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

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

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:
Rochester City School District			261600010000
Lead Contact (First Name, Last Name)			
Karen Jacobs			
Title	Telephone	Fax Number	E-mail Address
Director of Financial Management and Grants	(585) 262-8435	(585) 263-3292	Karen.Jacobs@RCSDK12.org
Legal School Name for the Priority School Identified in this Application			School Beds Code
Mary McLeod Bethune School No 45			261600010045
Grade Levels Served by the Priority School Identified in this Application			School NCES #
PK-6			362475002005
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
750			1445 Clifford Avenue Rochester, NY 14621
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink)	Date
<i>Bolgen Vargas (pkm)</i>	6/5/13
Type or print the name and title of the Chief Administrative Officer	
Bolgen Vargas Ed.D., Superintendent	
DO NOT WRITE IN THIS SPACE	

ORIGINAL
JUN 10 2013



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

May 28, 2013

School Turnaround Office
NYS Education Department
89 Washington Avenue
Albany, NY 12234

Dear Sir or Madam:

The Rochester City School District thanks the NYS Education Department for this opportunity to submit an application for Cohort 4, Round 2 of the *Title I Section 1003(g) School Improvement Grant (SIG)*.

The purpose of this letter is to inform you that the Rochester City School District intends to apply for a grant to support the students at Mary McLeod Bethune School #45 by using the Transformation Model to implement whole-school change.

We will submit all application materials through the Review Room Portal and mail one original plus one hard copy of the complete application as required.

Sincerely,

Karen Jacobs
Director of Financial Management and Grants

xc: W. Ansbrow
A. Murphy
B. Burrell-Moore
S. Hasenauer-Curtis
C. Leone-Mannino
C. Hunt

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

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School 45 SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

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

I. DISTRICT LEVEL PLAN

I.A. District Overview

i. Theories of action guiding key district strategies to support lowest achieving schools

The Rochester City School District (RCSD) is a Focus District, with 86% of its 63 schools in accountability status, including 24 Priority Schools and 30 Focus Schools. There are five high schools currently not on the focus or priority list because there is insufficient data (the schools were phase in or restart schools) to label them. RCSD is committed to the implementation of New York State's Regents Reform Agenda district wide, 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 RCSD will succeed in its mission to prepare all students for success in a global economy.

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

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

RCSD has grounded its guiding principles for improvements in curriculum and instruction in the belief that college persistence and career readiness dramatically increase life outcomes for all students. A coherent reform strategy connects all District activities to improving teaching and learning. RCSD will be deliberate in instruction, defining the curriculum as NYS Common Core Curriculum units. Accountability systems will connect student outcomes with adult outcomes, and the District will use standards of performance based on the new State assessments and accountability standards. In addition the RCSD will hold all stakeholders accountable based on NYSED's definition of college and career readiness (a 75 on the Regents ELA examination and an 80 on the NYS Algebra 1 examination).

ii. Provide a clear and cogent district approach and set of actions.

The Diagnostic Tool for School and District Effectiveness (DTSDE) is aligned to the District's Strategic Plan that and guides RCSD'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 strategic direction is based on three core values defined in the RCSD's 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 DTSDE.

To achieve the goals of the Strategic Plan, RCSD aligns its resources to ensure they are used where they are needed most, that is, in the classroom. Ongoing monitoring of plan implementation provides regular opportunities for the District to learn, reflect, and take quick and informed actions to make progress. RCSD uses data to recognize, intervene, and adjust in support of student achievement and strives to model the culture of learning expected in schools and classrooms throughout the District.

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

RCSD has rewritten the District Comprehensive Improvement Plan (DCIP), incorporating the vision of the Regents Reform Agenda. The DCIP is also aligned with the State's new *Diagnostic Tool for School and District Effectiveness* and RCSD's Core Instructional Program. Full implementation of the Plan will occur in 2013-2014. Rochester's DCIP is a living document and will be updated continually to reflect the District's new improvement plans and alignment with NYSED recommendations and requirements (e.g., incorporation of growth measures). School Comprehensive Education Plans (CEPs) will align with the objectives of the DCIP and all elements of the Core Instructional Program.

Additional supports are being put in place:

1. RCSD's Deputy Superintendent of Administration will take an active role in supporting the Principal of this school by working with the School 45 principal and Rochester Teacher's Association president to ensure union issues are minimized so implementation of the transformational model can be capitalized.

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

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

The District's Deputy Superintendent for Teaching and Learning and Deputy Superintendent for Administration work with principals on specific issues affecting the implementation of effective school turnaround as they arise. Support for all turn-around principals also comes from Rochester's Association of Supervisors and Administrators Union.

ii. Describe the evidence of district readiness.

All RCSD leadership, both in central administrative offices and schools, participated in targeted leadership academies delivered by the SUPES Academy in winter of 2013. These academies develop a foundation of strong leadership for improvement in the instructional core within a context unique to Rochester. District chiefs, directors, principals, and assistant principals are gaining a better understanding of the technical requirements for implementation of the Common Core State Standards through intensive workshops with associated executive coaching. Principals and assistant principals at Priority Schools are receiving additional support. All leaders are learning how to manage organizational elements coherently to support the District's instructional goals and use data to inform decisions. All workshop activities support the goals and objectives of the six tenets of the State's new *Diagnostic Tool for School and District Effectiveness's*: 1) district leadership and capacity, 2) school leadership practices and decisions, 3) curriculum development and support, 4) teacher practices and decisions, 5) student social and emotional developmental health, and 6) family and community engagement.

RCSD has demonstrated its commitment to building an internal District capacity to improve student performance through implementation of the Regents Reform Agenda. One hundred and fifty (150) District and school leaders attended NYSED's Network Team Institutes in Albany last August and October. Follow-up support has been provided by senior research fellows from the Regents Research Fund in regard to the *Diagnostic Tool for School and District*

Effectiveness. Additionally, the Office of School Innovation has written a guidance document detailing measurable targets, both quantitative and qualitative, to aligned to the districts DCIP.

I.B. Operational Autonomies

i. Describe the operational autonomies the LEA has created for the Priority School.

Mary McLeod Bethune School 45 has the autonomy to:

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

All RCSD schools will be staffed centrally to the District's Core Instructional Program and the standardized schedule that supports the varying needs of all students. The School 45 principal will have the autonomy to make staffing decisions that support implementation of positions beyond those required for the Core Instructional Program and are unique to the school's SIG transformation plan.

All RCSD schools are staffed centrally to the District's Core Instructional Program and the standardized schedule that supports the varying needs of all students. Turn Around principals will have the autonomy to make staffing decisions that support implementation of positions beyond those required for the Core Instructional Program and are unique to the school's SIG transformation plan. Each Priority School has defined Career Pathways that drive their transformation.

A standardized schedule has been created within the Core Instructional Program to support students, but significant flexibility is allowed in its implementation to individualize programs at all turn-around schools. (School 45 master schedule attached.) The schedule was developed to provide better support for students who need remediation and acceleration and address the District's highly mobile student population, as well as sub-groups who are in accountability status (e.g., ELL and SWD). All turn-around schools will have full autonomy to identify how the school day will be expanded to meet the Commissioner's requirement that Priority Schools add 200 or more additional student contact hours per year. They will seek a partnership with TASC (The After-School Corporation to fully implement the ideal model and desired hours above any beyond the requirement. School 45 will be able to determine whether the additional hours are added before or after school, on Saturdays, during school recess periods, or through intensive summer programming. How the additional time is used (instructional, socio-emotional, or recreational support, etc.) is also an autonomous decision that will be linked directly to School 45's transformation plan. Teachers will be invited to participate in offering expanded learning opportunities; those who agree to work beyond the length of the contractual work day will be compensated at the negotiated rate.

Autonomy will also be provided to School 45 in the selection of educational programs. Programs will be identified that address the unique needs of the school within the framework of the Core Instructional Program. Job-embedded professional learning taking place during common planning time (this is referenced in NCTL essential elements). All turn-around schools 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. School 45 will expand the instructional year by 300 additional hours.

Educational partners will be selected by schools after consideration of school needs and partner strengths. As with the other autonomous decisions, partner selection will be done to individualize Rochester's Core Instructional Program to student and school needs.

The contractual agreement between RCSD and the Rochester Teachers Association allows for School-Level Living Contract. The purpose of the Living Contract is to establish a joint committee to provide for discussions and decision-making on matters relating to 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.

ii. Provide as evidence formally adopted Board of Education policies and/or procedures.

See I. B. iii below and Attachments. School 45 has a negotiated Living Contract with the Rochester Teacher's Association union (RTA.)

iii. Submit as additional evidence, supporting labor-management documentation.

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

I.C. District Accountability and Support

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

The Office of School Innovation (OSI) serves as the District's "turnaround office." OSI was created five years ago to oversee the work of improving schools and opening new, high quality schools. The school design principles of rigor, personalization, and partnerships guide the work of this office. There are high expectations and standards for students, and intermediary partners provide expertise in effective practices. OSI utilizes the latest in educational research and methodologies to help develop innovative schools, programs, and policies that increase school performance and evaluates progress on work to date. The Executive Director of OSI is responsible for providing oversight and support to schools.

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

RCSD's Director of Expanded Learning will provide additional support to schools as they expand learning time to meet the Commissioner's requirement of 200 additional student contact hours per year. Technical assistance is being provided by National Center on Time & Learning (NCTL). School 45 will add 300 instructional hours to the school year.

RCSD's Department of Teaching and Learning is responsible for the academic and instructional needs of the District. The department includes managing directors of content areas as well as Intervention Services, Special Education, and English Language Learners. The

Deputy Superintendent for Teaching and Learning designs and implements "best practice" instructional systems and works to ensure the alignment of curriculum, instruction, research, assessment, and supporting resources. The focus is to ensure the alignment of curriculum to the NYS Standards so that all students are prepared for high school graduation and post-secondary education.

District leadership will ensure consistency of implementation of the Regents Reform Agenda and Race to the Top initiatives that include the Common Core, data-driven instruction, and Annual Professional Performance Review (APPR). The offices of School Transformation, Professional Learning and Teaching & Learning will work with Priority Schools to utilize tools and technology-supported curriculum resources to analyze data and then use that data to inform instructional practices and necessary professional development.

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

ii. Describe the structures to provide accountability.

The Executive Director of School Innovation will oversee the transformation of School 45. She will work with the School 45 principal, the Center for Youth, Boys and Girls Club, TASC, and National Center for Time and Learning (NCTL) partners to review progress toward performance targets. The Executive Director will assess data from summative and formative assessments, conducting quantitative and qualitative reviews to determine progress toward performance targets. In collaboration with the School Chief, she will inform the principal of implementation status, who will work with his school-based planning team to make adjustments to the implementation plan if needed.

The OSI Executive Director will work with the new School Chief to ensure full understanding of the requirements of the transformation model and SIG plan so that the principal is evaluated effectively on performance targets associated with SIG implementation. In addition, an Executive Coach has been provided to the School 45 principal because of the school's Priority Status. He will assist in the monitoring and implementation of the SIG plan

The Director of Expanded Learning will help School 45 build an expanded learning program that meets criteria set by RCSD and NYSED's innovative and practical school design.

RCSD's Chief of School Transformation and curriculum directors will provide more frequent and intensive support to School 45, and other Priority Schools.

iii. provide a timeframe and identify the specific person responsible for delivery.

Table 1. District Transformation Support Plan

Interaction	Frequency	Person Responsible
Programmatic Review	Quarterly	OSI Executive Director; Elementary School Chief; Chief of School Transformation; Director of Expanded Learning; Principal; SIG Partners
Fiscal Review	Quarterly	OSI Executive Director; Senior Budget Analyst
School Visit	Bi-weekly	Elementary School Chief; Chief of School Transformation

Interaction	Frequency	Person Responsible
Support Visits for Expanded Learning Implementation	Bi-weekly Year 1; As needed Years 2 & 3	Director of Expanded Learning; School Chief
School Based Planning Team	Monthly	Principal
Integrated Intervention Team (IIT) Visit	Spring 2013	NYS IIT
IIT Visit	End of Years 1, 2, and 3	RCSD IIT

I.D. Teacher and Leader Pipeline

i. Identify and describe recruitment goals and strategies.

Successful recruitment efforts rely heavily on strategic efforts throughout the year, not only when vacancies occur. The need to promote flexibility in teaching staff reaches beyond recruitment of new teachers. The benefit to the educational system to have teachers with multiple certifications is even more evident. RCSD is faced each year with displacement or elimination of teachers and/or administrators who are critical to programs within schools due to statutory and contractual requirements. The District has an urgent need to develop both depth and breadth in programs so that changes in personnel will not negatively affect student learning.

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

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

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

RCSD Board Policy 9240 increases diversity and understanding through recruitment of individuals with urban experience. This policy gives hiring preference for urban experience, including candidates who graduated from large, public city high schools and/or who have two or more years of experience working with city youth in an urban environment. Since policy implementation, 80% (n=207) educational appointments had the preferred urban experience. In addition, a city residence initiative will be implemented in July 2013. This financial initiative will be used for **employees** to pay closing costs and/or a down-payment on a city home.

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

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

RCSD's Career in Teaching (CIT) and Career in Administration and Supervision (CIAS) programs are established cornerstones of RCSD's strategic approach to ensure high-quality educators teach all students. CIT is a collaborative effort between the District and the Rochester Teachers Association. CIT's mentor/internship program provides full-year, one-on-one, intensive professional support aligned with the *Framework for Teaching* (2011 Revised Edition), the same criteria that are used in RCSD's teacher evaluation. New administrators are given the same opportunity for individual mentoring through CIAS. CIAS is a collaboration with the Association for Supervisors and Administrators which balances preparation in the areas of management and instructional leadership. Both panels provide one-on-one mentoring and engage educators in learning-focused conversations.

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

ii. Describe the 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.

iii. Describe any district-wide training programs designed to build capacity of leaders

History and Past Funding. In efforts to promote leadership capacity for school leaders; RCSD has taken part in two comprehensive approaches: the Rochester Leadership Academy (RLA) and Dream Schools – Transformation Leadership Cohort. RLA offered professional learning opportunities to sitting administrators. The RLA was coordinated jointly between RCSD and St. John Fisher College. The curriculum addressed the changing context, reforms, and role of the principal by focusing on the requisite

skills, knowledge, and dispositions required for effective leadership and high performance management. The professional learning opportunities were based on:

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

RLA was funded by a Title I School Improvement Grant from April 2011 through June 2012. *Dream Schools* - Transformation Leadership Cohort provided intensive supports to six schools. Each had a five-member leadership team with one member being a Central Office employee serving as a liaison, another an Executive Coach assigned for a two year term and the other three school leaders. Topics discussed included the change process, data-driven decision making, creating a new culture, use of technology, and instructional leadership. Other topics were customized based on individual school need. Through an anticipated three year cycle, 18 schools would have been impacted, 54 school leaders and 18 district office personnel. Records indicate the program was discontinued after Year Two. It was funded by local funds from July 2008 through June 2011.

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

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

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

iv. *Describe district-wide training programs designed to build the capacity of teachers*

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

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

Current. RCSD is embarking on training all certified ELA and Math teachers in grades 7-12 on *Ramp Up Literacy* and *onRamp to Algebra*. This training is in response to the need for an intensive approach to improving classroom practice through proven instructional routines and support materials designed to increase literacy and math scores as expressed as a District priority. *onRamp to Algebra* is based on the instructional design of America's Choice, *Ramp-Up to Algebra* program. *onRamp to Algebra*, like *Ramp-Up 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 RCSD teachers need to succeed: lesson plans, classroom activities, homework assignments, powerful assessment tools, and more
- Provide novice and veteran RCSD teachers with high-quality professional development, support, and guidance with classroom teaching.

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

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

v. ***Identify in chart form, the district-offered training events for items.***
The RCSD Professional Development offerings Chart is located in Attachments.

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

i. ***Describe the rigorous process for selecting, matching external partner organizations.***

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

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

ii. ***Describe the processes for procurement and budget timelines.***

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

Additionally, the Office of Expanded Learning conducted a Request for Proposals for Community Partners to support Expanded Learning for all anticipated expanded learning schools, including School 45. Through this process, partners will be screened and all necessary contractual documentation prepared for September 2013 implementation.

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

iii. Describe the role of district and the school principal in identifying, selecting, partner.

The District and school principal have a unique opportunity for selecting partnerships. Prior to picking a partner, a comprehensive analysis is done to determine both the District and specific school needs. Currently, the District is fully committed to implementing NYSED's Regents Reform Agenda. This has helped the district streamline its priorities and look at effective partnerships that can assist with the execution of this initiative. At the school level, a Diagnostic Tool review or previous JIT, ESCA or SQR will identify the needs of a particular building and highlight statements of practice that need targeted interventions. After consideration of the review and/or needed interventions, characteristics of collaborative partnerships emerge.

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

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

Recognizing opportunities for change;

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

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

Once selected, a great deal of effort is exhausted in evaluating the partner. The Grant Monitor (the Executive Director of School Innovation for School 45's proposed SIG grant) will work directly with the partner to hold each partner accountable for following through with the Memorandum of Understanding and ensuring deliverables were completed in a timely manner. In addition, the selected partners and the District will meet quarterly to look at the performance targets set and monitor and adjust based on the outcomes.

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

i. Identify and describe similarities and differences in the school enrollment.

Mary McLeod Bethune School #45, located on Clifford Avenue, serves 750 students, Pre-K to 8. There is a half-day kindergarten, a Major Achievement Program in grades 4-6, Integrated classes in grades 2-8 and special education classes through 6th grade. Five percent of School 45 students are Limited English Proficient (LEP) compared with 10.8% District wide, and 13% are Students with Disabilities (SWD), compared with 17.7% District wide. The poverty rate is 96% compared to 84.1% for the District as a whole. A Universal Pre-K program is located onsite. Additional support is offered for students through access Student and Family Support Center and a Child and Family Therapist is on-site.

The school is located in the Northeast Crescent, one of Rochester's poorest and most beleaguered neighborhoods. The City of Rochester David F. Gantt Recreation Center is located within a few blocks of the school. The Rec Center is a vibrant hub of the neighborhood, open 9a.m. to 9 p.m. weekdays and Saturday. The Center feature team sports, tennis and basketball courts and weight room, Summer breakfast and lunch programs, dinner during school year, a Youth Council, spray-ground and playground. The Center is also home to an after-school music program and ABC Child Development Center.

Despite the resources of the nearby Gantt Center, many students attending School 45 do not live in the neighborhood.

#45 Mary McLeod Bethune	Projected Enrollment	From Current K-7 Enrollment as of January 2013							
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
General Education	60	70	71	71	65	74	53	81	53
English Language Learners (non SWD)		1		6	6	4	8	6	7
Integrated Co-teaching & Consultant Teacher		1		11	12	6	5	12	12
12:1 Self-Contained	12		3	8	8	6	9	2	
Resource	3					2		2	
Sub-Total	75	72	74	96	91	92	75	103	72
TOTAL STUDENTS:	750								
Teaching FTE's Needed									
K-6 Grade Level Teacher	24								
ELA	2.5								
Math	2.2								
Science	1.5								
Social Studies	1.8								
Physical Education	2.7								
Art	1.5								
Music	1.3								
Technology	0.9								
Family & Consumer Science	0.4								
Health	0.4								
LOTE	0.6								
ESOL	1								
Special Education	11								
TOTAL Teaching FTEs:	51.8								

* Resource number reflect only those students with Resource as primary level of service. Support for students with continuum services is reflected in total SWD FTE.

School #45

	All Students		SWD		ELL	
	School 45	RCS D	School 45	RCS D	School 45	RCS D
Graduation Rate	n/a	50%	n/a	24%	n/a	31%
Grade 3-8 ELA	12%	22%	1%	9%	0%	9%
Grade 3-8 Math	21%	10%	12%	7%	0%	6%

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

ii. Describe district policies that help to ensure access to quality programs.

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

In late December, the District mails application booklets to families of students in seventh and ninth grade. This booklet describes each secondary school, including the school's unique features. A Secondary School Expo is hosted by the District in early January, and school staff are present to provide families with general information and answer questions. Families must submit an application form that identifies the student's top three school choices by January 31st. Student placement is completed using a computerized lottery system. Students are placed in their first choice school whenever possible.

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, or wish to attend their "home school."

In regard to placement, a student with a disability will be provided with appropriate special education in accordance with Individual Educational Plan (IEP). Students with disabilities will be provided special education in the least restrictive environment, as defined in Part 200 of the NYSED regulations. To enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, specially designed instruction and supplementary services may be provided in the regular class, including, as appropriate, providing related services, resource room programs and special class programs within the general education classroom. A student with a disability shall be provided the special education specified on the student's IEP to be necessary to meet the student's unique needs. Students with disabilities will have equal access to all aspects of the RCSD curriculum. The services, supports, and modifications must be designed, implemented, and progress monitored to ensure maximum educational benefit.

In regard to the placement of ELL students, new provisions have been put into place for 2013-2014 to address the buildings that are disproportionate or highly mobile populations. First, a standardized schedule with built in supports for all students is standard. For any SPED or ELL student not at a level of proficiency, the schedule allows for flex periods that will permit double blocks of ELA and Math if students require ramp up protocols.

iii. Describe specific strategies to ensure that Priority schools do not receive disproportionately high numbers.

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

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

i. Describe steps that have occurred to consult and collaborate in district/school plans.

The process of informing the School 45 staff of their status began prior to June 2012, when the Comprehensive School Review was conducted. In August 2012, Principal Brian Hill was informed again of the school's status and was invited to bring together the School Based Planning Team (SBPT) to prepare an application for the School Innovation Fund (SIF). Mr. Hill met with staff regarding Priority status and opted not to move forward with the SIF application.

Assistance was provided to School 45's School Based Planning Team to prepare the School's Comprehensive Education Plan (SCEP). The SCEP identifies a weekly meeting for Instructional Focus Team each Tuesday morning, and a weekly SBPT meeting each Thursday based on the tenets of the Regents Reform Agenda. Regular meeting of the data team monthly and weekly meetings of grade level teams provide the context for clear communication of school reform priorities. School #45 Building Professional Development for 2 hour Wednesday times in which Expanded Learning was the central topic include: 12/5/12, 2/13/13, 4/10/13.

School Based Planning Team discussions around Expanded Learning updates and next steps include: 11/28/12, 1/9/13, 3/20/13, 4/17/13, 5/15/13. The School 45 Expanded Learning Team itself met on 11/19/12, 11/30/12, 12/12/12, 1/23/13, 3/1/13, over the weekend of 3/2-3/3, 3/15/13, 3/28/13, 5/20/13

In November 2012, School 45 was invited to apply to plan to become an Expanded Learning Time School in the 2013-14 SY through a planning grant from the Ford Foundation. RCSD's Director of Expanded Learning presented to the School Based Planning Team and reviewed the school's accountability status and accountability requirements in the Elementary and Secondary Education Act as relevant to School 45's priority status. School 45 submitted a successful application and was selected by RCSD and the National Center on Time & Learning (NCTL) as one of eight district schools to engage in a nine month planning process for expanded learning implementation for the 13-14 SY.

During the 12-13 SY, School 45 developed an expanded learning leadership team including school administration, teacher leaders, and an elected representative of the Rochester Teachers Association to develop a plan for high-quality, sustainability expanded learning programming for implementation in 13-14 SY. The leadership team participated in eight technical assistance sessions led jointly by the RCSD Office of Expanded Learning, National Center on Time & Learning (NCTL), and the After School Corporation (TASC). These sessions focused on developing capacity in redesigning the school day and year, adding at least 300 instructional hours to the standard school schedule in order to enable teacher collaboration and development and empower students with the knowledge, skills and experiences needed for success in college and careers. In April 2013, after completion of the planning process, School 45 was selected by NCTL, the Ford Foundation, and RCSD leadership to move forward with the expanded learning plan as part of the national TIME (Time for Innovation Matters in Education) Collaborative, a partnership between the Ford Foundation and the National Center on Time & Learning (NCTL) that focuses on developing high-quality and sustainable expanded learning time schools in five states.

During the NYSED 21st Century Community Learning Center Request for Proposal period, School 45 submitted an application to include services for expanded learning in partnership with the Boys & Girls Club of Rochester and Center for Youth Services; decisions on this grant application have not yet been communicated with RCSD.

The Executive Director of School Innovation and the Director of Expanded Learning addressed the School-Based Planning Team on April 29, 2013 to discuss submission of the

School Improvement Grant application to support expanded learning implementation and develop a community school model in response to staff and family requests.

On April 1, 2013, the SIG was reviewed with School Zone Chiefs and information was communicated directly with the principal in regard to the intent to submit an application in the transformation model for School 45 with a focus on: 1) development of a community school model; 2) expanded learning opportunities; 3) strengthen teacher leadership through support of professional learning communities

During the week of May 13, 2013, the Director of Expanded Learning and grants specialist met with grade level teams to receive feedback about the SIG priorities and respond directly to any questions or concerns, as well as incorporate relevant input into the application.

On May 15, 2013, the Executive Director of School Innovation, Director of Expanded Learning and Deputy Superintendent of Administration held a meeting with School 45's principal and School Based Planning Team to review the SIG priorities and and discuss the specifics of the SIG reform for School 45; this was received with great support and enthusiasm.

ii. *Complete the Consultation and Collaboration (Attachment A).*

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

I. SCHOOL LEVEL PLAN – SCHOOL 45 – TRANSFORMATION MODEL

II.A. School Overview

i. *Provide and describe the clear vision, mission, and identify one to three goals*

Vision: Meaningful instruction is:

- Student centered
- Culturally relevant
- Challenging
- Engaging
- Delivered through a positive emotional exchange

Mission: All members of our educational community will be respectful, responsible, safe, present, and ready to achieve excellence. All members of our educational community will be accountable and responsible for teaching and learning. All members of our educational community will provide students with the knowledge to be successful in post-secondary education.

In order to realize this mission, School 45 will:

- Engage in the process of continuous school improvement through the analysis of data, coordination of resources, and shared sense of urgency.
- Implement a rigorous and coherent curriculum aligned to the Common Core Learning standards for all students, with appropriate modifications to maximize student achievement.
- Engage in strategic instructional practices and decision-making, ensuring all students experience consistent high levels of engagement, thinking and achievement.

- Identify, promote, and support social and emotional development by coordinating services across multiple human service systems to promote a safe, respectful environment, conducive to learning.
- Create a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Through the support of the School Improvement Grant (SIG), School 45 seeks to implement the school transformation model over 3 years with the goals:

1. Implement a research-based expanded learning program (adding a minimum of 300 instructional hours for all students) that incorporates a school-wide focus on literacy and integrated wrap-around services, including socio-emotional supports for children and families.
 - 1.1. Partnership with National Center on Time & Learning for coaching and implementation of expanded learning model.
 - 1.2. Differentiated academic supports, including educationally related support services, ESOL, and socio-emotional supports as part of the longer learning day.
 - 1.3. Vendors to include Center for Youth Services (Child & Family Therapist) & Boys & Girls Club of Rochester (recreation).
 - 1.4. Engaging enrichment offerings for a minimum of 90 minutes for all students to strengthen and extend core learning.
2. Evolve into a community school model, with targeted neighborhood recruitment.
 - 2.1. Partnership with The After-School Corporation (TASC) to strengthen community connections.
 - 2.2. Community Asset Mapping, creating partnerships with community agencies
 - 2.3. Kindergarten and sibling neighborhood recruitment strategies
 - 2.4. Increased social worker to support high-needs students and families.
 - 2.5. Modeled after Coalition of Community Schools Model=school as community hub
 - 2.6. Adult education, intergenerational literacy offerings & workforce development
3. Strengthen school-wide practices of data-driven instruction and teacher-led professional learning communities.
 - 3.1. the collegial and facilitative participation of the principal, who shares leadership - and thus, power and authority - through inviting staff input in decision making
 - 3.2. a shared vision that is developed from staff's unswerving commitment to students' learning and that is consistently articulated and referenced for the staff's work
 - 3.3. collective learning among staff and application of that learning to solutions that address students' needs
 - 3.4. the visitation and review of each teacher's classroom behavior by peers as a feedback and assistance activity to support individual and community improvement and
 - 3.5. physical conditions and human capacities that support such an operation

ii. Explain how the school plans to achieve its vision, mission, and goals.

Within the community school model, School 45 will expand learning time by adding a minimum of 300 additional hours of more and better learning opportunities to the school year through an expanded day. THE NATIONAL CENTER ON TIME & LEARNING (NCTL) will serve a key partner to assist in the plan to implement a sustainable cost model to add more time for a balanced curriculum, including rigorous academics and engaging enrichment, strengthen the partnerships between public schools and strong community organizations, and promote engaging and personalized instruction through the relentless use of data for continuous school improvement. Leadership coaching will be provided by an educational expert, retired Interim Superintendent of RCSD, as part of the TIME Collaborative with support from the Ford Foundation.

Expanded learning opportunities at School 45 will assist the school as related to the Instructional Focus identified by the Expanded Learning planning team as part of the NCTL planning process:

All Mary McLeod Bethune students will show measurable growth in their ability to read, comprehend, and respond to text. All staff at Mary McLeod Bethune School will implement research based instructional strategies to support reading and response to a variety of text. Success will be measured by student performance on NWEA formative assessments, NYS ELA and Math assessments, as well as AIMSweb progress monitoring.

Additional School-Wide Priorities:

- Student motivation, coping skills, and problem solving
 - All staff will utilize SWPBS techniques and offer positive incentive programs to students
 - Enrichment activities will promote positive interactions among students and staff
 - Students will be equipped with tools they need when faced with social/emotional challenges
- Targeted Professional Development
 - Professional learning opportunities will incorporate research based strategies to support teachers in developing student comprehension and response to text.

Vendors including Boys & Girls Club of Rochester and Center for Youth will provide enrichment and student support services. School 45 will utilize a staggered teacher schedule to maximize student contact time, provide opportunities for embedded teacher development and the utilization data for instructional planning. Teachers will provide opportunities for differentiated supports, grouping students based on academic needs, for a minimum of 120 minutes weekly above and beyond core instructional time.

School 45 will incorporate the community school core elements as outlined by the National Center for Community Schools (2013): a strong core instructional program designed to help all students meet high academic standards; expanded learning opportunities designed to enrich the learning environment for students and their families; and a full range of health, mental health and social services designed to promote children's well-being and remove barriers to learning. THE AFTER SCHOOL CORPORATION (TASC) will serve as a key partner in providing technical assistance and embedded professional development necessary to ensure that the school can serve as the hub for academic, social-emotional, health, and related services by building the organizational capacity for service integration and coordination. As part of the transformational strategy to support School 45's conversion to a community school model,

transfer preference and recruitment strategies will target the students residing in the 1.5 mile radius around the school. School and district staff will work closely with community agencies and the City of Rochester to identify community assets for inclusion in the community school model. A recruitment fair with onsite placement services will be held annually at the school site; incorporating community resources on site at the school will promote accessibility.

School 45 has utilized a Professional Learning Community (PLC) approach toward building teacher leadership. In the 2012-13 School's Comprehensive Education Plan (SCEP), School 45 identified the following priorities:

1. Teachers will deliver rigorous lessons that promote higher level thinking based on questioning techniques.
2. The Intervention team is a system of collegial support which identifies specific academic or behavioral goals based on data so that an instructional or behavioral plan includes modifications and interventions designed to support student growth and success. Minutes and action steps from the team meeting are created and dispersed to appropriate members of the school community. A follow-up meeting takes place 6 weeks after the initial meeting in order to evaluate effectiveness of the intervention and modify the goal as necessary. This team meets weekly to brainstorm student response to intervention plans.
3. Staff will use student performance data, summative, interim and formative, to create instructional groups, design skill-based activities for small groups of students with similar needs and adjust the planned curriculum, with a special focus on at-risk students and identified subgroups.
4. The building leader ensures that Instructional Coaches facilitate grade level data meetings, Intervention Team meetings, targeted Professional Development, and administration of Screening Assessments and NYS Assessments. Instructional Coaches will support training of SBRR programs for students with disabilities.

Professional Learning Communities (PLC) strongly enhance the professional culture within a school by creating a structure that can build capacity collectively through providing ongoing, context-specific opportunities for professional development that can improve instructional capacity in the classroom and raise academic achievement. While School 45 in the initial stages of implementation of the PLC framework, additional support from SOLUTION TREE with targeted on-site coaching on Professional Learning Communities at Work can help focus the collaborative problem-solving and data informed practices to drive instructional improvement, thus leading to improved student outcomes. Both the Joint Intervention Team Report from February 2012 and debriefing statement from the Diagnostic Tool for District and School Effectiveness (DTSDE from May 2013) speak to a need for a systemic approach for teachers to engage in strategic practices, data analysis, and decision making to address the achievement gap via both instructional strategies, alignment of rigor, and classroom management practices.

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

- i. ***Complete the School-level Baseline Data and Target-Setting Chart (Attachment B).***
Please refer to the Attachment B attached.
- ii. ***Use statistics and descriptive language, to describe the population of students.***

Mary McLeod Bethune School #45, located on Clifford Avenue, serves 750 students, Pre-K to 8. There is a half-day kindergarten, a Major Achievement Program in grades 4-6, Integrated classes in grades 2-8 and special education classes through 6th grade. Five percent of School 45 students are Limited English Proficient (LEP) compared with 10.8% District wide, and 13% are Students with Disabilities (SWD), compared with 17.7% District wide. The poverty rate is 96% compared to 84.1% for the District as a whole. A Universal Pre-K program is located onsite. Additional support is offered for students through access Student and Family Support Center and a Child and Family Therapist is on-site.

The school is located in the Northeast Crescent, one of Rochester's poorest and most beleaguered neighborhoods. The City of Rochester David F. Gantt Recreation Center is located within a few blocks of the school. The Rec Center is a vibrant hub of the neighborhood, open 9a.m. to 9 p.m. weekdays and Saturday. The Center feature team sports, tennis and basketball courts and weight room, Summer breakfast and lunch programs, dinner during school year, a Youth Council, spray-ground and playground. The Center is also home to an after-school music program and ABC Child Development Center.

iii. Describe systematic diagnostic school review of the school conducted by district.,

A Joint Intervention Team (JIT) Review was conducted by NYSED and RCSD in February 2012; an Integrated Intervention Team (IIT) review was conducted utilizing the Diagnostic Tool for District and School Effectiveness (DTSDE) in May 2013.

iv. Describe the results of this systematic school review.

The Joint Intervention Team Review conducted in February 2012 recognized the formation of Professional Learning Communities (PLC) and the structure of a schedule with teacher collaboration time as school strengths. Findings focused heavily on the need to improve academic rigor and student engagement due to minimal differentiated instructional strategies and limited evidence of higher order thinking skills. These findings are echoed in the preliminary debriefing statement from the Integrated Intervention Team (IIT) from May 2013 noting inconsistency in rigor and differentiation as well as predominantly teacher-directed instruction and minimal student engagement. Both reviews noted a need for more rigorous and systematic analysis of data, although progress in the strategic collection of data is noted in the 2013 IIT review. Classroom management strategies and sufficient socio-emotional learning supports are also noted in both reviews, particularly as related to the upper elementary grades and grades 7-8. While the school has been utilizing a Response to Intervention (RtI) Framework, a focus on efficiency of delivery of interventions and use of data for differentiated student grouping is needed.

v. Discuss how the LEA/school will prioritize identified needs in the SIG plan.

The proposed plan for the School Improvement Grant will focus on the development of a school culture of shared accountability through the community school model, more and better learning time to provide for differentiated student supports in reading and socio-emotional learning, and embedded professional development in a professional learning community (PLC) context, including the relentless use of data to drive instruction. Additionally, a strong focus on professional development on Common Core Learning Standards implementation, the RCSD core instructional program, and learning opportunities targeted to support literacy will address

concerns about the academic programming. The findings of the JIT and IIT will be prioritized in the school transformation plan.

II.C. School Model Selection and Rationale

i. Describe the rationale for the selected model.

School 45 will utilize a Transformation model to create a community school with wrap-around services to address the academic, socio-emotional, health and wellness needs of students and families with expanded learning opportunities. Additionally, the core instructional program will be strengthened with a school wide focus on literacy development, differentiated instructional support, and the development of higher order thinking skills. Differentiated supports will be instrumental in ensuring early intervention in the primary grades, including educationally related support services at the early grades, including speech therapy, occupational therapy, and social skills development. In the upper grades, a focus on interdisciplinary literacy strategies to support Common Core Learning Standards implementation and student and family support services. An intensive focus on professional learning for school leadership, teachers, and community based providers will guide the school transformation.

As part of the community school design, School 45 will incorporate the community school core elements as outlined by the National Center for Community Schools (2013): a strong core instructional program designed to help all students meet high academic standards; expanded learning opportunities designed to enrich the learning environment for students and their families; and a full range of health, mental health and social services designed to promote children's well-being and remove barriers to learning.

The community school model is essential in addressing the high needs of the student population attending School 45. More than 80 % of students attending School 45 qualify for free/reduced lunch, with an increase noted over the past three years. As outlined by the Children's Aid Society National Center for Community Schools (2009), "Community schools increase opportunities for children to succeed in school by adding the kinds of resources known to make a difference: increased parental involvement in children's education; extra learning opportunities through educational enrichment; consistent access to adult guidance and support; and ready access to health, dental and mental health services. In addition, community schools address contemporary economic and social realities, including families' child care needs." As referenced above in section IIB iv., the Comprehensive School Review indicated a need to address the academic, as well as, social emotional development and learning and behavior in order to create a learning focused environment in which higher levels of student achievement could be realized.

IQuinn (2011) states, "systems of community schools offer a proven vehicle for establishing the authentic educational linkages implied in the pipeline concept:

- By offering high-quality early childhood programs in elementary school buildings, community schools help young children make a smooth transition into kindergarten, ready and eager to learn.
- During the early elementary grades, community schools make sure that young children attend regularly and are on track academically, which is significant in light of new evidence about the importance of grade-level reading at this stage of children's education.
- Community schools help students make a successful transition from elementary to middle school and from middle to high school, by addressing both academic and non-

academic needs. These include social, emotional and physical development and the acquisition of age-appropriate life skills, such as time management and study habits.

Regular school attendance is critical to ensuring all students receive ample learning time. At School 45, community partners including Center for Youth Services and Rochester Americorps will be responsible for implementing services that support regular attendance, including troubleshooting transportation issues; conducting home calls/visits; providing health and mental health referrals; and offering parent workshops on the importance of attendance. The need for additional support related to the socio-emotional needs of students and building a positive school climate was clearly articulated as part of the JIT and ITT reviews. Additional student supports will be incorporated through the addition of a child-family therapist from the Center for Youth Services and additional allocation of a 0.5FTE school counselor to support strengthening school culture and improving climate, particularly as noted in the upper grades.

District leadership will work collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum appropriately aligned to and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture. Technical assistance from The After School Corporation (TASC) will also help lead collaborative professional development with school and community based staff to implement such core curriculum and related enrichment opportunities focused on school-wide instructional priorities and shared accountability. Embedded professional learning opportunities will be provided the Office of Professional Learning to enable school leadership to support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the CCLS; School 45 staff will implement unit plans designed by NYS contracted educational experts to ensure alignment. Additional embedded coaching in effective implementation of professional learning communities will be provided to promote grade-level leadership by teachers at each team.

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

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

Additionally, School 45 will continue to receive coaching and progress monitoring visits from the National Center on Time & Learning (NCTL). NCTL will monitor core elements of high quality, sustainable expanded learning programs as aligned to the DTSDE. Coaching will include on-site visitation, planning meetings, and technical assistance for the school's

instructional leadership team. An Expanded Learning Resource Coordinator will assist in coordination of the community partnerships and serve as the liaison to TASC and NCTL as related to partnerships and scheduling for expanded learning opportunities.

Center for Youth Services and Boys & Girls Club of Rochester have both expressed interested in supporting the vision for expanded learning at School #45 through the provision of integrated expanded learning opportunities throughout the school day. Certified teachers will be allotted additional hours to support rigorous academics and the provision of additional differentiated supports including intervention and acceleration to support Common Core Learning Standard proficiency. Additional enrichment and socio-emotional learning opportunities will be provide by the external vendors with a specific focus on youth development programming to complement the core academic learning and promote higher levels of student achievement. TASC will provide technical assistance through facilitated collaborative meetings to develop this structure and realize this goal. Americorps service members from Monroe Community College (Rochester Americorps) will also assist in asset mapping for the neighborhood surrounding School #45 and student recruitment for incoming kindergarten students and older siblings residing in the community. They share a strong commitment to making School 45 the center of the community and bringing together community resources to increase enrichment opportunities to attain increased educational success for the students and families of School 45.

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

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

8. Use time to relentlessly assess, analyze, and respond to student data through a school-wide focus on data, real-time data analysis, and clear protocols that support planning for data use.

Additional leadership coaching and support from National Center on Time & Learning will train the school leadership in the process of change and addressing school culture to support the implementation of the reform priorities. The NCTL practices are fully aligned and responsive to the findings and recommendations of the CJIT and IIT school reviews. Expanded learning helps ensure that students of School 45 have full access to enrichment opportunities that mitigate the opportunity gap presented by socio-economic status and promotes accelerated learning to close the achievement gap. Additionally, SIG funding will support embedded early interventions for students in K-3 grade at School 45 to ensure reading on grade level by the end of grade 3. There is significant documentation of the 30 million word gap that exists by socio-economic status for students by age 5. School 45 will have embedded related services, including speech and occupational therapy, to help achieve accelerated closing of this gap through targeted supports early on in students' educational journeys.

The expanded learning and community school model are also essential elements in promoting increased parental engagement and educational opportunities at School 45. Through the community school model, RCSD will offer adult GED classes on site, as well as coordinated workforce development opportunities through Rochester Works!/ City of Rochester. Additionally workshops focused on "parents as partners" will make available to train parents on the strategies that they can use to support student learning at home. Once parents receive this training, they will be encouraged to become classroom volunteers and/or community based employees in the expanded learning program.

Professional Learning Communities (PLC) have been found to have correlative effects on improved student achievement. School 45 will focus on building a culture of shared values and vision focused on collective responsibility for student learning. Additionally PLCs are based on the premise of collaboration and examining outcomes to improve student learning.

ii. Describe process and engagement of school staff, leadership, labor unions, community stakeholders.

The Transformation Model was selected as a means to provide the least disruptive means of reform possible for all stakeholders while allowing the possibility for strengthening leadership and the instructional focus areas identified by the Joint Intervention Team and Integrated Intervention Team reviews. The involvement of school staff, leadership and community stakeholders is outlined in section IG. Labor unions have been informed by way of meetings with the Superintendent and Executive Director of School Innovation biweekly.

School 45 had an expanded learning planning team that was supported through technical assistance coaching from the Office of Expanded Learning and the National Center on Time & Learning beginning in November 2012.

II.D. School Leadership

i. Identify specific characteristics and core competencies of the school principal

In order to effectively lead the reform efforts outlined in this SIG application, the school principal must be well-versed in data-based strategic planning, literacy instruction, technology for instructional and information management use, business management, assessment, the role of race and ethnicity in a school's culture, expanded learning, and other leadership skills related to

transforming school culture and overcoming staff division (Urban Education Leadership, University of Illinois). The principal must realize that his/her responsibility and influence does not stop at the front door of the school building and possess the skills to bridge the school with the community to connect individuals and groups in order to support the school mission and promote student learning. These skills involve surveying all stakeholders regularly, becoming politically active to support key learning efforts. Additionally, the school principal must possess knowledge of school-community relations, demographic characteristics of students and families and the impact on learning, and the assets in the neighborhood which are accessible to support the school's mission.

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

Experience successfully leading school or district level reform is also preferred.

ii. *Identify the specific school principal by name and include short biography.*

Additionally, in order to support and develop effective, transformative educational leaders who can help support RCSD's intensive reform efforts, the School 45 SIG plan proposes embedded leadership coaching through NCTL and TASC in school transformation, change process, and school culture for the school leader. RCSD proposes a model in which the pre-implementation phase focus on intensive coaching and development of a transformation principal who "jump-starts" the reform initiative in the school in year 1 while building teacher leadership capacity through a strengthened focus on professional learning communities, A school level retreat is planned during the summer of 2013 to support the capacity building needed to hit the ground running on this reform agenda in September 2013.

iii. *Provide the specific job description and duties, aligned to the needs of the school,*

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

iv. *Describe and discuss the current supporting leadership profile*

All of the current leadership team are supportive of the proposed SIG transformational plan and have been involved in the development of this application. There have been no barriers to securing the buy-in of the School 45 leadership.

II.E. Instructional Staff

i. Describe and discuss the current school-specific staffing

At minimum, School 45 will add new 1 Expanded Learning Resource Coordinator, 3 Intervention teachers, 1 Resource teacher for speech development for grades K-2, a .5 School Counselor, .5 Data Coach, .5 K-2 Instructional Coach, .5 Grade 7-8 Instructional Coach, 1 clerical to support Expanded Learning. With the District-wide 10% allowance, 1 Assistant Director of Expanded Learning will be recruited to assist with all expanded learning programming across the District.

The District has had difficulty staffing vacancies in the K-8 buildings, especially where there is a bilingual component. For 2012-2013, the District has moved towards centralizing the Master Schedule process. This will allow for the creation of consistent and compatible schedules throughout the District, which will in turn reduce the number of part-time and itinerant positions and increase the District's ability to attract highly qualified internal and/or external candidates to positions at School 45. Centralized Master Scheduling will also allow the District to identify vacancies earlier in the staffing process to facilitate a more extensive search for qualified applicants. School 45 will benefit from this new process as it is anticipated that it will allow for a more efficient allocation of bilingual staff and staffing of Seventh and Eighth Grades.

School 45 is currently participating in the voluntary transfer process, which occurs prior to any seniority based transfers. All eligible teachers may apply to up to 10 schools within the District. Teachers are not eligible to participate in the voluntary transfer round if their performance at the mid-year is deemed to be unsatisfactory by their current supervisors. Building principals and the school based planning team may interview and select eligible teachers who apply for voluntary transfer based upon merit. School 45 has also requested to be exempted from the seniority based transfer process currently in the union contract.

The Department of Human Capital Initiatives will be placing advertisements to recruit for all teacher tenure areas in or about late February 2013 and annually thereafter. Previously, the District did not recruit candidates until true vacancies were identified, which caused substantial delay in the hiring process and loss of qualified candidates. The District has also recently expanded its geographic area to nationally recruit highly qualified teachers and administrators and is targeting services that focus on recruitment of bilingual candidates. All vacant positions will be posted and will undergo a full recruitment process prior to selection of an applicant, including school-based interviews.

ii. Key instructional staff to be employed.

Teachers employed at School 45 will be supported by school and district leadership to develop strategies and practices that lead to effective planning and account for student data, needs, goals and levels of engagement. All instructional staff must demonstrate knowledge of effective instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. Teachers must provide coherent, appropriately aligned CCLS-based instruction that leads to multiple points of access for all students to achieve targeted goals. Teachers must have the skills to create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and to promote high levels of student engagement and inquiry. All staff must be able to use a variety of data sources including screening, interim

measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation. Additionally, all teachers in the school will be trained on research-based language and literacy instruction, culturally responsive teaching pedagogy, and the process of school transformation, including specific meeting protocols for promoting effective collaboration among diverse stakeholders.

iii. Describe process and steps for existing instructional staff are informed of new model.

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

iv. Describe process and identify LEA/school mechanisms to enable instructional staff.

The staffing process in the current teachers' contract provides for multiple rounds of teacher selection. The first round of this process is the "voluntary transfer" round. All eligible teachers may apply to up to 10 schools within the District. Teachers are not eligible to participate in the voluntary transfer round if their performance at the mid-year is deemed to be unsatisfactory by their current supervisors. Building principals and the School-Based Planning Team may interview and select eligible teachers who apply for voluntary transfer based upon merit. After the voluntary transfer round is completed, teachers have the ability to select vacant positions within their tenure area based upon seniority. Seniority-based transfers restrict a principal's ability to select the candidate of choice.

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

II.F. Partnerships

i. Identify by name, the partner organizations

THE NATIONAL CENTER ON TIME AND LEARNING (NCTL) is a non-profit organization dedicated to expanding learning time to improve student achievement and enable a well-rounded education. Through research, public policy and technical assistance, NCTL supports national, state and local initiatives that add significantly more school time for academic and enrichment opportunities to help children meet the demands of the 21st century. How We Can Help

At the National Center on Time & Learning (NCTL), we work side-by-side with governors, legislators, district and school administrators, union leaders, teachers, parents, and community organizations to build a better school day and year with more time. We support state leaders in developing policy efforts and building statewide momentum to expand learning time. We help district leaders create comprehensive planning processes that redesign the school day and year, from the ground up, to better meet the needs of the 21st century. NCTL also assists schools that

have already expanded their schedule, in order to help them use their learning time more effectively. The NCTL School & District Engagement team focuses on building expanded-learning-time solutions that :

- Include time for more core academics to accelerate student achievement, time for enrichment programs that deepen student engagement and develop the whole child, and time for teacher collaboration focused on improving instruction
- Add significant amounts of learning time (300 hours or more) for all students, so the school day and year are literally recreated from the ground up;
- Depend on flexible and creative use of staffing, scheduling, funding, and community resources to create a new school day and year that have more learning time for students and are sustainable for the long term. School 45 will work with NCTL as funded by the Ford Foundation as part of the TIME Collaborative.

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

RCSD identified TASC as an external partner to provide support for School 45's expanded day and community schools approaches. TASC was founded in 1998 and has worked extensively throughout New York State to support expanded learning opportunities and community partnerships that yield more time and differentiated learning experiences for students. TASC provides customized coaching at the school and district level to support implementation of a longer school day that offers a balanced schedule and social supports needed to improve student outcomes. RCSD works with TASC in other capacities and has reviewed TASC's proposed scope of services for this project. Based on previous experience and TASC's record of accomplishments (see attachments) RCSD believes TASC's support will bolster efforts at School 45.

COMMUNITY BASED PROVIDERS FOR EXPANDED LEARNING OPPORTUNITIES (including Center for Youth Services and Boys and Girls Club of Rochester). RCSD will conduct a competitive request for proposal process for the selection of community based providers who to provide enrichment opportunities within the expanded school day.

- ii. Complete the Evidence of Partner Effectiveness Chart (Attachment C).**
Please refer to the Partner Effectiveness Charts (Attachment C) attached.

- iii. Provide a clear, concise description of how LEA/school will hold partner accountable.**
RCSD will assess implementation-level progress in two ways. First, the district will review work produced on a quarterly basis to ensure all partners are meeting contract requirements. Second, the district will assess the quality of community partners supports in the school through on-site observations of partner-led classes and activities; participation rates in

events and educational opportunities offered to families; and teacher and family satisfaction surveys.

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

All partners will be evaluated with shared accountability for improving student learning outcomes in the academic, social emotional, health/wellness, and family/community engagement. Desired student outcomes from participation in expanded learning programs include:

- Improved student achievement as demonstrated by accelerated student learning rates in literacy and mathematics, as measured by NYSED and RCSD assessments.
- Improved resilience and increased protective factors, including self-awareness, self-management, social awareness, relationship skills, goal-directed behavior, decision making, personal responsibilities, optimistic thinking, and social-emotional competences, as measured by the Devereux Student Strengths Assessment (DESSA) (<http://www.centerforresilientchildren.org/school-age/about-resilience/>), GRIT Scale (<http://www.sas.upenn.edu/~duckwort/gritscale.htm>), or as determined by RCSD.
- Improved student engagement including,
- Behavioral engagement (attendance, participation, effort, adherence to classroom rules); as measured by improved attendance, reduction in tardies, teacher rating, reduction in office disciplinary referrals.
- Emotional engagement (expressing interest and enjoyment, reporting fun and excitement, feeling safe, having supportive relationships with adults and peers, having family support for learning, expressing feelings of belonging and valuing school); as measured by student surveys.
- Cognitive engagement (self-regulation, metacognitive, motivational, and behavioral techniques a learner can use, deep strategies to learn, remember, and understand material); as measured by improved grades.

II.G. Organizational Plan

i. Submit an organizational chart (or charts).

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

ii. Describe the structures function in 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 chart in the School Leadership section.

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

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

Timeline for APPR: Tenured and Non-Tenured Teachers

Months	Tasks	IMPORTANT Due Dates
September – October	<ul style="list-style-type: none"> Administrator Lead Evaluator and/or administrator designee explains how the framework is used (first two weeks Sept) Administrator Lead Evaluator reviews framework components (by Sept. 30) Teacher reviews framework Teacher submits Evaluation Selection Form Goal Setting Meeting for teachers to set goals based on the following: individual strengths; assessments; students growth; areas on which to concentrate PD or TIP if applicable Goals due to Administrator Lead Evaluator and/or designee Formal observations begin after Goal Setting meeting 	Teacher Evaluation Selection TIP/Development Plan for teachers rated as Developing or Ineffective (based on 2011-2012 Composite Score) due 10 days after release of Composite Scores. Teacher Goal Setting Meeting should be completed and goals entered into E-Performance by October 15.
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 	No later than November 30* No later than April 30*
May - June	<ul style="list-style-type: none"> Annual Professional Practice Review Conference (This should include Peer Evaluator, if applicable) 	No later than June 1
Upon Receipt of State Scores	<ul style="list-style-type: none"> Composite scores sent to teachers If teacher's Annual Evaluation Composite Score is rated as Developing or Ineffective, a TIP must be developed no later than 10 schools days after the opening of school, or receipt of the composite scores, whichever is first. Teachers rated as ineffective should be referred to CIT for professional support mentoring. Teachers who receive consecutive composite ratings of Ineffective must be referred to CIT and be offered intervention. 	

*Pre and Post Observation Conference Meetings are mandatory.

A Pre-Observation Conference should take place at least one week prior to any formal observation. A Post-Observation Conference should take place no later than one week after any formal observation.

If there are areas from the rubrics that fall within the Developing or Ineffective categories, goals should be set and informal/formal observations should be done. Teachers should receive a CIT referral for additional support. Administrators/Peer Reviewers should document the beginning and end time of observations and should stay long enough to reasonably assess the teacher's performance. Peer Evaluators should observe at least two times/month and there should be a mix of formal and informal observations.

iv. Provide a full calendar schedule of the PD events listed.

See Attachments.

II.H. Educational Plan

*i. **Curriculum.** Describe the curriculum to be used with the model.*

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

English Language Arts and Literacy Core Program

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

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

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

Kindergarten Instructional Diet

Phonemic Awareness and Phonics-- Whole Group 30 minutes

Comprehension and Vocabulary— Whole Group 30 minutes

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

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

Phonics-- Whole Group 20 minutes

Phonemic Awareness and Phonics- Whole Group 25 minutes

Comprehension and Vocabulary— Whole Group 25 minutes

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

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

Grades 3-5 Instructional Diet

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

Elementary Mathematics and Core Program

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

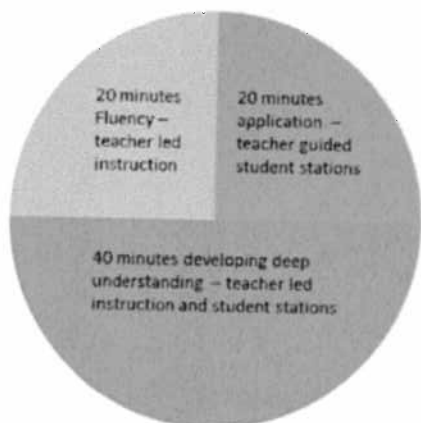
Core Mathematics Curriculum

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

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

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

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



Approximate Instructional Minutes per Day

K-5:

20 minutes Fluency – teacher led instruction

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

20 minutes application- teacher guided student stations

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

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

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

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

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

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

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

ii. Instruction.

As part of the SIG grant, teachers will receive professional development stipends for training, including summer and activities as outlined by Partners The After School Corporation (TASC) and The Solution Tree over the three year period. Students and family supports will be provided by Center For Youth and the Boys and Girls Club. The School will benefit from National Center for Time and Learning. Information on all partner strategies is located in the Additional Attachments. The School will also utilize *Accelerated Reader*, an online differentiated instruction software that focuses on literacy.

iii. Use of Time.

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

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

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

Note: Ramp-up classes will be available in grades 6 – 8 in School 45, scheduled so they follow the core class, i.e. 7th grade math ramp-up would be scheduled on A/C days after math.

Note: All schools will follow an ABCD day rotation.

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

Note: Core instructional staff in grades 7 & 8 in PreK-8 buildings (School 45) will be used to provide Tier III intervention in order to create 1.0 teaching positions.

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

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

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

K – 5 Guidelines for Scheduling:

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

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

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

iv. Student Support.

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

All RCSD schools have instituted RTI, with interventions that may vary from research based programs to strategies aligned to the CCLS. Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RTI, School 45 can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities (NCRTI, 2010).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

v. **School Climate and Discipline.**

The School-Based Planning Team (SBPT), chaired by the principal, assesses student performance and school effectiveness, sets improvement goals, and designs instruction and other services in the context of those goals. The team provides for participation of all constituencies who share interest in the productivity of the school: teachers, administrators, support staff, and parents. Parents are welcome to be a part of the team at their child's school and to work with the principal and teachers in developing the school's improvement plan.

School 45 has begun to implement the PBIS approach, and has received coaching from the District PBIS Team. The May 2013 IIT DTSDE review found that significant improvement is required in the consistency of classroom management and disciplinary strategies particularly in the upper grades and middle school. Clustering is suggested for the middle grades and additional support will be provided by an increased school counselor allocation, as well as additional intervention support and socio-emotional support from Center for Youth Services to address this finding.

The school is also currently staffed one *Alternative to Suspension* classroom.

The H.I.V.E. (**H**elping **I**ndividuals **V**alue **E**ducation) is an Alternative to Suspension Program dedicated to helping students learn to make better choices, avoid violence, and improve their school behavior. It has been in use at School #45 since the 2006-2007 school year. The Alternative to Suspension Program has two full-time staff members. Mr. Frederick Dicks is a Social Learning Specialist from the Center for Youth, working at #45 since 2007, and Mr. Matthew Bradstreet is an RCSD teacher who has been teaching at #45 since 2001. The school also has behavior expectations.

*vi. **Parent and Community Engagement.***

The District's formal mechanisms and informal strategies for encouraging parent and family involvement and communication include:

- Superintendent's Policy Regulation 1900-R (Parent and Family Engagement)
- RCSD Website Communication
- RCSD Calendar & Resource Guide
- Parent-Teacher Conferences
- Open Houses
- Newsletter
- Parent/School Compact
- Leadership Training (turnkey to other parents)
- Volunteer in school (classroom/lunchroom, etc.)
- SBPT – School Base Planning Teams
- Parent Teacher Community Organization activities
- School-Wide Positive Behavior Support
- Operation MAN (Men of Action Network) – RCSD Fatherhood Program
- ♦ Individual School's Website
- ♦ Parent Liaisons
- ♦ School Orientations
- ♦ Parent Connectxp
- ♦ PTO – Parent, Teacher Organization
- ♦ Common Core Parent Academy
- ♦ Title 1 Conference (Annual Parent Event)
- ♦ Holiday Concerts
- ♦ Junior Achievement for a Day
- ♦ Community Field Trips

The School and District gauge parent satisfaction at least once a year via: Parent University Questionnaire/Survey, Office of Parent Engagement Survey, Parent Advisory Council Questionnaire/Survey, and Evaluation Forms after events/workshops. Survey and questionnaires via RCSD website are in English and Spanish. The District's Office of Parent Engagement provides Customer Service Representatives to assist with Parent concerns. Yearly meeting is held to renew the Parent/School Compact and each school implements a District -wide Parental Involvement Policy or create their own. District-wide parents participate on School-based Planning Teams (SBPT) as well as PTO/PTA/PTCO/PTSA. The Superintendent offers quarterly open "Coffee & Conversation with Superintendent" to garner feedback from parents, staff and community.

Parent representative are on every RCSD Board of Education committees and other committees within their child school, OPE events. Parent input in developing CEP (Parent Involvement Section) and SAS.

In addition at School 45, parents have input into the following strategies and activities:

- Parent Involvement Title I uses See Attached
- School Comprehension Education Plan (SCEP). See Attached.
- Parent Volunteers in building
- Informational rack for parents with resources and pamphlets.
- Monthly newsletter
- PTO – monthly meetings, fundraisers
- Open door policy with principal
- Access to Parent Liaison
- 7th and 8th grade Orientation
- Open Houses
- Meet and Greet
- Monthly family events

Through the School's website, parents have access to the following:

- PTO Information
- Community Resources
- District Resources
- Social Workers Access/Information

The Director of Expanded Learning met with all grade level teachers. Meetings took place at the school on the following dates: May 13, 14, 15, 16. Parents participate on the School-based Planning Team. The Team met on the following dates to discuss SIG and Expanded learning: School Based Planning Team discussions around Expanded Learning updates and next steps include: 11/28/12, 1/9/13, 3/20/13, 4/17/13, 5/15/13. The Expanded Learning Team itself met on 11/19/12, 11/30/12, 12/12/12, 1/23/13, 3/1/13, over the weekend of 3/2-3/3, 3/15/13, 3/28/13, 5/20/13. All school meetings were held on Wednesdays: 12/5/12, 2/13/13, 4/10/13.

II.I. Training, Support, and Professional Development

i. Describe process by which school leadership/staff were involved in developing plan.

The professional learning plan is developed with support from the RCSD Office of Professional Learning, the Chief of School Transformation, and Office of Expanded Learning. Recommendations from the Diagnostic Tool for School and District Effectiveness Integrated Intervention Team review and the School Quality Review inform the development of the plan. Needs of teachers and school administration are identified through walkthroughs, teacher interviews, classroom observation, and data analysis. District-wide professional development is also considered as part of the plan.

The attached plan will continue to be revised upon progress monitoring toward the identified goals; adjustments are considered part of this living document. A leadership team worked with the National Center For Time and Learning (NCTL) throughout the 12-13 SY; plans were incorporated from that process. The National Center for Time and Learning is part of the District's Ford Foundation grant. As such, School 45 will receive on- site coaching twice a month and six technical assistance sessions for the leadership team.

ii. Implementation Period. Identify in chart form.

See below and Attachments.

Alignment with SIG Goal	Rationale/ Evidence of Need for Professional Learning	Content of Professional Learning	Process for Professional Learning	Responsible	Desired Outcomes	Methods for analyzing and reporting outcomes
<p>GOAL 1: Implement a research-based expanded learning program (adding a minimum of 300 instructional hours for all students) that incorporates a school-wide focus on literacy and integrated wrap-around services, including socio-emotional supports for children and families.</p>						
<p>1.1. Establish focused school wide priorities with clear and measurable goals that monitor progress.</p>	<p>Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.</p>	<p>Data Analysis, School Improvement Planning, Case Studies</p>	<p>School Coaching, Team Problem-Solving</p>	<p>NCTL, School Chief, Office of Expanded Learning, Office of Professional Learning</p>	<p>Clear, focused school-wide priorities, alignment of resources, strategic planning</p>	<p>SCEP, DTSDE</p>
<p>1.2. Ensure that all student schedules include academic intervention or acceleration taught primarily by certified teachers.</p>	<p>Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.</p>	<p>Resource Inventory, Scheduling Guidelines, Core Instructional program, Response to Intervention Framework</p>	<p>School Coaching, Action Research</p>	<p>NCTL, School Chief, School Leadership, Office of Expanded Learning</p>	<p>Master Schedule with longer school day and embedded supports throughout, including community partners</p>	<p>Master Schedule review, student schedule review, use of resources</p>
<p>1.3. Engage in frequent data cycles utilizing a systemic approach to analyze and respond to data to improve instruction.</p>	<p>The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.</p>	<p>Data Team Training, Decision Making for Results</p>	<p>Data Analysis, Action Research</p>	<p>Office of Professional Learning</p>	<p>Schedule with at least 60 minutes per week for data analysis, effective data team meetings that inform instructional practice</p>	<p>Data team schedule, observation of data teams</p>

<p>1.4. Include targeted, embedded teacher development including weekly opportunities to collaborate with peers to strengthen instruction.</p>	<p>The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.</p>	<p>CCLS Modules, Looking at Student Work, Data Protocols</p>	<p>Study Groups, Action Research</p>	<p>School leadership, Instructional Coaches</p>	<p>At least 60 minutes of effective teacher collaboration time/week</p>	<p>Master Schedule, Observation of Grade Level Team meetings</p>
<p>1.5. Offer engaging enrichment to all students, including offerings based on student interests and choice.</p>	<p>The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.</p>	<p>Strategies for Planning for Engaging Enrichment, CCLS, Youth Development Research, Case Studies</p>	<p>Curriculum Design, Case Studies</p>	<p>School leadership, Instructional Coaches, Office of Professional Learning, Office of Expanded Learning</p>	<p>Catalog of expanded learning options, enrichment unit plans</p>	<p>Catalog, lesson plans</p>
<p>1.6. Establish a school-wide plan to build a culture of high academic and behavioral expectations.</p>	<p>Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.</p>	<p>PBIS, higher order thinking skills</p>	<p>Study Groups, Action Research</p>	<p>School leadership, counselor, instructional coaches</p>	<p>PBIS framework with integrated student supports. Lesson planning for HOTS development</p>	<p>PBIS framework, lesson plans, classroom observation</p>
<p>GOAL 2: Evolve into a community school with wrap-around services to address the academic, socio-emotional, health and wellness needs of student and families</p>						

<p>2.1. Establish a shared vision for learning for School 45</p>	<p>The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.</p>	<p>Goal setting, resource inventory, strategic alignment</p>	<p>School Coaching, Team Problem-Solving</p>	<p>TASC, NCTL, School Leadership, Office of Expanded Learning, Office of Community Partnerships, Counselor, EL Resource Coordinator, Community Partners</p>	<p>Comprehensive "menu" of student supports within the RTI Framework for academics, SEL, Health/Wellness, Community</p>	<p>Review of Menu</p>
<p>2.2. Create shared leadership and governance for School 45 and community partners</p>	<p>All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.</p>	<p>Case Studies of Community Schools</p>	<p>School Coaching, Case Studies</p>	<p>TASC, NCTL, School Leadership, Office of Expanded Learning, Office of Community Partnerships, Counselor, EL Resource Coordinator, Community Partners</p>	<p>Handbook for School 45 Community Partners</p>	<p>Handbook, Stakeholder survey</p>
<p>2.3. Establish complementary partnerships for learning and wrap-around services.</p>	<p>The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.</p>	<p>youth Program Quality Indicators</p>	<p>TA, Workshop</p>	<p>TASC, NCTL, Office of Expanded Learning</p>	<p>Inventory of all community based resources available to School 45</p>	<p>Asset map, inventory</p>

<p>2.4. Identify and utilize effective communication structures and strategies for outreach and correspondence within the School and beyond.</p>	<p>The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.</p>	<p>Strategies for Effective communication, partnership agreements, what to do in case of problems</p>	<p>School Coaching</p>	<p>TASC</p>	<p>Community Partnership Agreements, Handbook for School 45 Community Partners</p>	<p>Partnership Agreements, Handbook, Surveys</p>
<p>2.5. Establish protocols for regular and consistent sharing of information about youth.</p>	<p>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.</p>	<p>Data Sharing, FERPA, Legal Regulations</p>	<p>Study Group</p>	<p>TASC, Office of Expanded Learning, Office of Community Partnerships, RCSD Legal Department</p>	<p>Clear Data Sharing agreements and systems for data sharing</p>	<p>Surveys, Non-Disclosure Agreements</p>
<p>2.6. Engage families and community in the continuous improvement process.</p>	<p>The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.</p>	<p>Effective engagement strategies</p>	<p>case studies, study group</p>	<p>TASC, Office of Expanded Learning, Office of Community Partnerships</p>	<p>Regularly scheduled communication, communication/ outreach plan</p>	<p>communication/out reach plan review, attendance from events, stakeholder surveys</p>
<p>2.7. Utilize collaborative staffing models</p>	<p>The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success; Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.</p>	<p>Sustainable, staggered scheduling</p>	<p>case studies, study group</p>	<p>NCTL, TASC, Office of Expanded Learning, Office of Community Partnerships</p>	<p>Master Schedule with integrated community partners</p>	<p>increase in efficiency by year 2, staggered staffing</p>

GOAL 3. Improve student achievement by strengthening school-wide practices of data-driven instruction and teacher-led professional learning communities.

<p>3.1. Identify meaningful data from rigorous assessment and examine the results to identify causes of both strengths and shortcomings, <i>based on Driven by Data (Bambrick-Santoyo, 2010)</i></p>	<p>The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.</p>	<p>Data Team Training, Decision Making for Results</p>	<p>Workshops, Study Group, Case Studies</p>	<p>Office of Professional Learning</p>	<p>Effective data team meetings for a minimum of 1 hour weekly with direct action in instructional practice</p>	<p>observations of team meetings, classroom observations, interviews</p>
<p>3.2. Utilize instructional coaches to focus on effective teaching practices including Common Core Learning Module implementation, differentiated instructional practice, and increased academic rigor.</p>	<p>The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.</p>	<p>Differentiated Instructional practice, assessment for learning</p>	<p>book group, data analysis, modeling</p>	<p>Office of Professional Learning, Instructional Coaches</p>	<p>Differentiation strategies, data notebooks, flexible groupings</p>	<p>observation, data notebook, lesson plans</p>
<p>3.3. Utilize a professional learning communities (PLC) structure to build a school culture focused on data-driven instruction</p>	<p>The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.</p>	<p>PLC process and protocols</p>	<p>book group, immersing in practice, external TA (Solution Tree-Train the Trainers)</p>	<p>Office of Professional Learning, Instructional Coaches, Solution Tree</p>	<p>PLC Handbook for School 45, at least 60 min weekly for teacher collaboration</p>	<p>observation, schedule, handbook</p>

<p>3.4. Increase capacity for teacher-leadership through targeted professional learning opportunities focused on leading through the standards for professional learning identified by <i>Learning Forward, Powerful Designs for Professional Learning, 2008.</i></p>	<p>Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.</p>	<p>Teacher-led schools, teacher leadership practice</p>	<p>book group, collegial circle, action research</p>	<p>Office of Professional Learning, Instructional Coaches, Solution Tree</p>	<p>Teacher leaders identified in each grade level, responsibilities clarified</p>	<p>teacher facilitators, interviews</p>
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ii.

TASC Partner Implementation Phase, Year One (September 2013 – July 2014)

TASC will provide two levels of TA: support for School 45 in the form of 2 PD opportunities and 4 site visits and facilitated meetings (with conference calls during the months without a visit); and support for RCSD in the form of 2 workshops on supporting and assessing the work at School 45 and additional conference calls TBD.

Timeline	Activity	Person(s) Involved	Location
September	Professional development (topic: TBD)	Jen, School team	School
September	Workshop for RCSD staff re: <i>supporting</i> the school/community partnership and model	Jen, RCSD staff	RCSD
October	Site visit – observations and feedback	Jen, School team	School
October	Facilitated meeting for leadership team (school and partners)	Jen, School team	School
November	Conference call check-in	Jen, School team	Conference call
December	Site visit – observations and feedback	Jen, School team	School
December	Professional development (topic: TBD)	Jen, School team	School
January	Conference call check-in	Jen, School team	Conference call
February	Workshop for RCSD staff re: <i>assessing</i> the school/community partnership and model	Jen, RCSD staff	RCSD
February	Site visit – observations and feedback	Jen, School team	School
February	Facilitated meeting for leadership team (school and partners)	Jen, School team	School
March	Conference call check-in	Jen, School team	Conference call
April	Site visit – observations and feedback	Jen, School team	School
April	Facilitated meeting for leadership team (school and partners)	Jen, School team	School
May	Conference call check-in	Jen, School team	Conference call
June	Conference call check-in	Jen, School team	Conference call

TASC Implementation Phase, Years 2 and 3 (August 2014 – July 2016)

TASC will provide supports to be determined based on school and district needs, related to the topics listed above. TASC estimates this requires four days per year of targeted TA as well as being available for ad hoc planning calls and virtual coaching.

The Solution Tree will provide a Professional Learning Coaching Academy to the staff at School 45. There will be three sets at two days each over six to 18 months. Fifty staff, at a minimum, will participate. This will be a “train the trainers” academy in order to ensure building-level capacity building. Each participant will receive a copy of Learning by Doing and a Coaching binder.

iii. Describe the schedule and plan for regularly evaluating the effects.

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

II.J. Communication and Stakeholder Involvement/Engagements

i. Describe methods, times, places to be used for systematically updating parents.

Regular communication will be maintained through the weekly SBPT meetings, monthly community advisory meetings, and monthly PTA meetings. Meetings will be held at School 45 Meetings will be held at a mutually convenient time after parent surveys are conducted; alternating early and late time slots by month so as to make them more accessible for parents. Monthly newsletters will be sent home via backpack mail and posted on the school website with updates on implementation of the SIG plan. A formal survey of all stakeholders will be conducted to design expanded learning offerings at School 45 beginning in April 2013.

II.K. Project Plan and Timeline

i. Describe the goals and key strategies for the implementation period.

1. Implement a research-based expanded learning program (adding a minimum of 300 instructional hours for all students) that incorporates a school-wide focus on literacy and integrated wrap-around services, including socio-emotional supports for children and families.
 - 1.1. Partnership with National Center on Time & Learning for coaching and implementation of expanded learning model.
 - 1.2. Differentiated academic supports, including educationally related support services, ESOL, and socio-emotional supports as part of the longer learning day.
 - 1.3. Vendors to include Center for Youth Services (Child & Family Therapist) & Boys & Girls Club of Rochester (recreation).
 - 1.4. Engaging enrichment offerings for a minimum of 90 minutes for all students to strengthen and extend core learning.
2. Evolve into a community school model, with targeted neighborhood recruitment.
 - 2.1. Partnership with The After-School Corporation (TASC) to strengthen community connections.

- 2.2. Community Asset Mapping, creating partnerships with community agencies
 - 2.3. Kindergarten and sibling neighborhood recruitment strategies
 - 2.4. Increased social worker to support high-needs students and families.
 - 2.5. Modeled after Coalition of Community Schools Model=school as community hub
 - 2.6. Adult education, intergenerational literacy offerings & workforce development
3. Strengthen school-wide practices of data-driven instruction and teacher-led professional learning communities.
- 3.1. the collegial and facilitative participation of the principal, who shares leadership - and thus, power and authority - through inviting staff input in decision making
 - 3.2. a shared vision that is developed from staff's unswerving commitment to students' learning and that is consistently articulated and referenced for the staff's work
 - 3.3. collective learning among staff and application of that learning to solutions that address students' needs
 - 3.4. the visitation and review of each teacher's classroom behavior by peers as a feedback and assistance activity to support individual and community improvement and
 - 3.5. physical conditions and human capacities that support such an operation

ii. Identify the specific, measurable, and time-phased actions/activities

Goals	Key Strategies	Activities	Time Line	Responsibilities	Evidence
1. Implement a research-based expanded learning program (adding a minimum of 300 instructional hours for all students) that incorporates a school-wide focus on literacy and integrated wrap-around services, including socio-emotional supports for children and families.	1.1. Establish focused school wide priorities with clear and measurable goals that monitor progress. 1.2. Ensure that all student schedules include academic intervention or acceleration taught primarily by certified teachers.	Expanded Learning Implementation Technical Assistance Sessions, On-Site Coaching Creation of Master Schedule, adjustment by marking period	June 2013, Sept 2013-June 2014 (bi-weekly calls, monthly visits) Complete by August 2013 for Sept 2013 implementation, adjust as necessary every 10 weeks	National Center on Time & Learning, Office of Expanded Learning School Leadership, Office of School Operations, Expanded Learning Resource Coordinator, Office of Expanded Learning	Expanded Learning Implementation Plan Master Schedule, including expanded learning opportunities, 100% of students scheduled for expanded learning day
1.3. Engage in frequent data cycles utilizing a systemic approach to analyze and respond to data to improve instruction.	Professional Learning Plan, Master Schedule with time for teacher collaboration, training in Data Driven Decision Making	Professional Learning Plan, Master Schedule with time for teacher collaboration, training in Data Driven Decision Making	Complete professional learning plan by August 2013, implement throughout 13-14 SY, embedded professional development and coaching utilizing external provider and school level data coach	School Leadership, Office of School Operations, Office of Professional Learning, Office of Expanded Learning, EL Resource Coordinator, data coach	Professional Learning Plan identifying context, format, and content; Schedule for Teacher Collaboration; data protocols
1.4. Include targeted, embedded teacher development including weekly opportunities to collaborate with peers to strengthen instruction.	Professional Learning Plan, Master Schedule with time for teacher collaboration, training in Data Driven Decision Making	Professional Learning Plan, Master Schedule with time for teacher collaboration, training in Data Driven Decision Making	Complete professional learning plan by August 2013, implement throughout 13-14 SY, embedded professional development and	School Leadership, Office of School Operations, Office of Professional Learning, Office of Expanded Learning, EL Resource Coordinator, data coach	Professional Learning Plan identifying context, format, and content; Schedule for Teacher Collaboration; action inquiry documentation/templates

2. Evolve into a community school with wrap-around services to address the academic, socio-emotional, health and wellness needs of student and families,	1.5. Offer engaging enrichment to all students, including offerings based on student interests and choice.	Creation of "catalog" of expanded learning opportunities aligned with CCLS and Expanded Learning Outcomes	coaching utilizing external provider and school level data coach	School Leadership, Office of Expanded Learning, EL Resource Coordinator, Community Providers	Expanded learning catalog, student schedules
	1.6. Establish a school-wide plan to build a culture of high academic and behavioral expectations.	Revision of SWPBS expectations, review of code of conduct, cluster 7/8 students	Initial document by Sept 2013, monthly review of SWIS data with adjustments as necessary	School Leadership, School Chief	Behavioral Expectations, SWPBS Rubric, SWIS data
	2.1. Establish a shared vision for learning for School 45	Formation of Community School Advisory Board, monthly meetings	Formation by Sept 2013, monthly meetings and coaching for 13-14 SY	School Leadership, EL Resource Coordinator, TASC	Committee Members, Agenda, Minutes
	2.2. Create shared leadership and governance for School 45 and community partners	Technical Assistance from TASC	Sept 2013-Aug 2014	School Leadership, EL Resource Coordinator, TASC	School 45 Community School handbook
2.3. Establish complementary partnerships for learning and wrap-around services.	Expanded Learning RFP, Asset Mapping, Catalog of Expanded Learning Offerings	Sept 2013-Aug 2014	School Leadership, EL Resource Coordinator, Office of Expanded Learning, AmeriCorps VISTA fellow, Office of Community Partnerships	Asset Map, Community "Yellow Pages"	
2.4. Identify and utilize effective communication structures and strategies for outreach and correspondence within the School and beyond.	Technical Assistance from TASC, NCTL Coaching	Sept 2013-Aug 2014	School Leadership, EL Resource Coordinator, TASC, NCTL	School 45 Community School handbook; stakeholder surveys	

<p>3. Improve student achievement by strengthening school-wide practices of data-driven instruction and teacher-led professional learning communities.</p>	<p>2.5. Establish protocols for regular and consistent sharing of information about youth. 2.6. Engage families and community in the continuous improvement process. 2.7. Utilize collaborative staffing models</p>	<p>Technical Assistance from TASC, NCTL Coaching Community school advisory group, stakeholder surveys, school-based planning team shared staffing scheduling.</p>	<p>Sept 2013-Aug 2014 Sept 2013-Aug 2014, initial survey Sept 2013, mid-year, June 2014 Sept 2013, adjustment by marking period</p>	<p>School Leadership, EL Resource Coordinator, TASC, NCTL School Leadership, EL Resource Coordinator, TASC, NCTL School Leadership, EL Resource Coordinator, Community Partnerships, Office of Expanded Learning</p>	<p>School 45 Community School handbook; data sharing agreements Survey data, continuous improvement plan Staffing schedules, partnership agreements</p>
<p>3.1. Identify meaningful data from rigorous assessment and examine the results to identify causes of both strengths and shortcomings, based on Driven by Data (Bambrick-Santoyo, 2010) 3.2. Utilize instructional coaches to focus on effective teaching practices including Common Core Learning Module implementation, differentiated instructional practice, and increased academic rigor.</p>	<p>Data Dive, School Report Card review, DT/DE Findings analysis, SCEP coaching schedules, action planning, differentiated professional learning support</p>	<p>Summer Institute, Sept 2013 Sept 2013-Aug 2014, monthly updates</p>	<p>School Leadership, Teaching & Learning, Office of Professional Learning, Data Coach School Leadership Team, Instructional Coaches, Office of Professional Learning</p>	<p>Data protocols, action plans, alignment with professional development and coaching plan Coaching logs, data analysis/professional learning outcomes</p>	

	<p>3.3. Utilize a professional learning communities (PLC) structure to build a school culture focused on data-driven instruction</p> <p>3.4. Increase capacity for teacher-leadership through targeted professional learning opportunities focused on leading through the standards for professional learning identified by Learning Forward, Powerful Designs for Professional Learning, 2008.</p>	<p>training for teacher leaders about effective PLC, on-site coaching</p>	<p>Sept 2013-Aug 2014, monthly support</p>	<p>School leadership Team, Office of Professional Learning, Solution Tree Consultant</p>	<p>PLC professional learning plan</p>
		<p>embedded coaching through grade level team, instructional leadership team coaching</p>	<p>Sept 2013-Aug 2014, monthly support</p>	<p>School Leadership Team, Instructional Coaches, Office of Professional Learning</p>	<p>updates and documentation of professional learning experiences, documentation of classroom evidence</p>

iii. Identify the “early wins.”

Early wins include the successful engagement of 20% of the staff in the SIG Implementation Committee, including family and community representation. Additionally the evidence as articulated in the pre-implementation plan. Successful engagement of the community will support the main goals and launch of the expanded learning day in September 2013 for 100% of the students attending School 45.

iii. Identify the leading indicators of success

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

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

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

1. Create a community school with wrap-around services to address the academic, socio-emotional, health and wellness needs of students and their families.
 - Establish a shared vision for learning for School 45
 - Create shared leadership and governance for School 45
 - Establish complementary partnerships for learning and wrap-around services.
 - Identify and utilize effective communication structures and strategies for outreach and correspondence within the School and beyond.
 - Establish protocols for regular and consistent sharing of information about youth.
 - Engage families and community in the continuous improvement process.
 - Utilize collaborative staffing models

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

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

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

III. SIG Budget

A. Budget Narrative and Budget Forms

All forms uploaded as required.

Attachment A
 Consultation and Collaboration Documentation Form

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

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

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

Attachment B
School 45-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2013-2014	Target for 2014-2015	Target for 2015-16
I. Leading Indicators							
a. Number of minutes in the school year	67,640		73,320	67,640	85640	85640	85640
b. Student participation in State ELA assessment	99%		95.6%	99%	100%	100%	100%
c. Student participation in State Math assessment	99%		96.4%	99%	100%	100%	100%
d. Drop-out rate	90 %		NA	NA	NA	NA	NA
e. Student average daily attendance	91 %		89 %		94 %	96 %	98 %
f. Student completion of advanced coursework	NA		NA	NA	NA	NA	NA
g. Suspension rate	Corrective	Action	See	Attach ment			
h. Number of discipline referrals	Corrective	Action	See	Attach ment			
i. Truancy rate	Corrective	Action	See	Attach ment			
j. Teacher attendance rate	94.1%		94.5%	94.1%	95.9%	97.9%	99.8%
k. Teachers rated as "effective" and "highly effective"	81.2%		82.6%	81.2%	85.3%	89.6%	94.1%
l. Hours of professional development to improve teacher performance	3918		2293.2	3918	4113	4318.7	4533
m. Hours of professional development to improve leadership and governance	24		15.4	24	25.2	26.5	27.8
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	17.5		77.8	17.5	18.4	19.3	20.3
II. Academic Indicators							
o. ELA performance index	75		89.7	75	80.1	90.1	95.5
p. Math performance index	87		103.3	87	91.3	95.8	100.0
q. Student scoring "proficient" or higher on ELA assessment	15%		21.1%	15%	16.5%	18.1%	19.9%
r. Students scoring "proficient" or higher on Math assessment	23%		28.8%	23%	25.3%	27.8%	30.6%
s. Average SAT score	NA		NA	NA	NA	NA	NA
t. Students taking PSAT	NA		NA	NA	NA	NA	NA
u. Students receiving Regents diploma with advanced designation	NA		NA	NA	NA	NA	NA
v. High school graduation rate	NA		NA	NA	NA	NA	NA
w. Ninth graders being retained	NA		NA	NA	NA	NA	NA
x. High school graduates accepted into two or four year colleges	NA		NA	NA	NA	NA	NA

*n. Professional Development incentive was suspended in the 2011-12 school year, but was reinstated 12-13 in addition to RCSD TIF.



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Anita M. Murphy
Deputy Superintendent of
Administration
Rochester City School District
131 West Broad Street
Rochester, New York 14614
Phone: 585-262-8514
Fax: 585-295-2616
anita.murphy@rcsdk12.org
www.rcsdk12.org

August 3, 2012

Mr. Jeff Baker
Data Director
New York State Education Department
89 Washington Ave., Room 865 EBA
Albany, NY 12234

Mr. Baker:

Today, the Rochester City School District certified the PD-8 Report reflecting suspensions of students with disabilities for the 2011-12 school year. Please accept this letter as supplemental documentation to be filed as part of our electronic submission.

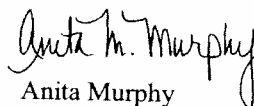
The data reported in the Rochester City School District's 2011-12 PD-8 Report accurately reflects the data reported through our student management systems. As content area and data specialists reviewed these reports, a concern arose that the figures seem not to reflect, in totality, the students with disabilities who were disciplined and then placed in what are referred to as "alternatives to suspension" programs. The Rochester City School District finds this data recording oversight unacceptable and has taken the following steps to ensure that all data reflecting the removal of students with disabilities from their least restrictive prescribed programming are recorded in our student management system:

- 1) Suspension practices for all of the District's students have been reviewed by the District's in-house counsel for compliance and recommended changes to account for all behavioral incidents - including students with disabilities - in the coming school year.
- 2) Data dashboards and report warning indicators will be developed that signal the number of students with disabilities who have been suspended and the scheduled/completion dates of nexus hearings.
- 3) Training on processes specific to the suspension of students with disabilities will be provided to all school administrators to ensure that the expectations and understandings of the requirements for suspension of students with disabilities is prescribed and documented.

In addition to the action steps above, additional measures may be implemented to ensure the overall objective that all processes are documented and recorded for reporting purposes.

Thank you in advance for your review of this additional request for documentation. Please address questions regarding the content of this letter to my attention.

Sincerely,


Anita Murphy

Attachment C
Evidence of Partner Effectiveness Chart
RCSD Mary McLeod Bethune School 45

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)
The Alter School Corporation (TASC) Expanded Schools Jennifer Siaca Curry Director of National Technical Assistance 1440 Broadway, 16th Floor New York, NY 10018 (646) 943-8746 www.expandedschools.org	<ol style="list-style-type: none"> Thurgood Marshall Academy Lower School, Manhattan P.S. 186, Brooklyn Cypress Hills Community School, Brooklyn P.S./M.S. 188, Manhattan Young Scholars Academy for Discovery and Exploration P.S. 182, Queens PS 214, Bronx Thurgood Marshall Academy for Learning and Social Change Batiste Cultural Arts Academy, New Orleans Hilton Elementary School, Baltimore 	<ol style="list-style-type: none"> Dawn Brooks-DeCosta, Principal, (212) 368-8731 Bayan Cadotte, Principal, (718) 236-7071 Sarah Lippi, Assistant Principal, (718) 964-1180 Mary Pree, Principal, (212) 677-5710 Damika LaCroix, Principal, 718-453-4081 Andrew Topol, Principa, 718-298-7700 David Cintron, Principal, 718-589-6728 Sean Davenport, Principal, 212-283-8055 Anna Faye Caminita, School Leader, (504) 717-0128 Khaleel Desaque, Principal, (410) 396-0634
Partner Organization Name and Contact Information	Schools that the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school, by subgroup, and trend-summary evidence of partners' fiscal performance for the past three years)	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)
National Center on Time & Learning (NCTL)	<ol style="list-style-type: none"> Clarence Edwards Middle School 	<ol style="list-style-type: none"> Jeff Riley, former Principal, Clarence Edwards Middle School, former Chief Innovation Officer, Boston Public Schools, current Superintendent, Lawrence Public Schools JeffRiley@lawrence.k12.ma.us

	<p>2. Matthew J. Kuss Middle School</p> <p>3. North End/Frank M. Silvia Elementary School</p> <p>4. National Center on Time & Learning/Ben Lummis</p>	<p>2. Nancy Muller, Principal, Matthew J. Kuss Middle School nmullen@fallriverschools.org</p> <p>3. Meg Mayo-Brown, Superintendent, Fall River Public Schools 508.675.8420</p> <p>4. Paul Dakin, Superintendent, Revere Public Schools pdakin@revere.mec.edu</p>
--	---	--

Attachment D - (1003g) Budget Summary Chart

Agency Code	2	6	1	6	0	0	0	1	0	0	00
Rochester City School District (School No. 45)											
Year 1 Implementation Period (September 1, 2013 - August 31, 2014)											
Categories	Code	Costs									
Professional Salaries	15	753,611									
Support Staff Salaries	16	31,361									
Purchased Services	40	573,000									
Supplies and Materials	45	52,501									
Travel Expenses	46	225,000									
Employee Benefits	80	304,489									
Indirect Cost (IC)	90	54,278									
BOCES Service	49	5,760									
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	575,457									
Support Staff Salaries	16	32,459									
Purchased Services	40	398,500									
Supplies and Materials	45	27,754									
Travel Expenses	46	175,000									
Employee Benefits	80	242,406									
Indirect Cost (IC)	90	42,664									
BOCES Service	49	5,760									
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	400,860									
Support Staff Salaries	16	16,797									
Purchased Services	40	286,650									
Supplies and Materials	45	2,787									
Travel Expenses	46	100,000									
Employee Benefits	80	158,332									
Indirect Cost (IC)	90	28,814									
BOCES Service	49	5,760									
Minor Remodeling	30	0									
Total		1,000,000									
Total Project Period (September 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR September 1, 2013 - August 31, 2014 for Closure models)											
Categories	Code	Costs									
Professional Salaries	15	1,729,928									
Support Staff Salaries	16	80,617									
Purchased Services	40	1,258,150									
Supplies and Materials	45	83,042									
Travel Expenses	46	500,000									
Employee Benefits	80	705,227									
Indirect Cost (IC)	90	125,756									
BOCES Service	49	17,280									
Minor Remodeling	30	0									
Total Project Budget		4,500,000									

RCSD School 45 SIG Three Year Budget Narrative

Professional Salaries	FTE Yr 1	Annualized Rate of Pay	Sept. 1, 2013 - Aug. 30, 2013	FTE Yr 2	Sept. 1, 2014 - Aug. 30, 2015	FTE Yr 3	Sept. 1, 2015 - Aug. 30, 2016
Expanded Learning Resource Coordinator	1.00	\$66,000	\$66,000	1.00	\$68,310	1.00	\$70,701
School Counselor	0.50	\$60,315	\$30,158	0.50	\$31,213	0.00	\$-
Intervention Teachers [K-2,3,5,6-8]	3.00	\$60,315	\$180,945	2.00	\$124,852	1.00	\$64,611
Data Coach	0.50	\$63,201	\$31,601	0.50	\$32,707	0.00	\$-
Prof. Dev. K-2 Instructional Coach	0.50	\$63,201	\$31,601	0.00	\$-	0.00	\$-
Gr. 7 & 8 Instructional Coach	0.50	\$63,201	\$31,601	0.50	\$32,707	0.50	\$33,851
K-2 Resource Teacher for Speech Development	1.00	\$69,745	\$69,745	1.00	\$72,186	0.50	\$37,356
District-wide Asst. Dir. Of Expanded Learning	1.00	\$72,000	\$72,000	1.00	\$74,520	1.00	\$77,128
Total FTE Staff	8.00		\$ 513,651	6.50	\$ 436,494	4.00	\$ 283,648
Teacher hourly pay for delivery of supplemental academic supports during school year	3700	\$37	\$136,900		\$102,675		\$92,408
Teacher Pay for delivery of supplemental academic supports during recess programming	8	\$4,040	\$32,320				
Teacher PD stipends	58	\$990	\$57,420		\$22,968		\$11,484
One GED Teacher hourly pay	360	\$37	\$13,320		\$13,320		\$13,320
Total Hourly			\$239,960		\$138,963		\$117,212
Support Staff	8.00		\$ 753,611	6.50	\$ 575,457	4.00	\$ 400,860
Clerical support for Expanded Learning	1.00	\$31,361.00	\$31,361	1.00	\$32,458.64	0.50	\$16,797.34
Total FTE Staff	1.00		\$ 31,361	1.00	\$ 32,459	0.50	\$ 16,797
TOTAL -- Support Staff	1.00		\$ 31,361	1.00	\$ 32,459	0.50	\$ 16,797
Total staff	9.00		\$ 784,972	7.50	\$ 607,916	4.50	\$ 417,657
Employee Benefits							
Social Security							
Retirement							
TRS		0.0725	\$60,050		\$46,506		\$31,951
ERS		0.14	\$105,506		\$80,564		\$56,120
Health Insurance		0.12	\$3,763		\$3,895		\$2,016
Workers Compensation		12.750	\$114,750		\$95,625		\$57,375
Unemployment Insurance		0.016	\$12,560		\$9,727		\$6,683
Civil Service Life Insurance		0.01	\$7,850		\$6,079		\$4,177
TOTAL---Employee Benefits			\$ 304,489		\$ 242,406		\$ 158,332



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June 6, 2013

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

RE: Rochester City School District – Title I School Improvement Grants 1003 (g) for School 45

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 School 45.

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. Spally for Karen Jacobs

Karen Jacobs
Director of Financial Management and Grants

xc: Susan Hasenauer-Curtis
Carolyn Hunt

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

School 45

Job Descriptions

CITY SCHOOL DISTRICT - ROCHESTER, NEW YORK JOB POSITION DESCRIPTION

<u>Executive Turnaround Principal</u> Position Title (Twelve Month)	<u>July, 2013</u> Date
<u>Priority School</u> Location	<u>Chief of Schools/Chief of School Transformation</u> Reports To

PRIMARY FUNCTION: To provide transformational leadership in planning, launching and managing a turnaround school. This includes implementing the CCLS/NYS Regent's Reform Agenda and focusing on high student achievement; building a positive school climate that supports the whole student; leveraging research and data to drive initiatives and instruction; and building a high-performing staff and leadership team to achieve the school's vision and goals.

ESSENTIAL FUNCTIONS:

The turnaround principal will professionally complete the following:

- Implement the School Improvement Grant with fidelity to transform school in accordance with NYSED guidelines.
- Collaborate with parents, community members, the Office of School Innovation, as well as other internal/external resources and stakeholders to implement CCLS/Core Instructional Program, capital improvements, systems, tools and other resources to accelerate student achievement.
- Commit to the belief in the potential of all students and align to a student-centered learning philosophy.
- Commit to the ideals of collaboration, innovation, and will do whatever it takes to transform the school to its status as a top-tier school.
- Change the culture of teaching and learning, by changing the public's ideas about how people learn in the 21st century and redefine expectations about what young people in America's urban centers are capable of achieving.
- Engage families and the community as equal partners in turnaround process. The SIG grant identifies deepening partnerships with parents, students, and the community as a key strategy for improving student learning outcomes.
- Provide high levels of support in demand for high levels of accountability.
- Foster professional environments that value collaboration, data use, and continual improvement.
- Develop, implement and support a clear instructional vision; build a positive school climate that supports the whole student; leverage research and data to drive initiatives and instruction; and build and lead a high-performing staff and leadership team to achieve the schools vision and goals. Responsible and accountable for ensuring all students leave the school ready for the demands of high school.
- Analyze student achievement results to identify areas in greatest need of improvement and to inform school improvement efforts.
- Identify key levers that foster accelerated school improvement/turnaround.
- Ensure that the learning needs of all students--Special Education, English Language Learners, and Regular Education--are met.
- Align the use of time, people, money, and materials to the school's instructional priorities.

- Demonstrate high expectations for all students and staff and a commitment to providing the support required to attain them.
- Seek and develop strategic partnerships that will add value and help drive academic success.
- Institute immediate targeted interventions.
- Demonstrate cultural competencies and antiracist leadership through behaviors and decision-making.
- Analyze student performance data to inform school improvement efforts and benchmark progress.
- Design and implement a professional development plan and/or strategy that address instructional improvement priorities defined by student achievement and the individual needs of staff members.
- Conduct daily/weekly classroom observations to analyze instruction, and supervise staff to ensure continuous improvement in teaching and learning.
- Reduce and ultimately eliminate the achievement gap, through classroom interventions, school culture, and programming beyond the school day.
- Establish a collegial environment that honors and encourages staff's continuous learning.
- Foster teacher leadership through delegation, and shared leadership and decision-making.
- Manage school, facilities, and operations.
- Strengthen teacher and staff capacity to cultivate and sustain meaningful partnerships with families and community members that support student achievement and student well-being.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, key actions of successful turnaround leaders must:

- Complete an Initial Analysis and Problem Solve
- Drive for Results
- Influence Inside and Outside the Organization
- Measure, Report and Improve
- Demonstrate innovative and entrepreneurial thinking
- Possess an exemplary managerial and operational skill-set
- Knowledge of competency based performance management systems and task-orientated actions are required

EDUCATION and/or EXPERIENCE:

- Master's Degree
- Five (5) Years of appropriate teaching experience
- NYS Teacher Certification
- Minimum of (5) years of leadership experiences as a school administrator (school building leadership preferred)
- Documented evidence of turnaround leadership and/or proven success in leading and turning around chronically low achieving schools
- NYS Certification for School Administration/Supervisor (SAS) or School Building Leader (SBL)
- Bilingual (Preferred)

Assistant Director of Expanded Learning (ASAR Bracket IV)

Reports to Director of Expanded Learning (ASAR Bracket II)

Responsibilities:

- Assist in the coordination of high quality, research based expanded learning programs at various district elementary and secondary schools;
- Participate in continued professional development at the local, state, and national level related to expanded learning;
- Provide leadership and guidance to district expanded learning schools in planning, implementation, progress monitoring, and adjusting program design;
- Participate in community leadership forums related to summer, out of school time, and expanded learning;
- Provide technical assistance as related to expanded learning and community schools;
- Prepare legal documents related to contracts and partnership agreements to support schools seeking to integrate community providers into their expanded learning model;
- Evaluate the effectiveness of expanded learning programs through analysis of various student outcomes;
- Review curricular plans for alignment and enhancement of CCLS learning;
- Provide oversight to various expanded learning programs including site visits, surveys, and assessments related to Youth Program Quality Indicators and Framework for Teaching;
- Assist in crafting professional development plans related to building onsite capacity for effective implementation of high quality expanded learning;
- Create improvement plans for expanded learning sites, as needed;
- Coordinate additional resources to support differentiated needs at each expanded learning school;
- Collaborate with the Office of Professional Learning, Community Partnerships, and Title I to ensure appropriate levels of support for expanded learning schools;
- Collaborate with the Office of Grants and Finance to support expanded learning schools

Qualifications:

- Leadership experience in school, district, or community level
- School District Administrator certificate
- Innovative thinking and vision
- Problem-solving skills
- Proficiency in MS Word, Excel, PowerPoint, Oracle PeopleSoft

Responsibilities and Duties

- Develop focused, developmentally appropriate, creative and interactive academic and enrichment programs to be delivered during expanded learning time
- Convene and facilitate the Expanded Learning Advisory Committee (school admin, teachers, parents, community members, and other CBOs) on a regular basis
- In collaboration with the Advisory Committee, identify the needs of the school and develop a plan to meet needs
- Recruit and hire contracted staff and provide day-to-day supervision of site based staff, contractors and parent liaison; ensuring that program staff are delivering high quality activities and services through the development of a caring and competent after-school team
- Manage all documentation as it relates to paid staff in the program
- Assist the Director of Extended Learning & Intervention and School Principal in ensuring programs are meeting objectives and are a reflection of Expanded Learning Time Principles
- Responsible for student and family recruitment and the execution of participant retention strategies
- Assist the Office of Extended Learning & Intervention in identifying other resources (in-kind donations, partnerships with other organizations, funding, etc) for the sustainability of the program
- Manage the parent involvement component of the program
- Plan and implement family night, parental involvement activities, community celebrations, and student showcases
- Ability to effectively include culturally relevant themes into all program areas
- Maintain regular contact with key school administration personnel and teachers to support program alignment with school day activities and Common Core State Standards when appropriate
- Develop and deliver a communication plan appropriate for different audiences including a newsletter, program fliers, brochures, etc.
- Ensure the collection of quality data including daily attendance, grades, satisfaction surveys, and needs assessments, etc.
- Participate in agency-wide evaluation efforts
- Using evaluation data, develop program improvement plan
- Develop methods to identify, track and respond to individual student needs
- Establish clear behavior expectations for program participants and develop a strong community among participants
- Focus on developing the whole child-academically, physically, socially and emotionally.
- Demonstrate knowledge of Expanded Learning Time Research in urban educational contexts
- Supervise students during the extended day program (i.e. evening hours and weekends)

JOB DESCRIPTION: Expanded Learning Time School Resource Coordinator

Position Summary:

The overall responsibilities of this position are to plan, implement and coordinate all Expanded Learning Programs in collaboration with the Office of Extended Learning & Intervention and the School Principal. The Coordinator will be responsible working collaboratively with all the stakeholders in the school community to develop and deliver a program that meets the needs of children and their families.

There are two current openings – School #9 and NorthEast College Preparatory High School

Educational Requirements/Qualifications, Required Work Experience, Skills and Abilities:

- Master's degree in education, social work or related field
- NYS School Building Leader or School District Administrator Certification
- At least two years experience in youth programming in a school setting, after-school, camp or other education related field (at least one year of high school level experience)
- Ability to communicate with different audiences including school administration, teachers, parents, students and community members
- Experience in forging long term partnerships with other service providers
- Experience in working with parents and coordinating workshops
- Experience managing the work of other adults
- High expectations that all children will learn
- Developmentally appropriate classroom management skills
- Strong teamwork and leadership skills
- Strong interpersonal skills
- Excellent written and verbal communication skills
- Ability to think critically, creatively and strategically to problem solve and promote quality programming
- Understanding of Common Core State Standards and experience providing educational enrichment services to youth
- Computer skills -- word processing, internet research, spreadsheets, create outreach materials
- Must be available evenings and some Saturdays
- Travel within the community will be required
- Ability to speak, read & write in Spanish, preferred

CITY SCHOOL DISTRICT - ROCHESTER, NEW YORK JOB POSITION DESCRIPTION

<u>Assistant Principal – Bracket III</u> Position Title (12 Months Position)	<u>2001</u> Date
<u>Elementary Schools</u> Location	<u>School Principal</u> Reports To

FUNCTIONAL DESCRIPTION OF UNIT: Under the supervision of the building principal, assists the building principal in organizing, administering, supervising, and evaluating all phases of the educational program within the building. Participates in decision-making as part of the school's administrative team. Assumes primary responsibility for the duties of educational leader, plan manager, business manager, personnel director, public relations director, and family and community consultant for the school in the absence of the building principal.

ESSENTIAL RESPONSIBILITIES:

- Organizes, administers, supervises and evaluates all educational and support programs within the building.
- Assumes responsibility for the instructional program within the building including: class organization, student placement, scheduling, monitoring pupil progress, standardized testing, and providing instructional materials.
- Directs the maintenance, repair, and improvement of building and equipment.
- Inspires, develops, and maintains wholesome school-community relations.
- Makes budgetary recommendations and prepares the preliminary budget for the school.
- Organizes and supervises all operations involved in the business management of the school.
- Confers with teachers, paraprofessionals, parents, school social workers, psychologists, nurses, agency personnel, safety officers, and law enforcement officials on matters relating to the guidance and welfare of the individual child.
- Provides leadership and plans for participation in inservice meetings, instructional meetings, and all school programs. Serves on citywide and other professional committees. Cooperates in planning parent meetings and community campaigns.
- Directs, supervises, and evaluates teachers, clerical staff and paraprofessionals.
- Develops harmonious staff relationships within the building.
- Develops and maintains procedures which provide for the safety and security of staff and students.

ADDITIONAL RESPONSIBILITIES:

- Prepares required reports and maintains complete and accurate records of the entire school program.
- Performs related duties as assigned by the Elementary School Principal.

EDUCATION, EXPERIENCE, AND CERTIFICATION:

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

Mary McLeod Bethune—School #45

Intervention Teacher –Articulation of Roles and Responsibilities

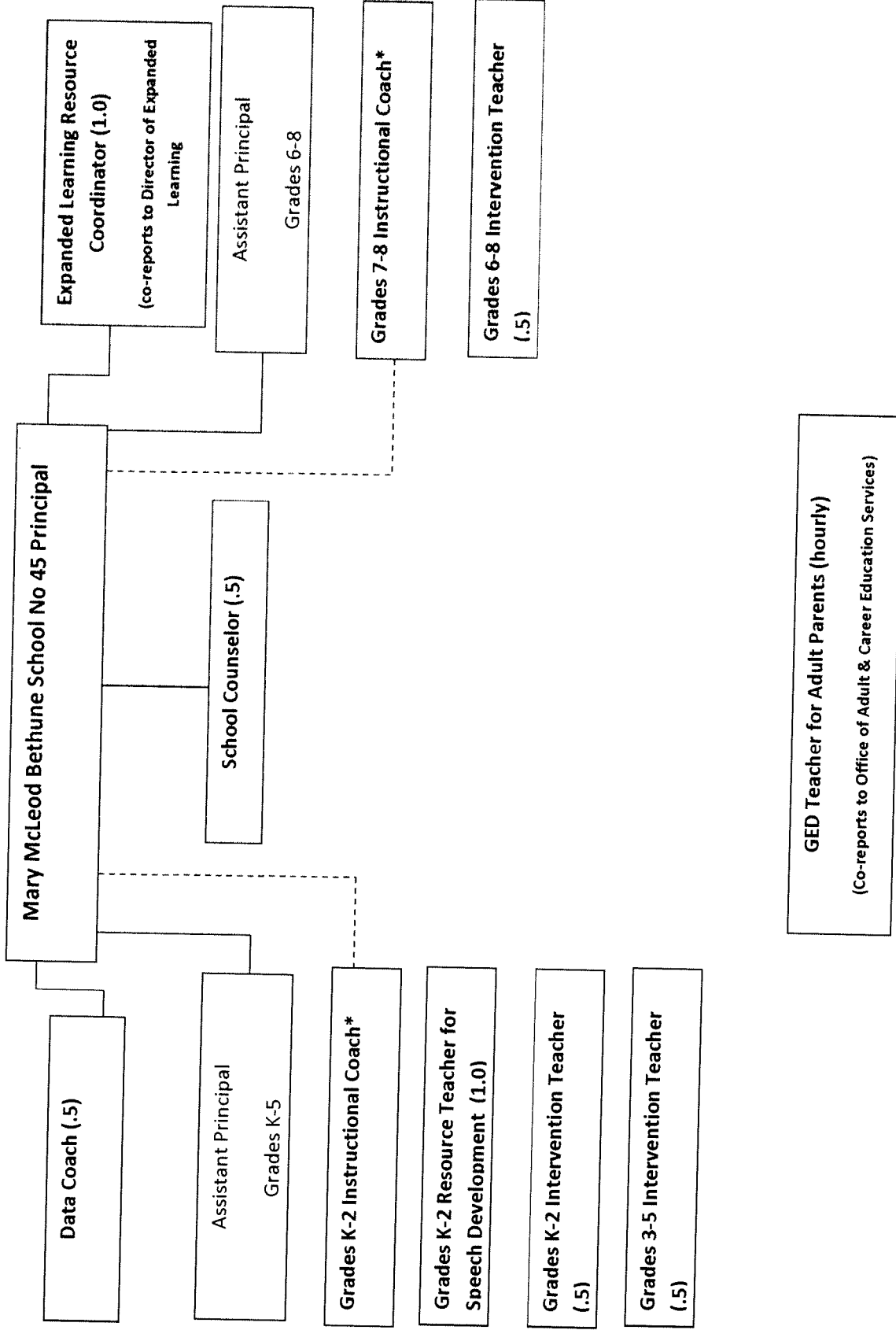
Job Requirements: Certified Teacher with expertise in analyzing data, goal setting for individualized instructional plans, and utilizing best practice techniques that align with student need and NYS Common Core standards in order to increase student achievement as assessed by NYS ELA and NWEA assessments

Performance Responsibilities: Intervention teachers will plan and evaluate differentiated academic support instruction based on fall screening assessments and NYS Spring 2013 data. Intervention teachers will work with groups of approximately 6 students each in 40 minute blocks as identified in the master schedule as Differentiated Support. Teachers will also collaborate with classroom teachers monthly in order to best evaluate effectiveness of intervention support and set standards-based goals.

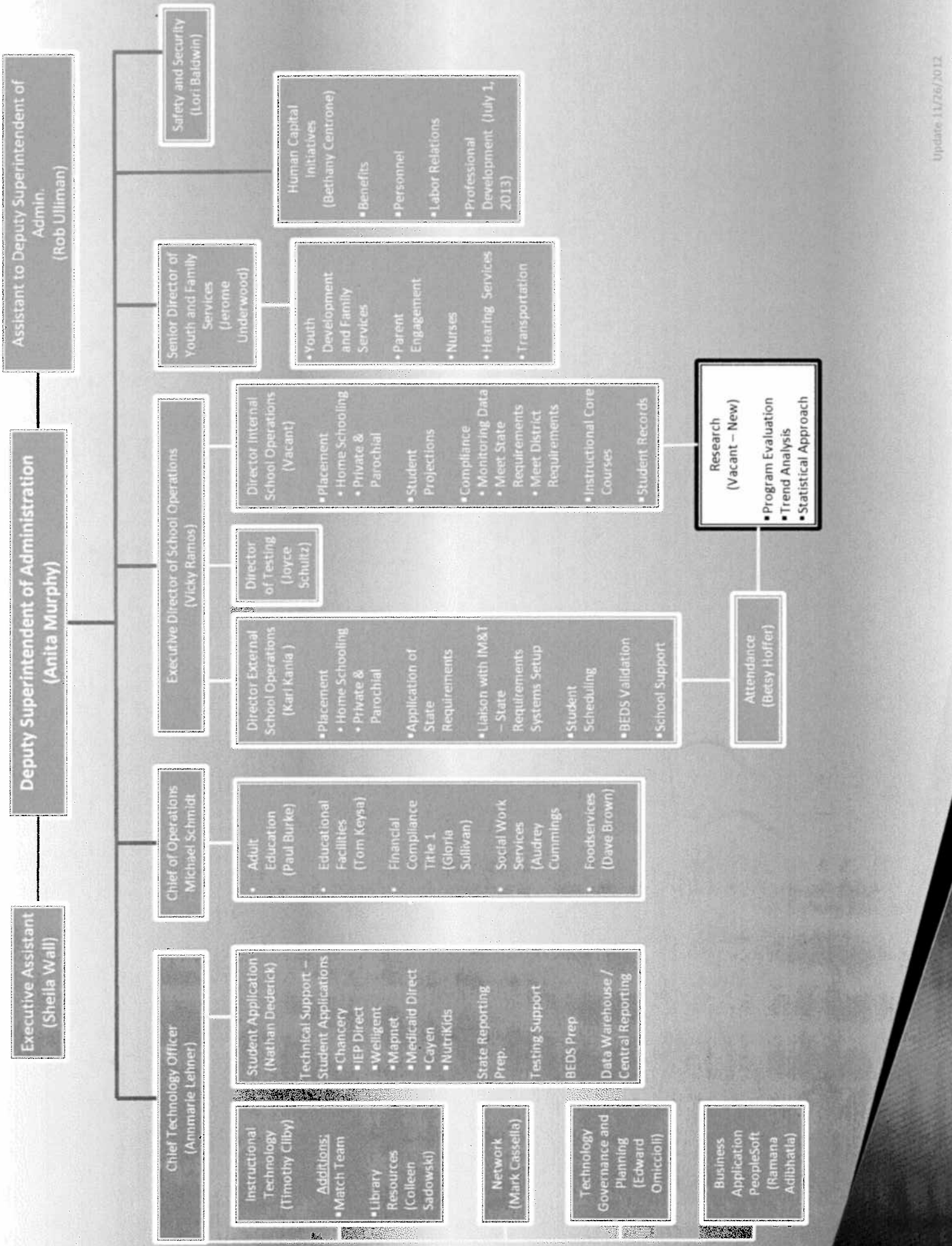
Sample Schedule:

	Intervention Teacher 1	Intervention Teacher 2
7:40-8:20	Grade 1	Grade 1
8:23-9:03	Grade K	Grade 2
9:18-10:03	Grade 7	Grade 7
10:07-10:52	Grade 7	Grade 8
11:00-12:15	Data/ Common Planning G K-2	Data/ Common Planning G K-2
12:15-12:45	Lunch	Lunch
12:45-1:04	Data/Common Planning G 3	Data/Common Planning G3
1:08-1:53	Data/Common Planning G6	Grade 7
1:56-2:15	Break	Break
2:18-2:58	Grade 3	Grade 5
2:58-3:30	Grade 4	Grade 4

School Improvement Grant
Organization Charts for School 45

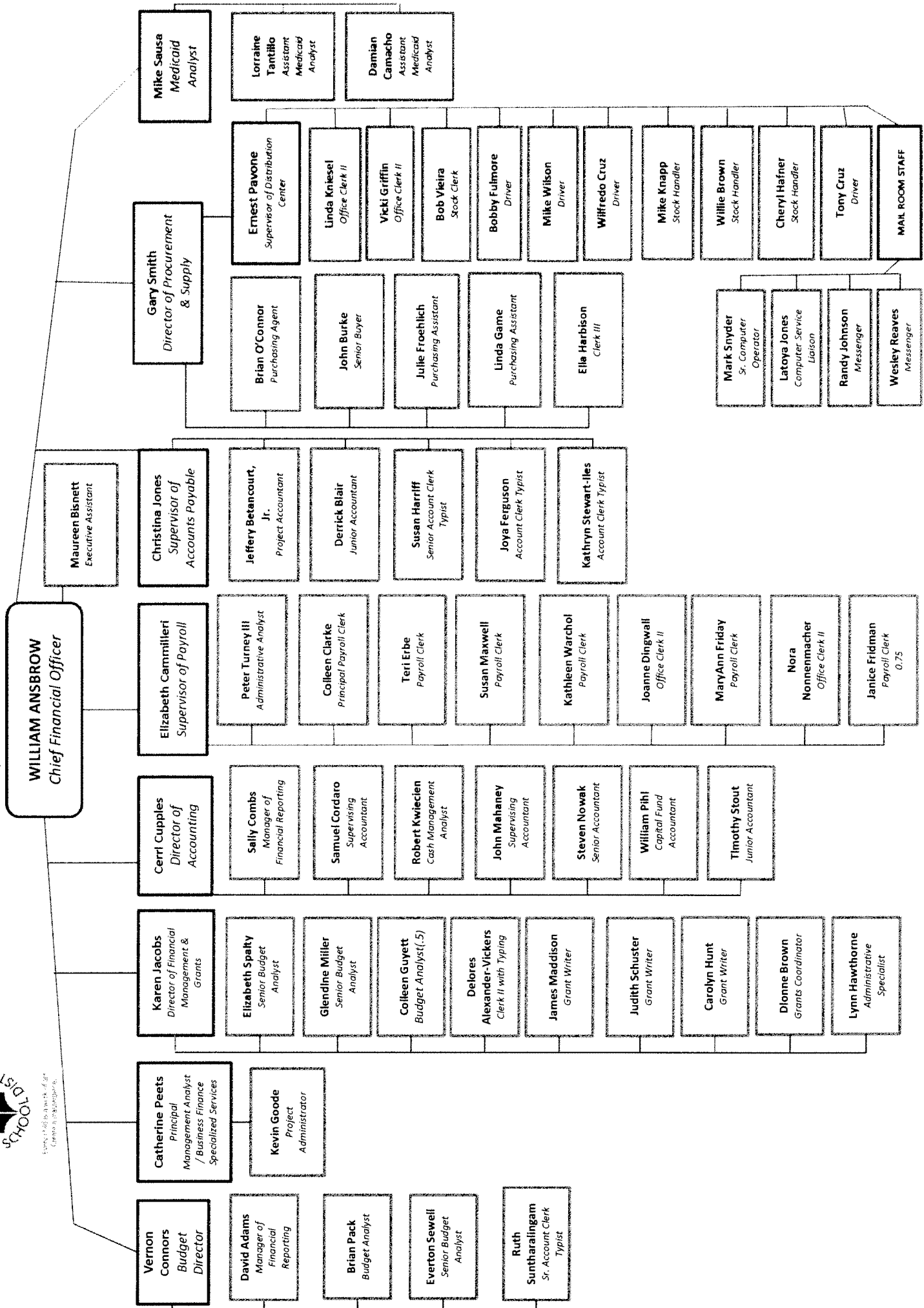


*Instructional Coaches also report centrally to the Director of Professional Learning
Bold type denotes additional, grant-funded positions.

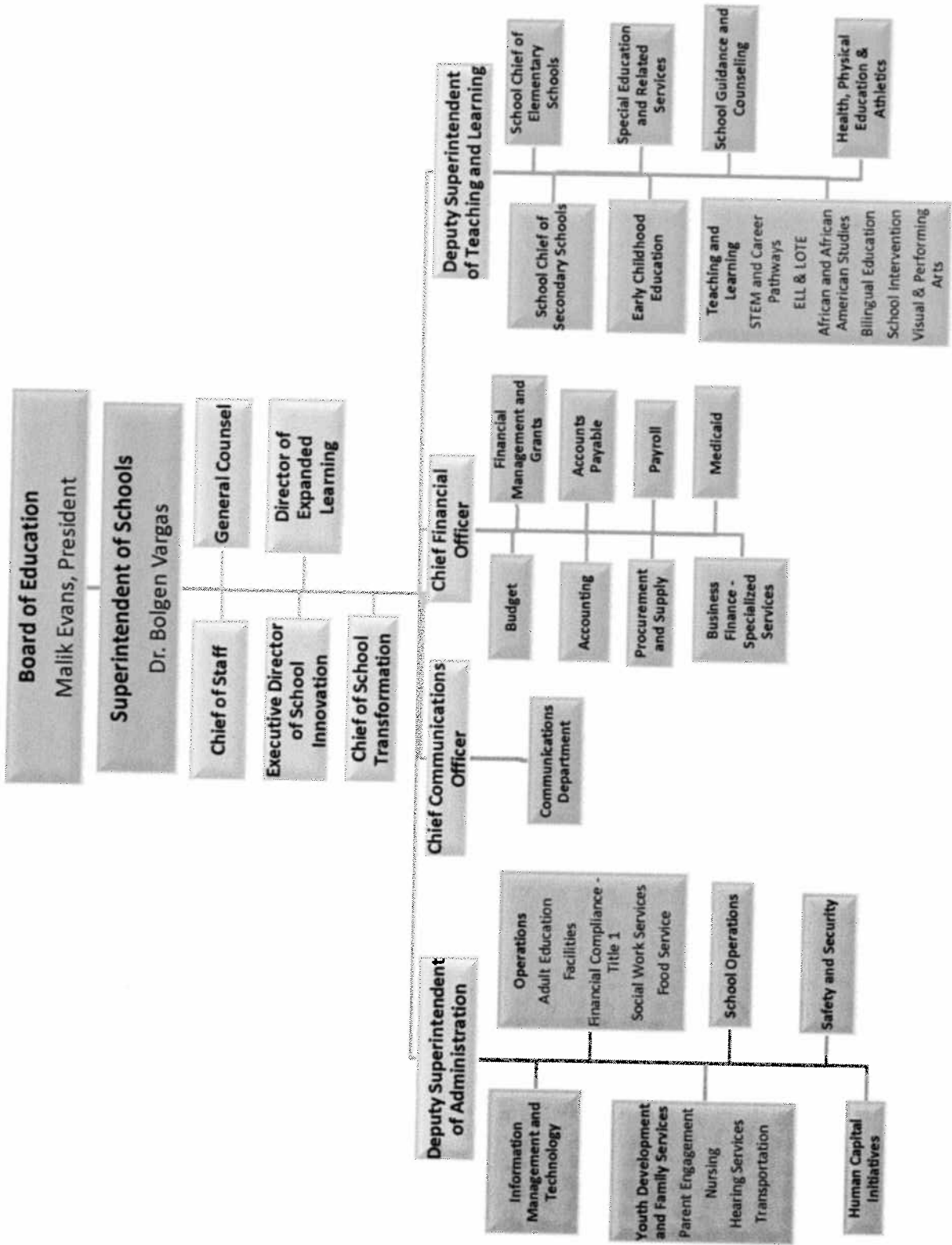




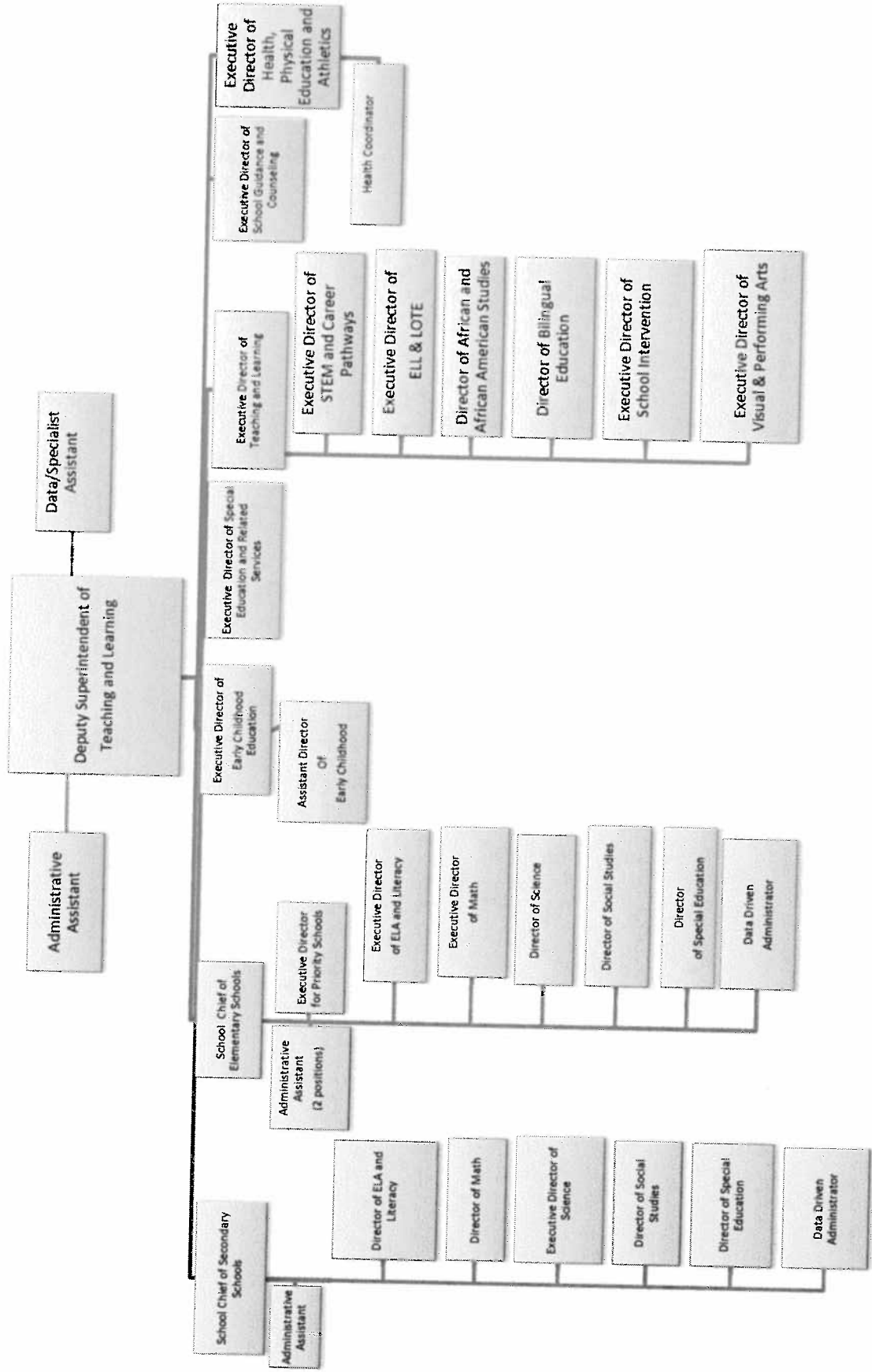
Rochester City School District
Department of Finance



Rochester City School District Organization Chart



Organizational Chart for Teaching and Learning 2013-2014



School 45

School Schedule and School Communication

Time	ELA 7 AC	ELA 7 BD	Math 7 AC	Math 7 BD	SS AC
7:30 - 7:40					
7:40 - 8:25	7*3	7*1	7*1	7*3	
8:29 - 9:14	7*2	7*3	7*3	7*2	7*1
9:18 - 10:03	7*2	7*3	7*3	7*2	
10:07 - 10:52					8*2
10:56 - 11:41	7*1			7*1	7*2
11:45 - 12:30	7*1	7*2	7*2	7*1	8*3
12:34 - 1:04					
1:08 - 1:53					
1:56 - 2:41					7*3
2:45 - 3:30					

7*1				
Time	A	B	C	D
7:30 - 7:40	Breakfast			
7:40 - 8:25	Math	ELA	Math	ELA
8:29 - 9:14	SS	SS	SS	SS
9:18 - 10:03	Health	D.S.	Health	D.S.
10:07 - 10:52	Science	Science	Science	Science
10:56 - 11:41	ELA	Math	ELA	Math
11:45 - 12:30	ELA RU	Math RU	ELA RU	Math RU
12:34 - 1:04	Lunch			
1:08 - 1:53	D.S.	Music	D.S.	Music
1:56 - 2:41	Enrich	Enrich	Enrich	Enrich
2:45 - 3:30	Tech	PE	Tech	PE

8*1				
Time	A	B	C	D
7:30 - 7:40	Breakfast			
7:40 - 8:25	SS	SS	SS	SS
8:29 - 9:14	ELA	Math	ELA	Math
9:18 - 10:03	ELA RU	Math RU	ELA RU	Math RU
10:07 - 10:52	D.S.	D.S.	D.S.	D.S.
10:56 - 11:41	Enrich	Enrich	Enrich	Enrich
11:45 - 12:30	Math	ELA	Math	ELA
12:34 - 1:04	Lunch			
1:08 - 1:53	PE	Tech	PE	Tech
1:56 - 2:41	LOTE	LOTE	LOTE	LOTE
2:45 - 3:30	Science	Science	Science	Science

SS BD	Sci AC	Sci BD	ELA 8 AC	ELA 8 BD	Math 8 AC
			8*3	8*2	8*2
7*1			8*1	8*3	8*3
			8*1	8*3	8*3
8*2	7*1	7*1			
7*2	8*3	8*3	8*2		
8*3	7*3	7*3	8*2	8*1	8*1
7*3	8*2	8*2			
	8*1	8*1			

	7*2			
Time	A	B	C	D
7:30 - 7:40	Breakfast			
7:40 - 8:25	Science	Science	Science	Science
8:29 - 9:14	ELA	Math	ELA	Math
9:18 - 10:03	ELA RU	Math RU	ELA RU	Math RU
10:07 - 10:52	D.S.	Health	D.S.	Health
10:56 - 11:41	SS	SS	SS	SS
11:45 - 12:30	Math	ELA	Math	ELA
12:34 - 1:04	Lunch			
1:08 - 1:53	Art	D.S.	Art	D.S.
1:56 - 2:41	PE	Tech	PE	Tech
2:45 - 3:30	Enrich	Enrich	Enrich	Enrich

	8*2			
Time	A	B	C	D
7:30 - 7:40	Breakfast			
7:40 - 8:25	Math	ELA	Math	ELA
8:29 - 9:14	Enrich	Enrich	Enrich	Enrich
9:18 - 10:03	D.S.	D.S.	D.S.	D.S.
10:07 - 10:52	SS	SS	SS	SS
10:56 - 11:41	ELA	Math	ELA	Math
11:45 - 12:30	ELA RU	Math RU	ELA RU	Math RU
12:34 - 1:04	Lunch			
1:08 - 1:53	Tech	PE	Tech	PE
1:56 - 2:41	Science	Science	Science	Science
2:45 - 3:30	LOTE	LOTE	LOTE	LOTE

Math 8 BD	SS AC	SS BD	Sci AC	Sci BD
Breakfast				
8*3	8*1	8*1	7*2	7*2
8*1				
8*1				
8*2				
8*2				
Lunch				

	7*3			
Time	A	B	C	D
7:30 - 7:40	Breakfast			
7:40 - 8:25	ELA	Math	ELA	Math
8:29 - 9:14	Math	ELA	Math	ELA
9:18 - 10:03	Math RU	ELA RU	Math RU	ELA RU
10:07 - 10:52	D.S.	D.S.	D.S.	D.S.
10:56 - 11:41	Enrich	Health	Enrich	Health
11:45 - 12:30	Science	Science	Science	Science
12:34 - 1:04	Lunch			
1:08 - 1:53	Music	Enrich	Music	Enrich
1:56 - 2:41	SS	SS	SS	SS
2:45 - 3:30	PE	Tech	PE	Tech

	8*3			
Time	A	B	C	D
7:30 - 7:40	Breakfast			
7:40 - 8:25	ELA	Math	ELA	Math
8:29 - 9:14	Math	ELA	Math	ELA
9:18 - 10:03	Math RU	ELA RU	Math RU	ELA RU
10:07 - 10:52	D.S.	D.S.	D.S.	D.S.
10:56 - 11:41	Scienc	Science	Scienc	Science
11:45 - 12:30	SS	SS	SS	SS
12:34 - 1:04	Lunch			
1:08 - 1:53	LOTE	LOTE	LOTE	LOTE
1:56 - 2:41	Tech	PE	Tech	PE
2:45 - 3:30	Enrich	Enrich	Enrich	Enrich

LOTE AC	LOTE BD	Health AC	Health BD	Tech AC	Tech BD
		7*1 Health			
			7*2 Health		
			7*3 Health		

8*3	8*3	8*1 PE	8*2 PE	8*2	8*1
8*1	8*1	7*2 PE	8*3 PE	8*3	7*2
8*2	8*2	7*3 PE	7*1 PE	7*1	7*3

Music AC	Music BD	Art AC	Art BD	Enrich	Enrich
				8*2	
				8*2	7*1 BD
				8*1	8*3
				8*1	7*3 AC
7*3	7*1	7*2		7*3 BD	7*1 AC
				7*1	
				7*2	8*3

Enrich	Enrich
7*2 AC	7*3
7*2 BD	

2013-2014 Professional Learning Training Schedule Math & ELA

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

K	1	2	3	4	5
<p><u>Module 1: Classify and Count Numbers to 10</u> Teaching Dates: Sept- Early Nov</p> <p>Training Dates: Aug 20</p> <p>Sep 10- 12</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 17</p>	<p><u>Module 1: Addition and Subtraction of Numbers to 10</u> Teaching Dates: Sept- Early Nov</p> <p>Training Dates: Aug 21</p> <p>Sep 8, 11</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 19</p>	<p><u>Module 1: Sums and Differences</u> Teaching Dates: Early Sept- Mid Sept</p> <p><u>Module 2: Add and Subtract w/Measurement</u> Teaching Dates: Mid Sep-Mid Oct</p> <p>Training Dates: Aug 21</p> <p>Sep 10, 12</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 17</p>	<p><u>Module 1: Multiplication and Division With Factors 2,3,4,5,10</u> 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><u>Module 1: Place Value, Rounding, Addition and Subtraction of Whole Numbers</u></p> <p><u>Module 2: Unit Conversions</u></p> <p>Teaching Dates: Early Sept- Late Oct</p> <p>Training Dates: Aug 20</p> <p>Sep 10, 12</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 19</p>	<p><u>Module 1: Whole Number and Decimal Fractions, Place Value, to the One Thousandths</u></p> <p><u>Module 2: Multi-digit Whole Number and Decimal Fraction Operations</u></p> <p>Teaching Dates: Early Sept- Mid November</p> <p>Training Dates: Aug 21</p> <p>Sep 8, 11</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 17</p>
<p><u>Module 2: Identify and Describe Shapes</u></p> <p><u>Module 3: Comparison with Length, Weight, and Numbers to 10</u></p> <p>Teaching Dates: Early Nov-Mid Jan</p> <p>Training Dates: October 14, 19</p> <p>October 22, 24</p> <p>Math Deep Dive Oct 26 (SAT)</p> <p>Oct 29</p>	<p><u>Module 2: Place Value, Comparisons, Add and Subtract to 20</u> Teaching Dates: Early Nov-Mid Jan</p> <p>Training Dates: October 4, 10</p> <p>October 21, 23</p> <p>Math Deep Dive Nov 2 (SAT)</p> <p>Oct 28</p>	<p><u>Module 3: Place Value, Comparisons, to 1000</u> Teaching Dates: Mid Oct-Mid Nov</p> <p><u>Module 4: Add and Subtract to 1000</u> Teaching Dates: Mid Nov-Mid Jan</p> <p>Training Dates: October 5, 19</p> <p>October 22, 24</p> <p>Math Deep Dive Nov 2 (SAT)</p> <p>Oct 29</p>	<p><u>Module 2 Problem Solving with Mass, Time, and Capacity</u> Teaching Dates: Mid Oct-Late Nov</p> <p><u>Module 3 Multiplication and Division With Factors 6,7,8,9</u> Late Nov-Mid Jan</p> <p>Training Dates: October 3, 12</p> <p>October 21, 23</p> <p>Math Deep Dive Oct 26 (SAT)</p> <p>Oct 28</p>	<p><u>Module 3: Multiplication and Division</u></p> <p>Teaching Dates: Late Oct-Mid December</p> <p>Training Dates: October 7, 14</p> <p>October 3, 10</p> <p>Math Deep Dive Oct 19 (SAT)</p> <p>Oct 17</p>	<p><u>Module 3: Addition and Subtraction of Fractions</u></p> <p><u>Module 4: Multiplication and Division of Fractions</u></p> <p>Teaching Dates: Mid November-Mid February</p> <p>Training Dates: November 14, 17</p> <p>November 4, 6</p> <p>Math Deep Dive Nov 2 (SAT)</p> <p>Nov 5</p>
<p><u>Module 4: Number Pairs, Addition and Subtraction to 10</u> Teaching Dates: Late Jan-Late April</p> <p>Training Dates: Jan 7, 8</p> <p>Jan 7, 9</p> <p>Math Deep Dive Jan 25 (SAT)</p> <p>Jan 27</p>	<p><u>Module 3: Measurement</u> <u>Module 4: Place Value, Comparisons, Add and Subtract to 40</u></p> <p>Training Dates: Jan 7, 8</p> <p>Jan 6, 8</p> <p>Math Deep Dive Jan 25 (SAT)</p> <p>Jan 28</p>	<p><u>Module 5: Prep for Multiplication and Division</u> Teaching Dates: Mid Jan-Late March</p> <p>Training Dates: Jan 5, 7</p> <p>Jan 7, 9</p> <p>Math Deep Dive Jan 25 (SAT)</p> <p>Jan 28</p>	<p><u>Module 4 Multiplication and Area</u> Mid Jan-Mid Feb</p> <p><u>Module 5 Fractions as Numbers on the Number Line</u> Late Feb-Mid Apr</p> <p>Training Dates: Jan 7, 8</p> <p>Jan 13, 15</p> <p>Math Deep Dive Jan 25 (SAT)</p>	<p><u>Module 4: Addition and Subtraction of Angle Measurements</u></p> <p><u>Module 5: Order and Operations with Fractions</u></p> <p>Teaching Dates: Mid December-Late April</p> <p>Training Dates: Dec 2, 4</p> <p>Dec 3, 5</p>	<p><u>Module 5: Addition and Multiplication with Volume and Area</u></p> <p>Teaching Dates: Mid February-Late April</p> <p>Training Dates: Jan 31, 23</p> <p>Jan 27, 29</p> <p>Math Deep Dive Feb 1 (SAT)</p>

			Jan 27	Math Deep Dive Dec 14 (SAT) Dec 12	Feb 4
<u>Module 5: Numbers 10-20. Counting to 100 by 1's and 10's</u> Teaching Dates: Late April-Early June <u>Module 6: Shapes</u> Teaching Dates: June Training Dates: Apr 1, 3 Math Deep Dive Apr 5 (SAT) Apr 21	<u>Module 5: Shapes</u> Teaching Dates: Late March-Late April <u>Module 6: Place Value, Comparisons, Add and Subtract to 100</u> Teaching Dates: Early May-end June Training Dates: Mar 10, 12 Math Deep Dive Mar 29 (SAT) Mar 27	<u>Module 6: Add and Subtract with Length and Money</u> Teaching Dates: Late March-Mid May <u>Module 7: Fraction of Shapes</u> Teaching Dates: Mid May-End June Training Dates: Mar 18, 20 Math Deep Dive Mar 29 (SAT) Mar 27	<u>Module 6: Data and Displays</u> Teaching Dates: Mid Apr-Early May <u>Module 7: Geometry and Measurement</u> Teaching Dates: Early May-End June Training Dates: Mar 24, 26 Math Deep Dive Apr 5 (SAT) Apr 10	<u>Module 6: Decimal Fractions</u> <u>Module 7: Exploring Multiplication</u> Teaching Dates: Late April-End of June Training Dates: Apr 8, 10 Math Deep Dive Apr 5 (SAT) Apr 22	<u>Module 6: Graph Points on Coordinate Plane</u> 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
<u>Module 1: Ratios and Unit Rates</u> Teaching Dates: Sept- Mid Oct Training Dates: Aug 20 Aug 27, 29 Math Deep Dive Sep 7 (SAT) Sep 17	<u>Module 1: Ratio and Proportional Relationships</u> Teaching Dates: Sept- Mid Oct Training Dates: Aug 21 Aug 20, 28 Math Deep Dive Sep 7 (SAT) Sep 17	<u>Module 1: The Number System and Properties of Exponents</u> Teaching Dates: Early Sept-Early Oct Training Dates: Aug 21 Aug 27, 29 Math Deep Dive Sep 7 (SAT) Sep 17	<u>Module 1: Relationships Between Quantities and Reasoning with Equations</u> Teaching Dates: Early Sept- Mid Oct Training Dates: Aug 21 Aug 26, 28 Math Deep Dive Sep 7 (SAT) Sep 17
<u>Module 2: Operations Including Division of Fractions</u> <u>Module 3: Rational Numbers</u> Teaching Dates: Mid October –mid January Training Dates: Oct 7, 9 October 8, 10 Math Deep Dive Oct 12 (SAT) Oct 16	<u>Module 2: Rational Numbers</u> Teaching Dates: Mid Oct-Early Dec Training Dates: October 8, 11 October 7, 9 Math Deep Dive Oct 12 (SAT) Oct 16	<u>Module 2: Congruence</u> <u>Module 3: Similarity</u> Teaching Dates: Early Oct-Late Dec Training Dates: Sep 19, 25 Sep 24, 26 Math Deep Dive Sep 28 (SAT) Sep 30	<u>Module 2 :Descriptive Statistics</u> Teaching Dates: Mid Oct-Mid Nov Training Dates: October 11, 13 October 7, 9 Math Deep Dive Oct 19 (SAT) Oct 17
<u>Module 4: Expressions and Equations</u> Teaching Dates: Mid Jan-Late March Training Dates: Jan 6, 8	<u>Module 3: Expressions and Equations</u> Teaching Dates: Early Dec-Mid Feb <u>Module 4: Percent and Proportional Relationships</u>	<u>Module 4: Linear Equations</u> Teaching Dates: Early Jan-Early March Training Dates: Dec 10, 16	<u>Module 3: Linear and Exponential Relationships</u> Mid Nov-End Jan Training Dates: Nov 5, 7

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

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

Algebra 1	Geometry	Algebra 2
<u>Module 1: Relationships Between Quantities and Reasoning with Equations</u> Teaching Dates: Early Sept- Mid Oct Training Dates: Aug 21 Aug 26, 28 Math Deep Dive Sep 7 (SAT) Sep 17	<u>Module 1: Congruence, Proof, and Constructions</u> Teaching Dates: Early Sept- Mid Nov Training Dates: Aug 26, 28 Sep 14 (SAT)	<u>Module 1: Polynomial, Rational, and Radical Relationships</u> Teaching Dates: Early Sept- Mid Nov Training Dates: Sep 14 (SAT)
<u>Module 2 :Descriptive Statistics</u> Teaching Dates: Mid Oct-Mid Nov Training Dates: October 3, 20 October 7, 9	<u>Module 2: Similarity, Proof, and Trigonometry</u> Teaching Dates: Mid Nov-Late January Training Dates: Nov 4, 6	<u>Module 2: Trigonometric Functions</u> Teaching Dates: Mid Nov-Mid Dec Nov 16 (SAT)

Math Deep Dive Oct 19 (SAT) Oct 17	Nov 16 (SAT)	
Module 3: Linear and Exponential Relationships Mid Nov-End Jan Training Dates: Nov 5,7 Nov 4,6 Math Deep Dive Nov 16 (SAT) Nov 19	Module 3: Extending to Three Dimensions Module 4: Connecting Algebra and Geometry Through Coordinates Teaching Dates: Late January-Mid March Training Dates: Jan 14, 16 Jan 11 (SAT)	Module 3: Extending to Three Dimensions Teaching Dates: Mid Dec-Late Feb Training Dates: Dec 7 (SAT)
Module 4: Expressions and Equations Teaching Dates: Early Feb-Mid March Training Dates: Jan 13,15 Math Deep Dive Jan 25 (SAT) Feb 3	Module 5: Circle With and Without Coordinates Teaching Dates: Mid March-Late May Training Dates: Mar 11, 13 Mar 8 (SAT)	Module 4: Inferences and Conclusions From Data Teaching Dates: Late Feb-Mid May Training Dates: Feb 9 (SAT)
Module 5: Quadratic Functions Teaching Dates: -Mid March-End May Training Dates: Mar 3,5 Math Deep Dive Mar 8 (SAT) Mar 11		

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

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

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

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)	Math and ELA 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. You must attend all sessions to earn course hours.</u>	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 <u>Course is 30 hours in length. You must attend all sessions to earn course hours.</u>	July 10, 16, 17, 18, 23, 30, 31, August 1	1:30-4:30	Center for Professional Learning Room 332	

Professional Development Summer Offerings

CCSS	Domain 3 Instruction	ALL	K-6 General Core Teachers, SPED Teachers, ESOL Teachers, Secondary Mathematics Teachers, Administrators	Developing Mathematical Ideas Reasoning Algebraically About Operations	This third module of the Developing Mathematical Ideas series, Reasoning Algebraically about Operations (RAO), completes the core of the first modules that focus on number and operations. Participants will examine generalizations that connect algebraic reasoning and computational fluency. Reading/work is required between sessions. Prerequisites: DMI: Building a System of Tens and DMI: Making Meaning for Operations	August 5, 6, 7, 8,	8:00-3:00	Math and ELA 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

Professional Development Summer Offerings

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

Professional Development Summer Offerings

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

Professional Development Summer Offerings

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

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

School 45 Goals	Key Strategies	Activities	Time Line	Responsibilities	Evidence
<p>1. Implement a research-based expanded learning program (adding a minimum of 300 instructional hours for all students) that incorporates a school-wide focus on literacy and integrated wrap-around services, including socio-emotional supports for children and families.</p>	<p>1.1. Establish focused school wide priorities with clear and measurable goals that monitor progress.</p>	<p>Expanded Learning Implementation Technical Assistance Sessions, On-Site Coaching</p>	<p>June 2013, Sept 2013-June 2014 (bi-weekly calls, monthly visits)</p>	<p>National Center on Time & Learning, Office of Expanded Learning</p>	<p>Expanded Learning Implementation Plan</p>
	<p>1.2. Ensure that all student schedules include academic intervention or acceleration taught primarily by certified teachers.</p>	<p>Creation of Master Schedule, adjustment by marking period</p>	<p>complete by August 2013 for Sept 2013 implementation, adjust as necessary every 10 weeks</p>	<p>School Leadership, Office of School Operations, Expanded Learning Resource Coordinator, Office of Expanded Learning</p>	<p>Master Schedule, including expanded learning opportunities, 100% of students scheduled for expanded learning day</p>
	<p>1.3. Engage in frequent data cycles utilizing a systemic approach to analyze and respond to data to improve instruction.</p>	<p>Professional Learning Plan, Master Schedule with time for teacher collaboration, training in Data Driven Decision Making</p>	<p>complete professional learning plan by August 2013, implement throughout 13-14 SY, embedded professional development and coaching utilizing external provider and school level data coach</p>	<p>School Leadership, Office of School Operations, Office of Professional Learning, Office of Expanded Learning, EL Resource Coordinator, data coach</p>	<p>Professional Learning Plan identifying context, format, and content; Schedule for Teacher Collaboration; data protocols</p>
	<p>1.4. Include targeted, embedded teacher development including weekly opportunities to collaborate with peers to strengthen instruction.</p>	<p>Professional Learning Plan, Master Schedule with time for teacher collaboration, training in Data Driven Decision Making</p>	<p>complete professional learning plan by August 2013, implement throughout 13-14 SY, embedded professional development and coaching utilizing external provider and school level data coach</p>	<p>School Leadership, Office of School Operations, Office of Professional Learning, Office of Expanded Learning, EL Resource Coordinator, data coach</p>	<p>Professional Learning Plan identifying context, format, and content; Schedule for Teacher Collaboration; action inquiry documentation/templates</p>
	<p>1.5. Offer engaging enrichment to all students, including offerings based on student interests and choice.</p>	<p>Creation of "catalog" of expanded learning opportunities aligned with CCLS and Expanded Learning Outcomes</p>	<p>initial document by Sept 2013, refreshed every 10 weeks by marking period</p>	<p>School Leadership, Office of Expanded Learning, EL Resource Coordinator, Community Providers</p>	<p>Expanded learning catalog, student schedules</p>

	1.6. Establish a school-wide plan to build a culture of high academic and behavioral expectations.	Revision of SWPBS expectations, review of code of conduct, cluster 7/8 students	initial document by Sept 2013, monthly review of SWIS data with adjustments as necessary	School Leadership, School Chief	Behavioral Expectations, SWPBS Rubric, SWIS data
2. Evolve into a community school with wrap-around services to address the academic, socio-emotional, health and wellness needs of student and families,	2.1. Establish a shared vision for learning for School 45	Formation of Community School Advisory Board, monthly meetings	formation by Sept 2013, monthly meetings and coaching for 13-14 SY	School Leadership, EL Resource Coordinator, TASC	Committee Members, Agenda, Minutes
	2.2. Create shared leadership and governance for School 45 and community partners	Technical Assistance from TASC	Sept 2013-Aug 2014	School Leadership, EL Resource Coordinator, TASC	School 45 Community School handbook
	2.3. Establish complementary partnerships for learning and wrap-around services.	Expanded Learning RFP, Asset Mapping, Catalog of Expanded Learning Offerings	Sept 2013-Aug 2014	School Leadership, EL Resource Coordinator, Office of Expanded Learning, AmeriCorps VISTA fellow, Office of Community Partnerships	Asset Map, Community "Yellow Pages"
	2.4. Identify and utilize effective communication structures and strategies for outreach and correspondence within the School and beyond.	Technical Assistance from TASC, NCTL Coaching	Sept 2013-Aug 2014	School Leadership, EL Resource Coordinator, TASC, NCTL	School 45 Community School handbook; stakeholder surveys
	2.5. Establish protocols for regular and consistent sharing of information about youth.	Technical Assistance from TASC, NCTL Coaching	Sept 2013-Aug 2014	School Leadership, EL Resource Coordinator, TASC, NCTL	School 45 Community School handbook; data sharing agreements
	2.6. Engage families and community in the continuous improvement process.	Community school advisory group, stakeholder surveys, school-based planning team	Sept 2013-Aug 2014, initial survey Sept 2013, mid-year, June 2014	School Leadership, EL Resource Coordinator, TASC, NCTL	Survey data, continuous improvement plan
	2.7. Utilize collaborative staffing models	shared staffing scheduling.	Sept 2013, adjustment by marking period	School Leadership, EL Resource Coordinator, Community Partnerships, Office of Expanded Learning	Staffing schedules, partnership agreements

<p>3. Improve student achievement by strengthening school-wide practices of data-driven instruction and teacher-led professional learning communities.</p>	<p>3.1. Identify meaningful data from rigorous assessment and examine the results to identify causes of both strengths and shortcomings, based on Driven by Data (Bambrick-Santoyo, 2010)</p>	<p>Data Dive, School Report Card review, DTJSE Findings analysis, SCEP</p>	<p>Summer Institute, Sept 2013</p>	<p>School Leadership, Teaching & Learning, Office of Professional Learning, Data Coach</p>	<p>Data protocols, action plans, alignment with professional development and coaching plan</p>
<p>3.2. Utilize instructional coaches to focus on effective teaching practices including Common Core Learning Module implementation, differentiated instructional practice, and increased academic rigor.</p>	<p>coaching schedules, action planning, differentiated professional learning support</p>	<p>training for teacher leaders about effective PLC, on-site coaching</p>	<p>Sept 2013-Aug 2014, monthly updates</p>	<p>School Leadership Team, Instructional Coaches, Office of Professional Learning</p>	<p>Coaching logs, data analysis/professional learning outcomes</p>
<p>3.3. Utilize a professional learning communities (PLC) structure to build a school culture focused on data-driven instruction</p>	<p>embedded coaching through grade level team, instructional leadership team coaching</p>	<p>training for teacher leaders about effective PLC, on-site coaching</p>	<p>Sept 2013-Aug 2014, monthly support</p>	<p>School Leadership Team, Office of Professional Learning, Solution Tree Consultant</p>	<p>PLC professional learning plan</p>
<p>3.4. Increase capacity for teacher-leadership through targeted professional learning opportunities focused on leading through the standards for professional learning identified by Learning Forward, Powerful Designs for Professional Learning, 2008.</p>	<p>embedded coaching through grade level team, instructional leadership team coaching</p>	<p>training for teacher leaders about effective PLC, on-site coaching</p>	<p>Sept 2013-Aug 2014, monthly support</p>	<p>School Leadership Team, Instructional Coaches, Office of Professional Learning</p>	<p>updates and documentation of professional learning experiences, documentation of classroom evidence</p>

TENET VI: FAMILY AND COMMUNITY ENGAGEMENT

6.1 The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	The school will solicit support from the department of parent engagement	NA	NA

6.2 The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school leading to increased student success.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	H. School Cost
The school should provide support to families by creating diverse and meaningful opportunities for volunteering and engaging with the school using multiple points of entry focused on student learning and development.	The school offers families opportunities for volunteering and engaging with the school focused on student learning and development.	To have at least 20% of parents in attendance at monthly family night activities. .	\$17,200
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
The Family Involvement PLC will create a communication process to encourage more families to attend activities.	Monthly during the 2012-2013 school year	Family Involvement PLC members, Parents	General Fund

6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
The school should disseminate information to families about students during scheduled parent-teacher conferences.	Teachers will increase the frequency of contacts in addition to the regularly scheduled parent-teacher conferences.	100% of staff will create and maintain a parent contact log to be reviewed by administration as needed.	
D. Activity	E. Timeline	F. Key Personnel	H. School Cost
Discussions with parents will focus on data as it relates to student performance and achievement including benchmarking and progress monitoring results.	2012-2013	Classroom Teachers	\$37,152

6.4 The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.		
A. Major Recommendation and Report Citation	B. Goal	C. Targets
The school should make connections between families and the community to support student learning and growth.	School #45 will create opportunities that link and engage all families with the community to support student learning and growth.	System of protocol will be utilized by classroom teachers as necessary based on student/family needs.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Support staff and community partners such as Center for Youth will create a system of protocol to be shared with educators and administration that lists services offered and how to obtain these services to support student emotional health.	2012-2013 school year	Center for Youth counselor, nurse, school social worker, psychologist	General Fund	\$10,400
School #45 Social Workers and Center for Youth counselor will share community resources	2012-2013 school year	Center for Youth counselor, nurse, social worker, psychologist	NA	NA

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.				
A. Major Recommendation and Report Citation	B. Goal	C. Targets		
The school should provide a wide range of learning opportunities for families and community members to gain understanding of student and school data	School #45 will provide a wide range of learning opportunities for families to gain understanding of student data.	Instructional communication with parents regarding student strengths and needs will be based on data at least 3-4 times per year.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
The building leader will organize a Town Hall meeting which shares data with all stakeholders.	August, 2012	Administration	General Fund	\$155

Classroom Parent Teacher conferences will take place as necessary. Data analysis will inform the discussion.	2012-2013 School Year	Classroom teachers, Families	NA	NA
Classroom Teachers will maintain their parent contact log to demonstrate evidence of communication	2012-2013 School Year	Classroom teachers, families	General Fund	\$12,384

Supplemental Academic Services (SAS) - the Rochester City School District (RCSD) is providing SAS in lieu of No Child Left Behind SES Tutoring. Under this model:

1. Schools participate in a needs assessment to identify students with the greatest academic need.
2. Receive an allocation of Title I, Part A funds, as a per pupil allocation (PPA), based on student count and an average % who do not meet standards multiplied by the PPA.
3. May select from a menu of options that includes delivering SAS using:
 - a. Substitute/retired teachers to provide SAS during the school day to expand existing intervention periods, reduce student/teacher ratio, and provide intensive, strategic intervention.
 - b. RCSD teachers to provide SAS before/after school, weekend, and/or school recesses.
 - c. SAS Providers- community-based programs, vetted through a Request for Proposal process and included on a list of recommended providers to provide SAS outside the regular school day.

Supplemental Academic Services (SAS) are aligned with the following tenets:

- 1.2- Fiscal, facility, and fiscal resources- SAS funds are allocated to schools based on the % of students who do not meet standards, using a per pupil allocation (PPA). The method supports schools on the basis of need and school improvement
- 2.4- School leader's use of resources- Using a needs assessment and team approach, school leaders are provided SAS funds to support identified areas of need for supplemental academic support.
- 3.1- District support concerning curriculum- SAS offers the opportunity to work collaboratively with schools, implement Common Core Learning Standards (CCLS) in core academic subjects.
- 4.5- Use of data, instructional practices and student learning- SAS models permit use of data to inform instructional practices and a forum for the exchange of good teaching practices among staff members that impacts student learning.
- 5.1- District support of student growth- SAS supports implementation of Extended Learning Time (ELT) programs that improve student academic outcomes in which increased percentages of historically underserved students enroll.
- 5.5- Use of data and student needs- SAS models require the use of data to identify student needs for supplemental academic support

This school is still in the planning phase of the process. Its budget is \$124,461.

Extended Learning Time Survey for Teachers—School #45



Instructional Focus

All Mary McLeod Bethune students will show measurable growth in their ability to read, comprehend, and respond to text. All staff at Mary McLeod Bethune School will implement research based instructional strategies to support reading and response to a variety of text. Success will be measured by student performance on NWEA formative assessments, NYS ELA and Math assessments, as well as AIMSweb progress monitoring.

With this in mind, please take time to reflect and share your thoughts and ideas so that we can best support our students in this endeavor.

1. What suggestions do you have for our redesigned day/year?

2. How can we use more time to strengthen academic instruction?

3. What new opportunities can we offer students with more time?



Rochester City School District
Mary McLeod Bethune School No.45



Instructional Focus

All Mary McLeod Bethune students will show measurable growth in their ability to read, comprehend, and respond to text. All staff at Mary McLeod Bethune School will implement research based instructional strategies to support reading and response to a variety of text. Success will be measured by student performance on NWEA formative assessments, NYS ELA and Math assessments, as well as AIMSweb progress monitoring.

Additional School-Wide Priorities:

- Student motivation, coping skills, and problem solving
 - All staff will utilize SWPBS techniques and offer positive incentive programs to students
 - Enrichment activities will promote positive interactions among students and staff
 - Students will be equipped with tools they need when faced with social/emotional challenges
- Targeted Professional Development
 - Professional learning opportunities will incorporate research based strategies to support teachers in developing student comprehension and response to text.

Mary McLeod Bethune—School #45

Intervention Teacher –Articulation of Roles and Responsibilities

Job Requirements: Certified Teacher with expertise in analyzing data, goal setting for individualized instructional plans, and utilizing best practice techniques that align with student need and NYS Common Core standards in order to increase student achievement as assessed by NYS ELA and NWEA assessments

Performance Responsibilities: Intervention teachers will plan and evaluate differentiated academic support instruction based on fall screening assessments and NYS Spring 2013 data. Intervention teachers will work with groups of approximately 6 students each in 40 minute blocks as identified in the master schedule as Differentiated Support. Teachers will also collaborate with classroom teachers monthly in order to best evaluate effectiveness of intervention support and set standards-based goals.

Sample Schedule:

	Intervention Teacher 1	Intervention Teacher 2
7:40-8:20	Grade 1	Grade 1
8:23-9:03	Grade K	Grade 2
9:18-10:03	Grade 7	Grade 7
10:07-10:52	Grade 7	Grade 8
11:00-12:15	Data/ Common Planning G K-2	Data/ Common Planning G K-2
12:15-12:45	Lunch	Lunch
12:45-1:04	Data/Common Planning G 3	Data/Common Planning G3
1:08-1:53	Data/Common Planning G6	Grade 7
1:56-2:15	Break	Break
2:18-2:58	Grade 3	Grade 5
2:58-3:30	Grade 4	Grade 4

There is a POSSIBILITY that next school year, School #45 will become an Expanded Learning school; having a possible earlier start and later release. Thinking about additional time for your students, please respond to the following interest survey:

1. What interests do your children have that may be enhanced as part of the school day?

2. If we became an Expanded Learning School, would you keep your child enrolled at School #45
 - a. Yes
 - b. No

3. What questions do you have at the moment?

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LINK TO THE COMMON CORE STATE STANDARDS FOR 6 – 12

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



Dear Students of School #45,

Next school year, we may be able to offer you more time to succeed throughout the day. This will be a chance to spend more time learning and thinking through experiences such as clubs, projects, and special groups. In order for the teachers to best plan this time, we want your input. Please think about the following questions and your interests. Give your most thoughtful responses and return the survey to your teacher. THANK YOU for your help!!

1. *If I had extra time in school, I would like to participate in (ex. Gardening club, science labs, theater groups, tutoring, etc.)*

2. *How would more time in school help you succeed?*



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Next school year, we may be able to offer you more time to succeed throughout the day. This will be a chance to spend more time learning and thinking through experiences such as clubs, projects, and special groups. In order for the teachers to best plan this time, we want your input. Please think about the following questions and your interests. Give your most thoughtful responses and return the survey to your teacher. THANK YOU for your help!!

3. *If I had extra time in school, I would like to participate in (ex. Gardening club, science labs, theater groups, tutoring, etc.)*

4. *How would more time in school help you succeed?*

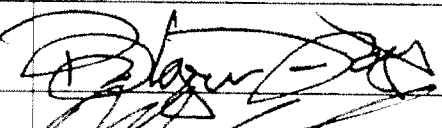
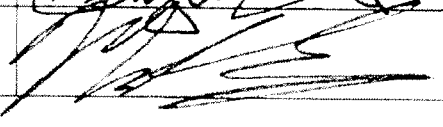
2012-13

SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	School #45 Mary McLeod Bethune	CONTACT NAME	Brian Hill
PHONE	(585) 325-6945	E-MAIL	Brian.hill@rcsdk12.org

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Approval is required no later than three months following the designation of the school as a Focus or Priority School and shall be subject to the approval of the commissioner, upon request.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	Bolgen Vargas		<u>11 / 1 / 12</u>
PRESIDENT, B.O.E.	Malik Evans		<u>11 / 1 / 12</u>

SCHOOL LEADERSHIP TEAM:

Each LEA should have a single School Leadership Team (DLT) and a single comprehensive education plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included.

TENET I: DISTRICT LEADERSHIP AND CAPACITY
ADD ROWS AS NEEDED

1.1 District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.			
A. - C., E. - F. SEE DCIP (leave blank)	D. Activity	G. Fund Source(s)	H. School Cost
	The district uses the Danielson rubric to evaluate teachers. District officials will be supporting walk-throughs to evaluate teachers.	NA	NA

1.2 District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.			
A. - C., E. - F. SEE DCIP (leave blank)	D. Activity	G. Fund Source(s)	H. School Cost
	The district provided School 45 with three coaches. The coaches will be providing data and professional support for teachers.	NA	NA

1.3 District leadership has a comprehensive explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents that is robustly communicated.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			
	The Superintendent provided schools with a values template. These values were introduced to the staff during the opening of school.	NA	NA

1.4 District has a comprehensive plan to create, deliver, and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			
	The district provides professional development in many areas. Examples: Common Core, APPR, Integrating Content, History Alive, Content areas	NA	NA

1.5 District promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			
	The district provides a Data Notebook and SPA. These two items provide valuable data that helps us monitor attendance, test scores, special education data, ELL data, and report data.	NA	NA

TENET II: SCHOOL LEADER PRACTICES AND DECISIONS

2.1 The district works collaboratively with the school(s) to provide opportunities and supports for the school leader(s) to create, develop, and nurture a school environment that is responsive to the needs of the entire school community.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	The school leader will solicit support from the Network Team and School Chief.	NA	NA

2.2 Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
The School community has a vision for student achievement and well-being and is in the process of developing shared ownership.	Administrative team will communicate our school vision to all stake holders	Students can articulate the vision of School #45 80% of the time.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Our school community as well as the parent community is aware of our vision as it is on everything from school memorabilia to school letterhead. Our vision has led our school-based teams to design goals and strategies focused on student achievement.	2012-2013	Administration, School Based Planning Team	NA
			H. School Cost
			NA

<p>The CEP plan is discussed at every School Based Planning Team meeting, allowing for continuous reflection with regard to instructional goals and plans. Our Professional Learning Communities goals are based directly on the content objectives and strategies outlined in the CEP plan as well.</p>				

<p>2.3 Leaders effectively use evidence based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social –emotional developmental health) that makes progress towards mission critical goals.</p>			
<p>A. Major Recommendation and Report Citation</p>		<p>B. Goal</p>	<p>C. Targets</p>
<p>Appropriate pacing and sequencing of instruction should be provided. Students should clearly understand expectations. Teachers should plan effective closures so that students summarize the day’s lesson, the teacher is able to assess the degree to which students mastered the day’s content, and students are able to efficiently transition to the next class. (Pg 3 –JIT)</p>		<p>Teachers of School #45 will ensure that the Rochester Instructional Framework is utilized as a structure for all lessons.</p>	<p>The building leader and administration team will ensure that the Rochester Instructional Framework is implemented in 100% of the classrooms in School #45.</p>
<p>D. Activity</p>		<p>E. Timeline</p>	<p>F. Key Personnel</p>
<p>Structure of Professional Development opportunities will be modeled after the Rochester Instructional</p>	<p>2012-2013 School year</p>	<p>Leadership Team, PLC facilitators,</p>	<p>G. Fund Source(s) General Fund</p> <p>H. School Cost \$46,440</p>

Framework.		Classroom Teachers	Title I	\$11,520
Coaches will model various closing strategies and questions as needed	2012-2013 School year	Classroom Teachers, Instructional Coaches	General Fund Title I	\$18,576 \$11,520

2.4 Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.				
A. Major Recommendation and Report Citation	B. Goal	C. Targets		
The school leader creates and uses generic systems and structures for programming students and teachers that address student achievement and incorporates an extended learning time program. An additional Assistant Principal should be assigned who is solely focused on curriculum, data, and instruction. (Pg 5—JIT)	The school leader will assign instructional roles to staff members in order to maximize teacher strengths aligned to student needs.	The administrative team will review student data and intervention documentation 3-4 times per year.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
The building leader ensures that Instructional Coaches facilitate grade level data meetings, Intervention Team meetings, targeted Professional Development, and administration of Screening Assessments and NYS Assessments. Instructional Coaches will support training of SBRR programs for students with disabilities.	2012-2013	Administration	General Fund	\$6,360

Special Education teachers will utilize SBRR programs for Tier II/III intervention support for all students based on various data points.	2012-2013	Sped teachers	General Fund	\$85,140

2.5 The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.				
A. Major Recommendation and Report Citation	B. Goal	C. Targets		
The school leader and other school administrators use student data, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members.	The Leadership Team will create a Professional Development Summary and implement data meetings on an administrative and/or collegial basis.	The administrative team will conduct individual data meetings with 3-4 times per year.		
The school leader and other school administrators use feedback to provide supports to teachers and other staff members.	The administrative team will conduct formal and informal observations to track practices of classroom teachers	The administrative team will provide teachers with written feedback after observations.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Administration will hold Leadership meetings with Instructional Coaches to analyze data and plan accordingly based on building needs.	2012-2013 School Year	Administrative team	General Fund	\$2,120

Instructional Coaches will collaborate with classroom teachers and provide professional development to teachers based on areas of need.	2012-2013 School Year	Instructional Coaches	Title I	\$37,440

TENET III: CURRICULUM DEVELOPMENT AND SUPPORT

<p>3.1 The district works collaboratively with the school(s) to provide opportunities and supports connected to the implementation of a comprehensive curriculum that is aligned to the Common Core Learning Standards (CCLS) is inclusive of the arts, technology and other enrichment subjects in a data-driven culture.</p>			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School #45 will solicit support from academic departments at the district level.		

<p>3.2 The school leader and staff support and facilitate a quality implementation of a rigorous and coherent curriculum aligned to the Common Core Learning Standards (CCLS) in Pre K-12.</p>			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
The School leader and teachers work to ensure that the implemented curricula are aligned to the CCLS.	Teachers will plan rigorous, standards-based lessons across content, aligned with Common Core Standards.	Administrative team will review lesson plans bi-weekly.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Domains and Modules (K-5) will be implemented during the 2012-2013 school year.	2012-2013	Classroom Teachers	General Fund
			H. School Cost
			\$43,400

<p>Instructional Coaches and staff will conduct a gap analysis so that teachers can work to supplement their instruction based on student need in combination with Common Core State Standards.</p>	<p>2012-2013</p>	<p>Instructional Coaches, classroom teachers, and administration</p>	<p>General Fund Title I</p>	<p>\$17,600 \$2,880</p>

3.3 Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
The rigor of curriculum should be improved so that a wide range of instructional strategies can be used to promote student higher level thinking, problem solving, and research skills in all content areas. (Pg 2—JIT)	School #45 will place an instructional focus on questioning techniques.	Administrative team will conduct both formal and informal classroom observations with a focus on questioning.	
D. Activity	E. Timeline	F. Key Personnel	H. School Cost
Teachers will deliver rigorous lessons that promote higher level thinking based on questioning techniques	2012-2013	Classroom teachers, administrative team, instructional coaches	General Fund \$139,320
Developing a questioning bank for schoolwide use based on Marzano's questioning stems and Bloom's Taxonomy.	2012-2013	ELA PLC members, classroom teachers	General Fund Title I \$18,576 \$3,840

<p>3.4 The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.</p>						
<p>A. Major Recommendation and Report Citation</p> <p>The school leader and staff create opportunities for all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting what is taught and why it is taught.</p>		<p>B. Goal</p> <p>Students at School #45 will have access to a robust curriculum as a result of partnerships created within the school community.</p>		<p>C. Targets</p> <p>Administrative team ensures that the members of the Instructional PLC are equally represented so as to reflect the entire staff and school community. This is monitored through attendance.</p>		
<p>D. Activity</p> <p>The structure of professional development opportunities such as PLC meetings will allow for special subject teachers vertical teams to collaborate and discuss elements of the curriculum along with student strengths and needs.</p>						
<p>E. Timeline</p> <p>2012-2013</p>		<p>F. Key Personnel</p> <p>PLC members, instructional coaches, classroom teachers</p>		<p>G. Fund Source(s)</p> <p>General Fund Title I</p>		<p>H. School Cost</p> <p>\$12,384 \$3,456</p>

3.5 The school leader and teachers develop a data-driven culture based on student needs, assessments, analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
The school leader and teachers analyze collected data that leads to the development of instructional plans for all students that capture current levels of student achievement, maps out a clear and timely path for progress and growth.	School #45 will place a strong emphasis on data driven instruction so that instructional planning and implementation is ongoing and flexible.	Administrative team will conduct data meetings 3-4 times per year. Grade level team meetings will focus on data driven instruction 2x/month.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
As found successful in past practice, the building instructional coaches will facilitate grade level meetings on a monthly basis that will focus on data analysis from various assessments, identification of at risk students, and action planning so that instructional decisions are made based on student data. Tier II and Tier III interventions will correlate to assessment results and be reviewed every 6-8 weeks.	2012-2013	Instructional Coaches, Classroom teachers, administration	General Fund Title I
The intervention team is a system of collegial support which identifies specific academic or behavioral goals based on data so that an instructional or behavioral plan includes modifications and interventions designed to support student growth and success. Minutes and action steps from the team meeting are created and dispersed to appropriate members of the school community. A follow-up meeting takes place 6 weeks after the initial meeting in order to evaluate effectiveness of the intervention and modify the goal as necessary. This team meets weekly to brainstorm student response to intervention plans.	2012-2013	Intervention Team members, administration, classroom teachers	General Fund
			H. School Cost
			\$20,696 \$2,880 \$7,980

TENET IV: TEACHER PRACTICES AND DECISIONS

4.1 The district works collaboratively with the school(s) to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and accounts for student data, needs, goals, and levels of engagement.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	Request for ongoing support from department of Extended Learning and Intervention. Ongoing support provided by the Network Team.	NA	NA

4.2 Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.		
A. Major Recommendation and Report Citation	B. Goal	C. Targets
School leaders should facilitate opportunities that would better equip teachers with the skills and expertise to plan and deliver a series of lessons. These lessons should contain a range of tasks to stimulate and engage students in developing higher order thinking skills. (Pg 3—JIT)	The ELA and Math Professional Learning Communities at School #45 will focus on improving student engagement as result of higher order thinking techniques.	Administrative team will review lesson plans on a bi-weekly basis and conduct both formal and informal observations with a focus on student engagement and delivery of instruction.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Teachers provide rigorous content, meaningful instructional activities and higher order thinking tasks including word problems based on real world situations demonstrated through lesson plans.	September 2012 - June 2012	Classroom teachers, coach, Math PLC, ELA PLC	General Fund	\$139,320
Teachers provide students opportunities to engage in 'accountable talk' and work in collaboration.	September 2012 - June 2012	Classroom teachers, coach, Math PLC	General Fund	\$61,920
Teachers provide students the opportunities to demonstrate the 8 mathematical practices on a daily basis.	September 2012 - June 2012	Classroom teachers, coach, Math PLC	General Fund	\$278,640
The ELA PLC will work to encourage and promote questioning techniques which will be shared with grade level teams and/or building-wide professional development opportunities.	Monthly, 2012-2013	ELA PLC, Classroom teachers	General Fund	\$15,480

4.3 Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.		
A. Major Recommendation and Report Citation	B. Goal	C. Targets
School leaders should ensure, by observations and walkthroughs, that standards are displayed in every classroom. Learning objectives should be discussed with students at the beginning, during, and at the end of lessons.	All teachers will ensure standards are displayed via lesson plans and classroom environment.	School leaders regularly monitors by observations and walk-throughs.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Classroom teachers will display standards and learning objectives. Teachers will assess lesson effectiveness by referring to the objective during closing activities and student work during the workshop.	September 2012 - June 2012	Classroom teachers, administrative team	General Fund	\$46,440

4.4 Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.				
A. Major Recommendation and Report Citation	B. Goal	C. Targets		
The school leader should monitor the management and design of classroom environments to ensure that classrooms are conducive to students working in groups, pairs or as a whole class when appropriate.	Teachers will create environments by which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught.	The administrative team will conduct both formal and informal observations and provide feedback to teachers. The administrative team will review all classroom management plans by the end of September.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
School #45 will hold assemblies which focus on values as well as rituals and routines.	2012-2013	Classroom environment PLC, classroom teachers, administrative team	General Fund	\$500

<p>School leaders and staff place a strong emphasis on rituals and routines in the beginning of the 2012-2013 school year. Professional development opportunities will provide teachers with reinforcement of classroom environment strategies, behavior incentives, and rituals and routines each semester.</p>			<p>General Fund</p> <p>\$14,094</p>

<p>4.5 Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process.</p>			
<p>A. Major Recommendation and Report Citation</p> <p>Teachers should use student performance data, summative, interim and formative, to create instructional groups, design skill-based activities for small groups of students with similar needs and adjust the planned curriculum, with a special focus on at-risk students and identified subgroups.</p>	<p>B. Goal</p> <p>Classroom teachers will use a variety of data sources to inform their whole group and small group instruction. Instruction will be modified regularly as progress monitoring data indicates student strength and needs.</p>	<p>C. Targets</p> <p>Administrative team will review both whole group and small group lesson plans. Administrative team will conduct data meetings, focusing on benchmark and progress monitoring results 3-4 times per year. Administrative team will conduct both formal and informal classroom observations.</p>	

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Instructional coaches will facilitate data driven grade level team meetings and monthly professional development sessions.	Bi-weekly grade level team meetings and monthly professional development sessions	Classroom teachers, administrative, instructional coaches	General Fund Title I	\$15,480 \$4,320
Data meetings will be held with administration	3-4 times per year	Classroom teachers, administrative	General Fund	\$15,694

TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

5.1 The district creates policy and works collaboratively with the school(s) to provide opportunities and resources that positively support students' social and emotional developmental health.			
A. - C, E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School #45 will solicit support from Specialized Services and PBIS resources from the District.	School Funds	\$500

5.2 The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	H. School Cost
An established system that allows each child to be known by a designated adult who coordinates social and emotional developmental health needs.	School #45 will establish a deliberate system that allows each child to be well known by a designated adult who coordinates social and emotional developmental health needs in a system that positively reinforces academic success for all students.	System will be utilized by all members of the school community as needed throughout the year.	\$8,200
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Support staff and community partners such as Center for Youth will create a system of protocol to be shared with educators and administration that lists services offered and how to obtain these services to support student emotional health.	2012-2013	Support staff, Center for Youth	General Fund

<p>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.</p>			
<p>A. Major Recommendation and Report Citation</p> <p>The school should develop supports to build adult capacity in terms of supporting students' social and emotional developmental health.</p>	<p>B. Goal</p> <p>School #45 will provide professional development opportunities that build adult capacity in supporting students' social and emotional developmental health that result in a safe, respectful learning community.</p>	<p>C. Targets</p> <p>Increased number of adults designated to support students with high emotional needs.</p>	
<p>D. Activity</p> <p>Professional development opportunities would provide training in WINGS program.</p>	<p>E. Timeline</p> <p>2012-2013</p>	<p>F. Key Personnel</p> <p>School Social Workers, district support requested</p>	<p>G. Fund Source(s)</p> <p>General Fund</p>
			<p>H. School Cost</p> <p>\$6,560</p>

<p>5.4 All school constituents are able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.</p>			
<p>A. Major Recommendation and Report Citation</p> <p>Among teachers, there is uncertainty regarding their role in supporting students' social and emotional developmental health and how it ties into the school's PBIS expectations.</p>	<p>B. Goal</p> <p>School #45 staff members will be able to articulate the Hive Five expectations and explain how they are connected to student social and emotional developmental health and the role they play.</p>	<p>C. Targets</p> <p>90% of School #45 constituents can articulate the Hive Five at School #45</p>	

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Teachers will design a classroom management plan and individual behavior plans will be developed with stakeholders as needed.	2012-2013	Classroom Teachers	General Fund	\$2,944
School #45 staff will reinforce behavior expectations with the School #45 Hive Five via daily announcements and posted throughout the building. The Hive Five is reinforced in all parts of the school community.	2012-2013	School #45 Staff	NA	NA

5.5 The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
The school leader should develop support systems to address the staff's ability to meet student needs.	The school leader and student support staff will use data to effectively address student needs.	Administration will review WINGS data and individual student behavior plans	
D. Activity	E. Timeline	F. Key Personnel	H. School Cost
All members of the school community will collaborate, and design effective behavioral intervention plans that are individualized based on student strengths and needs.	2012-2013	All staff Members	\$70,484

Supplemental Academic Services (SAS) - the Rochester City School District (RCSD) is providing SAS in lieu of No Child Left Behind SES Tutoring. Under this model:

1. Schools participate in a needs assessment to identify students with the greatest academic need.
2. Receive an allocation of Title I, Part A funds, as a per pupil allocation (PPA), based on student count and an average % who do not meet standards multiplied by the PPA.
3. May select from a menu of options that includes delivering SAS using:
 - a. Substitute/retired teachers to provide SAS during the school day to expand existing intervention periods, reduce student/teacher ratio, and provide intensive, strategic intervention.
 - b. RCSD teachers to provide SAS before/after school, weekend, and/or school recesses.
 - c. SAS Providers- community-based programs, vetted through a Request for Proposal process and included on a list of recommended providers to provide SAS outside the regular school day.

Supplemental Academic Services (SAS) are aligned with the following tenets:

- 1.2- Fiscal, facility, and fiscal resources- SAS funds are allocated to schools based on the % of students who do not meet standards, using a per pupil allocation (PPA). The method supports schools on the basis of need and school improvement
- 2.4- School leader's use of resources- Using a needs assessment and team approach, school leaders are provided SAS funds to support identified areas of need for supplemental academic support.
- 3.1- District support concerning curriculum- SAS offers the opportunity to work collaboratively with schools, implement Common Core Learning Standards (CCLS) in core academic subjects.
- 4.5- Use of data, instructional practices and student learning- SAS models permit use of data to inform instructional practices and a forum for the exchange of good teaching practices among staff members that impacts student learning.
- 5.1- District support of student growth- SAS supports implementation of Extended Learning Time (ELT) programs that improve student academic outcomes in which increased percentages of historically underserved students enroll.
- 5.5- Use of data and student needs- SAS models require the use of data to identify student needs for supplemental academic support

This school is still in the planning phase of the process. Its budget is \$124,461.

TIME Collaborative Implementation Plan: New York

I. SCHOOL INFORMATION

School Name:	<u>Mary McLeod Bethune School No. 45</u>	District:	<u>Rochester City School District</u>
Principal:	<u>Brian Hill</u>	Application Contact + Title:	<u>Brian Hill Principal</u>
School Address:	<u>1445 Clifford Avenue</u>	Application Contact Phone:	<u>(585) 325-6945</u>
	<u>Rochester, NY 14621</u>	Application Contact E-mail:	<u>Brian.hill@rcsdk12.org</u>

Final Plan must be submitted no later than 5:00 PM on April 1st. Please submit your plan and attachments to Jeff Smink at jsmink@timeandlearning.org.

II. PLAN FOR HIGH-QUALITY EXPANDED LEARNING TIME

- A. Please describe in the space below the two or three focused school-wide priorities, including your instructional priority, that are driving your school redesign plan. Please be sure to describe 1) how these priorities were developed and what key data they were based on and 2) how these priorities are driving the major changes you are making to your school. (600 word limit)

(Type response here)

School No. 45 was able to determine an academic and a social emotional focus goal quickly as our school has participated in data driven Professional Learning Communities (PLC) since 2008. Our school participates in 3 different PLC Groups. The PLC groups have one area that they focus on, and they are: ELA, Math and Social Emotional or Behavioral. Since 2008, our PLC groups have, through training from Instructional Coaches, been trained to look at student state and local assessment, teacher anecdotal and referral data to inform the goals of each PLC Group. As we are moving to an Expanded Learning School, the process in which we determined our instructional and social emotional goal followed the same protocols that were used to determine our PLC goals for each group.

We began the process of developing our instructional goal by visiting past state and local assessments as well as current NWEA MAP and AIMSweb data. After looking over this data, we were informed that our students struggle with foundational skills, areas of comprehension (main idea) and written response. Next year, as a school we will put an instructional focus on building reading foundational skills, reading comprehension around main idea and responding to what we have read. All teachers of grades K-8 at School #45 will implement and deliver the NYS Common Core Curriculum as their ELA and Math Instruction at the Tier 1 level. The Curriculum follows a specific scope and sequence along with embedded higher order questioning skills, whole and small group engagement practices, response to literature tasks, and close reading/listening activities to foster complete understanding of a wide variety of text. Teachers will devote additional time to content areas while integrating best practice comprehension strategies and oral/written response. Small group sessions will supplement instructional needs based on assessment results from benchmark and progress monitoring. Teachers will utilize higher order questioning to elicit deep understanding of text and provide necessary scaffolding to best support the range of learners in the class.

A second priority for our school is to provide students with a Social/ Emotional Support System. Analysis of behavioral data (referrals) over the years, Parent and Teacher Input has shown a need to focus on student acquisition and application of coping skills and problem solving strategies. Through our partnership with the Center for Youth, they will receive these supports. Through scheduling, we will ensure that every student at our school receives student appropriate supports. A result of this school-wide priority will be an increase in student engagement within their academic day. Knowing our goal as an educational system is to provide our students with rigorous academics and applying SWPBS techniques throughout the day by all staff and community providers will support our students' motivation and engagement within the learning process. Resulting in a focused, whole child approach to education at School #45.

To drive our instructional and social/emotional focus, we must develop and deliver targeted teacher development. Teachers are working hard and are not getting the results that they are expecting. We need to provide teachers with the tools that they need to move students in the area of comprehension and response. We also need to ensure that our students are equipped with the tools they need when faced with different social/emotional challenges. We believe that with a solid foundation, first teaching, students will be able to achieve these goals. Providing teachers and community providers with adequate time and quality professional development will ensure they have the tools to provide students with quality instruction so that our Instructional Focus and School-Wide priorities are reinforced and student achievement increases.

B. Please list the major changes for students and teachers that will result from your redesigned school calendar and schedule.

Changes for Students	Changes for Teachers
More time for Interventions/Accelerations	Teachers will provide scheduled Interventions/Accelerations for students. There will be enough time in the school day to provide these services for students.
Students will be able to choose Enrichment Activities	Teachers will have increased time planning and collaborating with grade level and cross grade level teams.
Students in Grades 3-8 will have teachers that departmentalize	Teachers will be able to focus on planning for one subject as they will departmentalize.
Students will be in school for an extra 1 hour and 40 minutes per day, an extra 2 hours and 30 minutes on Wednesdays.	Teachers starting and ending times will be staggered.
Students will attend 1 special class every day.	Teachers will receive Professional Development in the area of Reading Comprehension and Written Response.
Students will receive Social Emotional Supports.	Through Professional Development in SWPBS teachers will utilize strategies that promote positive behavior/problem solving skills.
3-8 students will be able to attend a Home School Based Summer Program	Teachers will be able to extend the school year with students that attend School 45

- C. For any of the Essential Elements of High-Quality ELT that you have not discussed in Part A, please describe in the space below using a bulleted list how your redesigned plan meets the time and implementations requirements for the seven elements (see last page for reference) and provide any additional information about how these essential elements will be addressed in your redesigned school day or year. (500 word limit)

(Type response here)

***Frequent Data Cycles**—All students in grades K-8 at School #45 will participate in a Fall, Winter, and Spring Benchmark Assessment. The NWEA MAP and MPG will be administered to all students in the areas of Math and ELA 3x/year and Science in grades 7 and 8. These results will be utilized in student goal setting, small group instructional planning, supplemental whole group instructional planning, and intervention planning as well. These results will also be shared with students and parents in support of their child’s educational journey and in encouragement of community collaboration. Interim Assessments will also take place in various formats; the NYS Core Curriculum includes module and domain assessments at frequent intervals; AIMSweb progress monitoring will also be administered in ELA and Math for students across all grade levels. Intensive students will be progress-monitored through this system on a weekly basis, strategic students will be progress monitored on a bi-weekly basis, and benchmark students will be progress monitored monthly.

***Targeted Professional Development** will ensure that adults have an understanding of best practice strategies to support and reinforce the Instructional Focus and school-wide priorities. The master schedule was created with this school-wide priority in mind. This schedule allows for professional learning among grade level teams and also across grade level teams so that our best practice strategies to support our instructional focus and social/emotional priorities are taught/modeled by either instructional leaders and also expert resources from our community providers so that professional learning is a reciprocal action. For instance, one time per week, teachers will spend time “un-packing” the common core modules and domains in order to maintain rigorous academics and also identify supplemental strategies that can be used to reinforce our instructional priority. Additionally, another professional development time during each week will be centered around analyzing benchmark and interim assessments so that intervention plans are created with the data in mind in order to appropriately correlate the student to the intervention. Another session will focus on looking at student work and setting goals for instructional improvement based upon the analysis. Throughout each month, this time may also be devoted to professional collaboration with our community providers with the intent of addressing the whole child; sharing academic and social/emotional goals for students in need. Teachers and Community Providers will work in reciprocal motion to help the student (s) succeed.

***Engaging Enrichments**—Enrichment activities will reinforce the instructional focus and school-wide priorities so that the whole child is attended to. For instance, if there is a Theater Group, the students would be utilizing fluency strategies such as repeated readings. Oral response might be integrated so that students can demonstrate their understanding of the script to be performed. If there is a dance class

being taught, informational passages may provide students with the history of dance or a information on a specific artist and students would be able to respond orally or in writing to describe character motivation, as an example. Other Enrichment and/or Differentiated Support activities may have more of a social-emotional focus in targeting specific coping skills around grief, anger management, etc. and would engage the students in discussions and provide modeling and role-play situations that students would be able to utilize throughout the learning day in order to maintain engagement in the classroom instruction; leading to higher achievement for the student(s) in need.

- D. Please describe in the space below how your school will prepare staff this spring and over the summer for the changes that will take place at your school next year (e.g. new responsibilities, new programs, etc.) *You are also welcome to submit a spring/summer planning calendar. (250 word limit)*

(Type response here)

As an Expanded Learning Team, we will begin to work on a Professional Development Calendar for the 2013-14 School Year, as soon as we are approved to be an Expanded Learning School. We will develop protocols around professional development and data meetings in order to ensure that all adults have a clear understanding of the professional learning culture we will promote in our building. Instructional Coaches and Grade Level Teacher Leaders will plan to develop these protocols to ensure that teacher collaboration and data meetings are able to be productive professional work sessions.

Since student performance data will be available to our team at the end of June, the week after school lets out, we will begin to group students in appropriate intervention/acceleration groups.

Our team will prepare a professional development calendar for teacher aides, Para professionals and partnership personnel and teachers in order to provide them with training around our instructional/social emotional focus. We will also provide training around building policies and procedures so any personnel working with students at School No. 45 are aware of building procedures, academic priorities and behavioral expectations.

We will also begin to schedule and identify working spaces for staff offering enrichment/ electives.

III. OVERVIEW OF REDESIGNED SCHOOL CALENDAR + SCHEDULE

A. STUDENT SCHEDULE

B. Please complete the following table for your current and proposed student schedule. You may want to use your STAT results.

	CURRENT	PROPOSED	DIFFERENCE
Student Start and End Time - Full days	7:50	7:30	Gain 100 minutes per week
Student Start and End Time - Early Release (ER) days	2:10	3:30 no early release Wed.	Gain 445 minutes per week
Number of Full Days per Year for All Students	144	185	Gain 41 full days per year
Number of Early Release Days per Year for All Students	39	0	Lose 39 Early Release Days
Total Hours Per Year for All Students (Hrs/day X #days/yr) full days + (Hrs/day X #days/yr) ER days	937+55 =992hours	1480 hours	Gain 488 hours per year

Please attach three sample student schedules (representing different grade levels, student subgroups, etc) and complete the tables below for each schedule. Use N/A in place of "number of periods" when applicable. Specials only include traditional offerings (ie. Art, PE, Music).
Changes to Weekly Student Minutes

Grade/Subgroup: K-2		English	Math	Science	Soc Stud	Acad Sup	Specials	Elective/ Enrich	Other Step up to Rdg	Total
Current	# of Periods	5	5	2	3	5	2	0	0	22
	# of Minutes	450	300	45	45	150	60	0	0	1,050
Proposed	# of Periods	5	5	5	5	5	5	5	5	40
	# of Minutes	600	400	200	200	225	200	200	200	2,225
Grade/Subgroup: 3-5		English	Math	Science	Soc Stud	Acad Sup	Specials	Elective/ Enrich	Other Step Up to Rdg	Total
Current	# of Periods	5	5	3	2	5	5	0	0	25
	# of Minutes	450	300	90	60	150	150	0	0	1,200
Proposed	# of Periods	5	5	5	5	5	5	5	2	37
	# of Minutes	600	400	200	200	225	200	200	60	2,085

Grade/Subgroup: 6-8		English	Math	Science	Soc Stud	Acad Sup	Specials	Elective/ Enrich	Other Language/ Tech/ Home Ec	Total
Current	# of Periods	5	5	5	5	1	5			26
	# of Minutes	275	275	275	275	45	225			1370
Proposed	# of Periods	5	5	5	5	10	5	5	5	35
	# of Minutes	225	225	225	225	450	225	225	225	2,000

TEACHER SCHEDULES

Please complete the following table for your current and proposed teacher schedule. If you are staggering staff schedules and will have different shifts of teachers please complete the chart for all shifts. If you are not staggering schedules please just fill in the columns for shift 1.

	CURRENT	PROPOSED	DIFFERENCE
Teacher Start and End Times - Full days	7:35 - 2:15	Shift 1: 9:00-3:30 Shift 2: 7:30-2:15 Shift 3: 7:30-1:55	Shift 1: lose 15 minutes Shift 2: equal Shift 3: lose 20 minutes
Teacher Start and End Times - Early Release days	7:35 - 1:25	Shift 1: no early release days Shift 2: no early release days Shift 3: no early release days	Shift 1: Shift 2: Shift 3:
Total Hrs Per Day - Full days	6 hours 20 minutes	Shift 1: 6 hours 30 minutes Shift 2: 6 hours 45 minutes Shift 3: 6 hours 25 minutes	Shift 1: Add 10 minutes Shift 2: Add 25 minutes Shift 3: Add 5 minutes
Total Hrs Per Day - Early Release days	7 hours and 10 minutes	Shift 1: no early release days Shift 2: no early release days Shift 3: no early release days	Shift 1: Lose 40 minutes Shift 2: Lose 25 minutes Shift 3: Lose 45 minutes
Number of Full Days per Year for Teachers	146	Shift 1: 185 Shift 2: 185 Shift 3: 185	Shift 1: Add 39 full days Shift 2: Add 39 full days Shift 3: Add 39 full days
Number of Early Release Days per Year for Teachers	39	Shift 1: Shift 2: Shift 3:	Shift 1: Eliminate early Wed. Shift 2: Shift 3:
Total Required Work Time Per Year for Teachers (Hrs/day X #days/yr) full days + (Hrs/day X #days/yr) ER days	925+280=1,205 Hours	Shift 1: 1,203 Hours Shift 2: 1,233 Hours Shift 3: 1,187 Hours	Shift 1: 2 less hours Shift 2: 28 more hours Shift 3: 18 less hours

Please attach three sample teacher schedules (some combination of core academic teachers, self-contained classrooms, specialists and interventionists across grade levels) and complete the tables below for each schedule. Use N/A in place of "number of periods" when appropriate. If there are additional professional development days that do not appear in your sample teacher schedules, please briefly describe them in the space below.

Teacher Role/Subject Area: Grade 1		Instruction	Collaboration	Data Review (beyond collab.)	Individual Planning/Prep	Prof. Dev.	Other	Total
Current	# of Periods	15	1	0	5	1		
(SY 12-13)	# of Minutes	1240	30	0	30	60		1360
Proposed	# of Periods	20	3	1	5	1		
	# of Minutes	1625	120	40	30	40		1855

Teacher Role/Subject Area: Grade 7		Instruction	Collaboration	Data Review (beyond collab.)	Individual Planning/Prep	Prof. Dev.	Other	Total
Current	# of Periods	20 periods	1	0	5	1		
(SY 12-13)	# of Minutes	1100	45	0	45	60		1250
Proposed	# of Periods	30 periods	3	1	5	1		
	# of Minutes	1350	120	40	40	40		1590

Teacher Role/Subject Area: Music		Instruction	Collaboration	Data Review (beyond collab.)	Individual Planning/Prep	Prof. Dev.	Other	Total
Current	# of Periods	7/35	0/0	0/0	1/5	1	0	
(SY 12-13)	# of Minutes	1050	0	0	150	60	0	1260
Proposed	# of Periods	5/35	2	2	1/5	1	5	
	# of Minutes	1400	160	160	150	80	(150)	1950 (2100)

IV. SUSTAINABILITY PLAN

A. RE-ENGINEERING STRATEGIES

Please describe in the space below how you will staff the expanded school day/year including any of the following, if applicable: staggering staff schedules, integration of community-based partners, new staff positions, reduced/reallocated staff positions, change in work hours for teachers, new roles for existing staff, use of blended learning, rethinking class size. Please also describe any changes that have been made or will need to be made to collective bargaining agreements and district policies to enable implementation of your school's plan. (500 word limit)

(Type response here)

School #45 has made the following decisions regarding the staffing for Expanded Learning during the 2013-2014 School Year.

We have developed a schedule that will allow a staggered teacher work day (early or late arrival) in order to reduce cost and ultimately provide a sustainable ELT Program. Some of our teachers will arrive at 7:30 and others at 9:00.

To allow for small group targeted interventions, we have planned to include 2 full time intervention teachers. This will allow us to reduce group sizes during Differentiated Support blocks. These teachers will also be available to provide Tier 3 Interventions throughout the school day.

We will utilize our community partners (Boys and Girls Club and Center for Youth) throughout the day to provide Engaging Enrichment Electives and Differentiated Supports that support our instructional and social/emotional priorities. Our current plan is to utilize Accelerated Reader, sports clubs and Social Emotional Classes with the support of the Boys and Girls Club. Center for youth will provide Social/Emotional Electives.

To provide classroom teachers with adequate time for Targeted Teacher Development, Data Meetings and Collaboration, we have staffed our school with 3 full time PE Teachers, 2 full time Art Teachers and 2 full time Music Teachers. These teachers will provide additional time in the arts as well as added time for physical fitness.

We will departmentalize ELA and Math/Science for grades 3-6, which will allow teachers to be able to focus on one instructional area. Teachers from School No. 45 will also provide Tier 2 and 3 reading interventions to students who have been identified as needing intervention. We are currently brainstorming ideas for being able to utilize teaching assistants and paraprofessionals for differentiated supports and/or enrichments in the Computer Labs.

Students in grades K-5 are scheduled to participate in a Step Up to Reading Block. This block is a 40 minute block that will be covered by Para Professionals along with AmeriCorps volunteers and available certified teachers. Currently, Paras are able to supervise students for a 30 minute block of time. District support is negotiating with the RAP Union to allow Para Professionals to supervise students for a period of 40 minutes. We will also plan to utilize Para Professionals to monitor the computer lab for periods of 40 minutes for Enrichment Electives/Differentiated Supports.

B. BUDGETING

Please attach a current school budget (for SY 2012-13) and a proposed school budget (for SY 2013-14). Also, please complete the chart below to describe projected increases in annual expenditures and the impact on your school's per pupil expenditure (PPE).

A	SY 2013-14 Proposed School Budget	\$ 4,971,541
B	SY 2012-13 School Budget	\$ 5,083,066
C	Difference between Projected SY 2013-14 and SY 2012-13 Expenditures (A-B)	\$111,525
D	Projected Additional SY 2013-14 Per Pupil Expenditure (C/total enrollment)	\$1200 per student

Projected Costs

- 1) Please describe in the space below the major changes to your budget that are related to your school's implementation of your new school day and year

Our school budget holds definite implications for the successful implementation of our new school day and year; these changes include re-allocation of staffing so that we are able to provide 2.0 Intervention Teachers in order to support staffing of the Differentiated Support block. We are utilizing the budget and staffing allotments so that certified teachers may be able to staff the differentiated support block while receiving the professional development incentive fund so that a stipend will not take too much out of the budget and will allow for sustainability. Our school budget holds definite implications for the successful implementation of our new school day and year; these changes include re-allocation of staffing so that we are able to provide 2.0 Intervention Teachers in order to support staffing of the Differentiated Support block. We are utilizing the budget and staffing allotments so that certified teachers may be able to staff the differentiated support block while receiving the professional development incentive fund so that a stipend will not take too much out of the budget and will allow for sustainability.

If applicable, describe in the space below any anticipated changes to your school's budget that may not be related to implementing your new school day and year (e.g. changes in student population requiring new staff, curriculum changes requiring substantial investment, etc.)

Transportation changes in arrival/dismissal in order to maintain our hours of 7:30-3:30 will impact our per pupil allotment

Projected Funding

- 1) Please describe in the space below how you are planning to reallocate any school or district funds to cover the costs of your new school day and year

High quality expanded learning opportunities are needed to prepare students for success in academic learning, life, and the global economy. The traditional school calendar which limits time to 180 six and a half hour school days, does not allow for differentiated supports which can promote deeper learning for all students. The focus of planning for expanded learning in Rochester City School District has been on create learning opportunities which offer more and better learning time for Rochester's students. With a focus on a rigorous, well-rounded education, expanded learning opportunities can close the achievement and opportunity gaps for youth and improve academic outcomes, as well as overall student engagement and motivation for learning.

Rochester City School District has engaged with the National Center on Time & Learning (NCTL) to guide the planning in eight elementary schools (Schools 3, 9, 10, 19, 23, 34, 45, 46) toward high quality expanded learning. These schools are redesigning the traditional school day/year by expanding and strengthening the use of time by at least 300 additional hours to support focused school wide priorities to improve student achievement. All student schedules will reflect rigorous academics with differentiated student supports including academic intervention or acceleration, socio-emotional learning, and engaging enrichment. Frequent data cycles and targeted teacher development will promote an enhanced school culture of high expectations utilizing a systemic approach to analyze and respond to data and strengthen instruction. This work has been possible through a grant through the Ford Foundation.

Additionally, RCSD must respond to the School Accountability mandates which include expanded learning time as part of a whole school reform plan in all priority schools. Several schools have submitted School Innovation Fund (SIF) or School Improvement Grant (SIG) applications to fund the delivery of expanded learning as part of their school improvement efforts. Schools 9 and 34 have been approved for SIF with a strong focus on Expanded Learning. A SIG application for School 17 focused on the development of a community school model, including dual language programming and expanded learning is pending. Additional SIG applications for Schools 3 and 45 will be submitted, as was a 21st Century Community Learning Center Grant. Monroe High School, and NorthEast & NorthWest College Preparatory High School must also include expanded learning as part of their school improvement plan. Additional technical assistance for expanded learning planning has been requested from The After-School Corporation (TASC) and Generation Schools of Brooklyn.

Rochester City School District cannot do the work of expanded learning alone. Community partnerships and full integration of wrap-around services are required in this approach. Leveraging current investments and relationships toward a more collaborative, coordinated service delivery model is an essential strategy to ensuring sustainability expanded learning offerings. This collaboration has been evidenced by joint grant applications with the City of Rochester, Quad A for Kids, and Baden Street Settlement. A community wide Request for Proposals will help ensure complementary partnerships which support academic learning and youth development in our schools.

2) If your school requires additional funds to expand the school day, describe in the space below potential and committed revenue sources

We are anticipating the ability to utilize funds from the 21st Century Grant so that we are able to utilize community partners from AmeriCorps, Center for Youth, and Boys and Girls Club to support our Enrichment Blocks as well as Step Up to Reading, and Differentiated Support blocks as well

V. BUILDING SUPPORT FOR YOUR SCHOOL REDESIGN PLAN

STAKEHOLDER	EVIDENCE OF OUTREACH
<p>Staff</p>	<p>After each Time & Learning session, the team created a PowerPoint, in which to provide all staff with new and pertinent information related to Expanded Learning. We also used this mode of communication to frame a focus for next steps. We sought feedback, questions and suggestions after viewing PowerPoint.</p> <p>The team has split into groups (primary, intermediate and junior high) in order to facilitate information sessions and work sessions to decide upon our school wide instructional priority, to share and receive ideas regarding the schedule and to discuss the possibility of staggered times and enrichment opportunities for staff.</p> <p>During Grade level meetings, the instructional coaches had conversations with groups which was helpful in clarifying questions teams and individuals had around session information that was shared.</p>
<p>Parents</p>	<p>Our school sent home a school wide newsletter letting parents know about Expanded Learning. Informational Robo-Calls have been sent to parents keeping them apprised of the progress of our plan. Information about Expanded Learning was also put on our school website and parents were invited to complete a survey. We also have encouraged staff to include information regarding EL in their weekly classroom newsletters. The Principal has also shared information about our progress with EL during monthly PTO meetings.</p>
<p>Students</p>	<p>Classroom teachers have shared information about Expanded Learning with their students. Students were asked to complete a survey to provide staff with input around what they would like to do if they had extra time in their school day.</p>
<p>School Board</p>	

Community Stakeholders	Expanded Learning team met with community stakeholders on three different occasions to discuss what opportunities they could provide our students.
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Please provide evidence in the table below of how you built community support for your school redesign plan. Attach any supporting documentation if applicable.

Seven Essential Elements of High-Quality Expanded Learning Time Schools

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

Elements

1 Focused School-wide Priorities

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

Requirements

- No more than three school-wide priorities, including one school-wide instructional focus
- Clear and measurable goals that monitor progress towards priorities

Flexibilities

- Individual priorities
- Methods to monitor progress towards goals

2 Rigorous Academics

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

- Time allocated to academic instruction reflects student needs

3 Differentiated Supports

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

- At least 120 minutes weekly, for all students
- Students grouped based on data identifying academic needs

- Instructional approach
- Curriculum

4 Frequent Data Cycles

Systemic approach to analyzing and responding to data to improve instruction

- At least 60 minutes of weekly collaboration for all core academic teachers to analyze and respond to data
- School-wide protocols for analysis
- 4 to 6 interim ELA and math assessments yearly

- Types of data protocols
- Types of interim assessments

5 Targeted Teacher Development

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

- At least 60 minutes weekly grade level and/or content area collaboration for all teachers, in addition to the 60 minutes each week for data analysis
- School-wide protocols for collaboration
- Administrators participate in and support collaboration

- Types of collaboration protocols

6 Engaging Enrichment

All student schedules include enrichment courses beyond traditional district offerings

- All students receive at least 90 additional minutes each week for enrichment
- Enrichment offerings are based in part on student interests and choice, with opportunities for mastery

- Staffing and program offerings
- Time allocated for each student may exceed 90 minutes; students who require additional academic supports may have fewer enrichment offerings than those needing fewer academic supports

7 Enhanced School Culture

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

- Time to recognize achievement and reinforce positive behavior at least monthly

- Approaches to recognizing positive behaviors and academics
- Types of social-emotional supports

Section 1.B.iii, Supporting Labor-Management Documentation

The following sections of the Contractual Agreement between the Rochester City School District and the Rochester Teachers Association (RTA) document the provisions to:

1) Exempt schools from the regular transfer process - Section 24.5(a)

a. 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 RTA President.

2) Establish a Living Contract Committee - Section 50

1. The parties agree to establish a joint committee to provide for regular, ongoing discussions and decision-making on matters germane to improved union-management relations and more effective overall system operations. The Living Contract Committee shall be co-chaired by the Superintendent of Schools and the President of the Rochester Teachers Association.

2. This joint committee shall be authorized to discuss any issue of mutual interest or concern and to reach tentative agreements on issues in a timely manner without delaying action until the expiration and renegotiation of the collective bargaining Agreement. The joint Committee shall also have the power to amend this Agreement, provided that any substantive amendments shall be subject to internal ratification and approval procedures of the District and Association.

...

4. The overall charge to this joint committee shall include but not be limited to the following:

a. To administer and implement the contractual Agreement, and to resolve disputes or problems in the interpretation and application of the Agreement as they arise;

....

5. The joint committee shall have the following powers and duties:

...

c. To revise the provisions of this Agreement in order to clarify language and meaning, correct contradictions or inconsistencies, remove outdated language, and organize and streamline it.

d. To consider and approve transfers of individual teachers between schools if reason is shown without regard to Section 24 of this Agreement. Such transfer may be proposed by the Superintendent or the RTA President. Transfers under this subdivision may be voluntary or involuntary, and shall not be grievable. Such transfers shall not impair the transfer rights of other teachers, or any transfer rights of the Superintendent.

...

9. a. The parties intend by this provision to establish School-Level Living Contract Committees (SLLCCs) pilots in no more than six (6) of the district's schools during the 2004-2005 school year.

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

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

d. At each SLLCC pilot site, the principal and the designated RTA Faculty Rep shall be authorized to sign off on contractual provisions negotiated by the SLLCC.

e. Both the District and the KTA must establish their own "ratification" procedures for agreements reached by SLLCC.

f. In the initial selection process for SLLCC pilot schools, the RTA bargaining unit members must approve the school's participation in accordance with RTA ratification procedures.

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

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

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

j. For the initial implementation, the parties agree that the following contractual provisions shall be within the authority of SLLCC deliberations:

Section 16 Professional Dan and Responsibilities

Section 20 Parent-Teacher Conferences

Section 21 Teacher Conference and Visiting Days (e.g., resources for school-level professional development)

Section 22 Teacher Assignments

Section 23 Secondary School Teacher Assignments

Section 27 Teaching Conditions

Section 28 Teacher Facilities

Section 33 Flexible Length of the Pupil Day

Section 34 Reports to Parents

Section 46.5 "Activities" only

Section 5 1 Job Sharing

All other contract sections are **not within the authority of SLLCCs**, unless a SLLCC petitions the Joint Living Contract Committee for approval to address another contractual provision and receives approval to do so.

10. Labor Management collaboration shall be a required section of the School Improvement Plan.

The complete Contractual Agreement can be found at:

<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=2954&context=perbcontracts>

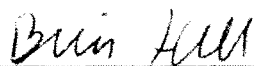
Memorandum of Agreement
between
Mary McLeod Bethune School No. 45
and
Mary McLeod Bethune School RTA School Level Living Contract Committee

Pursuant to Section 50.9 of the RTA contract, the School Level Living Contract Committee for the Mary McLeod Bethune School No. 45, consisting of the Building Principal Brian Hill, Associate Principal Brenda Harrington, and the RTA Faculty Representatives James Keenan and Pam Kuek, agree that the following terms and conditions of employment shall be suspended, modified, or changed for those teachers assigned to Mary McLeod Bethune School No. 45:

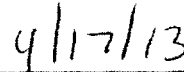
Section 16 - Professional Day and Responsibilities and Section 33 - Flexible Length of Student Day.

- The instructional day for students shall be 8 hours each day, including Wednesdays.
- Teachers will participate in professional development, group planning and other professional development activities throughout the school day.
- Teachers will be scheduled to work in staggered shifts to cover the eight hours of the instructional day. Teachers will be compensated at the contractual rate for any scheduled workday that exceeds the workday set forth in the RTA contract.
- School No. 45 teachers continue to recognize that their responsibility to their students requires the performance of duties that involve the expenditure of time beyond that of the instructional day. Teachers will be available for student and/or parent consultation, as well as for other professional activities and responsibilities.


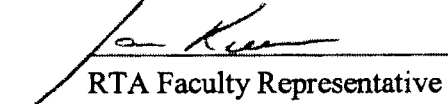
All other provisions of the RTA contract shall remain unchanged.



Brian Hill, Principal
Mary McLeod Bethune School No. 45



Date

RTA Faculty Representative





Date

School 45

Partner Information

Evidence of Success of TASC's Initiatives

***Evidence Of
Academic Proficiency Gains***

Evidence of Success of TASC's Initiatives

Academic Proficiency Gains

Evidence from Policy Studies Associates' 4-year evaluation of TASC-model after-school programs

- Participants scored higher on NYS math tests than non-participants and after two years of participation the effects grew.

Evidence from Policy Studies Associates' /ABT's 3-year Pilot Evaluation of ELT

- Schools implementing ELT/NYC at higher levels of fidelity to the TASC model experienced statistically significant improvement in math achievement in final year of the pilot relative to the experience of comparison schools.
- 85% of teachers reported that ELT had improved learning for ELT participants
- 67% of teachers reported that non-participants gained from the presence of ELT in the school.

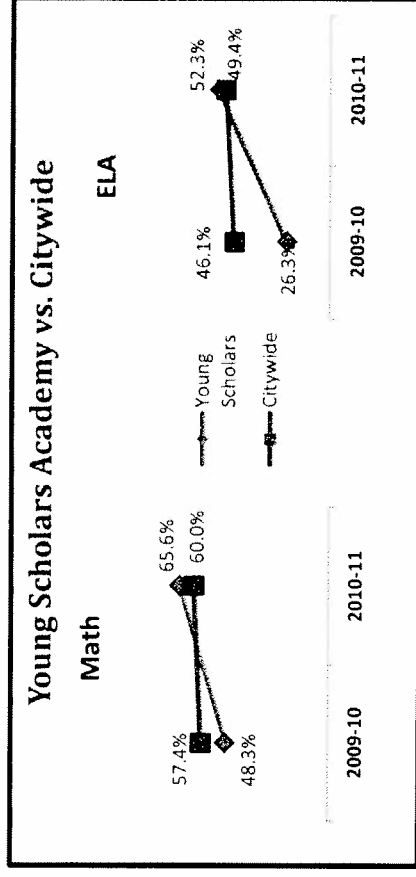
Impact of Whole-School ELT Model

- Results from 2 schools reveal significant improvements in academic achievement, attendance, and parental engagement.

Evidence of Success of TASC's Initiatives Academic Proficiency Gains

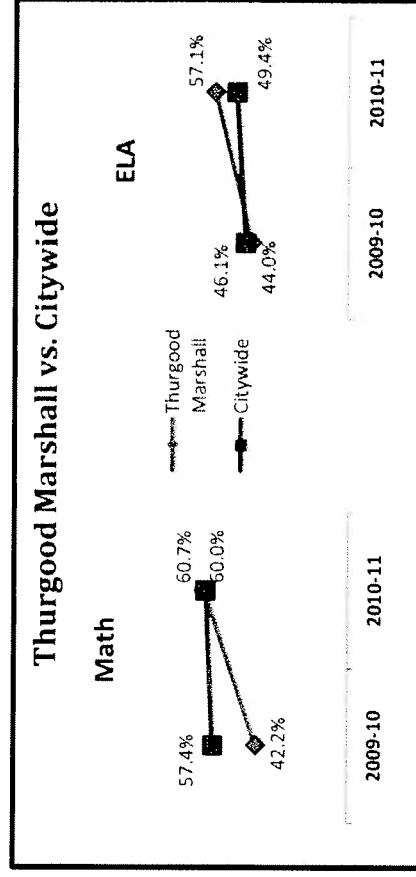
Young Scholars Academy & University Settlement

- Between 2009-10 and 2010-11, the percentage of 3rd-5th graders achieving proficiency in English Language Arts increased by 16.0 percentage points (compared to 3.3 citywide) while proficiency in Math increased by 17.3 percentage points (compared to 2.6 citywide).
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Thurgood Marshall Academy Lower School & Abyssinian Development Corporation

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Evidence of Success of TASC's Initiatives

***Evidence of
Reduction of Absenteeism***

Evidence of Success of TASC's Initiatives ***Reduction of Absenteeism***

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- Participants in TASC programs during the middle grades had significantly higher school attendance rates in the ninth and tenth grades than matched peers.

Evidence from Policy Studies Associates' /ABT's 3-year Pilot Evaluation of ELT

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***Evidence Of
Increased High School Graduation Rate
(On Track Indicators)***

Evidence of Success of TASC's Initiatives Increased High School Graduation Rate (On Track Indicators)

Evidence from Policy Studies Associates' 4-year evaluation on TASC model after-school programs revealed an improved likelihood of high school graduation:

- More participants remained enrolled in school for at least two years after ninth grade than their matched peers.
- Former participants earned significantly more high school credits toward graduation in ninth grade than matched peers. In the eleventh grade, former participants earned significantly more credits than matched peers.

Note: Given that the pilot began in 2008, students involved in the very first year of the pilot have yet to graduate from high school. As such, the metric of high school graduation rates has yet to be captured. However, TASC continuously monitors intermediate metrics (8th grade Math and ELA scores, credit accumulation, etc.) known to be strong predictors of high school graduation.

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***Evidence of
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Evidence of Success of TASC's Initiatives Increased Parent Involvement*

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- Parents had especially positive views of the school in 2010-11, with more than 95% of all parents agreeing that:
 - The school offered a wide enough variety of courses and activities to keep them interested in school
 - Their child was learning what he or she needed to know to succeed in later grades/after HS graduation
 - The school had high expectations for their child (99% agreed)

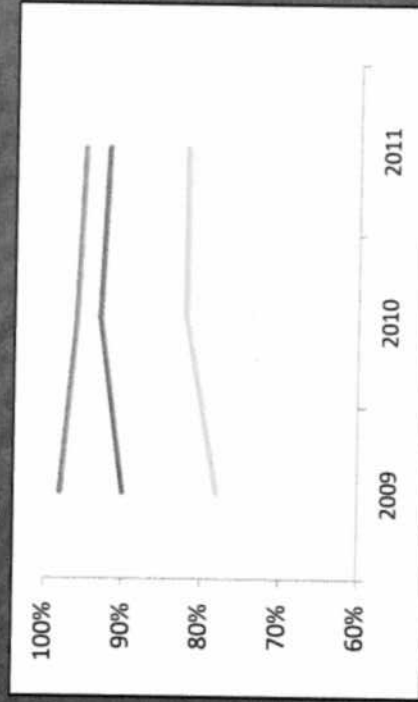
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Evidence of Success of TASC's Initiatives Increased Parent Involvement*

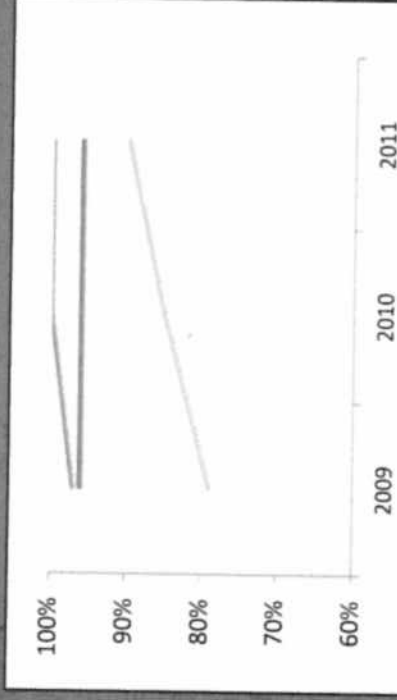
At the two ELT elementary schools implementing the whole school model, TASC has seen increases in various measures of parental engagement over the past 3 years.

Thurgood Marshall



	2009	2010	2011
Percent of parents who agree or strongly agree that they feel welcome in their child's school.	98%	96%	95%
Percent of parents who agree or strongly agree that their child's school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways.	90%	93%	92%
Percent of parents who have talked with a teacher or other adult at their child's school at least once a month to share with them important information about their child's academic progress/learning.	78%	82%	82%

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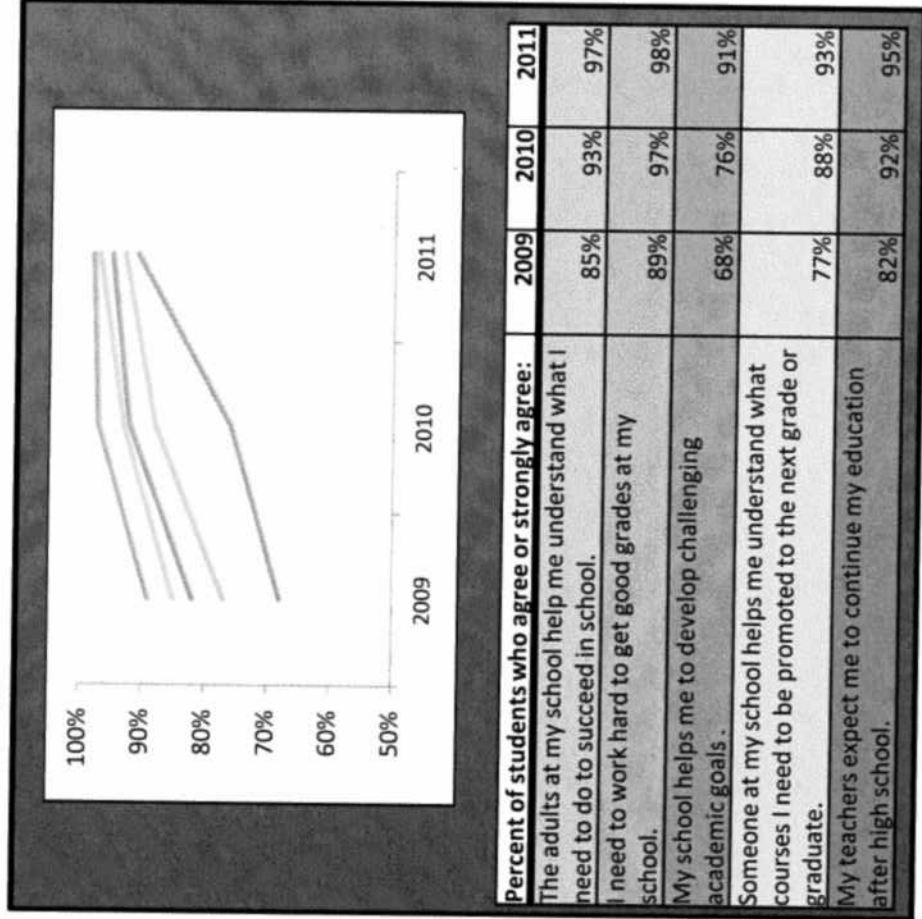
Evidence of Success of TASC's Initiatives

***Additional Evidence of Success
Increased Academic Attitudes***

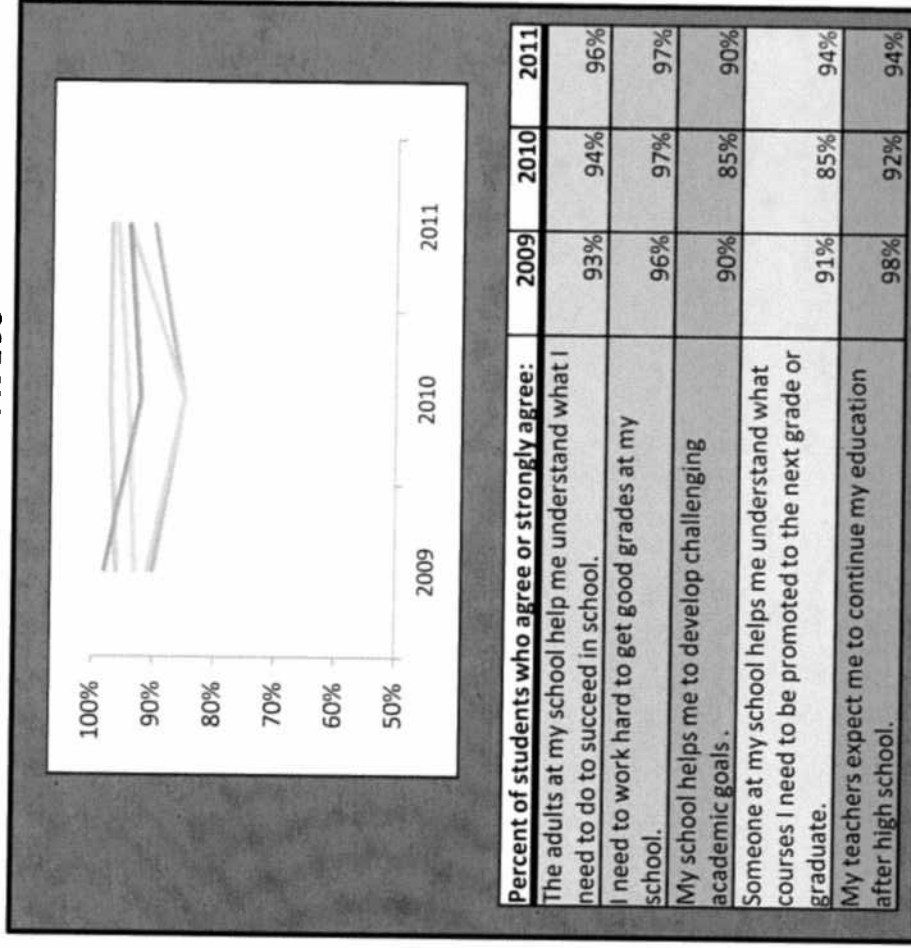
Evidence of Success of TASC's Initiatives Increased Positive Academic Attitudes*

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Cypress Hills 089



The Island School 188



The After-School Corporation// www.tascorp.org

Note: Student attitudes are assessed at the whole-school level for students in grades 6 and higher (responses are not specific to ELT participants)

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Evidence of Success of TASC's Initiatives Student Engagement*

Increased Positive Behavior as Reported by Principals

- “[We] measured disciplinary referrals and suspensions among the cohort of students who participated in the first year of expanded learning at her school, compared to the year before. She noted that in one year of expanded learning, 80% of the cohort significantly improved their behavior [and the] suspension rate of this cohort decreased by 53%.”
- “(Name withheld), was once a frequent behavioral challenge at school and had numerous detentions every week due to physical altercations with other female students. Since participating in the Expanded day she has now shown pride, concentration, and dedication to being a part of a team. The moment she steps foot in practice, she begins her dance routine with her peers. She even has a chance to lead the other students in the routine. She smiles incessantly and has significantly decreased her detentions. At this point she may have little to no detentions.”
- “Middle school students have benefitted greatly from more learning time through Expanded. For example the sixth grade group is involved in a service learning project about hunger and homelessness and as a group decided that wanted to create their own toys for tots drive and partner with a family shelter where they would distribute the toys. Students are learning how to do research on specific topics, learn about it and together devise a course of action to help address the issue. Parents have been involved in this project as well by donating their time and new or gently used toys for the drive.”

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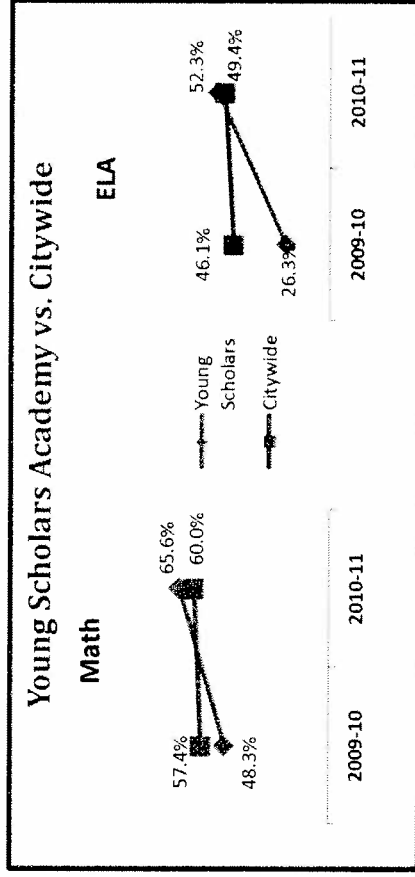
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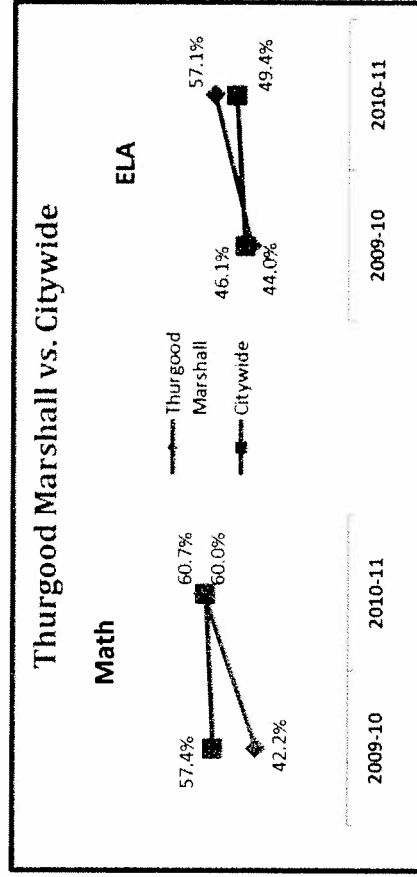
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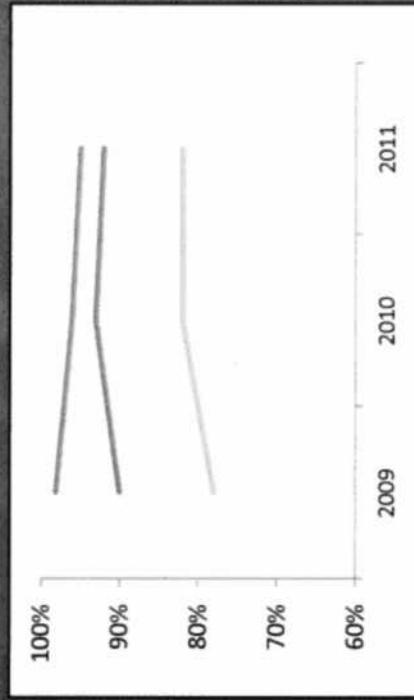
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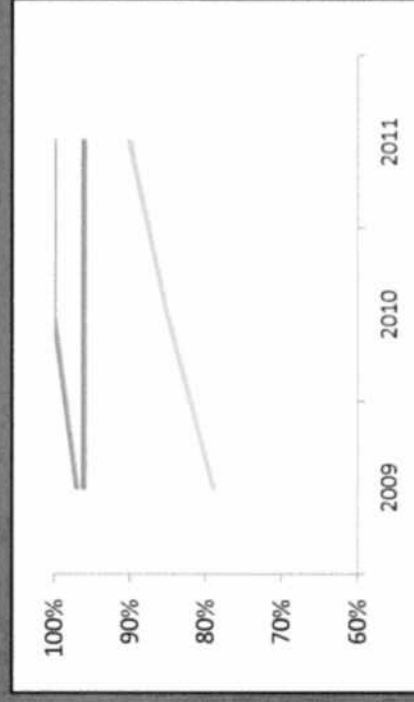
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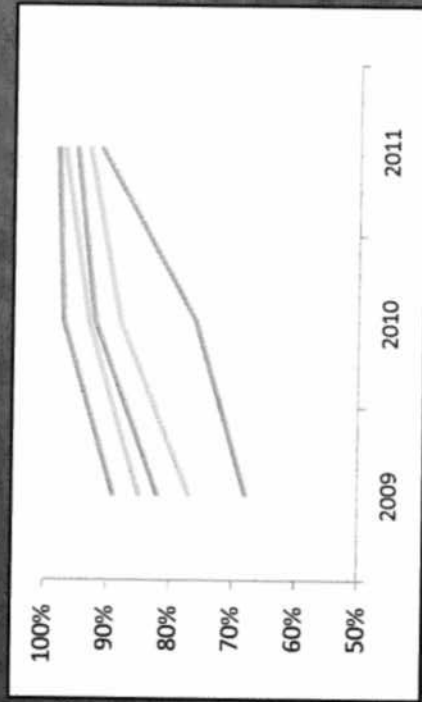
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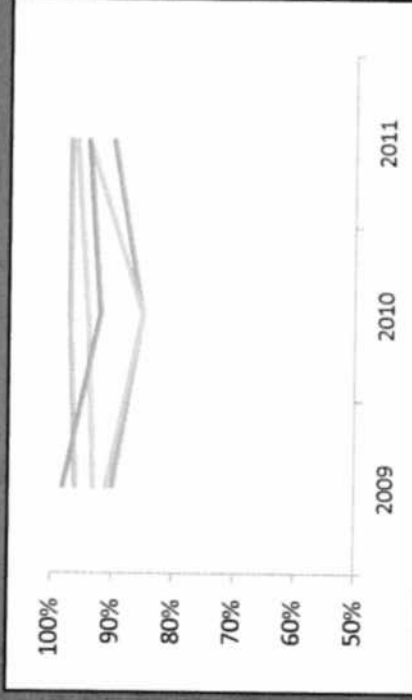
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Cypress Hills 089



Percent of students who agree or strongly agree:	2009	2010	2011
The adults at my school help me understand what I need to do to succeed in school.	85%	93%	97%
I need to work hard to get good grades at my school.	89%	97%	98%
My school helps me to develop challenging academic goals.	68%	76%	91%
Someone at my school helps me understand what courses I need to be promoted to the next grade or graduate.	77%	88%	93%
My teachers expect me to continue my education after high school.	82%	92%	95%

The Island School 188



Percent of students who agree or strongly agree:	2009	2010	2011
The adults at my school help me understand what I need to do to succeed in school.	93%	94%	96%
I need to work hard to get good grades at my school.	96%	97%	97%
My school helps me to develop challenging academic goals.	90%	85%	90%
Someone at my school helps me understand what courses I need to be promoted to the next grade or graduate.	91%	85%	94%
My teachers expect me to continue my education after high school.	98%	92%	94%

The After-School Corporation// www.tascorp.org

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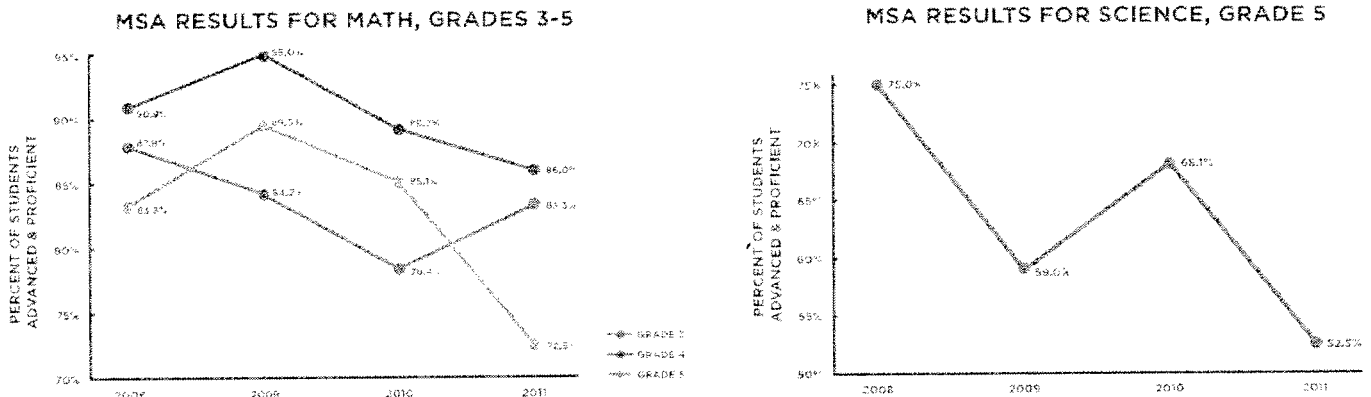


EXPANDED SCHOOLS IN ACTION: CASE STUDY

ExpandedED Schools in Baltimore, New Orleans, and New York City have experienced a range of positive results since implementing an expanded school day. This case study describes results at Hilton Elementary School in Baltimore.

Hilton Elementary School, partnering with Child First Authority, serves grades kindergarten through fifth grade in the greater Mondawmin area of Baltimore, an underserved community with high levels of unemployment at over 10% and a median income of \$34,438, lower than the Baltimore city average.¹ The neighborhood’s rates of juvenile arrest, homicide incidence, and domestic violence are all higher than in Baltimore City overall. Approximately 85% of students qualify for free and reduced lunch rates. As evidenced in the tables below, Hilton 5th grade students’ Maryland State Assessment (MSA) scores in mathematics and science (Ibid.) has dipped dramatically in the years leading up to adopting the ExpandedED Schools approach.²

Performance Prior To ExpandedED



Facing these obstacles, Principal Khaleel Desaque recognized a need for more time and opportunities for his students. “There are so many time constraints on the instructional day, and there’s so much currently that has been taught in such a short amount of time,” Desaque said.

ABOUT EXPANDED AT HILTON

At Hilton, additional learning time is used to reinforce the day’s lessons through hands-on, engaging activities like interactive math games, using Child First’s STEMulated Minds enrichment curriculum. One third-grade teacher, Cynthia Conaway, uses part of that enrichment hour to give her advanced math learners a preview of the next day’s lesson, empowering them to move ahead and support their peers in class.

¹ Baltimore City Health Department. (2011). Neighborhood health profile: Greater Mondawmin. Retrieved from <http://www.baltimorehealth.org/inf/neighborhood/2011/21%20Greater%20Mondawmin.pdf>.

² Maryland State Department of Education. (2011). 2011 Maryland report card: Hilton elementary school. Retrieved from <http://mvp.msde.state.md.us/Enrty.aspx?k=300021>.



EXPANDED SCHOOLS IN ACTION: CASE STUDY

Students also receive a nutritious supper and have time to debrief their day with peers and educators. They also receive homework help and have a choice of a range of activities: basketball, step dance, debate, art, violin, martial arts, Rokkball (that's baseball set to music), chess, and others.

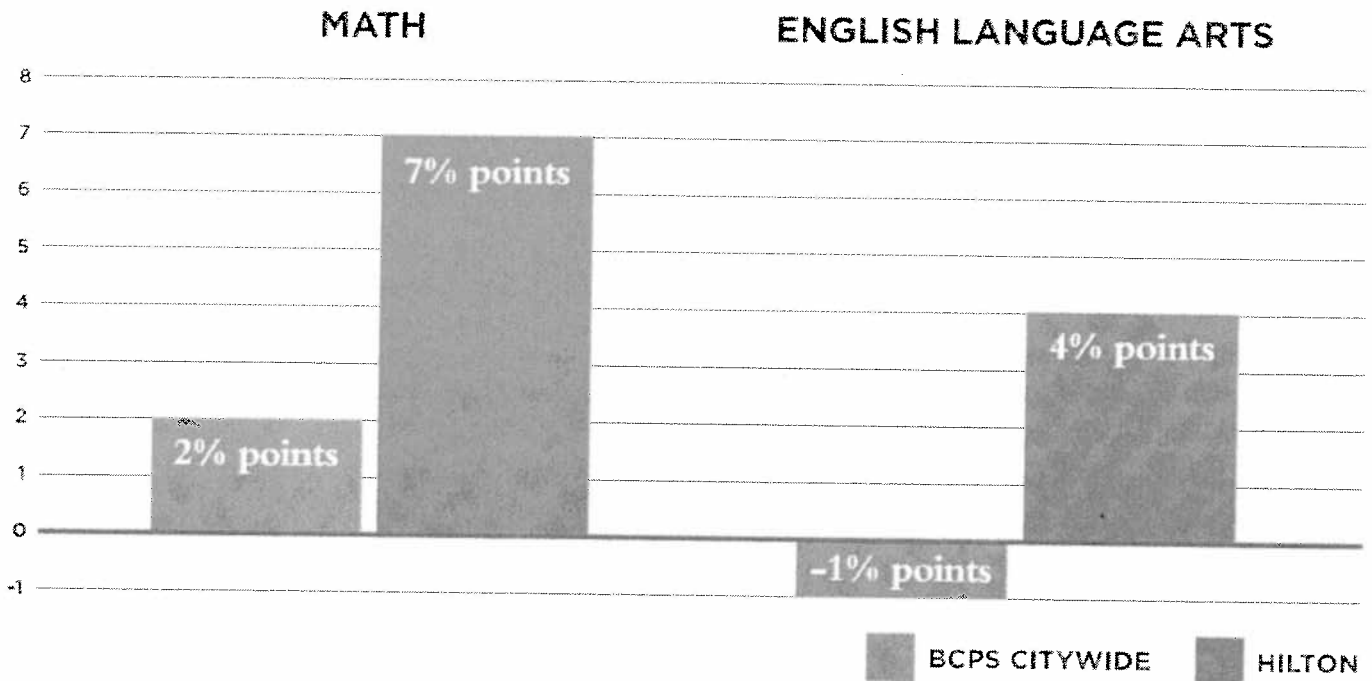
RESULTS

After one year of implementing the ExpandedED School model, Hilton has seen results. School leaders report:

- *Students have an increased sense of ownership and pride in their school.*
- *Teachers indicate student progress both academically and in relation to behavior and social/emotional development.*
- *Family members are very pleased with the enrichment opportunities their children receive.*

In addition to these changes, the school has made great progress in reading and mathematics performance, surpassing the performance of Baltimore City Public Schools students overall.

Growth in Academic Proficiency 2011-2012, Grades 3-5



SUCCESS: THURGOOD MARSHALL ACADEMY LOWER SCHOOL



Among schools that an independent evaluator found to be implementing the Expanded Schools approach most faithfully is this Harlem elementary school. Teamed with Abyssinian Development Corporation, teachers use additional time to integrate arts, science and social studies with math and English through student inquiry projects. Recent state test scores of 3rd through 5th graders are just one indication of rapid improvement in student growth.

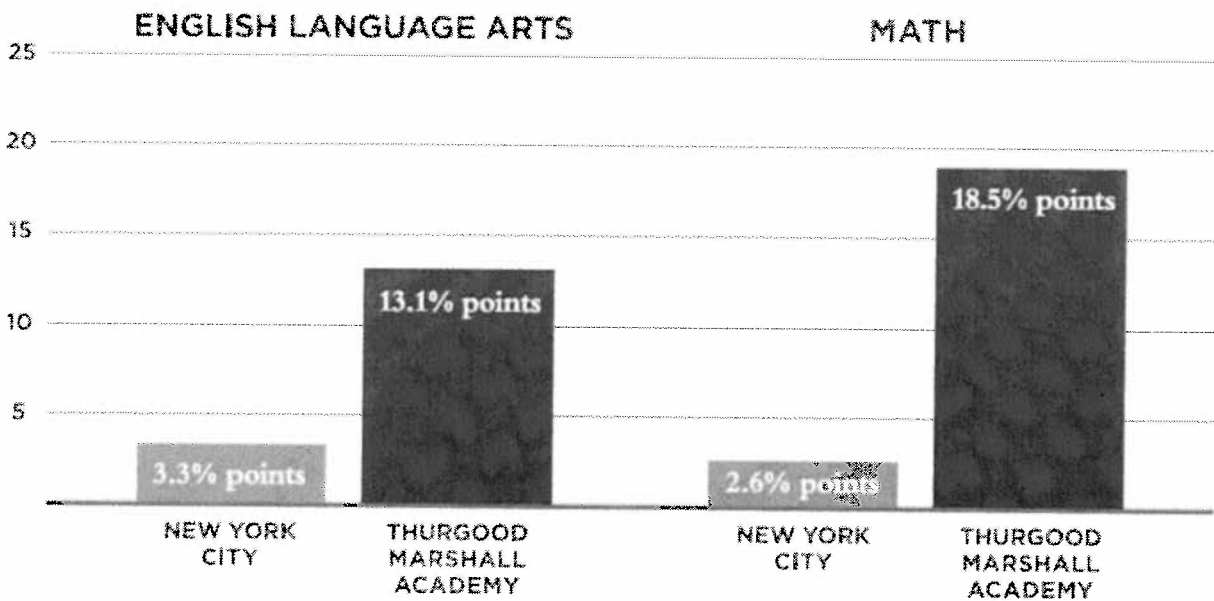
What Do Parents Say?

96% *say the school has high expectations for students*

95% *are satisfied or very satisfied with the education their children are receiving*

96% *say their kids are learning what they need to succeed in higher grades or after graduation*

Growth in Proficiency from 2010-2011



SUCCESS: YOUNG SCHOLARS' ACADEMY FOR LEARNING AND DISCOVERY



More than nine in ten students at this Bedford-Stuyvesant elementary live in economic hardship, but it's one of New York's fastest-improving schools. The school team has broadened the curriculum and increased small group and individual student support through a partnership with University Settlement. This school also follows the ExpandedED model with fidelity.

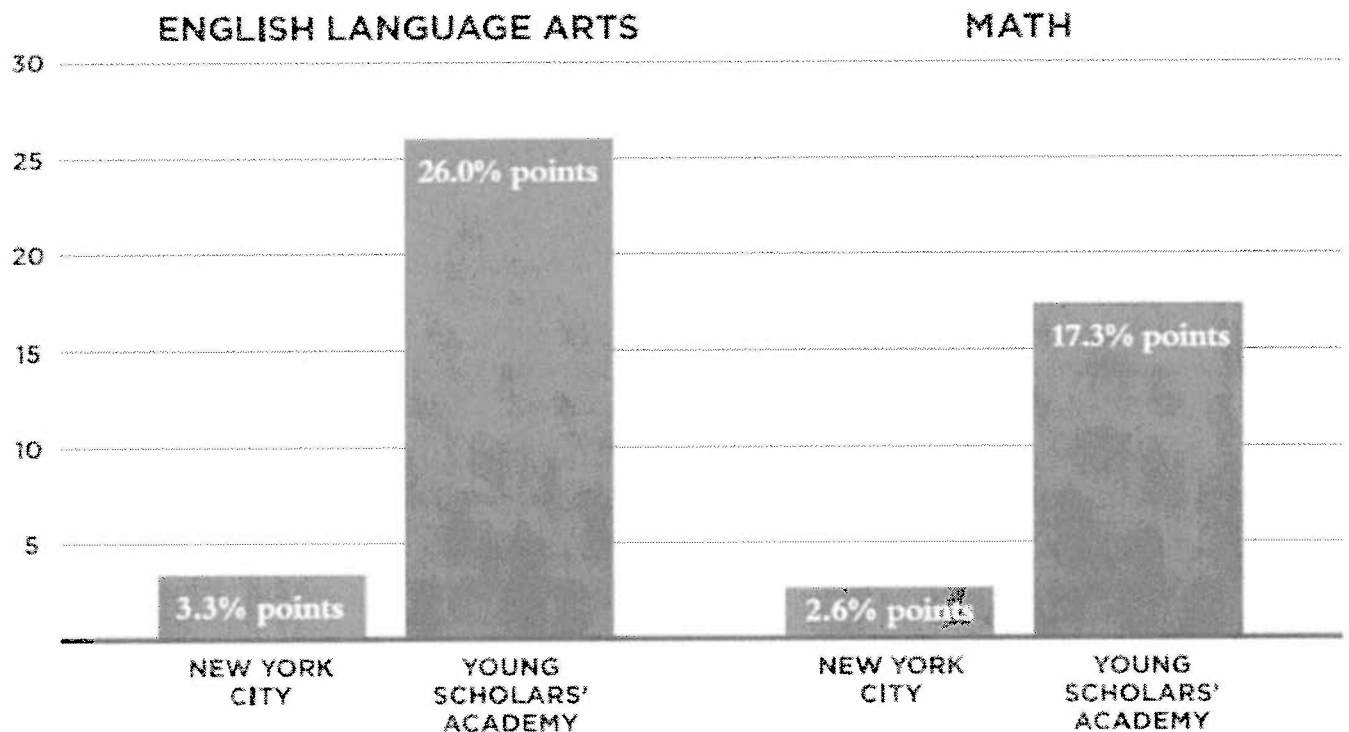
What Do Parents Say?

99% *say the school has high expectations for students*

96% *say the school offers a broad enough curriculum and activities to keep kids engaged*

97% *say their kids are learning what they need to succeed in higher grades or after graduation*

Growth in Proficiency from 2010-2011



Note: Progress is measured among 3rd through 5th graders. Proficiency is defined as meeting or exceeding state standards by scoring at a Level 3 or higher on the New York State annual tests of Math and English Language Arts.
<http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

The National Center on Time & Learning (NCTL) has significant experience in providing Expanded Learning Time readiness assessments and technical assistance at the state, district, and school levels. Their technical assistance is driven by the best practices identified and outlined in their report, *Time Well Spent*,¹ which was released at an event with Secretary of Education Arne Duncan in September 2011. In addition to *Time Well Spent*, over the last two years NCTL has released reports on ELT and Science Education², ELT and the Arts³, and a case study on the use of ELT in the turnaround effort of a SIG school⁴—which was presented at a congressional briefing featuring the Director of the Office of School Turnaround from the U.S. Department of Education. Each of these publications is an example of NCTL’s ability to document and analyze ELT implementation at the school level. NCTL then translates these lessons into a technical assistance program that helps schools redesign their school day with ELT, resulting in accelerated school improvement and greater student achievement.

EXPANDED LEARNING TIME READINESS ASSESSMENT

In 2005, NCTL helped to launch the country’s first and only state-wide ELT initiative in Massachusetts. Since that time, NCTL has supported the Massachusetts Department of Elementary and Secondary Education (ESE) to determine ELT readiness by developing the RFP for schools to apply for the ELT grant, the rubrics to determine quality school redesign plans, Performance Agreement guidelines (i.e., measurable quantitative and qualitative performance goals that each school sets, paired with an agreed upon timeline, which can be used to assess the

¹ Kaplan, C. and Chan, R. “Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools.” Boston, MA: National Center on Time & Learning, 2011.

² Traphagen, K. “Strengthening Science Education: The Power of More Time to Deepen Inquiry and Engagement.” Boston, MA: National Center on Time & Learning, 2011.

³ Farbman, D., Palmer Wolf, D, Sherlock, D. “Advancing Arts Education Through an Expanded School Day.” Boston, MA: National Center on Time & Learning, 2013.

⁴ Chan, R. “Transforming Schools through Expanded Learning Time: Orchard Gardens K-8 Pilot School.” Boston, MA: National Center on Time & Learning, 2011.

impact of the new school schedule and ensure an effective and ongoing redesign), and implementation rubrics for DESE school site visits. In 2007, NCTL created the School Time Analysis Tool⁵ to help schools assess their existing use of time as part of the exploratory process to determine school readiness for ELT. This tool was piloted and used by every school in the state of Oklahoma. In 2010 the tool was revised and a classroom-time tool was also created. These tools have been used in NCTL's state and district technical assistance programs, and are available in a web-based format to enable states, districts, and schools around the country to review and share data.

In the last year, NCTL conducted district-level ELT readiness assessments in districts across seven states. The three-part assessment process includes: 1) review and analysis of materials (e.g., student and teachers schedules, professional development plans, School Improvement Grant proposals); 2) phone interviews with each principal (e.g., 8 schools in Newark, 12 in Chicago); and 3) school site visits, interviews, and document reviews. In the past, NCTL has provided each district with a memo detailing the readiness of each school reviewed, as well as individual school reports.

TECHNICAL ASSISTANCE

Since launching its national operations in 2007, NCTL has provided multi-session technical assistance in seven states (AL, CO, DE, HI, OK, MA, and RI) and to district and school leaders in many urban districts (e.g., Boston and 8 other MA districts, Chicago, Denver, Newark, Rochester,). This work includes district-level workshops and school-based coaching. Based in large part on the district and school-level technical assistance that NCTL provided to three Boston middle schools, Boston was awarded an i3 grant to expand learning time in an additional

⁵ Tool can be retrieved at <http://www.timeandlearning.org/promising-practices/makeeveryminutecount>

two schools, with NCTL continuing its technical support role. Massachusetts has granted a portion of its Race to the Top (RTTT) funds to NCTL to provide technical assistance on a blended learning ELT pilot in one of their high-poverty districts. In addition, the state has designated NCTL as a **‘Priority Provider’** under the state’s RTTT guidelines to support schools on expanded learning time efforts, which has in part funded NCTL’s significant technical assistance work in the Boston Turnaround Network in the 2011-2012 school year.

NCTL has served as the ELT expert on WestEd’s School Turnaround Learning Community (funded by the U.S. Department of Education) and presented at nine different gatherings of School Improvement Grant (SIG) recipients. Overall, between presentations, webinars, and NCTL’s 2011 National Convening, NCTL has shared its technical assistance materials to leaders from 40 states and D.C. Beginning in school year 2012-2013, NCTL began a privately-funded three-year technical assistance program to support five states, 20 districts, and 50 schools serving 25,000 students in the implementation of high-quality ELT. Similar to their work outlined in this proposal, NCTL provided technical assistance (including a planning year) to help these schools leverage CCLC funds, as well as SIG and Supplemental Educational Services funding, to redesign and expand their school day so that at least 80% of these schools show strong improvement and/or strong performance and improve student performance rates above the average improvement rate for the district after two years of ELT implementation.

In addition to its national reputation as the leading ELT expert in policy, knowledge management (promising practices), and technical assistance, NCTL has notable experience in all logistical aspects required of the technical assistance task. In the last year alone, NCTL managed multi-session technical assistance engagements in Colorado, Delaware, Massachusetts, New York State, Illinois, Tennessee, and New Jersey, as well as less intensive presentations and webinars.

As part of our school-level technical assistance in Boston—which was recognized and rewarded with an i3 grant—NCTL has worked with other partners including Achievement Network (ANet) to leverage their expertise in data analysis.

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

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

RCSD Fund/Subclass 2013-2014: E

School: School 45

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		
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/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$753,611
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
			\$0
Expanded Learning Resource Coordinator	1.00	\$66,000	\$66,000
School Counselor	0.50	\$60,315	\$30,158
Intervention Teachers [K-2,3-5,6-8]	3.00	\$60,315	\$180,945
Data Coach	0.50	\$63,201	\$31,601
Prof. Dev. K-2 Instructional Coach	0.50	\$63,201	\$31,601
Gr. 7 & 8 Instructional Coach	0.50	\$63,201	\$31,601
K-2 Resource Teacher for Speech Development	1.00	\$69,745	\$69,745
Teacher hourly pay for delivery of supplemental academic supports during school year		3700 hrsx \$37/hour	\$136,900
Teacher Pay for delivery of supplemental academic supports during recess programming		8 teachers x 20 days at 1/300th of avg. (est.\$202)	\$32,320
Teacher PD stipends		58 teachers x 30 hours @\$33/hr	\$57,420
One GED Teacher hourly pay		10 hrsx36 wks @\$37/hr	\$13,320
District-wide Asst. Dir. Of Expanded Learning	1.00	\$72,000	\$72,000

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PURCHASED SERVICES			
Subtotal - Code 40			\$573,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Health, Recreation and Wellness Programming	Boys and Girls Club, Inc.	per contract	\$300,000
Socio-Emotional Child-Family Support throughout year	Center For Youth, Inc.	per contract	\$158,000
Facilitated Planning Sessions for School Leaders & Community Partners, Technical Assistance	The After School Corporation	per contract	\$40,000
Professional Development - "Train the Trainer" on Professional Learning Communities	The Solution Tree	per contract	\$75,000

Employee Benefits		
Subtotal - Code 80		
\$304,489		
Benefit	Proposed Expenditure	
Social Security	\$60,050	
Retirement	New York State Teachers	\$105,506
	New York State Employees	\$3,763
	Other - Pension	
Health Insurance	\$114,750	
Worker's Compensation	\$12,560	
Unemployment Insurance	\$7,850	
Other(Identify)		
Civil Service Life Insurance	\$11	

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	\$1,466,962
B.	Approved Restricted Indirect Cost Rate	3.70%
C.	Subtotal - Code 90	\$54,278

For your information, maximum direct cost base = \$1,939,962

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

PURCHASED SERVICES WITH BOCES			
Subtotal - Code 49			\$5,760
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
			\$0
Health Aide for School Year Programming	Monroe BOCES No. 1	180 hours @ \$32/hour	\$5,760

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

