Build the Capacity of Leaders

In efforts to promote leadership capacity for school leaders, the Rochester City School District has taken part in two comprehensive approaches: the *Rochester Leadership Academy* and *Dream Schools – Transformation Leadership Cohort*. *Rochester Leadership Academy* offered professional learning opportunities to sitting administrators and was coordinated jointly between the district 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 the district; 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. *Rochester Leadership Academy* 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. The program was discontinued after Year Two. It was funded by local funds from July 2008 through June 2011.

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

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

All strands are visible in action upon Diagnostic Tool for School and District Effectiveness school visits. This approach will facilitate capacity-building across the District, from school-based leadership teams all the way up to the Superintendent's cabinet. The SUPES Academy will lead a customized, case-based, and experiential learning program in combination with consistent, intersession support from highly qualified coaches, identified strategically for different levels of the organization, provides the greatest opportunity for

success in realizing increases in student achievement. A shared learning environment will be created whereby additional RCSD leaders can gain a better understanding of the Reform Agenda and help guide its implementation.

District-wide Training Programs Designed to Build the Capacity of Teachers

Efforts to promote teacher capacity to be effective in low-achieving schools include *Data Team and Decision Making for Results* training for school teams. This 12-hour training provided school teams with protocols and strategic questioning techniques to guide their work of using data to drive their collective decision making. The *Math and Science Partnership Grant* has provided over 200 K-12 teachers with content and pedagogical training in the area of Mathematics. The Teaching American History Grant has provided over 400 K-12 teachers with content and pedagogical training in the area of American History.

Currently, the Rochester City School District is embarking on training all certified ELA and Math teachers in grades 7-12 on *Ramp Up Literacy* and *onRamp to Algebra*. This training is in response to the need for an intensive approach to improving classroom practice through proven instructional routines and support materials designed to increase literacy and math scores as expressed as a District priority. *onRamp to Algebra* is based on the instructional design of America's Choice, *Ramp-Up to Algebra* program. *onRamp to Algebra*, is designed to accelerate the learning of such students. These programs are designed to accelerate the learning of students who enter high school two to three years behind their peers. *Ramp-Up to Literacy* and *onRamp to Algebra* include everything teachers need to succeed: lesson plans, classroom activities, homework assignments, and assessment tools; provide novice and veteran teachers with high-quality professional development, support, and guidance with classroom teaching.

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

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

Please see Appendix 3: Rochester City School District Professional Development Offerings in Mathematics and English Language Arts for a description of these professional development offerings in chart form.

Mechanisms for Identifying, Screening, Selecting, Matching, and Evaluating External Partners

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 or needed interventions, characteristics of collaborative partnerships emerge. 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 Rochester City School District 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 Rochester City School 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) 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 the *Wilson Transformation Project*, the district will hire an external evaluator who will provide formative evaluation data in a timely manner to assist with building the school’s capacity for dramatic change. The evaluator will also assist in the evaluation process of the partnerships, ensuring that partners are effective and that the school is making progress based on the *Diagnostic Tool for School and District Effectiveness*.

School Enrollment Comparison

Joseph C. Wilson High School serves 1,004 students, and nearly 20% of Joseph C. Wilson High School students are Students with Disabilities, compared to the 17% district average.

TABLE 1: Student Achievement (2010-2011 NYS Report Card)

	All Students		SWD		Econ. Dis.	
	Wilson HS	RCSD	Wilson HS	RCSD	Wilson HS	RCSD
Graduation Rate (2006 Cohort)	69%	51%	37%	23%	73%	57%
Secondary-Level ELA (2007 Cohort - after 4yrs of inst.)	68%	55%	25%	19%	70%	59%
Secondary-Level Math (2007 Cohort - after 4yrs of inst.)	70%	55%	21%	18%	71%	59%

Policies and Practices that Help SWDs, ELLs, and Students Performing Below Proficiency

The Rochester City School District offers students an innovative portfolio of high-quality school options and continually works to improve the quality of all schools. Students, inclusive of ELL, SWD, and students performing below proficiency, 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 first in the lottery**, in their first choice schools, as long as programs are available.

In late December of each year, the District mails application booklets to families of students in sixth and eighth grade. This booklet describes each secondary school, including the school’s unique features. A Secondary School Expo is hosted by the District in early January, and school staff members are present to provide families with general information and answer questions. Families must submit an application form that identifies the student’s top three school choices by January 31st. Student placement is completed using a computerized lottery system. Students are placed in their first choice school whenever possible. A similar process is used to place kindergarten students. Immediate placement is made for kindergarteners who have older siblings in a school, live within one-half mile of their first choice school, wish to attend their “home school.”

A student with a disability will be provided with appropriate special education in accordance with Individual Educational Plan. Students with disabilities are 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 will be provided the special education specified on the student’s Individual Education Plan to be necessary to meet the student's unique needs. Students with disabilities will have equal access to all aspects of the district’s curriculum. The services, supports, and modifications must be designed, implemented, and progress monitored to ensure maximum educational benefit.

For students who are English Language Learners, new provisions have been put into place for 2013-2014 to address the buildings that are disproportionate or serve highly mobile populations. The Rochester City School District has created a standardized schedule with built-in supports for all students. For students who are in Special Education or English Language Learners who are not proficient, the schedule will allow for flexible periods that permit double blocks of English language arts and mathematics if students require ramp-up protocols.

Priority Schools in the District are NOT Receiving or Incentivized to Receive SWDs, ELLs, and Students Performing Below Proficiency

As described above, the Rochester City School District allows student selection for placement in any district school. All schools have a percentage of programming reserved for ELL and SWD students. These programs and the number of seats in each one are identified by the Department of Teaching and Learning to ensure both student and school support as designated by the master plan of equalizing services and school opportunities. The Departments of Specialized Services and English Language Learners offer a variety of programs that provide school- and student-level support.

Describe in Detail the Steps that Have Occurred to Consult and Collaborate

The design team for the Wilson Transformation Project was almost exclusively teachers, with the exception of very involved parents and an assistant principal. This design team of teachers was supported in the development of the project and corresponding grant application by a grant specialist from the Department of Financial Management and Grants. The first meeting with the entire Joseph C. Wilson High School faculty about the S.I.G. 4.5 funding opportunity was April 8, 2013 where a presentation about the opportunity was given by the Executive Director of School Operations and Placement.

The faculty voted in favor of pursuing the grant opportunity.

Following this vote, faculty members voluntarily gave time to one of three working groups: Core Instructional Programming, Expanded Learning Time or College Readiness and Access. The development and writing process was “organic” in that each of these large committees had a chairperson selected by the group and eventually the core design team became a smaller cohort of six teachers, with the involvement of two parents and a grant specialist to help facilitate.

This core group worked on the project design for four complete days in a conference room in the Central Office Building of the Rochester City School District. The current principal, Ms. Pamela Rutland, was critical to the facilitation of this process. However, she was not involved on the design team. As a result, the *Wilson Transformation Project* proposed within is entirely the work of a core group of active and involved teachers and parents who volunteered their time to the design, development and writing of this application. Archival evidence of this process is enclosed as Appendix 4: Evidence of Faculty and Staff Participation in Process. In addition, archival evidence of parent support is enclosed as Appendix 5: Parent Letters of Support.

Consultation and Collaboration Form

A fully executed Consultation and Collaboration Form is enclosed at Attachment A.

School-level Plan

School Overview

Wilson Transformation Project Vision and Mission

Joseph C. Wilson High School will transform into a community that develops inquiring, knowledgeable and caring young people and staff who help to create a better and more peaceful community and world through intercultural knowledge, understanding and respect.

The mission of the *Wilson Transformation Project* is to establish structures that will encourage students and staff to become active, compassionate and lifelong learners who better understand themselves, others and the world around them. To achieve this mission Teachers and students will use deliberate strategies, skills and attitudes which permeate the teaching and learning environment to develop students who are college and career ready by incorporating the International Baccalaureate and Common Core Approaches to Teaching and Learning to the highest degree of fidelity.

Goal 1: Increase access and participation for all students to the rigorous International Baccalaureate Programme curriculum as measured by student registration.

Objective 1.1: Integrate Common Core Curriculum with the rigor of the International Baccalaureate Programme curriculum by providing teachers time to write and weave two curricula together.

Objective 1.2: Provide teachers with professional development related to the International Baccalaureate Programme and the *Wilson Transformation Project*.

Objective 1.3: Create four student-centered Focus Learning Communities: Health and Wellness; Global Citizenry; Human Ingenuity; and, Global Stewardship for Sustainability.

Objective 1.4: Improve structural coherence of common core curriculum under the leadership of Team Leaders charged with coordinating International Baccalaureate Programme curriculum.

Goal 2: Ensure all students graduating the Joseph C. Wilson High School have access to and are ready for college or career as measured by ELA and Integrated Algebra Regents scores of 75 and 80 respectively.

Objective 2.1: Provide 200 hours of co-curricular extended learning opportunities for all students at the Joseph C. Wilson High School each academic year.

Objective 2.2: Improve integration of differentiated instruction in order to provide all scholars with rigorous academic support by coordinating this strategy to fidelity of implementation.

Objective 2.3: Provide students additional rigorous intellectual support with reading and mathematics specialists across the curriculum.

Objective 2.4: Facilitate a one-week intense high school preparation academy in partnership with Boys & Girls Clubs of Rochester.

Goal 3: Improve school climate to improve academic outcomes as measure by school attendance, decreases in student behavior issues, and the California School Climate Survey.

Objective 3.1: Engage the entire Joseph C. Wilson High School in Restorative Practices to create a systematic approach to global and cultural change in a micro-cosmic and macro-cosmic level in the building, the district, as well as the larger community and world around our scholars.

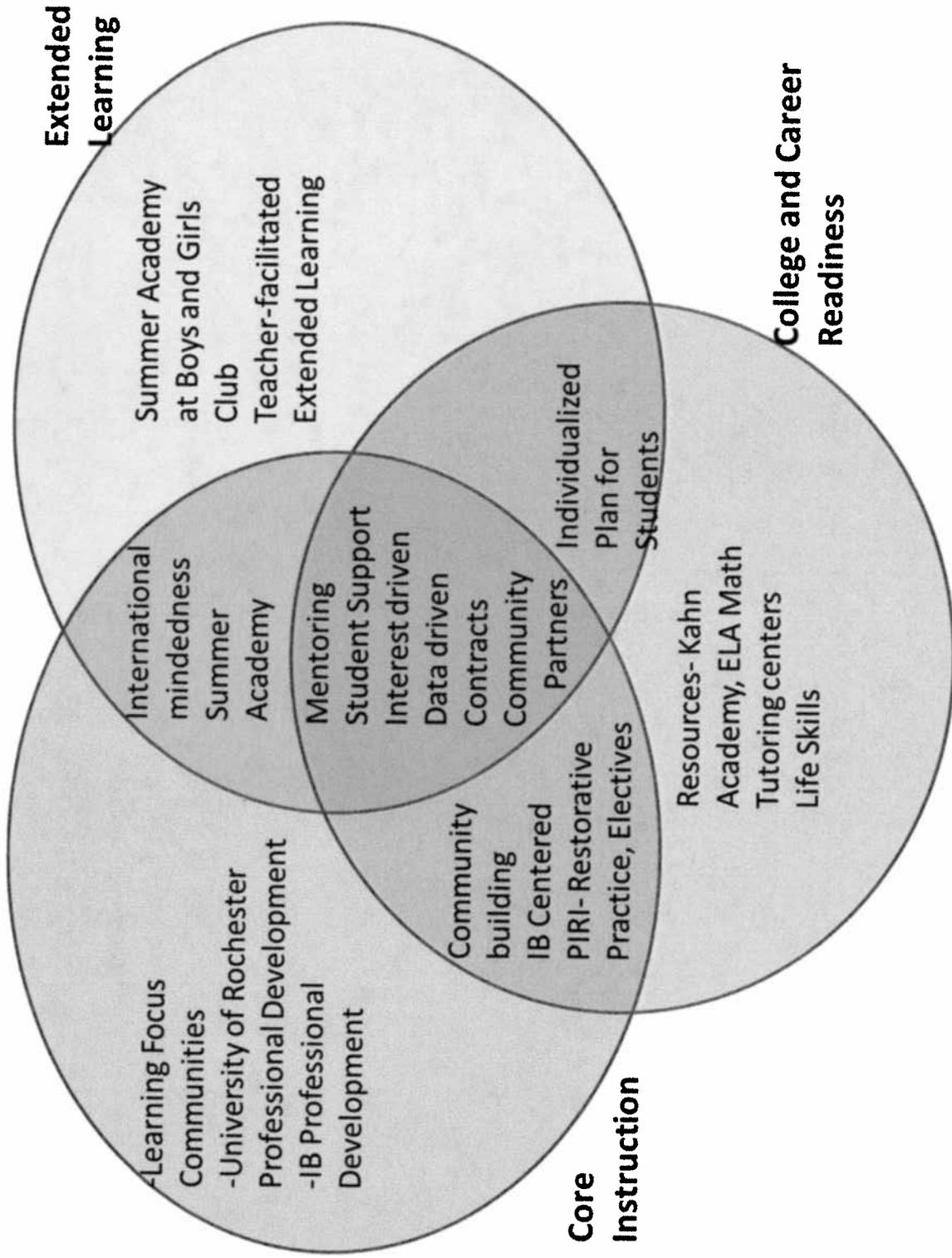
Objective 3.2: Provide all students with a staff mentor who will mentor them through graduation on a social, academic and cultural level.

As seen in this description the mentoring of students is identified as a critical success factor. A successful mentoring program will allow instructors to build one-to-one relationships with students that will lead to a positive building climate and provide an opportunity to address student learning objectives. Another component to the *Wilson Transformation Project* involves the development of Data Driven Instruction to address overall student achievement and will be utilized as a component for developing individualized education plans for each Wilson student. Data Driven Instruction, in conjunction with the mentoring program will enable teachers and staff to develop an enhanced approach to identifying students who require value-added resources.

From an instructional standpoint, the graphical representation illustrates a conscious effort to enhance school-wide instruction and classroom rigor. Professional development opportunities and team-oriented curriculum writing will allow for greater alignment of the IB curriculum and the common core. In addition, partnerships with outside organizations will allow Wilson Commencement to support and supplement current curriculum and school-wide activities. Efforts to improve overall building climate are evident in the preservation of the existing Student & Family Support Center, the utilization of Restorative Practice training, and the proposed creation of the School-Wide Positive Behavior Support Team.

An additional component to the *Wilson Transformation Project* includes the use of extended day learning opportunities to provide remedial instruction as well as high interest learning opportunities. The creation of focused learning zones will allow students the opportunity to explore a variety of classes or programs that align with the IB program, including international mindedness, environmental studies, and human ingenuity.

IMAGE 1: Graphical Depiction of Wilson Transformation Project



Research-based Key Design Elements, Core strategies, and Key Partnerships

Key Design Elements and Core Strategies

The research-based key design elements and core strategies of the *Wilson Transformation Project* include:

- International Baccalaureate organized into four small Focus Learning Communities (Health and Wellness, Global Citizenry, Human Creativity, and Global Stewardship and Sustainability);
- Mentoring for All Students;
- Restorative Justice;
- School Autonomy; and,
- Extended Learning.

As described in the previous section of this narrative, the design team of the *Wilson Transformation Project* was comprised solely of teachers and parents with the support of a grant specialist. These key design elements are designed to address the most pressing concerns brought forth by this design team related to Core Instructional Programming, Expanded Learning Time or College and Career Readiness and Access.

International Baccalaureate Programme

Joseph C. Wilson was the first school in Monroe County New York to be accredited by the International Baccalaureate Organization to offer International Baccalaureate's Diploma Programme in 2001.

- Students who are exposed to an International Baccalaureate curriculum perform better on State assessments, boast higher GPAs, and are far more likely to attend four-year colleges or universities. Furthermore, students who attend college have a higher completion rate than non-IB counterparts. Education Policy Improvement Center (EPIC) conducted research in 2012, and found that “*IB students have the knowledge and skills for success during their first year of university study*” (www.ibo.org).
- Research conducted by EPIC provides detailed evidence regarding the numerous benefits of enrollment in Diploma Programme courses. According to a current publication provided by IBO, “recent studies on the IB Diploma Programme graduates in university confirm that they perform well and have significantly higher GPAs and higher graduation rates than student who did not complete the IB Diploma Programme.”
- Greater academic achievement is not the only benefit of an International Baccalaureate education. In addition to superior academic performance, International Baccalaureate students also demonstrate higher levels of academic engagement and higher levels of social engagement. According to IBO, “The High School survey of Student Engagement by Indiana University's Center for Evaluation and Education Policy recently surveyed some 40,000 high school students across three broad dimensions of student engagement: academic, social/behavioral and emotional.” According to the survey results, International Baccalaureate students “showed significantly higher levels of academic engagement compared to students within the same school and to those in the larger survey population.”

The trend in academic achievement with implementation of the International Baccalaureate curriculum at Joseph C. Wilson High School has shown success in alignment with the research presented above from larger scale examinations of the International Baccalaureate program. When Joseph C. Wilson High School was first identified as a School In Need of Improvement (SINI) school in 2004-2005 school year, it was in English

Language Arts for the sub-group for Students with Disabilities. It is noted that for the school year 2011-2012, Wilson has met AYP all categories for ELA. During the time that Joseph C. Wilson has been under review, it was evident that the students who participated in our International Baccalaureate Diploma Programme not only outperformed other Joseph C. Wilson High School, Rochester City School District and New York State students.

During this time (since 2001) Joseph C. Wilson High School was an International Baccalaureate Diploma only program. Based on the evidence of the success of the International Baccalaureate curriculum, the Joseph C. Wilson community set out to expand the International Baccalaureate Programme, make it more inclusive, and provide the same rigor and international standards for a larger group of students.

The Middle Years Programme for all 9th and 10th grade students. Beginning the International Baccalaureate curriculum sooner prepares students for the rigor of International Baccalaureate, which begins in the 11th grade (Diploma Programme). This program offers the same principles used for the development of the Common Core's research-based best practices that will better prepare students for life beyond high school.

Mentoring

The Rochester City School District proposes to expand and enhance implementation of the *Bry's Behavioral Monitoring and Reinforcement Program (locally known as Achievement Mentoring)*, a program that was recommended by the US Department of Education's DRAFT publication "*Applying Effective Strategies... to prevent or reduce substance abuse, violence, and disruptive behavior among youth*", dated June 7, 1998. The same program has more recently been cited by the US Department of Criminal Justice Services as "Promising." The Child and Family Therapy Journal accepted the following research for publication in May 2007 which supported, in part, by grants from NIDA DA17552 and NIAAA T32AA07569. Portions of this manuscript were presented at the 2005 Association for Behavioral and Cognitive Therapies Conference in Washington, D.C. "*Enhancing School Engagement in At-Risk, Urban Minority Adolescents Through a School-Based, Adult Mentoring Intervention*" by Laura J. Holt, Brenna H. Bry, and Valerie L. Johnson. The program is proven to be successful in reducing school dropout, improving attendance and Grade Point Average, and reducing the likelihood of the youth's involvement in substance abuse and the judicial system. The RCSD first began implementation of this program in 1998/99.

Low Mentor – Student Ratio: The Bry's Achievement Mentoring program is a school-based, early intervention program borne from earlier work at Rutgers on behavior modification and teaching thinking strategies. It is a low-level mentoring program, which means that trained school staff can serve as the "caring adult" in a student's school life whether the staff is a teacher, social worker, paraprofessional, clerical staff, coach, or sentry. Certification as a school counselor or social worker is not required. However, commitment to being trained, meeting screening eligibility requirements, and agreeing to follow the program with fidelity is essential. Trained school staff members continue with their regular school jobs uninterrupted from the program activities. However, the mentors agree to take one and up to two high risk (of dropping out) students under their wings for several years until the child's school performance is stabilized and hopefully until high school graduation.

Frequency and Duration of Contacts: There are strict criteria regarding the program expectations for mentors working with students.

- If a mentor knows a student on the list that they want to mentor, the program will make that match.

- In other cases, the mentor and student are matched in part for their proximity to each other (school, grade level). The purpose of this is to support informal daily contacts – seeing each other in classes, in the hallways, in the cafeteria. Such contact allows for quick check-ins, gauging peer relationships, moods, and, of course, attendance.
- Mentor must have a minimum of one formal 20 minute session each week with the student during which specific personal and academic goals or tasks are discussed.
- If a student is illegally absent or legally absent for more than a couple of days, mentors are trained to contact the student or parent to indicate concern that the student is missed at school and an opportunity to provide any needed support.
- Mentor must make one contact each week with one of the student’s teachers to discuss classroom attendance, behavior and performance as well as any upcoming tasks and assignments in which the student may need assistance.
- Mentor must make one monthly contact with the student’s family (significant adult – parent, guardian) to re-enforce the student’s assets, positive behavior seen in school, and find ways to work together to encourage the student’s continued positive activities.
- It is expected and hoped that the mentoring relationship will continue until the student reaches graduation. Our eight year experience and research shows that significant changes in student performance do not show until about the second year of mentoring. There is some progress as early as six months, but the most dramatic impact is seen after two years of mentoring.
- Although the majority of mentoring happens during the ten-month school year, the Rochester City School District encourages mentors to maintain summer contact, although it is not an enforced requirement. It is expected that the relationship spans the student’s high school career (most high schools have grades 7 – 12)

Academic Achievement in Core Academic Subjects: Mentors are trained in Dr. Bry’s program philosophy that an adult who wants to help prevent a student from failing academically must faithfully, each week do the following: Find out at least one positive thing that the student did that week; Meet with the student for 20 minutes to acknowledge the achievement ; Find out something that the student is not doing but needs to do to graduate; Problem-solve and plan with the student how the student can do that; Discuss longer-range plans, such as what the student might do next summer; Get students class schedules and most recent report cards; Ask student’s view of classes and report cards; When discussing teachers reports, don’t argue the facts; Instead, say “let’s talk about what can be done so the teacher's IMPRESSION is that you want to pass. If the student is uncertain about any class, tell him/her you would be willing to speak to the teacher and get clarification; Make the first meeting fun and short.

Strengthen School Bonding: Mentors are trained to observe and reinforce any positive behavior in student performance. For instance, the student may have attended four days of school after weeks of only attending once or twice – this is to be celebrated as on the right path. Mentors are to assist students with the little details of school life that often trip students with challenging behavior – returning a library book on time, getting a parent signature for a teacher or nurse, starting a class project. The mentor is to keep aware of all of this kind of detail in the student’s academic life, and model how to plan ahead and organize to complete these tasks.

Mentors are encouraged to help the student go through their schedule, locker and book bag to see what papers and instructions are being given. They are to help the student develop a plan of action and time line for getting things addressed. During weekly contact, they discuss progress, barriers, strategies and new assignments.

Mentors formally meet with their student once a week for a twenty minute meeting. However, they informally see their student daily in the hall ways, the cafeteria, and perhaps home room. During these informal meetings, the mentor is expected to check in with the student – ask if things are going well, observe their attitude and behavior, and how other students and staff are interacting with the mentee. If the mentor sees the student's name on the absence list, this triggers a mental notation, an informal call home to see if the student is ill or has a particular problem getting to school that day. It is during informal check-ins that the mentor can find out if there are home, family or personal issues with which the student may need help. Over the years, mentors have learned that a high risk student could not attend school because they had to stay home and take care of younger siblings, sick parents, or they had no clean clothes to wear and stayed home from embarrassment. If there is a simple solution that the mentor can assist with, it is an indication to the student that there is someone at school who really cares if they showed up or not and was willing to check in and offer help. If the situation is beyond simple mentoring, the mentor may ask the School Social Worker or Counselor for some outreach assistance to the student.

Career Exploration: With this requested grant funding, the RCSD is also going to be able to expand and enhance the academic and career support for students by adding resources and opportunities for more academic and cultural field trips that can expose the students to potential interests, employment and lifetime leisure pursuits. For example, students can visit local colleges and universities such as the State University of New York, the local community college, and the University of Rochester. They can be exposed to the Eastman School of Music, the local Jazz Festival, High Falls Film Festivals, and Community Theater. If school mentors work in teams, special backstage tours and sessions with students can be arranged for individual student contact and personal reflection of the opportunities and resources available to pursue their interests and connect with current school assignments. Such common experiences will also provide additional opportunities for development peer support among the students.

Restorative Justice

Restorative practice is a successful approach to dealing with the problems/challenges that plague many of the nation's schools, especially urban schools. An Restorative Practice approach emphasizes the importance of building relationships and repairing the harm from wrong doing. It is based on principles of restorative justice that include respect, inclusivity, collaboration, responsibility and accountability. The goal is to create a school culture for students and staff where everyone feels they are safe and belong. This culture is foundational to students being able to learn and teacher being able to teach. Schools in Baltimore, Detroit, Oakland, Palm Beach and Denver, for example, have shown significant decline in suspensions and expulsions leading to increased attendance and academic progress.

Partners in Restorative Initiatives was founded in 1998 as a way to introduce the concept of restorative practices to the western New York area. It received 501 (3) c status in 2002. The mission of Partners in Restorative Initiatives is to transform individuals, organizations and communities through education, advocacy, and implementation of restorative principles and practices thereby redressing harm, restoring peace and improving relationships. Partners in Restorative Initiatives provides training, facilitation and consulting services in restorative practices as well as certification for facilitators and trainers. Over 250 individuals have been trained by Partners in Restorative Initiatives over the past three years.

Restorative practices reflect a philosophy that holds that all communities are based on respectful relationships. The stronger the relationships become, the less likely wrongdoing will occur and the more likely wrongdoing can be repaired if it does occur. Restorative practices include informal and formal processes such as Peace Circles and Community Conferences. They provide opportunities for building community and resolving conflicts within neighborhoods, schools, churches, homes, the workplace and the court system. Restorative practices integrate developments from a variety of disciplines and fields – including education, psychology, social work, criminology, sociology, organizational development – in order to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm and restore relationships (Wachtel, 1999).

In addition to the school work cited below, PiRI provides facilitators in restorative justice to five town courts and the City of Rochester treatment courts and facilitation for community conflict; e.g. the youth and neighbors involved in the case of a swastika painted on a neighborhood street in Brighton.

Joseph C. Wilson High School is a school in major transition. As a school of choice, with an International Baccalaureate Programme, it has attracted some of the more academically motivated students from throughout the district. Currently, there is a need to strengthen the sense of community based on a culture of respect that supports all students in acquiring the attributes of an International Baccalaureate Learner e.g., communicator, principled and caring. There is a need to infuse a consistent approach to discipline that empowers students to be their best selves and accept responsibility for their actions.

Joseph C. Wilson High School in collaboration with Partners in Restorative Initiatives and the MK Gandhi Institute for Nonviolence at the University of Rochester is committed to implementing restorative practices in a two year project. The goal is to create a restorative school where students, parents, staff and administration develop respectful relationships, where incidences of conflict are resolved without violence and where success in learning leads to graduation and college readiness. The immediate outcomes of the first year are to establish the infrastructure and do the initial training and activities for students and staff needed to begin implementation.

This aspect of the *Wilson Transformation Project* is funded by a third party grant, but is critical to the success and warrants description in this application because it is a critical success factor in the transition of the Joseph C. Wilson High School.

This project will be part of an overall effort to improve the schools in this area of Rochester, which also includes nonviolence training for middle school students and staff at Joseph C. Wilson Foundation Academy by the Gandhi Institute (as well as other programs and projects for youth in that neighborhood). This project will help create a tipping point for changing the overall system of dealing with harm and conflict in Rochester City School District overall, as the Board of Education is considering implementing a system-wide policy recommending the use of restorative practices in schools, similar to policies being developed in Detroit and New York, and currently employed in San Francisco.

The project implementation is scheduled for two years to begin summer 2013. Details of the activities are reflected in the attached budget sheets. Activities for the first year include:

- Train a Restorative School Planning Team that meets at least monthly;
- Introduce restorative practices to the entire school community;
- Plan and implement a restorative orientation for all classes during the first week of school;
- Train up four staff in three day Peace Circles to build in house capacity certified trainers;
- Train 60 staff in one day Introduction to Peace Circles and 50 students to support implementation of Circles as informed participants and/or co-facilitators;
- Implement weekly Circles in “mentor/mentee” session;
- Train all administrators in an Introduction to Restorative Discipline and train at least two administrators in formal Community Conferencing, to include students who will serve as community members and/or co-facilitators; and,
- Establish a data base that provides accurate and consistent information regarding student discipline and follow up and evaluate the outcomes of the first year’s work.

The success of the first year of implementation will be documented by an outside evaluator and include: survey data from students and staff on school climate, records of students discipline including: referrals, suspensions - out of school and in school, detentions, community conference agreements, mediation and follow up. Records will be kept on the implementation of Peace Circles (frequency, topics and satisfaction), minutes and plans from the Planning Team, and description of implementation activities. During the fall of 2014, activities will include:

- additional training of school administrators in restorative discipline;
- use of peer mediation, a restorative approach to conflict;
- review the implementation of circles in the 9th grade High School Experience course; provide support for 9th grade teachers experiencing difficulty in implementing circles with 30 students in a class;
- engage up to 40 9th graders in a one day relationship building circle experience;
- provide coaching for teachers who are implementing circles;
- survey teachers trained in the circle process to assess how it is being used and to what extent; and,
- continue focus on building staff relationships and the use of affective restorative language in the school—major goals for this year.

The planning, training and evaluation activities will occur in the summer 2013 with implementation September 2013 – June 2014:

- train up to 50 teachers to use circles for relationship/community building and academic learning. This will be a newly designed training to address curricular demands and engage all students in learning through a circle process;
- train 3-4 staff in becoming certified circle trainers;
- refresher training in informal restorative strategies, review of the discipline process, referrals, disposition, recidivism and follow up planning: School Resource Officer, School Security Officers (SSO), In School Suspension (ISS) staff and administrators;
- training/workshop for key personnel working with students: special education teachers, social workers, counselors and psychologists;
- planning workshop with department chairs and administrators for restorative activities at the department level;

- Restorative School Planning Team training, review of the project data, and planning implementation of restorative practices for 2013-2014. The team will continue to use the International Institute for Restorative Practices model - The 11 Essential Elements as guide with the addition of a 12th element – the training of students (see attached as Appendix 6);
- consultant planning and support for the Wilson Restorative Planning Team, departments, student support staff and administration for the school year;
- provide 2 Restorative Parent Workshops;
- participation of students/staff in the fall 2013 Western New York Restorative Practices Conference
- train up to 40 students in the circle process;
- evaluation of the first year of implementation;
- identify a Restorative Coordinator to oversee the project; and,
- train a second group of students to be Restorative Peer Ambassadors in a summer leadership camp.

These activities will have several outcomes by June 2014: an increase in the number of students (approx. total 100) and staff (total 80-90) trained in relationship/community building with a intentional focus on the 9th grade class; an emphasis on restorative discipline approaches in dealing with rule violation and wrongdoing involving critical staff; the involvement of community members and parents in learning about restorative practices; strengthening and improving the infrastructure to support a restorative philosophy and activities through student support personnel, departments, the Planning Team and administrators; and the review of data for the 2012-2013 school year to determine the effectiveness of the restorative activities.

It is projected there will be an increase in the use of restorative practices to build relationships and for academic learning, and increase in the use of restorative practices to respond to rule violation and wrongdoing and a decrease in referrals, out of school suspensions, in school suspensions and detentions (data available Sept 2014), and an increase in positive perceptions of school climate by staff and students from November 2012- November 2013 (data available Dec 2014).

School Autonomy

All Rochester City School District schools are staffed centrally to fulfill the district’s requirements for the Core Instructional Program. Joseph C. Wilson High School supports the efforts of the district to implement a standardized schedule that seeks to meet the needs of all students while retaining the autonomy to make staffing decisions that fall outside of the scope of the district requirements for the Core Instructional Program. Staffing requirements that reach beyond the district scope may include positions that support the International Baccalaureate Program, extended day programming, and supports the social/emotional needs of Wilson students. Currently, the Joseph C. Wilson High School staff is exempt from the voluntary teacher process, per a Rochester Teacher’s Association agreement. The purpose of this exemption is to enhance Joseph C. Wilson High School’s ability to recruit new staff, provide stability, and support school change.

A standardized district schedule has been created within the Core Instructional Program to support students. This initiative provides significant flexibility for individualized programs at each school. A component of the International Baccalaureate Program at Joseph C. Wilson High School encourages the use of common planning time among content teachers and across interdisciplinary lines. The use of common planning time promotes alignment of instruction both vertically and horizontally, allows for the sharing of best practices, and supports teachers in their efforts to enhance classroom rigor and strategize ways to effectively meet the needs of all students.

In addition, Joseph C. Wilson High School will have full autonomy to identify how the school day will be expanded to meet the requirements for the addition of 200 more hours of instruction for all students. The utilization of RampUp will serve as remedial support and the addition of high interest electives related to the International Baccalaureate Program curriculum offer students with enhanced learning opportunities. Also, Wilson Commencement staff members have selected a flexible work-day schedule, which will allow for added flexibility and enhanced student course offerings throughout the instructional cycle. In conjunction with the Boys and Girls Club, Wilson Commencement is seeking to add in additional instructional time with the creation of a summer orientation for all incoming students as well as supplemental programming to be offered during week-long vacations during Christmas break, Winter break, and Spring Break.

Autonomy will also be provided to Wilson Commencement in the selection of educational partners. In most cases, staff member involvement in community organizations and educational institutions provides a significant pipeline to prospective partners. External partners such as the University of Rochester and the Boys and Girls Club were evaluated based on a proved track record of success in the local community and the level of value that each organization could provide in the implementation of desired school wide initiatives. The Warner School of Education at the University of Rochester will provide professional development, leadership guidance, and support Wilson's efforts in data driven instruction. All staff members are encouraged to present prospective partners to Wilson Commencement's Instructional Council, Administrative Leadership and/or the School Based Planning Team.

Extended Learning

American schools have maintained an education formula that has held time constant and has allowed learning to be the variable outcome. This outdated formula has failed to close the achievement gap for students who suffer from poverty-related challenges and are under prepared in early childhood, often creating lifelong barriers for learning. This early gap is exacerbated by summer learning loss which has a disproportionate negative impact on students from low socio-economic backgrounds. Although the system may allow disadvantaged youth to make progress with a slope of improvement parallel to students from higher socio-economic status groups, fixed time inputs make full recovery from an initial achievement gap nearly insurmountable.

Through expanded learning time, schools can begin to broaden learning experiences and opportunities for youth development. Extended time for academic learning can enhance intervention options and offer varied enrichment opportunities. Management of extended learning programs and coordinated community partnerships can ensure intentional learning through additional time and strengthen the opportunity for students to meet challenging academic standards demanded by the shifts in the Common Core State Standards, thus improving problem-solving and critical thinking, leading ultimately to college and career readiness.

The National Center for Time and Learning recommends that learning time is expanded by at least 200 hours which allows extra time for additional academic instruction and integration of enrichment into the regular schedule. Additional recommendations include a focus on schools that serve large numbers of low income students. While room exists for additional evidence of effectiveness to be gathered many foundations, including Wallace and C.S. Mott, have commissioned national studies and randomized controlled trials resulting in findings that students who participate in high quality expanded learning time demonstrate higher levels of overall school engagement, higher work quality, higher grades, improved attendance, better work habits, and lower dropout rates. Non-academic outcomes include improved self-esteem, improved physical and mental health, and reduced incidence of anti-social behavior, sexual activity and crime.

By providing extended learning, students will have the time necessary to receive mathematics intervention or mathematics enrichment and arts enrichment. Mathematics intervention and enrichment will be delivered in a similar walk-to-intervention model. In addition, the students’ school year will be lengthened by five days by extending school through the February winter break. These days will allow students time within the school year to focus on content or skill development not previously addressed. The planning team will research the work of Brooklyn Generations School and their development of “Career Readiness Intensives” prior to developing the focus for these units. The teachers will have the opportunity to flex their vacation and in their absence the “Intensives” will be taught by trained substitute teachers.

Assessing the Needs of the School Systems, Structures, Policies, and Students

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

Please see Attachment B, which is enclosed and complete.

Joseph C Wilson High School Students

Joseph C. Wilson High School serves 1,004 students and is the only school in the Rochester City School District to offer International Baccalaureate courses. The school offers International Baccalaureate Diploma Programme, International Baccalaureate Certificate classes, and the International Baccalaureate Middle Years Programme to all students in Grade 9 and Grade 10. Nearly 20% of Joseph C. Wilson High School students are Students with Disabilities, compared to the 17% District average. Key student achievement data for Joseph C. Wilson High School reported in the 2010-2011 NYS Report Cards are compared to district-wide data in Table 2 and Table 3.

TABLE 2: Student Achievement (2011-2012 NYS Report Card)

	All Students		SWD		Econ. Dis.	
	Wilson HS	RCSD	Wilson HS	RCSD	Wilson HS	RCSD
Graduation Rate (2007 Cohort)	62%	50%	27%	24%	63%	52%
Secondary-Level ELA (2008 Cohort - after 4yrs of inst.)	73%	56%	23%	16%	67%	56%
Secondary-Level Math (2008 Cohort - after 4yrs of inst.)	73%	56%	26%	13%	69%	57%

TABLE 3: Student Achievement (2010-2011 NYS Report Card)

	All Students		SWD		Econ. Dis.	
	Wilson HS	RCSD	Wilson HS	RCSD	Wilson HS	RCSD
Graduation Rate (2006 Cohort)	69%	51%	37%	23%	73%	57%

Secondary-Level ELA (2007 Cohort - after 4yrs of inst.)	68%	55%	25%	19%	70%	59%
Secondary-Level Math (2007 Cohort - after 4yrs of inst.)	70%	55%	21%	18%	71%	59%

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into Grade 9. The graduation rate for the 2006 total cohort through June 2011 (after five years) for Joseph C. Wilson High School is 74% and, therefore, Joseph C. Wilson High School did not meet the Board of Regents goal.

Joseph C. Wilson High School has a history of excellence that dates back many years. It has been ranked by U. S. News & World Report magazine as one of the top high schools in the nation, often in the top fifty. In 2005-2006 it was ranked twenty-fourth. The last five years has brought a great deal of change to Joseph C. Wilson High School. This change was initiated to increase student enrollment opportunities at the popular school. The changes have been dynamic and each year there are challenges and adjustments in structures, organization, curriculum and personnel. In 2005-2006, the Rochester City School District closed James Madison Middle School [grades 6-8], cited by the New York State Education Department for low student achievement and opened Wilson Magnet Foundation Academy (grades 7-9). Joseph C. Wilson High School was reorganized into grades 10-12. Both schools (different sites) shared the same BEDS code and one principal was responsible for both schools.

Between 2006-2008, Joseph C. Wilson High School transitioned from a district-wide magnet school, selecting students, to accepting students (over the past four years) from a feeder school. A change in climate and student achievement in the high school building emerged.

- Suspension numbers grew from 329 to over 1,400 during the first year of this expansion.
- The number of behavior referrals grew.
- Attendance dropped from 93.1% to 90.5% during the same respective years.
- Students’ scores on 8th grade ELA and Math assessments, from the feeder school, were low

In 2009-2010, the Rochester City School District was granted permission to separate the two “Wilsons” and a new BEDS code was assigned to Wilson Magnet Foundation Academy. The Rochester City School District appointed a principal to each school. Wilson Magnet High School is now in Restructuring One phase and is cited in the area of ELA for all and economically disadvantaged students.

It is noted that Wilson has made AYP in ELA in all categories for the 2012-2013 school year.

The percentage of students at the Joseph Wilson High School living in conditions of poverty is lower than the district’s overall rate (72.7% versus 86.4%). The percentage of students with disabilities is higher than the District (19.8% - one student in five, versus 17.3%), and the population of English Language Learners is lower (3.1% versus 10.8%).

TABLE 4: Comparison of Wilson to RCSD

	Performance Index ELA	Performance Index Math	Students Living in Poverty	Students with Disabilities	English Language Learners
RCSD	91.1	101.3	86.4%	17.3%	10.8%
Wilson			72.7%	19.8%	3.1%

Systematic In-depth Diagnostic School Review

The Joseph C. Wilson High School was cited as a Priority School by the New York State Department of Education. The school was reviewed by New York State Department of Education in May 17-20, 2010 through a *Differentiated Accountability – NYSED/NYSCDOE JOINT INTERVENTION TEAM (JIT) REVIEW PROCESS*. At that time the school was cited as Restructuring Year 1 for All Students Secondary ELA. (The NYS JIT reviewed areas of Curriculum, Teaching and Learning, School Leadership, Infrastructure for School Success, Collection, Analysis and Utilization of Data, Professional Development, and District Support. The JIT indicators were 1 = No evidence of implementation; 2 = Evidence of some implementation; 3 = Evidence of substantial implementation; 4 = Evidence of full implementation.)

Results of this Systematic School Review

A Comprehensive Education Plan was written and submitted by the School Leadership Team identifying goals and improvement strategies. The two goals/strategies of focus in the school’s CEP were:

- Early identification and comprehensive evaluation of students’ needs in ELA. The analysis of building level, district and New York State assessment data will drive the creation of effective AIS to support struggling students and increase the academic achievement of students for whom success in ELA has not historically been the case.
- Horizontal alignment of writing tasks and skill building across the content areas. Interdisciplinary Professional Development with English Department, AIS teachers, and elective subjects.

During the visit there were many recognized improvements; the following areas stood out:

- The ELA department and the Academy Director responsible for ELA have rallied together in response to the accountability citation; including the aligning and implementation of curriculum, joint scoring of Regents and school-wide common assessments, and use of MDOLC (Comp Regents rubric) in classroom instruction.
- A system for monitoring student growth for all students in ELA/Writing classes has been developed and implemented (i.e., portfolios/binders).
- The school has been approved as a MYP site for 2010-11 and all 9th/10th grade teachers will be sent to training, as well as, given time to plan as departments during the year.

- An Attendance Office was created and implemented as indicated in Wilson’s CEP. It has improved communication between home and school. The majority of parents responding to the survey viewed the home/school connection as positive.
- 90% of the parents described Wilson as having a safe, welcoming, and student-centered environment.

Curriculum Findings	Recommendations
<ul style="list-style-type: none"> ▪ Observed teachers use NYS learning standards in their planning. ▪ Springboard (district wide core ELA curriculum resource) is used consistently throughout the ELA department for Regents level courses ▪ Little evidence to validate embedded literacy instruction across the content areas. 	<ul style="list-style-type: none"> ▪ Core content departments should work collaboratively to mirror the work of the ELA department in developing common assessments. Cross curricular departments should work collaboratively with ELA department to solidify school-wide content area literacy strategies to be reinforced throughout all content area courses.

In response to these findings, the Joseph C. Wilson High School staff will:

- Post the NYS Standards and use them to plan and implement instruction. Use common planning time for collaboration across grade levels and content areas. Review lesson plans to ensure implementation.
- Use the District curricula consistently in all classrooms and subject areas for planning to increase the rigor of teaching and learning.

Teaching and Learning Findings	Recommendations
<ul style="list-style-type: none"> ▪ ELA department has developed shared scoring procedures as related to the NYS rubric. ▪ Lessons appeared to be aligned with NYS standards in core content areas. ▪ Observed teachers used a variety of instructional resources, including technology integration, multi-media presentations, visuals, graphic organizers. ▪ Transitions to classes appeared smooth and seamless. ▪ Student work is displayed in most ELA classes; rubrics were evident ▪ While teachers plan for NYS standards, special education students and struggling students inconsistently demonstrate an understanding of the goal and/or the context of the lesson’s objective with the overall course goals. ▪ Co-teaching strategies are inconsistently implemented. ▪ Workshops on differentiated instructions have been provided to all staff, yet strategies have not transferred to the classroom. Teachers do group for whole and small group instruction; however, content and materials are not differentiated. ▪ Students in IB and Honors courses reported high levels of active engagement in meaningful instructional activities; however, observations in Regents level and inclusion classes indicated varying levels of student-centered activities with high levels of teacher redirection of off-task behaviors. ▪ Higher order thinking and problem-solving skills are not evident in all levels of classes. Regents classes observed focus instruction on coverage of content v. analysis and synthesis. 	<ul style="list-style-type: none"> ▪ Format lessons to include explicit reference to the learning goals, similar to the process for IB courses. ▪ Develop appropriate rigorous strategies (i.e., debate, group projects, oral presentation) and activities, possibly modeled after IB, for use with ALL students. ▪ Identify guidelines for grading and consistent expectations across all levels and courses. Vertical and horizontal alignment of curricula should extend to assessment practices,

<ul style="list-style-type: none"> ▪ Except for IB, there is no uniform grading policy. Interviews with students and staff revealed inconsistent expectations and standards for grading. 	including grading.
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In response to these findings, the Joseph C. Wilson High School staff will:

- Implement research-based strategies for the differentiation of instructional process, product, and content across all classrooms to assure that teachers plan and implement lessons that meet student needs.
- Engage students in authentic learning to increase in-class opportunities for students to construct their own knowledge.
- Develop a process to integrate critical reading and writing strategies. Increase sustained reading in academic content that includes systems for the teaching of academic vocabulary within content areas. Minimize the use of worksheets as the main product of student output.
- Focus on creating lesson plans, unit plans, and teacher questioning that builds concepts through the application of higher order thinking skills such as analyzing, evaluating, and creating (Bloom’s Taxonomy).
- Use the Common Core Standards for literacy in science and social studies to serve as the basis for team teaching and co-planning. Use the professional development (PD) blocks to enable teachers engaged in co-teaching to observe other co-teaching models within the building and to align their respective curricula to define common concepts, as well as interdisciplinary literacy skills.
- Post student work, rubrics, teacher feedback so students can reflect on and revise their own work.

School Leadership Findings	Recommendations
<ul style="list-style-type: none"> ▪ School leadership is effective in all of the leadership indicators ▪ School leadership is facing a number of challenges, including growth in enrollment, grade reconfiguration, high number of teacher leaders retiring, additional new staff including registrar, significant increase in SWD percentage, greater diversity of student population (including ELLs). ▪ The challenges have been acknowledged and the principal has begun preliminary planning with members of the leadership team. ▪ With the loss of team members and change in roles of some administrators, roles and responsibilities will need to be reorganized. ▪ Common planning time (CEP goal) has not been implemented due to schedule limitations 	<ul style="list-style-type: none"> ▪ Plan to implement a support structure for its new incoming ninth graders. [See Infrastructure for Student Success]. ▪ Develop new roles and responsibilities for administrators and teachers leaders in keeping with new grade configuration, structures and student needs. ▪ Develop master schedule that allows for common planning time for instructional teams & embeds AIS opportunities for at risk students during the day.

In response to these findings, the Joseph C. Wilson High School staff will:

- Set an expectation that lesson plans be completed weekly and available for review by an administrator before they are used. Administrators should monitor the implementation of these plans and ensure that they are based on the NYS Standards and the District curriculum.
- Provide timely communication to parents regarding academic performance and completion of homework between marking periods. Work to improve parent involvement.

Infrastructure for Student Success Findings	Recommendations
<ul style="list-style-type: none"> ▪ Saturday and extended day programs provide essential academic intervention programs for at-risk students. ▪ Expansion of Hillside Work Scholarship Connection and increase in number of advocates provides additional support for students. ▪ Current master schedule does not allow sufficient time and opportunities for intervention and remediation within the school day. ▪ Incoming ninth graders will include over-age, under-credited students and increase in SWDs. ▪ School counselors would like closer ties with Hillside Work Scholarship Connection (HWSC) advocates. ▪ School counselors stated that most seniors who do not graduate fail to do so because of core requirements, such as ELA. 	<ul style="list-style-type: none"> ▪ Given the increase in at risk students for 2010-11, AIS course offerings must be increased during the school day. ▪ Develop a plan for support services for the incoming students, including AIS, school counselors, student support, and online credit recovery, ▪ Provide access for HWSC advocates to district e-mail and include advocates in school meetings and communications.

In response to these findings the Joseph C. Wilson High School staff will:

- Change the practice of grouping students homogeneously for the entire day. Provide differentiated instruction to eliminate the need to group students homogeneously, with flexible grouping for ELA and mathematics.
- Plan and implement researched-based strategies for meeting the needs of all students, such as extending the school day to accommodate students who need to earn more than four credits per semester to get back on track to graduation.
- Distribute technology and other resources equitably for grades 7 through 12 to support student learning at every grade level.
- Improve first instruction for students based on researched- based strategies in order to create a foundation for student success that should result in improving graduation rates. Provide additional AIS for all students scoring at Levels 1 and 2 on NYS assessments, as well as students identified by teachers as at-risk of not meeting State Standards.
- Expand the number of student supports, such as the *Hillside Work Scholarship Program* that works to keep students in school by providing student mentoring, tutoring, goal setting and counseling, in addition to providing school-to-work and school-to-college connections.

Collection, Analysis, and Utilization of Data Findings	Recommendations
<ul style="list-style-type: none"> ▪ Key school leaders analyze, disaggregate, and disseminate data for instructional decisions and school improvement, at the 	<ul style="list-style-type: none"> ▪ School level disaggregated student attendance data should be

school, classroom, and individual student level. ▪ District/ school level attendance data does not reflect the at risk student attendance problem observed; 50-60% attendance in ELA classes and confirmed by teachers.	reported for use in strategic planning for comprehensive attendance and student engagement interventions.
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In response to these findings, the Joseph C. Wilson High School staff will:

- Use formative assessments during the year that are similar in rigor and format to State assessments. Use these assessment results to inform instruction.
- Use formative and informal assessments for progress monitoring to inform differentiated instruction.
- Include social studies and science teachers when sharing AYP and benchmark data to build capacity for increased student achievement across academic grade-level teams.
- Expand the use of students accessing their own progress data and monitoring their personal learning goals.

Professional Development Findings	Recommendations
<ul style="list-style-type: none"> ▪ A substantial number of new teachers [11] will be added to staff due to the addition of a ninth grade level. ▪ Teachers reported that school-based PD for school improvement was more relevant and effective than district-wide PD. 	<ul style="list-style-type: none"> ▪ Every effort should be made to provide common planning time for teaching teams . ▪ Embedded professional development and coaching related to co-teaching should be a focus for all teams. ▪ Continue professional development of teachers on differentiated instruction with in-class coaching and focused monitoring of implementation.

In response to these findings, the Joseph C. Wilson High School staff will:

- Increase staff participation for IB external PD opportunities, including District and BOCES provided PD offerings that are sustained and provide follow-up. The application of acquired strategies should be monitored for implementation by administrative walkthroughs, with timely feedback to teachers regarding the implementation of newly acquired strategies.
- Identify an area for improvement within the revised SCEP plan and form collegial circles to address the SCEP action plan using the embedded PD time. Research, plan and implement effective student supports for improving graduation rates, and include these in the SCEP plan.

District Support Findings	Recommendations
<ul style="list-style-type: none"> ▪ 28% enrollment increase with increase in SWD ratio will require substantial instructional and student support resources. ▪ Substantial increase in over-age, under-credited students anticipated in 2010-11. 	<ul style="list-style-type: none"> ▪ Additional staff positions and realignment of current staffing are needed to support a full AIS program during the school day. ▪ Resources for Saturday, extended day, and attendance interventions should be adjusted in keeping with addition of new students.

In response to these findings, the Joseph C. Wilson High School staff will:

- Work with the school to equip as many classrooms as possible with up-to-date technology.
- Support the school in implementing the Joint Intervention Team (JIT) recommendations. Develop and implement a new plan that could include significant changes in staff, organizational structure, leadership and/or configuration, to address issues that continue to negatively impact student academic performance in identified areas.

JIT Summary

In 2010-2011, a reconfiguration plan will be implemented. Wilson Commencement will add a ninth grade component changing it from a 10-12 high school to a 9-12 high school and placing students under one BEDS code for all years of high school accountability. Progress has been made on Wilson's present CEP plan, however with the addition of ninth grade in the coming year and the other named factors, it is important to modify their present plan to include the JIT recommendations for each indicator. Results: *The school has made some progress in identified areas, and may make AYP with further modification to the Restructuring Plan. Continue implementation of the current Restructuring Plan with modifications recommended as a result of the review.*

School Model Selection and Rationale

Selected Model and Process for Selection

The Transformation Model was chosen for Joseph C. Wilson Magnet High School based on the need for the least disruptive change. It will allow the Rochester City School District to improve upon a quality educational program and give all students the support they need to be successful in the International Baccalaureate program. The model selection included informing the union prior to the roll out and informing the Principals. The Executive Director of School Operations and Placement was assigned to ensure communication was established and the process went smoothly. The faculty voted in favor of pursuing the grant opportunity.

Following this vote, faculty members voluntarily gave time to one of three working groups: Core Instructional Programming, Expanded Learning Time or College or Career Readiness and Access. The development and writing process was "organic" in that each of these large committees had a chairperson selected by the group and eventually the core design team became a smaller cohort of six teachers, with the involvement of two parents and a grant specialist to help facilitate.

The selected model builds on the school's successes and provides the best environment to meet college and career readiness standards. With the requested School Improvement Grant funding from the New York State Education Department, the Joseph C. Wilson High School will be able to provide greater access to the long-standing, well-respected International Baccalaureate Diploma Programme.

School Leadership

Identify and Describe the Specific Characteristics and Core Competencies of the Desired School Principal

The school principal that brings Joseph C. Wilson Commencement High School out of Priority status must have a diverse set of highly developed skills, not the least of which is a strong work ethic. Being an urban

principal is a seventy hour per week job and a proven record of time management is very important. Time management skills will be needed in order to integrate the Extended learning options and a flexible schedule. Exemplary communication skills are essential. There are many and varied constituencies. Open communication with all of the constituencies must be demonstrated. The principal must understand and adhere to processes and contractual issues. The principal must show that they adhere to both contractual obligations and procedural ones. An exemplar of this ability would be documented appropriate response to grievances and SBPT minutes. The principal must have a solid, documented record of maintaining student discipline. Integral to the transformational model we have chosen is the socio-emotional welfare of students. Consistent and effective discipline strategies must be in evidence, as aligned to Restorative Practices philosophy. The principal must be an instructional leader. Evidence of involvement in curriculum writing or other pedagogical activities related directly to the classroom is essential to successfully leading Joseph C. Wilson Commencement High School.

Identify the Specific School Principal by Name

The specific individual who will serve as school principal is not yet known. The district has posted the position of a school turnaround principal nationally. Rochester City School District will conduct a rigorous recruitment and screening process for both internal and external candidates to ensure candidates possess the qualities of an effective school turnaround leader. The Rochester City School District would like to select the principal to lead the school by July 15, 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.

1) Assistant Principals who will Serve in the Building;

Incorporating an Assistant Director of Student Affairs by amending the responsibilities of a current Assistant Principal¹ will provide Wilson Commencement with a central figure that is responsible for promoting a positive building culture. This assistant principal will guide and coordinate the following initiatives and programs: Response to Intervention (RTI), School Wide Positive Behavioral Interventions & Supports (SWPBIS) and Student Family Support Center (SFSC), Restorative Practices, and Peer Mediation. The Assistant Director of Student Affairs will complement Wilson Commencement's instructional framework and will solidify efforts to promote a building wide culture founded upon respect, responsibility, and accountability. The building committee will provide oversight, guidance and support for the Assistant Director of Student Affairs.

2) School Implementation Manager

School Implementation Manager – Consultant Educator – The design team of teachers charged with developing the *Wilson Transformation Project* have chosen the model of a contracted seasoned educator and project coordinator to facilitate the project over the course of the 36-month project period who will be hired through a purchased services process (i.e. not a Rochester City School District employee). The School Implementation Manager will be charged with facilitating every aspect of the project, including ensuring timely execution of all goals and objectives; adherence to timeline; oversight of budget expenditures; and

¹ This will be an Assistant Principal supported by the Rochester City School District (not grant funded) and their responsibilities will include addressing the school climate of Joseph C. Wilson High School in a proactive manner, as described in this narrative.

project leadership. A school leader with experience in an urban setting with a track record of success at school transformation will be the ideal candidate for this 36-month contracted position.

Describe and Discuss the Current Supporting Leadership

The current leadership team has been instrumental in the implementation of the Middle Years Programme and the reauthorization of Diploma Programme. Each member has completed the certification for using APPR to observe and evaluate teachers. The team consists of five assistant principals, an athletic director and a Coordinating Administrator of Special Education. The Chief of School Transformation will provide leadership and resources. The Chief of School Transformation will have wide latitude of independent judgment and decision, making and assist in the formation of education policy and practice. The school chief will ensure that schools have adequate resources to ensure that the International Baccalaureate curriculum is implemented with fidelity. There will be structures and timelines built in throughout the implementation process. The Chief of School Transformation will have biweekly meetings with the principal and School Implementation Manager.

Instructional Staff

Key Instructional Staff

Student Support:

Jason Brookes, Counselor, Mentor Coordinator (1.0 FTE) Oversee peer teacher mentors, documenting students' scores, liaison between students and mentors, assist with arrangement of case management services.

Tanishia Johnson, Counselor, Mentor Coordinator (1.0 FTE) Oversee peer teacher mentors, documenting students' scores, liaison between students and mentors, assist with arrangement of case management services.

Wilson Mentors – Based on the Bry's Achievement Mentoring, the role of the Mentor Coordinators is to ensure that each student is getting the appropriate support they need from their Wilson Mentor, in the classroom and during their expanded learning time. Having Coordinators is a way to check and balance the programs to ensure that each program is effectively working to support student success in all areas of their development. Having accountability among the faculty, staff and students is essential for the school to work together as a team and provides a structure for the building. The Wilson Mentor Coordinators will ensure that students are getting the individual attention they need from their Mentor. The Coordinator will confirm that resources (i.e. tutoring, social/emotional support) are available upon request from the Wilson Mentor and will confirm that the appropriate documentation and meetings are occurring between Mentor, student and parent.

Mentor -- Roles and Responsibilities of the Mentor

- Mentor will get, from coordinator, Quarterly and Mid-quarter tests- Sample regents exams.
 - At the request of teachers/ special education teacher may implement other benchmark/standardize testing based on level. Coordinator to mark results
- Hold meetings with student, RAMP-UP teacher and counselor if test results are a 1-2. Invite parents, but continue with meeting if not in attendance.
- Develop and document a plan for additional help required to get back on track.
 - Request specific resources from coordinator

- Confirm arrangements with students
- Confirm student is using or attending resource provided
 - Contact resource provider for confirmation
- Get student/parent signature on contracts.
- Contact parents 3 times, if no results elevate to coordinators. Home visits if necessary.
- Liaison between parents and other teachers.
 - This way only on phone call is done be one teacher
- Mail home copy of plan to parent, insure received.
- Roles and Responsibilities of the Mentor Coordinators/ Approaches to Learning Coach (RTI?)
- 2: FTE
- Give ELA/Integrated Algebra sample tests to students 8x/year give results to mentor
- Document sample test data
- Provide specific resources to student as requested by mentor. If not already in place, coordinator goes and gets.
- Insures home visits and/or parental contact.
- Insure that monthly meetings are occurring between mentor and students
- Inspect plans and results documentation
- Offers differentiated instructions to classrooms
- Report to Assistant Director of Student Affairs

TBD, Teacher on Assignment - Assessment Specialists (2 X .5 FTE Teacher on Assignment) -- RTI will be implemented through the two Assessment Specialists to address student behavioral issues as well as student academic issues (see Data-Driven Instruction/Inquiry section for detailed explanation of RTI). The Wilson Mentors, the RTI coordinator, school psychologists, school social workers and school counselors will provide behavioral supports, crisis intervention, counseling, home visits and attendance initiatives. All of the above mentioned support staff will assist in identifying and supporting at risk students. At risk students will be provided with RTI support and social emotional support through these staff members. Alternative programs and outside supports will be identified for students as well.

TBD, Mathematics Specialists (3 FTE Teachers on Assignment)

Lead Teachers will provide additional support to teachers in literacy and language arts. This Lead Teacher shall work in collaboration with the Executive Director of Mathematics to identify needs and provide assistance that will promote more effective teacher instruction and improved student performance. This Lead Teacher will need to have a strong knowledge base of the New York State Common Core standards and assessments for Mathematics. Job responsibilities include: Demonstrate, model or co-teach effective teaching strategies, at least 50% of their time; Assist teachers in creating a standards-based learning environment in their classrooms; Prepare and make presentations on specific elements of the Mathematics program to staff, supporting the New York State Common Core Learning Standards; Research and share information on new developments in literacy and Mathematics with the staff; Collect data and other information in collaboration with the Department of Research, Evaluation, and Testing; Support Special Education Teachers who have responsibilities for Mathematics instruction and assessments; Support teachers in the development of effective short and long range goals and plans for Mathematics; Provide training to teachers for diagnostic teaching, in order to tailor instruction for students at all levels; Provide training to teachers to interpret data collected from

diagnostic testing to revise practice for improved student outcomes; Provide training for analyzing student work to assess, practice and modify instruction to improve results; Assist as needed with development of curriculum; and, Provide CIT Panel and Executive Director of Mathematics mid-term and final report, including log of hours beyond regular work hours, detailing activities and accomplishments in this lead

TBD, Reading Specialist Across the Curriculum (3 FTE Teachers on Assignment) -- Lead Teachers will provide additional support to teachers in literacy and language arts. This Lead Teacher shall work in collaboration with the Executive Director of ELA to identify needs and provide assistance that will promote more effective teacher instruction and improved student performance. This Lead Teacher will need to have a strong knowledge base of the New York State Common Core standards and assessments for English Language Arts. Job responsibilities include: Demonstrate, model or co-teach effective teaching strategies, at least 50% of their time; Assist teachers in creating a standards-based learning environment in their classrooms; Prepare and make presentations on specific elements of the English Language Arts program to staff, supporting the New York State Common Core Learning Standards; Research and share information on new developments in literacy and ELA with the staff; Collect data and other information in collaboration with the Department of Research, Evaluation, and Testing; Support Special Education Teachers who have responsibilities for ELA instruction and assessments; Support teachers in the development of effective short and long range goals and plans for ELA; Provide training to teachers for diagnostic teaching, in order to tailor instruction for students at all levels; Provide training to teachers to interpret data collected from diagnostic testing to revise practice for improved student outcomes; Provide training for analyzing student work to assess, practice and modify instruction to improve results; Assist as needed with development of curriculum; and, Provide CIT Panel and Executive Director of ELA mid-term and final report, including log of hours beyond regular work hours, detailing activities and accomplishments in this lead

TBD, Teachers for Extended Learning Opportunities (\$37 per hour X 55 groups of roughly 18 students X 200 hours in Year 1 and Year 2, and 52 groups of roughly 19 students in Year 3)

Process and Action Steps to Inform Instructional Staff

The instructional staff and Rochester Teacher's Association have been deeply involved in the development of the *Wilson Transformation Project*, so at the time of this submission they are informed of the project. If an award is made for the *Wilson Transformation Project*, a meeting will be held with the entire instructional staff to inform them of the goals, objectives, action steps, and pragmatics of the project. The professional development outlined in this narrative will include informational sessions about the project.

Securing Proper Instructional Staff

Once the instructional staff has been informed of the *Wilson Transformation Project* and any expectations of the teaching staff related to successful completion of the project are vetted through the Living Contract Process of the school, there may be some attrition among instructional staff members. At this point, the appropriate staff members of the school community and Human Capital Initiatives will start the process of recruiting instructional staff members. This process will be in accordance with standard Rochester City School District recruiting and transfer practices, with special considerations made for the *Wilson Transformation Project*.

Partnerships

Key Partners

Warner School of Education, University of Rochester

The University of Rochester was founded in 1850, the University of Rochester is one of the country's top-tier research universities. The UR is a private, nonsectarian, coeducational institution of higher education, research and health care located in Rochester, New York. The university is a vibrant center for discovery and innovation, with researchers engaged in cutting-edge work across the humanities, engineering, medicine, and social and natural sciences. The University is composed of six schools including: the College of Arts, Sciences, and Engineering, the William E. Simon Graduate School of Business Administration, the Eastman School of Music, the School of Medicine and Dentistry, the School of Nursing, and the Warner Graduate School of Education. The university is currently involved in its largest capital campaign in its history (\$1.2 billion) making notable progress in each key goal: support for faculty, students, programs, facilities, and the annual fund.

The Warner School is a research school of education committed to the pursuit of excellence and equity in education. We have defined our mission as bridging research and practice so as to:

- Prepare educators who can improve the quality of educational services offered by schools, universities, and community agencies as leaders and agents of change.
- Conduct and disseminate research that can contribute to a better understanding of today's problems in education, as well as propose and evaluate effective solutions.
- Proactively participate in efforts to improve education in the region, by contributing state-of-the-art knowledge of research and best practices.

Professors are engaged in a wide variety of educational research, and Warner is recognized as a place where faculty members generate the research-based theory that leads to new understanding for practice and continued research. The Warner School has participated in many groundbreaking research and grant-funded projects in the areas of educational policy, literacy, mathematics education reform, and early childhood education, to name just a few. In addition, Warner recently hosted an international research meeting on district reform under high-stakes accountability policies (fall 2011) involving 21 researchers from across the globe through one of a handful of grants awarded by the American Educational Research Association (AERA) in an effort to break new ground in substantive areas of inquiry, stimulate new lines of study on issues that have been largely unexplored, and develop innovative research methods or techniques that can contribute more generally to education research.

With almost \$12 million in active grants currently (approximately \$10 million of which is from the National Science Foundation and the U.S. Dept. of Education), Warner is equipped to support large-scale research projects and grant personnel, and has an infrastructure in place to properly manage all awards. In January 2013, the Warner School moved into its new building, a four-story, 65,000-square-foot facility that will be specifically designed to support the preparation and professional development of educators and the conduct of educational research and reform work. Project staff will have full access to technology supports, resources, and materials available at the Warner School.

As a professional school within a premier research university, the Warner School has participated in many groundbreaking research and grant-funded projects in the areas of literacy, mathematics education reform, early childhood, and teacher professional development, to name just a few. In particular, the Warner School has a long history of commitment to urban education, and to supporting the quality of learning offered to students in in the Rochester City School District.

For example, the Warner School offers the Urban Teaching & Leadership program to enhance the preparation of teachers who want to work in urban districts. In 2010, the Warner School received a five-year grant from the National Science Foundation which involves a partnership between the Warner School, College of Arts & Sciences, and RCSD, and will prepare a cadre of 24 math and science “master teachers” within RCSD, to spearhead reform to improve teaching practices (and, thus, students’ learning opportunities) across this urban district. We have two recent U.S. Department of Education grants focusing on preparing special education teachers in high-need schools and on preparing all teachers to work more effectively with English Language Learners (ELL) students. Until 2012, we also had a long-standing TLQP-funded Professional Development Program with RCSD and the College mathematics department focused on providing intense mathematics-related professional development opportunities for Rochester City School District teachers.

Lead Liaison -- Mary Rapp: As a former teacher, principal and assistant superintendent and the current Director of Warner’s School Leadership Preparation Program, Rapp brings more than 40 years of K-12 teaching and leadership experience to the project. In addition to administering Warner’s SBL/SDL certificate programs and advising those students, she also teaches ED 469: Leadership & Organizational Dynamics and EDU 407: Curricular & Instructional Leadership.

Boys & Girls Clubs of Rochester

The Club was founded in the summer of 1971 with the encouragement of Paul Miller, Chairman of Gannett Newspapers and then a national board member of the Boys & Girls Clubs of America. The first facility was the Ritter-Clark Memorial Building on the old Rochester Institute of Technology campus. This was made possible by a \$1.5 million dollar fund campaign which culminated October 1, 1972. Pioneer benefactors were the Emmet Blakeney Gleason Memorial Fund, the Frank E. Gannett Newspapers Foundation, the Eastman Kodak Company, the Xerox Corporation, F. Ritter Shumway, Gilbert McCurdy, and the Marie C. and Joseph C. Wilson Foundation.

In November 1980 the Club acquired the current facility at 500 Genesee Street, and, after a \$600,000 renovation, the Club reopened October 6, 1981 in the heart of the city’s southwest quadrant and right across the street from the Joseph C. Wilson High School. On March 10, 1989, the upgraded, regulation sized gymnasium was named after the late Dick Ricketts, an All-American athlete and Kodak executive, thanks to a grant from the Eastman Kodak Company. Since 1985, the Club has been supported in part by the United Way of Greater Rochester. The Boys & Girls Clubs of Rochester (Club) has served as one of the beacons of the Southwest community for over 42 years giving youth a safe place to be after the school day ends. One point one million elementary students are left unsupervised after school according to the Afterschool Alliance. The mission of the Boys & Girls Clubs of Rochester is to help youth of all backgrounds, with special concern for those from disadvantaged circumstances, realize their full potential as productive, responsible caring members of society.

The Club at 500 Genesee Street is located in one of the poorest neighborhoods within Rochester city limits. The Club’s community depicts alarming statistics related to violence, family upheaval, community crime, youth at-risk academically, poverty, and lack of supportive relationships/networks, scoring a 10 on the Community Disadvantaged Index according to the SMART system www.smartgis.info The Club provides youth development services and programming to area youth ages 6 –18. There are many common threads that link our Club members, and to that end the Club provides a tangible measure of hope.

The City of Rochester has the seventh highest rate of child poverty in the nation, higher than major metropolitan cities. According to the U.S. Census data, more than half of Rochester youth under 18 live in poverty. Based on the National School Lunch and School Breakfast Program's Community Eligibility Option, 100% of Rochester City School District students receive free school breakfasts and lunches – these are the same kids that attend the Boys & Girls Club. The Club provides a hot, nutritious meal to members five days a week which meets the Child and Adult Care Food Program (CACFP) guidelines. The Boys & Girls Clubs of Rochester (Club) and its after-school satellite site at School #29 are located in the Rochester "Crescent," an area known for elevated gang activity. Youth living in the 14611 zip code face intimidating challenges; challenges that put youth at risk such as exposure to drug abuse, teen pregnancy and violent crime. Last year the Rochester Police Department attributed 68.2% of area shootings as gang-related. According to Moses Robinson, President of the Western New York Chapter of the East Coast Gang Investigator's Association, Rochester Police Department youth involved in the community and after school programs are less likely to be involved in gang activity. Officer Robinson stresses that a support system for youth is critical to reduce the number of youth involved with gangs and/or the potential. According to a report from America's police chiefs, after school programs are the most effective strategies for reducing juvenile crime.

Many youth we serve are at risk academically. Only 9% of young black males in Rochester graduated from high school, in 2012, according to a report by the Schott Foundation. The Rochester City School District is a high-need urban school district that serves 30,200 students many with achievement levels below the District average. There are some schools in the southwest quadrant of the City, where entire school buildings of students tested fell below the grade reading level. These are the same kids that attend the Club. With more parents working two and sometimes three part-time jobs to make ends meet many of our Club members have little parental support after the school day ends. Two-thirds of Rochester's youth live in single-parent families, more than twice the national average. The median income within 14611 hovers around \$22,000 per year making it almost impossible to fulfill the basic daily needs of a family. The Club's programming, services, activities and most importantly the staff strives to mitigate the negative impact of our world today. Without solid role models youth can turn down the wrong path. Teen pregnancy in the 14611 zip code remains one of the highest figures in Monroe County, according to the NYS Health Department. The Club is in a prime position to help reduce this number by providing quality programming and giving young pre-teen girls the ability to succeed and develop to their fullest potential and overcome the damaging effects of residing in the 14611 zip code. The Club has a solid history on Genesee Street and at School #29 located less than three quarters of a mile from the Genesee Street location. The long-standing programs implemented at the Club are mirrored at School #29, and are focused on the development of youth through a tiered framework which includes academics, socio-emotional support, health and wellness, and community outreach, including family educational opportunities to ensure that area youth are engaged in high-quality learning opportunities and off the streets when the school day ends.

There are two differences between the two sites not related to programming. School #29 is designated as a School Age Child Care (SACC) site and is governed by state guidelines. The program must adhere to a specific number of staff per child ratio based on participants' ages. Six to nine year-olds is mandated with a 1:10 ratio and 11-12 year-olds is a 1:15 ratio. The passage of the Education for All Handicapped Children Act of 1975 required schools to educate youth with disabilities in a traditional classroom environment. The Act results in School #29's after school program serving a higher number of youth with developmental and physical disabilities. The inclusion program works with members who are severely frail and wheel chair bound, but all participate to the extent they are able and enjoy the activities.

The Boys & Girls Clubs of Rochester is a place families depend on, a place they feel safe having their kids attend, and a place that is shaping our future leaders. The Club is the only facility of its kind in the immediate

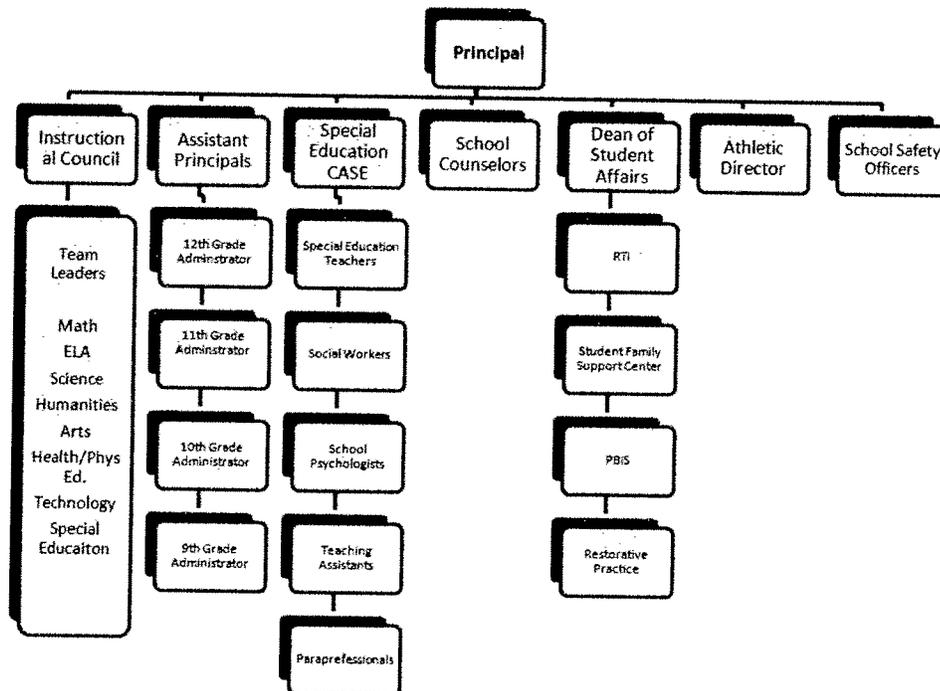
area that serves youth with nationally established high-yield learning and structured programs from BGCA, that nurture and develop the individual interests of our youth; many who are facing insurmountable odds to succeed. The Club provides the opportunity for families to become involved through volunteering, story time, special events (World Wide Day of Play, our annual health fair, monthly dinners), and sporting events (Bidly Basketball, Kick ball). Some parents participate in our fundraisers as well host fundraisers, i.e., fashion show. Results from our annual Commitment to Quality surveys convey how parents and guardians are pleased with the Club and its services. We know parents are pleased with their kids attending the Boys & Girls Club as this is evident when we see siblings attend and even multiple generations.

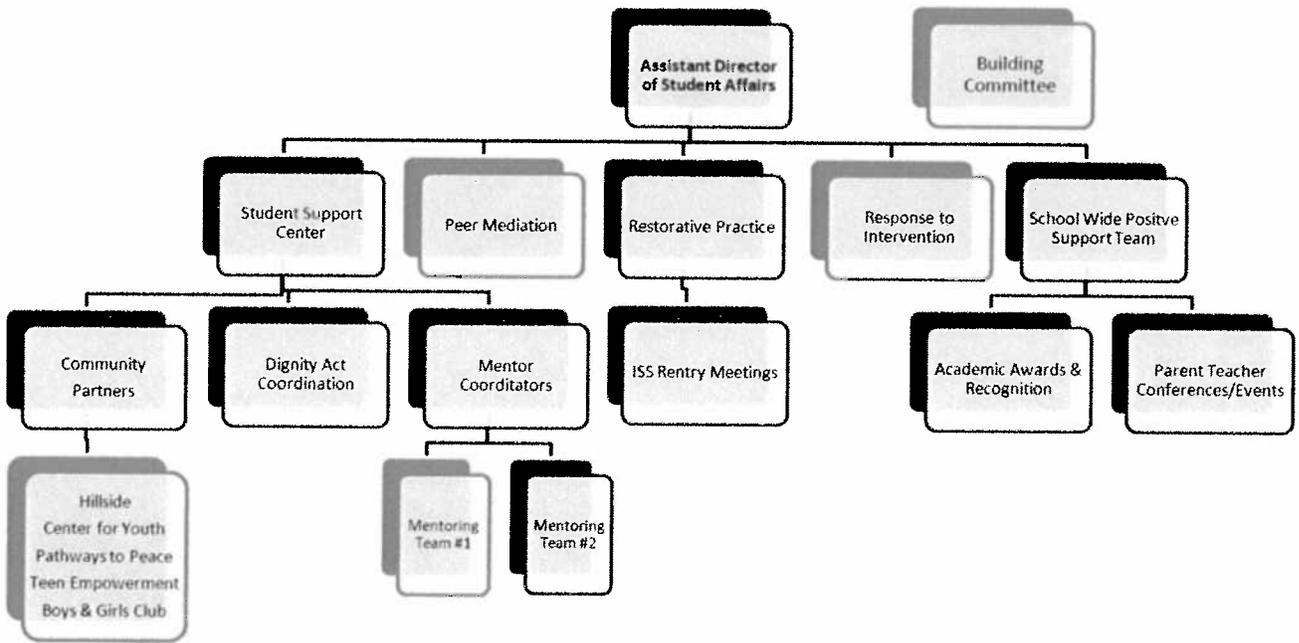
While the Club at 500 Genesee Street is classified as a drop-in center staff has had the pleasure of seeing youth grow up and impart a strong influence on the many kids that pass through our doors. We attend high school graduations, sporting events, performing art performances, college graduations and are continually proud of the accomplishment of our members. The Club is a place where youth build their self-confidence, learn new skills, have fun, take on leadership roles, are recognized for their achievements, receive positive support from adults and peers, and develop a sense of connection to the community.

Please see Appendix 8: Proposed Schedule for High School Prep.

Organizational Plan

Organizational Charts





Day-to-day Operations

Each member of the school leadership team is responsible for the management of a defined curricular department, grade level, and operational function as delineated in the School Leadership section.

Plan for Implementing the Annual Professional Performance Review (APPR) and Schedule

Administrators will be responsible for carrying out evaluation of teachers at Wilson Commencement. All administrators are required to take part in APPR evaluation training as well as pass an evaluation to ensure competency. Each administrator will be assigned an instruction department for which they will be responsible. PeopleSoft application will be used to document pre-observation conferences, classroom observations, and post-observation conferences. In addition, four informal walkthroughs will be required, ensuring that each teacher is observed six times per year (once per marking period). This would include the formal evaluation, informal evaluation as well as four required walkthroughs. People soft will be used to document conferences and observations that will be electronically approved by each teacher.

The Rochester City School District has a State approved APPR plan. All 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. The Rochester City School District 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 9/21/2013</p> <p>TIP/Development Plan for teachers rated as Developing or Ineffective (based on 2012-2013 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 2^d Formal Observation of Non-Tenured Teachers 	<p>No later than November 30*</p> <p>No later than April 30*</p>
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 school 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.

Educational Plan

Curriculum

All students at Wilson grades nine through twelve in IB and regents level courses will be provided with the tools that enable them to take responsibility for their own learning in an emerging global society. All students at Wilson will be exposed to the International Baccalaureate curriculum (internationalism, global stewardship, tolerance and academic rigor); teacher developed common units of learning; and research-based teaching strategies that meet student's needs at every level. To this end we will implement Common Core State Standards (CCSS) and IB *Approaches to Learning* and *Approaches to Teaching* curriculum strategies to every unit we develop.

CCSS/IB Approaches to Teaching:

- **Teaching Through Inquiry** (activate prior knowledge, provide background information, promote curiosity, define outcomes, model, establish inquiry statements, facilitate student collaboration, accommodate multiple learning styles)
- **Teaching Through Concepts** (development, communication, communities, systems, time/place/space, change, global interactions, perspective, connections, creativity, culture, relationships, form, logic, identity, aesthetics)
- **Teaching For Differentiation** (enrichment, skill support)
- **Teaching Contextually** (knowledge, inquiry, communication, thinking, principles, open-mindedness, caring, risk-taking, balance, reflection)
- **Teaching Through Collaboration** (interdisciplinary units, internationalism, community partnerships)

CCSS/IB Approaches to Learning:

- **Research Skills** - information literacy (Students value evidence. They build strong content knowledge)
- **Communication Skills** - Subject-specific and interdisciplinary conceptual understanding (Students respond to the varying demands of audience, task, purpose, and discipline. They use technology and digital media strategically and capably.)
- **Social Skills** - Collaborative skills (Students come to understand other perspectives and cultures)
- **Thinking Skills** - Reflection, problem solving skills (Students comprehend as well as they critique)
- **Self-Management Skills**- organizational skills and attitudes towards work (Students demonstrate independence.)

Instruction

- In order to incorporate IB curriculum and Common Core Shifts teachers will:

- Develop vertically and horizontally common units of study during summer time where they backwards map IB and College readiness skills into the curriculum. These units will incorporate common formative and summative assessments as well as differentiated ones (enrichment opportunities and adapted to IEP).
- Meet during common planning time at least twice a week to reflect and edit units during the course of the year.
- Work with students to take ownership of the learning process through reflection and evaluation.
- These units will be available on SharePoint and Managebac. Parents will be able to view all units, criterion related assessments and student progress.
- At least one unit of study per grade level will be interdisciplinary involving two to three different subjects and world concept-based assessments. Teachers will plan these units during the summer time and during monthly Wednesday meetings.
- The units will incorporate strategies where:
 - a. **Students take the lead on their learning development.** Students do not simply memorize facts, but analyze the knowledge they acquire and its connection to the outside world.
 - b. **Students and Teachers Reflect and Evaluate.** The learning becomes an integral part of the evaluation process. During each unit students develop and monitor approaches to learning (ATL): awareness, understanding, action and reflection. These are the skills needed to become successful in all subject areas. Through self-assessment and reflection students become knowledgeable of their individual strengths and weaknesses. Students then set personal goals to address the identified areas of need and develop a plan to monitor progress toward those goals. Teachers reflect on data collected and edit units accordingly.
 - c. **Students and Teachers students evaluate assessments using criterion-based evaluation:** Rubrics and exemplars will be provided to and reviewed with students prior to the start of an academic unit. This gives students the opportunity to clearly understand what the expectations will be prior to the assessment. Student performance will be evaluated in terms of criteria that have been presented to them ahead of time and based on the achievement level descriptors set out by NYS Department of Education and the IB guidelines.
 - d. **Students and Teachers evaluate progress using formative assessments:** Formative assessments inform both teachers and students about student understanding before summative grades are determined. Teachers and students can adjust teaching and learning to ensure students' achievement and targeted standards-based learning goals. These assessments help teachers and students provide immediate feedback to each other and determine next steps during the learning process as the instruction approaches the summative assessment of student learning. Examples of formative assessments at Wilson include but are not limited to: observations, classroom experiences, collaborative activities, homework, learning logs, quizzes, writing samples, journaling, reflections, skill practice, fluency checks, debates, anecdotal notes, and exit slips.
- Add rigor to the ninth and tenth grade curriculum to align with college readiness requirements:
 - By the end of the tenth grade all students will be able to show achievement in the minimum tasks prescribed by IB and the NYS college readiness standards.

- Align assessment requirements in all IB Diploma Programme courses with core Regents level courses offered at Wilson for Juniors and Seniors. Aligning the expectations between our IB DP curriculum and our general Regents curriculum will provide consistent expectations among classroom expectations for students. Our proposal includes requiring all Wilson Magnet Juniors and Seniors to enroll in two additional IB Diploma courses. Since all students will be required to enroll in IB DP Mathematics/Mathematical Studies, and we are proposing that all students choose at least one additional IB Diploma course, assessment alignment would create more consistency in our subject areas. All assessments will be modified to reflect NYS Common Core standards in all applicable subject areas.

<u>SUBJECT AREA</u>	<u>PRESCRIBED TASKS for Grades 9 and 10</u>
ARTS (elective)	-Present a selection from the developmental sketchbook -Critique of finished artwork/ performance (including evidence of preparation and underlying theory-research)
ENGLISH	Essays (1000 words: argumentative, persuasive, analytical, research-based-using sources, balancing literary and informational text) -Responses to literature an 1000 words or 5 minutes in length, demonstrating independent approach -Pieces of creative writing (poetry, dramatic scene, story, 1000 words max, plus optional 300 word rationale)
LOTE	-In-class writing assignments -Reading comprehension exercises -Recording of an oral activities/presentations -At least one task must reflect cultural/ international issues
SOCIAL STUDIES	-Research projects/extended writing (1200 words min.) that include analysis, contextualization, evaluation of primary and secondary sources, change and continuity. -Unit or end of semester/term/year test including essay writing (DBQ and thematic) - Class work and homework that include reading and writing of historical sources (thinking like a historian).
MATHEMATICS	-Broad-based classroom test/examinations that assess deep understanding, fluency and application -Mathematical investigations that incorporate: focus, coherence, deep understanding and application -Real life problems (with reflection) that incorporate: focus, coherence, deep understanding and application
PHYSICAL EDUCATION	-Evidence of student’s composition and performance -Evidence physical activities (videos) - Pieces of written work illustrating the use of PE knowledge (sports and health)
SCIENCE	-Experimental investigations written fully by the student -Unit or end-of term examinations -Text (essay) written by the student, dealing with the application of science in society (1,200 words in length, research-based with documented sources)
COMPUTER SCIENCE (elective)	-Completed units of work, each of which includes all stages of the design cycle; organized into a 5-part design folder; the product (or visual representation); information about the student’s attitude throughout the unit

Course	Prescribed Tasks Requirements for 11 th and 12 th grades
IB English HL	<p>External Assessments: (70% of candidate's final mark)</p> <p>Written paper component (50% of final mark)</p> <ul style="list-style-type: none"> ➤ Two Written Papers, externally created and assessed <p>Paper 1: Literary Commentary 2 hours 20%</p> <p>The paper consists of two passages: one prose and one poetry Students choose one and write a literary commentary</p> <p>Paper 2: Essay 2 hours 25%</p> <p>The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3.</p> <p>Written Assignment: Comparative World Literature 25%</p> <p>Students submit a reflective statement and literary essay on one of the works in translation studied in part 1. The reflective statement must be 300-400 words in length The essay must be 1,200-1,500 words in length.</p> <p>Internal Assessments: (30% of candidate's final mark)</p> <p>Oral Component</p> <p>Two compulsory oral activities to be internally assessed by the teacher and externally moderated by the IBO.</p> <p>Individual Oral Commentary and Discussion 20 minutes 15%</p> <p>Formal oral commentary on poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes).</p> <p>Individual Oral Presentation 10-15 minutes 15%</p> <p>The presentation is based on works studied in part 4. It is internally assessed and externally moderated through part 2 internal assessment task.</p>
IB Spanish SL	<p>External Assessment (70% of candidate's final mark)</p> <ul style="list-style-type: none"> ➤ Written Papers 3 hours <ul style="list-style-type: none"> ▪ Paper 1: Receptive skills 1.5 hours 25% <ul style="list-style-type: none"> • Text-handling exercises on four written texts, based on the core. ▪ Paper 2: Written Production 1.5 hours 25% <ul style="list-style-type: none"> • One writing exercise of 250-400 words from a choice of five, based on the options. ➤ Written Assignment: Receptive and written productive skills 20% <ul style="list-style-type: none"> • Intertextual reading followed by a written exercise of 300-400 words plus a 100-word rationale, based on the core. <p>❖ Internal Assessment (30% of candidate's final mark)</p> <ul style="list-style-type: none"> ➤ Individual Oral 20% <ul style="list-style-type: none"> ▪ Based on the options: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher. ➤ Interactive Oral Activity 10% <ul style="list-style-type: none"> ▪ Based on the core: Three classroom activities assessed by the teacher.

<p>IB French SL</p>	<p>❖ External Assessment (70% of candidate’s final mark)</p> <ul style="list-style-type: none"> ➤ Written Papers 3 hours <ul style="list-style-type: none"> ▪ Paper 1: Receptive skills 1.5 hours 25% <ul style="list-style-type: none"> • Text-handling exercises on four written texts, based on the core. ▪ Paper 2: Written Production 1.5 hours 25% <ul style="list-style-type: none"> • One writing exercise of 250-400 words from a choice of five, based on the options. ➤ Written Assignment: Receptive and written productive skills 20% <ul style="list-style-type: none"> • Intertextual reading followed by a written exercise of 300-400 words plus a 100-word rationale, based on the core. <p>Internal Assessment (30% of candidate’s final mark)</p> <ul style="list-style-type: none"> ➤ Individual Oral 20% <ul style="list-style-type: none"> ▪ Based on the options: 15 minutes’ preparation time and a 10-minute (maximum) presentation and discussion with the teacher. ➤ Interactive Oral Activity 10% <ul style="list-style-type: none"> ▪ Based on the core: Three classroom activities assessed by the teacher.
<p>IB Latin SL</p>	<p>External Assessment (80% of candidate’s final mark)</p> <p>Written Component</p> <p>Paper 1 35%</p> <p>Paper 2 45%</p> <p>Internal Assessment (20% of candidate’s final mark)</p> <ul style="list-style-type: none"> • Each student chooses a topic of study, and chooses one option from the following three formats: <ul style="list-style-type: none"> • Research Dossier <ul style="list-style-type: none"> ○ An annotated collection of source materials relating to a topic in classical history, literature, language, religion, mythology, art, archaeology or some aspect of classical influence. • Oral Presentation <ul style="list-style-type: none"> ○ Reading aloud of one or more passages in Latin/Classical Greek. The reading is accompanied by a written commentary. • Composition <ul style="list-style-type: none"> ○ A translation into Latin/Classical Greek prose or verse of a short piece of English, French or Spanish prose or verse. The translation is accompanied by a written commentary.
<p>IB History HL</p>	<p>External Assessment (80% of candidate’s final mark)</p> <p>Written Papers 5 hours</p> <ul style="list-style-type: none"> ▪ Paper 1 1 hour 20% <ul style="list-style-type: none"> • A document-based paper set on prescribed subjects drawn from the 20th century world history topics. The examination paper

	<ul style="list-style-type: none"> ▪ Scholars create an IT solution to a problem set in a social context. ▪ Scholars utilize class time to produce: <ul style="list-style-type: none"> • A product developed through the integration of IT skills • A written report (2,000 words maximum)
IB Biology SL	<ul style="list-style-type: none"> ❖ External Assessment: (76% of candidate’s final mark) <ul style="list-style-type: none"> ➤ Three written papers, externally created and assessed <ul style="list-style-type: none"> ▪ Paper 1: .75 hour <ul style="list-style-type: none"> • Multiple choice questions ▪ Paper 2: 1 hour 15 minutes <ul style="list-style-type: none"> • Short answer/Extended response ▪ Paper 3: Short answer 1 hour <ul style="list-style-type: none"> • Several short answer questions on the optional units ❖ Internal Assessment: (24% of candidate’s final mark) <ul style="list-style-type: none"> ➤ Investigative Activities (50 hours) <ul style="list-style-type: none"> ▪ Lab and field work, computer simulations, data gathering and analysis ➤ Group 4 Project (15 hours) <ul style="list-style-type: none"> ▪ An interdisciplinary activity that emphasizes the scientific process.
IB Biology HL	<ul style="list-style-type: none"> ❖ External Assessment: (76% of candidate’s final mark) <ul style="list-style-type: none"> ➤ Three written papers, externally created and assessed <ul style="list-style-type: none"> ▪ Paper 1: 1 hour <ul style="list-style-type: none"> • 30 multiple choice questions ▪ Paper 2: 2 hour 15 minutes <ul style="list-style-type: none"> • Short answer/Extended response ▪ Paper 3: Short answer 1 hour 15 minutes <ul style="list-style-type: none"> • Several short answer questions on the optional units ❖ Internal Assessment: (24% of candidate’s final mark) <ul style="list-style-type: none"> ➤ Investigative Activities (50 hours) <ul style="list-style-type: none"> ▪ Labs, computer simulations, data analysis, fieldwork ➤ Group 4 Project (15 hours) <ul style="list-style-type: none"> ▪ An interdisciplinary activity that emphasizes the scientific process.
IB Chemistry HL	<ul style="list-style-type: none"> ❖ External Assessment: (76% of candidate’s final mark) <ul style="list-style-type: none"> ➤ Three written papers, externally created and assessed <ul style="list-style-type: none"> ▪ Paper 1: 1 hour <ul style="list-style-type: none"> • 30 multiple choice questions ▪ Paper 2: 2 hour 15 minutes <ul style="list-style-type: none"> • Short answer/Extended response ▪ Paper 3: Short answer 1 hour 15 minutes <ul style="list-style-type: none"> • Several short answer questions on the optional units ❖ Internal Assessment: (24% of candidate’s final mark) <ul style="list-style-type: none"> ➤ Investigative Activities (50 hours)

	<ul style="list-style-type: none"> ▪ Labs, computer simulations, data analysis, fieldwork ➤ Group 4 Project (15 hours) <ul style="list-style-type: none"> ▪ An interdisciplinary activity that emphasizes the scientific process
IB Physics HL	<ul style="list-style-type: none"> ❖ External Assessment: (76% of candidate’s final mark) <ul style="list-style-type: none"> ➤ Three written papers, externally created and assessed <ul style="list-style-type: none"> ▪ Paper 1: 1 hour <ul style="list-style-type: none"> • 30 multiple choice questions ▪ Paper 2: 2 hour 15 minutes <ul style="list-style-type: none"> • Short answer/Extended response ▪ Paper 3: Short answer 1 hour 15 minutes <ul style="list-style-type: none"> • Several short answer questions on the optional units ❖ Internal Assessment: (24% of candidate’s final mark) <ul style="list-style-type: none"> ➤ Investigative Activities (50 hours) <ul style="list-style-type: none"> ▪ Labs, computer simulations, data analysis, fieldwork ➤ Group 4 Project (15 hours) <ul style="list-style-type: none"> ▪ An interdisciplinary activity that emphasizes the scientific process
IB Mathematics SL	<ul style="list-style-type: none"> ❖ External Assessment: (80% of candidate’s final mark) <ul style="list-style-type: none"> ➤ Two papers, externally created and assessed: <ul style="list-style-type: none"> ▪ Paper 1: 1 hour 30 minutes (40 %) <ul style="list-style-type: none"> • 15 compulsory short-response questions based on the whole syllabus ▪ Paper 2: 1 hour 30 minutes (40 %) <ul style="list-style-type: none"> • 6 compulsory extended-response questions based on the whole syllabus ❖ Internal Assessment: (20% of candidate’s final mark) <ul style="list-style-type: none"> ➤ Project <ul style="list-style-type: none"> • The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.
IB Mathematical Studies SL	<ul style="list-style-type: none"> ❖ External Assessment: (80% of candidate’s final mark) <ul style="list-style-type: none"> ➤ Two written papers, externally created and assessed <ul style="list-style-type: none"> ▪ Paper 1: 1 hour 30 minutes No calculator allowed. Section A: Compulsory short-response questions based on the whole syllabus. Section B: Compulsory extended-response questions based on the whole syllabus. ▪ Paper 2: 1 hour 30 minutes Graphic display calculator required. Section A: <ul style="list-style-type: none"> ▪ Compulsory short-response questions based on the whole syllabus. Section B:

	<ul style="list-style-type: none"> ▪ Compulsory extended-response questions based on the whole syllabus. <p>❖ Internal Assessment: (24% of candidate’s final mark)</p> <ul style="list-style-type: none"> ▪ Mathematical exploration <p>A piece of written work that involves investigating an area of mathematics.</p>
IB Computer Science	<p>External Assessment: (70% of candidate’s final mark)</p> <p>Two written papers, externally created and assessed</p> <p>Paper 1: 1 hour 30 minutes (45%)</p> <p>Section A: Two compulsory sections</p> <p>Section B: Three compulsory structured questions</p> <p>Paper 2: 2 hour 15 minutes (25%)</p> <p>Between two and five compulsory questions</p> <p>Internal Assessment:(30% of candidate’s final mark)</p> <p>Solution (30 hours)</p> <p>The development of a computational solution. Students must produce:</p> <ul style="list-style-type: none"> • A cover page that follows the prescribed format • A product • Supporting documentation (word limit 2,000 words). <p>Group 4 Project (15 hours)</p> <p>To be assessed using the criterion Personal skills.</p>
IB Visual Arts HL	<p>Description of Internal Assessment</p> <p>Studio (40% of candidate’s final mark)</p> <p>The student presents a selection of his or her studio work. This selection is internally assessed by the teacher and externally moderated by the IBO at the end of the course.</p> <p>Description of External Assessment:</p> <p>Investigation (60% of candidate’s final mark)</p> <ul style="list-style-type: none"> ▪ The student presents selected pages of his or her investigation workbooks that have been produced during the course. This selection is externally assessed by a visiting examiner following an interview with the student.
IB Visual Arts SL	<p>Description of Internal Assessment</p> <p>Studio (40% of candidate’s final mark)</p> <p>The student presents a selection of his or her studio work. This selection is internally assessed by the teacher and externally moderated by the IBO at the end of the course.</p> <p>Description of External Assessment:</p> <p>Investigation (60% of candidate’s final mark)</p> <p>The student presents selected pages of his or her investigation workbooks that have been produced during the course. This selection is externally assessed by a visiting examiner following an interview with the student.</p>

Theory of Knowledge	<p>External Assessment: 40 Points</p> <ul style="list-style-type: none"> - Students will craft a 1200-1600 word which will be submitted to the IBO in March of their senior year. - Essay topics are chosen from a list of questions provided by the IBO and focus on making connects between the different Ways of Knowing and Areas of Knowledge. <p>Internal Assessment: 20 Points</p> <ul style="list-style-type: none"> - Students will create an individual or group presentation based on an issue related to knowledge in a particular field of study or area of personal interest. - Presentations must evaluate the issue of gaining knowledge based on the Core Concepts and demonstrate how this issue relates to the pursuit of knowledge in other disciplines.
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- Develop and IB and Common core support network. This will be interdisciplinary in nature, four to eight teachers meet one Wednesday a month during scheduled afterschool meeting times. During this time all teachers will join an interdisciplinary team where they:
 - work on teacher portfolios
 - share effective research-based practices
 - discuss classroom strategies to meet the needs of all students of all levels
 - observe classroom teaching
 - each teacher is observed once by each member during the year (see Appendix)
 - provide feedback to each other
 - discuss strategies to meet needs of all students
 - come up with strategies to differentiate instruction
 - work on standardization of rubrics

Data Driven Instruction/Inquiry DDI

The district is attempting to establish continuity among the secondary buildings by creating a uniform schedule for all students.

Incoming 9th graders

- Level one and two's will be involved in "Ramp Up" in addition to the uniform district schedule
- Ramp up courses are to be taken in addition to core classes for students not demonstrating proficiency.
- Levels three & fours will participate in the district wide uniform scheduling.

Repeating 9th graders, 10th, 11th & 12th graders

- All students will participate in the district wide uniform scheduling.
- Students who were not successful in certain classes will be enrolled in on line recovery classes in addition to the district wide uniform schedule.
- OCR courses are designed for students who have not been successful in receiving credit but have completed seat time in a course.

Within the data driven instruction schema there are four essential components of the RTI program:

- A school-wide, multi-level instructional and behavioral system that includes:

- Screening
- Progress Monitoring
- Data-based decision making for instruction
- Disability identification (in accordance with state law)

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. Wilson will 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 or other disabilities.

Struggling students are identified by implementing a two-stage screening process. The first stage is a universal screening which consists of a brief assessment for all students conducted at the beginning of the school year. For students who score below the established cut point on the universal screen, a second stage of screening is then conducted to more accurately predict which students are truly at risk for poor learning outcomes. This second stage involves additional, more in-depth testing or short-term progress monitoring to confirm a student's risk status. Screening tools must be reliable, valid, and demonstrate diagnostic accuracy for predicting which students will develop learning or behavioral difficulties.

When a student is identified via screening as requiring additional intervention, evidence-based interventions of moderate intensity are provided. These can be provided through Ramp Up, through On-Line recovery, through clinical reading instruction for academic needs, through push in of support staff and coaches for social emotional needs, behavioral needs as well as academic interventions.

Interventions, which are in addition to the core primary instruction, will involve small group instruction to address specific identified problems. Three week interventions will applied through after school and Saturday school in addition to the above mentioned. Students who respond adequately to secondary prevention return to the core curriculum with ongoing progress monitoring. Students who show minimal response to secondary prevention move to the next level of prevention, where more intensive and individualized supports are provided. Progress monitoring is used to assess students' performance over time, to quantify student rates of improvement or responsiveness to instruction, to evaluate instructional effectiveness, and for students who are least responsive to effective instruction, to formulate effective individualized programs.

Progress monitoring data are used to determine when a student has or has not responded to instruction at any level of the prevention system. Increasing the intensity of an intervention can be accomplished in a number of ways such as lengthening instructional time, increasing the frequency of instructional sessions, reducing the size of the instructional group, or adjusting the level of instruction. Also, intensity can be increased by providing intervention support from a teacher with more experience and skill in teaching students with learning or behavioral difficulties (e.g., a reading specialist or a special educator). Progress monitoring data is also used to identify students with learning disabilities or other disabilities.

Data Collection Uses

The data collected through the RTI process will be examined to inform decisions at the school, grade, or classroom levels. Screening and progress monitoring data can be aggregated and used to compare and contrast the adequacy of the core curriculum as well as the effectiveness of different instructional and behavioral strategies for various groups of students within a school. For example, if 60% of the students in a particular grade score below the cut point on a screening test at the beginning of the year, school personnel might

consider the appropriateness of the core curriculum or whether differentiated learning activities need to be added to better meet the needs of the students in that grade.

Staff at Wilson Magnet High School will become a data driven faculty and improve communication of student progress by:

- Becoming involved in professional development that will strengthen delivery of instruction in the following areas:
 - a. IB and Common Core alignment
 - b. Internationalism and global citizenship
 - c. Use of formative assessments
 - d. 21st century skills
 - e. Differentiation of instruction in the IB classroom
 - f. RTI
 - g. Teacher peer support system
 - h. Research-based assessment strategies
 - i. Use of Managebac

Expanded Learning

Conveying the importance of education to students becomes more challenging when they fail to understand the relevance of the concepts and knowledge learned at the high school level. It becomes imperative to provide curriculum and learning experiences that connects the skills needed for college and career readiness with individual student interests. Exposing students to a variety of learning experiences can be achieved through the addition of 200+ instructional hours. The added time to classroom instruction will be utilized for skill remediation as well as the induction of high-interest learning experiences through existing program channels, community partnerships, and student/parent input.

A key component to the expanded learning program will be the creation of individualized learning plans for each student. Tools such as Managebac Software program, teacher classroom observations, formative and summative assessments will assist in the identification of skill deficiencies and alert Wilson staff to the types of remediation and intervention needed for any and all students. Wilson staff and mentors will be responsible for tracking individualized student progress, formulating remediation plans, and measuring success of remediation.

Added investment in new technologies and student learning labs will be utilized for student skill remediation throughout the entire school day. Students assigned to Ramp-Up or identified for skill deficiencies will have access to Learning Labs and afforded the opportunity to work with a Wilson staff member for their remediation. Web-based tools such as on-line-credit recovery, elearning.rcsdk12.org, regentsprep.org, etc. can supplement existing remedial programming. The additional computer equipment and labs will allow students with remedial needs to explore engaging learning activities that maximize their learning strengths.

Scholars who excel in the classroom can utilize extended learning time to engage in high-interest learning experiences that derive from currently successful Wilson Commencement programs and activities. The Wilson X-Cats Robotics Team, The Wilson Outdoor Club, Wilson Pearls Step-Team, Foreign Language Club, Model U.N., provide students with tremendous learning opportunities. By incorporating these clubs into the curriculum more students will have the opportunity to develop relevant skills these clubs offer (Allen, 2000).

Such courses will employ rubric-based collaborative assessments, portfolios, presentations, competitions, and end of year exhibitions for works created.

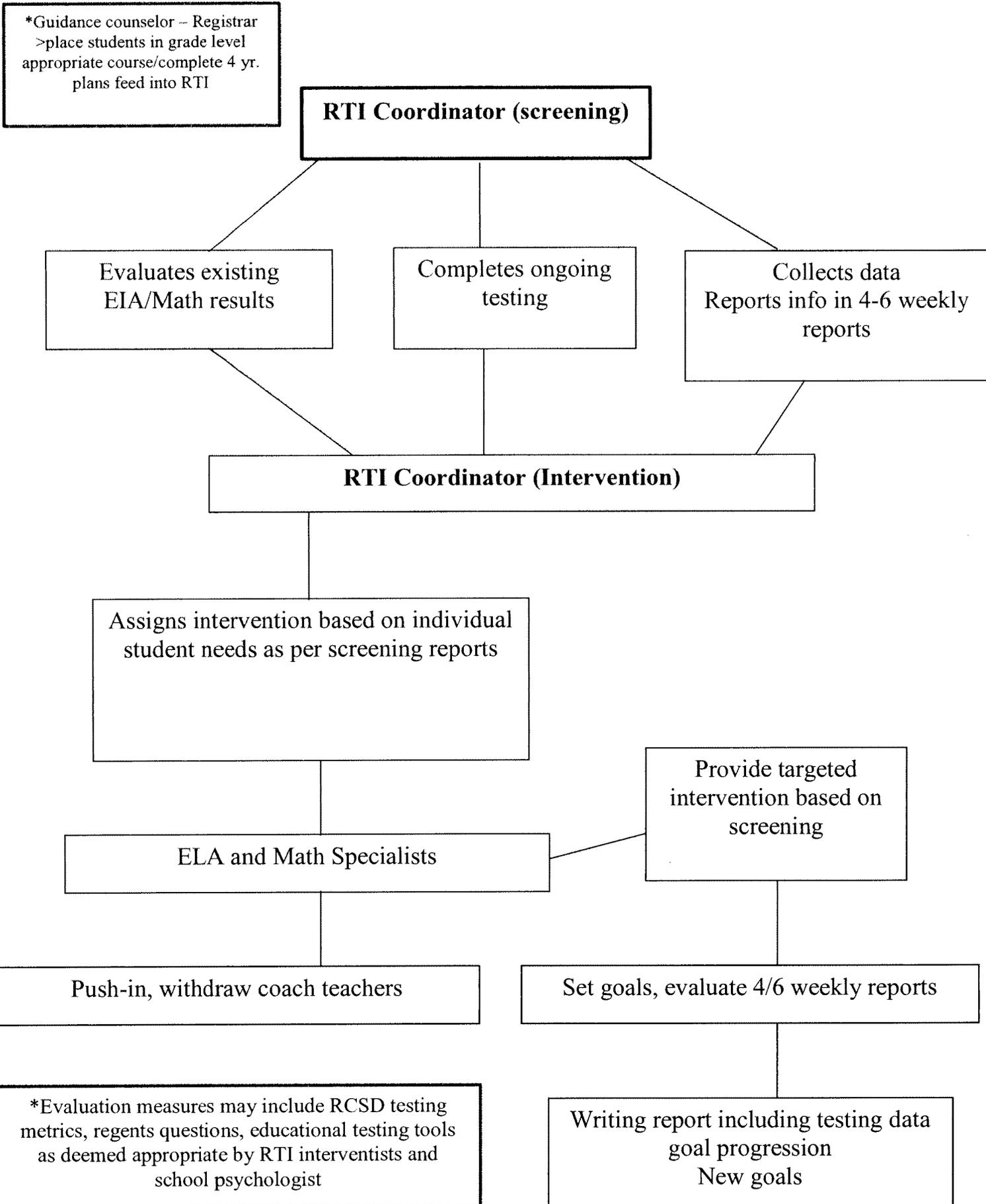
The future vision for extended learning time incorporates the input gathered from Wilson students and parents. Understanding the needs and desires of scholars will become essential in creating new courses and programming that match their preferences. Wilson seeks to broaden its community connections and partnerships with organizations that can offer unique learning experiences that align with student interests. Potential course offerings include agricultural studies including the utilization of an existing greenhouse on campus, an exploratory culinary arts program, a course offering in entrepreneurship through Junior Achievement, a collaboration with the City of Rochester on a Neighborhood Revitalization project (<http://www.cityofrochester.gov/article.aspx?id=8589940913>), small engine repairs.

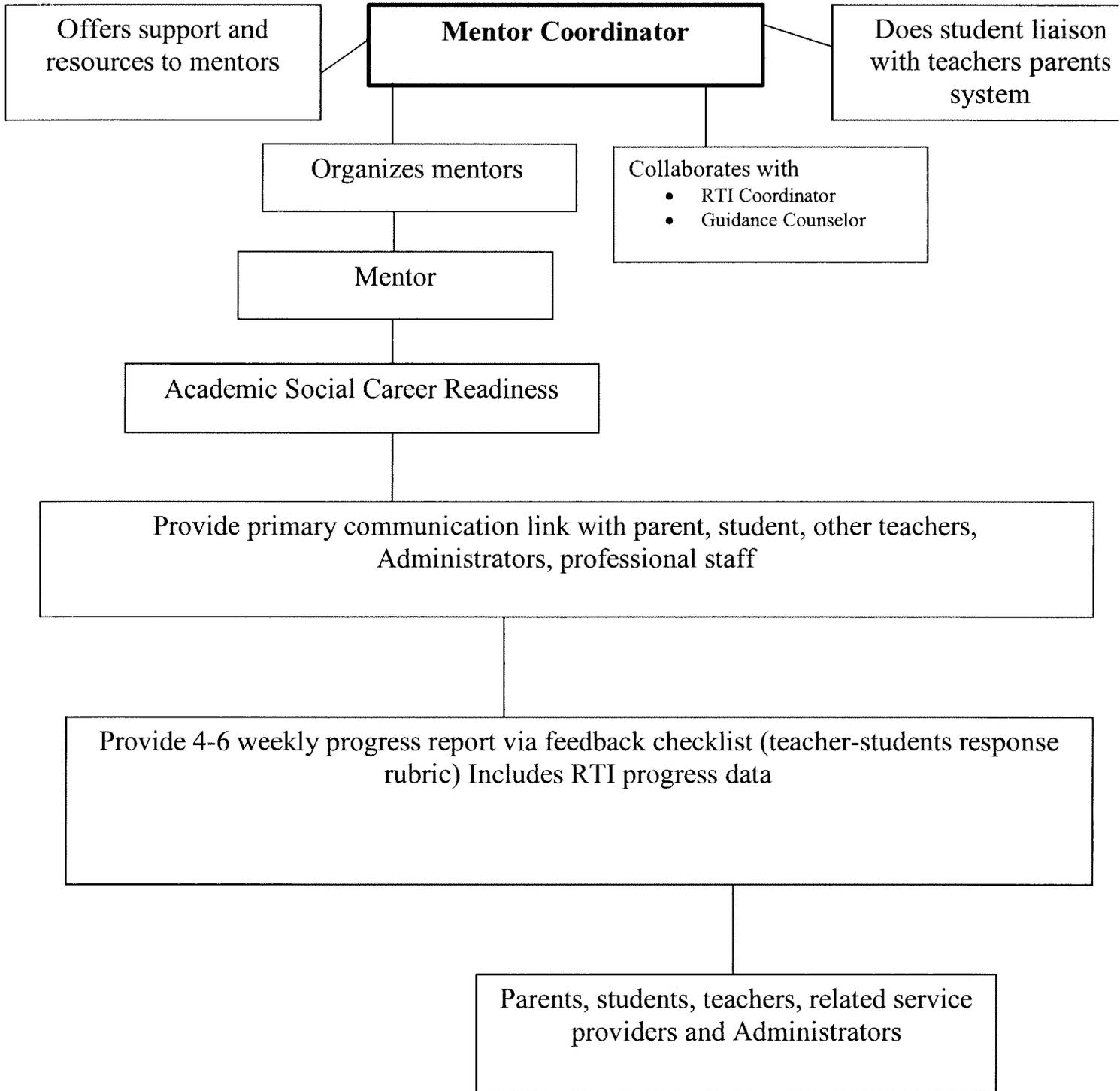
Use of Time

High School Master Schedule

High School Master Schedule for 9-12 Schools 2013-2014						
Period	Minutes	Grade 9 (RTI)	Grade 9 (on track)	Grade 10	Grade 11	Grade 12
1st	45	ELA 9 Intro to Lit & Comp	ELA 9 Intro to Lit & Comp	ELA 10 World Lit.	ELA 11 - R American Lit. or AP /IB English	ELA 12 (school choice) AP/IB College Articulated English Technical Writing
2nd	45	Integrated Literacy and Composition (Ramp-up) AC Days	Algebra- R or Intensified Algebra- R or Geometry- R	Algebra- R or Intensified Algebra- R Geometry- R or Algebra 2 with Trig- R	Geometry- R or Algebra 2 with Trig- R or Pre-Calculus or IB	Algebra 2 with Trig- R or Pre-Calculus or AP Calculus AP/College Calculus or AP/ College Level Statistics or IB
3rd	45	Living Environment- R	LOTE	Fine Art	<i>Elective/Health AC/BD Days</i>	Elective
4th	45	LOTE	Elective	Elective	Elective	Elective
5th	45	Lunch	Lunch	Lunch	Lunch	Lunch
6th	45	Global History 1 - R	Global History 1 - R	Global History II - R (and Global 1?) or AP World History - R	Global II - R or US History - R or AP World History - R or IB History of Americas	PIG/Eco Combo or AP Government
7th	45	Algebra- R	Living Environment- R Earth Science - R <i>(For students who took LE at grade 8)</i>	Earth Science - R or Chemistry - R AP Chemistry	Chemistry - R or Physics - R IB/ College Level AP: LE, Chem., or Physics	Physics - R (pre req. - Algebra- R) IB/ College Level AP: LE, Chem., or Physics
8th	45	PE AC Days	PE/Science Lab AC/BD Days	PE/Science Lab AC/BD Days	PE/Science Lab AC/BD Days	PE/Science Lab or Elective AC/BD Days
9th		Expanded learning				

Student Support





School Climate and Discipline

In the past Wilson Commencement has been unsuccessful in maintaining a school climate that is conducive to student learning. Staff members have expressed concerns about hallway disruptions, student truancy, and persistent negative behaviors. Efforts on the part of staff members to initiate building-wide change rarely resulted in desired outcomes because of a lack of accountability and the perception that administrative strategies for handling negative behaviors were reactive, punitive in nature, and implemented in an inconsistent manner. Proactive measures to promote positive student behavior are minimal and ineffective.

Incorporating an Assistant Director of Student Affairs by amending the responsibilities of a current Assistant Principal² will provide Wilson Commencement with a central figure that is responsible for promoting a positive building culture. This assistant principal will guide and coordinate the following initiatives and programs: Response to Intervention (RTI), School Wide Positive Behavioral Interventions & Supports (SWPBIS) and Student Family Support Center (SFSC), Restorative Practices, and Peer Mediation. The Assistant Director of Student Affairs will complement Wilson Commencement's instructional framework and will solidify efforts to promote a building wide culture founded upon respect, responsibility, and accountability. The building committee will provide oversight, guidance and support for the Assistant Director of Student Affairs.

The Assistant Director of Student Affairs (i.e. Assistant Principal) will assist in the coordination of the implementation of RTI at Joseph C. Wilson High School. Rigorous implementation of RTI includes a combination of high quality, culturally and linguistically responsive instruction, assessment, and evidence-based intervention. Further, the NCRTI believes that comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities. There are four essential components of RTI:

- A school-wide, multi-level instructional and behavioral system for preventing school failure;
- Screening;
- Progress Monitoring; and,
- Data-based decision making for instruction.

Retaining the current Wilson Commencement Student & Family Support Center is an essential component to social and emotional support structure for Wilson Scholars. The Student and Family Support Center is the liaison between the school, community agency partners and the scholars/families of Wilson Commencement. The SFSC incorporates a wide variety of programming, strategies and services designed to facilitate a holistic approach towards the social emotional and academic development of our youth which hinges on building positive relationships. In addition, the SFSC will also be tasked to coordinate the mentoring program and facilitate mentor training. The mentoring program will create individualized academic plans that include; written personal goals, career/college objectives, assessment of strengths & weaknesses, documentation of successes and areas for remediation, reflections, and utilization of school resources, etc.

Wilson has already invested in the training of staff and school personnel in Restorative Practices. To date, those staff members have been under-utilized. There has been no coordinated effort to take advantage of the skills sets acquired through training. Any effort to utilize restorative practices as a means to teach conflict

² This will be an Assistant Principal supported by the Rochester City School District (not grant funded) and their responsibilities will include addressing the school climate of Joseph C. Wilson High School in a proactive manner, as described in this narrative.

resolution skills, trust building activities, and restorative justice has been left up to individual teachers. An outside organization, Partners in Restorative Initiatives (PIRI), also remains under-utilized due to lack of awareness by staff that it is a potential resource. Additionally, conflicts and behavior infractions in the school are dealt with primarily through punitive actions, such as suspensions and detentions. There is little accountability placed on the students to take responsibility for their actions and to reflect upon their role in the school community. The Assistant Director of Student Affairs would coordinate the efforts of individual teachers and students to improve the climate of the school. Specifically, the coordinator would oversee:

- that students are provided the skills to deal with conflict in a non-violent way by learning restorative practices;
- that students develop good study habits so they will be better equipped for academic success in the school by learning these skills through the mentoring program;
- that the school’s discipline program is directly aligned to the philosophies and “common language” of the restorative practices that teachers are using in their classrooms; and,
- that teachers are encouraged to incorporate their restorative practice skills in their instruction so that behavior and motivation issues are addressed in a unified way³.

During the summer of 2012, Wilson Commencement students were trained by PIRI as Peer Ambassadors for the Restorative Practices Initiative at Wilson. Their role is to help teachers facilitate “peace circles” and other restorative practice techniques. The peer ambassadors have been largely under-utilized and most teachers are unaware of their role in the school. There are many staff members, students, and parents who are capable and committed toward developing such programs, but their efforts have not been utilized as a mechanism for improving the climate of the school. Additionally, our primary approach to conflicts in the building is a “top-down” approach, whereby students are punished for wrongdoing instead of being taught skills to handle conflicts effectively. With guidance from the (SFSC) peer mediators and peer ambassadors will help the Wilson community develop a “bottom-up” approach to discipline, whereby students are empowered to solve conflicts peacefully and independently. Such a program, overseen by the Dean of Student Affairs, will help students feel a sense of ownership and connection to school rules, procedures, and practices for dealing with conflicts. The peer mediation and peer ambassador programs would also align to the school’s IB curricular goal to foster compassion and respect for other people and other cultures.

Parent and Community Engagement

The school community was notified in August, 2012 of its Priority Status. The Principal sent a letter to parents in the fall informing them of the School’s status. The data for the school is shared with parents, faculty and staff throughout the school year. In August, a welcome back event that outlines academic progress and areas in need of improvement is held. A student and parent orientation is also held in August for incoming and new to Wilson students and parents. A Town Hall meeting is held annually to review school data, updates, policy changes, opportunities. A review of school data and student data is an integral part of the school’s culture. Data is discussed, reviewed and shared during faculty meetings, common planning periods, included in the principal’s report to the PTSO and a standing agenda item on the monthly SBPT agenda.

³ <http://www.pirirochester.org>

Parent and Community Communication Plan from C.E. P. Review

6.5 The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.		C. Targets	
A. Major Recommendation and Report Citation	B. Goal	C. Fund Source(s)	H. School Cost
The school community needs to provide a wide range of learning opportunities for families to elevate their understanding of student data.	The school community will provide a wide range of learning opportunities for families to elevate their understanding of student data.	Wilson will provide multiple opportunities for families to access and grow their understanding of student data.	See Tenet 5.4
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Parents are invited to a student orientation in August. Graduation requirements including the required five regents s are reviewed and given to parents to support tracking their child's progress.	8/21/2013	School community, parents	See Tenet 5.4
Grade level school counselors will host a parent/student work session by grade level outlining the NYS graduation requirements and the courses and exams required. Review of four year Academic Plans.	2013-2014	School community, parents	5130A-25105-2110-0000 --- teacher -
Mailing of individual Academic Plans for each student so parents can see progress toward graduation early enough to take any actions necessary for on time graduation.	March 2014	School community, parents	Title 1 Parent Engagement = \$489.60
All families are invited to the Town Hall Meeting. It covers the academic results and SCEP Results from the previous school year and the requirements for graduation for the current year.	9/20/2014	School community, parents	See Tenet 5.4
Parent Teacher Conferences are scheduled 4 times a year for parents to meet individually with their child's teachers and review his or her academic performance and needs for additional supports.	Dates TBD	School community, parents	See Tenet 5.4
Parents are scheduled to attend meetings to determine RtI level 2 or 3, Annual Reviews, CSE, 504 eligibility determination, academic conferences, mediations and behavior modifications conferences.	9/2013 – 6/2014	School community, parents	5130A-25105-2110-0000 --- teacher -
Parent meetings are held to review Diploma requirements, the MYP report card and the criteria in each of the 6 core areas of study, the academic integrity policy, Language A and Language B policies as well as the policy for supporting students with disabilities.	2013-2014	School community, parents	5130A-25105-2110-0000 --- teacher -
All families will be mailed a letter with a brief overview of the Student and Family Support Center. The mailing will include the referral form, process and community support services available.	September 2013	School community	8 teachers, counselors, social workers 40hrs. = \$13,440 3 teachers X \$ 42 X 3hrs = \$378 1,034 families X 48cents = \$496.32

Learning Focus Communities

Defining Purpose

One of the problems we have noticed with our incoming population is their struggle to understand their purpose for being in high school and how the concepts and knowledge learned in high school connects skills needed for college and career readiness. We propose to divide the school into four Learning Focus Communities (LFC).

According to a Brown University study on implementation of small learning communities in the Boston Public School system a key to scaling up school to career efforts involve organizing academies around a particular theme (Allen, 2000). As an International Baccalaureate World school, we are basing our Learning Focus Communities on the Areas of Interaction in the International Baccalaureate Programme ("Middle Years Programme,").

The Learning Focus Communities will be called; Health and Wellness, Global Citizenry, Human Creativity, and Global Stewardship and Sustainability. The Areas of Interaction are designed to develop student ownership of their learning. Approaches to Learning will be addressed in each Learning Focus Community, as well as, across core content areas. In each LFC there will be community oriented, high-interest, interdisciplinary courses, connecting to college and career readiness. This will ensure that students understand each of the areas of interaction as well as their connection to real world knowledge and skills. The LFC courses are based on current successful well attended, relevant, and student and teacher led clubs offered in the school. Many of these clubs have a good standing in the community. By incorporating these clubs into the curriculum more students will have the opportunity to develop relevant skills and experience and to build peer-to-peer collaboration and mentoring/networking skills these clubs offer (Allen, 2000). The LFC courses will be held to high career building standards, curriculum aligned with Common Core, and focusing on applied or inquiry based learning. These courses will employ rubric-based collaborative assessments, portfolios and end of semester exhibitions of work created in these courses.

Focus Learning Communities Defined: ("Middle Years Programme")

Health and Wellness- In this Learning Focus Community, students will explore aspects of living complete and healthy lives as well as develop a sense of responsibility for their personal well-being. Students will explore a variety of health issues from a personal perspective then extend their knowledge to a global perspective. Issues such as physical, social, emotional well-being and intelligence will be explored. Students will also explore the effects of health on the global community by examining the physical, psychological, sociological, economical and legal aspects across time and cultures. Throughout each unit student will gain knowledge about skills and tools needed to take responsibility for their own well-being.

Global Citizenry- Students will explore how we live in relation to others, how we contribute to the community and how we can help others. Students will develop the skills to be a responsible citizen and gain an awareness of community responsibility as well as develop skills to make an effective contribution to the global society. Students will also develop tolerance, understanding and respect for other people and cultures.

Human Creativity- Students will explore the process and products of human creativity and the impact of this creativity on society and the mind through the examination of the human capacity to create, transform, enjoy and improve the quality of life. Students will explore how humans initiate change and examine its

consequences. Students will also explore the effects of human development made by people across space, time and cultures as well as the importance of taking time to reflect on these developments.

Global Stewardship and Sustainability- Students will gain an awareness of the connections between the environmental, political, economic and social issues. Student will gain an understanding of related concepts and issues at personal, local, and global levels by guiding their investigations through the perspectives of awareness, responsibility, action and reflection.

Student Community Make-up

Upon entering Wilson, freshman students will be divided into the four Focus Communities and move through the Learning Focus Communities each quarter. This will ensure that our freshman student body fully understand the Areas of Interaction and understand how the Areas of Interaction connect with real world skills for college as well as careers. At the end of their freshman year, students will choose two Learning Focus Communities to concentrate on for their sophomore year. These courses will still cover all of the Areas of Interaction but the LFC courses will stay centered in the Learning Focus so students can further explore skills and careers that are connected with that Learning Focus. At the end of their sophomore year, students will choose one Learning Focus Community to explore for the year. This will help students be able to explore a career. If a student finds they are not a good fit for their chosen LFC they may change to another LFC during the first five weeks of each semester. Juniors and Seniors will be given the opportunity to complete after school internships/Co-ops where they can get hands-on experience in a career of their interest. We will work with community organizations such as The Boys and Girls Club, RIT, U of R, Xerox, community businesses as well as resources within our building to enhance these experiences for our students. In their senior year students can choose to stay in the Learning Focus community they were in for their junior year or switch to another learning community. When students have completed their time at Wilson they will be leaving with a wealth of knowledge and experiences that will ensure they are prepared for college and career.

Student Clusters

To give our students a greater sense of community and give them a defined group of adults to support them in developing their skills as learners students will be clustered heterogeneously and loop from ninth grade to tenth grade with their core content teachers. This will allow students, families and teachers to develop and foster a positive relationship that will help guide students to become responsible for their learning. In “From High School to Small Learning Communities”, Diane Oxley states that schools successful in their reform maintain a consistent community for at least two years Students will be assigned mentors to help them learn to take responsibility for their actions, seek services, and take ownership for their education. Students will stay in these clusters for ninth and tenth grade and then when they move to their Learning Focus Community they will join the community as an interested and invested community member because they are moving into an area of high interest.

Teacher as a Community Member

Teachers will be clustered by grade level so that each cluster has an English, math, science, history, computer science and art teacher. There will be 2-3 special education teachers assigned to each cluster to service students with needs. Language and music teachers will meet with multiple clusters to fulfill student interest in⁴ these areas. Ninth and Tenth grade teachers will move with their students through the different

⁴ Work Cited

Allen, L. (2000). Wall to wall. Manuscript submitted for publication, Brown

Focus Learning Communities. Teachers will need common planning time with grade level content teachers as well as cluster teachers to plan with in the discipline and across the content. All teachers need to ensure that they are using methods of inquiry, adhering to the common core and using data from assessments to inform instruction.

University, Providence , Retrieved from <http://www.alliance.brown.edu/pubs/LABWorkPaper/Wall2Wall.pdf>

Middle years programme curriculum framework. (n.d.). Retrieved from <http://www.ibo.org/myp/curriculum/>

Oxley, D. (2008). From high school to learning communities. Portland: Northwest Regional Educational Laboratory. Retrieved from http://educationnorthwest.org/webfm_send/665

Focus Learning Communities

	Global Sustainability & Stewardship	Health and Wellness	Human Creativity	Global Citizenry
Senior Year				
Junior Year				
Sophomore Year	Cluster A Cluster AR		Cluster B Cluster BR	
Freshman Year	Cluster A Cluster AR	Cluster B Cluster BR	Cluster C Cluster CR	Cluster D Cluster DR
			Team teach Math & Science	
			Team teach English & Social Studies	

Training, Support, and Professional Development

Process by Which the School Involved in the Development of this Plan

The creation of this SIG grant has been a teacher lead process centered on core instruction, extended day and college readiness. The initiatives proposed in this grant are the direct result of parent and teacher lead discussions. In order to affectively provide the staff with new school model Joseph C. Wilson High School will utilize common planning time and small after school sessions to relay the new structure of the school. A smaller assembly allows enhancing conversation and encourages staff members to ask questions. The information will be relayed to the staff via PowerPoint and question and answers. There will be a sign in to ensure that accountability is being met among all staff members.

Implementation Period

Teachers who have shown to be effective teachers (APPR) will be selected to attend professional development in the identified areas during years 1 and 2 of the SIG grant. Upon completion of the training they will submit a report to the principal, SBPT and the SIG implementation committee. They will use the knowledge and skills attained to turn-key the rest of the staff at Wilson. Once trained, teachers will be required to implement new practices into the units of study, discuss, track and reflect on their impact during common planning time meetings. Evidence of the reflection would be included in the IB unit planners. In addition we will develop a process of accountability to monitor IB and CCSS effective practices and utilization of professional development at the classroom level by requiring:

- Administrative Portfolios
 - Administrative walk through and observations
 - Notes on Common Planning time visits
- Teacher Portfolios
 - Implementation of best practice (from PDs)
 - IB Peer observation notes
 - Track & record professional development
 - Minutes of meeting
 - Attendance
 - Implementation of Key components during the year
 - Student portfolio
 - Will be uploaded to Managebac

Identified areas of Professional Development:

- **IB and Common Core alignment (IB Organization):** This workshop examines how we can align the CCSS with IB's curricular aims and objectives across the IB continuum. The introduction of the CCSS nation-wide provides an occasion for schools and districts to examine the conceptual understandings and procedural skills development of their curricula, as well as an opportunity to review the best practices of IB. It examines curriculum alignment and coherence between IB and CCSS in subject groups, analyze how that will impact instructional delivery of our IB programs and discuss leadership and structure for effective implementation. This interactive workshop will allow participants to develop a plan for meaningful integration of the CCSS and IB for our school.

- **Effective assessment practices assessments (University of Rochester Warner School and Lisa Nicholson-Cornerstone Educational Consulting):** This workshop will provide concrete strategies to assist teachers in creating a learning culture that connects cognitive and constructivist learning theories to real-world assessment practices. Effective teaching is seen as a process, not a technique, and is rooted in authentic assessment practices. There is a deep exploration of how formative and summative assessments work together to create a well-defined approach to making learning meaningful and authentic. This workshop aims to:
 - develop participants’ understanding of how assessment informs the teaching and learning of students
 - provide participants with a variety of strategies and pedagogies that support the practical application of MYP assessment philosophy
 - allow participants to reflect on how the design of assessment impacts the culture of teaching and learning in their own schools.
- **RTI:** Successful Response to Intervention Implementation includes a **planning** phase to develop clear processes and procedures that lead to successful implementation and identify the structural supports necessary to support RTI implementation. Poor planning can lead to frustrated staff and ineffective implementation. By establishing well developed supports prior to implementation, schools are more efficiently able to use resources and better assist students (National Center on Response to Intervention).

The Planning phase should include:

- Defining leadership roles
- Developing plans for implementation, professional development and evaluation
- Reallocating resources to support RTI implementation (e.g. funds, staff, and time)
- Creating policies, procedures, and guidance that support RTI
- Providing ongoing professional development
- Performing an evaluation of existing assessment and curricular materials to determine if they are evidence-based and culturally and linguistically responsive. Screening and progress monitoring assessments should be **brief, reliable, and valid**
- Conducting ongoing evaluation of progress in preparing for RTI implementation
 - Creating an/or purchasing reliable and valid screening and progress monitoring tools that are culturally and linguistically responsive and non-cumbersome
 - Building support among stakeholders (teachers, staff, administrators and students) throughout planning
- Designing a program evaluation method and revising the framework and goals as necessary.
- A plan for scaling-up RTI to include additional classrooms, grades, and/or content areas (i.e. screening one grade level year one, then two the following year, etc.)
- Delivering culturally-responsive and evidence-based assessments (screening and progress monitoring), core curriculum and interventions
- Establishing ongoing measures to evaluate the success of RTI implementation

RTI COMPONENTS AND IMPLEMENTATION

There are essential components of the RTI program -- a school-wide, multi-level instructional and behavioral system that includes:

- 1) Screening
- 2) Progress Monitoring

- 3) Data-based decision making for instruction
- 4) Disability identification (in accordance with state law)

Data-based decision making is the mainstay of effective RTI practice; it is essential for screening progress monitoring and multi-leveled instruction. All components must be implemented using culturally responsive and **evidence based** practices.

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools 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 or other disabilities.

Struggling students are identified by implementing a 2-stage screening process. The first stage is a **universal** screening which consists of a **brief** assessment for **all** students conducted at the beginning of the school year. Some school districts use it 2-3 times throughout the school year. For students who score below the established cut point on the universal screen, a second stage of screening is then conducted to more accurately predict which students are truly at risk for poor learning outcomes. This second stage involves additional, more in-depth testing or short-term progress monitoring to confirm a student’s risk status. Screening tools must be reliable, valid, and demonstrate diagnostic accuracy for predicting which students will develop learning or behavioral difficulties.

When a student is identified via screening as requiring additional intervention, evidence-based interventions of moderate intensity are provided. These interventions, which are **in addition** to the core primary instruction, typically involve small group instruction to address specific identified problems. These evidenced-based interventions must be well defined in terms of duration, frequency, and length of sessions. Students who respond adequately to secondary prevention return to the core curriculum with ongoing progress monitoring. Students who show minimal response to secondary prevention move to the next level of prevention, where more intensive and individualized supports are provided. All instructional and behavioral interventions should be selected with attention to their evidence of effectiveness and should be tracked at regular intervals.

Monitor Student Progress

Progress monitoring is used to assess students’ performance over time, to quantify student rates of improvement or responsiveness to instruction, to evaluate instructional effectiveness, and for students who are least responsive to effective instruction, to formulate effective individualized programs. Progress monitoring tools must accurately represent students’ academic development and must be useful for instructional planning and assessing student learning.

Progress monitoring data are used to determine when a student has or has not responded to instruction at any level of the prevention system. Increasing the intensity of an intervention can be accomplished in a number of ways such as **lengthening** instructional time, **increasing the frequency** of instructional sessions, **reducing** the size of the instructional group, or **adjusting the level** of instruction. Also, intensity can be increased by providing intervention support from a teacher with more experience and skill in teaching students with learning or behavioral difficulties (e.g., a reading specialist or a special educator). Progress monitoring data is also used to identify students with learning disabilities or other disabilities. If a student fails to respond to multiple

documented interventions, the student may have a learning disability or other disability that requires further evaluation.

Progress monitoring and other data collected over the course of the provided intervention should be examined during the evaluation process, along with data from appropriately selected measures (e.g., tests of cognition, language, perception, and social skills). In this way, effectively implemented RTI frameworks contribute to the process of disability identification by **reducing** inappropriate identification of students who might appear to have a disability because of inappropriate or insufficient instruction.

Data Collection Uses

The data collected through the RTI process should be examined to inform decisions at the school, grade, or classroom levels. Screening and progress monitoring data can be aggregated and used to compare and contrast the adequacy of the core curriculum as well as the effectiveness of different instructional and behavioral strategies for various groups of students within a school. For example, if 60% of the students in a particular grade score below the cut point on a screening test at the beginning of the year, school personnel might consider the appropriateness of the core curriculum or whether differentiated learning activities need to be added to better meet the needs of the students in that grade.

- **Differentiation of Instruction in the IB classroom:** In this workshop, participants review the precepts of differentiation and the ways in which it is fundamental to effective teaching and learning for students. It will focus, in particular, on experiencing practical processes that lend themselves to differentiation. Teachers will spend valuable time in groups integrating aspects of the processes covered in the workshop into classroom practice. This workshop aims to:
 - develop participants’ understanding of the teaching aspects present in a differentiated MYP classroom
 - guide participants to build differentiation into units and lessons that teachers currently teach—as appropriate to year level and subject area. This includes designing differentiation goals (and descriptions of what these goals will look like in action) that each workshop participant will use in their day-to-day work
 - allow participants to reflect on how the differentiation of assessment impacts the culture of teaching and learning in their own schools.
- **Teacher Peer Support Network:** Research shows that peer observations and conferencing can have a powerful effect on teacher skills and knowledge, and on student learning. To be effective, it must be sustained, focused on important content, and embedded in the work of collaborative professional learning groups. This workshop will train teachers to support one another and reflect on ongoing improvements in teachers’ practice and student achievement.
- **Internationalism and Global Context:** In the changing global contexts of international education call for students who are prepared to face complex challenges. Teachers will learn how to create teaching and learning communities in which students can increase their understanding of language and culture, and become more globally engaged. Participants work on how to develop student’s Approaches to Learning (ATL) skills, attitudes and knowledge. Participants will develop an understanding of the importance of contextual learning for students, key role in plays in a student’s school experience and how to develop tasks that ensure a contextual learning will occur.

Year 1 Professional development 2013-14	Year 2 Professional development 2014-15
IB and Common Core alignment (IB Organization)	
Effective assessment practices assessments (University of Rochester Warner School and Lisa Nicholson-Cornerstone Educational Consulting)	Internationalism and global context (IB Organization)
RTI (School Psychologist and Special Education team)	
Differentiation of instruction in the IB classroom (IB Organization and Special Education team)	
Teacher peer support network (Stephen Barkley)	

Professional Development will continue during Monthly Wednesday meetings.

Wednesday PD staff:

- First Wednesday of Month- ITT to work with “IB partners” - please see Appendix 1
- Second Wednesday -Teachers will meet in interdisciplinary teams
- Third Wednesday- Department meetings Approaches to Teaching
 - Teaching through Inquiry
 - Teaching Through Concepts
 - Teaching For Differentiation
 - Teaching Contextually
 - Teaching Through Collaboration
- Fourth Wednesday- Faculty meeting or City-Wide meeting

Common Planning Time:

- 2 periods a week– reflect on approaches to teaching; work on standardization of formative or summative assessments; unit revision; unit evaluation
- 1 period a week – work on development of formative and summative assessments; research-based strategies
- 1 period a week- work on alignment with common core and IB.

Warner School Professional Development Scope and Sequence

Year 1			
PD for Teacher Leaders:	2 one-day workshops, with half day follow up sessions throughout the year	*Stewarding the Change Process *Coaching and Consulting skills for learning focused conversations with colleagues	\$13,500
PD for Classroom Teachers: 4 departmental groups of approximately 10 teachers each	6 half-day presentations with regularly scheduled job embedded, follow-up coaching	*Utilizing Data to make instructional decisions *Developing formative assessment practices	\$28,000
PD for Faculty	Half Day workshops	*Student Motivation *Relationship Building as a means of increasing student connectedness to school and thus an improvement in graduation rate *College readiness for Minority Students	\$7,500

Year 2			
PD for Teacher Leaders:	Regularly Scheduled half day sessions	Stewardship of change in real time	\$594 +Pro Bono
PD for Classroom Teachers: 4 departmental groups of approximately 10 teachers each	6 half-day presentations with regularly scheduled job embedded, follow-up coaching	*Utilizing Data to make instructional decisions *Developing formative assessment practices	\$28,000

Evaluating the Effects

The project evaluation will be an internal summative and formative evaluation. The summative evaluation will be archived in a summary report, Wilson Transformation Project Report. This archival record of the project outcomes is critical to both preserving school community learning outcomes and disseminating lessons learned throughout the Rochester City School District. The evaluation will be facilitated and documented by an external evaluator, and a bid process will be facilitated to hire the right evaluator. For formative aspects of the project evaluation, the project evaluator and School Implementation Manager will report to the school principal and School Based Planning Team on bi-monthly basis with recommendations for action items to improve the project over the course of the 36-month project period. The first two goals of the Wilson

Transformation Project are essentially binary conditions. There is either increased participation in International Baccalaureate Programme classes or there is not. Registration and participation in International Baccalaureate Programme classes will be carefully monitored, and if these registration and participation numbers are not increasing, the project team will need to work with the Executive Director of School Operations and Placement to understand the trend and develop action steps.

Goal 1: Increase access and participation for all students to the rigorous International Baccalaureate Programme curriculum as measured by student registration.

Goal 2: Ensure all students graduating the Joseph C. Wilson High School have access to and are ready for college or career as measured by ELA and Integrated Algebra Regents scores 75 and 80 respectively.

EVALUATION ACTIVITIES	TIMELINE	ACCOUNTABLE PERSON/GROUP
Disaggregate and share data with stake holders. Identify concerns, opportunities for improvement and issues related to the school's transformation. Revisit the established protocol for providing feedback.	Ongoing, via email, mailings home, parent meetings and monthly faculty meetings September 2013 –August 2016	Grant Manager, Principal, School Based Planning Team, School Based Leadership Team
Collect, revisit and disaggregate baseline data from NYS ELA, Math, Exams and other assessments cited in the evaluation plan	September 2013 –August 2016	Accountability, Grant Manager, Principal, School Based Planning Team, School Based Leadership Team
Assess impact on standardized tests and other measures cited in the evaluation plan.	September 2013 –August 2016	Accountability, Grant Manager, Principal, School Based Planning Team, School Based Leadership

Goal 3: Improve school climate to improve academic outcomes as measure by school attendance, decreases in student behavior issues, and the California School Climate Survey.

The California School Climate Survey is a short survey that provides a means to confidentially obtain staff perceptions about learning and teaching conditions for both general and special education, in order to regularly inform decisions about professional development, instruction, the implementation of learning supports, and school reform. It can also be customized with additional questions to meet a school's specific needs. Underlying the survey is research and theory supporting the importance of fostering school environments that are academically challenging, caring, participatory, safe, and healthy. The California School Climate Survey will be administered by the third-party evaluator at the start of the project for baseline data, 18 months into the project at the mid-way point for formative evaluation purposes and report back to the principal and key staff members to develop action steps, and at the end of the project for summative evaluation purposes and inclusion in the *Wilson Transformation Project Report*.

Communication and Stakeholder Involvement/Engagement

Methods, Times, and Places Updating Parents, Families, the Community

Please see Parent and Community Communication Plan from C.E. P. Review.

Project Plan and Timeline

Please also see Appendix 7: Timeline.

Goal 1: Increase access and participation for all students to the rigorous International Baccalaureate Programme curriculum as measured by student registration.

Objective 1.1: Integrate Common Core Curriculum with the rigor of the International Baccalaureate Programme curriculum by providing teachers time to write and weave two curricula together.

September – November 2013– One teacher and team leader from each subject area: release time for 5 days. 1 day per unit (4 units and assessments) to bridge MYP and IB curricula already in existence with Common Core – Majority of work to be completed by the end of September with supplemental brush up time, post department feedback, in October and November. September (3 dates) October (1) November (1 brush up if needed)

Objective 1.2: Provide teachers with 21st century professional development related to the International Baccalaureate Programme and the *Wilson Transformation Project*.

September-April 2013-2014: PD in house on Wednesdays or after school on the Wilson way for new faculty and on MYP in the Fall '13 Dec-April '13-'14 PD in house as well as travel for IB training both on-line, in house and nationally

Objective 1.3: Create four student-centered Focus Learning Communities: Health and Wellness; Global Citizenry; Human Ingenuity; and, Global Stewardship for Sustainability.

February-May 2014: Create Four teams of cross curricular faculty on the MYP, 9th and 10th grade, level to create learning communities in order to engage incoming scholars in student centered MYP focused areas. Facilitate curriculum writing across the disciplines and work with registrar.

Objective 1.4: Improve structural coherence of common core curriculum under the leadership of Team Leaders charged with coordinating International Baccalaureate Programme curriculum.

March-June 2014: Team Leaders meet to discuss cross-curriculum and common core writing with writing coach and IB Leaders in order to find ways to create more cross-unit summative assessments for academic rigor and unification across the disciplines. Monthly meeting thereafter continuing

Goal 2: Ensure all students graduating the Joseph C. Wilson High School have access to and are ready for college or career as measured by ELA and Integrated Algebra Regents scores 75 and 80 respectively.

Objective 2.1: Provide 200 hours of co-curricular extended learning opportunities for all students at the Joseph C. Wilson High School each academic year.

September 2013-rolling: September-November, bi-weekly meetings of Team leaders and administration to discuss how to best utilize the 200 hour time slot, as it pertains to implementing ramp-up and rigor for those in

need of higher academic needs. This 200 hour extension should allow all students to excel whether they are on track or in need. Extended learning will need multiple staff to keep kids on task and to assess that the time spent is being used in a valuable way. Team will create a survey for parents and scholars as a barometer for achievement and success of the program, throughout each marking period 1-4 from 9/20/2013-6/1/2016

Objective 2.2: Improve integration of differentiated instruction in order to provide all scholars with rigorous academic support by coordinating this strategy to fidelity of implementation.

October of 2013 – PD in differentiated instruction will be given in house by special education lead, Ms. Accordo or a Special Education Specialist from Central Office or the RCSD/RTA. By January 2014 – June 2014, teachers will peer-review colleagues in a professional setting and privately discuss in a collegial fashion their level of differentiation as evidenced in their observation of the other peer. An informal letter can be written to their administrator if the teacher would like to hand it in as evidence of differentiation. Otherwise, the administrator can evaluate differentiation in a APPR walk-through.

Objective 2.3: Provide students additional rigorous intellectual support with reading and mathematics specialists across the curriculum.

By October 2013 – Reading specialists, 2 at .5, will be entering all discipline classrooms in order to offer writing across the curriculum support. Said writing/reading teachers will meet with team leaders in each department area by November of 2013 and share their finding of strengths and weaknesses with said team leader and department to be shared out in a department meeting with complete openness as to the needs of students and teachers.

By September 2014: specialists will implement writing plans to strengthen each department’s deficits or needs in that specific field in order to increase lexile in that area.

Objective 2.4: Facilitate a one-week intense high school preparation academy in partnership with Boys & Girls Clubs of Rochester.

By March 2014: Wilson and the Boy’s and Girl’s club will have a summer and after school program in place for the 2014-16 summer months and after school hours.

Goal 3: Improve school climate to improve academic outcomes as measure by school attendance, decreases in student behavior issues, and the California School Climate Survey.

Objective 3.1: Engage the entire Joseph C. Wilson High School in Restorative Practices to create a systematic approach to global and cultural change in a micro-cosmic and macro-cosmic level in the building, the district, as well as the larger community and world around our scholars.

August 2013: Wilson will offer PD to any faculty not yet trained in PiRi. This is by volunteer only
September-June 2014 Faculty will be required to participate in two trainings – Peace Circles and Academic circles for PD hours

Objective 3.2: Provide all students with a staff mentor who will mentor them through graduation on a social, academic and cultural level.

By January 2014-June 2016: Mentor coach will team neediest students based on attendance and test scores with mentors to a 1:5 ratio and increase ratio by scores and GPA up to 1:20 ration depending on attendance, GPA and test scores as well as BIP so that all scholars have a mentor to develop a mentoring relationship with to be maintained over 4 years or until they graduate, whichever comes first.

<i>Wilson Transformation Project Budget Narrative</i>				
	Sept. 1, 2013 - Aug. 30, 2013	Sept. 1, 2014 - Aug. 30, 2015	Sept. 1, 2015 - Aug. 30, 2016	Cumulative
Professional Salaries				
Jason Brookes, Counselor, Student Support Center (1.0 FTE) Oversee peer teacher mentors, documenting students scores, liaison between students and mentors, assist with arrangement of case management services.	\$ 48,514	\$ 24,985		\$ 73,499
Tanishia Johnson, Counselor, Student Support Center (1.0 FTE) Oversee peer teacher mentors, documenting students scores, liaison between students and mentors, assist with arrangement of case management services.	\$ 51,656	\$ 26,603		\$ 78,259
Teacher on Assignment - Assessment Specialists (\$60,315 X 2 X .5 FTE Teacher on Assignment)	\$ 60,315	\$ 31,062		\$ 91,377
Mathematics Specialists (\$60,315 X 3 FTE Teachers on Assignment)	\$ 180,945	\$ 93,187	\$ 47,991	\$ 322,123
Reading Specialist Across the Curriculum (\$60,315 X 3 FTE Teachers on Assignment)	\$ 180,945	\$ 106,499	\$ 53,250	\$ 340,694
Professional Development (135 Teachers X 20 Hours X \$33 per hour) - Transformation, Mentors, Managbac, Restorative Practices; Intrinsic Learning, Data Driven Instruction, Action Research, Peer Support, Implementation of Focus Learning Communities; "Wilson Way"	\$ 89,100	\$ 44,550		\$ 133,650
Teacher Curriculum Writing (135 Teachers X 25 Hours X \$33 per hour) - IB Core Curriculum and Curriculum Writing	\$ 111,375	\$ 27,844		\$ 139,219
Teachers for Extended Learning Opportunities (\$37 per hour X 55 groups of roughly 18 students X 200 hours in Year 1 and Year 2, and 52 groups of roughly 19 students in Year 3)	\$ 407,000	\$ 407,000	\$ 384,800	\$ 1,198,800
Support Staff	\$ 1,129,850	\$ 761,729	\$ 486,041	\$ 2,377,620
None Requested				
<i>Subtotal -- Support Staff</i>	\$ -			
Employee Benefits				
Jason Brookes (24.25% + \$12,750)	\$ 24,515	\$ 18,809	\$ 12,750	\$ 56,073
Tanishia Johnson (24.25% + \$12,750)	\$ 25,277	\$ 19,201	\$ 12,750	\$ 57,228
Teacher on Assignment - Response to Intervention (24.25% + \$12,750)	\$ 27,376	\$ 20,283	\$ 12,750	\$ 60,409
Mathematics Specialist (24.25% + (\$12,750 X 3 = \$38,250))	\$ 82,129	\$ 73,598	\$ 62,638	\$ 218,365
Reading Specialists (24.25% + (\$12,750 X 4 = \$38,250))	\$ 82,129	\$ 76,826	\$ 63,913	\$ 222,868
Professional Development for Teachers (24.25%)	\$ 21,607	\$ 10,803		\$ 32,410
Teacher Curriculum Writing (24.25%)	\$ 27,008	\$ 6,752		\$ 33,761
Teachers for Extended Learning (24.25%)	\$ 98,698	\$ 98,698	\$ 93,314	\$ 290,709
<i>Subtotal -- Employee Benefits</i>	\$ 388,739	\$ 324,969	\$ 258,115	\$ 971,823
Purchased Services				
School Implementation Manager - Contracted Project Administrator	\$ 50,000	\$ 50,000	\$ 50,000	\$ 150,000
Managbac	\$ 2,248	\$ 2,248	\$ 2,248	\$ 6,744
Lisa Nicholson, Cornerstone Educational Consulting, LLC (MYPP)	\$ 6,500			\$ 6,500
Steven Barkley, Teacher Peer Support Network, Peer-to-Peer Training	\$ 8,000			\$ 8,000
University of Rochester	\$ 49,000	\$ 28,594		\$ 77,594
Boys and Girls Club				
One-Week Summer Program	\$ 70,000	\$ 41,436		\$ 111,436
External Evaluator	\$ 20,000	\$ 20,000	\$ 20,000	\$ 60,000
<i>Subtotal -- Purchased Services</i>	\$ 205,748	\$ 142,278	\$ 72,248	\$ 420,274
Travel Expenses				
IB Training (\$2,200 X 35 Teachers per year In Year 1, 40 Teachers in Year 2, 22 Teachers in Year 3)	\$ 77,000	\$ 88,000	\$ 48,400	\$ 213,400

Itemized Budget Breakdown

Wilson High School

Incoming Student Orientation

Goal: To aid incoming students with their transition into Wilson High School. At the conclusion of the orientation students will understand the importance of their academic effort, have a general knowledge of school personnel, and pledge to graduate in four years.

Budget Breakdown:

Staff: 12 staff responsible for supporting trained facilitators who will be conducting daily workshops and the general sessions for the five days. Staff will also be assisting in student behavior, distribution of all materials, record keeping and student follow up. Staff will work with school staff to pass out "participation raffle tickets and process memberships to the Boys & Girls Clubs for interested students for the school year.

In addition to the professional staff we will also include 12 current Wilson high school senior that will assist the facilitator in each breakout session.

Support Staff	\$15/hr x 25hrs x 12 staff	=\$4500
Student Staff	one time stipend \$200 x 12	=\$2400
Fring Rate 18%		=\$810

Professional Fees: Trained facilitators will develop and disseminate curriculum topics in all general sessions and breakout groups. Facilitators will also arrange local college tour trip to the University of Rochester for certain students. All facilitators have a wealth of knowledge and experience and they are also trained motivational speaker.

Professional Staff	one time contract fee of \$2000 x 12	=\$21,790
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Office Supplies/Program Supplies: Paper, pens, pencils, binders, copies, paper clips, tape, and binder clips, raffle tickets, post it notes, staplers, 3 hole punch, marker, poster board. Folders, paper cutter, scissors,

Supplies		=\$10,275.00
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Food & Beverage: \$2.00 per student x 500 students x five days/wk = 5000

Noon Snack .75 x 500 students x 5 days =1,875

Fees: Club membership Fee \$11 x 300 students = \$3,300

T-Shirts: \$8:00/shirt x 550 T Shirts \$4,400

Sling Back 525 x \$10/sling back = \$5250

Inspirational Book \$10 x 500 =\$5000

Talent show Showcase: Will include local music and dance performers in addition to those students who want to display their talents.

Performers:

DJ	onetime fee of \$1000	= \$1000.00
Music Artist	onetime fee of \$1000	= \$1000.00
Dance group	onetime fee of \$1000	= \$1000.00
Comedian	onetime fee of \$1000	= \$1000.00
	Total	= \$4,000.00

Administrative Cost (2%) = \$1400

Grand Total \$70,000

Warner School Faculty
Professional Development Proposal
School Improvement Grant
June 2013

Year 1			
PD for Teacher Leaders:	2 one-day workshops, with half day follow up sessions throughout the year	*Stewarding the Change Process *Coaching and Consulting skills for learning focused conversations with colleagues	\$13,500
PD for Classroom Teachers: 4 departmental groups of approximately 10 teachers each	6 half-day presentations with regularly scheduled job embedded, follow-up coaching	*Utilizing Data to make instructional decisions *Developing formative assessment practices	\$28,000
PD for Faculty	Half Day workshops	*Student Motivation *Relationship Building as a means of increasing student connectedness to school and thus an improvement in graduation rate *College readiness for Minority Students	\$7,500

Year 2			
PD for Teacher Leaders:	Regularly Scheduled half day sessions	Stewardship of change in real time	\$594 +Pro Bono
PD for Classroom Teachers: 4 departmental groups of approximately 10 teachers each	6 half-day presentations with regularly scheduled job embedded, follow-up coaching	*Utilizing Data to make instructional decisions *Developing formative assessment practices	\$28,000

Attachment A
 Consultation and Collaboration Documentation Form

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

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

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

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	71,090		73,320		73,520	73,520	73,520
b. Student participation in State ELA assessment	100%		98%		50.0%	70.0%	95.0%
c. Student participation in State Math assessment	99%		95.0%		50.0%	70.0%	95.0%
d. Drop-out rate	9%		15%		8.0%	7.0%	6.0%
e. Student average daily attendance	84.7%		85.0%		86.7%	88.7%	90.7%
f. Student completion of advanced coursework	119		44		125	131	138
g. Suspension rate	Corrective	Action	See	Attach ment	Corrective	Action	See
h. Number of discipline referrals	Corrective	Action	See	Attach ment	Corrective	Action	See
i. Truancy rate	Corrective	Action	See	Attach ment	Corrective	Action	See
j. Teacher attendance rate	94.5%		93.14%		95.5%	96.5%	97.5%
k. Teachers rated as "effective" and "highly effective"	NA		82.55%		NA	NA	NA
l. Hours of professional development to improve teacher performance	1,045		1,451		1,097	1,152	1,210
m. Hours of professional development to improve leadership and governance	88		99		104	109	116
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	0*		85		89	94	98
II. Academic Indicators							
o. ELA performance index	133		105		160	170	180
p. Math performance index	101		79		170	175	180
q. Student scoring "proficient" or higher on ELA Annual assessment	76%		52%		65%	75%	85%
r. Students scoring "proficient" or higher on Math Annual assessment	36%		32.2%		65%	75%	85%
s. Average SAT score	1,289		1,179		1,300	1,350	1,400
t. Students taking PSAT	372		104**		200	250	320
u. Students receiving Regents diploma with advanced designation	28%		11%		35%	40%	50%
v. High school graduation rate	62%		50%		68.0%	75.0%	80.0%
w. Ninth graders being retained	38.9%		29.2%		15.0%	13.0%	10.0%
x. High school graduates accepted into two or four year colleges	73%		80%		79%	87%	93%

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

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.)
Dwayne Mahoney Boys & Girls Clubs of Rochester 500 Genesee Street Rochester, NY 14611 585-328-3077 Dmahoney@bgcrochester.org The Boys & Girls Club of Rochester provides youth development programs that enable young people to acquire the skills and qualities needed to become responsible citizens and leaders through five core areas of programming: Character and leadership, education, arts, health and life skills and sports and recreation.	<ol style="list-style-type: none"> 1. Adlai E. Stevenson School No. 28 2. Helen Barrett Montgomery School No. 50 3. Virgil I. Grissom School No. 7 4. 5. 6. 7. 8. 9. 10. 	<ol style="list-style-type: none"> 1. Tanya Wilson- 585-328-8228 2. Tim O. Mains- 585-266-0331 3. David Lincoln- 585-254-3110 4. 5. 6. 7. 8. 9. 10.

READY – Rochester Evaluation of Asset Development for Youth

Executive Summary

Two hundred Boys & Girls Club members participated in the READY survey which measures youth development outcomes and is administered annually.

Of the 200 participants 59% were male and 42% were female with the mean age of 12.9 years old. Sixty percent WERE African American, 14% were Hispanic/Latino, 10% Multi-racial, 8% Caucasian, 2% Asian or Pacific Islander, 4% American Indian and 3% Other.

The majority of respondents (33%) reported receiving B's and C's on school work with 41% reporting receiving A's and B's while 15% reported receiving straight A's.

Twenty-seven percent reported being involved in the Arts, Theatre or Music at least 2-4 days per week. Thirty-six percent reported engaging in Sports 5-7 days per week, with 40% reporting reading for pleasure 2-4 days a week.

Seventy-five percent of survey participants reported being a Club member for more than five years with 40% program participation between 5-7 days per week. Half of the 200 participants reported feeling connected to the program, 73% agreed that the Club helped them make new friends, 74% reported that the Club assisted them with making better decisions and 59% reported that the Club helped them with family relationships.

Forty percent of the respondents strongly agreed that if they had a problem they would feel comfortable talking to a staff member and 51% reported that staff expected them to try their best, and 96 agreed that staff listens to them. Ninety-five respondents agreed that staff values them and 98 agreed that youth can work to make change.

Respondents answered questions centered on basic social skills and 97 reported keeping their anger under control and 106 often considered others opinions. Ninety-three respondents felt that the Club helped them stay out of fights, with half of the respondents reporting that they stay out of trouble regularly with 53% reporting staying out of trouble almost always.

According to the 200 respondents the Club has a positive impact on their decision making process. Half (100) consider the future when making decisions and more than have often times think of others when faced with the decision making process and the end result and more than half consider the consequences of their decisions.

Impact Assessment Tool

The Impact Assessment Tool helps Club independently assess and improve the quality of programming and Club climate. The Boys & Girls Clubs of America identified eight topic areas with corresponding practices. Topics range from a safe and positive environment, to supportive relationships and to effective teen programming.

The Boys & Girls Clubs of Rochester has consistently scored between 3.75 and 3.96 out of 4.00 for an overall score demonstrating innovation and creativity in the delivery of services. The Club continues to be a safe haven where Club members feel physically and emotionally secure at all times. The Club offers and creates a welcoming, positive environment which allows members to engage in play, enjoy their time and be happy and eager to attend the Club. The Club also ensures that every young person feels connected to one or more adults and has friendships. The Club's programs and staff consistently communicate the expectations that every child has the potential to excel, be productive and succeed at the Club and in life. The Club takes every opportunity to recognize and validate members' achievements and accomplishments.

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.)
University of Rochester Warner School of Education Project contact: Mary Rapp 585-261-6647 Type of service provided: --professional development --interventions related to literacy, reading, and science	1. Audubon School No. 33 2. East High School/Freedom School 3. Henry W. Longfellow School No. 36 4. Rochester City School District (general improvement related to mathematics teaching, district-wide) 5. 6. 7. 8. 9. 10.	1. Larry Ellison, Principal: 585-482-9290 2. Anibal Soler, Principal: 585-288-3130 3. George Moses, Freedom School: 585-482-7320 4. Paul Montanarello, Principal: 585-342-7270 5. Michael Conover, Director of MSP Grant: 262-8000 6. 7. 8. 9. 10. 11.

Trend-summary evidence of University of Rochester Warner School impact in Rochester City School District

1. RCSD Audubon School No. 33

Approximately 85% of the students in our Horizons summer enrichment program are from School No. 33. National long-term attendance and retention data show that: 93% of Horizons scholars attend the program every day; 80% return year after year (for an average of five years), and more than 90% of those who attend for five or more summers will graduate from high school and attend college (<http://www.horizonsnational.org/impact>). For 2012, the daily attendance rate for the University of Rochester-Warner Horizons program was 93%, and 89% (55 out of 62) of those who had participated the previous year returned, indicating that our participants are on-track to complete the program and graduate from high school. In addition:

- All K-2 students demonstrated growth in oral reading fluency.
- STAR Reading & Math assessments show 1-3 months growth for 3rd - 8th grades.
- Over six weeks the 81 students read 541 books during independent reading time. This included all levels and genres of books.
- Over 1500 books were distributed to students to take home (donated by First Book).

Parent survey results for the summer 2012 program revealed strong satisfaction, with particular appreciation for children's increased confidence, sociability, and excitement about learning and exploring. The emphasis on reading, including encouragement of reading outside of school/program hours, was especially appreciated. As for the children themselves, almost all 2012 participants emphasized that Horizons makes math and reading "fun," and noted their increased confidence as learners.

2. RCSD East High/ Freedom School

We have run science intervention programs in RCSD since 2004, beginning with a one-week science camp and adding an after-school program for middle-school girls in 2006. The Science STARS after-school program now serves more than 50 RCSD middle-school girls each year (around 80 register and attend, with 50 as core members). Attendance averages 74% across the school year, with all participants engaging meaningfully with their chosen scientific investigations (as evidenced by inquiry maps and presentations). Survey results for 2012 (program participants and student teachers):

- 100% of participants perceived STARS to have contributed to their changing understandings of science.
- The majority of participants reported that STARS positively impacted how they think about themselves and science.
- The majority of participants demonstrated confidence and positive attitudes toward science in the final presentation.
- More than 90% of the participating girls demonstrated learning of specific scientific facts, concepts or procedures related to the unit's goals and objectives.

- 100% of participating student teachers showed greater understanding and appreciation for the realities and potential of urban middle school girls.

3. **RCSD Henry Longfellow School No. 36**

Since 2011, the Warner School has implemented a reading intervention for School No. 36 elementary students at-risk of not advancing to the next grade. All students receiving the intervention have reported an increased interest in reading and confidence as readers. Improvement in reading has been demonstrated by all participants; this past year (2012), 72.7% of the students were able to show gains in their reading abilities at the expected rate for their grade or better (based on Developmental Reading Assessment scores).

4. **RCSD general increase in math content knowledge:**

According to pre- and post-test data from 2012-2013, approximately 90% of the 290 participants in the University of Rochester Warner Center's Math Professional Development offerings in RCSD (district-wide) increased their math content knowledge based on pre- and post-test assessments.

Attachment D - (1003g) Budget Summary Chart

Agency Code	2	6	1	6	0	0	0	1	0	0	00
Agency Name	Rochester City School District (Wilson Magnet High School)										
Year 1 Implementation Period (September 1, 2013 - August 31, 2014)											
Categories	Code	Costs									
Professional Salaries	15	1,129,850									
Support Staff Salaries	16	0									
Purchased Services	40	205,748									
Supplies and Materials	45	130,658									
Travel Expenses	46	77,000									
Employee Benefits	80	388,739									
Indirect Cost (IC)	90	68,005									
BOCES Service	49	0									
Minor Remodeling	30	0									
Total		2,000,000									
Year 2 Implementation Period (September 1, 2014 - August 31, 2015 - for Turnaround, Restart, and Transformation models only)											
Categories	Code	Costs									
Professional Salaries	15	761,729									
Support Staff Salaries	16	0									
Purchased Services	40	142,278									
Supplies and Materials	45	134,321									
Travel Expenses	46	88,000									
Employee Benefits	80	324,969									
Indirect Cost (IC)	90	48,703									
BOCES Service	49	0									
Minor Remodeling	30	0									
Total		1,500,000									
Year 3 Implementation Period (September 1, 2015 - August 31, 2016 - for Turnaround, Restart, and Transformation models only)											
Categories	Code	Costs									
Professional Salaries	15	486,041									
Support Staff Salaries	16	0									
Purchased Services	40	72,248									
Supplies and Materials	45	102,014									
Travel Expenses	46	48,400									
Employee Benefits	80	258,115									
Indirect Cost (IC)	90	33,182									
BOCES Service	49	0									
Minor Remodeling	30	0									
Total		1,000,000									
Total Project Period (September 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR September 1, 2013 - August 31, 2014 for Closure models)											
Categories	Code	Costs									
Professional Salaries	15	2,377,620									
Support Staff Salaries	16	0									
Purchased Services	40	420,274									
Supplies and Materials	45	366,993									
Travel Expenses	46	213,400									
Employee Benefits	80	971,823									
Indirect Cost (IC)	90	149,890									
BOCES Service	49	0									
Minor Remodeling	30	0									
Total Project Budget		4,500,000									

Appendix 1: RTA Contract Section 24

SECTION 24 VACANCIES AND TRANSFERS

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

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

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

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

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

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

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

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

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

a. Exempting Positions and Schools from Voluntary Transfer

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

b. Transfer Applications

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

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

c. Screening of Applicants

(1) The District shall create criteria and training programs for staff before the screening process commences. These criteria are subject to review by counsel for both parties and shall meet acceptable standards of personnel practices. Such criteria and programs shall be jointly approved before any screening of applicants takes place.

(2) SBPTs will screen completed questionnaires and resumes and determine whom they shall interview. SBPTs will establish a ranked list of transfers for their school after the interviews. SBPTs are not required to place every teacher who interviews on the ranked list. Teachers who are

interviewed and not placed on the ranked list may receive the reason, upon request, to the SBPT. The remaining teachers will constitute the ranked list of voluntary transfer candidates for that school. If SBPTs so choose, they retain the right during the interview period to call in additional applicants from those who had applied to that school by the end of the first semester.

d. Excess Vacancies

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

e. Placement Meetings

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

- (1) Round 1: Voluntary transfers occur first.
- (2) Round 2: Unfilled vacancies and openings created by transfers completed in Round 1 are available to involuntarily displaced unit members. These unit members select by seniority.
- (3) Round 3: Remaining openings will be filled using ranked lists generated by SBPTs.
- (4) Round 4: Any remaining transfer candidates not placed in Rounds 1 through 3, may select by seniority from any remaining positions.

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

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

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

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

6. Group Transfers

A group of teachers, for the purpose of this section, is defined as two or more teachers who may or may not be in the same tenure area and who wish to transfer together to a new school and who propose to use a research based program with verifiable student achievement results at the new school. Such groups shall submit written proposals to the Joint Living Contract Committee by the end of the first semester along with voluntary transfer application requests. The Joint LCC will determine whether to approve the group transfer proposal.

Following the staffing exercise with the Association in attendance, the District will identify schools that have available positions to accommodate such groups. Between the end of staffing and prior to Placement Days, the groups will present their approved proposal to the School-based Planning Teams at the identified school(s). The SBPT shall notify the Human Capital Initiatives Department if a match between the group and the school is found. The District shall not post the positions to which the group will transfer at Placement Days. The positions to be vacated by the group transferees shall be posted at Placement Day.

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

8. Voluntary transfers shall be contingent upon recommendation and approval of a mutually agreed upon building-based screening committee. The make-up of this committee and its review procedures shall be agreed upon by the Joint Committee on Transfers.

9. In the event the vacancy exists for which no member of the bargaining unit who is certified applies, then the least senior person in the bargaining unit who is certified to fill such vacancy shall be assigned to that position, provided the District does not employ a new hire to fill such a vacancy.

10. The Association shall receive notices of transfer as they are made. The Association upon request shall receive a written explanation of the reasons for such transfer and/or the reasons for which an individual unit member was not so transferred. Such explanation shall indicate the contractual provision(s) applicable to such transfer or request for transfer.

11. Exceptions to the Vacancies and Transfers policy and procedures set forth in this

Section may be initiated by the District upon the showing of established special criteria or requirements in the area of academic or extra-curricular need or Title 1 comparability standards.

12. For the purpose of providing locker room supervision at the secondary level, gender balance must be considered in transfer decisions for physical education positions, e.g., the staff should be 50% male and 50% female plus or minus one position.

13. For purposes of transfer, unit members who have been recalled from lay-off shall be treated as new hires.

14. The District will ensure that each school's profile is updated and available on the District's website annually prior to Winter Recess.

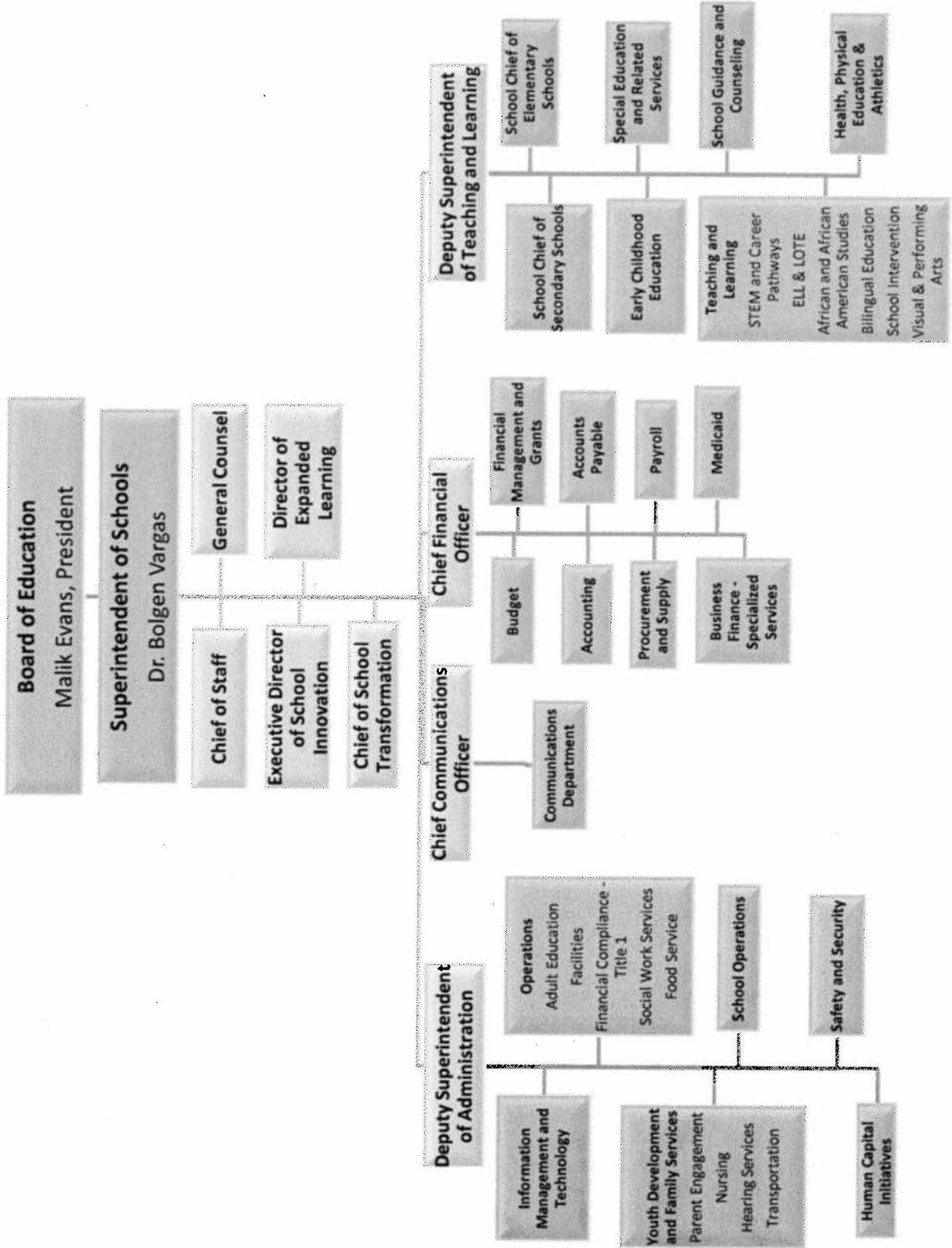
15. The District shall provide to the Association on or before January 15th of each year a listing, to the extent possible, of tentative openings for the succeeding school year. This list shall also include vacancies due to expansion in the number of teachers due to federal, state, or local initiatives, additions to current buildings, and opening of new schools.

16. Involuntary transfers shall be grievable except when made pursuant to Section 50.

17. The teacher constituency of SBPTs may, at its discretion, participate in interviewing new hire candidates.

Appendix 2: Rochester City School District Organizational Chart

Rochester City School District Organization Chart



**Appendix 3: Rochester City School District Professional Development Offerings in
Mathematics and English Language Arts**

Professional Development Summer Offerings

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

Professional Development Summer Offerings

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

Professional Development Summer Offerings

CCSS	Domain 3: Instruction	ALL	K-6 General Core Teachers, SPED Teachers, ESOL Teachers, Secondary Mathematics Teachers, Administrators	Developing Mathematical Ideas :Reasoning Algebraically About Operations	This third module of the Developing Mathematical Ideas series, Reasoning Algebraically about Operations (RAO), completes the core of the first modules that focus on number and operations. Participants will examine generalizations that connect algebraic reasoning and computational fluency. Reading/work is required between sessions. Prerequisites: DMI: Building a System of Tens and DMI: Making Meaning for Operations Course is 30 hours in length. You must attend all sessions to earn course hours.	August 5, 6, 7, 8,	8:00-3:00	Center for Professional Learning Room 339
CCSS	Domain 3: Instruction	Beginner/Intermediate	9-12 ELA Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	June 24	9:00am – 12:00pm	Center for Professional Learning Room 347
CCSS	Domain 3: Instruction	Beginner/Intermediate	9-12 ELA Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	June 25	1:00pm – 4:00pm	Center for Professional Learning Room 338
CCSS	Domain 3: Instruction	Beginner/Intermediate	9-12 ELA Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	July 1	9:00am – 12:00pm	Center for Professional Learning Room 347
CCSS	Domain 3: Instruction	Beginner/Intermediate	9-12 ELA Teachers ESOL Teachers Special Ed Teachers	Common Core Aligned Instruction	Participants will learn to identify the kinds of questions that are text dependent and can only be answered by a close reading of the text. The evidence in the response comes directly from the text and does not depend on information from outside sources. Specific practice with Close Reading and strategies for choosing appropriate higher level questions.	July 10	1:00pm – 4:00pm	Center for Professional Learning Room 338

Math and ELA

Professional Development Summer Offerings

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

Professional Development Summer Offerings

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

Professional Development Summer Offerings

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

Professional Development Summer Offerings

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

Professional Development Summer Offerings

Math and ELA

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

2013-2014 Professional Learning Training Schedule Math & ELA

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

K	1	2	3	4	5
<p>Module 1: Classify and Count Numbers to 10 Teaching Dates: Sept- Early Nov</p> <p>Training Dates: Aug 20</p> <p>Sep 10, 11</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 17</p>	<p>Module 1: Addition and Subtraction of Numbers to 10 Teaching Dates: Sept- Early Nov</p> <p>Training Dates: Aug 20</p> <p>Sep 9, 11</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 19</p>	<p>Module 1: Sums and Differences Teaching Dates: Early Sept- Mid Sept</p> <p>Module 2: Add and Subtract w/Measurement Teaching Dates: Mid Sep- Mid Oct</p> <p>Training Dates: Aug 21</p> <p>Sep 10, 11</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 17</p>	<p>Module 1: Multiplication and Division With Factors 2,3,4,5,10 Teaching Dates: Early Sept- Mid Oct</p> <p>Training Dates: Aug 20</p> <p>Sep 9, 11</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 19</p>	<p>Module 1: Place Value, Rounding, Addition and Subtraction of Whole Numbers</p> <p>Module 2: Unit Conversions</p> <p>Teaching Dates: Early Sept- Late Oct</p> <p>Training Dates: Aug 20</p> <p>Sep 10, 11</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 19</p>	<p>Module 1: Whole Number and Decimal Fractions, Place Value, to the One Thousandths</p> <p>Module 2: Multi-digit Whole Number and Decimal Fraction Operations</p> <p>Teaching Dates: Early Sept- Mid November</p> <p>Training Dates: Aug 21</p> <p>Sep 9, 11</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 17</p>
<p>Module 2: Identify and Describe Shapes</p> <p>Module 3: Comparison with Length, Weight, and Numbers to 10</p> <p>Teaching Dates: Early Nov- Mid Jan</p> <p>Training Dates: Oct 11, 12, 13</p> <p>October 22, 24</p> <p>Math Deep Dive Oct 26 (SAT)</p> <p>Oct 29</p>	<p>Module 2: Place Value, Comparisons, Add and Subtract to 20 Teaching Dates: Early Nov- Mid Jan</p> <p>Training Dates: Oct 11</p> <p>October 31, 22</p> <p>Math Deep Dive Nov 2 (SAT)</p> <p>Oct 28</p>	<p>Module 3: Place Value, Comparisons, to 1000 Teaching Dates: Mid Oct- Mid Nov</p> <p>Module 4: Add and Subtract to 1000 Teaching Dates: Mid Nov- Mid Jan</p> <p>Training Dates: Oct 11</p> <p>October 21, 24</p> <p>Math Deep Dive Nov 2 (SAT)</p> <p>Oct 29</p>	<p>Module 2 Problem Solving with Mass, Time, and Capacity Teaching Dates: Mid Oct- Late Nov</p> <p>Module 3 Multiplication and Division With Factors 6,7,8,9 Late Nov- Mid Jan</p> <p>Training Dates: Oct 11</p> <p>October 21, 23</p> <p>Math Deep Dive Oct 26 (SAT)</p> <p>Oct 28</p>	<p>Module 3: Multiplication and Division</p> <p>Teaching Dates: Late Oct- Mid December</p> <p>Training Dates: Oct 11</p> <p>October 6, 10</p> <p>Math Deep Dive Oct 19 (SAT)</p> <p>Oct 17</p>	<p>Module 3: Addition and Subtraction of Fractions</p> <p>Module 4: Multiplication and Division of Fractions</p> <p>Teaching Dates: Mid November- Mid February</p> <p>Training Dates: Oct 11</p> <p>November 4, 6</p> <p>Math Deep Dive Nov 2 (SAT)</p> <p>Nov 5</p>
<p>Module 4: Number Pairs, Addition and Subtraction to 10 Teaching Dates: Late Jan- Late April</p> <p>Training Dates: Jan 6, 7</p> <p>Jan 7, 9</p> <p>Math Deep Dive Jan 25 (SAT)</p> <p>Jan 27</p>	<p>Module 3: Measurement Module 4: Place Value, Comparisons, Add and Subtract to 40</p> <p>Training Dates: Jan 6</p> <p>Jan 6, 8</p> <p>Math Deep Dive Jan 25 (SAT)</p> <p>Jan 28</p>	<p>Module 5: Prep for Multiplication and Division Teaching Dates: Mid Jan- Late March</p> <p>Training Dates: Jan 6</p> <p>Jan 7, 9</p> <p>Math Deep Dive Jan 25 (SAT)</p> <p>Jan 28</p>	<p>Module 4 Multiplication and Area Mid Jan- Mid Feb</p> <p>Module 5 Fractions as Numbers on the Number Line Late Feb- Mid Apr</p> <p>Training Dates: Jan 7, 9</p> <p>Jan 13, 15</p> <p>Math Deep Dive Jan 25 (SAT)</p>	<p>Module 4: Addition and Subtraction of Angle Measurements</p> <p>Module 5: Order and Operations with Fractions</p> <p>Teaching Dates: Mid December- Late April</p> <p>Training Dates: Jan 7, 9</p> <p>Dec 3, 5</p>	<p>Module 5: Addition and Multiplication with Volume and Area</p> <p>Teaching Dates: Mid February- Late April</p> <p>Training Dates: Jan 7, 9</p> <p>Jan 11, 12</p> <p>Jan 27, 29</p> <p>Math Deep Dive Feb 1 (SAT)</p>

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

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

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

<p>Jan 7, 8</p> <p>Math Deep Dive Jan 11 (SAT)</p> <p>Jan 14</p>	<p>Teaching Dates: Mid Feb-end March</p> <p>Training Dates:</p> <p>Dec 9, 11</p> <p>Math Deep Dive Dec 7 (SAT)</p> <p>Dec 12</p>	<p>Dec 17, 18</p> <p>Math Deep Dive Jan 11 (SAT)</p> <p>Jan 7</p>	<p>Nov 4, 5</p> <p>Math Deep Dive Nov 16 (SAT)</p> <p>Nov 19</p>
<p>Module 5: Area, Surface Area, and Volume Teaching Dates: Late March-Late April</p> <p>Module 6: Statistics Teaching Dates: Late April-End June Training Dates:</p> <p>Apr 9, 10</p> <p>Math Deep Dive Apr 25 (SAT)</p> <p>Apr 21</p>	<p>Module 5: Statistics and Probability Teaching Dates: Late Feb –Late April</p> <p>Module 6: Geometry Teaching Dates: Late April-End June Training Dates:</p> <p>Feb 24, 25</p> <p>Math Deep Dive Mar 1 (SAT)</p> <p>Mar 3</p>	<p>Module 5: Functions from Geometry</p> <p>Module 6: Linear Functions</p> <p>Module 7: Intro to Irrational Numbers Using Geometry Teaching Dates: Early March-June Training Dates:</p> <p>Mar 4, 6</p> <p>Math Deep Dive Mar 8 (SAT)</p> <p>Mar 11</p>	<p>Module 4: Expressions and Equations Teaching Dates: Early Feb-Mid March</p> <p>Training Dates:</p> <p>Jan 13, 15</p> <p>Math Deep Dive Jan 25 (SAT)</p> <p>Feb 3</p>
			<p>Module 5: Quadratic Functions Teaching Dates: -Mid March-End May</p> <p>Training Dates:</p> <p>Mar 3, 5</p> <p>Math Deep Dive Mar 8 (SAT)</p> <p>Mar 11</p>

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

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

Math Deep Dive Oct 19 (SAT) Oct 17	Nov 16 (SAT)	
Module 3: Linear and Exponential Relationships Mid Nov-End Jan Training Dates: Nov 5-7 Nov 4-6 Math Deep Dive Nov 16 (SAT) Nov 19	Module 3: Extending to Three Dimensions Module 4: Connecting Algebra and Geometry Through Coordinates Teaching Dates: Late January-Mid March Training Dates: Jan 14, 16 Jan 17 (SAT)	Module 3: Extending to Three Dimensions Teaching Dates: Mid Dec-Late Feb Training Dates: Dec 7 (SAT)
Module 4: Expressions and Equations Teaching Dates: Early Feb-Mid March Training Dates: Jan 17, 18 Math Deep Dive Jan 25 (SAT) Feb 3	Module 5: Circle With and Without Coordinates Teaching Dates: Mid March-Late May Training Dates: Mar 11, 17 Mar 8 (SAT)	Module 4: Inferences and Conclusions From Data Teaching Dates: Late Feb-Mid May Training Dates: Feb 8 (SAT)
Module 5: Quadratic Functions Teaching Dates: -Mid March-End May Training Dates: Mar 2-5 Math Deep Dive Mar 8 (SAT) Mar 11		

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

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

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

Appendix 4: Evidence of Faculty and Staff Participation in Process

**NYSED 1003(g)
School Improvement Grant (SIG)**



**PRESENTED TO THE WILSON COMMUNITY
APRIL 2013**

What is the purpose of SIG?

- The primary purpose of SIG is to provide Local Education Agencies (LEA's) with an opportunity to support the implementation of a whole school – change model in its Priority Schools
 - A secondary purpose is to support the closure process
- **Must be designed using one of the four intervention models:**
 1. Turnaround
 2. Restart
 3. Transformation
 4. Closure

SIG 4.5

- The application is expected to be released between April 15th – April 26th
- Due date will be approximately 4 to 6 weeks later
- Eligible for funding up to 4.5 million dollars
- Based on pathway selected the grant term will include:

Turnaround, Restart, Transformation	Closure
5 month pre-implementation period 3 year grant period	5 month pre-implementation period 1 year grant period

Requirements

- APPR – fully compliant for all principals and teachers
- Consultation and Collaboration Form Requirement
- SIG Plan Standards
 - A. District Level Category
 - B. School Level Category
 - C. Budget

District Level Category – Total of 20 Points

- **District Commitment and Capacity to Implement (Overview)**
- **Operational Autonomies (4) (staffing, school-based budgeting, use of time, program selection, educational partner selection)**
- **District Accountability and Support (6)**
- **Teacher and Leader Pipeline (4)**
- **External Partner Recruitment, Screening and Matching to Priority Schools (2)**
- **Enrollment and Retention Policies, Practices and Strategies (2)**
- **District Level Labor and Management Consultation and Collaboration (2)**

School Level Category – Total of 60 Points

- School Overview (2)
- Needs of the School Systems, Structures, Policies and Students (4)
- School Model and Rationale (4)
- School Leadership (8)
- Instructional Staff (8)
- Partnerships (6)
- Organizational Plan (8) (Operating Priorities, Delegation of Responsibilities, Relationships with Key Stakeholders)
- Educational Plan (8) (Curriculum, Instruction, Use of Time, Data Driven Inquiry/Instruction, Student Support, School Climate and Discipline, Parent and Community Engagement)
- Training Support and Professional Development (6)
- Communication and Stakeholder Involvement/Engagement (4)
- Project Plan and Timeline (4)

Budget – Total of 20 Points

- Budget Narrative
- Budget Summary Chart

Overall

- Must identify and explain SIG funded costs for the activities that are necessary to carry out all aspects of the whole school change
- In addition, through the budget narrative, the LEA will be asked to identify other sources and amounts of funding that will support and sustain the activities that are crucial to the whole-school change

Looking Back/Moving Forward
Key Considerations....

- **Core Instructional Programming:** Providing high-quality, highly effective instruction and equal access to academic opportunities for **all**
- **Expanded Learning Time:** Minimum of 200 additional hours
- **College Readiness and Access:** What does this mean for Wilson? How does it link to the Regents Reform Agenda? What are the needed components to get students to a high level of proficiency?

What could it potentially mean for Wilson?

- Increased Rigor
- Support of all subgroups
- Professional Development to ensure implementation of CCLS and rigorous instruction – developing teacher leaders
- Expanded Learning opportunities
- College Partner

Feedback From Previous Submission

- **General lack of specific detail contained in grant proposal as well as the timeline**
- **Minimal explanation of design elements and core strategies pertaining to implementation**

Next Steps

- **Does the Wilson Community want to reapply?**
 - Definitive answer no later than Friday April 26, 2013
- **If yes...suggest commencing the following ASAP**
 - Develop School Leadership Team
 - Select subcommittee members
 - Identify external partner/s
- **Parent/Community Input**
- **Review suggested timeline**

Suggested Timeline

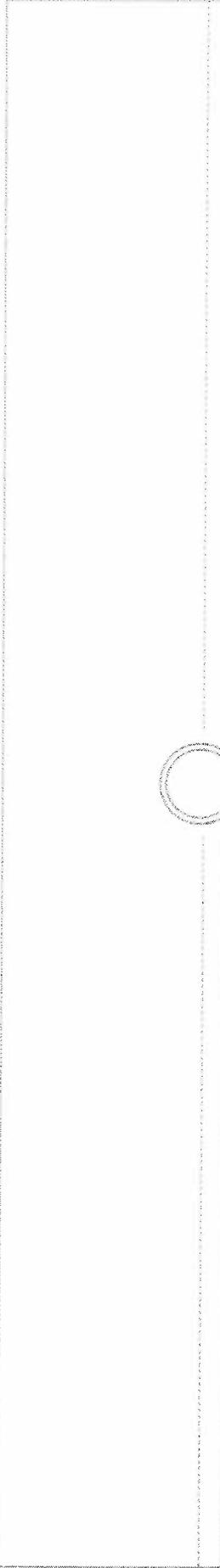
Communication Activity		Who is Responsible?		Completed				Goal
(2012-13 SY): Activities		Audience		1				2 3 4
Due Date	Audience	Who is Responsible?	Completed	1	2	3	4	Goal
<p>Initiate Priority School Executive Committee (PSEC) meetings with district leadership to discuss grant status, address implementation issues, and keep senior staff, RTA and ASAR informed of progress.</p>	<p>Bi-weekly beginning 4/8/13</p> <p>Priority School Executive Committee (PSEC)</p>	<ul style="list-style-type: none"> Deputy Superintendent Anita Murphy Office of School Innovation Susan Curtis Executive Director of School Operations Vicma Ramos 	<p>Yes - meetings have commenced</p>	X				X
<p>Inform/execute meeting with union leaders and Priority School Executive Committee (PSEC) to inform stakeholders of the communication plans and to ensure transparency.</p>	<p>Goal: Week of April 8th - Afternoon: Every two weeks following date until completion of 2nd grant period</p> <ul style="list-style-type: none"> RTA Leaders ASAR Leaders PSEC 	<ul style="list-style-type: none"> Deputy Superintendent School Operations Chief of Schools OSI 	<p>Yes - meetings have commenced</p>	X				X
<p>Develop a summary document and presentation that describes the details of the SIC grant for staff including an explanation of each SIC component</p> <ol style="list-style-type: none"> 1. Includes current RFP 2. Copy of past proposal 	<p>Goal: Week of April 8th</p> <ul style="list-style-type: none"> All Wilson Stakeholders: <ul style="list-style-type: none"> School Staff and Community Agencies SBPT Parents Students 	<ul style="list-style-type: none"> Deputy Superintendent Admin. OSI School Operations 	<p>Yes - documents prepared</p>	X	X	X	X	X
<p>Present SIC opportunity to stakeholders</p>	<p>Goal: Week of April 15</p> <ul style="list-style-type: none"> All Wilson Stakeholders 	<ul style="list-style-type: none"> Deputy Superintendent Admin. OSI School Operations 	<p>Presentation tentatively scheduled for April 17</p>	X	X	X	X	X
<p>Allow time for review and decision from Wilson community</p> <ol style="list-style-type: none"> 1. Deadline for decision - April 26, 2013 	<p>Goal: Week of April 22</p> <ul style="list-style-type: none"> All Wilson Stakeholders 	<ul style="list-style-type: none"> Deputy Superintendent Admin. OSI School Operations Chief of Schools Wilson Community 		X	X	X	X	X

Contact Information

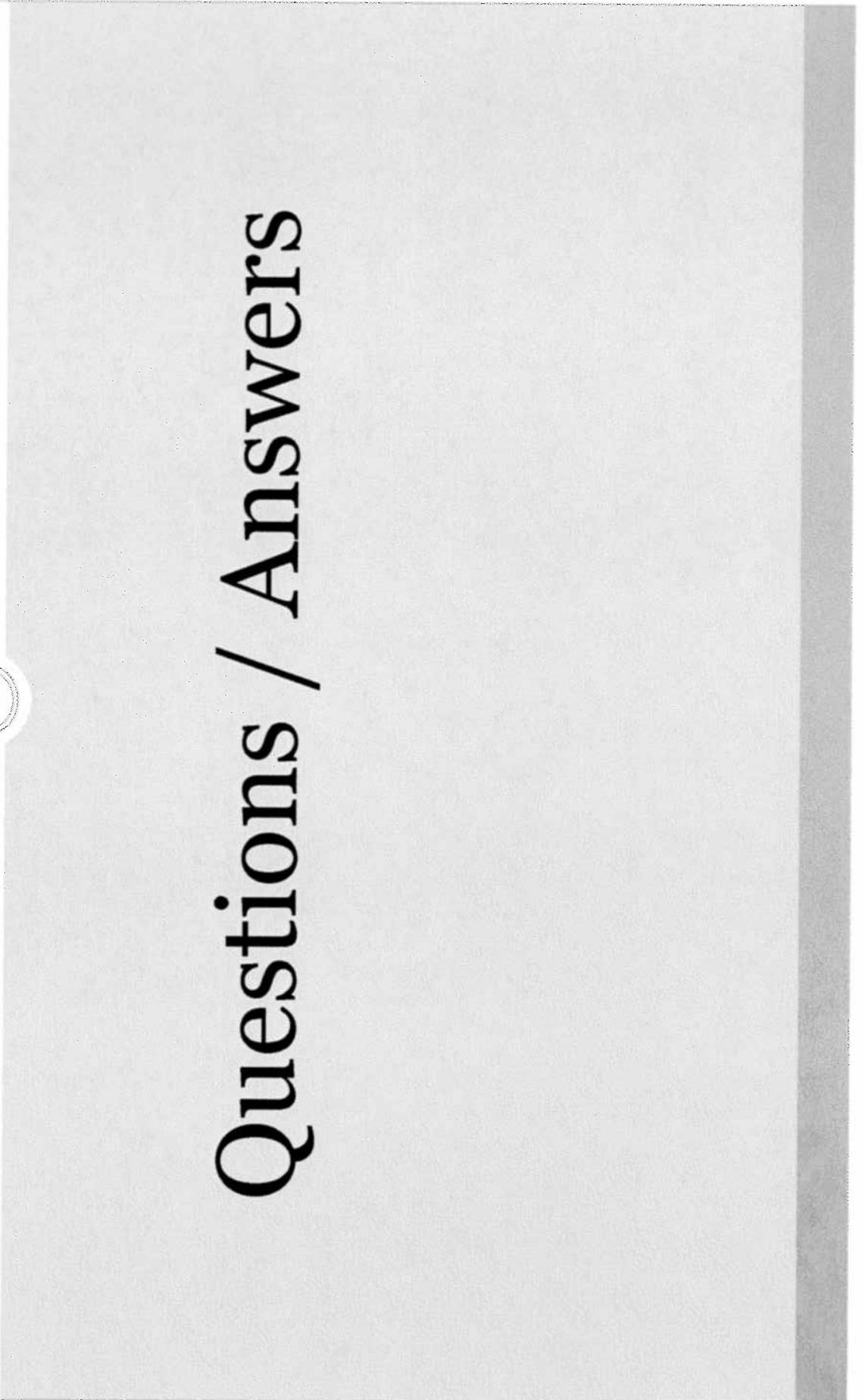


- Office of Innovation SharePoint Site
- Central Office Support

Grant Specialist	Student Placement	Office of Operations
James Maddison 262-8229	Vicky Ramos 262-8533	Robert Ulliman 262-8190



Questions / Answers



Name Teacher/Parent/Admin

Nicole Fraser	Nicole Fraser	Teacher
Shayna Ruckdeschel	Shayna Ruckdeschel	Teacher
Golden	Golden	Teacher
Michele Myers	Michelle Myers	Teacher
Jennifer Leaven	Jennifer Leaven	psychologist
Ellen Tanner		Soc wrkr
Maura DeManas	WFA	teacher
Lesley Johnson	WFA	teacher
Cherrie Karol	WFA	teacher
Raymond Cali	WFA	teacher
Krista Neu	WFA	teacher
R. Hudson	WFA	Parent
Veronica Sitz	Commencement	Parent Teacher
Heather Hoady	Commencement	Teacher
Bradley	COMMENCEMENT	TEACH
Barry Burke	Commencement	TEACH ✓
Laurel Buchke	Comm.	Teacher
Monica Murrell	COMM	Teacher
Walker	Comm.	Teacher
Jan Sykes	Comm.	Teacher
W. W. W. W.	Comm.	SIP
Jeff Zorn	Comm.	Teacher
Buffy H. H.	WFA	Principal
Michael P.	WFA	Teacher
Michelle Roselli	WFA	Asst Prin.
M. M.	WFA	Teacher

$$\begin{array}{r} 115 \\ 70 \\ \hline 185 \\ 50 \\ \hline 225 \end{array}$$

Michael Brundage
Michael Jodie

Wilson Ford - teacher.

Wilson Fe. Teacher

<u>Name</u>	<u>Teacher/Parent/Admin</u>
Ryan Goff	Teacher
Steve Sherwood	Teacher
Rosa DiStasio	Admin
Stephen M. Zell	Teacher
Tom Pasquonnes	Teacher
Jeanne Mannert	teacher
Rosa DiStasio	teacher
Ed. Budget	Teacher
Marianna Greco	SpEd Teacher
Jim Caswell	Teacher
Brendan Connor	
Karen S. Ruzor	teacher
Jacquelyn Timothe	
Ken Murphy	TEACHER
Chris Penn	Admin
Lo Englet	Teacher
David Dimmock	Teacher/Parent
Latresha Fuller	Administrator
Catherine Accardo	Administrator
Joe LaPietra	Administrator
Abel Perry Thault	Teacher
Matthew Ky	STN

<u>Name</u>	<u>Teacher / Parent / Admin</u>
Sherrolletta Scissem	School Counselor
Saba Brumaghim	Teacher
Don Buras	TEACHER
Wade Kesh	Teacher
Tara Wade	teacher
Rakan Hardaway	Teacher
TANISHA C. Kuhn	Teacher
Nicole Baccanti	Teacher
Michelle Whelen	"
Karen Kass	COUNSELOR
Darcy Bennett	Teacher
Mike Siontski	Teacher
V. Christopher	Teacher
Jim Chapman	jchapman2000@yahoo.com 775-9022
	Parent of current 8 th grader

Melissa Teague	Teacher/parent
Nancy Brackman	School Psychologist
Jaura Dow	teacher Wilson 501
Kaitlin Burgstrom	teacher
Michael Moellering	TEACHER
Hebecca O'Connor	Teacher 501

<u>Name</u>	<u>Teacher / Parent / Admin</u>
Amanda Chitaphong	teacher
George Ealy	teacher
M. Ke. (Dad)	teacher
Mark-George	teacher
Jim Meyer	AD / WF
Lorraine Wedderburn	social worker
Holly Clough	Teacher
Lydia Sosa Pérez	Teaching Assistant
Steven Seebay	teacher
Raquel Sanchez	Teacher
Cecilia E. ...	teacher
Anthony ...	teacher
Jennifer Kehoe	Teacher
Tomah D. Lutter	Principal
Sammy McLaughlin	teacher
Jacqueline ...	Teacher
Wendy Wurz	Teacher
Angela Briggs	teacher

Jeffrey Giles

Teacher

Teachers S.I.G. Mtg. - SIG 4.5 \approx 100 teachers

4-17-2013

Transformation Model - Sue H. - Curtis

- least disruptive
- staff does not have to reapply

Rob - overview of RFA

Vicki - Wilson Commencement Applicant

- Three "buckets"
- Core Instructional Program
- Expanded Learning Time
- College Readiness and Access

What could it mean for Wilson?

- Increased Rigor
- Support of all subgroups
- D.D. of CCLS and rig. inst.
- Expanded Learning Opp. (related to instruct.)
- College Partner (University of Rochester)

Q&A

- Role of Partnership schools? - Fdn. & Commencement
- Sue - Talk about K-12 I.B. school, so can use this grant to combine schools. But, only commenc. is eligible.

What way does I.B. program not meet transformation model?

- not interested in a program within a school, want an entire school
- MYP?
- Application can't be more of the same

What happens if choose not to apply?

Dr. Vargas will have to come up with a plan - priority school?

Look at closure application if combine BEDS CODE?

No - less money

Can't screen grade K, so can't be selective.

No plan put in place for Wilson prior to meeting

one premise of K-12 is one Bldg.?

- No - clear articulation of mission
- Can it be done that way?
- Yes

- Share BEDS code?

Yes - new BEDS code

- When does Wilson Fed. get to voice opinion?

- ASAP

- Won't support if their voice not heard

- Could Vertical teaming be included?

- Yes -- would have to

- can C.O. clarify what an MYP school?

- model based on starting in K

- used to be on BEDS code

- 2006 were separated

- Concern about loss of computer teachers

- Vicki - not a loss of 16.3 teachers, not really reading budget books correctly

- Compare kids who had MYP
vs. Kids who have not
- performance

- If choose not?

 - Dr. Vargas must present a plan

- How get off priority list?

 - show growth of all subgroups
 - can't be in lowest 50%

Name

Teacher/Parent/Admin

Nicole Fraser	Nicole Fraser	Teacher
Shayna Ruckdeschel	Shayna Ruckdeschel	Teacher
Golden	Golden	Teacher
Michele Myers	Michele Myers	Teacher
Jennifer Lerner	Jennifer Lerner	psychologist
Ellen Tanner		Soc wrk
Maurk Demana	WFA	teacher
Lesley Johnson	WFA	teacher
Cherrie Karol	WFA	teacher
Raymond Cali	WFA	teacher
Krista Neu	wfa	teacher
R. Huson	WFA	Parent
Veronica Sutz	Commencement	Teacher
Heather Hoad	Commencement	Teacher
Barry Burke	Commencement	Teacher
Barry Burke	Commencement	Teacher
Jaurie Buchke	Com.	Teacher
Monica Suresh	COMM	Teacher
W. Walker	Comm.	Teacher
Ken Sykes	Comm.	Teacher
W. W. W.	Comm.	SIP
S. S.	Comm.	Teacher
B. B.	WFA	Principal
B. B.	WCA	teacher
M. C. Roselli	WFA	Asst. Prin.
M. M.	WFA	Teacher



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May 02, 2013

RTA Delegates Meeting

AGENDA

- Thank you for your professionalism, support and leadership!

RTA Vote results:

Number 1 96 Yes 4 No

-Flexible school day (*period 9 expanded learning*)

-Implementing a 4 marking period instructional year

-SBPT – subcommittee for identification of faculty to support students during expanded learning

Number 2 81 Yes 1 No

- Writing and submitting an application for SIG 4.5

- Application for SIG 4.5 Released April 29th. *Copy provided*
- Form three sub-committees that were part of the presentation three subcommittees (buckets) being:
 - Core Instructional Programming
 - Expanded Learning Time
 - College Readiness and Access (*April 17, 2013 Staff Meeting*)
- Identify the building level Leadership Team
- Inform, recruit and identify parents for the subcommittees. (*four WFA parents of incoming 8th graders have already volunteered*)
- *Review of proposed timeline for grant writing and submission*

SIG Grant –The RFP must be designed to meet one of the four intervention models.

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**Turnaround
Restart
Transformation
Closure**

The submission deadline is June 07, 2013



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Pamela D. Rutland
Principal

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1B World School
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(585) 328-3440*



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SIG Subcommittee Members

Here are the three working committees for completion of the SIG application. Each committee should reflect our school's community. I suggest each team have, at the very least, a SBPT representative, an RTA representative, a Building Committee representative, a Para or TA representative, an administrator representative and a parent representative on each committee. There is no limit to the size of the committee. Membership on the committee is purely on a volunteer basis. The three subcommittees are:

A.) Core Instructional Programming Meeting Room 241

James Maddison – *Grant Writer*

Lisa Traficante – *Academy Director – IB, Social Studies*

Chair James Caswell – *Social Studies Teacher, Building Committee*

James Chapman *Parent – incoming 9th grader*

Makita Saloane *Parent – incoming 9th grader*

Brendan Gallivan *Parent – Rising Senior*

Laura Dow - *Social Studies Teacher*

Gloribel Arvelo-Park – *MYP Cord. Social Studies Teacher*

Stephanie Monk-George – *Science Teacher*

Thomas Pasqualucci- *Science Teacher*

Melissa Neil-Adams – *Special Education Teacher*

Louis Englert – *Special Education Teacher*

Theresa Sarkis-Kruse – *English Teacher, RTA Rep*

Jennifer Sykes – *Special Education Teacher*

David Dimmock – *Social Studies Teacher*

Deirdre Bonnell – *Science Teacher*

Heidi Breidenstein – *Science Teacher*

Elizabeth Tobin – *Social Studies Teacher*

Melissa Teague – *English Teacher*

Kaitlin Burgstrom – *Science Teacher*

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Monica Gurell – *Special Education Teacher*
Michele Myers – *PE Teacher*
Rakia Hardaway – *Social Studies Teacher*
Andrew Webster - *Science Teacher*
Jennifer Kehoe - *English Teacher*
Abel Perez-Pherett *Spanish Teacher, RTA Rep, SBPT*
Rebecca O'Connor – *Special Education Teacher, RTA Rep, SBPT*
Lydia Sosa-Perez – *Teacher Assistant*

B.) Expanded Learning Time Meeting Room 209

Requires 200 additional hours for **all** students.

James Maddison – *Grant Writer*
Co- Chair **Kaitlin Burgstrom** – *Science Teacher*
Co- Chair **Abel Perez-Pherett** *Spanish Teacher, RTA Rep, SBPT*
Latresha Fuller - *Academy Director – Math, Science & AP*
Catherine Accordo – *Coord. Admin. of Special Educ.*
Terry Richards – *Assistant Principal, Art, Music & Computer Science*
Dianne Stengel - *Parent – Rising senior, SBPT, PTSO Pres.*
James Bowens – *Parent – Rising Junior & Sophomore, SBPT*
Chenetta Hunter- Stokes – *School Counselor__*
Darcy Barrant – *Computer Science Teacher, SBPT*
Rebecca O'Connor – *Special Education Teacher, RTA Rep__*
Deirdre Bonnell – *Science Teacher*
Sarah Collins – *English Teacher*
Jennifer Lerner – *School Psychologist*
Barry Burke – *Special Education Teacher*
Kevin Murphy – *Math Teacher*
Ryan Goff – *Computer Science Teacher*
John Brumaghim – *Science Teacher*
Breandan Connor – *English Teacher*
Mary Jo Cook – *Special Education Teacher*
Tammy McCullough – *Math Coach/Teacher*
Sarah Knauss – *ELA Coach/Teacher*
Amanda Chitaphong – *IB Coord./ELA Teacher*
Kamisha Kuhs – *Computer Science Teacher*
Spencer Sherwood – *French Teacher*
Laurie Buchko – *Special Education Teacher*

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Breandan Connor – *English Teacher*
Rebecca Cody – *Special Education Teacher*

C.) College Readiness and Access Meeting Room 208

New York minimum standards-

75% on the NYS ELA Regents Exam

80% on the NYS Integrated Algebra Exam

James Maddison – *Grant Writer*

Co-Chair **Tanishia Johnson** – *School Counselor*

Co-Chair **Jennifer Kehoe** – *English Teacher*

Amanda Muster – *Health Teacher*

Lynda Mortis – *Assistant Principal, English Language Art*

Claudia Paine- *Assistant Principal, LOTE/ESL, SBPT*

Joe LaPietra – *Athletic Director, Health & PE Supervision*

Dianne Stengel - *Parent – Rising senior, SBPT, PTSO Pres.*

Carol Sherwood – *Parent – Rising Senior*

Lindsay Phillips – *Parent – Incoming 9th grader*

Melanie Williams – *School Counselor*

Wendy Clifford – *School Counselor*

Sarah Collins - *English Teacher*

Thomas Pasqualucci- *Science Teacher*

Abel Perez-Pherett – *Spanish Teacher, RTA Rep, SBPT*

Patricia Moynihan – *Science Teacher*

Mary Jo Cook - *Special Education Teacher*

John Brumaghim – *Science Teacher*

5/9 Curric

Melissa Weill Adams
Jim Chapman parent in-coming 9th gr. (ret yr)
Steph Mark-Grace
David Dimmock
M. Budman
Marian Lyne
Gisbel Lovelock
A.C. Webster
Jim Cavill

Communication Activities and Timeline

Communication Activity		Due Date	Audience	Who is Responsible?	Completed	1	2	3	4
(2012-13 SY): Activities									
Initiate Priority School Executive Committee (PSEC) meetings with district leadership to discuss grant status, address implementation issues, and keep senior staff, RTA and ASAR informed of progress.	Bi-weekly beginning 4/8/13	Priority School Executive Committee (PSEC)	<ul style="list-style-type: none"> Deputy Superintendent Anita Murphy Office of School Innovation Susan Curtis Executive Director of School Operations Vicma Ramos 	Yes - meetings have commenced	X				X
Inform/execute meeting with union leaders and Priority School Executive Committee (PSEC) to inform stakeholders of the communication plans and to ensure transparency.	Goal: Week of April 8th - Afternoon: Every two weeks following date until completion of 2 nd grant period	<ul style="list-style-type: none"> RTA Leaders ASAR Leaders PSEC 	<ul style="list-style-type: none"> Deputy Superintendent School Operations Chief of Schools OSI 	Yes - meetings have commenced	X				X
Develop a summary document and presentation that describes the details of the SIG grant for staff including an explanation of each SIG component <ol style="list-style-type: none"> Includes current RFP Copy of past proposal 	Goal: Week of April 8th	<ul style="list-style-type: none"> All Wilson Stakeholders: <ul style="list-style-type: none"> School Staff and Community Agencies SBPT Parents Students 	<ul style="list-style-type: none"> Deputy Superintendent Admin. OSI School Operations 	Yes - documents prepared	X	X	X	X	X
Present SIG opportunity to stakeholders	Goal: Week of April 15	<ul style="list-style-type: none"> All Wilson Stakeholders 	<ul style="list-style-type: none"> Deputy Superintendent Admin. OSI School Operations 	Presentation tentatively scheduled for April 17	X	X	X	X	X
Allow time for review and decision from Wilson community <ol style="list-style-type: none"> Deadline for decision - April 26, 2013 	Goal: Week of April 22	<ul style="list-style-type: none"> All Wilson Stakeholders 	<ul style="list-style-type: none"> Deputy Superintendent Admin. OSI School Operations Chief of Schools Wilson Community 		X	X	X	X	X

Communication Activity	Due Date	Audience	Who is Responsible?	Goal			
				1	2	3	4
Establish Leadership Team	Goal: No later than week of April 22	<ul style="list-style-type: none"> All Wilson Stakeholders 	<ul style="list-style-type: none"> Wilson leadership 	X	X	X	X
Identify potential external partners and their role in the SIG application	Goal: No later than week of April 22	<ul style="list-style-type: none"> All Wilson Stakeholders 	<ul style="list-style-type: none"> Deputy Superintendent Admin. School Operations OSI Leadership Team in conjunction with Principal 	X	X	X	X
Identify prospective subcommittee members (MUST INCLUDE PARTICIPATION FROM PARENTS, EXTERNAL PARTNERS, STAFF AND STUDENTS)	Goal: Week of April 29	<ul style="list-style-type: none"> Prospective subcommittee members 	<ul style="list-style-type: none"> Wilson leadership 	X	X	X	X
Leadership Team & Subcommittees provide input and suggestions to be included in development of application.	Weekly Meetings: Beginning no later than May 6	<ul style="list-style-type: none"> Leadership Team Identified Sub Committees All Wilson Stakeholders 	<ul style="list-style-type: none"> Deputy Superintendent Admin. School Operations OSI Leadership Team in conjunction with Principal 		X		
Hold regular check-in meetings with principals, leadership team, subcommittees to continually provide support and assistance	Weekly Meetings: Beginning no later than May 6	<ul style="list-style-type: none"> School Leadership Leadership team Subcommittees 	<ul style="list-style-type: none"> School Operations OSI Grants Department 	X	X	X	X
Hold Forum for All Wilson Stakeholders for Input/review of School Improvement Grant (organize by key topics, strengths/areas for growth) 1. Inform all there is exactly 1 week to receive feedback	Goal: Week of May 20	<ul style="list-style-type: none"> School Staff, Community, Students 	<ul style="list-style-type: none"> Deputy Superintendent Admin. School Operations OSI Grants Department 	X	X	X	X
Execute meeting with union leaders and Priority School Executive Committee (PSEC) to inform stakeholders of the progress. 1. Provide draft of SIG 4.5 for review.	Goal: Week of May 27 Coordinate with other SIG meeting	<ul style="list-style-type: none"> RTA Leaders ASAR Leaders PSEC 	<ul style="list-style-type: none"> Superintendent Deputy Superintendent Admin. School Operations Grant Department OSI 	X		X	
Informational meeting for School Staff regarding execution of SIG 4.5 – What does the final submission look like?	Goal: Week of May 27	<ul style="list-style-type: none"> All Wilson Stakeholders 	<ul style="list-style-type: none"> Superintendent Deputy Superintendent Admin. School Operations Grant Department OSI Leadership Team/Subcommittees 	X	X	X	X



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SIG Subcommittee Members

There are three working committees for completion of the SIG application. Each committee should reflect our school's community. I suggest each team have, at the very least, a SBPT representative, an RTA representative, a Building Committee representative, a Para or TA representative, an administrator representative and a parent representative on each committee. There is no limit to the size of the committee.

The three subcommittees are:

A.) Core Instructional Programming

Pamela Rutland – *Principal*

James Maddison – *Grant Writer*

Lisa Traficante – *Academy Director – IB, Social Studies*

James Chapman *Parent – incoming 9th grader*

PARENT

Laura Dow - *Social Studies Teacher*

Gloribel Arvelo-Park – *MYP Cord. Social Studies Teacher*

Stephanie Monk-George – *Science Teacher*

Thomas Pasqualucci- *Science Teacher*

Melissa Neil-Adams – *Science Teacher*

Louis Englert – *Special Education Teacher*

James Caswell – *Social Studies Teacher, Building Committee*

Theresa Sarkis-Kruse – *English Teacher, RTA Rep*

Jennifer Sykes – *Special Education Teacher*

B.) Expanded Learning Time

Requires 200 additional hours for **all** students.

Pamela Rutland – *Principal*

James Maddison – *Grant Writer*

Latresha Fuller - *Academy Director – Math, Science & AP*

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Catherine Accordo – *Coord. Admin. of Special Educ.*
Terry Richards – *Assistant Principal, Art, Music & Computer Science*
Dianne Stengel - *Parent – Rising senior, SBPT, PTSO Pres.*

PARENT

Chenetta Hunter- Stokes – *School Counselor*___
Darcy Barrant – *Computer Science Teacher, SBPT*
Rebecca O'Connor – *Special Education Teacher, RTA Rep*___

C.) College Readiness and Access

New York minimum standards-

75% on the NYS ELA Regents Exam

80% on the NYS Integrated Algebra Exam

Pamela Rutland – *Principal*

James Maddison – *Grant Writer*

Lynda Mortis – *Assistant Principal, English Language Art*

Claudia Paine- *Assistant Principal, LOTE/ESL, SBPT*

Joe LaPietra – *Athletic Director, Health & PE Supervision*

Dianne Stengel - *Parent – Rising senior, SBPT, PTSO Pres.*

Lindsay Phillips – *Parent – Incoming 9th grader*

Melanie Williams – *School Counselor*

Wendy Clifford – *School Counselor*

Sarah Collins - *English Teacher*

Thomas Pasqualucci- *Science Teacher*

Rebecca O'Connor – *Special Education Teacher, RTA Rep*

Abel Perez-Pherett – *Spanish Teacher, RTA Rep*



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SIG Subcommittee Member Recruitment

There will be three working committees for completion of the SIG application. Each committee should reflect our school's community. I suggest each team have, at the very least, a SBPT representative, an RTA representative, a Building Committee representative, a Para or TA representative, an administrator representative and a parent representative on each committee. There is no limit to the size of the committee.

The three subcommittees are:

1.) **Core Instructional Programming**

Common Core (CCLS)

MYP of IB

DP of IB

2.) **Expanded Learning Time**

200 additional hours are required for all students.

3.) **College Readiness and Access**

NYSED standards

-75% on the NYS ELA Regents Exam

-80% on the NYS Integrated Algebra Exam

Each Committee will determine who will take on key roles for meetings:

Facilitator

Note taker

Chairperson(s)

(Suggested Role: Time keeper)

The Chairperson(s) for each committee will sit on the building level leadership team. The chairperson's responsibility will be to make sure the work and voice of the committee is shared and represented. Minutes and sign in sheets are required from each committee meeting. A standard sign-in sheet will be sent to each chairperson electronically.

Those interested in one or more committee are asked to send their names to me ASAP. We would like to have committees identified by Wednesday, May 8, 2013.

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Parent Meeting
5/22/13



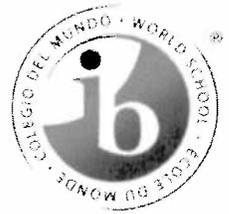
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501 Genesee Street, Rochester, NY 14611

Imagine IB

SIG Committee Sign In Sheet

Jack Mottley	Parent
Dianne Stengel	Parent
Mary Jo Cook	Teacher
Jim Chapman	Parent
Kate Krossmann-Kehoe	Parent
Lindsay Phillips	Parent
Ad B	
David Dimmock	Teacher
Phil Piro Punt	Teacher
Kaitlin Burgstrom	Teacher
Jamie Kelly	
Amanda Muster	Teacher
Jennifer Kehoe PhD	Teacher
Brendan Callivan	Parent / Admin
Jerry Walden	Parent
Sal Walker	Teacher

5/30/13



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Imagine IB

SIG Committee Sign In Sheet

Abel Fay Pratt (Teacher)
David Linnoch (Teacher/Parent)
Michael Arnold Pratt (Teacher)
Allyster Muster (Teacher)
Carol Snowood (parent)
Deanne Stoyd (parent)
Kaitlin Burgstrom
Mary Jo Cook
Jason Bookes
Melvin Lytle
Stephanie Quatro
Lizzie Tobin
Jana Dow
Jekehae PhD

5/20/13



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Imagine IB

SIG Committee Sign In Sheet

Cheretta Hunter-Stokes
 Wesley Walker
 Charles King
 Connor, Dan
 G. Kuhn
 Steve Shulman
 Catherine Secore
 Melissa Wilbur
 Nuler Myers
 James Tokantle Jones
 Kala Kato
 Heidi
 Theresa
 Jim BA

Appendix 5: Parent Letters of Support

Kate Kressmann-Kehoe

346 Rockingham St.

Rochester NY 14620

May 22, 2013

To whom it may concern:

I am a parent of an 8th grader who will be attending 9th grade at Wilson Commencement Academy (WCA) in Rochester NY this coming fall. I am also the President of the PTSA at Wilson Foundation Academy, the IB school that leads up to Wilson Commencement Academy.

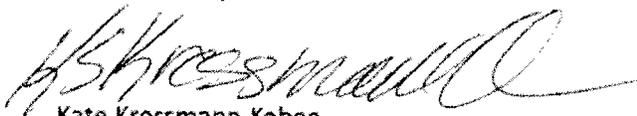
This evening I attended a session at which the teachers at WCA presented their plan for transforming the school. They were also quite open about where they felt the school might have fallen short in the past, and creative about finding new ways to do better. Their enthusiasm, excitement about an opportunity to start afresh, and devotion to nurturing students were all apparent. I particularly liked their ideas for mentoring students and for providing enriched interdisciplinary tracks.

Several parents were in attendance and their input was actively sought, with teachers asking probing and thoughtful questions that showed that they were taking the ideas and concerns very seriously. Parents were also directly involved in the committees that came up with the proposal.

My child is currently in an IB program and I have been profoundly impressed by the framework. I felt good this evening that the WCA teachers have solid plans and a passion for helping students of all academic skill levels benefit from that framework.

Based on what I have seen, I would strongly support the grant application from Wilson Commencement Academy.

Yours sincerely



Kate Kressmann-Kehoe
President, Wilson Foundation Academy PTSA
585-442-6942

Lindsay Phillips, MD
66 Crawford St
Rochester, NY 14620

May 23, 2013

To whom it may concern:

I am a parent of an incoming 9th grader for Wilson Commencement Academy (WCA) in Rochester NY this coming fall. I want to share my excitement and enthusiasm for the School Improvement Grant we are submitting to New York State for consideration.

As a new parent, I was invited to participate in several working groups in developing these initiatives. I have been impressed by the engagement of faculty in acknowledging areas of current weakness and imaging a different kind of school. In particular, they have creatively addressed the need to provide students with a greater sense of community which should result in improved school attendance, fewer discipline issues and ultimately improved test performance as well.

My child is currently in the Middle Years Program of the International Baccalaureate. I think the academic challenge, social responsibility and international perspective of the IB program provides wonderful scaffolding for the school culture. I sense a real commitment from the WCA to help students of all academic skill levels benefit from that framework while incorporating some needed changes.

This grant represents a collaborative effort, and thus commitment to change, on the part of the Wilson Commencement Academy. I hope that my son and his peers can benefit from these proposed improvements.

Yours sincerely

Lindsay Phillips, MD

Appendix 6: Restorative Practices School Guide

SaferSanerSchools™

WHOLE-SCHOOL CHANGE
Through Restorative Practices

The Whole-School Change program achieves 100% staff participation and reliably produces the following positive outcomes, which start to occur at the very outset of implementation.

REDUCED

- › Misbehavior
- › Violence & bullying
- › Suspensions & expulsions
- › Teacher & student absenteeism

INCREASED

- › Instructional time
- › Safety

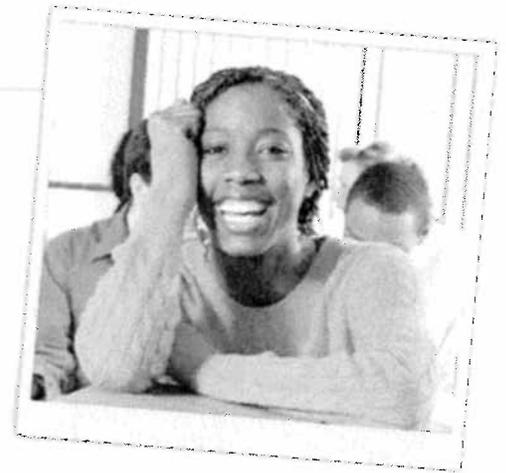
IMPROVED RELATIONSHIPS & ATTITUDES AMONG

- › Students
- › Staff
- › Administrators
- › Parents

Program Overview

Whole-School Change is a program of the International Institute for Restorative Practices (IIRP), a graduate school based in Bethlehem, Pennsylvania. Since 1999 the IIRP Continuing Education Division has helped even the most challenging schools improve their teaching and learning environment through “restorative practices,” a proactive approach to whole-school climate change based on communication and responsibility.

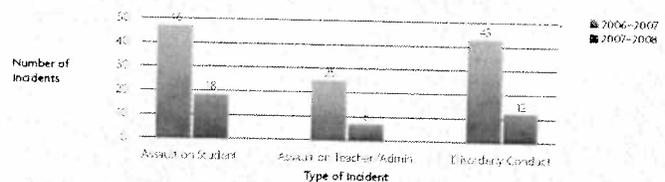
The IIRP’s SaferSanerSchools™ Whole-School Change program is a cost-effective way to achieve lasting change that enhances and builds relationships between students, staff and parents, improves student behavior, reduces violence and bullying and creates a sense of community.



IIRP provides a comprehensive two-year school implementation program, unlike piecemeal efforts using varied approaches that lack an explicit focus. IIRP helps the school leadership and staff develop a customized plan based on its own needs and goals, organizes staff “professional learning groups” and regular follow-up phone meetings, delivers onsite professional development and assists with evaluation. Everyone on the school staff has a say and a role in implementation. Several staff are selected and trained as professional development instructors to ensure program sustainability.

West Philadelphia High School (Large Inner-City High School)

Serious Behavioral Incidents by Type in 2 School Years



Evidence-based. See page 4.

Contact Us



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INTERNATIONAL INSTITUTE FOR
RESTORATIVE PRACTICES
A GRADUATE SCHOOL

Restoring Community in a Disconnected World

SaferSanerSchools™

WHOLE-SCHOOL CHANGE PROGRAM

Implementation
Year One



Distance Preparatory Activities

- Schedule initial professional development days and implementation start-up session.
- Provide phone consultation with school leadership.
- Create customized online web space to support staff implementation and learning activities.
- Collect baseline data from school discipline records and other relevant information.

Four Days of Onsite Professional Development for Staff

Must be held prior to implementation start-up session (explained below).

- Introduction to Restorative Practices — Basic restorative concepts and skills.

Recommended for early part of year 1:

- Using Circles Effectively — How to use circles for a broad range of behavioral and academic purposes.

Can be held during year 1 or year 2:

- Facilitating Restorative Conferences — How to facilitate structured meetings that effectively respond to wrongdoing.
- Family Engagement — How to effectively engage and empower families using restorative practices.

Implementation Startup Session

- Provide 3-hour session with all staff held early during year 1 (after Introduction to Restorative Practices professional development day).
- Engage school in developing an explicit plan for two years of implementation.
- Staff members form professional learning groups (PLGs).
- IIRP trains staff to hold their own PLGs.
- PLGs provide ongoing collaboration between the administration and staff in achieving effective implementation.



Follow-up Activities

- Hold monthly in-depth phone calls with leadership, also with staff groups as needed.
- Schedule onsite consulting days in consultation with school.
- Provide ongoing assistance with evaluation of implementation progress and impact on discipline data.

Resources Provided

- Speakerphone for conference calls
- Four books for each staff member for the four professional development events
- Restorative question cards and posters
- IIRP globe “talking piece”
- IIRP restorative practices video and book library

SaferSanerSchools™

WHOLE-SCHOOL CHANGE PROGRAM

Implementation
Year Two



Continuing Calls with Leadership and Staff Groups

- Scheduled as needed to sustain implementation momentum.
- Will focus on deepening implementation of restorative practices to 100% of staff.

Onsite Professional Development and Consulting Days

- Schedule the remainder of the four professional development days not completed in first year.
- Focus on skills refinement, increased sustainability and self-management.
- Use ongoing evaluation to update criteria and inform consultation.

Sustainability Plan

- Support explicit planning for sustained implementation.
- Institutionalize and embed restorative practices as part of school staff's vocabulary and daily life.

Training of Trainers

- Select staff to be trained to provide restorative practices professional development for new hires.
- License and train those staff to utilize IIRP's proprietary materials, presentations, "scripts" and videos.

Supplemental Opportunities

- Optional graduate online courses available for staff.
- School-centered restorative zone coordinated with local government and private agencies.
- Restorative management and supervision professional development.



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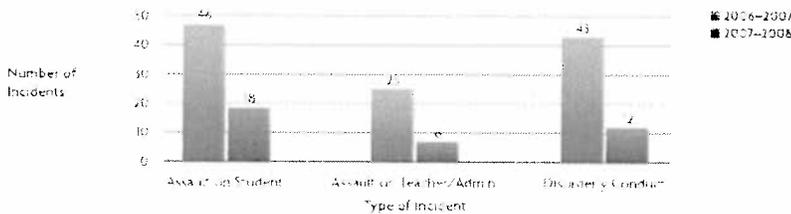
WHOLE-SCHOOL CHANGE PROGRAM

What Educators Have to Say

Restorative Practices Research

West Philadelphia High School (Large Inner-City High School)

Serious Behavioral Incidents by Type in 2 School Years

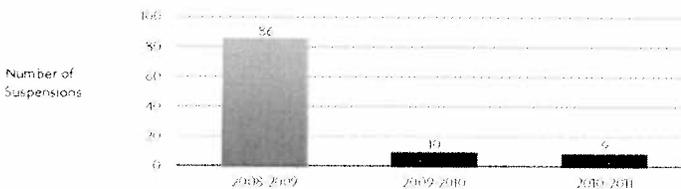


“To accomplish everything a school needs — mainly academic goals — becoming a school with a restorative climate and culture is essential. My students are now in better shape — both academically and behaviorally — than they’ve ever been. If you’re serious about becoming a restorative school, the best way to get there is with the Whole-School Change Program.”

Rhonda Richetta, Principal, City Springs Elementary/Middle School, Baltimore, Md.

City Springs Elementary/Middle School, (Large Inner-City Elementary/Middle School, Baltimore, Maryland.)

Suspensions in 3 School Years

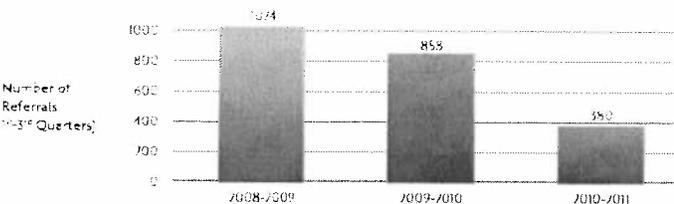


“Restorative practices builds relationships. Teachers are taking charge of discipline in the classroom. There has been a decrease in students sent to the principal’s office from 100 a month to two or three a month since implementing restorative practices. The most effective thing about the Whole-School Change program is that each and every person in the school has bought in. They all think about: ‘What are you doing for the whole school?’ It’s a beautiful thing.”

Sadie Silver, Principal, Warren Prep Elementary School, Brooklyn, NY

Koskiusko Middle School (Large, Diverse Inner-City Middle School, Hamtramck, Michigan.)

Disciplinary Referrals to Student Office in 3 School Years



“When we were using a traditional punitive discipline approach, certain kids were spending more time out of school than in, and student achievement was very low. With restorative practices, discipline referrals have been cut in half; suspensions, expulsions and office referrals all are much improved and the amount of recurring offenders and fights has been greatly reduced. The processes are so powerful in helping kids reflect on their decisions and behavior and how they affect others.”

Sharlene Charns, Director of Federal Programs, K-12 Instruction and Bilingual Education, Hamtramck, MI, School District

Element	Scope of Proficiency
1. Affective Statements	School-wide
2. Restorative Questions	School-wide
3. Small Impromptu Conference	School-wide
4. Proactive Circles	Broad-based
5. Responsive Circles	Broad-based
6. Restorative Conferences	Targeted
7. Fair Process	School-wide
8. Reintegrative Management of Shame	School-wide
9. Restorative Staff Community	School-wide
10. Restorative Approach with Families	Broad-based
11. Fundamental Hypothesis Understandings	School-wide

These are the essential elements necessary for successful whole-school implementation of restorative practices. Although all of the school's staff should be aware of them and understand what they are, proficiency in doing the elements will be defined as follows:

- » School-wide includes all staff who interact with children.
- » Broad-based includes administrators, teachers and other professional staff, such as counselors and social workers, but not non-instructional staff.
- » Targeted will be those who are selected to carry out a specific element — facilitating Restorative Conferences.

The following pages will describe and define each element and the characteristics of high quality.

Essential Element #1 Affective Statements

Scope of Proficiency

School-wide

Description and Purpose

Affective Statements:

- › Are central to all of the more formal restorative practices.
- › Are personal expressions of feeling in response to specific positive or negative behaviors of others.
- › Provide feedback on the impact and scope of intended or unintended harm resulting from negative behaviors.
- › Provide information that can be used to restore a good feeling between people when harm has been done to their relationship.
- › Humanize the person making them, immediately changing the dynamic between the people involved. This sharing of emotions or “getting real” is what makes it possible to improve relationships in a school community.
- › Have a significant and cumulative impact in a school community.
- › Are the most informal type of response on the restorative practices continuum.

Characteristics of High Quality

High-Quality Affective Statements:

- › Are “I” statements that express a feeling.
- › Make students aware of either the positive or negative impact of their behavior.
- › Provide a precise description of a student’s behaviors and the specific impact of those behaviors.
- › Do NOT protect students from the consequences of their behavior.
- › Are strategically delivered in a time frame, place and manner most likely to maximize impact.
- › Are delivered in a personalized manner directly to the student who impacted others.
- › Focus on behavior, not on the intrinsic worth of the person (separate the deed from the doer).
- › Are respectful in tone.
- › Encourage students to express feelings.

Essential Element #2 Restorative Questions

Scope of Proficiency

School-wide

Description and Purpose

Restorative Questions:

- › Like Affective Statements, are central to all of the more formal restorative practices.
- › Are responses to negative behavior and conflict.
- › Are selected or adapted from two sets of standard questions designed to challenge the negative behavior of the wrongdoer and to engage those who were harmed.
- › Address inappropriate behavior in a way that places the responsibility for making things right and restoring relationships on those involved in the situation.
- › Ask the wrongdoer to think about his/her behavior and how it impacted others.
- › Provides those harmed with an opportunity to be heard by those who harmed them and to have a direct say in what needs to happen to make things right.
- › Are an informal type of response on the restorative practices continuum.

Characteristics of High Quality

High-Quality Restorative Questions:

- › Are selected or adapted from the two sets of standard questions.
- › Always ask the wrongdoer to identify who has been harmed, what harm was done, and what needs to be done to make things right.
- › Always ask the person harmed to express their feelings by using Affective Statements to describe the harm done and to identify what needs to be done to make things right.
- › Require a response, whether it be verbal or written.
- › Are asked in a non-judgemental way that communicates a genuine desire for understanding.
- › Are used in the appropriate public/private setting.

Essential Element #3 Small Impromptu Conferences

Scope of Proficiency

School-wide

Description and Purpose

Small Impromptu Conferences:

- › Are questioning exercises that quickly resolve lower-level incidents involving two or more people.
- › Ask both the wrongdoer and those harmed to answer a series of Restorative Questions in front of one another.
- › Model a healthy approach to conflict resolution and break the pattern of lower-level incidents escalating or accumulating over time.
- › Encourage people involved in the incident to talk to each other, express their feelings and think about the impact of their behavior.
- › Are a response to behavior midway on the restorative practices continuum.

Characteristics of High Quality

High-Quality Small Impromptu Conferences:

- › Are confined to structured conversations based on a set of Restorative Questions.
- › Are consistently used whenever lower-level incidents occur.
- › Take place as soon as possible once an incident has been noticed.
- › Are conducted in a respectful tone.
- › Prompt students to use Affective Statements in response to the Restorative Questions.
- › Ask students to take specific actions that will repair harm resulting from the incident.

Essential Element #4 Proactive Circles

Scope of Proficiency

Broad-based

Description and Purpose

Circles:

- › Are meetings with participants seated in a circle, with no physical barriers.
- › Are often a sequential go-around, with a talking piece to encourage equity and efficient use of time.
- › Can be used with any group of students who meet on a regular basis.
- › Are designed so students increase ownership for facilitating circles and generating topics over time.
- › Are a distinctive, flexible type of restorative practice at a moderately formal place on the continuum.

Proactive Circles:

- › Are NOT held in response to an incident or problem.
- › Ideally should account for no less than 80 percent of all circles a student experiences.
- › Are based on topics intentionally selected and sequenced to increase risk-taking over time.
- › Build the social capital necessary to support successful Responsive Circles.
- › Provide opportunities for students to share feelings, ideas and experiences in order to build trust, mutual understanding, shared values and shared behaviors.
- › Are used to set class norms at the beginning of a year, semester or whenever necessary.
- › Are used to set up behavioral expectations prior to events that occur outside the regular classroom.
- › Can be used to help students with academic goal setting and planning.
- › Can be used to set ground rules for projects and activities.
- › Can be used to build or monitor understanding of academic content.

Essential Element #4 Proactive Circles

Characteristics of High Quality

During High-Quality Circles:

- › Only one person talks at a time and often uses a talking piece to support this norm. The facilitator can interact with the student speaker for clarification when absolutely necessary.
- › Students remain focused on the explicit topic/goals introduced by the facilitator.
- › The facilitator sets a positive tone.
- › The facilitator models desired responses and behavior.
- › Participants, including the facilitator, sit in a configuration as close to a circle as possible, with no barriers.
- › The facilitator is prepared to respond to “I don’t know” or “Can I pass?”

During High-Quality Proactive Circles:

- › Topics are intentionally selected to increase risk-taking over time.

Essential Element #5 Responsive Circles

Scope of Proficiency

Broad-based

Description and Purpose

Circles:

- › Are meetings with participants seated in a circle, with no physical barriers.
- › Are often a sequential go-around, with a talking piece to encourage equity and efficient use of time.
- › Can be used with any group of students who meet on a regular basis.
- › Are designed so students increase ownership for facilitating circles and generating topics over time.
- › Are a distinctive, flexible type of restorative practice at a moderately formal place on the continuum.

Responsive Circles:

- › Are a vehicle for using peer pressure to get positive change in behavior.
- › Should ideally account for no more than 20 percent of the total circles a student experiences.
- › Engage students in the management of conflict and tension by repairing harm and restoring relationships in response to a moderately serious incident or pattern of behavior affecting a group of students or an entire class.
- › Require the appropriate level of safety and community to handle high-risk sharing.
- › Address who has been harmed and what needs to happen to make things right.
- › Make it possible to air feelings, repair harm, solve problems and plan changes for the future.
- › Require all people involved in wrongdoing to play an active role in making things right.

Essential Element #5 Responsive Circles

Characteristics of High Quality

During High-Quality Circles:

- › Only one person talks at a time and often uses a talking piece to support this norm. The facilitator can interact with the student speaker for clarification when absolutely necessary.
- › Students remain focused on the explicit topic/goals introduced by the facilitator.
- › The facilitator sets a positive tone.
- › The facilitator models desired responses and behavior.
- › Participants, including the facilitator, sit in a configuration as close to a circle as possible, with no barriers.
- › The facilitator is prepared to respond to “I don’t know” or “Can I pass?”

During High-Quality Responsive Circles:

- › Disapproval of the inappropriate behavior is voiced by more people than just the facilitator.
- › Students take responsibility for their personal behavior and collective responsibility for the group’s behavior.
- › Reintegrative aspects are intentionally inserted. The facilitator always looks for ways to reintegrate identified offenders and allow them to reclaim their good name in the group.

Essential Element #6 Restorative Conferences

Scope of Proficiency

Targeted

Description and Purpose

Restorative Conferences:

- › Are a structured protocol used in response to serious incidents or a cumulative pattern of less serious incidents.
- › Are meetings where all of those involved in an incident (often including friends and family of all parties) come together with a trained facilitator who was not involved in the incident.
- › Are consistent with the belief that deterrence must be linked to relationships, personal accountability and repairing harm rather than on punishment and blame.
- › Help develop empathy through understanding of each participant's experience and perspective.
- › Are structured using a strategic, scripted approach that includes: facilitator introduction, initial offender phase, initial victim phase, victim supporter phase, offender supporter phase, offender response phase, agreement phase, facilitator closure to conference, and breaking of bread.
- › Use a series of Restorative Questions (Socratic engagement) to prompt the responses of participants in each phase of the conference. These questions are designed to help all participants develop their own capacity to make sense and meaning of what has happened, who was affected, and what is needed to make things right.
- › Limit the role of the facilitator to following the script, keeping the conference on track, and avoiding the tendency to interfere in the discussion or the decisions made by the participants.
- › Are NOT a routine class process.
- › Are the most formal type of restorative practice on the continuum.

Essential Element #6 Restorative Conferences

Characteristics of High Quality

High-Quality Restorative Conferences:

- › Consistently follow the script, sequence and norms of the protocol.
- › Acknowledge and disapprove of harmful behavior, value all involved and avoid arbitrary punishments.
- › Do not reflect the views of the facilitator in the outcomes of the conference.
- › Allow people to express their negative feelings and transition to more positive affects while developing their own solutions to the harm resulting from an incident.
- › Effectively reintegrate the wrongdoer into the community.

Essential Element #7 Fair Process

Scope of Proficiency

Broad-based

Description and Purpose

Fair Process:

- › Is an approach to decision making that is an application of the “with” concept from the Social Discipline and Organizational Change windows.
- › Means people are treated respectfully throughout a decision-making process and they perceive that process to be fair, regardless of the outcome.
- › Outlines a set of transparent practices designed to create open lines of communication, assure people that their feelings and ideas have been taken into account, and foster a healthy community.
- › Is based on the central idea that individuals are most likely to trust and cooperate freely with systems — whether they themselves win or lose by those systems — when Fair Process is observed.
- › Is an essential ingredient of any successful behavioral or organizational change.
- › Is used with students, staff and parents when participatory decisions are appropriate.
- › Does NOT mean every decision is made by a vote or by consensus.

Characteristics of High Quality

High-Quality Fair Process :

- › Engages students affected by the decision by giving them the opportunity to provide input and reason to believe their opinion will be considered.
- › Explains the reasoning behind the decision when students are affected.
- › Clarifies expectations so students understand the implications of the decision, specific expectations for carrying out the decision, and the consequences for not meeting those expectations.

Essential Element #8 Reintegrative Management of Shame

Scope of Proficiency

Broad-based

Description and Purpose

Reintegrative Management of Shame:

- › Is informed by the Psychology of Affect and the Compass of Shame.
- › Recognizes shame as a critical regulator of human social behavior.
- › Anticipates the shame response when positive affect is interrupted.
- › Relates to both wrongdoers and those impacted by wrongdoing.
- › Does not try to avoid the natural occurrence of shame when confronting negative behavior.
- › Anticipates the shame response in every situation where people are confronted with the consequences of misbehavior.
- › Helps people transform and move beyond shame.

Characteristics of High Quality

High Quality Reintegrative Management of Shame involves:

- › Listening actively to what the shamed person has to say.
- › Acknowledging the feelings of the shamed person.
- › Encouraging the shamed person to express his/her feelings and to talk about the experience that brought about the shame response.
- › Acknowledging the worth of the person while rejecting the unacceptable behavior (separating the deed from the doer).
- › Avoiding labels that stigmatize the person experiencing shame.
- › Discouraging dwelling on shame.
- › Self-examining and monitoring one's own shame response.

Essential Element #9 Restorative Staff Community

Scope of Proficiency

School-wide

Description and Purpose

A Restorative Staff Community:

- › Models and consistently uses restorative practices with each other to build and maintain healthy staff relationships.

Characteristics of High Quality

A High-Quality Restorative Staff Community:

- › Is led by an administration that models restorative practices.
- › Uses Affective Statements with each other.
- › Uses Restorative Questions to resolve staff conflicts and repair harm done to staff relationships.
- › Uses Proactive Circles regularly to build a healthy staff community.
- › Uses Responsive Circles to address conflicts that arise among staff members.
- › Uses Fair Process in all situations where participatory decision making is appropriate.
- › Is made up of individuals who each have a deep understanding of the Fundamental Hypothesis and how it relates to the other essential elements.

Essential Element #10 Restorative Approach with Families

Scope of Proficiency

Broad-based

Description and Purpose

A Restorative Approach with Families:

- › Consistently uses restorative practices in interactions with students' family members.
- › Values the contributions, knowledge and expertise of family members.
- › Views all interactions with family members as opportunities to build relationships.
- › Establishes genuine rather than token engagement of family members.

Characteristics of High Quality

A High-Quality Restorative Approach with Families:

- › Uses Affective Statements in interactions with students' family members.
- › Uses Proactive Circles regularly to build healthy relationships with students' family members.
- › Uses Responsive Circles to resolve problems between students' family members and the school.
- › Uses Fair Process in all situations where participatory decision making is appropriate.
- › Actively engages family members in learning about restorative practices.
- › Anticipates a shame response from family members when inappropriate behavior of their relative is reported to them.
- › Uses Reintegrative Management of Shame when interacting with family members.
- › Engages families in "real" and substantive consultations regarding behavioral and academic concerns.
- › Requires intentional and strategic communication of positive student behavior and academic achievement.

SaferSanerSchools™

WHOLE-SCHOOL CHANGE PROGRAM

Essential Element #11 Fundamental Hypothesis Understandings

Scope of Proficiency

School-wide

- › **The Fundamental Hypothesis:** Human beings are the happiest, healthiest and most likely to make positive changes in their behavior when those in authority do things *with* them rather than *to* them or *for* them.

Description and Purpose

The Fundamental Hypothesis:

- › Is the cornerstone of all of the Restorative Practices Essential Elements.
- › Is based on the interplay of control/pressure and support.
- › Is represented inside the “with” domain of the Social Discipline Window and the Organizational Change Window.
- › Provides a framework to examine daily interactions and to become intentionally restorative on a consistent basis.

Characteristics of High Quality

High-Quality interactions are consistent with the Fundamental Hypothesis when they:

- › Maintain high expectations for appropriate behavior.
- › Do not ignore inappropriate behavior.
- › Use the appropriate mix of control/pressure and support.
- › Minimize the role of the facilitator and maximize the participation of the people directly involved.
- › Minimize the times that the facilitator operates outside of the “with” domain.

A. How does the implementation process address the knowledge and skills necessary for whole-school implementation?

- » The process identifies 11 essential elements of restorative practices and the knowledge and skills associated with the proficient use of each of those elements.
- » The goal of the implementation process is to achieve high levels of staff proficiency in all of these elements throughout your school.

B. What are the 11 essential elements and who needs to understand and use each element to change the culture of the school?

- » All staff members use 5 of the 11 essential elements. These 5 elements are referred to as “school-wide” elements:
 - › Affective Statements
 - › Restorative Questions
 - › Small Impromptu Conferences
 - › Restorative Staff Community
 - › Fundamental Hypothesis
- » Instructional and administrative staff members use 5 more of the 11 essential elements. These elements are referred to as “broad-based” elements:
 - › Proactive Circles
 - › Responsive Circles
 - › Fair Process
 - › Reintegrative Management of Shame
 - › Restorative Approach with Families
- » Members of a multidisciplinary team become proficient with the last essential element. This element is referred to as a “targeted element”:
 - › Restorative Conferences
- » All staff members need to understand the purpose and function of all 11 essential elements.

C. How does the implementation process address pacing and sequencing of implementation?

- » The Whole-School Change Program encourages immediate use of all practices introduced in IIRP training to realize initial positive changes in the school culture. Thereafter, schools will choose specific elements as areas of intensive focus at any one time during implementation.
- » When school staff and leadership feel they have become highly proficient in the use of that element they will choose other elements as the next area of intensive focus. In this way staff will gain high levels of proficiency in all 11 essential elements.
- » The pace of this process is flexible. An IIRP instructor will assist your school in planning an implementation pace that will best meet your needs.

D. How will all staff participate in the implementation process?

- » Everyone on the school staff has a say and a role in implementation, thereby forging program sustainability.
- » Throughout the implementation process, all staff will participate in Professional Learning Groups (PLGs), which consist of approximately 8-12 staff members. PLGs are participatory learning groups that encourage staff to take active responsibility for implementing and developing high levels of proficiency in the 11 essential elements.
- » An IIRP instructor will help school leadership organize all staff into PLG groups that can realistically meet for at least 40 minutes twice per month — for example, staff who work in the same department or share free periods. Group membership is flexible and can change to accommodate school schedules, staff turnover and new hires.
- » Non-instructional staff also join PLGs when practical, but are typically grouped together since they will be not be responsible for developing proficiency in as many essential elements as instructional staff.
- » In each PLG certain staff will volunteer to be “specialists” in one or more of the 11 essential elements. These specialists will organize educational activities for their PLG when their chosen essential element is an area of intensive focus for their school.
- » The IIRP will facilitate an “Implementation Start-Up” session with all staff at program outset to introduce staff to the PLG process and ensure they can facilitate their own ongoing meetings. The IIRP will also provide meeting protocols, educational resources and online tools to assist these groups in their ongoing learning and development.

E. How is progress documented and monitored?

- » As one measure of proficiency, the IIRP provides staff self-assessment surveys that cover all of the 11 essential elements. These surveys ask simple reflective questions related to behaviors and practices associated with each element. Staff members then score themselves on a five-point Likert scale.
- » Each PLG group should periodically administer the portion of this self-assessment survey related to the essential element under intensive focus. School leadership will often coordinate this activity so that all PLGs are self-assessing the same element simultaneously, but this useful tool is always available to all staff. PLGs report the results of their self-assessments to the school community.
- » At the request of the school, the IIRP can also provide an online version of this survey for all staff as well as a comprehensive results report.
- » When all or most staff members are assessing themselves as highly proficient in a particular element the school can begin to focus intensively on other essential elements. IIRP instructors assist school leadership in determining a common standard for “high proficiency.”

F. What external support does the IIRP offer during the implementation process?

- » The IIRP supports the development of proficiency with the essential elements through multiple days of onsite consultation, phone consultation with leadership and PLGs as needed, along with ongoing educational opportunities offered by the IIRP Graduate School such as online graduate study and symposia.
- » In addition to the books distributed for each professional development day, the school will also receive a comprehensive library of restorative practices books, videos and other resources to aid the PLGs in crafting learning activities and implementing the elements.

There are 4 phases to each meeting of the PLG:

(it is the facilitator's responsibility to move the PLG from one phase to the next)

1. **Opening Go-around (storytelling)** – The opening go-around is a brief storytelling exercise during which all staff members share one experience they have had implementing restorative practices. This is a sequential go-around in which everyone participates.
2. **Learning Activity** – This phase of the PLG meeting is guided by the specialist assigned to the essential element currently under intensive focus. The activity is designed to provide a deeper understanding of the essential element and to move staff toward proficiency.
3. **Restorative Problem Solving (brainstorming)** – During this phase the facilitator leads the group through an experience called “restorative problem-solving”, this exercise has 3 parts:
 - First, one member of the PLG is selected to share an issue or problem they are currently experiencing and for which they would like to receive some help. Once this person shares all the pertinent information about their situation with the group, they must listen to all restorative brainstorms without question or comment.
 - The group then offers restorative suggestions or brainstorms. It is best for these brainstorms to be in the form of direct suggestions, not questions.
 - Finally, at the end of a specified amount of time, the person receiving the suggestions shares with the group something they would like to try from the brainstorms.
4. **Closing Go-around (commitments)** – During the final go-around each member of the PLG states one thing they will do related to implementing restorative practices before the next PLG meeting. This is a sequential go-around in which everyone participates.

Facilitator then ensures that meeting minutes are submitted to the online group space.

This can be done by the facilitator or another designated group member.

Appendix 7: Timeline

Goal 1:

Increase access and participation for all students to the rigorous International Baccalaureate Programme curriculum as measured by student registration.

Objective	2013		2014			
	Summer	Fall	Winter	Spring	Summer	Fall
Objective 1.1 Integrate Common Core Curriculum with the rigor of the International Baccalaureate Programme curriculum by providing teachers time to write and weave two curricula together.	One teacher and team leader from each subject area will begin writing to bridge IB with Common Core	Use of common planning time and department feedback to review and refine Unit Plans, Rigor, Lessons, Strategies, and Assessments.	Continued refinement of IB/MYP Common Core Units			
Objective 1.2 Provide teachers with 21st century professional development related to the International Baccalaureate Programme and the <i>Wilson Transformation Project</i> .		September-April 2013-2014: PD in house on Wednesdays after school on the Wilson way for new faculty and on MYP in the Fall '13	Dec-April '13-'14 PD in house as well as travel for IB training both on-line, in house and nationally			
Objective 1.3 Create four student-centered Focus Learning Communities: Health and Wellness; Global Citizenry; Human Ingenuity; and, Global Stewardship for Sustainability.			Create Four teams of cross curricular faculty on the MYP, 9 th and 10 th grade, level to create learning communities in order to engage incoming scholars in student centered MYP focused areas. Curriculum writing across the disciplines and work with registrar.			
Objective 1.4 Improve structural coherence of common core curriculum under the leadership of Team Leaders charged with coordinating International Baccalaureate Programme curriculum.			March-June 2014: Team Leaders meet to discuss cross-curriculum and common core writing with writing coach and IB Leaders in order to find ways to create more cross-unit summative assessments for academic rigor and unification across the disciplines. Monthly meeting thereafter continuing			

Goal 2:

Ensure all students graduating the Joseph C. Wilson High School have access to and are ready for college or career as measured by ELA and Integrated Algebra Regents scores 75 and 80 respectively

Objective 2.1	2013		2014			
	Summer	Fall	Winter	Spring	Summer	Fall
Provide 200 hours of co-curricular extended learning opportunities for all students at the Joseph C. Wilson High School each academic year.		September 2013-rolling: September-November, bi-weekly meetings of how to best utilize the 200 hour additional hours of instruction.	Team leaders and administration to discuss implementing ramp-up and rigor for those in need of higher academic needs. This 200 hour extension should allow all student to excel whether they are on track or in need. Extended learning will need multiple staff to keep kids on task and to assess that the time spent is being used in a valuable way. Team will create a survey for parents and scholars as a barometer for achievement and success of the program, throughout each marking period 1-4 from 9/20/2013-6/1/2016			

Objective 2.2					
Improve integration of differentiated instruction in order to provide all scholars with rigorous academic support by coordinating this strategy to fidelity of implementation.		October of 2013 – PD in differentiated instruction will be given in house by special education lead, Ms. Accordo or a Special Education Specialist from Central Office or the RCSD/RTA.	By January 2014 – June 2014, teachers will peer-review colleagues in a professional setting and privately discuss in a collegial fashion their level of differentiation as evidenced in their observation of the other peer. An informal letter can be written to their administrator if the teacher would like to hand it in as evidence of differentiation. Otherwise, the administrator can evaluate differentiation in a APPR walk-through		

Objective 2.3				
Provide students additional rigorous intellectual support with reading and mathematics specialists across the curriculum.	Reading specialists, 2 at .5, will be entering all discipline classrooms in order to offer writing across the curriculum support. Said writing/reading teachers will meet with team leaders in each department area by November of 2013 to identify strengths and weaknesses		Team leader and department to utilize department meetings to strategize.	By September 2014: specialists will implement writing plans to strengthen each department's deficits or needs in that specific field in order to increase lexile in that area.

Objective 2.4				
Facilitate a one-week intense high school preparation academy in partnership with Boys & Girls Clubs of Rochester.				By March 2014: Wilson and the Boy's and Girl's club will have a summer and after school program in place for the 2014-16 summer months and after school hours

Goal 3:

Improve school climate to improve academic outcomes as measure by school attendance, decreases in student

Objective 3.1	2013		2014			
	Summer	Fall	Winter	Spring	Summer	Fall
Engage the entire Joseph C. Wilson High School in Restorative Practices to create a systematic approach to global and cultural change in a micro-cosmic and macro-cosmic level in the building, the district, as well as the larger community and world around our scholars.	August 2013: Wilson will offer PD to any faculty not yet trained in PiRi.					September-June 2014 Faculty will be required to participate in two trainings – Peace Circles and Academic circles for PD hours

Objective 3.2

Provide all students with a staff mentor who will mentor them through graduation on a social, academic and cultural level.		Student Family Support Center to create training and implementation of mentoring program	By January 2014 Mentor coaches will initiate Mentoring Program and facilitate the selection or alignment of student to Wilson Mentor process.		
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Appendix 8: Proposed Schedule for High School Prep



Proposed Schedule for High School Prep

<p>The History of Wilson Magnet High</p> <p>School Code of Conduct.</p> <p>Attendance Expectations</p> <p>Graduation Requirements</p> <p>Teambuilding game: Human Bingo</p> <p>School Tour</p>	<p>Panel discussion with current students & alumni:</p> <p>Current Students Topic: Navigating through the high school experience.</p> <p>Alumni Topic: Life After Wilson</p>	<p>Part 1 Bullying Presentation</p> <p>Social Media Presentation</p> <p>Part 2 Bullying Breakout Sessions</p> <p>Will need 12 support staff for breakout sessions</p> <p>What is your code of conduct? (Teambuilding game: Agree/Disagree)</p>	<p>Special Guest speaker (Jake Simmons?)</p> <p>Activities Fair: Clubs, sports, services</p>	<p>1st part Pep Rally Consist of current sport participants including step team. Who will give an overview of what's it's like to be a student athlete.</p> <p>2nd part Talent Showcase</p> <p>Students will be asked to sign up to participate in the showcase in the beginning of the week. This will be an opportunity for those students to stand out from the rest.</p> <p>Current Wilson students can also perform (ex, step team)</p>
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Wilson Transformation Project
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The University of the State of New York
THE STATE EDUCATION DEPARTMENT

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

RCSD Fund/Subclass 2013-2014

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RECEIVED
JUN 10 2013
GRANTS MANAGEMENT

Local Agency Information

Funding Source:	New York State Title I 1003(g) School Improvement Grant		
Report Prepared By:	Karen Jacobs, Director of Financial Management and Grants		
Agency Name:	Rochester City School District - Wilson High School		
Mailing Address:	131 West Broad Street		
	Street		
	Rochester	NY	14614
	City	State	Zip Code

Telephone # of Report Preparer:	585-262-8435	County:	Monroe
E-mail Address:	Karen.Jacobs@rcsdk12.org		

Project Funding Dates: 9/1/2013 8/31/2014
Start End

INSTRUCTIONS

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

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SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$1,129,850
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Jason Brookes, Counselor, Student Support Center (1.0 FTE) Oversee peer teacher mentors, documenting students scores, liaison between	1.00	\$ 48,514	\$ 48,514
Tanishia Johnson, Counselor, Student Support Center (1.0 FTE) Oversee peer teacher mentors, documenting students scores, liaison between	1.00	\$ 51,656	\$ 51,656
Teacher on Assignment - Assessment Specialist (\$60,315 X 1.0 FTE Teacher on Assignment)	1.00	\$ 60,315	\$ 60,315
Mathematics Specialists (\$60,315 X 3 FTE Teachers on Assignment)	3.00	\$ 60,315	\$ 180,945
Reading Specialist Across the Curriculum (\$60,315 X 3 FTE Teachers on Assignment)	3.00	\$ 60,315	\$ 180,945
Professional Development	135 X 20	\$33 per hour	\$ 89,100
Teacher Curriculum Writing	135 X 25	\$33 per hour	\$ 111,375
Teachers for Extended Learning Opportunities	55 X 200 hours	\$37 per hour	\$ 407,000

Wilson Transformation Project
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SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$0
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
None Requested			\$0

Wilson Transformation Project
 NYSED S.I.G. 4.5

PURCHASED SERVICES			
Subtotal - Code 40			\$205,748
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
School Implementation Manager	TBD, Contracted Project Administrator		\$ 50,000
Managbac Software	Managbac		\$ 2,248
Student Centered Learning Environments Consultation	Lisa Nicholson, Cornerstone Educational Consluting, LLC		\$ 6,500
Peer-To-Peer Training	Steven Barkley, Teacher Peer Support Network		\$ 8,000
Professional Development	University of Rochester		\$ 49,000
One-Week Summer Program	Boys and Girls Club		\$ 70,000
Evaluation Services	TBD, External Evaluator		\$ 20,000

Wilson Transformation Project
 NYSED S.I.G. 4.5

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$130,658
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Discretionary Budget for Mentors (as described in narrative)	1000	\$25.00	\$25,000
Color Coded ID Badges for Students	1000	\$1.00	\$1,000
Extended Day Instructional Materials and Supplies	TBD	\$100 per student X 1,000 students	\$100,000
Project Related Materials and Supplies	TBD	TBD	\$4,658

Wilson Transformation Project
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TRAVEL EXPENSES			
Subtotal - Code 46			\$77,000
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Teachers (n = 35)	IB Training	\$2,200 per teacher	\$77,000

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Employee Benefits		
Subtotal - Code 80		\$388,739
Benefit		Proposed Expenditure
Social Security		\$86,434
Retirement	New York State Teachers	\$158,179
	New York State Employees	\$0
	Other - Pension	
Health Insurance		\$114,750
Worker's Compensation		\$18,078
Unemployment Insurance		\$11,299
Other(Identify)		
Civil Service Life Insurance		\$0

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INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$1,837,995
B.	Approved Restricted Indirect Cost Rate	3.70%
C.	Subtotal - Code 90	\$68,006

For your information, maximum direct cost base = \$1,931,995

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PURCHASED SERVICES WITH BOCES			
Subtotal - Code 49			\$0
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
None Requested			\$0

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MINOR REMODELING		
Subtotal - Code 30		\$0
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure
None Requested		\$0

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EQUIPMENT			
Subtotal - Code 20			\$0
Description of Item	Quantity	Unit Cost	Proposed Expenditure
None Requested			\$0

Wilson Transformation Project
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BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	1,129,850
Support Staff Salaries	16	0
Purchased Services	40	205,748
Supplies and Materials	45	130,658
Travel Expenses	46	77,000
Employee Benefits	80	388,739
Indirect Cost	90	68,006
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
Grand Total		2,000,000

EHS *10*

Agency Code:

Project #:

Contract #:

Agency Name:

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

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

Voucher # _____ First Payment _____

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

6/5/13 *Bolgen Vargas (ptm)*
 Date Signature

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