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GRANTS MANAGEMENT

New York State Education Department
Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			**LEA Beds Code:**
Rochester City School District			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**
Northwest College Preparatory at Frederick Douglass Campus			261600010089
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
Grades 9 - 12			3624750
Total Number of Students Served by the Priority School Identified in this Application			**School Address *(Street, City, Zip Code)***
405			940 Fernwood, Rochester, NY 14609

School Model Proposed to be Implemented in the Priority School Identified in this Application

Turnaround	Restart	Transformation	Closure
☐	☐	☒	☐

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
Bolgen Vargas (pkm)	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 13 2013

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

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

June 6, 2013

RECEIVED
JUN 10 2013
GRANTS MANAGEMENT

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

RE: Rochester City School District – Title I School Improvement Grants 1003 (g) for Northeast College Preparatory at Frederick Douglas Campus and Northwest College Preparatory at Frederick Douglas Campus

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 the following schools; Northeast College Preparatory at Frederick Douglas Campus and Northwest College Preparatory at Frederick Douglas Campus.

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

Sincerely,

Elizabeth H Spalty for Karen Jacobs

Karen Jacobs
Director of Financial Management and Grants

xc: Susan Hasenauer-Curtis
Lynne Hawthorne

SUBMISSION CHECKLIST - *Turnaround, Restart, and Transformation Models*

Documents for Submission	*Checked – applicant*	*Checked – SED*
Application Cover Sheet *(with original signatures in blue ink)*	☒	☐
Proposal Narrative *(Including District-level Plan, School-level Plan)*	☒	☐
Attachment A Consultation and Collaboration Form	☒	☐
Attachment B School-level Baseline Data and Target Setting Chart	☒	☐
Attachment C Evidence of Partner Effectiveness Chart	☒	☐
Attachment D Budget Summary Chart	☒	☐
FS-10 Form for the Year One Implementation Period.FS-10 available here: http://www.oms.nysed.gov/cafe/forms/	☒	☐
Budget Narrative	☒	☐
Memorandum of Understanding *(only if proposing a Restart model)*	☒	☐

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

Reviewer: _____ **Date:** _____

I. District Level Plan

I.A. District Overview

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

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

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

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

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

of 75 or better on the Regents ELA examination and 80 or better on the NYS Algebra 1 examination).

1.A.ii District Approach to Supporting School Turnaround

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

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

The DCIP outlines goals and strategies for improving schools and identifies measurable targets for graduation rate, academic performance, and school climate. The DCIP concentrates on the DTSDE tenets and connects concretely to NWCP's School Comprehensive Education Plan (SCEP).

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

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

All RCSD Priority Schools will have:

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

The following additional supports for NWCP (7 – 8) have been put in place:

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

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

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

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

Beginning in Winter 2013, all RCSD leadership, both in central administrative offices and schools, are participating in targeted leadership academies delivered by the SUPES Academy. These academies will develop a foundation of strong leadership for improvement in the instructional core within a context unique to Rochester. District chiefs, directors, principals, and assistant principals are gaining a better understanding of the technical requirements for implementation of the Common Core State Standards through intensive workshops with associated executive coaching. Principals and assistant principals at Priority Schools are receiving additional support. All leaders are learning how to manage organizational elements coherently to support the District's instructional goals and use data to inform decisions. All workshop activities support the goals and objectives of the six tenets of the State's new *Diagnostic Tool for School and District Effectiveness'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 build internal District capacity to improve student performance through implementation of the Regents Reform Agenda. One hundred and fifty (150) District and school leaders attended NYSED's Network Team Institutes in Albany last August and October. Follow-up support has been provided by senior research fellows from the Regents Research Fund in regard to the *Diagnostic Tool for School and District Effectiveness*. Additionally, the Office of School Innovation has written a guidance document that will be shared with all principals detailing measurable targets, both quantitative and qualitative, that demonstrate how a school can effectively move across the HEDI rating continuum found on the DTSDE School Comprehensive Rubric for Tenets 2 -4. This work will ensure the school vision links directly to the implementation of the Common Core Learning Standards and that delivery methods are immersed in best practice research. As a result, principals will be able to better monitor their data and align specific reform efforts to the NYSED evaluation tool.

I.B Operational Autonomies

NWCP (7 – 8) at Frederick Douglass Campus has the autonomy to:

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

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

principals will have the autonomy to make staffing decisions that support implementation of positions beyond those required for the Core Instructional Program and are unique to the school's SIG transformation plan. Each Priority School has defined career pathways that drive their transformation.

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

The standardized schedule was developed to provide better support for students who need remediation and acceleration and address the District's highly mobile student population, as well as sub-groups who are in accountability status (e.g., ELL and SWD). NWCP at Frederick Douglass will have full autonomy to identify how the school day will be expanded to meet the Commissioner's requirement that Priority Schools add 200 or more additional student contact hours per year. Through a partnership with Generation Schools, NWCP will implement the ideal characteristics from their model. NWCP will be adding an additional 300 hours to the school day that are mandatory for all students. The school day will officially have two additional 45-minute periods added. Students will have their school day extended on all days except for Wednesday. During Wednesday's extended time, teachers will have embedded professional development in which they can utilize their PDI and TIF incentives. Lastly, additional hours above and beyond the 240 hours previously stated will be provided to students in the summer for academic institutes.

Offerings provided to both staff and students will be specifically linked to the critical areas identified in the DTSDE review including the following: Ensuring vision is clearly articulated and rooted in definitive measurable goals, fully implementing the CCLS across all grade levels with fidelity and improving teacher/leader effectiveness by ensuring all understand how to link best practice strategies to individual student needs to ensure every student has an individual leaning plan that allows them to be career and college ready upon graduation. How the additional time is used (instructional, socio-emotional, or recreational support, etc.) is also an autonomous decision that will be linked directly to NWCP's transformation plan.

Each student will have an individual learning plan that will identify what their targeted needs are based on their individual data. This learning plan will indicate what supports are needed, what services are currently in place and achievable goals that will be monitored on a regular basis. The additional periods will be determined by this plan and will link them to the needed supports found in the course catalog to ensure students are receiving adequate services in

one of three areas: academic (either enrichment or acceleration), recreational and/or social/emotional support.

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.

I. B. iii Evidence of School Autonomies and Support

I.C. District Accountability and Support

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

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

As of July 1st, the Executive Director of OSI will collaborate with the two School Chiefs (Elementary and Secondary) to provide oversight and support to schools. A Chief of school transformation will be added to help monitor and adjust leading indicators of change within each Priority School. The School Chiefs report directly to RCSD's Deputy Superintendent of Teaching and Learning and are key instructional managers in the District. Each School Chief supervises a cluster of 20 or more schools based on grade level design. The School Chiefs have wide latitude for independent judgment and decision-making and assist in the formation of educational policy and practice. The School Chiefs ensure consistency of implementation of the Regents Reform Agenda and Race to the Top initiatives that include the Common Core, data-driven instruction, and Annual Professional Performance Review (APPR).

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

RCSD's Department of Teaching and Learning is responsible for the academic and instructional needs of the District. The department includes managing directors of content areas as well as Intervention Services, Special Education, and English Language Learners. The Deputy Superintendent for Teaching and Learning designs and implements "best practice" instructional systems and works to ensure the alignment of curriculum, instruction, research, assessment, and supporting resources. The focus is to ensure the alignment of curriculum to the

NYS Standards so that all students are prepared for high school graduation and post-secondary education.

A 12-member team works with Priority Schools to utilize tools and technology-supported curriculum resources to analyze data and then use that data to inform instructional practices and necessary professional development. In lieu of the Network Team, RCSD is expanding its Department of Professional Learning. The Career in Teaching Panel is in the process of selecting coaches for all buildings based on rigorous criteria. Once identified, the best coaches will be selected for Priority Schools (including NWCP) in the areas of ELA and math. These coaches will roll out the CCLS across all grade levels. They will model best practice strategies for teachers and support instructional planning so instruction is rigorous and leads to higher order thinking and questioning by both teachers and students.

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

1.C.ii Providing High Quality Accountability and Support to NWCP

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

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

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

A change has been made to better serve the turnaround efforts for this transformation model, and an experienced principal from the District's highest performing high school is a new School Chief who has been assigned to support NWCP. The OSI Executive Director has worked with NWCP's new School Chief to ensure full understanding of the requirements of the transformation model and SIG plan so that the principal is evaluated effectively on performance

targets associated with SIG implementation. The new chief has been a lead partner in assisting with the writing of this grant and fully understands the needs of NWCP. In addition, an Executive Coach has been provided to the NWCP principal because of the school's Priority status. The coach will assist in the monitoring and implementation of the SIG plan and will be included in the regularly scheduled meetings.

The Director of Expanded Learning will support NWCP to build an expanded learning program that meets criteria set by RCSD, NYSED, and Generation Schools' innovative and practical school design. She will provide guidance based on her extensive expertise with the TIME Collaborative and will assist in determining if focused learning goals are thoughtfully linked to student schedules. Overall, she will ensure time is invested and trade-offs are made, in accordance with a clear set of priorities.

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

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

Table 1. District Transformation Support Plan

Interaction	Frequency	Person Responsible
Performance Management Plan	Every 5 weeks	OSI Executive Director; South Zone School Chief Chief of School Transformation Deputies Director of Expanded Learning Principal SIG Partners
Fiscal Performance Review	Quarterly	OSI Executive Director; Senior Budget Analyst
School-Based Planning Team	Monthly	Principal
Coaching Support	Bi-Weekly	Executive Coach
Coaching Support	Monthly	SUPES Coach
Integrated Intervention Team (IIT) Visit	Spring 2013	NYS IIT
IIT Visit	End of Years 1, 2, and 3	RCSD IIT
Outside Educational Expert	Monthly	Principal Dan Lowengard
Town Meetings	Monthly	Principal

Interaction	Frequency	Person Responsible
Coaches	Daily	ELA and Math Coach

Leading indicators provide early evidence whether or not a school is on track. Once identified, they need to be monitored for impeding success and failures. Then, the school with the support of the district has to act on what the indicators reveal. To begin, leaders creating the performance management plan will identify a manageable set of metrics that can be tracked and analyzed. These will be tracked at the school, District, and at the State level simultaneously. Evaluation of the data will be linked to actionable items and protocols will establish ownership and accountability for each metric. Evaluation is critical to the field of school turnaround, so as the team meets to create a performance management plan, they will ensure the following occur:

- Work with SIG partners; utilize the DTSDE final report, the School Report Card and SIG application to clearly articulate the desired goals and outcomes of NWCP High School.
- Jointly select the indicators to measure goals.
- Set benchmarks for each indicator.
- Collect all needed data.
- Establish concrete timelines when data will be analyzed and interpreted.
- Take action.
  (Source: 2010 Mass Insight Education)

From the onset of this application, the teams at NWCP have been collaboratively working to determine what Common Core Implementation looks like, its link to teacher leader effectiveness and how to use time differently as a lever for increased student achievement. Due to the fact that there is not a pre implementation phase, the summer will be used to finalize all schedules and ensure the course catalog is fully developed and appropriate inputs and activities are in place. All baseline data will be captured during the intensive Performance Management Planning process.

I.D. Teacher and Leader Pipeline

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:

1) Increase efforts to recruit and re-train high-quality leader and teacher minority candidates to reflect the student population, and
2) Integrate a talent management module (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 application 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 have the preferred urban experience. In addition, a city residence initiative will be implemented in July, 2013. This financial initiative will be used for NEW HIRES/CURRENT EMPLOYEES/??? to pay closing costs and/or a down payment on a home within the city.

RCSD will continue to provide the Master's Degree Reimbursement Program as required for New York State professional teaching certification. RCSD also has a predetermined agreement to use funds to pay for a second Master's Degree/Certification for those seeking additional certification in shortage areas. Efforts will be continuously made to publicize these benefits to fill high need areas with experienced qualified teachers. Reimbursement for tuition is the incentive to encourage teachers to obtain multiple certifications, especially in high needs areas.

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

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

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

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

The Department of Human Capital Initiatives will be placing advertisements to recruit for all teacher tenure areas in or around late February 2013 and annually thereafter. Previously, the District did not recruit candidates until true vacancies were identified, which caused substantial delay in the hiring process and loss of qualified candidates. The District has also recently expanded its geographic area to recruit highly qualified teachers and administrators nationally. Urban areas were saturated with vacancy announcements using national search engines. The effort generated approximately 2,500 new candidates. All vacant positions will be posted and will undergo a full recruitment process prior to selection of an applicant. Previously, the District allowed building and department supervisors to select candidates without undergoing a search or interviewing candidates. While supervisors selected individuals with whom they had work experience, this method of candidate selection could inadvertently preclude identifying high quality candidates.

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

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

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

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

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

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

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

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

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

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

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

History and Past Funding. In efforts to promote teacher capacity to be effective in low-achieving schools includes Data Team and Decision Making for Results (DMR) training for

school teams. This 12 hour (2 full day) training provided school teams with protocols and strategic questioning techniques to guide their work of using data to drive their collective decision making. The Math and Science Partnership Grant (MSP) has provided over 200 K-12 teachers with content and pedagogical training in the area of Mathematics. The Teaching American History (TAH) Grant has provided over 400 K-12 teachers with content and pedagogical training in the area of American History.

Current. RCSD is embarking on training all certified ELA and Math teachers in grades 7-12 on *Ramp Up Literacy* and *onRamp to Algebra.* This training is in response to the need for an intensive approach to improving classroom practice through proven instructional routines and support materials designed to increase literacy and math scores as expressed as a District priority. *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.

1.D.v District-Offered Training Events

A chart of District-offered training events is included

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

1.E.i Mechanisms for Partner Selection and Evaluation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NWCP at Frederick Douglass serves 552 students and is one of six RCSD elementary schools serving students in grades 7 - 12. Approximately 21% of NWCP at Frederick Douglass students are Limited English Proficient (LEP) compared with 10.8% District wide, and 12.2% are Students with Disabilities (SWD), compared with 17.7% District wide, however nearly two students in five (36.1%) is either an English Language Learner, classified SWD, or both – well above District trends of a combined percentage of 29.1. The poverty rate is 94.3% compared to 86.4% for the District as a whole. In 2010-2011, 86%of the NWCP students at Frederick Douglass students qualified for free and reduced lunch. NWCP's graduation rate for cohort 2012 was 54%, compared to the district rate of 50%.

NWCP is a uniform school, and is part of Frederick Douglass campus which houses two schools (Northwest College Prep and Northwest College Prep).Ambient noise in some classrooms can make focusing difficult. The building is in need of fresh paint and cleanup, and does not have a vibrant feeling. Despite several challenges, NWCP staff responded very positively in the School Performance Scan (SPS) from a culture standpoint – such a positive result being atypical for high-need urban schools on a first time SPS result. (2012 PLC Associates CSR).

Student Achievement (2011-2012 NYS Report Card)

	All Students	SWD	ELL

	NWCP at Frederick Douglass	RCSD	NWCP at Frederick Douglass	RCSD	NWCP at Frederick Douglass	RCSD
Graduation Rate	54%	50%	n/a	24%	n/a	31%
Grade 8 ELA	24.3%	18%	0%	2%	0%	2%
Grade 8 Math	29.1%	21%	14%	5%	17%	10%
Secondary Level ELA	71%	66%	33%	17%	0%	25%
Secondary Level Math	20%	58%	0%	13%	0%	38%

*Reported as percentage of students achieving proficiency (i.e., scoring a 3 or 4 or 65%

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

RCSD offers students an innovative portfolio of high-quality school options and continually works to improve the quality of all schools. RCSD students, inclusive of ELL, SWD, and students performing below grade level, are invited to participate in the District's schools of choice selection application process for Kindergarten, Grade 7, and Grade 9. All schools are open for selection. Students in all other grades can submit a school transfer application if desired. Students with disabilities, ESL, and bilingual students are placed in their first-choice school first in the lottery as long as programs are available.

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

In regard to placement, a student with a disability will be provided with appropriate special education in accordance with Individual Educational Plan (IEP). Students with disabilities will 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 and SWD 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.

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

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

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

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

1.G.ii Consultation and Collaboration Form

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

II. School Level Plan – NWCP at Frederick Douglass – Transformation Model

II.A. School Overview

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

NORTHWEST COLLEGE PREP AT FREDERICK DOUGLASS:

East & West – United is Best at Frederick Douglass High School
Where
Students have the freedom to succeed through education, excellence, and empowerment.

Students at Northwest College Prep will unite with students at Northeast College Prep as the two schools transform into the new Frederick Douglass High School, serving grades 7 & 8 at Northwest and grades 9 – 12 at Northeast. A strong liberal arts foundation will help students become career and college ready so that they will be economically independent adults who are immersed in their community and civic life during their school career and following graduation.

The mission of the NWCP at Frederick Douglass is to prepare students for post-secondary success by creating college and career ready young adults prepared for 21st century life. These experiences will allow ALL students to build their skills, be supported at every level, and incorporate multiple opportunities and choices to shape their own pathway to post-secondary success.

The three goals for the new NWCP at Frederick Douglass High School are:

GOAL 1: Implementation of the Expanded Learning Program

Students at NWCP will receive 300 additional hours of instruction each year through an Expanded Learning Program via an expanded school day. Additional instructional time will be available through summer programming.

GOAL 3: Pathways to College

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

GOAL 3: Focused and deliberate instruction for CCLS implementation by creating new schools with an intentional focus based on accountability designation

All courses and expanded day instruction will be aligned with the NYS CCLS, with a focus on accountability

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

The key design components of the transformation plan for the NWCP are expanded learning, Pathways to College, and a dedicated alignment with the New York State CCLS that will ensure all NWCP students are college- and career-ready upon the graduation. RCSD will work with project partners (General Schools, Encompass, Pathways to Peace) and community service providers to deliver a comprehensive educational program that individualizes opportunities for all students based on their academic, social, and emotional needs.

Expanded Learning Time. All students at the NWCP will receive a minimum of 300 hours of additional instruction each school year. The school day will be expanded by two 45-minute periods four days each week and student attendance in all ten periods of the school day will be mandatory. On Wednesdays, students will not have their day extended. This time will be

used for teachers to have 90 minutes of built-in, differentiated professional development. Using time differently and expanding student contact time will help facilitate the implementation of the Common Core State Standards and Rochester's Core Instructional Program. Additional instruction time will improve student outcomes across all subjects, broaden enrichment opportunities, and improve instruction by adding more planning and professional development time for teachers.

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

Expanded Learning time will also continuously strengthen instruction. Teachers will participate in weekly common planning time which will include vertical teaming across content areas for Common Core focused unit development, lesson planning review, collaborative data driven decision making, professional coaching in the classroom.

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

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

The Office of School Innovation will provide funding for summer implementation for all activities found in the action plan to ensure grant is ready for full implementation beginning September 1, 2013.

The foundation of this SIG plan is Rochester's Core Instructional Program. Supporting students in English Language Arts, mathematics, and science is the most proactive service the District can provide to its students. RCSD is engaged in the critical work of positioning all students for success in college and careers. Teachers who remain at the NWCP must take full

advantage of opportunities to focus on research-based instructional strategies that will improve literacy across all content areas.

Generation Schools Network combines the flexibility of being formally outside the system with a comprehensive understanding of the responsibilities and challenges of both the system and reform efforts. This enables Generation Schools to develop and execute operational strategies that might be difficult for a district to pursue on its own. Their role will be critical in the rethinking of time, talent and the use of resources; supporting innovation and continuous improvement; and managing change. Specifically Generation Schools will:

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

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

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

A partnering institution of higher education will assist with project planning and delivery with a focus on literacy and reading. Extra reading teachers and counselors will be provided to ensure students receive the instruction and supports they need as determined by their own individual progress. Reading teachers will push in with general education teachers to leverage their experience and increase literacy tools in the general education teacher's teaching toolbox.

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

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

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

RCSD is restructuring its instructional programs and academic supports across the middle grades and high schools to provide all students with access to high-quality and consistent core instruction and research-based intervention supports. To facilitate the use of the additional time each day, the District is supporting focused intervention strategies designed to accelerate the acquisition and mastery of ELA and math skills. Ramp-up protocols will be infused for students in grades 7-9 in both ELA and math. All students who need support will be scheduled for 90 minutes of both so that remediation and acceleration can occur simultaneously.
The pathway will be clearly articulated though the implementation of Common Core. The execution of this through the Core Instructional Program is at the forefront of this grant and RCSD's core instructional program is built around research based practices and the Regents Reform Agenda. The New York State P-12 Common Core Learning Standards (CCLS) are internationally-benchmarked and evidence-based standards. These standards serve as a consistent set of expectations for what students should learn and be able to do, so that we can ensure that every student across New York State is on track for college and career readiness.

Professional Learning. There will be both vertical and horizontal teaming at Northwest, with embedded professional learning opportunities for teachers. Throughout the school year and during the summer, teachers will participate in professional development to strengthen their instructional skills. Teachers will improve their ability to:

- Create transparent targeted plans for students aligned to the shifts that are developed and informed by individual student data;

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

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

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

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

Please refer to the Attachment B.

2.B.ii Student Population Served

NWCP at Frederick Douglass serves 552 students and is one of six RCSD elementary schools serving students in grades 7 - 12. Approximately 21% of NWCP at Frederick Douglass students are Limited English Proficient (LEP) compared with 10.8% District wide, and 12.2% are Students with Disabilities (SWD), compared with 17.7% District wide, however nearly two students in five (36.1%) is either an English Language Learner, classified SWD, or both – well above District trends of a combined percentage of 29.1. The poverty rate is 94.3% compared to 86.4% for the District as a whole. In 2010-2011, 86%of the NWCP students at Frederick Douglass students qualified for free and reduced lunch. NWCP's graduation rate for cohort 2012 was 54%, compared to the district rate of 50%. The Table in Section 1.F.i. summarizes student achievement data from the 2011-2012 NYS School Report Card.

District wide, there are large numbers of over-age, under-credited students. In the 2008 Cohort, 12% of cohort students (n=249) had fewer than five credits as of Fall 2011. Approximately 90% of the parents of incoming RCSD pre-kindergarteners did not attend college, and 43% of parents did not complete high schools. More than one quarter of incoming

RCSD pre-kindergarteners have experienced the death of a close family member, and 16% have a parent who is or has been incarcerated.

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

The most recent Joint Intervention Team (JIT) review was conducted in 2011. The RCSD completed a school review in March 2013 using the Diagnostic Tool for School and District Effectiveness. Additional information is provided below from school walk-throughs and meetings conducted by the RCSD Network Team between September 2012, and January 2013.

2.B.iv Results of the Systemic School Review

A review of NWCP using the *Diagnostic Tool for School and District Effectiveness* and the highlights of the 2011 JIT review reported the following:

- There was evidence that instructional practices had been planned in order to meet student goals, however they fell short in execution. Classrooms observed showed little evidence of student engagement, differentiation and academic rigor. Lessons were teacher directed and therefore there were few opportunities for students to be engaged in deep conceptual levels.
- The school community has systems and partnerships to support the social and emotional growth of students. The school community likes the small and supportive environment of the school structure. School wide there is inconsistency in the enforcement of prescribed student expectations, and a lack of coordination of services to meet student needs. Attendance remains a challenge.
- The school has strategies, practices, and a parent involvement plan in place to create a partnership where families, community members and school staff work together to support students; however there remains a challenge to increase parent participation so parents can share responsibility for student academic success.
- The school community has created a core vision that provides support to students. However, school wide goals are not set as specific measurable targets to increase student achievement.

- There was evidence of Common Core Learning standards in observed lessons; however lessons lacked rigor and instructional differentiation to meet the needs of all students. In addition, there was information provided from data sources; however without a system to analyze data, instructional planning does not result in improved student outcomes.

Findings of RCSD's Network Team recommend that Northwest aggressively focus on instructional practice. Both administrative and instructional staff are in need of professional learning in each of the six components of the Instructional Domain (#3) in Charlotte Danielson's *Framework for Teaching* (RCSD's approved APPR teacher evaluation rubric). While there is evidence of the Regents Reform Agenda in action, full implementation in each of the three elements is not obvious. Direct, whole group instruction is the pedagogical practice that has

been most observed during classroom walkthroughs. Administrators at Northwest supervise a specific department/area, and the principal holds weekly leadership meetings. Each administrator is responsible for having data/report card conversations with the staff.

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

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

The Expanded Learning Program will provide an additional 300 hours instructional hours needed for NWCP students to meet their academic and language goals and for teachers to participate in professional learning. Two additional 45 minute periods each day and summer programs will provide the additional time needed to increase intentional learning and help students meet the challenging academic standards demanded by the shifts in the Common Core State Standards. Enrichment opportunities will support youth development and be delivered by coordinated community partners and service providers during the new expanded school day. Time for embedded professional learning opportunities will be scheduled within this expanded school schedule.

Expanded Learning Program opportunities will allow opportunities for the creation of studio course offerings comprised of diverse offerings that incorporate differentiated student supports, youth development, and enrichment programs for a minimum of 90 minutes per week. Sequential course offerings and a sequence of study related to college preparedness for Grade 7 may include Study Skills and Interest Inventories; Grade 8 may include High School Planning, Career Inventory, and guest speakers.

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

II.C. School Model Selection and Rationale

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

In order to minimize further disruption at the school and create a sense of stability while simultaneously achieving effective school redesign, the transformation model was selected. The

transformation model allows for dramatic change while being the least disruptive of the four SIG redesign models.

With the placement of Mary Aronson as principal of NWCP for grades 7 & 8 at Frederick Douglass High School, the school will accomplish a change in leadership and grade configuration. Under transformation, change must also entail a behavioral change in personnel. NWCP's data, school population, level of teacher and leader effectiveness, and overall graduation rate indicates that dramatic change must occur.

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

Replacement of Principal: On July 1, 2013, Mary Aronson will assume the principal ship of NWCP for grades 7 & 8 at Frederick Douglass High School. The school is aware of the change and the characteristic encompassed in the Transformation Model.

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

Identify and reward staff who are increasing student outcomes; support and then remove those who are not: The Teacher Incentive Fund is a PBCS (Performance Based Compensation System) operating in NWCP. As a TIF school, all RTA and ASAR members are eligible to earn stipends in pursuit of professional development surrounding the Regents Reform Agenda of APPR, Common Core State Standards and Data Driven Instruction. Further, teachers that are evaluated as Highly Effective may open their classroom as a model and receive an incentive of 10% of the average teacher's salary (approximately $6,000). The building principal at NWCP High School is also eligible to earn an incentive bonus of 10% of the average principal's salary (approximately $10,000) if he or she is rated as Highly Effective under the APPR rubric,

Implement strategies to recruit, place, and retain staff: STLE Grant focuses on this area and includes teacher recruitment for bilingual certification and strategies for retaining high quality staff.

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

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

Provide job-embedded professional development designed to build capacity and support staff: Generation Schools will be our partner for this arena and will help facilitate a schedule that will allow for job embedded professional development to occur within the school day and common planning time to drive the instruction core model.

Ensure continuous use of data to inform and differentiate instruction: SUPES Academy, funded through NYSED's Systemic Grant will be training the school Principal and the Assistant Principals how to better use data to drive the instructional core program and support all tenets areas found in the Diagnostic Tool. Due NWCP's Priority Status, executive coaching will occur through this academy to support the use of data as the primary driver to facilitate reform.

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

Provide increased learning time. In this model we are proposing to have an additional 300 hours added to the school year plus opportunities for supplemental hours during the summer. By expanding the school day, students will be immersed in the CCLS at a higher frequency than their peers to ensure a level of readiness and opportunity for dual enrollment credits. Teachers will be finalizing a course catalog specifically around designed targeted offerings based on student interest, teacher expertise and targeted supports for intervention and acceleration. Additionally, it is expected that students will experience higher levels of proficiency on state and Regents exams as well as take advantage of community programming that will assist with social and emotional development and recreational activities.

Provide an ongoing mechanism for community and family engagement: Parent Center – new wing from Cayuga focus on building partnerships that link and engage all families with the community to support student learning and growth.

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

Provide sufficient operating flexibility to implement reform. The principal will have autonomies around hiring outside of the instructional core program, recruiting partners and in the use of time. The principal has been strategic in dispersing a teacher survey regarding teacher preferences and time usage to ensure that as this reform moves forward for implementation; teachers will be placed in the top three areas that they select.

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

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

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

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

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.

II.D. School Leadership

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

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

The Northwest principal 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 school leader articulate a clear vision that is understood across the community and communicate a shared sense of urgency for achieving a school-wide change aligned with the vision outlined in the School Comprehensive Educational Plan (SCEP). The leader of NWCP at Frederick Douglass must use evidence-based systems effectively to evaluate and improve individual and school-wide practices. The principal must be able to conduct frequent, targeted observations; track the progress of teacher practices based on student data, feedback, and

professional learning opportunities; and hold school administrators and staff accountable for continuous improvement.

The NWCP at Frederick Douglass principal will:

- Work collaboratively with all stakeholders to promote a distinctive vision for student well-being that is based on data;
- Hold herself accountable for all of the elements in the School Comprehensive Education Plan (SCEP);
- Use robust systems and structures that afford students and teachers the ability to fully benefit from a strategic program that includes the use of extended time and is aligned to student achievement;
- Model excellence in the creation and use of dynamic systems;
- Develop and implement an explicit and widely communicated system for frequently observing targeted teacher practices throughout the school year that results in relevant feedback and individualized teacher improvement plans;
- Conduct "check-ins" of other administrators who are supervising the sub-groups in accountability status to ensure that the next steps aligned to the SCEP plan are occurring and will lead to a positive year-end evaluation; and
- Identify leading indicators to determine if the school is on track or not, carefully monitor the indicators for success or failure, and act on conclusions made from the data to target assistance or redirect focus areas.

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

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

Please see Dr. Mary Aronson's bio/resume in the Attachments.

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

Dr. Aronson is supported by a four member administrative team. Assistant Principals provide support for student management, teacher evaluations and the operations of the building. A Coordinating Administrator of Special Education supervises support staff and the school's special education department. NWCP HS's Physical Education and Health Departments are supervised by an Athletic Director, who also oversees all extracurricular and athletic events.

In addition, an Expanded Learning Resource Coordinator will provide support in the implementation of expanded learning time, as a .5 FTE position shared with NWCP at Frederick Douglass High School. He will assist with scheduling, course/program management, and teacher support.

Leadership Position	Responsibilities (Departmental and Student Management)
Principal	Administration and Main Office staff
AP Student Management	Science, School-Wide Testing, Credit Recovery, Social Studies, Student Support Center, Head Custodian, college-Level course work, School-Wide Operations, Grade 7 Student Management
AP Student Management	English, ISS/ATS rooms, ESOL, LOTE, Bilingual Support Art, Business, Computers, Family/Consumer Science, Music, School Safety Officers, Grade 8 Student Management
Coordinating Administrator of Special Education (CASE)	Special Education, Para-Professionals, Teaching Assistants, Specialized Services
Athletic Director	Physical Education, Health
Expanded Learning Resource Coordinator	Expanded Learning Implementation

2.D.iv Supporting Leadership Profile at NWCP

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 NWCP at Frederick Douglass leadership.

II.E. Instructional Staff

2.E.i School Staffing

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

Other scaffolds will be put in place to address the alignment of classroom instruction with the Common Core State Standards and the level of rigor, such that they inform the college and career readiness of NWCP's student population,. Teachers will be given the opportunity to collaborate with a college partner to design and implement curriculum that will provide students the opportunity to increase their literacy skills across the disciplines.

2.E.ii Key Instructional Staff

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

Teachers employed at NWCP at Frederick Douglass 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. The addition of reading teachers pushing into general education classrooms will leverage the provision of general education teacher's teaching toolboxes with literacy/reading strategies that will survive the conclusion of the SIG.

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

In early March, an in-service was provided to all staff detailing the components of SIG Round 4.2 and recommended to staff that sub-groups form to brainstorm ideas in three categories: The implementation of CCLS/Teacher Leader Effectiveness, Expansion of the School Day, and Career and College Readiness. On May 22, teachers reported out all suggestions regarding the direction of this application. Suggestions were then put into the transformation plan where applicable, and key elements were reported out to staff in two sequential meetings. Teachers and union representation also had the opportunity to read this application and provide feedback to District coordinators. The Communication Plan included with the Attachments articulates activities with the NWCP school community and partnering organizations.

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

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

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

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

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

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

Specifically, in support of NWCP, Generation Schools will provide support in the form of:

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

Generation Schools Consulting draws on the success of the College and Career program at Brooklyn Generation School (NYC) and West Generation Academy (Denver). At these schools, students take two month-long Intensives each year. These Intensives can focus on what students think they want to do in college and beyond. These academic, credit bearing courses allow them to read, write, do research and work towards a presentation. In addition, they provide opportunities for students to meet professionals, visit work sites, broaden their understanding and connect learning to life. At Brooklyn Generation School and West Generation Academy, Generation Schools has seen how these experiences and courses inspire students to dream bigger, work harder and care more.

Hillside Work Scholarship (Hillside Family of Agencies) (HWSC): was founded in 1987 by Wegmans Food Markets (see next partner). HWSC identifies students in grades 8-12 in the Rochester City School District who are capable of success but are in danger of dropping out of school and pairs them with a professional Youth Advocate (YA) through graduation and until up to two years post-high school. School-based Youth Advocates serve as mentors and role models, working with a caseload of 30 students at a time to address their individual needs and the obstacles impeding their success. Applying a case management approach, YA's are on-call

24 hours a day, seven days a week. They partner with the students, parents and guardians, and other adults to benefit the student, and with this team, they create an Individual Graduation Plan with targeted goals to support high school graduation, job placement, career planning, college advancement, and other personal goals.

Program services include:
• long-term mentoring from Youth Advocates
• weekly after school enrichment activities and summer enrichment programs
• youth employment training and placement through HW-SC's Jobs Institute
• workplace mentoring at partner worksites
• supplemental education services including summer programming, tutoring, and access to other support services
• post-secondary preparation and support

After-school and weekend enrichment activities include career exploration, job-readiness, social and life skills, sports, arts, recreation, and visits to college campuses. The enrichment curriculum uses the evidence-based Teen Outreach Program (TOP), a school-based pregnancy and drop-out prevention program that has demonstrated impacts of reduced rates of pregnancy, school suspensions, class failure, and dropouts over several decades in more than 400 schools nationwide. A key component of the TOP curriculum requires students to complete 20 hours of community service each year. Service projects help students understand and appreciate their role in shaping the future, and emphasize the importance of giving back to their community.

WEGMANS FOOD MARKETS is a local business partner heavily invested in the success of the RCSD youth. Wegmans founded the Hillside Work Scholarship Connection through the Hillside Family of Agencies (see above partner) in 1987, and has been responsible for a multitude of college scholarships sending RCSD students on to college who otherwise may not have had the finances to attend. Wegmans has partnered with NWCP to support career clusters that will utilize Wegmans excellence in areas such as human resources, marketing, public relations, as well as career (and possibly co-op learning opportunities) in these areas, as well as agriculture, purchasing, organic farming, and local/national resources.

STUDENT AND FAMILY SUPPORT CENTER'S goal is to collaborate with parents as well as school staff to help improve the students' personal, emotional, social and academic growth, with a vision to breaking down barriers for connecting students to needed services and supports. This is facilitated by collaborating with key stakeholders within the building, providing individual and group counseling for students, consultation with students, families, and community partnerships.

The data from 2011-2012 indicates that the Student and Family Support Center provided academic, personal, social and emotional services for 251 NW students. Specifically, community partnerships (Community Place of Greater Rochester, Educational Talent Search, EnCompass, Hillside Work Scholarship, MCC Liberty Partnerships and Threshold Alternatives for Youth) provided mentoring, tutoring, crisis intervention, individual case management and social –emotional support for students. The other services that were made available for students included mediation, attendance, intervention and outreach (truancy), drug and alcohol prevention

and intervention, psycho-educational workshops, community service, career and college exploration, and individual counseling/group counseling.

To help students further overcome obstacles in the path to their success and promote a college forward/career focus culture on campus, the Student & Family Support Center's community partnerships sponsored, conducted and facilitated various college tours to nine colleges (Heritage tour of four historically Black colleges/universities, Finger Lakes Community College, NWCP Community College, Roberts Wesleyan College, SUNY Brockport, and University of Rochester.

In addition, students were granted the opportunity to participate in summer employment opportunities via Student & Family Support Center, Rochester Works, and the City of Rochester. A total of 123 NW students age 14 and up received employment information and/or applied for summer positions. To continue to create an atmosphere that is supportive and influential for the students, collaboration with key stakeholders was facilitated.

Threshold for Youth worked in collaboration with the Student & Family Support Center with students during study halls to conduct a group called Reconnecting Youth. The group took place for two semester and focused on promoting positive self esteem, decision making skills, team building skills and emotional well being. This evidence based group was also in line with NYS and National Health Standards. Students participating in the group had the potential to earn a ½ credit. A second program entitled Teen Intervene was conducted for one semester, working in partnership with In School Suspension to educate youth about the dangers of drug and alcohol use as well as to provide inteventions if necessary.

Community Place of Greater Rochester, Educational Talent Search, and Hillside Work Scholarship Connection collaborated to create a brotherhood retreat for male students on campus, consisting of team building, male bonding, life after high school, guest speakers, and recreation time.

The Student & Family Support Center included all agency partners in collaboration to make certain that home visits and outreach phone calls were conducted with all students and families involved with the Center. This year, a new initiative called Path to Success was recommended for students who needed extra support and redirection toward the ultimate goal of graduation.

Additionally, more than seven displaced students and families were connected to the Homeless Families and Student Program or transitional homes to ensure they received needed resources, including clothing, school transportation and school supplies to maintain stability in their lives. An estimated 300 home visits, outreach phone calls and outside referral services were made during the 2011-2012 school year to help build a stronger link between the home, community and school. All of these endeavors were utilized to decrease truancy and attendance issues, promote academic importance, and encourage families to become more involved in the school community.

ENCOMPASS – RESOURCES FOR LEARNING is a community agency providing academic enrichment to youth in Rochester with a mission to : develop and provide innovative educational services to students who struggle to learn, and to the families, schools, and professionals that support them. Services are matched to each unique learning style in order to prevent academic failure and enhance lifelong learning. Collaborative efforts ensure alignment with school, district, community, and state reform agendas. EnCompass draws from evidence-based, best practices in its unique programs designed to meet students and families where they are.

An overview of the services EnCompass will provide at NWCP at Frederick Douglass include:

- In-school Course Based Support: Intensive instruction offered during the course of the day in a small group or individual configuration by certified academic coaches or content specialists that includes test preparation and executive functioning skills;
- Regents Prep Support: Instruction offered in a small group format by a certified academic coach or content area specialist during the school day or after school in preparation for an identified NYS Regents exam;
- Extended Academic Support: Services offered on a semester basis to maintain or supplement Regents Prep services or academic support that is offered to students to continue performance and success in targeted content areas or to offer additional support toward progress on NYS Regents exams, taking place during and after school.
- Afterschool Course Based Support: Services offered to students on a semester basis to promote a passing grade in core courses as well as progress toward earning course credit. Instruction is offered in small group settings and individually by certified academic coaches or content area specialists.
- Drop in Support: Instruction offered to students by certified coaches or content specialists on an as needed basis to students not part of the EnCompass program. This instruction can happen during the course of the school day or as part of the extended day program.

Pathways to Peace (PTP) is a community agency specializing in violence intervention, reduction, and prevention. PTP will provide three Youth Intervention Specialists (YIS) to implement an Intervention and Prevention Program for NWCP. The YISs that will facilitate will be available three times a week and sessions will run in four hour blocks.

A summary of services include:

- Mediations
- Group Intervention and Prevention Sessions
- Conflict Resolution Training
- Referral to Services
- Project Prison Reality
- Youth 4 Change (Divas and Good Fellas)

Proposed outcome objectives are for long-term suspended students to improve behavior and reduce violent altercations with the goal of returning to school as soon as possible. Performance standards will include:

- Attendance in program
- Eliminating gang vernacular
- Decreasing signs of bullying
- Successful completion of any sanctioned interventions (probation, PINS, LT suspensions)

Collaborative Organizational Life Skills Outreach Resource Services (COLORS) is a basketball program that assists with attendance and academics by providing incentives for students to attend school and participate in the Community Place of Greater Rochester's culture. COLORS also provided seniors that are under-credited in physical education the opportunity to participate in sports prior to the academic school day in order to earn elective credit. This program has helped break down barriers, provide students with a sense of connectedness to school, and promote positive self esteem.

GREATER ROCHESTER HEALTH FOUNDATION (Cayuga Centers) has received a grant to support NWCP in the area of student mental health needs, which is a significant challenge to safety and learning if untreated. Cayuga Centers intends to establish a mental health clinic satellite at the school and will place a full time licensed therapist in the school to provide Functional Family Therapy (FFT), which is an Evidence Based intervention. The goals include addressing and reducing mental health risk indicators, including:

- Lack of mood management skills
- Symptoms of anxiety and depression
- Incidents of aggression, suicide and mental health arrests.

Youth will be identified by school personnel including teachers, counselors, or administrators as needing services. All referrals will receive a home visit at which parents will be engaged and consent to youth and family participation in the intervention. Therapists, based on need, will observe and assess the youth at school, meet with parents and families at home, and/or invite youth to participate in therapy groups. Preliminary mental health diagnosis will be made and the top three mental health symptoms to be identified addressed by intervention. All information will be tracked and evaluated at case closure for change in risk and symptoms.

The Cayuga Centers FFT Therapist will be fully integrated into the school network, and will work closely with the staff and administration, supporting personnel, teachers, guidance, social workers, and other school partners.

University of Rochester (U of R) plans to establish a College Prep Center on the Frederick Douglass Campus to serve both NWCP and NWCP students. The Prep Center provides a wide variety of curricula, services, and activities to participants throughout the academic year and summer with the broad goal of participants envisioning themselves as successful college students. All aspects of the program are designed to encourage academic excellence, persistence in high school, and successful enrollment in college. The U of R College Prep Center will offer:

- Academic, career, and post-secondary advising
- Modeling the college going experience
- Create a model residence hall room as a physical part of the Center

- Provide visits to local and regional college and universities
- Arrange for visits to the Campus by admissions officers from a wide variety of college and universities
- Tutoring and mentoring by college students, many of whom are the first in in their families to attend college
- Advice and Assistance in Secondary School Course Selection
- Information on Federal Student Financial Aid Programs
- College Application & Financial Aid Assistance

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

COMMUNITY BASED PROVIDERS FOR EXPANDED LEARNING OPPORTUNITIES (TBD). RCSD will conduct a competitive request for proposal process for the selection of community based providers who to provide enrichment opportunities within the expanded school day. Current partners include Encompass, Hillside Youth Scholarship, Cayuga Mental Health Centers, Center for Youth, Community Place of Greater Rochester, Educational Talent Search, MCC Liberty Partnerships, Threshold Alternative for Youth, and Pathways for Peace.

2.F.ii Evidence of Partner Effectiveness Chart

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

2.F.iii Holding Partners Accountable for Their Performance

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

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

1) Collection and analysis of data
   - Ensure quality of data
   - Manage routines for collecting and analyzing data
2) Assessment of practices and outcomes
   - Establish processes to monitor practices and provide quality feedback
   - Use data in decision-making
3) Accountability for results
   - Continue or end practices based on outcome data

- Link rewards and consequences to performance
- Engage stakeholders and communicate results

4) Clarity of outcomes and theory of action
- Establish priorities and strategies
- Set measurable goals and outcomes
- Align goals, strategies, and activities

5) Alignment of resources (people, time, technology, and money)
- Direct resources to priorities
- Establish clear roles and responsibilities

RCSD will assess implementation-level progress from three perspectives. First, the District will review work produced on a quarterly basis to ensure all partners are meeting contract requirements. Second, the District will assess the quality of partner supports in NWCP through on-site observations of partner-led activities, participation rates in the events and educational opportunities offered, and teacher and family satisfaction surveys. Finally, RCSD will assess student-level outcomes by creating an evaluation plan specific to each partner-led support.

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

II.G. Organizational Plan

2.G.i Administrative Team Structure

Please see the organizational chart attached.

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

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

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

RCSD has a NYS-approved Annual Professional Practice Review (APPR) plan. Implementation of APPR for NWCP's instructional staff will be the central theme for professional learning offered at the school level. Beyond the District-level professional development sessions that instructional staff will attend, the professional learning calendar sessions for NWCP will correlate to one of the Professional Practice domains from the Danielson *Framework for Teaching* used for teacher evaluation. These specific trainings will concentrate on the use of data in decision-making, implementation of the Common Core, and research-based instructional strategies to support English Language Learners and Students with Disabilities. Alignment of the elements of the Domains will further support instructional staff as they develop skills and practices of highly effective teachers. Additionally, department meetings will explicitly connect the identified highly effective teacher practices and the available data to best

meet the needs of the students. The Teachscape *Framework for Teaching* Effectiveness Series will be utilized during department meetings to provide online examples of highly effective teachers and prompt collegial conversations. The documentation for teacher observations and classroom walkthroughs will be monitored by the principal and /or the principal's designee.

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

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

2.G.iv APPR Calendar Schedule 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	• 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 due by Friday 9/21/2013 TIP/Development Plan for teachers rated as Developing or Ineffective (based on 2012-2013Composite 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	• Informal Observations with feedback provided to teacher through written or oral communication (conducted by Administrator and, where applicable, Peer Evaluators.	
October-April	• Formal observations take place	*No later than April 30

	• 1st Formal Observation of Non-Tenured Teachers • 2d Formal Observation of Non-Tenured Teachers	No later than November 30* No later than April 30*
May - June	• Annual Professional Practice Review Conference (This should include Peer Evaluator, if applicable)	No later than June 1
Upon Receipt of State Scores	• Composite scores sent to teachers • If teacher's Annual Evaluation Composite Score is rated as Developing or Ineffective, a TIP must be developed no later than 10 schools days after the opening of school, or receipt of the composite scores, whichever is first. Teachers rated as ineffective should be referred to CIT for professional support mentoring. • Teachers who receive consecutive composite ratings of Ineffective must be referred to CIT and be offered intervention.	

*Pre and Post Observation Conference Meetings are mandatory.
A Pre-Observation Conference should take place at least one week prior to any formal observation.
A Post-Observation Conference should take place no later than one week after any formal observation.
If there are areas from the rubrics that fall within the Developing or Ineffective categories, goals should be set and informal/formal observations should be done. Teachers should receive a CIT referral for additional support.
Administrators/Peer Reviewers should document the beginning and end time of observations and should stay long enough to reasonably assess the teacher's performance. Peer Evaluators should observe at least two times/month and there should be a mix of formal and informal observations.

II.H. Educational Plan

2.H.i Curriculum

The ELA curriculum will include an integration of NYS Common Core learning modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Curriculum modules will sequence and scaffold content that is aligned to the CCLS for ELA and Literacy and the PARCC Frameworks. Modules may include several units and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts.

The core instructional program for mathematics accounts for key grade-level focus areas determined by the CCSS. Teachers will continue to implement the Common Core using RCSD developed units and incorporating the NYS Common Core curriculum modules as they become

available. Instruction will significantly narrow and deepen the scope and content of how time and energy is spent in the math classroom.

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.

2.H.ii Instruction

The instructional strategies that will be used by NWCP teachers utilize both the NYS curriculum as well as existing resources to deliver instruction that is systematic and explicit, purposeful, and rigorous. There are six shifts that the Common Core Learning Standards (CCLS) require of NWCP if it is to be truly aligned in terms of curricular materials and classroom instruction. Continuation of training on the Common Core State Standards (CCSS) and instructional shifts combined with NWCP attendance and participation in the NYSED Ambassador Training for the NYS Common Core Curriculum will correlate with District and school professional development sessions supported by administration, coaches, and Network Team Leaders. Events of instruction in both required and core courses will be arranged to reflect all six instructional shifts in both ELA and Math by accelerating learning by means of making meaningful improvements to the quality and quantity of instruction.

Common Core Learning Standards - ELA Shifts

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

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

Reading Instruction. The time that is typically spent using textbooks will now incorporate the CCLS Modules for English/Language Arts. The reading modules that have been developed will guide students through the higher order comprehension skills highlighted in the CCLS. Within each module, the reading standards and skills have been broken down into teaching points. These teaching points will be taught through close reading and evidence based text dependent responses. Students will gather information on a concept and/or content and then be provided time to apply this information and work with it to deepen their comprehension. Students and teachers will then work together to critique their work and further solidify the student learning for concepts and content taught. The commitment to daily comprehension instruction via close reading of the text ensures that all students have opportunities to meet the demands of the CCLS.

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

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

Common Core Learning Standards - Math Shifts

Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy are spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Administrators and teachers connect the skills and strategies within and across core classes so that students can build new understandings.
Shift 3	Fluency	Teachers use data to determine student needs in calculations and structures class time and/or homework for students to practice core functions.

Shift 4	Deep Understanding	Students deeply understand and can articulate this understanding through oral and written expression.
Shift 5	Application	Students can use their understanding by choosing the appropriate concept for application.
Shift 6	Dual Intensity	Students are practicing and understanding. There is balance between deep understanding and application to real world issues and problems.

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

Fluency: The CCLS explicitly call for fast and accurate computation. Fluency is best addressed through short daily routines such as times fact tests, mental math exercises and number talks. Elementary students should spend at least 25 minutes per week practicing the critical fluencies.

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

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

2.H.iii Use of Time

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

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

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

Generation Schools Consulting will be NWCP's partnering organization that will aide its work and help NWCP "rethink" time so that 300 additional student contact hours are available through the addition of two periods to the school day four days each week. The Generation Schools Network has specific research-based key design elements that support the expanded learning model and design. They provide essential support to schools, districts, and unions as they shift from long-established and deeply internalized practices to new operational models. Generation Schools combines the flexibility of being formally outside the system but possesses a comprehensive understanding of the responsibilities and challenges of both the system and reform efforts. This understanding enables Generation Schools to develop and execute operational strategies that might be difficult for a district to pursue on its own. The role of the Generation Schools Network will be critical in the rethinking of time, talent, and the use of resources; supporting innovation and continuous improvement; and managing change. Specifically Generation Schools will:

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

In Year 1 (summer 2014), a summer transitional program will be offered to help at-risk students build the skills necessary for them to meet the requirements for their transition from grade 6 to grade 7. These summer programs will be held for twenty days, and transportation will be provided.

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.

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

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

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

2.H.v Student Support

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

Student and Family Support Centers are formally developed sites and support structures located in or adjacent to Rochester City Schools. Centers are designed to provide students and their families ready access to community services that respond to identified needs, support academic success and personal growth and are beyond the scope of what schools can offer to meet these needs. There is an in depth and detailed description of the Student and Family Support Center at NWCP included in Section 2.F.i above.

The Greater Rochester Health Foundation – Cayuga Centers – is establishing a satellite mental health clinic on the campus in order to address the crisis in student mental health needs. Please see a detailed description in Section 2.F.i above.

Pathways to Peace is a local agency specializing in violence intervention, reduction and prevention. Please see the detailed description in Section 2.F.1 above.

Other integral agency providers, several of which are described in Section 2.F.1 above include Center for Youth, Encompass, Hillside Work Scholarship, Cayuga Center & Community Place of Greater Rochester, Threshold Alternatives for Youth, Homeless Families and Students Program, Collaborative Organizational Life Skills Outreach Resource Services, Educational Talent Search, MCC Liberty Partnerships. .

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an Response to Intervention (RtI) policy and procedures for students. All RCSD schools have instituted RtI, including NWCP, 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, NWCP can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities (NCRTI, 2010).

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

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

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

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress; (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to inform

decisions regarding a student's movement through tiers of more or less intensity. The frequency of progress monitoring is determined by the intensity of intervention; the higher the intensity of the intervention, the more frequent the need for progress monitoring.

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

2.H.vi School Climate and Discipline

Improving climate and discipline efforts are supported by NWCP's In-School Support (ISS) room and Alternative to Suspension (ATS) room. The staff in these two sites affords students the opportunity to address areas of opportunity and correct behaviors that impact their ability to succeed in classroom. The Alternative to Suspension program is designed to offer students' academic and social/emotional support during the time they are assigned to the program. In the ATS room there is a certified RCSD teacher to offer academic support for three (3) hours of the day which is what the students need to complete the assignments from their core classes. The students also receive two (2) 45-60 minute workshops every day from research-based curriculum. The workshops that are offered cover a variety of subjects with a focus on violence and life skills. The workshops are delivered by the Social Learning Specialist who receives training from the Center for Youth. Students in the ATS room get to build positive relationships with adults and spend time in an alternative setting where they can get one on one support both in academics and social/emotional wellness. Students are able to build a relationship with adults who they can come to for help if the student faces obstacles in the future.

The Teen Intervene Program (through the Student and Family Resource Center) works in partnership with In School Suspension to educate youth about the dangers of drug and alcohol use as well as to intervene if the youth show signs related to substance abuse. One of the certified Counselors from Threshold Alternatives for Youth conducts two sessions of individual counseling over the course of three weeks with the students. Students who participate in the program are given the opportunity to decrease their ISS time and in turn increase their class time.

Pathways to Peace

2.H.vii Parent and Community Engagement

The Principal of NWCP at Frederick Douglass meets with parents regularly, and a parent representative sits on the School Based Planning Team. Community agencies (see extensive information in 2.F.i. above) bring community members and volunteers into the school on a daily basis. The Student & Family Support Center is increasing its efforts to encourage parent

involvement. For the 2013-2014 school year, a night to honor parents will be facilitated by community partners and other key stakeholders. The evening may include performances and presentations by students, interactive activities, and dinner. Another new initiative to strengthen home and school community ties is offering free Zumba, Line Dancing, and karate classes for parents, conducted on campus, at least three times per week. The goal is not only to encourage parents to be more integrated into the school culture, but to provide the opportunity to form parent groups and increase participation in school events.

II.I. Training, Support, and Professional Development

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

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

ii. No pre implementation period

2.I.iii Implementation Period Events

See the table at the end of this narrative.

2.I.iv Schedule and Plan for Regular Evaluation

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

II.J. Communication and Stakeholder Involvement/Engagements

2.J.i Updating Stakeholders on SIG Implementation

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

Minutes of NWCP meetings will be available to all parents and community partners in the Student Support Center. At this location, parents will be able to access a hard copy of updated information or use the computer center to access this information.

Communication for parents and other stakeholders on the NWCP SIG plan will include:

- Bi-weekly robo-calls,
- Monthly updates and posting of new information on the school website,
- Neighborhood association meetings.

II.K. Project Plan and Timeline

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

See following table

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

See following table

2.K.iii Leading Indicators of Success

See following table

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

See following table.

Northwest College Prep at Frederick Douglass School Model Implementation Update
Transformation Model

Key Strategies	Goal	Who	When	Outcome/Indicator
Build Expanded Day Schedule	Teachers will finalize course catalog offerings , identify all support services and place students and teachers strategically per request to build ideal schedule.	Principal – Organizer Leadership Team, School Chiefs, Partner organizations, Counselors	July - August	A finalized schedule will be produced linking all potential course offerings to teachers and students. All board resolutions and contracts need to be submitted based on outcome of section and teacher preference sheets.
Professional Development Planning	A professional development plan in draft form for the 2013-2014 school year will be revamped with the partner organizations and SBPT to add differentiation, job embedded opportunities and a structured framework for evaluation to ensure growth in key areas linked to grant and RRA.	Principal Organizer, Leadership Team, School Chiefs, partner organizations	July- August	Final product will be comprehensive PD plan that will link partnering organizations, RRA, and differentiated supports linked to APPR to support teacher leader effectiveness, implementation of CCLS and strategies for rigorous instruction across all content areas for every sub group in accountability status.
Individual Learning Plans	To create individual learning plans for all students based on the following: student achievement data; career	Counselors – organizer, Expanded Learning Coordinator, CASE, RTI team, Teachers	August – January	All students will have a completed Individual (ILP) learning plan that will be updated every

Key Strategies	Goal	Who	When	Outcome/Indicator
	inventories; interest; current services; needed services; designations		Every Marking Period	marking period to track career and college readiness and indicate Expanded Learning Opportunities linked to targeted supports. IEPs will be updated to reflect current information
Curriculum Writing	For teachers in Generation Schools to create additional courses for students that allow for indepth career exploration, participation and field work in high demand careers	Expanded Learning Coordinator - Organizer, curriculum writers, Generation Schools	September - June	Course offerings will be developed in high demand career pathways that will allow for indepth career exploration as part of the expanded learning course catalog
Build Expanded Day Schedule	Teachers will update course catalog offerings, identify all support services and place teachers and students strategically per request to build ideal schedule.	Principal – organizer, Leadership Team, School Chiefs, partnering organizations, Generation Schools	Summer 2014	A finalized schedule will be produced linking all potential course offerings to teachers and students by the opening of the school year. All board resolutions and contract need to be submitted based on outcomes of selection and teacher preference sheets.
Feedback Loop	For administration to determine concrete system	Principal – organizer; leadership team	ongoing	The principal will communicate observation

Key Strategies	Goal	Who	When	Outcome/Indicator
	and structure for delivery of feedback to teachers in a timely manner in order to link professional development to needed domains and areas of focus			schedule, walk through criteria and feedback cycles of communication to ensure teachers receive timely feedback regarding their craft, communication is clearly defined and PD can be linked to specific domains.
Program Evaluation	District Evaluator working with partner organization to evaluate SIG implementation and program effectiveness based on metrics determined by Executive Committee.	Evaluator Partnering Organizations Executive Committee	Quarterly Review and Data Collection June – yearly report	Evaluator working collaboratively to craft reports of partner effectiveness based on predetermined metrics

Attachment A
Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Deborah Rider		
Type or print name Deborah Rider		
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) Adam Urbanski/mak		
Type or print name Adam Urbanski		
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) Candice A. Lucas		
Type or print name CANDICE A. LUCAS		

Attachment B

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	School	NYS State Average	District Average	Baseline Data	Target for 2013-2014	Target for 2014-2015	Target for 2015-16
I. Leading Indicators							
a. Number of minutes in the school year	69,270		73,320		73,520	73,520	73,520
b. Student participation in State ELA 7-8 assessment 9-12	99% 100%		98% 98%		95% 65%	96% 80%	97% 95%
c. Student participation in State Math 7-8 assessment 9-12	99% 100%		98% 95%%		95% 65%	96% 80%	97% 95%
d. Drop-out rate	8%		15%		6%	4%	2%
e. Student average daily attendance	85%		89.6%		93%	95%	97%
f. Student completion of advanced coursework	133		40		146.3	160.9	177.0
g. Suspension rate	Corrective	Action	See	Attach ment	Corrective	Action	See
h. Number of discipline referrals	Corrective	Action	See	Attach ment	Corrective	Action	See
i. Truancy rate	Corrective	Action	See	Attach ment	Corrective	Action	See
j. Teacher attendance rate	94%		93.14%		97.6%	98.5%	99.0%
k. Teachers rated as "effective" and "highly effective"	100%		82.5%		85.6%	88.6%	91.6%
l. Hours of professional development to improve teacher performance	3919.5		2293.152		1,524	1,600	1,680
m. Hours of professional development to improve leadership and governance	24		15.41		104	109	116
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	140*		77.76		168	201.6	241.9

II. Academic Indicators								
o. ELA performance index	7-8	104 PI	95			140	150	165
	9-12	156	112			140	150	165
p. Math performance index	7-8	104 PI	107			155	160	165
	9-12	87	79			155	160	165
q. Student scoring "proficient" or higher on ELA assessment	7-8	25%	20.9%			30.9%	44.2%	85.0%
	9-12	48%	52.3%			45.2%	50.0%	85.0%
r. Students scoring "proficient" or higher on Math assessment	7-8	31%	21.7%			34.3%	46.9%	85.0%
	9-12	15%	32.2%			40.7%	50.9%	63.6%
s. Average SAT score		1113	1179			1,236	1,293	1,350
t. Students taking PSAT		94.1	103.8			200	250	320
u. Students receiving Regents diploma with advanced designation		6%	11.1%			13.0%	18.0%	25.0%
v. High school graduation rate		60%	50%			75%	85%	95%
w. Ninth graders being retained		2.8%	29.2%			15%	13%	10%
x. High school graduates accepted into two or four year colleges		94%	83%			96%	98%	99%

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

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

Anita M. Murphy
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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 M. Murphy

Anita Murphy

Attachment C
Evidence of Partner Effectiveness Chart

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

Attachment C

Evidence of Partner Effectiveness Chart – **ENCOMPASS: *RESOURCES FOR LEARNING***

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.)
EnCompass: *Resources for Learning* Lisa Hiley, PhD Director of Education 585-210-4712 lhiley@encompasresources.org EnCompass: *Resources for Learning* is a 501c(3) providing academic enrichment and support to youth in greater Rochester area and surrounding communities. EnCompass provides value-added learning opportunities in partnership with youth, families, schools and community partners. Collaborative efforts ensure alignment with school, district, community and state school reform and quality programming efforts. EnCompass draws from evidenced-based, best practices to support its unique programs and interventions designed to meet students and families where they are. Our individualized approach results in positive academic and social	1. Northeast/Northwest College Prep (RCSD)	1. Mary Aronson, Principal 940 Fernwood Park Rochester, NY 14609
	2. Franklin Campus (RCSD) – Vanguard & Integrated Arts and Tech	2. Carol Jones, Principal 950 Norton Street Rochester, NY 14621
	3. RCSD #33 – Audubon	3. Larry Ellison, Principal 690 St. Paul Blvd Rochester, NY 14605
	4. RCSD #39 – Townson	4. Rebecca Boyle, Assistant Principal 145 Midland Avenue Rochester, NY 14607
	5. RCSD #15 – The Children's School of Rochester	5. Jay Piper, Principal 494 Averill Avenue Rochester, NY 14607
	6. Dansville Central School District – Ellis Hyde Elementary School	6. Jeremy Palotti, Principal Ellis B. Hyde Elementary School 284 Main Street Dansville, NY 14437
	7. Discovery Charter School	7. Joe Saia, Principal 125 Kings Highway South Rochester, NY 14617
	8.	8.
	9.	9.
	10.	10.

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.
City of Rochester **Pathways to Peace Youth Initiative, 200 West Avenue** **Rochester NY, 14611** **Office (585) 428-6339** **Fax (585) 428-7923** **Violence Prevention Workshops, Crisis Intervention & Mediation Services, Gang Intervention**	**1. I'M Ready (Alternative Long Term Suspension Program)**	1. Dr. Walter Larkin, Program Administrator 2 Austin street, Rochester ,NY, (585) 254,1240
	2. Virgil I. Grissom School No. 7	2. Mr. Cox & Ms. Sinclair , Teachers, 31 Bryan street, Rochester NY, 14613 (585) 254-3110
	3. Robert Brown HS of Construction and Design	3. Mr. Grant , Principal 655 Colfax street, Rochester NY, 14606, (585) 324-9770
	4. John James Audubon School No.33	4. Tina Schell, MA, Therapist School Based Health Center Rochester Health System, (585) 482-9290 ext. 8103
	5. Henry School Lomb School No. 20	5. Greta M. Davis , LCSW., CASAC, 54 Oakman street. Rochester NY, (585) 451-1962
	6. Northeast/Northwest College Preparatory High School	6. Maycanitza Perez, Acting Principal (NWCP) 940 Fernwood Pk. Rochester NY 14609, (585) 324-9289 ext.1230
	7. Dr. Charles T. Lunsford School No. 19	7. Dr. Thomas, Principal 465 Seward street, Rochester NY, 14608 , (585) 328-7454
	8. East High School	8. Anibal Soler, Principal 1801 East Main street, Rochester NY, 14609, (585) 288-3130
	9. James Monroe High School	9. Armando Ramirez, Principal 164 Alexander street, Rochester NY, 14607, (585) 232-1530
	10. Joseph C. Wilson Foundation Academy	10. Robin Lavergne, In School Support Counselor, 200 Genesee Street, Rochester NY, 14611, (585) 463-4100
	11. Joseph C. Wilson Magnet HS Commencement Academy	11. Pam Rutland, Principal 501 Genesee Street, Rochester, NY 14611,(585)328-3440,
	12. Nathaniel Rochester Community School No. 3	13. Connie Wehner, Principal 85 Adams St. Rochester, NY 14608,(585) 454-3525

Attachment D - (1003g) Budget Summary Chart

Agency Code											
Agency Name											

Year 1 Implementation Period
(September 1, 2013 - August 31, 2014)

Categories	Code	Costs
Professional Salaries	15	1,180,731
Support Staff Salaries	16	21,600
Purchased Services	40	290,000
Supplies and Materials	45	75,830
Travel Expenses	46	20,000
Employee Benefits	80	348,508
Indirect Cost (IC)	90	63,332
BOCES Service	49	0
Minor Remodeling	30	0
	Total	2,000,000

Year 2 Implementation Period
(September 1, 2014 - August 31, 2015 – for Turnaround, Restart, and Transformation models only)

Categories	Code	Costs
Professional Salaries	15	821,542
Support Staff Salaries	16	21,600
Purchased Services	40	254,664
Supplies and Materials	45	97,229
Travel Expenses	46	20,000
Employee Benefits	80	235,905
Indirect Cost (IC)	90	49,060
BOCES Service	49	0
Minor Remodeling	30	0
	Total	1,500,000

Year 3 Implementation Period
(September 1, 2015 - August 31, 2016 – for Turnaround, Restart, and Transformation models only)

Categories	Code	Costs
Professional Salaries	15	631,895
Support Staff Salaries	16	21,600
Purchased Services	40	92,694
Supplies and Materials	45	10,000
Travel Expenses	46	20,000
Employee Benefits	80	189,915
Indirect Cost (IC)	90	33,896
BOCES Service	49	0
Minor Remodeling	30	0
	Total	1,000,000

Total Project Period
(September 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR September 1, 2013 – August 31, 2014 for Closure models)

Categories	Code	Costs
Professional Salaries	15	2,634,168
Support Staff Salaries	16	64,800
Purchased Services	40	637,358
Supplies and Materials	45	183,059
Travel Expenses	46	60,000
Employee Benefits	80	774,328
Indirect Cost (IC)	90	146,288
BOCES Service	49	0
Minor Remodeling	30	0
Total Project Budget		4,500 ,000

BUDGET NARRATIVE

Budget Cost	Year 1	Year 2	Year 3	Program Narrative Category	Explanation of Costs	Sustainability
2.5 FTE Reading Teachers year one/1.0 years two & three	$150,788	$62,124	$63,988	2.A.i.	Build capacity across disciplines and vertically in reading skills so that general education teachers add to their literacy toolbox.	At the conclusion of the grant, general education teachers will have a deep understanding of reading instruction and differentiation in their discipline.
.5 FTE Expanded Learning Resource Coordinator Bracket IV	$34,763	$35,806	$36,880	2.A.i.	This position will be split between NE and NW. This person will be responsible for coordinating all aspects of the expanded day program in conjunction with the campus principals.	At the conclusion of the grant, capacity will have been built among administrators and staff and partners to sustain the program, along with the support of Title 1 funds.
2 FTE Counselors	$120,630	$62,124	$63,988	2.A.i	Counselors will be invaluable in ensuring placements and appropriate IEP for each 7th and 8th grade student, and for recommending 8 go 9 students who require the summer transition program.	At the conclusion of the grant, capacity will have been built in order to sustain the program, along with Title I funds.
Hourly Pay for Teachers/Summer Institutes - Instruction	$80,420	$82,833	$85,318	2.B.v	A two-week summer institute will concentrate on literacy activities for students and staff (see below). The institute will include 3 hours of instruction for 7th and 8th graders. 20 teachers will provide the instruction at 1/400th of the average teacher salary of $62,000.	Summer school supports implementation of the Rochester Core Instructional Program and will be continued by Title 1 funding at the conclusion of SIG. As District wide initiatives at the elementary level produce gains in student achievement, fewer students should be in need of this intense support.

BUDGET NARRATIVE

Budget Cost	Year 1	Year 2	Year 3	Program Narrative Category	Explanation of Costs	Sustainability
Hourly Pay for Teachers/Summer Institutes - Professional Learning	$19,800	$19,800	$19,800	2.B.v	A two-week summer institute will provide 3 hours of intensive professional learning on the ELA Common Core Shifts and will target specific student populations, i.e. ELL, that are in accountability status.	At the conclusion of SIG, trained teachers will have deep understanding of the ELA Common Core Shifts and be able to turn-key train other NWCP teachers.
Expanded Learning teacher salary to teach 6th course	$361,890	$186,375	$0	2.B.v	Teachers will provide expanded learning program instruction in an additional course	Title 1 funds will continue to support expanded learning
Teacher Salary - Expanded Learning	$359,640	$319,680	$319,680	2.H.3	NWCP HS will implement an expanded learning model, adding two 45-minute periods to every school day. 56 teachers will be paid at the contractual rate of $37/hour.	Expanded learning will continue through the use of Title I funding.
Hourly pay for development of Curriculum Modules	$52,800	$52,800	$42,240	2.F.i	Teachers will design and deliver curriculum that is aligned with the CCSS for the Expanded Learning Program.	Curriculum will serve as the base for modifications.
Clerical Staff	$8,100	$8,100	$8,100	2.H.3	These four support staff positions are needed to support implementation of the expanded learning model.	Title I funding will be used to continue the expanded learning initiative at the conclusion of SIG.
Paraprofessional	$4,050	$4,050	$4,050			
Custodian	$5,400	$5,400	$5,400			
SSO (sentry)	$4,050	$4,050	$4,050	2H3	As above	As above
Generation Schools	$20,000	$7,000	$0	2.F.i	Generation Schools will provide technical assistance with the implementation of the expanded learning model, including development of the new school schedule and staffing plan.	By the end of the three-year grant period, the NWCP redesign process will be complete.
Pathways to Peace	$10,000	$10,000	$10,000	2.F.i.	Pathways will conduct a six week course in violence reduction, anti-bullying, and improving school cimate	By the end of the three-year grant period, the NWCP redesign process will be complete.
Summer Institute PD Contract providers	$10,000	$10,000	$7,694	2.B.v	An educational consultant will be hired to train staff in the first summer institute.	Continuation of the Summer Institute in Years 1-3 will be done by consultant and RCSD staff.
Community Providers of Expanded Learning Services, including	$250,000	$227,664	$75,000	2.H.3	Community-based organizations, including Encompass, will support the socio-emotional	Title I funding will be used to continue the expanded learning initiative at the

BUDGET NARRATIVE

Budget Cost	Year 1	Year 2	Year 3	Program Narrative Category	Explanation of Costs	Sustainability
Encompass					and recreational activities delivered as part of the new expanded learning model.	conclusion of SIG.
Common Core Training (District-Level Funding)	$0	$0	$0	1.D.iv	Training will be provided Districtwide to support implementation of CCLS and the Rochester Core Instructional Program.	Intensive training will be complete by the end of SIG. Follow-up support will be provided by District staff.
Supplies for Expanded Learning Programs	$55,830	$80,000	$0	2.F.1.	Supplies will be purchased for NWCP teachers to use as they implement the Expanded Day Program.	Teachers will keep the supplies for continued reference, improvement and reuse.
Professional Learning Supplies	$10,000	$7,229	$0	2.I.i	Supplies will be purchased for NWCP teachers to use as they implement the Rochester Core Instructional Program, CCLS, and SIG activities.	Teachers will keep the supplies for continued reference and improvement.
Computer learning license/software	$10,000	$10,000	$10,000	2.F.1.	Online learning license focused on literacy and/or math resources will be purchased.	Title I funding will be used to continue the expanded learning initiative at the conclusion of SIG.
Student Transportation/Summer Institute for 6 go 7	$20,000	$20,000	$20,000	2.B.v	Student transportation will be provided to students participating in the Summer Institutes.	Title I funding will be used to continue the expanded learning initiative at the conclusion of SIG.
Code 80: Employee Benefits	$348,508	$235,905	$189,915	---	Employee benefits include retirement (TRS at 14% and ERS at 12%), Social Security (7.65%), Workers Compensation (1.6%), and Unemployment Insurance (1%), and health insurance ($12,750 per 1.0 FTE)	Same as salaries.
Code 90: Indirect Costs	$63,332	$49,060	$33,896	---	Indirect costs were calculated at the Approved, Restricted Indirect Cost Rate of 3.7%.	N/A

OTHER SOURCES OF INCOME THAT SUPPORT AND SUSTAIN THE TRANSFORMATION OF NWCP HIGH SCHOOL

Source of Income	Support Provided
Systemic Supports Grant	The SUPES Academy is providing training to all RCSD leadership in implementation of the Regents Reform Agenda and the Diagnostic Tool for School and District Effectiveness.

BUDGET NARRATIVE

Source of Income	Support Provided
Strengthening Teacher and Leader Effectiveness Grant	Recruitment efforts in teacher shortage areas (including bilingual teachers) will be intensified.
School Improvement Grant Section 1003(a)	An Outside Educational Expert (OEE) participates on RCSD's Integrated Intervention Team.
Cayuga Mental Health Services (grant)	NWCP HS is undergoing renovation through the addition of a wing which will be dedicated to space for the Cayuga Mental Health Services Center through a grant Cayuga received..

Communication Activity	Due Date	Audience	Who is Responsible?	Completed	Goal 1	2	3	4
Subcommittees and Leadership Team review components and provide input and suggestions regarding application.	Weekly Meetings: Beginning Week of May 17	• Leadership Team • Identified Sub Committees • Monroe Staff and Community Agencies	• **Anita Murphy** • **School Chief** • **OSI** • **Principal** • **Staff**	In progress – Final 5/24		X		
Hold regular check-in meetings with principals/administration/staff to obtain implementation updates and address any issues.	Weekly Meetings: Beginning Week of April 5	• NWCP	• **School Chief** • **OSI**	Ongoing	X	X	X	
Execute meeting with union leaders and Priority School Executive Committee (PSEC) to inform stakeholders of the progress and finalize planning for SIG 5.	Week of May 24	• RTA Leaders • ASAR Leaders	• **Superintendent** • OSI • Unions	4/25/13 5/22/13 (Bolgen) 5/23/13 (Emailed Unions)	X		X	
Inform Grant Department of the execution of SIG 5	Week of April 1	• Specialist	• **OSI**	4/15/13	X	X	X	
Inform Parent Council of the execution of SIG 5	Week of April 1	• Parent Council • PTO Meeting	• **OSI**	5/20/13				
Informational meeting for NE/NW Staff regarding execution of SIG 5	Week of May 17	• NWCP Staff • RTA	• **Anita Murphy** • **School Chief** • **OSI** • **Principal**	5/15/13 5/24/13		X		
Write/Finalize grant submissions for SIG 5 with external partners	Week of April 8 - May 27th	• Monroe Staff • Principal • Leadership Team	• **OSI** • Principal • Partners	5/28/13	X		X	
Final meeting with Unions/Parent Council and school staff to review applications.	Week of June 7	• RTA Leaders • ASAR Leaders • PSEC • Principal	• **Superintendent** • OSI	6/4/13	X	X	X	
Obtain Signatures	Week of June 7	• Unions • Superintendent	• **OSI**	6/6/13	X	X	X	
Submission	June 6 2013	• ALL	• **OSI**	6/7/13	X	X	X	

Professional Development Summer Offerings

Math and ELA

Regents Reform Agenda Link: CCSS, DDI , APPR	Framework for Teaching Domains	Level: All Beginner Intermediate Advanced	Target Audience	Title	Description	Date(s)	Time(s)	Location
CCSS	Domain 3 Instruction	ALL	K-5 General Core Teachers, SPED Teachers, ESOL Teachers, Administrators	Introduction to K-5 Mathematics Modules: A Story of Units	Participants will learn the components of the mathematics modules in the NYSED's Story of Units Curriculum. A sample lesson will be modeled. This course serves as a pre-cursor for extensive module training to be held throughout 2-13-14 school year. Course is 3 hours in length.	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. Course is 18 hours in length	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. Course is 3 hours in length.	July 23 August 12	1:00-4:00 1:00-4:00	Center for Professional Learning Room 342 Center for Professional Learning Room 342

Professional Development Summer Offerings

Math and ELA

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 pre-cursor for extensive module training to be held throughout 2-13-14 school year. Course is 3 hours in length.	July 23 August 12	1:00-4:00 1:00-4:00	Center for Professional Learning Room 339 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 :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.. Course is 30 hours in length. You must attend all sessions to earn course hours.	July 8, 9, 10, 11, 15, 16, 17, 18	1:30-4:30	Center for Professional Learning Room 339
CCSS	Domain 3 Instruction	ALL	K-6 General Core Teachers, SPED Teachers, ESOL Teachers, Secondary Mathematics Teachers, Administrators	Developing Mathematical Ideas :Making Meaning of Operations	Developing Mathematical Ideas (DMI) is a professional development curriculum designed to help teachers think through the major ideas of K-8 mathematics and examine how children develop those ideas. In Part 2 of the DMI series, Making Meaning for Operations, participants examine the actions and situations modeled by the four basic operations. The course begins with a view of young children's counting strategies as they encounter word problems, moves to an examination of the four basic operations on whole numbers, and revisits the operations in the context of rational numbers. Reading/work is required between sessions. Prerequisite: DMI: Building a System of Tens Course is 30 hours in length. You must attend all sessions to earn course hours.	July 10, 16, 17, 18, 23, 30, 31, August 1	1:30-4:30	Center for Professional Learning Room 332

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

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	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	July 24	1:00pm – 4:00pm	Center for Professional Learning Room 332

					for choosing appropriate higher level questions.			
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

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

			and Speech.					
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	August 12	1:00-3:00pm	Center for Professional Learning Room 338

					understanding of major concepts.			
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

2013-2014 Professional Learning Training Schedule Math & ELA

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

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

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

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

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

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

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

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

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

MARY J. ARONSON, Ed. D.

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E-Mail Address: r@rochester.rr.com

EDUCATIONAL ADMINISTRATION / INSTRUCTIONAL LEADERSHIP / CURRICULUM DEVELOPMENT

PROFESSIONAL OBJECTIVE AND SUMMARY

Chief of Schools or related appointment in which to bring an outstanding, prolific record of strategic instructional leadership achievement. Experienced in all facets of curriculum design and assessment; the formulation and execution of regular and special needs programming that promotes a rigorous, enhanced, and differentiated learning experience; establishing an academic culture that espouses high standards, mutual respect, and productive working relationships district-wide; making a maximum contribution to the quality of education, student success, and teacher effectiveness. A dedicated consensus builder, particularly effective at partnering with area universities to augment the traditional learning process. A reputation for vision, professionalism, and commitment to excellence in all pursuits.

Areas of Expertise:

- Curriculum Design
- Educational Assessment and Planning
- Professional Development
- School-Community Relations
- Faculty Hiring/Mentoring/Evaluation
- Operational Planning
- Standards Design Process
- Grant Writing and Procurement
- Grading Practices

EDUCATIONAL BACKGROUND

UNIVERSITY OF ROCHESTER, **Ed.D., Educational Administration**, 2008
SUNY COLLEGE AT BROCKPORT, **C.A.S., Educational Administration**, 1998
NAZARETH COLLEGE OF ROCHESTER, **M.S., Education**, 1991
SUNY COLLEGE AT OSWEGO, **B.S., Political Science and Public Justice**, 1985
Doctoral Thesis: How Teachers' Perceptions in the Areas of Student Behavior, Attendance and Student Personality Influence Their Grading Practice.

CERTIFICATIONS

New York State Department of Education Permanent Certifications:
School Administrator/Supervisor (SAS) School District Administrator (SDA) and Social Studies (7-12)

PROFESSIONAL EXPERIENCE

ROCHESTER CITY SCHOOL DISTRICT, Rochester, NY 2007 – Present

Principal/Northeast College Preparatory High School- A College Board School 2009 – Present

As a result of two years of high performance, I was moved by the Superintendent of Schools to a higher performing College Board Partnership school that had recently been identified as a SINI 1(focused) school by the New York State Department of Education. I was asked to apply proven school improvement strategies to this new school to avoid further citations, and repair relationship with the College Board partners.

Principal/Franklin Educational Campus – BioScience and Health Careers 2007-2009

As the senior member of the educational leadership team, have comprehensive operational responsibility for this urban high school comprised of 450 students, two Assistant Principals, a faculty of 62, and educational/operations support staff. Responsible for all facets of the instructional program, personnel, physical plant management, and school-community relations. Hired in 2007 to revitalize a School Under Registration Review (SURR), which typically graduated a class of 30+.

- Formulate/execute administrative policies and regulations for the operation of the total school program
- Ensure a safe, orderly, and supportive learning environment
- Provide the leadership for designing, implementing, and evaluating an intellectually rigorous program
- Oversee all facets of the recruitment, hiring, and evaluation process for teachers and staff
- Supervise the work and responsibilities of the Assistant Principals
- Organize classes and student schedules to ensure positive learning opportunities for the student body
- Establish an atmosphere of collaboration to encourage the exchange of faculty ideas
- Develop and implement procedures for testing, evaluating, and reporting procedures
- Promote excellence by recognizing student and staff achievements
- Establish an outstanding school-community partnership through pro-active involvement at every level

PROFESSIONAL EXPERIENCE [Continued]

ROCHESTER CITY SCHOOL DISTRICT, Rochester, NY 1989 – 2002

Program Evaluation Specialist/Educational Assessment & Planning [2000 – 2001]

Reporting to the Superintendent of Schools, directed all K-12 educational assessment activities for the RCSD. Managed an $800,000 annual assessment and planning budget. Worked with Curriculum Directors to define assessment needs and instruments aligned with state and district standards and curriculum objectives. Worked with subject area directors to develop K-8 literacy and mathematic profiles depicting student performance against curriculum objectives and NYS Learning Standards.

- Developed, produced, and distributed mid-term/final exams in all subjects using an item bank approach
- Trained administrators and teaching staff in administration of assessments, interpretation of results
- Taught the use of results in instruction and intervention strategies
- Trained school-based planning teams
- Helped the teams use student data for instructional decisions
- Chaired committees responsible for determining building practices for educational assessments
- Developed exam schedules; interpreted policies and data for community members
- Supervised logistics for NYS educational testing and district scoring of open-ended test components
- Delivered professional development teacher workshops on the creation/use of classroom assessments
- Managed standardized testing for mathematics and the English/Language arts for Grades 1-8
- Gave workshops for administrators on the use of student data for instructional/administrative decisions
- Trained teachers in kindergarten screening evaluations
- Led various committees and worked with NYS testing specialists
- Wrote educational assessment elements of the Comprehensive District Education Plan (CDEP)
- Managed the NYS Regional Center 34 that stored state educational assessments in a secure setting
- Interacted extensively with the MIS staff to obtain data and verify assessment data accuracy
- Developed transition documentation required for students educational progression
- Coordinated the Black Scholars Program

Program Evaluation Specialist/Bilingual & ESOL [1998 – 2000]

Reporting to the Coordinating Director of Research, Evaluation, and Testing, coordinated program evaluation activities and handled a variety of special projects (In February 1998, took a leave of absence from the RCSD to complete the seven-week Administrative Internship described below).

- Conducted an assessment to determine the need for and feasibility of a full-day kindergarten
- Evaluated the Genesee River Valley Project, a K-8 interdiscipinary curriculum
- Implemented standardized tests for math and English/Language Arts for Grades 1-8
- Evaluated programs for bilingual education and English language learners
- Handled special projects, including research and compilation of data on educational performance
- Conducted policy and program reviews and surveys

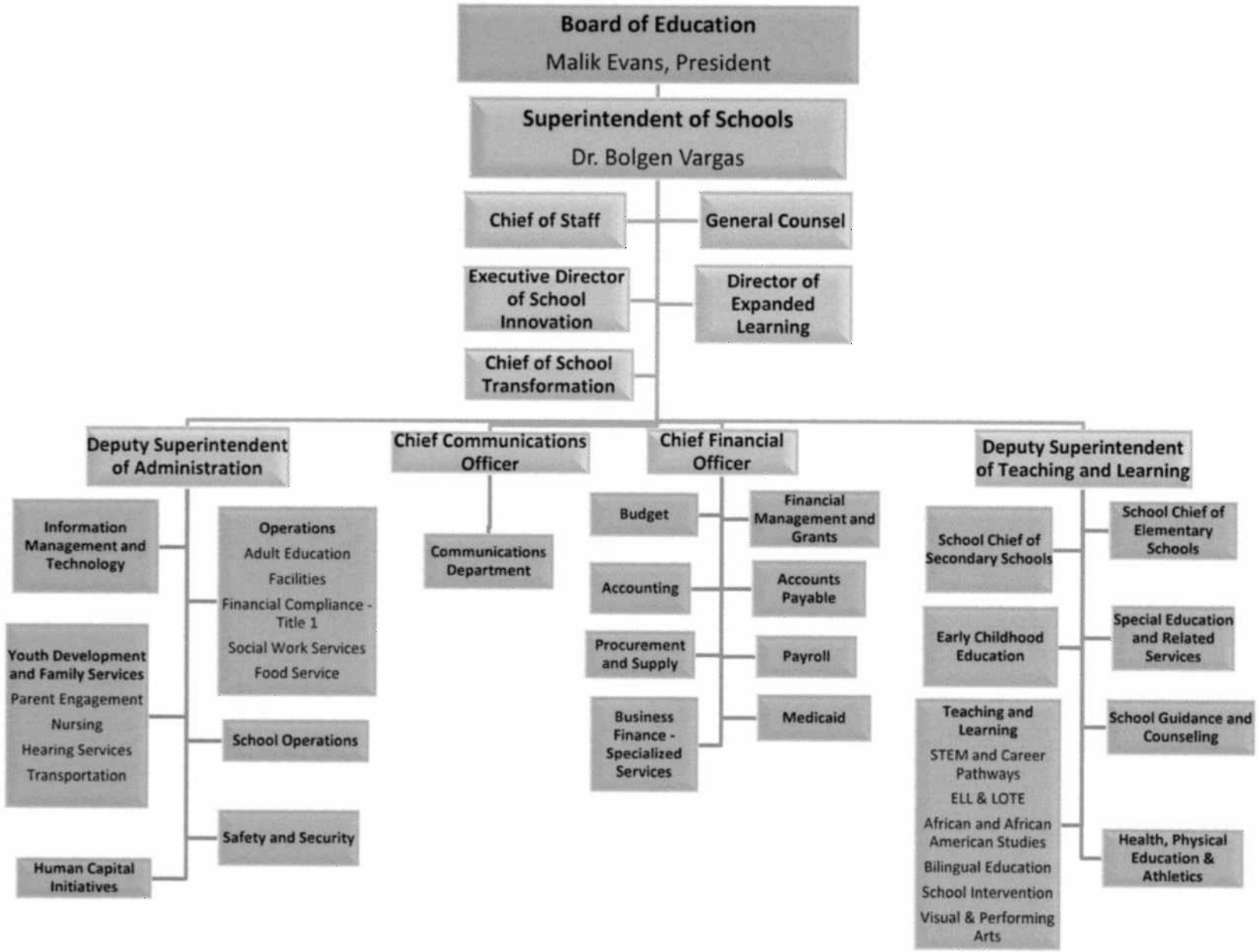
GREECE CENTRAL SCHOOL DISTRICT, Rochester, NY 1998

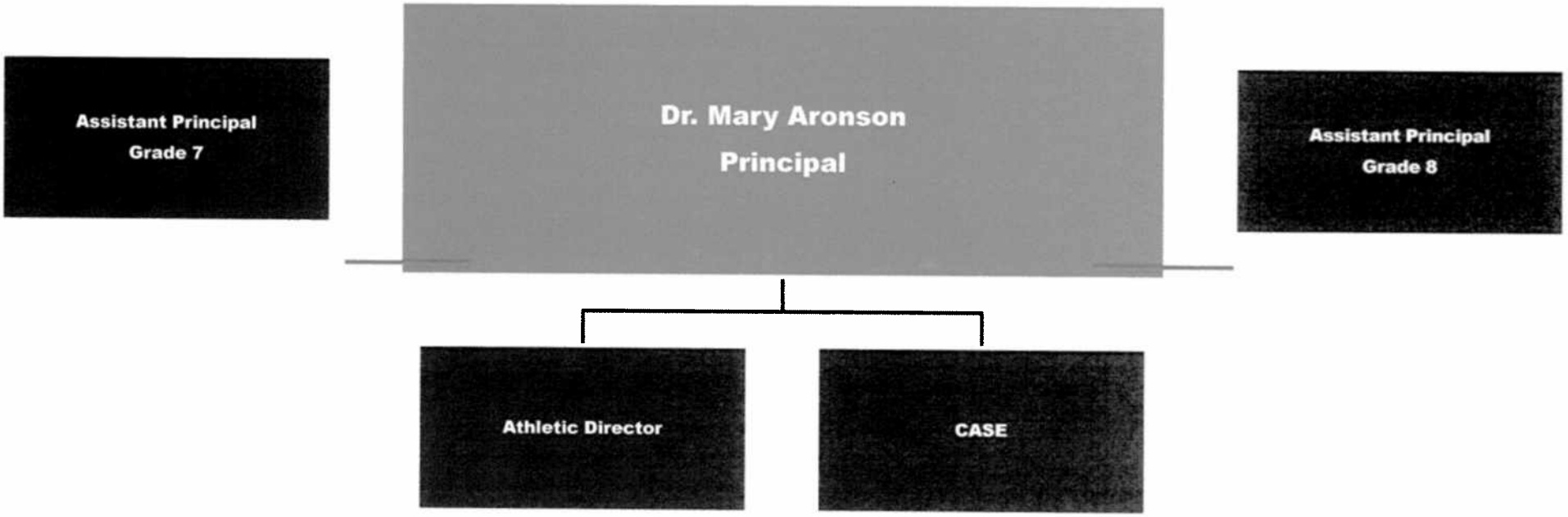
Administrative Intern – Greece Arcadia Middle School

Reporting to the Principal, involved in a wide variety of administrative responsibilities relative to classroom observations, teacher evaluations, discipline, at-risk students, school-level special education assessments, the budget process, school-based planning, and the use of finance software.

- Developed goals to increase success of special education students in regular education classes
- Expanded the district's finance software users' manuals
- Earned top performance appraisals from principals and Vice Principals

Rochester City School District Organization Chart




Assistant Principal
Grade 7
Dr. Mary Aronson
Principal
Assistant Principal
Grade 8
Athletic Director
CASE

LINK TO THE COMMON CORE STATE STANDARDS FOR 6 – 12

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

RECEIVED
JUN 10 2013
GRANTS MANAGEMENT

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

NORTHWEST - June 2013

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

RCSD Fund/Subclass 2013-2014

E

Local Agency Information

Funding Source:	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 (City) NY (State) 14614 (Zip Code)
Telephone # of Report Preparer:	585-262-8435
County:	Monroe
E-mail Address:	Karen.Jacobs@rcsdk12.org

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

INSTRUCTIONS

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

ORIGINAL

SALARIES FOR PROFESSIONAL STAFF			
		Subtotal - Code 15	$1,180,730
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Counselor	2.00	$60,315	$120,630
Reading Teachers	2.50	$60,315	$150,787
Teachers hourly (Summer PD Institute)		40 x 15 x $33	$19,800
Teachers hourly (Summer student program)		20 x 20 days x $60,315/300	$80,420
Teacher - Expanded Learning 1.5 hours/day		36 x 1.5 hours x 180 days x $37	$359,640
Teacher Expanded Learning 6th course		30 x (.2x $60315)	$361,890
Teachers developing Expanded Learning curiculum modules		40 x 40 hours x $33	$52,800
Bracket IV Expanded Learning Resource Coordinator	0.50	$69,526	$34,763

SALARIES FOR SUPPORT STAFF			
		Subtotal - Code 16	$21,600
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Clerical Staff suport Expanded Learning		$30/hr x 1.5 hoursx 180 days	$8,100
Paraprofessional support Expanded Learning		$15/hr x 1.5 hours x 180 days	$4,050
Custodian support Expanded Learning		$20/hr x 1.5 hours x 180 days	$5,400
SSO support Expanded Learning		$15/hr x 1.5 hours x 180 days	$4,050

PURCHASED SERVICES			
		Subtotal - Code 40	$290,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Expanded Learning Support	Generation Schools		$20,000
Community Partners providing Expanded Learning Support	Encompass and tbd		$250,000
violence prevention/improved climate	Pathways to Peace		$10,000
Summer PD providers	TBD		$10,000

SUPPLIES AND MATERIALS			
		Subtotal - Code 45	$75,830
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Professional Learning Supplies			$10,000
Expanded Learning Supplies			$55,830
Computer learning license/software			$10,000

TRAVEL EXPENSES			
		Subtotal - Code 46	$20,000
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Students	Summer Insitute transportation	500 students x $2 x 20 days	$20,000

Employee Benefits		
	Subtotal - Code 80	$348,508
Benefit		**Proposed Expenditure**
Social Security		$91,978
Retirement	New York State Teachers	$165,302
	New York State Employees	$2,592
	Other - Pension	
Health Insurance		$57,375
Worker's Compensation		$19,237
Unemployment Insurance		$12,023
Other(Identify)		
Civil Service Life Insurance		$0

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding $25,000 and any flow through funds) **Manual Entry	$1,711,668
B.	Approved Restricted Indirect Cost Rate	3.70%
C.	Subtotal - Code 90	$63,332

For your information, maximum direct cost base = $1,936,668

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

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

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

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	1,180,730
Support Staff Salaries	16	21,600
Purchased Services	40	290,000
Supplies and Materials	45	75,830
Travel Expenses	46	20,000
Employee Benefits	80	348,508
Indirect Cost	90	63,332
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
Grand Total		2,000,000

EHS

Agency Code: **261600010000**

Project #:

Contract #:

Agency Name: hester City School District NORTHWEST S

CHIEF ADMINISTRATOR'S CERTIFICATION

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

6/5/13 Date

Bolgen Vargas (pkm) Signature

Bolgen Vargas, Ed,D., Superintendent

Name and Title of Chief Administrative Officer

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To

Program Approval: _____ Date: _____

Fiscal Year	First Payment	Line #

Voucher # _____ First Payment _____

Finance: Logged _____ Approved _____ MIR _____