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JUN 10 2013

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

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

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

<b>District (LEA)</b>			<b>LEA Beds Code:</b>
Rochester City School District			261600010000
<b>Lead Contact (First Name, Last Name)</b>			
Karen Jacobs			
<b>Title</b>	<b>Telephone</b>	<b>Fax Number</b>	<b>E-mail Address</b>
Director of Financial Management and Grants	(585) 262-8435	(585) 263-3292	Karen.Jacobs@RCSDK12.org
<b>Legal School Name for the Priority School Identified in this Application</b>			<b>School Beds Code</b>
Nathaniel Rochester Community School No. 3			261600010003
<b>Grade Levels Served by the Priority School Identified in this Application</b>			<b>School NCES #</b>
K-8			362475003378
<b>Total Number of Students Served by the Priority School Identified in this Application</b>			<b>School Address (Street, City, Zip Code)</b>
674			85 Adams Street, Rochester, NY 14608
<b>School Model Proposed to be Implemented in the Priority School Identified in this Application</b>			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

**Certification and Approval**

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

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

JUN 13 2013

ORIGINAL



Karen A. Jacobs  
Director Financial Management & Grants  
Rochester City School District  
131 West Broad Street  
Rochester, New York 14614  
Phone: 585.262.8435  
[karen.jacobs@rcsdk12.org](mailto:karen.jacobs@rcsdk12.org)  
[www.rcsdk12.org](http://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 School 3

To Whom It May Concern:

Please find enclosed (1) one original signed and (1) one copy of the Rochester City School District's *Title I School Improvement 1003(g)* grants for School 3.

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

Sincerely,

*Elizabeth H. Spally for Karen Jacobs*

Karen Jacobs  
Director of Financial Management and Grants

xc: Susan Hasenauer-Curtis  
Carolyn Hunt

**School 3 SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models**

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

# 2013 SIG 4.2 Application Cover Page

Created Wednesday, June 05, 2013

## Page 1

Select District (LEA) Name:

261600010000 ROCHESTER CITY SD

Select School Name:

261600010003 SCHOOL 3-NATHANIEL ROCHESTER

Grade Levels Served by the Priority School Identified in this Application:

K-8

Total Number of Students Served by the Priority School Identified in this Application:

674

Enter LEA Administrator's Name:

Bolgen Vargas EdD

Enter LEA Administrator's Title:

Superintendent

LEA's Street Address:

131 West Broad Street

LEA's City:

Rochester

Zip Code:

14614

Lead Contact (First Name, Last name):

Karen Jacobs

Phone number:

585-262-8435

Fax number:

585-263-3292

Email address:

[karen.jacobs@rcsdk12.org](mailto:karen.jacobs@rcsdk12.org)

### Select the SIG Model for this School Application

Applicants must submit the SIG Model chosen for this particular School Application here. ReviewRoom will direct your application based on the chosen model.

Transformation

## **I.A. District Overview**

### ***I.A.i. Describe the theories of action guiding key district strategies.***

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. RCSD is committed to the implementation of New York State's Regents Reform Agenda district-wide, as a means to bring about school improvement and prepare all students for post-secondary success. The District is in the process of aligning all its resources with the three elements of the Regents Reform Agenda. By centering instruction on the Common Core, developing a core instructional program, implementing the Annual Professional Performance Review (APPR) as part of a data-driven culture, and strategically linking data to professional development, a 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, September 2013, that will provide the framework for highly-effective instruction and equal access to academic opportunities for all students. This will occur through core instructional program implementation, intervention courses and strategies (including the use of time), and acceleration prospects for all students. Implementing a strong ESOL/bilingual program that will articulate rigorous grade level expectations in the areas of speaking, listening, reading, and writing. The bilingual program will focus on bi-literacy.
- Building the capacity of teachers to deliver high-quality, highly effective instruction that is based on rigorous standards and the Common Core curriculum and focused on the differing needs of students.
- Increasing the instructional expertise and effective coaching strategies of all Central Office and school leaders.
- Holding everyone accountable for specific student and school outcomes by using the *Diagnostic Tool for School and District Effectiveness* at a higher frequency than mandated by the New York State Education Department (NYSED) for assessment

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

### ***I.A.ii. Provide a clear and cogent district approach and set of actions.***

The Diagnostic Tool for School and District Effectiveness (DTSDE) is aligned to the District's Strategic Plan that and guides RCSD's work to improve student achievement and prepare students to be successful in the global economy-The plan outlines goals and strategies for improving schools and increasing student achievement and includes measurable targets for graduation rate, academic performance, and school climate. The plan was developed from the

belief that every child can succeed and is aligned with NYS's Regents Reform Agenda. The strategic direction is based on three core values defined in the RCSD's Strategic Plan are:

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

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

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

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

Additional supports are being put in place:

1. RCSD's Deputy Superintendent of Administration will take an active role in supporting the Principal of this school by working with the School 3 principal and Rochester Teacher's Association president to ensure union issues are minimized so implementation of the transformational model can be capitalized.
2. The School Chief's office has been restructured based on grade level configuration rather than zone of the city. Both School Chiefs are turn-around principals in their respective grade

configurations. The role of the Chief has also been restructured to provide academic support to principals via subject area directors in Math, ELA, Science and Social Studies assigned to both offices. In addition a new office has been created to focus on Instruction in Priority Schools. This office will be staffed by a new Chief for School Transformation.

3. The RCSD budget this year was created around providing support to teachers and administrators in all turn-around schools. A new Office of Professional Learning will lead coaches in Mathematics and ELA in all priority schools in order to ensure consistency and support for RCSD teachers, centered around implementation of the Common Core Curriculum.
4. Executive Coach: Each Priority School Principal will be provided with 300 hours of professional coaching via the Partner WEST ED. (Supplemental coaching may also be available through the District's grant-funded contract with the SUPES Academy.) Executive Coaching is provided to principals by noted experts in the field of education from all over the nation.

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

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

***I.A.iii. Describe evidence of district readiness to build upon current strengths and opportunities.***

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

RCSD has demonstrated its commitment to building internal District capacity to improve student performance through implementation of the Regents Reform Agenda. One hundred and fifty (150) District and school leaders attended NYSED's Network Team Institutes in Albany last August and October. Follow-up support has been provided by senior research fellows from the Regents Research Fund in regard to the *Diagnostic Tool for School and District Effectiveness*. Additionally, the Office of School Innovation has written a guidance document detailing measurable targets, both quantitative and qualitative, to aligned to the districts DCIP.



## **I.B. Operational Autonomies**

### ***I.B.i. Describe the operational autonomies the LEA has created for the Priority School***

Nathaniel Rochester Community School 3 has the autonomy to:

- Staff positions outside of the Core Instructional Program that are unique to this model;
- Determine how time is used beyond the core instructional program as part of the expanded school day;
- Select programs; and
- Select educational partners.

All RCSD schools will be staffed centrally to the District's Core Instructional Program and the standardized schedule that supports the varying needs of all students. The new School 3 principal will have the autonomy to make staffing decisions that support implementation of positions beyond those required for the Core Instructional Program and are unique to the school's SIG transformation plan. The purpose of this exemption is to enhance School 3's ability to recruit new staff, provide stability, and support school change.

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

A standardized schedule has been created within the Core Instructional Program to support students, but significant flexibility is allowed in its implementation to individualize programs at all turn-around schools. (A sample School 3 master schedule is attached.) The schedule was developed to provide better support for students who need remediation and acceleration and address the District's highly mobile student population, as well as sub-groups who are in accountability status (e.g., ELL and SWD). All turn-around schools will have full autonomy to identify how the school day will be expanded to meet the Commissioner's requirement that Priority Schools add 200 *or more* additional student contact hours per year.

School 3 will be able to determine whether its additional 300 hours are added before or after school, during school recess periods, or through intensive summer programming. School 3 will expand the instructional year by 300 additional hours. This time will be offered through a longer school day for all students and intensive summer programming for targeted populations. How the additional time is used (instructional, socio-emotional, or recreational support, etc.) is also an autonomous decision that will be linked directly to School 3's transformation plan.

Autonomy will also be provided to School 3 in the selection of educational programs. Programs will be identified that address the unique needs of the school within the framework of the Core Instructional Program.

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

*RCSD and the Rochester Teachers Association have contractual agreements among five schools that allow for School-Level Living Contracts. The purpose of a Living Contract is to establish a joint committee to provide for discussions and decision-making on matters relating to improved union-management relations and system operations. The School-Level Living*

*Contract Committees are authorized to enter into contractual agreements different than provisions contained in the central collective bargaining agreement.*

***I.B.ii. Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy...***

See I. B. iii below.

***I.B.iii. Submit as additional evidence.***

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

## **I.C. District Accountability and Support**

### ***I.C.i. Identify specific senior leadership that will direct and coordinate district's turnaround.***

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

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

RCSD's Director of Expanded Learning will provide additional support to schools as they expand learning time to meet the Commissioner's requirement of 200 additional student contact hours per year. Technical assistance is being provided by National Center on Time & Learning (NCTL). School 3 will add 300 instructional hours to the school year.

RCSD's Department of Teaching and Learning is responsible for the academic and instructional needs of the District. The department includes managing directors of content areas as well as Intervention Services, Special Education, and English Language Learners. The Deputy Superintendent for Teaching and Learning designs and implements "best practice" instructional systems and works to ensure the alignment of curriculum, instruction, research, assessment, and supporting resources. The focus is to ensure the alignment of curriculum to the NYS Standards so that all students are prepared for high school graduation and post-secondary education.

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

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

### ***I.C.ii. Describe how the structures identified in section "i" function in a coordinated manner.***

The Executive Director of School Innovation will oversee the transformation of School 3. She will work with the School 3 principal, West Ed, the University of Rochester Warner School of Education, the National Center on Time and Learning, and other SIG partners to review progress toward performance targets. The Executive Director will assess data from summative and formative assessments, conducting quantitative and qualitative reviews to determine progress toward performance targets. In collaboration with the School Chief, she will inform the principal of implementation status, who will work with his school-based planning team to make adjustments to the implementation plan if needed.

The OSI Executive Director will work with the Chief of School Transformation and the School Chief to ensure full understanding of the requirements of the transformation model and SIG plan so that the principal is evaluated effectively on performance targets associated with SIG implementation. In addition, an Executive Coach has been provided to the School 3 principal because of the school's Priority Status. He will assist in the monitoring and implementation of the SIG plan.

The Director of Expanded Learning will help School 3 build an expanded learning program that meets criteria set by RCSD and NYSED's innovative and practical school design.

*I.C.iii. Provide a timeframe and identify the specific person responsible for delivery.*

**Table 1. District Transformation Support Plan**

<b>Interaction</b>	<b>Frequency</b>	<b>Person Responsible</b>
Programmatic Review	Quarterly	OSI Executive Director; Elementary School Chief; Chief of School Transformation; Director of Expanded Learning; Principal; SIG Partners
Fiscal Review	Quarterly	OSI Executive Director; Senior Budget Analyst
School Visit	Bi-weekly	Elementary School Chief; Chief of School Transformation
Support Visits for Expanded Learning Implementation	Bi-weekly Year 1; As needed Years 2 & 3	Director of Expanded Learning; School Chief
School Based Planning Team	Monthly	Principal
Integrated Intervention Team (IIT) Visit	Spring 2013	NYS IIT
IIT Visit	End of Years 1, 2, and 3	RCSD IIT

## **I.D. Teacher and Leader Pipeline**

### ***I.D.i. Describe recruitment goals and strategies for high poverty and high minority schools.***

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

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

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

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

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

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

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

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

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

***I.D. ii. Describe the district processes for altering hiring procedures and budget timelines.***

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

***I.D. iii. Describe any district-wide training programs designed to build the capacity of leaders.***

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

- The unique and evolving context of school leadership in RCSD;
- Problem-based and applied learning methodologies and on the job experiences;
- Research, emerging theories, best practices, and field-based experiences;
- Participants' individual learning style and development needs;

- Current and emerging needs and interests of the participants, their schools and communities, and the District;
- A strength-based approach designed to build on existing knowledge and support continuous professional learning; and
- A collaborative, comprehensive and sustained approach to support continuous improvement in school performance.

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

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

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

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

***iv. Identify and describe any district-wide training programs designed to build the capacity of teachers.***

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

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

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

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

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

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

***v. Identify in chart form, the district-offered training events for items "iii & iv" above.***  
The district-wide Professional Development training events for next year are included in Attachments.



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

#### ***i. Describe the rigorous process and formal LEA mechanisms for external partners.***

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

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

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

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

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

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

#### ***iii. Describe the role of district and the school principal in partner organizations.***

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

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

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

- Recognizing opportunities for change;
- Mobilizing people and resources to create changes;
- Developing a vision of long-term change;

- Seeking support and involvement from diverse and non-traditional partners;
- Building trust among collaborators; and
- Developing learning opportunities for partners.

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

Once selected, a great deal of effort is exhausted in evaluating the partner. The Grant Monitor (the Executive Director of School Innovation for School 3's proposed SIG grant) will work directly with the partners to hold each partner accountable for following through with the Memorandum of Understanding and ensuring deliverables were completed in a timely manner. In addition, the selected partners and the District will meet quarterly to look at the performance targets set and monitor and adjust based on the outcomes.

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

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

Nathaniel Rochester Community School #3, located at 85 Adams Street, serves 674 students from K through grade 8. Five percent of School 3 students are Limited English Proficient (LEP) compared with 10.8% District wide, and 16% are Students with Disabilities (SWD), compared with 17% District wide. The poverty rate is 93.4% higher than the 84.1% for the District as a whole. The school is located in the desirable Corn Hill Neighborhood and is adjacent to the City of Rochester Adams Street Recreation Center. The Rec Center, open 9a.m. to 9 p.m. weekdays and Saturday, features an indoor heated pool, swim lessons and a swim team, Summer breakfast and lunch programs, dinner during school year, a Youth Council and playground. School 3 participates in the District’s PENCIL Partnership program and is paired with the Monroe County’s District Attorney’s Office.

**School 3/NRCS**

	All Students		SWD		ELL	
	School 3	RCSD	School 3	RCSD	School 3	RCSD
Graduation Rate	n/a	50%	n/a	24%	n/a	31%
Grade 3-8 ELA	14%	22%	0%	9%	0%	9%
Grade 3-8 Math	17%	10%	5%	7%	0%	6%

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

***ii. Describe the district policies and practices.***

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

In late December, the District mails application booklets to families of students in seventh and ninth grade. This booklet describes each school including the school’s unique features. Families must submit an application form that identifies the student’s top three school choices by January 31<sup>st</sup>. Student placement is completed using a computerized lottery system. Students are placed in their first choice school whenever possible.

A similar process is used to place kindergarten students. Immediate placement is made for kindergarteners who have older siblings in a school, live within one-half mile of their first choice school, or wish to attend their “home school.”

In regard to placement, a student with a disability will be provided with appropriate special education in accordance with Individual Educational Plan (IEP). Students with disabilities will be provided special education in the least restrictive environment, as defined in Part 200 of the NYSED regulations. To enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, specially designed instruction and supplementary services may be provided in the regular class, including, as appropriate, providing related services, resource room programs and special class programs within the general education classroom. A student with a disability shall be provided the special education

specified on the student's IEP to be necessary to meet the student's unique needs. Students with disabilities will have equal access to all aspects of the RCSD curriculum. The services, supports, and modifications must be designed, implemented, and progress monitored to ensure maximum educational benefit.

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

***iii. Describe strategies employed to ensure Priority schools are not receiving disproportionately high numbers of SWDs, ELLs, students below proficiency.***

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

The District's NYS STLE grant focuses on recruitment in this shortage area and the development of an in-District bilingual extension program. In the meantime, District resources are centralized and RCSD is developing protocols to address the sub-groups that remain in accountability status.

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

### ***i. Describe in detail the steps to consult and collaborate.***

The process of informing the School 3 staff of their status began in Fall of 2012. School 3 was also considered for the National Center for Time and Learning (NCTL) TIME Collaborative. A school-based committee was convened to focus on extended learning. During the 12-13 SY, School 3 developed an expanded learning leadership team including school administration, teacher leaders, and an elected representative of the Rochester Teachers Association to develop a plan for high-quality, sustainability expanded learning programming for implementation in 13-14 SY. The leadership team participated in eight technical assistance sessions led jointly by the RCSD Office of Expanded Learning, National Center on Time & Learning (NCTL), and the After School Corporation (TASC). These sessions focused on developing capacity in redesigning the school day and year, adding at least 300 instructional hours to the standard school schedule in order to enable teacher collaboration and development and empower students with the knowledge, skills and experiences needed for success in college and careers.

Meetings between the School and NCTL were held in 2012 on: 11/19, 11/21, 11/30, 12/05, 12/17, 12/17. In 2013, meetings were held on the following dates: 01/09, 01/16, 01/28, 01/30, 02/13, 03/01, 03/06, 03/22, 04/07. Parent meetings were held: 12/11/12, 1/8/2013, 1/22/13, 2/12/13, 3/19/13, and 4/23/13.

In April 2013, after completion of the planning process, School 3 was not selected by NCTL, the Ford Foundation, and RCSD leadership to move forward with the expanded learning plan as part of the national TIME (Time for Innovation Matters in Education) Collaborative, a partnership between the Ford Foundation and the National Center on Time & Learning (NCTL) that focuses on developing high-quality and sustainable expanded learning time schools in five states. Feedback from reviewers noted a need for a more focused use of the additional time proposed; recommendations from the review process were considered in this SIG plan. The instructional focus on STEM will ensure a targeted instructional priority in order to improve student achievement.

Assistance was provided to School 3's School Based Planning Team to prepare the School's Comprehensive Education Plan (SCEP). NYSED's Comprehensive School Review was conducted during April 2013.

On April 1, 2013, the SIG opportunity was reviewed with School Zone Chiefs and information was communicated directly with the principal in regard to the intent to submit an application in the transformation model for School 3 with a focus on: 1) development of a community school model; 2) expanded learning opportunities; 3) strengthen teacher leadership through support of professional learning communities. On April 24, the Executive Director of School Innovation presented the School Improvement Grant opportunity at a school-wide meeting.

SIG meetings were held at the school on the following dates (a schedule is located in Attachments section): 4/29/13, 5/03/13, 5/09/13, 5/14/13, 5/17/13, 5/23/13, 5/24/13, 5/29/13.

During the NYSED 21<sup>st</sup> Century Community Learning Center Request for Proposal period, School 3 submitted an application to include services for expanded learning in partnership with the Boys & Girls Club of Rochester and Center for Youth Services; decisions on this grant application have not yet been communicated with RCSD.

On Wednesday, May 28 2013, the Director of Expanded Learning, School Principal and Grant Specialist held a meeting at School 3 for all staff to review SIG priorities and discuss the

specifics of the SIG reform for School 3.

- ii. ***Complete the Consultation and Collaboration Form (Attachment A).***  
The signed Consultation and Collaboration Form is included with this application.

## II. SCHOOL-LEVEL PLAN – TURNAROUND, RESTART, TRANSFORMATION

### 2. A. School Overview

*i. Describe vision, mission, and identify one to three goals of the proposed model.*

*School Vision:*

*Destination...Excellence*

*School Mission:*

*Educate, Collaborate and Prepare*

Nathaniel Rochester Community School is a place for each child to grow from a young child to a young adult in an environment of caring. Students are part of a positive educational, social and emotional community where they can continually grow to be responsible and respectful. Our students, from age 4 to age 16, coexist in an atmosphere of support, encouragement and success. We have the opportunity to “grow our own” and watch them become young adults.

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

**GOAL 1:** Develop a city-wide, K-8 magnet school focused STEM education, including an accelerated learning path for high school credit upon program completion.

- 1.1. Provide a K-8 articulation of STEM enhanced curriculum to support college & career readiness.
- 1.2. Integrate career pathway exploration in the STEM and Information Technology career clusters for grades 6-8.
- 1.3. Supplement CCLS Modules with hands-on inquiry materials and enhanced thematic classroom resources.
- 1.4. Integrate community partnerships to support STEM/IT focus.
- 1.5. Develop a strong recruitment and marketing strategy to evolve into a city-wide magnet school which is competitive with local charter school options.

**GOAL 2:** Expand the school day and school year to support project-based learning through an inquiry approach and career exploration in Science, Technology, Engineering, and Mathematics (STEM) and Information Technology (IT) Career Clusters.

- 1.6. Partner with National Center on Time & Learning for coaching and implementation of expanded learning model.
- 1.7. Differentiate academic supports, including educationally related support services, ESOL, and socio-emotional supports as part of the longer learning day.
- 1.8. Utilize community based organizations and partnerships with higher education institutions to enhance the educational experience for all students.
- 1.9. Offer engaging enrichment, with a strong focus on STEM/IT, for a minimum of 90 minutes for all students to strengthen and extend core learning.

**GOAL 3:** Enhance instructional quality through a targeted focus on deepening understanding of the Common Core Learning Standards and improving research-based practices in inquiry-based

methodology, research- literacy instruction, and interdisciplinary project-based learning experiences.

- 1.10. Deepen content knowledge by focusing on the education of mathematics and science teachers as a career-long process; bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills;
- 1.11. Broaden pedagogical content through summer institutes and ongoing professional development for teachers to improve their knowledge and teaching skills
- 1.12. Use data to inform instruction and create a culture of continuous improvement.

**ii. Identify and describe research-based key design elements, core strategies, and key partners.**

Through implementation of a **magnet school approach**, School 3 can serve as host to a specialized STEM/IT K-8 program that will spark enthusiasm for learning and catalyze academic growth for participating students. Through themed instruction, School 3 will strive to meet the needs of students from diverse backgrounds, while building on their interests. Additionally, the STEM/IT themed magnet school will serve as a strategy to reduce declining district enrollment in Rochester City School District, while turning around low student performance, and serving as a demonstration site for teacher professional learning in inquiry based learning practices (U.S. Department of Education, Office of Innovation and Improvement, *Creating and Sustaining Successful K-8 Magnet Schools*, Washington, D.C., 2008.). A model K-8 STEM/IT program will also prepare Rochester City School District for a career and college pathway at the high school level and promote higher levels of student achievement as related to college/career readiness, diploma attainment, and industry certification. The SIG grant will provide program supplies to support expanded learning activities and science activities; teacher professional development materials as it relates to SIG Partner professional development; and software licenses to support computer-assisted instruction such as Achieve 3000.

WEST ED will serve as a key reform partner in promoting school turnaround and leadership development in this model. The school will form a STEM Advisory Board with representation including school and district stakeholders, STEM industry and higher education representatives. NYS CTE Technical Assistance Center will work with School 3's leadership team to map career pathways in the STEM and IT fields through integrated curricular planning for grades K-8. Rochester City Schools has partnered with WestEd, a non-profit education research and service organization that has demonstrated success in turning around low-performing schools and districts at all grade levels in urban, rural, and suburban settings. Rochester City Schools believes these experiences, combined with "best in class" research and evaluation for the past 40 years, make West Ed a valuable partner in improving student achievement. WestEd staff work within the culture and context of the school and district, emphasizing the schools' assets and building on proven strategies to support student learning.

By **expanding learning** time and opportunities, School 3 will add a minimum of 300 instructional hours of more and better learning time to the school year. The NATIONAL CENTER FOR TIME & LEARNING will serve as a technical assistance partner in helping School 3 plan and implement a sustainable cost model to add more time for a balanced curriculum, including rigorous academics and engaging enrichment, strengthen the partnerships between public schools and strong community organizations and higher education institutions, and promote engaging and personalized instruction through the relentless use of data for continuous school improvement. School 3 will utilize expanded learning time to strengthen



science education with deeper inquiry and engagement. As part of the SIG proposal, students will be provided transportation to participate in all expanded learning and science activities. More time will allow students to go beyond learning science content and engage them in the process of scientific inquiry. This will support improved student learning outcomes as related to CCLS and college and career readiness. Professional development sessions and on-site coaching aligned with the essential elements of high-quality, sustainable expanded learning and the tenets of the NYS Diagnostic Tool for School and District Effectiveness (DTSDE) will assist the school in engaging in continuous improvement. Additional staffing for differentiated student supports in academics and socio-emotional development will be integrated into this model.

Focused **teacher professional learning opportunities** targeted toward deepening understanding of Common Core Learning Standards, inquiry based methodology, research based literacy instruction, and project based learning will improve instructional quality and thus improve student outcomes. Additionally, opportunities for using student assessment data to drive instructional improvement will be promoted to ensure continuous improvement through action inquiry. The UNIVERSITY OF ROCHESTER will serve as a partner in providing professional development focused on improving content knowledge and pedagogical skill to strengthen teachers' capacity to implement an enhanced science program. Curricular support to improve familiarity with CCLS and Next Generation Science Standards will be integrated with pedagogical development of inquiry-based learning. UNIVERSITY OF ROCHESTER MEDICAL CENTER LIFE SCIENCE LEARNING CENTER (URMC LSLC) will also provide support for hands-on, case-based, real life curricula development by Rochester City School District teachers for implementation as 10-week expanded learning modules. Additionally URMC LSLC will host opportunities for field trips to engage students in hands-on science activities using real-life, case-based scenarios at the URMC laboratory; a summer camp experience will also be developed to be co-taught with RCSD teachers. RCSD will support the embedded professional development with the addition of three inquiry specialists to provide additional time in hands-on STEM laboratories as well as a district level Inquiry Coach; as internal capacity is developed, responsibilities will be released from partnership agencies to RCSD staff throughout the three years of the grant cycle.

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

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

See attached.

***ii. Describe the population of students the school serves, and the unique needs of sub-groups***

Nathaniel Rochester Community School #3, located at 85 Adams Street, serves 674 students from K through grade 8. Five percent of School 3 students are Limited English Proficient (LEP) compared with 10.8% District wide, and 16% are Students with Disabilities (SWD), compared with 17% District wide. The school population is approximately 84% Black, 8% Hispanic, 6% White and 2% Asian. The poverty rate is 93.4% higher than the 84.1% for the District as a whole.

The school is located in the desirable Corn Hill Neighborhood and is adjacent to the City of Rochester Adams Street Recreation Center. The Rec Center, open 9 a.m. to 9 p.m. weekdays and Saturday, features an indoor heated pool, swim lessons and a swim team, Summer breakfast and lunch programs, dinner during school year, a Youth Council and playground. School 3 participates in the District's PENCIL Partnership program and is paired with the Monroe County's District Attorney's Office.

***iii. Describe the systematic in-depth diagnostic school review of the school conducted.***

A School Quality Review (SQR) was conducted in May 2012 upon identification of School 3 as "Improvement (year 1) Comprehensive." School #3 was identified for the performance of the ALL student group or the performance of all groups except the ALL student group. The SQR was an on-site review that was conducted over 3 days. See Attachments.

In 2012-13 SY, the Diagnostic Tool for District and School Effectiveness (DTDSE) was conducted by a district-led team and an Outside Educational Expert (OEE) in May 2013 over 3 days on-site. The school identified its top priorities as:

1. The school community will provide a robust vision by holding the community accountable for specific measureable goals found in the SCEP.
2. The school leader and teachers will actively identify/develop multiple assessments for students that immerse school teams in an in-depth analysis of assessment results that leads to the adaptation of instruction that is empirically/evidence based.
3. Teachers will use pacing calendars and unit plans across all grades, content areas, and classes that expose students to a progression of sequenced and scaffolded complex materials that meet the learning needs of pertinent groups of students (i.e., special education and English Language Learners) so that they are able to achieve at high consistent rates.
4. The school will offer families opportunities for volunteering and engaging with the school focused on student learning and development.

***iv. Describe the results of this systematic school review, including the existing capacity.***

Both the SQR and DTDSE Reviews identified strength in building teacher capacity through coaching. Findings from both reviews focused on the need for lessons to be more student-centered and appropriately differentiated. While there was collaboration time identified, there was not a clear system for the use of this time to analyze data to inform instructional decisions; while data is collected and reviewed, there is no evidence that it informs teaching practice to move student achievement forward. Support for CCLS implementation was noted as strength, highly attributable to the effective use of instructional coaches as leaders. A lack of academic

rigor was noted in both reviews, citing a lack of higher-order thinking skills and opportunities to develop deep conceptual knowledge. While use of data was identified as a priority, both reviews did not find evidence that data was not utilized to differentiate instructional plans for students. Significant differences in the quality of instruction in the lower and upper school were noted. Many teachers did not have effective, detailed lesson plans. Inconsistency in behavior expectations were noted by both teams, as was a need for additional support for social and emotional development health. Recommendations to add partnerships to support student success were made.

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

Findings from both reviews have been prioritized in the development of this SIG application. The need to develop a rigorous academic program that promotes higher order thinking and the development of deep conceptual knowledge will be the focus of the instructional leadership supporting STEM/IT curriculum development and inquiry-based professional learning. Use of data to inform instructional decisions will be the focus of the leadership support. A focus on building school capacity is prioritized over the three years of the grant.

## **2. C. School Model and Rationale**

### ***i. Describe the rationale for the selected model.***

School 3 will utilize a Transformation model to create a STEM Magnet School with expanded learning opportunities and extensive professional learning opportunities to enhance academic rigor, student-centered inquiry-based instruction, and promote deep content knowledge and understanding. A focus on the use of data for differentiation and instructional decision-making will address the SQR and IIT findings. The core instructional program will be strengthened with a school-wide focus on interdisciplinary literacy strategies and inquiry based instructional practices. Differentiated supports will be instrumental in supporting early intervention in the primary grades, including language and literacy supports.

School 3 has demonstrated strength in promoting science learning through participation (with awards) from the National Science Bowl. Additionally, analysis of the School Report Card Data demonstrates that a cohort of eighth grade students at the school have succeeded in earning high school credits in Integrated Algebra, Living Environment, and Spanish. Building on these strengths, a school wide model that offers opportunities for acceleration will promote higher level of student engagement, enhance academic rigor, and raise expectations for student outcomes throughout the school. A focus on STEM will bring staff cohesion and help enhance family and community involvement in the school improvement process.

Research supporting the effectiveness of magnet schools notes progress in reading and mathematics as measured by school-level state assessment scores in addition to an increase in the overall strength of the professional community of the school. The themes help nurture the development of a unique school identity and promote a coherent curriculum and program of instruction. (American Institutes of Research, *Evaluation of Magnet Schools Assistance Program*, 1998.). One of the more widely disseminated reports on the educational benefits of magnet programs found evidence to support higher rates of student achievement in magnets than in regular public schools, private or Catholic schools (Gamoran, 1996). The study also found that magnet students made faster achievement gains in most subjects – with the exception of mathematics – than students in other types of schools (Gamoran, 1996) (cited in *The Forgotten Choice*, American Civil Rights Project, 2008). Other studies have demonstrated other positive effects including: higher achievement scores than district average, increased opportunities for student-teacher relationships, improved student attitudes toward learning and higher achievement results.

Magnet schools have traditionally been utilized to promote racial and economic diversity in traditionally segregated school settings. School 3 is located in Rochester's Corn Hill neighborhood, an area with few school age children and many urban professionals. Additionally there are three other neighborhood based schools within close vicinity to more densely child populated areas. By creating a magnet school program at School 3, Rochester City School District hopes to increase racial and economic diversity parallel to what has been achieved by RCSD's School of the Arts.

Additionally, it is the belief that a magnet program could draw a competitive advantage to local charter, private and parochial school enrollment which demonstrates a more diverse racial and economic profile than other RCSD schools. The potential to build a specialized program and attract a more diverse student population will bring benefit in attracting quality leaders and staff, positive intercultural contact, respect for individual capacity and collective sense of efficacy, and mutually beneficial relationship with organizations and community members to establish a broad base of support.

**Demographics for Charter & Private/Parochial Schools**

Charter/Private/Parochial	ETHNICITY								Grand Total	Female	Male
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Multi Racial	N/A	Hawaiian/Other Pacific Islander	White			
Discovery Charter School (287)			121	29				9	159	94	65
Eugenio Maria de Hostos Charter School (811)	1		183	183	1	3		8	379	199	180
Genesee Community Charter School (826)		2	43	14	1	2		122	184	98	86
Non-RCSD Placements (7000) Private & Parochial		9	659	326			1	288	1,283	351	932
True North Roc Prep Charter - West (288)		1	141	22	1			10	175	99	76
True North Rochester Prep. Charter School (906)	3		588	42	3	9		22	667	337	330
University Prep Chrtr Sch for Young Men (286)		7	247	37		1		18	310		310
Urban Choice Charter School (877)	1		300	60	9	1		34	405	199	206
Young Women College Prep Charter Sch (290)		1	48	18				15	82	82	
<b>Grand Total</b>	<b>5</b>	<b>20</b>	<b>2,330</b>	<b>731</b>	<b>15</b>	<b>16</b>	<b>1</b>	<b>526</b>	<b>3,644</b>	<b>1,459</b>	<b>2,185</b>

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

school's leadership team to redesign the learning time to incorporate the eight powerful practices of expanded learning schools (National Center on Time & Learning (NCTL), 2011):

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

Additional leadership coaching and support from National Center on Time & Learning will train the school leadership in the process of change and addressing school culture to support the implementation of the reform priorities. The NCTL practices are fully aligned and responsive to the findings and recommendations of the SQR and IIT school reviews. Expanded learning helps ensure that students of School 3 have full access to enrichment opportunities that mitigate the opportunity gap presented by socio-economic status and promotes accelerated learning to close the achievement gap.

Additionally, SIG funding will support embedded early interventions for students in K-3 grade at School 3 to ensure reading on grade level by the end of grade 3. There is significant documentation of the 30 million word gap that exists by socio-economic status for students by age 5. School 3 will have embedded related services, including speech and occupational therapy, to help achieve accelerated closing of this gap through targeted supports early on in students' educational journeys.

Expanded learning opportunities focused on STEM offer the opportunity for a broader approach toward science education needed for attainment of the Next Generation Science Standards. Additionally, increasing students' interest in science has been found to be more a more reliable indicator than science proficiency in determining which students will ultimately pursue college degrees in science. Focusing on STEM education at School 3, will not only promote higher levels of rigor and student engagement at School 3, but also prepare a pipeline.

The proposed partnerships designed to enhance the STEM focus can lead to the exemplary collaborations studied in *Making Science Matter* which asserts that "formal-informal" collaborations can be a powerful strategy for making science learning more accessible and compelling to young people by:

- Advancing students' conceptual understanding in science;
- Improving students' school achievement and attainment;
- Strengthening students' positive dispositions towards science;
- Advancing teachers' conceptual understanding in science; and
- Supporting teachers' integration of inquiry and new materials in the classroom.

*Strengthening Science Education: The power of more time to deepen inquiry* (National Center on Time & Learning, 2011) identifies the successful practices that led to higher achievement results among schools implementing expanded learning opportunities with a science focus:

- 1) Increasing students' science engagement and proficiency by:
  - integrating more hands-on learning activities and facilitating more scientific discourse within the classroom;
  - implementing specific strategies to counter deficiencies in reading levels, background context, and vocabulary; and
  - enriching the core science content and creating connections to science careers and role models through formal and informal collaborations with outside partners.
- 2) Strengthening teachers' capacity to implement an enhanced science program by:
  - providing professional development focused on improving content knowledge and pedagogical skill;
  - using student assessment data to drive instructional improvement; and
  - ensuring that core science curricula are uniform across classrooms and mapped to district and state standards and assessments.

The proposed activities in this SIG plan will seek to replicate these strategies to promote academic rigor, improved instructional quality, and higher levels of student achievement throughout the curriculum for school transformation.

**ii. Describe the process by which this model was chosen.**

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

School 3 had an expanded learning planning team that was supported through technical assistance coaching from the Office of Expanded Learning as part of its application to the National Center on Time & Learning TIME Collaborative. While the School 3 was not chosen to participate in the Collaborative, staff participation in the process provided a solid framework for the expanded learning/extended day concept.

**School 3 Community Meetings – Expanded Learning Time and SIG Application**

Meeting Date	Meeting Type	Participants	Description
11/19/12	National Center for	Connie Wehner John Gonzalez	<ul style="list-style-type: none"> <li>• Develop an understanding of what we mean by high quality, sustainable school redesign</li> </ul>

	Time & Learning Meeting	Frances Lewis Tamika Knox (parent) Jewell Brown Rebecca Springer	<ul style="list-style-type: none"> <li>Go deep on Essential Element #1: Focused School-wide Priorities</li> <li>Draft an initial outreach plan to engage key stakeholders in your efforts to build a new school day and year</li> </ul>
11/21/12	ELT Meeting	All NRCS Staff	Inform staff of ELT initiative, brainstorm focused school-wide priorities
11/30/12	ELT Meeting	Connie Wehner John Gonzalez Frances Lewis Tamika Knox (parent) Jewell Brown Rebecca Springer Loretta Johnson	Outline focused school-wide priorities based on staff input
12/05/12	ELT Meeting	All NRCS Staff	21 <sup>st</sup> Century Grant components
12/11/12	PTCO (Parent Meeting)	Erica Jacobs Jewell Brown	<ul style="list-style-type: none"> <li>Inform parents of the Expanded Learning proposal</li> <li>Obtain input from parents about what they would like to see happen at NRCS</li> </ul>
12/17/12	National Center for Time & Learning Meeting	Connie Wehner John Gonzalez Frances Lewis Tamika Knox (parent) Jewell Brown Rebecca Springer	<ul style="list-style-type: none"> <li>Learn about a variety of options for adding time for differentiated supports and engaging enrichment AND for using that time well</li> <li>Understand the information your school and district need to collect to begin re-engineering your school day</li> <li>Use STAT results to see how time is currently used in your school and begin to plan for how to use time more effectively</li> </ul>
12/18/12	National Center for Time & Learning Meeting	Connie Wehner John Gonzalez Frances Lewis Tamika Knox (parent) Jewell Brown Rebecca Springer	<ul style="list-style-type: none"> <li>Build an understanding of how frequent data cycles inform targeted teacher development and improve instruction</li> <li>Build an understanding of how high-quality ELT schools use additional teacher collaboration time to strengthen instruction and how they make sure this time is used well</li> <li>Assess how you currently use data and teacher collaboration time in order to generate ideas about how to use more time at your school</li> </ul>
01/08/13	PTCO (Parent Meeting)	Tamika Knox (Parent) Natasha Soucy (Parent) Jewell Brown Erika Cantu-Jacobs Mr. Reaves (parent) Ms. Smith Williams (parent)	<ul style="list-style-type: none"> <li>Understanding how the expansion of time will impact students and families</li> <li>Obtain feedback from parents</li> </ul>
01/09/13	ELT Meeting	All NRCS Staff	Conduct School Time Analysis Tool in small groups
01/16/13	ELT Meeting	Connie Wehner Frances Lewis Erica Cantu-Jacobs Kelly Follman Jewell Brown Pamela Ferris Loretta Johnson Tamika Knox (parent) Rebecca Springer Stephanie Lair Wanda Zawadzki Kathy Mauldin Brian Lane	<ul style="list-style-type: none"> <li>Aligning the instructional priorities to the SCEP</li> <li>Team work: determining when collaboration time would happen and redrafting a schedule.</li> <li>Understand parent feedback from PTCO meeting, incorporate ideas into plan</li> </ul>
01/22/13	PTCO (Parent Meeting)	Tamika Knox (Parent) Natasha Soucy (Parent) Jewell Brown Erika Cantu-Jacobs Mr. Reaves (parent)	<ul style="list-style-type: none"> <li>Review STAT information with parents to inform expanded learning</li> </ul>



		Ms. Smith Williams (parent)	
01/28/13	National Center for Time & Learning Meeting	Connie Wehner Frances Lewis Erica Cantu-Jacobs Kelly Follman Jewell Brown Tamika Knox (parent) Rebecca Springer Wanda Zawadzki	<ul style="list-style-type: none"> <li>Build an understanding of the key implications of your priorities for students and teachers, and how they will drive your school redesign</li> <li>Build an understanding of sustainable re-engineering strategies that support the design of a bold, innovative expanded-time school</li> <li>Develop a plan to communicate to key stakeholders, including the district, to build support for your Focused School-wide Priorities and key implications</li> </ul>
01/30/13	ELT Meeting	All NRCS Staff	<ul style="list-style-type: none"> <li>Review initial iteration of schedule for 2013-2014</li> <li>Obtain input from staff about enrichment and intervention</li> </ul>
02/12/13	PTCO (Parent Meeting)	Tamika Knox (Parent) Natasha Soucy (Parent) Jewell Brown Erika Cantu-Jacobs Mr. Reaves (parent) Ms. Smith Williams (parent)	<ul style="list-style-type: none"> <li>Review of initial iteration of schedule with parents</li> </ul>
02/13/13	ELT Meeting	All NRCS Staff	<ul style="list-style-type: none"> <li>Review 2<sup>nd</sup> iteration and presentation of focused school-wide priorities including social-emotional priorities</li> </ul>
03/01/13	National Center for Time & Learning Meeting	Connie Wehner Wanda Zawadzki Rebecca Springer Jewell Brown Tamika Knox (parent)	<ul style="list-style-type: none"> <li>Continue re-engineering with your school team and learn from other schools' iterations</li> <li>Build on your first iteration and experiment with your next ones</li> <li>Clearly and succinctly synthesize your priorities and implications in order to become spokespeople for your new school day</li> <li>Build a deeper understanding of blended learning and partnerships (through optional workshops)</li> </ul>
03/06/22		All NRCS Staff	
03/19/13	PTCO (parent meeting)	Tamika Knox (Parent) Natasha Soucy (Parent) Jewell Brown Erika Cantu-Jacobs Mr. Reaves (parent) Ms. Smith Williams (parent)	<ul style="list-style-type: none"> <li>General discussion with parents about a longer school day and parent wishes for enrichment and intervention</li> </ul>
03/22/13	National Center for Time & Learning Meeting	Connie Wehner John Gonzalez Frances Lewis Tamika Knox (parent) Jewell Brown Rebecca Springer Wanda Zawadzki Kelly Follman	<ul style="list-style-type: none"> <li>Give and receive concrete, actionable feedback on implementation plans</li> <li>Develop a plan to continue building support for your TIME Collaborative redesign and to identify and engage allies</li> <li>Develop a clear understanding of NCTL support moving forward and next steps to prepare for implementation</li> </ul>
04/07	ELT Committee Meeting	All Staff Invited Ashlee Rhodes John Gonzalez Allison Rioux Kelly Follman Theodora Waters	<ul style="list-style-type: none"> <li>Brainstorm possible instructional focus: Science Magnet was determined</li> <li>Brainstormed possible community partners</li> <li>Update sent to entire school via email on 05/09/13</li> </ul>
04/23/13	PTCO (Parent Meeting)	Tamika Knox (Parent) Natasha Soucy (Parent) Jewell Brown Erika Cantu-Jacobs Mr. Reaves (parent)	<ul style="list-style-type: none"> <li>Parent informed of plan not being accepted by the National Center for Time and Learning and possible opportunities with SIG</li> </ul>

		Ms. Smith Williams (parent)	
04/24/13	Staff Meeting	All NRCS Staff Caterina Leone- Mannino Susan Hasenauer-Curtis	<ul style="list-style-type: none"> <li>• Understanding of School Reform Models</li> <li>• Where NRCS stands with 21<sup>st</sup> Century Grant</li> <li>• Understanding SIG</li> <li>• Looking at NRCS Strengths to build upon</li> <li>• Staff Q&amp;A</li> <li>• Next Steps</li> </ul>
04/29/13		Connie Wehner John Gonzalez Stephanie Lair Rebecca Springer Kelly Follman Theodora Waters Pamela Ferris Frances Lewis Wanda Zawadzki Jason Fulkerson Tamika Knox (parent) Natasha Soucy (parent)	<ul style="list-style-type: none"> <li>• Inform of SIG grant</li> <li>• Discuss NRCS strengths to build on</li> <li>• Connecting to SCEP and what we need to adjust in SCEP</li> </ul>
05/30/13	SIG Committee Meeting	All Staff invited Chris Bianchi Kelly Follman Allison Rioux John Gonzalez Brian Lane Theodora Waters Caterina Leone- Mannino	<ul style="list-style-type: none"> <li>• Understanding the Science focus</li> <li>• Deciding what direction to take with community partners</li> <li>• Outlining instructional priorities</li> </ul>
05/09/13	SIG Committee Meeting	All Staff Invited Connie Wehner Amy Savoie Kelly Follman Allison Rioux John Gonzalez Stephanie Bizzigotti Michaela Marino	<ul style="list-style-type: none"> <li>• Brainstorm science focused experiences for students</li> <li>• Discussion of Next Generation standards</li> <li>• Connecting math experiences to</li> </ul>
05/14/13	SIG Committee Meeting	All Staff Invited Dawn Botting (input provided via email) Kelly Follman Andrew Gardner Chris Bianchi Connie Wehner	<ul style="list-style-type: none"> <li>• Understanding NRCS strength in Science and looking at NYS data</li> <li>• Determining the need for a college and career path and how that can happen vertically K-8 at NRCS</li> </ul>
05/17/13	SIG Partner Meeting	Caterina Leone- Mannino John Gonzalez Connie Wehner Allison Rioux Lynn Gatto (U of R) Carol Hunt Cindy Callard (U of R)	<ul style="list-style-type: none"> <li>• Propose Community partnership</li> <li>• Share SIG focused priorities</li> <li>• Information sent to whole staff via email from Connie Wehner</li> </ul>
05/23/13	SIG Partner Meeting	April Leuhmann (U of R) Lynn Gatto (U of R) Connie Wehner John Gonzalez Allison Rioux	<ul style="list-style-type: none"> <li>• Community Partner visit</li> <li>• Secure commitment to SIG</li> <li>• Tour of NRCS</li> <li>• Community partner conversation with teachers (one-on-one)</li> </ul>
05/24/13	SIG Partner	Allison Rioux	<ul style="list-style-type: none"> <li>• Build community partnership connected to student mentoring</li> </ul>

	Meeting	John Gonzalez Connie Wehner Dawn Lee (Brockport) Emory Morris (Brockport)	and learning experiences <ul style="list-style-type: none"> <li>• Aligning to University of Rochester</li> </ul>
05/29/13	SIG Staff Meeting	All NRCS Staff Caterina Leone-Mannino	<ul style="list-style-type: none"> <li>• Review School Improvement Grant components</li> <li>• Answer staff questions/concerns</li> </ul>

## **2. D. School Leadership**

### ***i. Identify and describe the specific characteristics and core competencies of the principal.***

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

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

Because of the focus on the STEM magnet program experience working with community partners, STEM industry executives, and curriculum design preferred. Experience successfully leading school or district level reform is also preferred. A District job description for a "turn around" principal is included in the Attachments.

### ***ii. Identify the specific school principal by name and include in this narrative a short biography, an explanation of the leadership pipeline from which she/he came.***

The specific individual who will serve as school principal is not yet known. The district has posted the position of a school turnaround principal nationally. Rochester City School District will conduct a rigorous recruitment and screening process for both internal and external candidates to ensure candidates possess the qualities of an effective school turnaround leader. Additionally, in order to support and develop effective, transformative educational leaders who can help support RCSD's intensive reform efforts, the School 3 SIG plan proposes embedded leadership coaching in school transformation, change process, and school culture for the school leader from WestEd.

RCSD would like to select the principal to lead the school by July 15, 2013 to ensure enough time for intensive review of the school's current status, collaborative planning for the implementation of the transformation model with all stakeholders, and appropriate professional development and training to be able to lead the execution plan.

***iii. Provide the specific job description and duties.***

See job description in Attachments.

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

The current school leadership has been involved in the crafting of the SIG application. Teacher leaders have served as key participants throughout the planning process as documented on the meeting detail attachment. Both the SQR and IIT review acknowledged the strength of the instructional coaches/teacher leaders at the school and they will maintain their connections to School 3 in the Transformation process. In an attempt to minimize disruptiveness to the school's families and students, the district will only make adjustments in positions where a specific skill set may be needed and not held by current administration. There have not been any barriers in gaining leadership support.

## **2. E. Instructional Staff**

### ***i. Describe and discuss the current school-specific staffing.***

School 3 will add an Expanded Learning Resource Coordinator to the administrative team to help support the development of community partnerships as related to the STEM magnet and expanded learning opportunities, including differentiated student supports and enrichment. An additional school counselor will be added to address the socio-emotional needs of students noted in the SQR and IIT reviews. The school counselor will also take a lead in the career pathway development associated with the school's transformation plan. Three additional inquiry teachers will be added to support additional learning time in lab settings as well as provide coaching to classroom teachers in inquiry based methodology, supporting the professional learning work from UR Warner Center and building the district's internal capacity. A district STEM specialist (teacher on assignment) will work with School 3 to develop STEM as a viable theme, maintain the theme with integrity, and help develop a community outreach to build the STEM Advisory Board to School 3. The STEM specialist will serve as the liaison to RCSD's Career and Technical Education, Mathematics, and Science Directors. The District allocation of instructional coaching will be adjusted to assist with leading embedded teacher development and data analysis during the longer school day. Three half-time Intervention Teachers will supplement staffing to provide for differentiated student supports throughout the learning day.

The District has had difficulty staffing vacancies in the K-8 buildings, especially when there have been itinerant positions. For 2012-2013, the District has moved towards centralizing the Master Schedule process. This will allow for the creation of consistent and compatible schedules throughout the District, which will in turn reduce the number of part-time and itinerant positions and increase the District's ability to attract highly qualified internal and/or external candidates to positions at School 3. Centralized Master Scheduling will also allow the District to identify vacancies earlier in the staffing process to facilitate a more extensive search for qualified applicants. School 3 will benefit from this new process as it is anticipated that it will allow for a more efficient allocation of staff and staffing of Seventh and Eighth Grades.

Teachers will be invited to participate in offering expanded learning opportunities; those who agree to work beyond the length of the contractual work day will be compensated at the negotiated rate..

School 3 is currently participating in the voluntary transfer process, which occurs prior to any seniority based transfers. All eligible teachers may apply to up to 10 schools within the District. Teachers are not eligible to participate in the voluntary transfer round if their performance at the mid-year is deemed to be unsatisfactory by their current supervisors. Building principals and the school based planning team may interview and select eligible teachers who apply for voluntary transfer based upon merit. Consideration for voluntary displacement after transfer day will be discussed with labor unions upon notification of approval of the SIG transformation plan. The Department of Human Capital Initiatives placed advertisements to recruit for all teacher tenure areas in late February 2013 and annually thereafter. Previously, the District did not recruit candidates until true vacancies were identified, which caused substantial delay in the hiring process and loss of qualified candidates. The District has also recently expanded its geographic area to nationally recruit highly qualified teachers and administrators and is targeting services that focus on recruitment of bilingual candidates. All vacant positions will be posted and will undergo a full recruitment process prior to selection of an applicant, including school-based interviews.

**ii. *Key instructional staff to be employed at the start of model implementation.***

Teachers employed at School 3 will be supported by school and district leadership to develop strategies and practices that lead to effective planning and account for student data, needs, goals and levels of engagement. All instructional staff must demonstrate knowledge of effective instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. Teachers must provide coherent, appropriately aligned CCLS-based instruction that leads to multiple points of access for all students to achieve targeted goals. Teachers must have the skills to create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and to promote high levels of student engagement and inquiry. All staff must be able to use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation. Additionally, all teachers in the school will be trained on research-based language and literacy instruction, inquiry-based instruction, STEM integration, culturally responsive teaching pedagogy, and the process of school transformation, including specific meeting protocols for promoting effective collaboration among diverse stakeholders.

**iii. *Describe process by which existing instructional staff are informed of new model.***

Upon grant award, the Chief of School Transformation, the Executive Director of School Innovation and the Director of Expanded learning will meet with the existing instructional staff to provide in-depth information about the new model. A timeline with collaborative targets and goals will be established for September 2013 implementation. Professional development during July and August 2013 will focus on inquiry based learning, STEM integration, expanded learning, and the magnet school model. Meetings with the STEM Advisory Board and school re-design team will begin in July to plan for expanded learning implementation in September 2013. Intensive support from WestEd, NCTL, UR Warner and the Office of Expanded Learning will support school leadership in the redesign to the magnet school model with an expanded learning day. See staff engagement series of meeting in Section 2.C.ii.

**iv. *Describe the process and identify instructional staff.***

The staffing process in the current teachers' contract provides for multiple rounds of teacher selection. The first round of this process is the "voluntary transfer" round. All eligible teachers may apply to up to 10 schools within the District. Teachers are not eligible to participate in the voluntary transfer round if their performance at the mid-year is deemed to be unsatisfactory by their current supervisors. Building principals and the school based planning team may interview and select eligible teachers who apply for voluntary transfer based upon merit. After the voluntary transfer round is completed, teachers have the ability to select vacant positions within their tenure area based upon seniority. Seniority based transfers restrict a principal's ability to select the candidate of choice. The teacher's contract provides mechanisms for schools to become exempt from the transfer process. Such exemption allows schools to select all teachers through a merit-based, interview process. Exemption must be agreed upon by the teachers union. In addition to exemptions, the District is planning an open house type event where teachers who are interested in transferring to new buildings will have an opportunity to meet with school leadership to determine whether the programs and culture of the school will be a good fit. The opportunity to teach in the expanded learning program will be offered to school staff; work beyond the contractually negotiated length of day will be voluntary and compensated

at a centrally negotiated rate. Participating teachers will receive hourly pay, per contract, for hourly delivery of supplemental academic supports during the school year and during recess programming. Teachers will also receive pay, per contract, for co-teaching summer camps.

The proposed SIG proposal will also fund a part-time clerical position to support the expanded learning efforts and over-time hourly pay for paraprofessionals to assist during the School's expanded school day.



## **2. F. Partnerships**

### ***i. Identify by name, the partner organizations that will be utilized to provide services.***

WEST ED School Turnaround Office will serve as a leadership development support for the newly identified principal of School #3. WEST ED's approach to rapid and significant school improvement involves guiding a school through four distinct phases: 1) needs assessment; 2) action planning; 3) implementation and monitoring; and 4) evaluation. While the specific steps in an action plan will vary based on each school's needs assessment, our experience suggests that with any persistently low-performing school, action is likely needed in each of the seven characteristic areas of successful schools: leadership, teaching, curriculum and assessment, professional development, school environment and climate, alignment of resources to goals, and engagement of families. WEST ED will support leadership coaching, action planning and implementation of the SIG plan.

The NATIONAL CENTER ON TIME & LEARNING (NCTL) will serve as a technical assistance provider to the School 3's Expanded Learning Leadership Team. NCTL will provide three Full-Day Working Sessions; the overall objectives will be to assist session participants (i.e., representatives from school leadership team including building the principal) in revising its plans for high-quality ELT based on school and district priorities (e.g., optimizing intervention time, improving the use of community partners, ensuring high-quality teacher collaboration time to drive core instruction, etc.). Additionally, NCTL will provide School-Specific Coaching for the equivalent of 2 days of on-site coaching at School #3 per month during the school year. Traditionally, NCTL works onsite with the school team or selected individuals to provide customized, specific support on the next steps the team decides to pursue. While support is based on the ELT planning and implementation framework, the exact nature of it depends on the school's specific needs. These visits will permit NCTL to offer guidance around ELT planning.

UNIVERSITY OF ROCHESTER WARNER CENTER FOR PROFESSIONAL EXCELLENCE will serve as the lead professional learning provider to support inquiry based learning practice at School #3. The Professional Development program proposed consists of coursework to deepen science, technology, engineering, and mathematics (STEM) content and pedagogical content knowledge, with an emphasis on science and mathematics. The program features a combination of flexible on-site sessions and in-school coaching to support teachers as they work to understand and implement the Common Core Learning Standards and modify teaching practices, courses at the University of Rochester to begin to re-shape teaching practices focusing on STEM content, and experiences in the summer where teachers will learn how to run inquiry-based investigations and group activities to engage students and spur learning.

UNIVERSITY OF ROCHESTER MEDICAL CENTER LIFE SCIENCE LEARNING CENTER (URMC LSLC) will provide enhanced curricular development modeled after real world science skills and experiences. Additionally, URMC LSLC will provide the opportunity for field trips that allow students to explore authentic experiences for STEM application and a summer camp experience for students in grades 6-8. Teacher experiences in the STEM field will also be made available, including opportunities to co-teach with URMC professors and co-develop curricula.

ST. JOHN FISHER COLLEGE SCHOOL OF EDUCATION will provide students with a clinical reading lab experience during the summer months. In addition, professional learning opportunities and coaching focused on the use of interdisciplinary literacy skills in the upper grades. Teacher lesson planning and differentiation through the use of data will be key outcomes.

CENTER FOR YOUTH SERVICES will provide enhanced socio-emotional learning supports as well as guidance for positive behavior supports, as recommended by both the SQR and IIT reviews.

**ii. Complete the Evidence of Partner Effectiveness Chart (Attachment C).**

See Attachments.

**iii. provide a clear description of how the LEA/school will hold the partner accountable.**

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

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

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

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

**2. G. Organizational Plan**

***i. Submit an organizational chart.***

See Attachments.

***ii. Describe how the structures function in day-to-day operations.***

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

***iii. Describe the plan for implementing annual professional performance review (APPR)***

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

**Timeline for APPR: Tenured and Non-Tenured Teachers**

Months	Tasks	IMPORTANT Due Dates
September – October	<ul style="list-style-type: none"> <li>Administrator Lead Evaluator and/or administrator designee explains how the framework is used (first two weeks Sept)</li> <li>Administrator Lead Evaluator reviews framework components (by Sept. 30)</li> <li>Teacher reviews framework</li> <li>Teacher submits Evaluation Selection Form</li> <li>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</li> <li>Goals due to Administrator Lead Evaluator and/or designee</li> <li>Formal observations begin after Goal Setting meeting</li> </ul>	<p>Teacher Evaluation Selection</p> <p>TIP/Development Plan for teachers rated as Developing or Ineffective (based on 2011-2012 Composite Score) due 10 days after release of Composite Scores.</p> <p>Teacher Goal Setting Meeting should be completed and goals entered into E-Performance by Oct 15.</p>
October – June	<ul style="list-style-type: none"> <li>Informal Observations with feedback provided to teacher through written or oral communication (conducted by Administrator and, where applicable, Peer Evaluators.</li> </ul>	
October-April	<ul style="list-style-type: none"> <li>Formal observations take place</li> </ul>	*No later than April 30
	<ul style="list-style-type: none"> <li>1<sup>st</sup> Formal Observation of Non-Tenured Teachers</li> <li>2<sup>d</sup> Formal Observation of Non-Tenured Teachers</li> </ul>	<p>No later than November 30*</p> <p>No later than April 30*</p>
May - June	<ul style="list-style-type: none"> <li>Annual Professional Practice Review Conference (This should include Peer Evaluator, if applicable)</li> </ul>	No later than June 1
Upon Receipt of State Scores	<ul style="list-style-type: none"> <li>Composite scores sent to teachers</li> <li>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</li> </ul>	

	<p>receipt of the composite scores, whichever is first. Teachers rated as ineffective should be referred to CIT for professional support mentoring.</p> <ul style="list-style-type: none"> <li>• Teachers who receive consecutive composite ratings of Ineffective must be referred to CIT and be offered intervention.</li> </ul>	
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\*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

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

See attachments.

## **2. H. Educational Plan**

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

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

Staff will work to horizontally and vertically align curriculum to provide opportunity for deeper learning and application of the Common Core Standards utilizing real world authentic learning experiences. Teachers will also receive training on Common Core, integrating Science and math teaching, personalized learning techniques, content depth, problem-based learning.

Summer experiences in STEM enrichment activities. Students will participate in 2-3 week project based experience that focuses on applying and developing problem solving skills as it relate to the STEM disciplines, with University of Rochester Warner School and University of Rochester Medical Center partners. Students will engage in scientific and engineering practices and principles that lead to a culminating challenge. Year one will survey students in 6th and 7th grade for academic interest.

RCSD's K-6 Science Kits will be redesigned to be integrated STEM kits for classroom learning experiences. Teacher will receive additional PD to use the kits effectively. There will be project-based learning grades through STEM competition.

The University of Rochester Medical Center LSLC faculty will work with School #3 teachers to create 10 week-long case-based curriculum units. This will include 6 hours of face-to-face professional development workshops, and follow-up as needed via email, phone and in-person as the curriculum units are developed and taught in classrooms. Approximately 3-4 curriculum units will be created each year (3 will be created during Year 1).

## **English Language Arts and Literacy Core Program**

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

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

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

### **Kindergarten Instructional Diet**

Phonemic Awareness and Phonics-- Whole Group 30 minutes

Comprehension and Vocabulary— Whole Group 30 minutes

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

Phonemic Awareness and Phonics- Whole Group 25 minutes

Comprehension and Vocabulary— Whole Group 25 minutes

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

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

### **Grade 2 Instructional Diet**

Phonics-- Whole Group 20 minutes

Vocabulary, Fluency, Comprehension— Whole Group 25 minutes

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

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

Word Study-- Whole Group 15-20 minutes

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

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

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

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

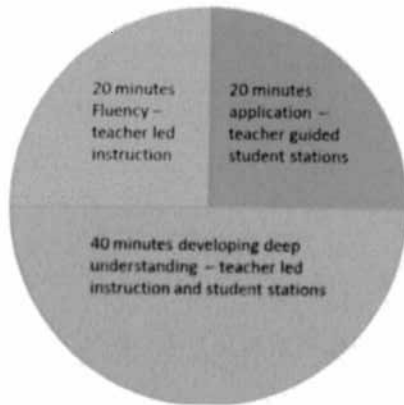
### **Core Mathematics Curriculum**

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

The Mathematics recommended instructional diets depicted below are designed to:

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

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



**Approx. K-5 Instructional Minutes per Day:**

20 minutes Fluency – teacher led instruction

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

20 minutes application- teacher guided student stations

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

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

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

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

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

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

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

**ii. Instruction. Describe the instructional strategies.**

As part of the SIG grant, teachers will receive professional development stipends for training, including summer and activities as outlined by Partner University of Rochester Warner School of Education and St. John Fisher College over the three year period. Professional development is also being provided by the University of Rochester Medical Center. The School will benefit from National Center for Time and Learning and WestEd. Information on all partner

strategies is located in the Additional Attachments. The School will also utilize *Achieve 3000*, and online differentiated instruction software that focuses on literacy and science.

***iii. Use of Time. Present the daily proposed school calendar.***

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

*Note:* Grades 6, 7, and 8 in School 3 (K-8 building) will be scheduled on an eight-period day with each class 45 minutes in length.

*Note:* 6<sup>th</sup> grade in K-8 buildings will be departmentalized.

*Note:* Ramp-up classes will be available in grades 6 – 8 in School 3, scheduled to follow the core class. For example, 7<sup>th</sup> grade math ramp-up would be scheduled on A/C days after math.

*Note:* All schools will follow an ABCD day rotation.

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

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

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

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

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



9	40	Social Studies		PE/Fine Arts/Special A/B/C/D day	Social Studies		Math
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K – 5 RCSD Guidelines for Scheduling:

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

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

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

**iv. Data-Driven Instruction/Inquiry (DDI).**

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

<b>Data Driven Activities</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
All students are administered a pre-assessment as identified by the district to inform instruction and measure student growth towards meeting SLO's..	September – October	September - October	September - October
All students will be administered post- assessments as identified by the district to inform instruction and measure student growth in alignment with meeting Student Learning Objectives.( SLO's)	January and June	January and June	January and June
Teachers will use daily common planning time to review student formative and summative assessments and develop instruction and assessment reflective of student outcomes.	September – June	September – June	September - June
Teachers will review student work and formative assessments in weekly department meetings adjust their pacing and the need for targeted intervention for students within the classroom.	September – June	September – June	September – June
School leaders will review marking period data and then make adjustments to student schedules and or make referrals for RtI Tier 2 or 3 support to the SFSC as needed.	November – May	November – May	November - May

***v. Student Support.***

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

All RCSD schools have instituted RTI, with interventions that may vary from research based programs to strategies aligned to the CCLS. Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RTI, School 3 can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities (NCRTI, 2010).

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

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

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

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

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

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

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

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

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

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

less intensity. The frequency of progress monitoring is determined by the intensity of intervention; the higher the intensity of the intervention, the more frequent the need for progress monitoring.

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

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

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

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

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

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

**iv. School Climate and Discipline.**

School 3 implements the School Wide Positive Behavior Support program to reinforce our core values of be respectful, be responsible and be safe. The school offers mentoring with staff members for children. Hillside Work-Scholarship Connection program is available to children in grades 7 and 8. The Program is a 26-year old nationally recognized program that provides academic support, part-time employment and long-term mentoring for at-risk youth. In an effort to maintain consistency at the school, grades 1 &2, 3&4, and 5& 6 loop. As part of the SIG proposal, the school will add a full-time school counselor, three .5 Intervention teachers for grades K-2, 3-5 and 6-8. Additional time is also being included to assist teachers in classrooms during expanded learning time.

**vii. Parent and Community Engagement.**

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

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

**The School and District gauge parent satisfaction at least once a year via:** Parent University Questionnaire/Survey, Office of Parent Engagement Survey, Parent Advisory Council Questionnaire/Survey, and Evaluation Forms after events/workshops. Survey and questionnaires via RCSD website are in English and Spanish. The District’s Office of Parent Engagement provides Customer Service Representatives to assist with Parent concerns. Yearly meeting is held to renew the Parent/School Compact and each school implements a District -wide Parental Involvement Policy or create their own. School 3 has an active Partner-Teacher Organization. District-wide parents participate on School-based Planning Teams (SBPT) as well as PTO/PTA/PTCO/PTSA. The Superintendent offers quarterly open “Coffee & Conversation with Superintendent” to garner feedback from parents, staff and community. Parent representative are on every RCSD Board of Education committees and other committees within their child school, OPE events. Parent input in developing CEP (Parent Involvement Section) and SAS.

In addition at School 3, parents have input into the following strategies and activities:

- Parental Involvement Narrative (activities, events, etc.)
  - Parent University (events, workshops, courses, trainings) in collaboration with schools
  - Parent Involvement Title I
  - School Comprehension Education Plan (SCEP). See Attached
- Through the School’s website, parents have access to the following:
- Expanded Learning Parent Survey
  - SCEP – Tenet VI: Family and Community Engagement (see attachment)
  - Home Connections Newsletter
  - Summer reading activities
  - How to assist child with Math; <http://learnzillion.com>; [www.firstmath.com](http://www.firstmath.com)
  - Parent Tool Kit for navigating the Common Core

The Principal of School 3 meets with parents monthly. The Director of Expanded Learning met the PTO regarding the SIG grant and Expanded Learning on the following dates: 12/11/12, 1/8/2013, 1/22/13, 2/12/13, 3/19/13, and 4/23/13.

## **2. I. Training, Support, and Professional Development**

### *i. Describe how the school leadership/staff were involved in the development of this plan.*

The professional learning plan is developed with support from the RCSD Office of Professional Learning, the Chief of School Transformation, and Office of Expanded Learning. Recommendations from the Diagnostic Tool for School and District Effectiveness Integrated Intervention Team review and the School Quality Review inform the development of the plan. Needs of teachers and school administration are identified through walkthroughs, teacher interviews, classroom observation, and data analysis. District-wide professional development is also considered as part of the plan. The attached plan will continue to be revised upon progress monitoring toward the identified goals; adjustments are considered part of this living document.

**ii. Implementation Period. Identify in chart form, the planned professional development.**

Alignment with SIG Goal	Rationale/ Evidence of Need for Professional Learning	Content of Professional Learning	Process for Professional Learning	Responsible	Desired Outcomes	Methods for analyzing and reporting outcomes
<b>GOAL 1: Develop a city-wide, K-8 magnet school focused STEM education, including an accelerated learning path for high school credit upon program completion.</b>						
1.1. Provide a K-8 articulation of STEM enhanced curriculum to support college & career readiness.	SQR and IIT reviews noted a lack of academic rigor and higher order thinking skills;	Review of CCLS & Next Generation Science Standards; inquiry-based learning theory	Curriculum Design, School Coaching, Grade Level Study Groups with Vertical Grouping	RCSD STEM Coach, Inquiry Specialist, Office of Professional Learning, UR Learning, UR Warner Center	Vertical Map of STEM skills, long range plan for expanded learning opportunities in STEM by grade level	Housing on intranet team site; review by CTE and Science Director, Office of Professional Learning, UR Warner Center
1.2. Integrate career pathway exploration in the STEM and Information Technology career clusters for grades 6-8.	IIT review cited need for students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	Unpacking Career Pathways standards and embedded CTE skills aligned with CCLS	workshop, teacher, immersing teachers in practice,	NYS CTE Technical Assistance, Office of CTE, IT and Science, STEM Specialist	Mapping of skills by pathway matched with student experiences by grade level	Housing on intranet team site; review by CTE and Science Director, Office of Professional Learning, UR Warner Center, CTE Technical Assistance Center
1.3. Supplement CCLS Modules with hands-on inquiry materials and enhanced thematic classroom resources.	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	Development of inquiry based lesson plans and selection of inquiry materials to supplement CCLS modules	Curriculum Design, School Coaching, Grade Level Study Groups with Vertical Grouping	Instructional Coaches, STEM Specialist, Classroom Teacher, Inquiry Teachers, URM LSLC	Comprehensive Units of Study	Classroom observations; review of unit plans

<p>1.4. Integrate community partnerships to support STEM/IT focus.</p>	<p>The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.</p>	<p>Group Norms, Protocols for Teams, Facilitative Leadership</p>	<p>Collaborative Conversations</p>	<p>Office of Professional Learning, NCTL</p>	<p>Successful STEM Advisory Board with active community partners including CBOs, higher education, industry partners</p>	<p>Committee members, observation of team meetings, minutes</p>
<p>1.5. Develop a strong recruitment and marketing strategy to evolve into a city-wide magnet school which is competitive with local charter school options.</p>	<p>The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.</p>	<p>Leadership and Team training on marketing, communications, and branding for recruitment</p>	<p>Guided Preparation of a communication plan, case studies of successful magnet schools</p>	<p>Office of Communications, NCTL</p>	<p>Communication and recruitment plan</p>	<p>Successful changes in recruitment practices, evaluation of the communication plan</p>
<p><b>GOAL 2: Expand the school day and school year to support project-based learning through an inquiry approach and career exploration in STEM and Information Technology Career Clusters.</b></p>						
<p>2.1. Partnership with National Center on Time &amp; Learning for coaching and implementation of expanded learning model.</p>	<p>Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum &amp; teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.</p>	<p>Essential elements of high-quality expanded learning schools; data cycles</p>	<p>Workshops, on-site coaching, walkthroughs</p>	<p>NCTL, Expanded Learning Resource Coordinator</p>	<p>SCEP development aligned with DTSDE findings and recommendations from NCTL</p>	<p>review of SCEP</p>



<p>2.2. Differentiated academic supports, including educationally related support services, ESOL, and socio-emotional supports as part of the longer learning day.</p>	<p>The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.</p>	<p>Essential elements of high-quality expanded learning schools</p>	<p>data analysis, school coaching, action research</p>	<p>School ELT Leadership, Office of Professional Learning, Office of Expanded Learning, NCTL, Teaching &amp; Learning</p>	<p>schedule including 60 minutes weekly for data analysis, data team protocols, flexible student grouping w embedded supports in longer day</p>	<p>schedule, observation of data teams, student schedules</p>
<p>2.3. Vendors to include ...</p>	<p>The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.</p>	<p>Joint training with RCSD staff and community partners on elements of high-quality programs</p>	<p>data analysis, school coaching, action research</p>	<p>Office of Professional Learning, Community partnerships, School Leadership, Coaches, EL Resource Coordinator</p>	<p>Joint PD Planning, common planning time</p>	<p>PD Plan, schedule</p>
<p>2.4. Engaging enrichment offerings, with a strong focus on STEM/IT, for a minimum of 90 minutes for all students to strengthen and extend core learning.</p>	<p>The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.</p>	<p>STEM standards, project-based learning, inquiry based instructional practices</p>	<p>Lesson study, tuning protocol</p>	<p>Office of Professional Learning, EL Resource Coordinator, School leadership, Office of Expanded Learning, UR Warner, NCTL</p>	<p>custom format for lesson planning with specific focus on STEM integration and inquiry based methods</p>	<p>Unit Plans, lesson observations</p>
<p>3. Enhance instructional quality through a targeted focus on deepening understanding of the Common Core Learning Standards and improving research-based practices in inquiry-based methodology, research- literacy instruction, and interdisciplinary project-</p>	<p>Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.</p>	<p>CCLS Modules, inquiry based teaching</p>	<p>Differentiated Coaching, Fishbowl, Lesson Study</p>	<p>UR Warner, Office of Professional Learning, Inquiry Coach, STEM Specialist</p>	<p>Unit and lesson plans implemented with high level of student engagement, inquiry</p>	<p>Observation, review of plans</p>

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<b>based learning experiences.</b>							
3.1. Deepen content knowledge by focusing education of math & science teachers as a career-long process; bring math & science teachers together with scientists, mathematicians, engineers to improve teaching skills.	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	STEM & CTE Standards, Inquiry based instructional strategies	Immersing Teachers in Practice, Curriculum Design	UR Warner, CTE Technical Assistance Center, Office of Professional Learning, STEM Specialist, Inquiry Coaches	Unit and lesson plans implemented with high level of student engagement, inquiry	Unit plans, observation	
3.2. Broaden pedagogical content through summer institutes and ongoing professional development for teachers to improve their knowledge and teaching skills	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	Inquiry based learning strategies, outcome based teaching	Action research, study groups, tuning protocols	UR Warner, Instructional Coaches, Office of Professional Learning, STEM Specialist	School based resource of instructional strategies w video	Observation, review of strategies, video	
3.3. Use data to inform instruction	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	Data protocols, data team training	data analysis, action research, collaborative planning	School leadership, instructional coaches, office of Professional Learning	Regular data meetings to inform instructional practices & differentiation	Data schedule, minutes, observation of team meetings, differentiated instruction/assessment	

**SCHOOL 3 SIG PARTNER PROFESSIONAL DEVELOPMENT:  
 University of Rochester Warner School of Education  
 Professional Development Plan for School #3 STEM Magnet Program**

The Professional Development program proposed here consists of coursework to deepen science, technology, engineering, and mathematics (STEM) content and pedagogical content knowledge, with an emphasis on science and mathematics. The program features a combination of flexible on-site sessions and in-school coaching to support teachers as they work to understand and implement the Common Core Learning Standards and modify teaching practices, courses at the University of Rochester to begin to re-shape teaching practices focusing on STEM content, and experiences in the summer where teachers will learn how to run inquiry-based investigations and group activities to engage students and spur learning.

The program has been designed, and will be implemented, in collaboration with the University of Rochester Warner School of Education. Director of Mathematics Outreach, Dr. Cindy Callard, and Mathematics Outreach Coordinator, Ms. Stephanie Martin, have more than 20 years of documented success (through funding from the NYS DDE and TLQP programs and several large scale National Science Foundation programs) supporting K-12 districts as they engage in developing high quality mathematics education programs for all students. Director of Science Teacher Preparation, Dr. April Luehmann, developed and has run the Get Real! Science Program for nine years, engaging students from the Rochester City School District (RCSD) in inquiry-based summer science camps and after-school programs (most recently with a grant from NSF for the Science STARS after-school program). The program will also capitalize on our successful Horizons summer enrichment program for RCSD K-8 students, providing experiences for School #3 teachers to learn to incorporate STEM content to increase literacy.

*School 3 Partner:*

*University of Rochester Warner School of Education Professional Development Timeline*

<b>Year 1 Fall</b>	<b>Year 1 Spring</b>	<b>Year 1 Summer</b>	<b>Year 2 Fall</b>	<b>Year 2 Spring</b>	<b>Year 2 Summer</b>	<b>Year 3 Fall</b>	<b>Year 3 Spring</b>	<b>Year 3 Summer</b>
informal classroom coaching/planning support	informal classroom coaching/planning support	Science Prof. Dev. (GRS Camp)	Capacity building	- "fishbowl" lessons (math & science)	<i>Capacity-building:</i> -Running science camp	Math/science coaching	Studio classrooms (math & science)	<i>Capacity-building:</i> Running science camp
Math Prof. Dev. (1 <sup>st</sup> run)	Math Prof. Dev. (2 <sup>nd</sup> run)	STEM (general) Prof. Dev. (Horizons) Math Prof. Dev. (dif. sessions)	Literacy as Social Practice course	fishbowl lessons (math & science)	Horizons	Math Prof. Dev. (dif. sessions)	Horizons	Horizons

### ***Capacity-building***

The challenge of sustaining high quality STEM programs in the long term is well documented in the literature (e.g., Coburn, 2003). One important condition for sustainability, especially when the change was jump-started by a grant, is ensuring that there are the resources to continue to offer teachers and other school personnel the needed support and professional development – both to ensure continuous improvement, and to deal with the inevitable turn-around of personnel (Coburn, 2003; Coburn & Russell, 2008; Arbaugh et al., 2010).

We are planning the following complementary initiatives to build content-knowledge and professional development capacity at School #3:

- Preparing a cadre of PD providers within School #3 who can offer the PD courses developed by the project, using a model that has proved successful in past projects and consists of (a) identifying promising teachers, school leaders and higher education faculty and having them observe and then co-facilitate as “understudies” project PD with expert PD providers, and (b) providing them with materials that can support their independent implementation of the PD.
- Preparing a cadre of instructional coaches who can support other teachers in the classroom as they try to put into practice what they learned from PD; these coaches will be prepared through their experience as teacher/coach pairs for a Collaborative Classroom and participation in the specialized training on coaching offered by the project.

### ***In-school/classroom coaching support***

A content-focused coaching model will be used for the in-school/classroom coaching support. Specifically, the teacher(s) and the coach will work collaboratively to: identify the goals and purpose for the lesson; identify high quality instructional materials that will support the lesson; anticipate potential opportunities for additional content to surface from the students; determine what, how and when students will be assessed; prepare detailed lesson plans that will engage students in Common Core Learning Standards practices; and determine how the instructional experience will be evaluated. The teacher then implements the lesson(s) with the coach’s support and careful observation of the interactions. Following the lesson, the coach and teacher reflect on the experience by examining the lesson for evidence of student learning, opportunities capitalized on, opportunities missed, and any misconceptions conveyed or uncovered. In light of this conversation they revise the lesson plan for the subsequent days and engage in the process again.

### ***iii. Describe the schedule and plan for regularly evaluating professional development.***

Regular evaluation of the effects of training, support, and professional development are ongoing. The schedule follows the informal observation calendar outlined in the APPR plan and including in Section II G of this application.

**2. J. Communication and Stakeholder Involvement/Engagement**

- i. Describe methods, times, and places for regularly and systematically updating parents*

See Section 2.H.vii.

## **2. K. Project Plan and Timeline**

*i. Identify and describe the goals and key strategies for year-one implementation period (September 1, 2013, to August 31, 2014).*

*ii.*

1. Develop a city-wide, K-8 magnet school focused STEM education, including an accelerated learning path for high school credit upon program completion.
  - 1.1. Provide a K-8 articulation of STEM enhanced curriculum to support college & career readiness.
  - 1.2. Integrate career pathway exploration in the STEM and Information Technology career clusters for grades 6-8.
  - 1.3. Supplement CCLS Modules with hands-on inquiry materials and enhanced thematic classroom resources.
  - 1.4. Integrate community partnerships to support STEM/IT focus.
  - 1.5. Develop a strong recruitment and marketing strategy to evolve into a city-wide magnet school which is competitive with local charter school options.
  
2. Expand the school day and school year to support project-based learning through an inquiry approach and career exploration in Science, Technology, Engineering, and Mathematics (STEM) and Information Technology (IT) Career Clusters.
  - 2.1. Partner with National Center on Time & Learning for coaching and implementation of expanded learning model.
  - 2.2. Differentiate academic supports, including educationally related support services, ESOL, and socio-emotional supports as part of the longer learning day.
  - 2.3. Utilize community based organizations and partnerships with higher ed institutions to enhance the educational experience for all students.
  - 2.4. Offer engaging enrichment, with a strong focus on STEM/IT, for a minimum of 90 minutes for all students to strengthen and extend core learning.
  
3. Enhance instructional quality through a targeted focus on deepening understanding of the Common Core Learning Standards and improving research-based practices in inquiry-based methodology, research- literacy instruction, and interdisciplinary project-based learning experiences.
  - 3.1. Deepen content knowledge by focusing on the education of mathematics and science teachers as a career-long process; bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills;
  - 3.2. Broaden pedagogical content through summer institutes and ongoing professional development for teachers to improve their knowledge and teaching skills
  - 3.3. Use data to inform instruction and create a culture of continuous improvement.

Goals	Key Strategies	Activities	Time Line	Responsibilities	Evidence
<p>1. Develop a city-wide, K-8 magnet school focused on STEM education, including an accelerated learning path for high school credit upon program completion.</p>	<p>1.1. Provide a K-8 articulation of STEM enhanced curriculum to support college &amp; career readiness.</p>	<p>Summer Institute for CCLS Unpacking, refer to professional learning plan in section II I.</p>	<p>August 2013, Sept 2013-June 2014</p>	<p>School leadership, teachers, Office of Professional Learning, UR Warner Center, URM LSLC</p>	<p>Curricular units plans, lesson plans, long range plans</p>
	<p>1.2. Integrate career pathway exploration in the STEM and Information Technology career clusters for grades 6-8.</p>	<p>Technical assistance sessions, Coached Curriculum Development, expert review</p>	<p>Sept 2013-Jan 2014</p>	<p>NYS CTE Technical Assistance Center; UR Warner Center</p>	<p>backward mapping of STEM/IT career pathways</p>
	<p>1.3. Supplement CCLS Modules with hands-on inquiry materials and enhanced thematic classroom resources.</p>	<p>Curriculum development support</p>	<p>Sept 2013-Jan 2014</p>	<p>URMC LSLC</p>	<p>3 units (10 weeks each) of case-based STEM learning</p>
	<p>1.4. Integrate community partnerships to support STEM/IT focus.</p>	<p>Formation of STEM advisory board with representation from industry, higher ed, district, bimonthly meeting</p>	<p>Sept 2013-June 2014</p>	<p>School leadership, Director of CTE, Director of Science, Office of Expanded Learning, Office of Community Partnerships</p>	<p>Committee Formation, Agenda, Minutes</p>
	<p>1.5. Develop a strong recruitment and marketing strategy to evolve into a city-wide magnet school which is competitive with local charter school options.</p>	<p>Communication Planning, Strategic student placement, lottery process, School Expo</p>	<p>August 2013, Sept 2013-June 2014</p>	<p>Communications office, Office of Student Placement, School Leadership, Community Partners</p>	<p>Advertising materials, student request for school</p>
<p>2. Expand the school day and school year to support project-based learning through an inquiry approach and career exploration in Science, Technology, Engineering, and Mathematics</p>	<p>2.1. Partner with National Center on Time &amp; Learning for coaching and implementation of expanded learning model.</p>	<p>Three TA sessions, 2x month on-site coaching</p>	<p>Aug 2013-June 2014</p>	<p>NCTL Coach, Office of Expanded Learning, School ELT Leadership Team, Expanded Learning Resource Coordinator</p>	<p>Progress Monitoring of Implementation</p>
	<p>2.2. Differentiate academic supports, including educationally related support services, ESOL, and socio-emotional supports as part of the longer learning day.</p>	<p>Three TA sessions, 2x month on-site coaching; PD sessions, embedded coaching for differentiation</p>	<p>Aug 2013-June 2014</p>	<p>NCTL Coach, Office of Expanded Learning, Office of Professional Learning, Instructional Coaches, SJFC Reading Clinic and PD</p>	<p>Schedule, classroom observation</p>

<p>(STEM) and Information Technology (IT) Career Clusters.</p>	<p>2.3. Utilize community based organizations and partnerships with higher ed institutions to enhance the educational experience for all students.</p>	<p>Formation of STEM advisory board with representation from industry, higher ed, district, bimonthly meeting</p>	<p>Aug 2013-June 2014</p>	<p>School leadership, Director of CTE, Director of Science, Office of Expanded Learning, Office of Community Partnerships</p>	<p>Committee Formation, Agenda Minutes, Catalog of expand learning options</p>
<p>2.4. Offer engaging enrichment; with a strong focus on STEM/IT, for a minimum of 90 minutes for all students to strengthen and extend core learning.</p>	<p>Three TA sessions, 2x month on-site coaching, UR Warner Center PD, coaching, inquiry labs</p>	<p>Aug 2013-June 2014</p>	<p>School leadership, Director of CTE, Director of Science, Office of Expanded Learning, Office of Community Partnerships</p>	<p>Catalog of expanded learning options</p>	
<p>3. Enhance instructional quality through a targeted focus on deepening understanding of the Common Core Learning Standards and improving research-based practices in inquiry-based methodology, research- literacy instruction, and interdisciplinary project-based learning experiences.</p>	<p>3.1. Deepen content knowledge by focusing on the education of mathematics and science teachers as a career-long process; bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills;</p>	<p>UR Warner Center PD, URM LSLC curriculum support, STEM based learning experiences, (see also PD plan in Section II I)</p>	<p>Summer Institute 2013, Monthly PD sessions, on site coaching in classrooms as outlined in PD plan Sept 2013-June 2014</p>	<p>School leadership, teachers, Office of Professional Learning, UR Warner Center, URM LSLC, inquiry teachers, instructional coaches</p>	<p>Curricular units plans, lesson plans, long range plans, classroom observations, student surveys of science interest</p>
<p>3.2. Broaden pedagogical content through summer institutes and ongoing professional development for teachers to improve their knowledge and teaching skills</p>	<p>UR Warner Center PD, URM LSLC curriculum support, STEM based learning experiences, (see also PD plan in Section II I)</p>	<p>Summer Institute 2013, Monthly PD sessions, on site coaching in classrooms as outlined in PD plan Sept 2013-June 2015</p>	<p>School leadership, teachers, Office of Professional Learning, UR Warner Center, URM LSLC, inquiry teachers, instructional coaches, SJFC</p>	<p>Curricular units plans, lesson plans, long range plans, classroom observations, student surveys of science interest</p>	
<p>3.3. Use data to inform instruction and create a culture of continuous improvement.</p>	<p>Weekly teacher collaboration meetings around data, data team training</p>	<p>Summer Institute 2013, Monthly PD sessions, on site coaching in classrooms as outlined in PD plan Sept 2013-June 2014</p>	<p>School leadership, teachers, Office of Professional Learning, UR Warner Center, URM LSLC, inquiry teachers, instructional coaches</p>	<p>data notebooks, action planning templates, classroom observations, student outcomes</p>	



**iii. Identify the “early wins”.**

Early wins include the successful engagement of 20% of the staff in the SIG Implementation Committee, including family and community representation. Additionally the evidence as articulated in the implementation plan. Successful engagement of the community will support the main goals and launch of the expanded learning day in September 2013 for 100% of the students attending School 3. Creation of school-level master schedule which provides for differentiated academic supports for academics and socio-emotional learning, opportunities for enrichment, integration of community based providers, with an additional 300 hours of more and better learning time is a key early win. Additionally, the provision of time for collaboration within the contractual work day for all staff will be incorporated into the new school day. Identification of community partners and community assets and the formation of a community school advisory committee with a regular meeting pattern. Increased learning rates as measured by the winter assessment and compared to the 12-13 SY data.

**iv. Identify the leading indicators of success.**

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

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

1. Develop a city-wide, K-8 magnet school focused STEM education, including an accelerated learning path for high school credit upon program completion.
  - 1.1. Provide a K-8 articulation of STEM enhanced curriculum to support college & career readiness.
  - 1.2. Integrate career pathway exploration in the STEM and Information Technology career clusters for grades 6-8.
  - 1.3. Supplement CCLS Modules with hands-on inquiry materials and enhanced thematic classroom resources.
  - 1.4. Integrate community partnerships to support STEM/IT focus.
  - 1.5. Develop a strong recruitment and marketing strategy to evolve into a city-wide magnet school which is competitive with local charter school options.
2. Expand the school day and school year to support project-based learning through an inquiry approach and career exploration in Science, Technology, Engineering, and Mathematics (STEM) and Information Technology (IT) Career Clusters.
  - 2.1. Partner with National Center on Time & Learning for coaching, implementation, and continuous improvement of expanded learning model.
  - 2.2. Build teacher capacity to differentiate academic supports, including educationally related support services, ESOL, and socio-emotional supports as part of the longer learning day.

- 2.3. Utilize community based organizations and partnerships with higher ed institutions to enhance the educational experience for all students; focus on capacity building.
  - 2.4. Offer engaging enrichment, with a strong focus on STEM/IT, for a minimum of 90 minutes for all students to strengthen and extend core learning.
3. Enhance instructional quality through a targeted focus on deepening understanding of the Common Core Learning Standards and improving research-based practices in inquiry-based methodology, research- literacy instruction, and interdisciplinary project-based learning experiences.
    - 3.1. Deepen content knowledge by focusing on the education of mathematics and science teachers as a career-long process; bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills;
    - 3.2. Broaden pedagogical content through summer institutes and ongoing professional development for teachers to improve their knowledge and teaching skills
    - 3.3. Use data to inform instruction and create a culture of continuous improvement.

Attachment A  
 Consultation and Collaboration Documentation Form

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

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

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

May 31, 2013

Dear Commissioner King:

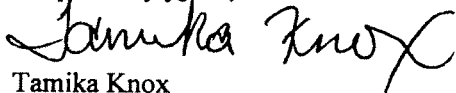
I am writing in support of the School Improvement Grant (SIG) for Nathaniel Rochester Community School #3 in the Rochester City School District. As a parent, School Based Planning Team member, and the president of the Parent Teacher Community Organization (PTCO) at School #3, I am sure to keep myself and the parent community informed of the planning process for school reform. Over the course of the past six months PTCO meetings have focused on not only informing parents, but also seeking input from them to include in the schools plan. Our parent community understands that despite the hard work of the School #3 community as a whole there is a need to do something different to promote student achievement.

Currently Rochester City School District children do not have the opportunity to opt into a STEM education at the elementary and intermediate levels and the possibility of this happening at School #3 is exciting. Offering new opportunities for our children who may be facing many challenges in their lives is important to supporting their needs. Along with the focused school-wide priority the plan will provide our children with additional time to meet their needs beyond academics. Having experiences that focus on students social-emotional and academic needs will allow our children to explore options they may not be able to explore in other areas of their life. We are also excited about the prospect of working with community partners such as the University of Rochester and St. John Fisher College in order to enhance learning experiences focused on STEM. The School Improvement Grant will benefit our children by allowing for access to more support and opening doors to experiences they may otherwise never know exist.

As a proud parent of two children at Nathaniel Rochester Community School, I am excited about and in support of this School Improvement Grant proposal. I look forward to all of the opportunities these funds will provide the children who call this school their home. It is also appealing to know that as the students and teachers experience new challenges and expectations with the change in standards and curriculum, they will be supported.

Lastly, though I understand that the School Improvement Grant calls for the removal of the principal, I am appealing to you to reconsider this option. Connie Wehner has been leader and friend to this community and we would like her to remain as principal of Nathaniel Rochester Community School. The test scores do not paint an accurate picture of Connie as a leader. There many other pieces of evidence that demonstrate she is effective including how she has gone above and beyond to support her staff, students, and families. Removing her will slow the progress we are making as a community and I directly connect my children's academic growth to Connie as a leader.

Respectfully yours,



Tamika Knox

Parent

President of the Parent-Teacher-Community-Organization  
School Based Planning Team member

**Attachment B**  
**School 3-level Baseline Data and Target-Setting Chart**

<b>SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART</b>	<b>School</b>	<b>NYS State Average</b>	<b>District Average</b>	<b>Baseline Data</b>	<b>Target for 2013-2014</b>	<b>Target for 2014-2015</b>	<b>Target for 2015-16</b>
<b>I. Leading Indicators</b>							
a. Number of minutes in the school year	67,640		73,320	67,640	85640	85640	85640
b. Student participation in State ELA assessment	98%		95.6%	98%	99%	100%	100%
c. Student participation in State Math assessment	98%		96.4%	98%	99%	100%	100%
d. Drop-out rate	NA		NA	NA	NA	NA	NA
e. Student average daily attendance	92%		85%	92%	93%	95%	97%
f. Student completion of advanced coursework	NA		NA	NA	NA	NA	NA
g. Suspension rate	Corrective	Action	See	Attach ment			
h. Number of discipline referrals	Corrective	Action	See	Attach ment			
i. Truancy rate	Corrective	Action	See	Attach ment			
j. Teacher attendance rate	96.2%		94.5	96.2%	94.0%	95.9%	97.8%
k. Teachers rated as "effective" and "highly effective"	85.2%		82.6%	85.2%	89.5%	93.9%	98.6%
l. Hours of professional development to improve teacher performance	5142.5		2293.1	5142.5	5399.6	5669.6	5953.0
m. Hours of professional development to improve leadership and governance	51		15.4	51	53.5	56.2	59.0
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action. *	308		77.8	308	323.4	339.6	356.5
<b>II. Academic Indicators</b>							
n. ELA performance index	81		89.7	81	115.2	140.2	165.2
o. Math performance index	84		103.3	84	88.2	92.6	97.2
p. Student scoring "proficient" or higher on ELA assessment	14%		21.1%	14%	15.4%	16.9%	18.6%
q. Students scoring "proficient" or higher on Math assessment	16%		28.8%	16%	17.6%	19.4%	21.3%
r. Average SAT score	NA		NA	NA	NA	NA	NA
s. Students taking PSAT	NA		NA	NA	NA	NA	NA
t. Students receiving Regents diploma with advanced designation	NA		NA	NA	NA	NA	NA
u. High school graduation rate	NA		NA	NA	NA	NA	NA
v. Ninth graders being retained	NA		NA	NA	NA	NA	NA
w. High school graduates accepted into two or four year colleges	NA		NA	NA	NA	NA	NA

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



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

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

August 3, 2012

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

Mr. Baker:

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

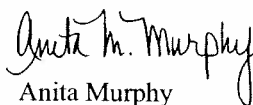
The data reported in the Rochester City School District's 2011-12 PD-8 Report accurately reflects the data reported through our student management systems. As content area and data specialists reviewed these reports, a concern arose that the figures seem not to reflect, in totality, the students with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

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

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

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

Sincerely,

  
Anita Murphy

**Attachment C**  
**Evidence of Partner Effectiveness Chart**  
**RCSD Nathaniel Rochester Community School No. 3**

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.)
<b>University of Rochester</b> <b>Warner School of Education</b> Project contact: Cynthia Callard 585-355-2088  Type of service provided: --professional development --interventions related to literacy, reading, and science	1. Audubon School No. 33 2. East High School/Freedom School 3. Henry W. Longfellow School No. 36 4. Rochester City School District (general improvement related to mathematics teaching, district-wide) 5. 6. 7.	1. Larry Ellison, Principal: 585-482-9290 2. Anibal Soler, Principal: 585-288-3130 3. George Moses, Freedom School: 585-482-7320 4. Paul Montanarello, Principal: 585-342-7270 5. Michael Conover, Director of MSP Grant: 262-8000 6. 7. 8.
<b>Partner Organization</b> <b>Name and Contact Information and</b> <b>description of type of service</b> <b>provided.</b>  <b>WestEd</b> Project contact: Ken Futernick, Ph.D., director of the School Turnaround Center can be contacted at kfuternick@wested.org.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.) 1. Aromas-San Juan School District (San Juan Elementary School, SIG funded, 3-year engagement). 2. Creighton Elementary School District, AZ. (5 year engagement)	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.) 1. Willard McCabe, Superintendent 2300 San Juan Highway San Juan Bautista, CA 95045 831-623-4500 2. Dr. Charlotte Boyle, Superintendent 2702 East Flower Street Phoenix, Arizona 85016

<p>Will serve as a Transformational Coach for the principal at Rochester (.6 FTE) and for other Rochester SIG schools (.4 FTE).</p> <p>Please see attached document showing trend-summary evidence of academic success for many of WestEd's partner schools and districts.</p>	<p>3. Balsz Elementary School District, AZ. (2 year engagement)</p> <p>4. Stapleton Elementary, Nebraska. (SIG funded, 3 year engagement)</p> <p>5. Crawford Elementary, Nebraska (SIG funded, 3 year engagement)</p> <p>6. Stockton Unified School District (7 SIG funded schools, 3 year engagement)</p> <p>7. Alamosa School District, Colorado. (2 year engagement)</p> <p>8. Adams County School District 14, Colorado. (2 year engagement)</p>	<p>602-381-6000</p> <p>3. Rhonda Chavez, Director of Education Services              4825 East Roosevelt Street              Phoenix, AZ 85008              602-629-6400</p> <p>4. Lee Sayer, Superintendents              6th &amp; Main Street P.O. Box 128              Stapleton, Nebraska 69163              (308) 636-2252              lsayer@esu16.org</p> <p>5. Dick Leshner, Superintendent              908 5th St              Crawford, NE 69339              (308) 665-1928              dlesher@panesu.org</p> <p>6. Teresa Oden, District Turnaround Director              701 N Madison St              Stockton, CA 95202              (209) 933-7000              toden@stockton.k12.ca.us</p> <p>7. Mark Meyer, Assistant Superintendent              209 Victoria Ave              Alamosa, CO 81101-4204              719-587-6000</p> <p>8. Janell Suelz, Director of Student Achievement              5291 East 60th Avenue              Commerce City, CO 80022              303-853-3245</p>
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Attachment D - (1003g) Budget Summary Chart

Agency Code	2	6	1	6	0	0	0	1	0	0	0
<b>Rochester City School District (School No. 3)</b>											
<b>Year 1 Implementation Period</b> (September 1, 2013 - August 31, 2014)											
<b>Categories</b>	<b>Code</b>	<b>Costs</b>									
Professional Salaries	15	775,725									
Support Staff Salaries	16	21,681									
Purchased Services	40	520,500									
Supplies and Materials	45	84,596									
Travel Expenses	46	236,250									
Employee Benefits	80	307,693									
Indirect Cost (IC)	90	53,555									
BOCES Service	49	0									
Minor Remodeling	30	0									
<b>Total</b>		<b>2,000,000</b>									
<b>Year 2 Implementation Period</b> (September 1, 2014 - August 31, 2015 - for Turnaround, Restart, and Transformation models only)											
<b>Categories</b>	<b>Code</b>	<b>Costs</b>									
Professional Salaries	15	652,191									
Support Staff Salaries	16	22,229									
Purchased Services	40	325,000									
Supplies and Materials	45	2,230									
Travel Expenses	46	175,000									
Employee Benefits	80	277,858									
Indirect Cost (IC)	90	45,492									
BOCES Service	49	0									
Minor Remodeling	30	0									
<b>Total</b>		<b>1,500,000</b>									
<b>Year 3 Implementation Period</b> (September 1, 2015 - August 31, 2016 - for Turnaround, Restart, and Transformation models only)											
<b>Categories</b>	<b>Code</b>	<b>Costs</b>									
Professional Salaries	15	555,798									
Support Staff Salaries	16	22,797									
Purchased Services	40	48,400									
Supplies and Materials	45	0									
Travel Expenses	46	100,000									
Employee Benefits	80	235,484									
Indirect Cost (IC)	90	37,521									
BOCES Service	49	0									
Minor Remodeling	30	0									
<b>Total</b>		<b>1,000,000</b>									

<b>Total Project Period</b> (September 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR September 1, 2013 - August 31, 2014 for Closure models)		
Categories	Code	Costs
Professional Salaries	15	1,983,715
Support Staff Salaries	16	66,707
Purchased Services	40	893,900
Supplies and Materials	45	86,826
Travel Expenses	46	511,250
Employee Benefits	80	821,034
Indirect Cost (IC)	90	136,568
BOCES Service	49	0
Minor Remodeling	30	0
<b>Total Project Budget</b>		<b>4,500,000</b>



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

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

May 28, 2013

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

Dear Sir or Madam:

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

The purpose of this letter is to inform you that the Rochester City School District intends to apply for a grant to support the students at Nathaniel Rochester Community School #3 by using the Transformation Model to implement whole-school change.

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

Sincerely,

Karen Jacobs  
Director of Financial Management and Grants

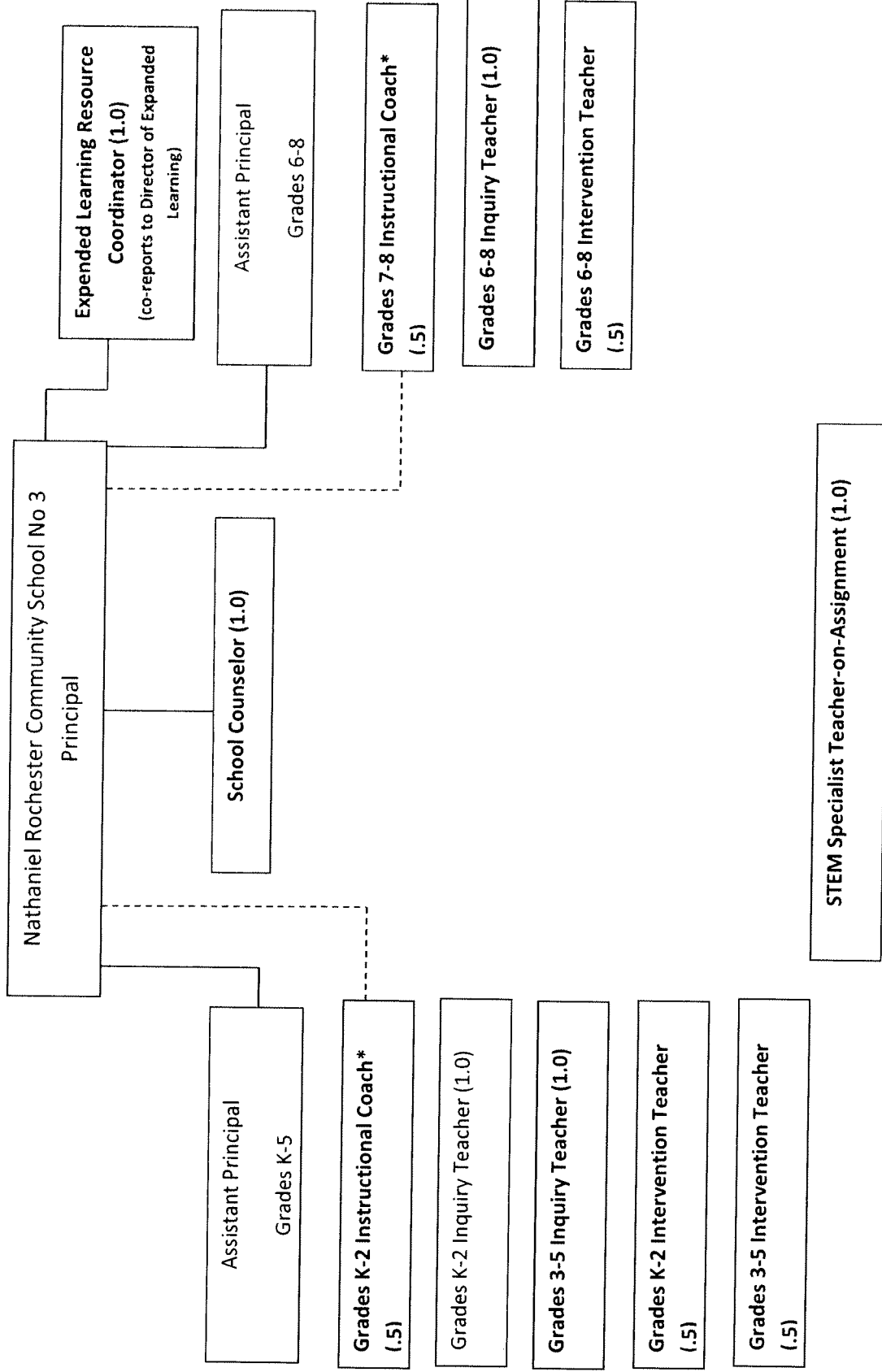
xc: W. Ansbrow  
A. Murphy  
B. Burrell-Moore  
S. Hasenauer-Curtis  
C. Leone-Mannino  
C. Hunt

**RCSD School 3 SIG Three Year Budget Narrative**

Professional Salaries	FTE yr 1	Annualized Rate of Pay	Sept. 1, 2013 - Aug. 30, 2013	FTE yr 2	Sept. 1, 2014 - Aug. 30, 2015	FTE yr 3	Sept. 1, 2015 - Aug. 30, 2016	TOTALS	Narrative Reference
Expanded Learning Resource Coordinator	1.00	\$66,000	\$66,000	1.00	\$68,310	0.50	\$35,350		2.E.i.
School Counselor	1.00	\$60,315	\$60,315	1.00	\$62,426	0.50	\$32,305		2.E.i.
Intervention Teachers [K-2,3-5,6-8]	1.50	\$90,315	\$90,473	1.50	\$93,639	1.50	\$96,916		2.E.i.
Inquiry Teachers [K-2,3-5,6-8]	3.00	\$60,315	\$180,945	3.00	\$187,278	3.00	\$193,833		2.E.i.
Prof. Dev. K-2 Instructional Coach	0.50	\$63,201	\$31,601	0.50	\$32,707	0.50	\$33,851		2.E.i.
Gr. 7 & 8 Instructional Coach	0.50	\$63,201	\$31,601	0.50	\$32,707	0.50	\$33,851		2.E.i.
STEM Specialist (TOA)	1.00	\$70,000	\$70,000	1.00	\$72,450	0.50	\$37,493		2.E.i.
<b>Total FTE Staff</b>	<b>8.50</b>		<b>\$530,936</b>	<b>8.50</b>	<b>\$549,516</b>	<b>7.00</b>	<b>\$463,600</b>		
Teacher hourly pay for delivery of supplemental academic supports during school year	3700	\$37	\$136,900		\$102,675		\$92,198		2.E.iv.
Teacher Pay for delivery of supplemental academic supports during recess programming	10	\$4,040	\$40,400						
Teacher Pay for co-teaching summer camps	2	\$3,030	\$6,060						2.E.iv.
Teacher PD stipends (includes summer)	58	\$825	\$47,850	396.00		198.00			2.E.iv.
Teacher Substitutes for PD activities	20	\$184	\$3,680						2.H.ii.
Teacher PD stipends (SJFC and U of R Summer)	10	\$990	\$9,900						2.H.ii.
<b>Total Hourly</b>	<b>8.50</b>		<b>\$244,790</b>	<b>8.50</b>	<b>\$102,675</b>	<b>7.00</b>	<b>\$92,198</b>		
<b>Support Staff</b>			<b>\$775,726</b>	<b>8.50</b>	<b>\$652,191</b>	<b>7.00</b>	<b>\$555,798</b>	<b>\$1,983,715</b>	
Clerical support for Expanded Learning	0.50	\$31,361.00	\$15,681	0.50	\$16,229	0.50	\$16,797		
Paraprofessional OT for Expanded Learning			\$6,000				\$6,000		2.E.iv.
<b>Total FTE Staff</b>	<b>0.50</b>		<b>\$21,681</b>	<b>0.50</b>	<b>\$22,229</b>	<b>0.50</b>	<b>\$22,797</b>		2.E.iv.
<b>TOTAL -- Support Staff</b>	<b>0.50</b>		<b>\$21,681</b>	<b>0.50</b>	<b>\$22,229</b>	<b>0.50</b>	<b>\$22,797</b>	<b>\$66,707</b>	
Total staff	9.00		\$797,406	9.00	\$674,420	7.50	\$578,596		
<b>Employee Benefits</b>									
Social Security		0.0765	\$61,003		\$51,593		\$44,263		
Retirement		0.14	\$108,602		\$91,307		\$77,812		
Health Insurance		0.12	\$2,602		\$2,668		\$2,736		
Worker's Compensation		12.750	\$114,750		\$114,750		\$95,625		
Unemployment Insurance		0.016	\$12,758		\$10,791		\$9,258		
Civil Service Life Insurance		0.01	\$7,974		\$6,744		\$5,786		
<b>TOTAL--Employee Benefits</b>			<b>\$307,693</b>		<b>\$277,857</b>		<b>\$235,484</b>	<b>\$821,034</b>	
<b>Purchased Services</b>									
Math and Science Programming for students-University of Rochester Medical Center			\$50,000		\$25,000		\$24,200		2.A.ii.
STEM coaching and professional development for teachers-University of Rochester Warner School of Education			\$187,000		\$110,000		\$-		2.A.ii.
Literacy coaching for teachers and literacy programming for student-St. John Fisher College			\$100,000		\$50,000		\$24,200		2.F.i.

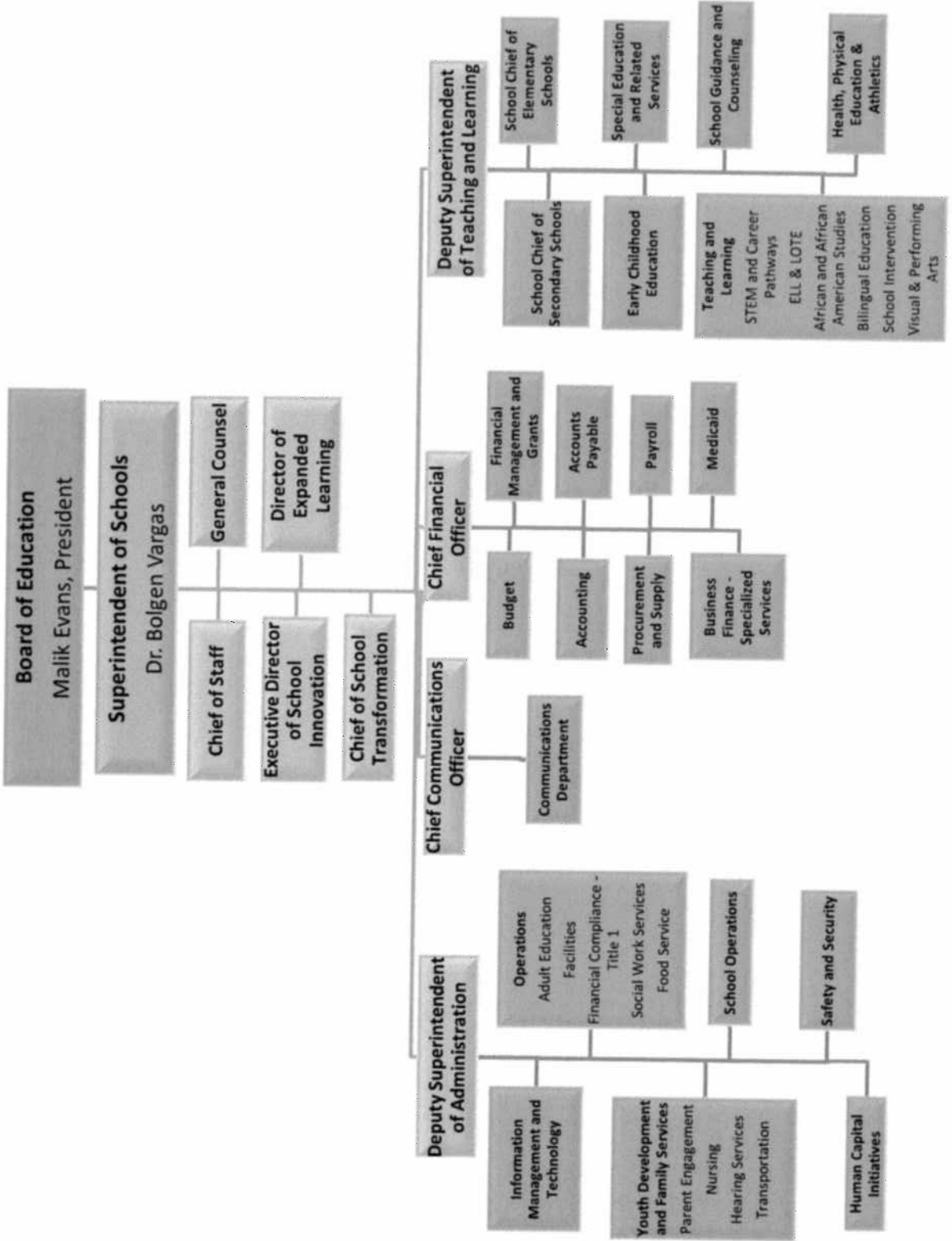


School Improvement Grant  
Organization Charts for School 3



\*Instructional Coaches also report centrally to the Director of Professional Learning.  
**Bold Type is additional, proposed grant-funded staff.**

# Rochester City School District Organization Chart



Executive Assistant  
(Sheila Wall)

Deputy Superintendent of Administration  
(Anita Murphy)

Assistant to Deputy Superintendent of Admin.  
(Rob Ulliman)

Chief Technology Officer  
(Annamarie Lehner)

Instructional Technology  
(Timothy Cliby)  
Additions:  
▪ Match Team  
▪ Library Resources  
(Colleen Sadowski)

Student Application  
(Nathan Dederick)  
Technical Support –  
Student Applications  
▪ Chancery  
▪ IEP Direct  
▪ Welligent  
▪ Mapnet  
▪ Medicaid Direct  
▪ Cayen  
▪ NutriKids  
State Reporting Prep.  
Testing Support  
BEDS Prep  
Data Warehouse /  
Central Reporting

Network  
(Mark Cassella)

Technology Governance and Planning  
(Edward Omiccioli)

Business Application  
PeopleSoft  
(Ramana Adibhatla)

Chief of Operations  
Michael Schmidt

• Adult Education  
(Paul Burke)  
• Educational Facilities  
(Tom Keyssa)  
• Financial Compliance Title 1  
(Gloria Sullivan)  
• Social Work Services  
(Audrey Cummings)  
• Foodservices  
(Dave Brown)

Executive Director of School Operations  
(Vicky Ramos)

Director External School Operations  
(Karl Kania )  
• Placement  
• Home Schooling  
• Private & Parochial  
• Application of State Requirements  
• Liaison with IM&T – State Requirements Systems Setup  
• Student Scheduling  
• BEDS Validation  
• School Support

Director of Testing  
(Joyce Schultz)

Director Internal School Operations  
(Vacant)  
• Placement  
• Home Schooling  
• Private & Parochial  
• Student Projections  
• Compliance  
• Monitoring Data Requirements  
• Meet State Requirements  
• Meet District Requirements  
• Instructional Core Courses  
• Student Records

Attendance  
(Betsy Hoffer)

Research  
(Vacant – New)  
▪ Program Evaluation  
▪ Trend Analysis  
▪ Statistical Approach

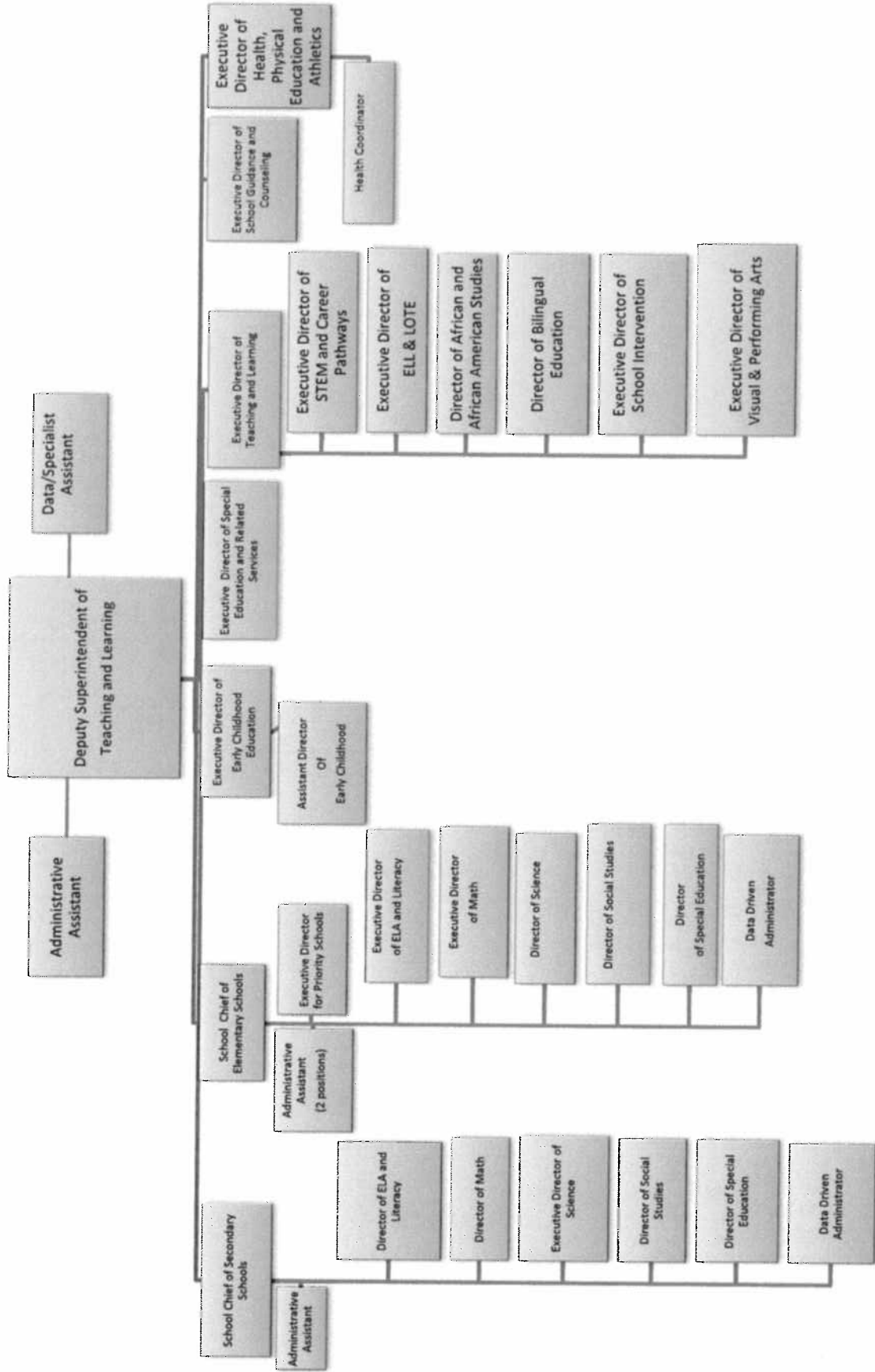
Senior Director of Youth and Family Services  
(Jerome Underwood)

• Youth Development and Family Services  
• Parent Engagement  
• Nurses  
• Hearing Services  
• Transportation

Safety and Security  
(Lori Baldwin)

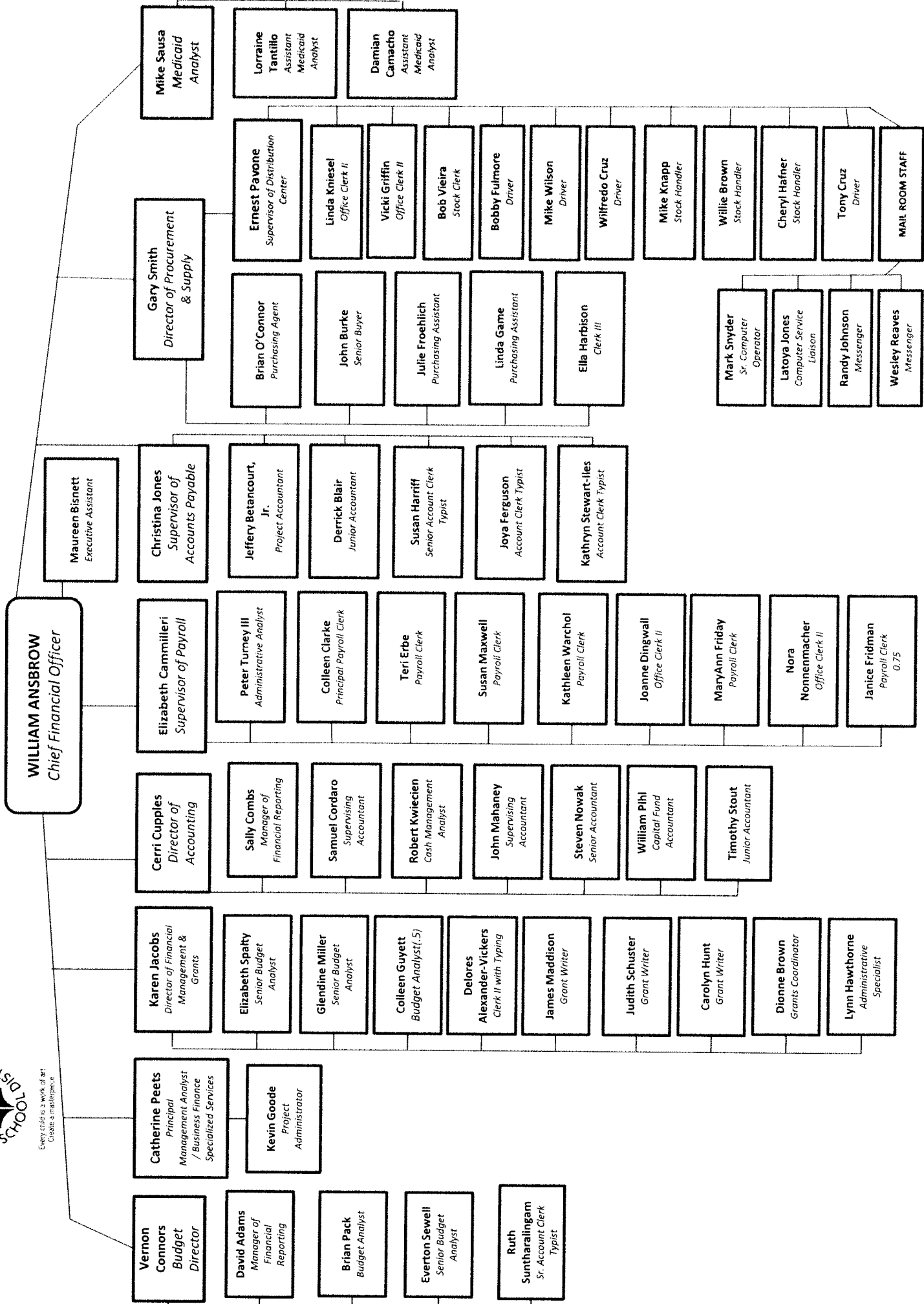
Human Capital Initiatives  
(Bethany Centrone)  
• Benefits  
• Personnel  
• Labor Relations  
• Professional Development (July 1, 2013)







# Rochester City School District Department of Finance



School No 3  
SCEP and Parent  
Involvement

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

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

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

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

#### **2) Establish a Living Contract Committee - Section 50**

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

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

...

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

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

....

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

...

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

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

...

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

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

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

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

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

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

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

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

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

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

Section 16 Professional Dan and Responsibilities

Section 20 Parent-Teacher Conferences

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

Section 22 Teacher Assignments

Section 23 Secondary School Teacher Assignments

Section 27 Teaching Conditions

Section 28 Teacher Facilities

Section 33 Flexible Length of the Pupil Day

Section 34 Reports to Parents

Section 46.5 "Activities" only

Section 5 1 Job Sharing

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

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

The complete Contractual Agreement can be found at:  
<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=2954&context=perbcontracts>

LINK TO THE COMMON CORE STATE STANDARDS FOR 6 – 12

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



**Title I, Part A  
Parent Involvement/Parent Engagement  
(PI/PE)  
2012-2013**



**School:** NRCS #3 #3  
**Principal:** Connie M. Webner  
**Secretary:** Mary E. Martinez

**Date Completed:** November 20, 2012

**Person Responsible for plan implementation/budget:** Mary E. Martinez/Connie M. Webner

**# of students:** 670

**Allocation: (PI/PE):** \$5230.00

**PLANS ARE DUE NO LATER THAN: By December 2012**

**CHECKLIST**

- Participate in meaningful consultation with parents to:**
  - a. **identify plan components: events/expenditures**
  - b. **rationale**
  - c. **expected outcomes,**
  - d. **persons responsible**
  - e. **timeline for implementation**
  - f. **metrics for success.**
- Complete the Scope of Plan**
- Complete the Budget Narrative**
- Obtain required signatures**
- Submit required paperwork: Cover Page, Scope of Plan (Form A), the Budget Narrative (Form B), and the Signature Page (Form C)**
- Receive approval, budget codes, and appropriations**
- Complete Form D- Evaluation (form is in development): Due no later than June 30, 2013 if all activities have been completed or August 31, 2013, if summer activities are planned.**

## SCOPE OF THE PARENT INVOLVEMENT PLAN

Form A

	<b>Event/Expenditure:</b> <b>Include all components required for the event/ expenditure</b>	<b>Rationale/Metrics for Success</b>	<b>Expected Outcomes</b>	<b>Time Line</b>	<b>Person(s) Responsible</b>	<b>Evaluation tools</b>
<b>1</b>	Primary Agendas  Elementary Agendas  Middle School Agendas	300  300  350	Increase Parent Involvement and to increase student accountability. To communicate between home and school	07/01/2012 to 06/03/13	Connie Wehner	Student achievement will improve through daily communication to parent/guardian and student from the teacher through the use of the agenda home-school communication. Parents/Guardians will be able to communicate with the school and have daily knowledge of student's homework, etc. the agenda includes a reading log, student/parent handbook, daily goals, vocabulary, helpful health tips, maps, anti-bullying advice, and other helpful information.
<b>2</b>	<b>Subscriptions</b>		Building a	07/01/2012	Connie Wehner	Home & School

CAW: 10/25/12



	<p><b>Home &amp; School Connection</b></p>	<p><b>1 Year</b></p>	<p><b>more positive relationship between school and home.</b></p>	<p><b>to 06/30/2013</b></p>	<p><b>Connection - A monthly guide for parents packed with practical ideas to improve school success, making learning exciting with activity ideas, enhance parenting skills and discipline, strengthen family life, build positive character traits and strengthen the home/school partnership. To be distributed in conjunction with the school newsletter to every K-5 student and their family. Includes with Test Smarts, Raising Respectful Children, and supporting your Child's Education bonuses.</b></p>
<p><b>Middle School years</b></p>	<p><b>1 Year</b></p>				<p><b>Middle School years - A monthly guide for parents packed with practical ideas to improve parental support, improve</b></p>

						<p>school success, strengthen family life, enhance parenting skills, understand middle graders' behavior, and strengthen the home /school partnership. To be distributed to every 6-8 grade student and their family. Includes Reading and Writing in Content Areas, Peaceful Family Relationships and Skills for now and later bonuses.</p>
3	Book Campaign	450	Increase reading habits and fostering the love of reading. Also to build vocabulary and practice student reading skills	07/01/2012 to 06/30/2013	Connie Wehner	<p>America's Choice 25 Book Campaign - This is an initiative for grades 3-8 to bring about balanced literacy and school learning. The initiative is designed to build love of reading and foster habits of good readers as each student works to read 1,000,000 words with their parents/guardians. Children learn to</p>

						read by practicing reading skills. More words mean more opportunity to learn vocabulary, and vocabulary knowledge leads to reading comprehension.
4	PTCO	420	Sign in sheets. Show an increase in parental involvement thru parents and community partners.	14 meetings from 07/01/2012 to 06/30/2013	Connie Wehner	Make school more welcoming towards parents. To build a more positive connection between home and school thru parent involvement.
5	Family Instructional Evenings	500	Sign in sheets	2 meetings from 07/01/2012 to 06/30/2013	Connie Wehner	Bring our parents and their children together with staff for evenings of academic interest groupings.

**Budget Narrative: Parent Involvement**

## (subclass 0251)

## Form B

Include details for each expenditure that explains the total i.e. # of hours. Add events/expenditures as needed.			
CODE	DETAIL	UNIT COST	TOTAL
<b>Code 15: Professional Salaries</b>	Staff members: \$33/hour <ul style="list-style-type: none"> <li>• Event/expenditure 1</li> <li>• Event/expenditure 2</li> <li>• Event/expenditure 3</li> </ul>		
<b>Code 16: Support Staff Salaries</b>	Paraprofessionals- Time +1/2 of the individual's salary. Salary increases begin July 1 for summer work and must be included. <ul style="list-style-type: none"> <li>• Event/expenditure 1</li> <li>• Event/expenditure 2</li> <li>• Event/expenditure 3</li> </ul>		
<b>Code 40: Purchased Services</b>	Consultant costs. If costs are greater than \$1999.99 for any one year (July 1-June30), a contract is required. Contract Service Provider i.e. for babysitting costs related to parent involvement activities. The current District rate is \$ <ul style="list-style-type: none"> <li>• Event/expenditure 1</li> <li>• Event/expenditure 2</li> <li>• Event/expenditure 3</li> </ul>		
<b>Code 45: Supplies and Materials</b>	Reasonable and necessary for the event, including light refreshments. Meals- If the activity is longer than 2 hours and occurs during a normal meal time. Maximum amount /\$6.00 per attendee. <ul style="list-style-type: none"> <li>• Event/expenditure 1</li> <li>• Event/expenditure 2</li> <li>• Event/expenditure 3</li> </ul>	Primary Student Planner 300 @ \$2.49 each + 300 @ .45 = 135.00 Cover w/Window + \$105.84 S&H	\$987.84
		Elementary Student Planner 300@ \$2.49 each + 30 @ .45 = \$135.00 Covers w/Windows + \$105.84S&H	\$987.84
		MS Student Planner350 @2.41 each + 350 @ .30 = \$105.00 Custom Card Stock Cover	\$1062.23

		+ 113.82 S&H	
		Home & School Connection -- 1 year subscription @ \$207.00	\$219.00
		Middle School Years -- 1 year subscription @ \$207.00	\$219.00
		America's Choice 25 Book Campaign -- 450 books @ 3.50 each	\$754.00
		PTCO -- 14 meetings x 30 parents 2.14 cost per parent	\$600.00
		Family Instructional Evenings -- 2 meetings x 250 parents x 1.50 cost per parent Light Refreshments	\$400.00
<b>Code 46: Travel Expenses</b>	Transporting parents to meetings is allowable. Attendance at applicable conferences in New York State only. • Event/expenditure 1 • Event/expenditure 2 • Event/expenditure 3		
<b>Code 80: Employee Benefits</b>	Staff: 21.59% Support Staff: 28.45% • Event/expenditure 1 • Event/expenditure 2 • Event/expenditure 3		

**SIGNATURE PAGE**

Form C

**We, the undersigned, have participated in meaningful consultation to create our school's Parent Involvement/Parent Engagement Plan. By signing below, we affirm that we approve of this plan.**

**Principal:** Connie M. Wehner *Connie M. Wehner* 12-10-12  
(Print) (Signature) (Date)

**SBPT Parent Rep:** Tamika Knox *Tamika Knox* 12-10-12  
(Print) (Signature) (Date)

**Parent Group:**  
**President**  
**(if applicable):** Tamika Knox *Tamika Knox* 12-10-12  
(Print) (Signature) (Date)

**OPE Coordinator:** \_\_\_\_\_  
(Print) (Signature) (Date)

**Title I Grant**  
**Monitor:** CHEYL WHEELER *Cheyl Wheeler* 12/11/12  
(Print) (Signature) (Date)

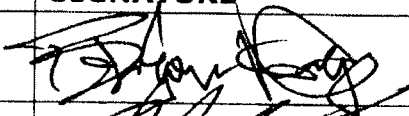

**2012-13**

**SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)**

<b>SCHOOL NAME</b>	<b>Nathaniel Rochester Community School</b>	<b>CONTACT NAME</b>	<b>Connie M. Wehner</b>
<b>PHONE</b>	<b>585-454-3525</b>	<b>E-MAIL</b>	<b>Connie.wehner@rcsdk12.org</b>

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

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

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

**SCHOOL LEADERSHIP TEAM:**

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

**TENET I: DISTRICT LEADERSHIP AND CAPACITY**  
ADD ROWS AS NEEDED

1.1 District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	School leaders will work collaboratively with School Chiefs and content area directors to ensure effective systems are in place at the school level to evaluate staff under the new APPR guidelines so that frequent, relevant feedback is being provided regularly.		
	Leadership will work with Carlos Leal to help link PD opportunities with the feedback provided to help sustain school improvement efforts and increase teacher effectiveness and practice.		

1.2 District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	School leaders will work with School Chiefs and designated central office staff to ensure that resources allocated truly support the unique programs and diverse student population, special education and ELL students identified in accountability designations to aide in school improvement efforts.		



1.3 District leadership has a comprehensive explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents that is robustly communicated.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	School leaders will share newsletters/bulletin from directors and Office of Communications in order to share with their school community information/opportunities that will assist in the implementation of the Regents Reform Agenda.		

1.4 District has a comprehensive plan to create, deliver, and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	The school community will take advantage of Avatar offerings and PD being provided by the District around CCSS,DDI and APPR to enhance school performance.		

1.5 District promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	Principals and lead teachers/coaches will take advantage of trainings in Albany to learn how to create a data driven culture and how to effectively link the formative assessments found in the modules to instructional plans.		

**TENET II: SCHOOL LEADER PRACTICES AND DECISIONS**

<p><b>2.1</b> The district works collaboratively with the school(s) to provide opportunities and supports for the school leader(s) to create, develop, and nurture a school environment that is responsive to the needs of the entire school community.</p>		<p><b>G. Fund Source(s)</b></p>	<p><b>H. School Cost</b></p>
<p><b>A. - C., E. - F.</b></p>	<p><b>D. Activity</b></p> <p>The school leader and administrative team will participate in the SUPES Academy training that will encourage the development of a school environment that is responsive to the needs to the Regents reform agenda and the school community.</p>		
<p><b>2.2</b> Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).</p>			
<p><b>A. Major Recommendation and Report Citation</b></p> <p>The school community has a vision but it needs to be aligned to student achievement and student data.</p>	<p><b>B. Goal</b></p> <p>The school community will promote a robust vision by holding the community accountable for specific measurable goals found in the SCEP.</p>	<p><b>C. Targets</b></p> <p>The SBPT/Instructional Leadership Team will monitor the SCEP on a monthly basis to ensure that the goals are being obtained.</p> <p>SWPBS team will engage school community in monthly activities aligned to the schools vision and mission.</p>	<p><b>H. School Cost</b></p> <p>0</p>
<p><b>D. Activity</b></p> <p>Assigned members of the SBPT/Instructional Leadership Team (ILT) will be assigned a sub-statement of practice within a tenant to monitor and report on during SBPT/ILT meetings.</p>	<p><b>E. Timeline</b></p> <p>Bi-Weekly</p>	<p><b>F. Key Personnel</b></p> <p>All members of the SBPT/Instructional Leadership Team</p>	<p><b>G. Fund Source(s)</b></p> <p>A/Funds</p>
<p>SWPBS team will monitor and report on the planned activities and adjust accordingly.</p>	<p>On-going</p>	<p>SWPBS Team</p>	<p>\$5,000.00 (already spent out of 500 line)</p>

<p><b>2.3</b> Leaders effectively use evidence based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum &amp; teacher practices; leadership development; community/family engagement; and student social –emotional developmental health) that makes progress towards mission critical goals.</p>					
<p><b>A. Major Recommendation and Report Citation</b></p> <p>The school leaders need to increase staff expectations that lead to the use of best practices and the use of systems which will result in increased student achievement.</p>		<p><b>B. Goal</b></p> <p>The school leaders model excellence in the creation and use of systems and supports practices in all areas that impact the school to lead to sustained performance.</p>		<p><b>C. Targets</b></p> <p>The school leaders create systems and structures that are articulated in writing and visually modeled for all tenets as indicated in the school action plan.</p>	
<p><b>D. Activity</b></p> <p>An electronic portfolio of evidence will be maintained and articulate the systems and structures outlined in each tenet.</p>		<p><b>E. Timeline</b></p> <p>Weekly</p>	<p><b>F. Key Personnel</b></p> <p>All SBPT/ILT members/ Webmasters- Dawn Botting,  Kathleen Mauldin</p>	<p><b>G. Fund Source(s)</b></p> <p>A/Funds</p>	<p><b>H. School Cost</b></p> <p>\$6,842.00</p>
				<p>A/Funds</p>	<p>\$6,842.00</p>

**2.4** Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>		
<p>The school leader aspires to hire more strategically and will take the appropriate steps to secure personnel that will allow the school to meet the academic and social needs of the students.</p>	<p>The school leader hires (and where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school), recruits and sustains personnel that enable the school to meet the academic and social needs of the students and school.</p>	<p>Principal and school leaders will review all evaluations to ensure that all appropriate staff is assigned to the school and appropriately placed programmatically on a yearly basis.</p> <p>Principal will organize staff and resources around key areas that will facilitate and support the following targets</p> <ul style="list-style-type: none"> <li>• ELA</li> <li>• Math</li> <li>• SpEd</li> <li>• ELL</li> </ul>		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
<p>Review of all evaluations (new hires as well as current staff).</p>	<p>On-going</p>	<p>All Administrative Leadership</p>	<p>A/Funds</p>	<p>\$25,000.00</p>
<p>Principal will meet with HCI representative to ensure accuracy of qualifications and to discuss the effectiveness of performance.</p>	<p>June-August</p>	<p>Principal HCI representative</p>	<p>A/Funds</p>	<p>\$600.00</p>
<p>Formal and informal observations of staff.</p>	<p>June-August</p>	<p>All Administrative Leadership</p>	<p>A/Funds</p>	<p>\$254,000.00</p>

<p><b>2.5</b> The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.</p>			
<p><b>A. Major Recommendation and Report Citation</b></p> <p>The school leader and other school administrators need to plan and develop a system for frequently observing teachers that will result in relevant feedback and teacher improvement plans.</p>	<p><b>B. Goal</b></p> <p>The school leader and other school administrators will develop and implement an explicit and widely communicated system for frequently observing targeted teacher practices throughout the school year that will result in relevant feedback and individualized teacher improvement plans.</p>	<p><b>C. Targets</b></p> <p>The administrative leadership team will monitor instruction and provide feedback to 100% of teachers regarding the APPR rubric on a weekly basis.</p>	
<p>The school leader and other school administrators need to use feedback from formal and informal observations to provide supports to teachers and other staff members.</p>	<p>The school leader and other school administrators will develop and implement an explicit and widely communicated system for frequently observing targeted teacher practices throughout the school year that will result in relevant feedback and individualized teacher improvement plans.</p>	<p>The administrative leadership team will monitor instruction and provide feedback to 100% of teachers regarding the APPR rubric on a weekly basis.</p>	
<p><b>D. Activity</b></p> <p>Classroom walkthroughs with written documentation.</p> <p>Professional Conversations that have follow up written documentation</p> <p>Professional Development on APPR</p>	<p><b>E. Timeline</b></p> <p>Daily</p> <p>Daily</p> <p>Monthly</p>	<p><b>F. Key Personnel</b></p> <p>Administrative Leadership Team</p> <p>Administrative Leadership Team</p> <p>NRCS Administrative Team and Net Team</p>	<p><b>G. Fund Source(s)</b></p> <p>See 2.4</p> <p>See 2.4</p> <p>0</p> <p><b>H. School Cost</b></p>

**TENET III: CURRICULUM DEVELOPMENT AND SUPPORT**

<b>3.1</b> The district works collaboratively with the school(s) to provide opportunities and supports connected to the implementation of a comprehensive curriculum that is aligned to the Common Core Learning Standards (CCLS) is inclusive of the arts, technology and other enrichment subjects in a data-driven culture.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	Leadership will leverage support from SUPES academy for the CCLS implementation		
	Leadership/coaches will leverage support from the training in Albany and turnkey the information to the staff		

<b>3.2</b> The school leader and staff support and facilitate a quality implementation of a rigorous and coherent curriculum aligned to the Common Core Learning Standards (CCLS) in Pre K-12.			
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>	
The school leader, administrative team and instructional coaches need to provide curriculum support to teachers.	The school leader, administrative team and instructional coaches will provide consistent, systematic, and timely individualized and group professional development support to all teachers across grades and subjects to ensure that pertinent decisions are made about the delivery of the curricula.	The school leader, administrative team and instructional coaches will provide purposeful professional learning to all staff members both individually, modeled in the classroom and to groups on a weekly basis.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>
Building based targeted professional development to all staff during the school day	Monthly	Instructional coaches and classroom teachers, RCSD staff	District budget for substitutes 0
Mandatory professional development provided to all staff on early Wednesdays	Monthly	Instructional coaches and classroom teachers, RCSD staff RCSD directors	A/Funds \$91,680.00
Voluntary Professional Development after school	Monthly	All NRCS staff District Core directors	0

Use of consistent phonics instruction (Wilson Foundations) or CKLA and PD for CKLA	Monthly	Instructional coaches and classroom teachers District PD	A/Funds	\$2,000.00
Using Fountas & Pinnell's Continuum of Literacy Learning for Balanced Literacy instruction.	Monthly	Instructional coaches and classroom teachers	A/Funds	\$500.00
Consistent administration of Fountas and Pinnell Benchmark reading assessments	Monthly	Instructional coaches and classroom teachers	A/Funds	\$10,750.00
Use of reading assessment data to group students for Guided Reading	Weekly	Instructional coaches and classroom teachers	A/Funds	\$23,220.00
Professional Development for each of the areas of Balanced Literacy (Guided Reading, Guided Writing, Interactive Read-Aloud, Interactive Writing, Shared Reading, Shared Writing, Independent Reading, & Independent Writing).	Monthly- after school	Instructional coaches and classroom teachers	0	0
Coaches attend coaches meetings	Monthly	Instructional coaches	Title I	\$6,020.00
Professional Development in Balanced Math (Fluency, Deep Understanding, & Application) PD provided by district math leader	Monthly- after school	Instructional coaches, district Math leadership and classroom teachers	0	0
Professional Development- co-teaching models.	Sept- June	P. Carlton-Ferris	0	0
Albany Trainings (curriculum)	August-February	Principal and Instructional Coaches	District	\$5,720.00
Implementation of the CC modules	Sept-June	All teachers, instructional coaches, administration	0	0

<b>3.3</b> Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.	
<b>A. Major Recommendation and Report Citation</b>	<b>C. Targets</b>
Teachers should consistently use lesson plans to instruct students.	All staff members will consistently write and use lesson plans in alignment with the CCLS that use formative assessments to inform instructional practices.
<b>B. Goal</b>	Leadership will collect lesson plans on a weekly basis and provide teachers with feedback
Teachers will use pacing calendars and unit plans across all grades, content areas, and classes that expose students to a progression of sequenced and scaffold complex materials that meet the learning needs of pertinent groups of students (i.e. special education and English language learners) so that they are able to achieve at high consistent rates.	
<b>D. Activity</b>	<b>G. Fund Source(s)</b>
Administrative team will monitor the implementation of lesson plans by classroom visits and observations.	A/Funds
All staff will submit weekly lesson plans to Administrative Team.	<b>H. School Cost</b>
	\$17,100.00
	0
	0



<b>3.4</b> The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.		<b>C. Targets</b>	
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>	
Formal opportunities should be provided for teachers and all staff to meet across grades or subjects to plan and discuss strategies.	The school leader and staff will proactively create opportunities and a culture that encourages all teachers and all staff to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting student development, what is taught and why it is taught.	Create schedules to provide common planning time were grade levels will be able to meet across grade or subjects to plan and discuss strategies.	
		Teachers will submit targeted agendas on a weekly basis to administration showing linkage to the analysis of student work and implementation of CCSS	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>
Grade level and cluster meetings	Weekly	All staff	A/Funds
Explicit planning of instruction occurs with all co-teaching teams	Weekly	All IcoT and General Education teachers	0
Creation for template for team meeting agendas	Sept-January-after school	School Based Planning Team	0
Training on what should happen during Common Planning Time/Vertical Team meetings	Sept-June-after school	Administration	0
			<b>H. School Cost</b>
			\$1,204.00
			0
			0
			0

<b>3.5</b> The school leader and teachers develop a data-driven culture based on student needs, assessments, analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes.			
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>	
The school leader and teachers/all staff will utilize diagnostic assessment tools as a vehicle to identify patterns of student learning.	The school leader and teachers will actively identify/develop multiple assessments for students that immerse school teams in an in-depth analysis of assessment results and leads to the adaptation of instruction that is empirically/evidence based.	On a weekly basis leadership and teachers will analyze data derived from diagnostic assessments to inform instruction and differentiate in ELA, Math and for Special Education and ELL students.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>
Instructional Leadership Team/ School Based Planning Team data dives.	Monthly- after school	Instructional Leadership Team/School Based Planning Team members	0
Instructional coaches and teachers analyze data during grade level and cluster meetings.	monthly	Instructional Coaches and teachers	A/Funds \$1,204.00
Differentiation of subgroups ability levels in the classroom	daily	All teachers	0
Kid coaches provide academic support to targeted students	daily	Kid Coaches	Title 1 SAS 5148G1030221100236 \$74,189.00 plus benefits

**TENET IV: TEACHER PRACTICES AND DECISIONS**

<p><b>4.1</b> The district works collaboratively with the school(s) to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and accounts for student data, needs, goals, and levels of engagement.</p>			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	The school will utilize/take advantage of PD offerings on AVATAR regarding the Regents Reform Agenda		

<p><b>4.2</b> Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.</p>			
<p><b>A. Major Recommendation and Report Citation</b> Teachers should use instructional practices and strategies that are aligned to a plan and provide instructional interventions to students.</p>	<p><b>B. Goal</b> Teachers will use instructional practices and strategies that are aligned to plans and include accommodations for students with disabilities and linguistic needs of English Language Learners/Limited English Proficient students to provide timely and appropriate instructional interventions and extensions for all students.</p>	<p><b>C. Targets</b> Teachers will create and update instructional plans that are reflective of assessment data and research based strategies on a weekly basis (what, why, and how groups are differentiated).</p>	
<p><b>D. Activity</b> Teachers and support staff will generate intervention plans based on assessment data. Teachers will use the Balanced Literacy and Math instructional practices and strategies that are research based. RTI instruction- use of LLI kits grades k-5</p>	<p><b>E. Timeline</b> Ongoing  Daily  Ongoing</p>	<p><b>F. Key Personnel</b> Teachers and support staff  Teachers and support staff  Selected/Trained staff</p>	<p><b>G. Fund Source(s)</b> 0  0  Title 1 SAS</p>
			<p><b>H. School Cost</b> 0  0  \$6,200.00</p>

<b>4.3</b> Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.					
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>			
Teachers should use instructional practices that are aligned to standards and lead to increased student achievement.	Teachers will use instructional practices that are systematic and explicit based on sequential lesson plans aligned to CCLS curriculum maps to instruct students that lead to high levels of achievement.	Daily delivery of instructional practices that are aligned to CCLS 100% of the time.			
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>	
Teacher use of EngageNY for implementation of the modules	daily	teachers	0	0	
Materials- needed- novels	daily	teachers	A/Funds	\$10,000.00	
Teachers will use the Continuum of Literacy Learning to support Balanced Literacy instruction	daily	teachers	0	0	
Co-teaching teams will collaborate in creation and in the delivery of plans that are reflective of the instructional practices aligned to the individual learning needs of students with disabilities.	daily	teachers	0	0	

<b>4.4</b> Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.		
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
Teachers should create environments by which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught.	All school staff will use strategies that acknowledge diverse groups of students, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience.	The SWPBS Team will provide direction and structure for the implementation of positive behavior systems within the community in order to decrease Office Disciplinary Referrals.

<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Explicit teaching of NRCS Core Values (SOAR) that align with vision statement. Artifacts displayed in all classrooms, hallways, etc.	Daily	All school staff and SWPBS Team	Title 1 SAS 5500G10302211003072013	\$1,500.00
Consistent positive acknowledgement of students who demonstrate acceptable and safe behaviors.	Daily	All school staff and SWPBS Team	A/Funds	0

<b>4.5 Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process.</b>				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>		
Teachers will use assessments to inform instructional decision-making and provide data-based feedback to students.	Teachers will utilize data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies.	Analyze data weekly derived from diagnostic assessments found in APPR and formative assessment within the modules.		
Teachers will use assessments to inform instructional decision-making and provide data-based feedback to students.	Teachers will provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.	Analyze data weekly derived from diagnostic assessments found in APPR and formative assessment within the modules.		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Teachers will use data to form instructional groups and use appropriate instructional strategies.	ongoing	Teachers/support staff	0	0
Materials to support strategies in Math and ELA	ongoing	Teachers/support staff	Title 1 SAS 5500G1030221100236	\$4,821.00

**TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

<b>5.1</b> The district creates policy and works collaboratively with the school(s) to provide opportunities and resources that positively support students' social and emotional developmental health.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	Collaborate with Dr. Carleen Meers and SWPBS district coaches to be updated on SWPBS systems and processes		

<b>5.2</b> The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			
<b>A. Major Recommendation and Report Citation</b>		<b>B. Goal</b>	<b>C. Targets</b>
The school should use data to identify student areas of need connected to social and emotional developmental health.		The school will use data to cultivate partnerships that impact student social and emotional developmental health.	Provide individualized assistance to all students identified by staff members who are in need of social and emotional support.
<b>D. Activity</b>		<b>E. Timeline</b>	<b>F. Key Personnel</b>
The Intervention Support Teams (IST) will help guide teachers with identifying/sustaining interventions needed to be put in place to address social and emotional developmental health.		Sept.- June- after school	Intervention Support Teams k-3 and 4-8
		<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
		0	0

<b>5.3</b> The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.			
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>	
The school should have a program in place to support social and emotional developmental health.	There will be a program in place that teaches supports and measures social and emotional developmental health for students that results in a significant number of students demonstrating these skills.	SWPBS will meet bi-monthly to analyze data derived from ODR's.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>H. School Cost</b>
SWPBS team meetings will address ODR data, will follow up with focused school wide activities to correct and improve upon appropriate skills. SWPBS will meet bi-monthly and minutes will be maintained.	Sept.- June after school	SWPBS Team and School Community	0
		<b>G. Fund Source(s)</b>	
		0	

<b>5.4</b> All school constituents are able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.			
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>	
Students should express that they feel safe and supported in their school community.	Across the school community, students will be able to express that they feel safe, supported in their social and emotional developmental health growth.	A student leadership team will be created to meet monthly to be the student's voice in the school community.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>H. School Cost</b>
To create/develop an active student organization (student counsel).	Sept.-June after school	Student Counsel Advisor and elected students	0
		<b>G. Fund Source(s)</b>	
		0	

<b>5.5</b> The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.					
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>			
The school leader and student support staff should work with teachers to develop an understanding of how to use data to address students' social, emotional developmental health needs that align to academic and social success.	The school leader and student support staff will work with teachers to develop an understanding of how to use data to address students' social, emotional developmental health needs that align to academic and social success.	On a daily basis, teachers will use data to plan for individual learning needs through differentiation for enrichment and intervention.			
The Center for Youth will provide students with weekly activities to engage them in social/emotional learning.					
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>	
Lesson plans will reflect: <ul style="list-style-type: none"> <li>Individual students learning needs</li> <li>Differentiation</li> <li>Small group focused instruction</li> <li>Use of data to plan instruction</li> </ul> Extended Learning tutoring in the CYAP program.	Sept- June	Teachers	0	0	
	November-June	CYAP Staff	Title 1 SAS	\$7,400.00 plus benefits	
			5124G1030221102036		



**TENET VI: FAMILY AND COMMUNITY ENGAGEMENT**

<b>6.1</b> The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	Utilize superintendent Reg 1900R and the Parent & Family Engagement Department		

<b>6.2</b> The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school leading to increased student success.			
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>	
The school should encourage families to volunteer or engage with the school.	The school will offer families opportunities for volunteering and engaging with the school focused on student learning and development.	Family participation in school related the Parent-Teacher Community Organization (PTCO) will increase from 0% to 35% participation.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>
Family Fun Night	May	PTCO	Title 1 Parent Funds
Town meeting	Sept.- June After school	SBPT	0
Active PTCO	Sept.- June	Parent Liaison	Title 1 Parent Funds
Operation MAN	Sept-June	Ken Davis	District Funds
Student Agendas/Planners	Sept	C. Wehner	Title 1 Parents Funds
			<b>H. School Cost</b>
			\$500.00
			0
			0
			0
			\$6,500.00

<b>6.3</b> The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.			
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>	
The school staff should communicate with families and address translation needs.	The school staff will communicate about school issues and concerns in are aware of the communication.	The school staff will increase the use of available district resources to provide translation of school correspondences.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>H. School Cost</b>
School to provide in a timely manner essential forms/communications to appropriate district staff.	Ongoing	District Language coaches and NRCS clerical	District Budget BRIA Grant 0

<b>6.4</b> The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.			
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>	
The professional development for targeted school staff should be inclusive of information on how staff can seek partnerships with families	The school will seek district support to provide professional development for targeted school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs	Targeted staff increases contacts/ access to partnerships and community organizations that are linked to student needs.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>
Professional Development for targeted staff. NRCS targeted staff to turn-key Professional development to entire NRCS school community.	Sept- June after school	NRCS Targeted staff: School Social Worker- Dr. Mims School Counselor- Mr. A. Dorow Parent Liaison- Ms. J. Brown, N. Kohlstaedt	0

Formalized Log(s) maintained by targeted staff to reflect contacts to partners and community organizations.	Sept- June	District Office of Parent and Family Engagement and NRCS Targeted staff: School Social Worker- Dr. Mims School Counselor- Mr. A. Dorow Parent Liaison- Ms. J. Brown, N. Kohlstaedt	0	0
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<b>6.5</b> The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>		
The school community should provide learning opportunities for families to understand student data.	The school community will share data in a way that families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability.	Provide parents/guardians with information of students' learning needs and successes at each particular grade level on a quarterly basis.		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Flexible scheduling for parent teacher conferences- timeframe of scheduled conferences( inclusive of frequency and duration) <ul style="list-style-type: none"> <li>• District Based dates</li> <li>• As needed conferences</li> </ul>	Sept- June after school	SBPT and classroom teachers	0	0
Hold a yearly Town Meeting	September 25, 2012 after school	All NRCS Staff, Parents	0	0
Create and maintain a school website	Ongoing	NRCS staff	A/Funds	See 2.3
Parent Nights	Ongoing	PTCO Team	Title 1 Parent Funds	See 6.2

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

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

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

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

This school is still in the planning phase of the process. It's budget is **\$108,884.44, of which \$88,893 have not been allocated in the SCEP.**

# School No 3

## Calendar of Events

Goals	Key Strategies	Activities	Time Line	Responsibilities	Evidence
<p>1. Develop a city-wide, K-8 magnet school focused STEM education, including an accelerated learning path for high school credit upon program completion.</p>	<p>1.1. Provide a K-8 articulation of STEM enhanced curriculum to support college &amp; career readiness.</p>	<p>Summer Institute for CCLS Unpacking, refer to professional learning plan in section II I.</p>	<p>August 2013, Sept 2013-June 2014</p>	<p>School leadership, teachers, Office of Professional Learning, UR Warner Center, URM LSLC</p>	<p>Curricular units plans, lesson plans, long range plans</p>
	<p>1.2. Integrate career pathway exploration in the STEM and Information Technology career clusters for grades 6-8.</p>	<p>Technical assistance sessions, Coached Curriculum Development, expert review</p>	<p>Sept 2013-Jan 2014</p>	<p>NYS CTE Technical Assistance Center, UR Warner Center</p>	<p>backward mapping of STEM/IT career pathways</p>
	<p>1.3. Supplement CCLS Modules with hands-on inquiry materials and enhanced thematic classroom resources.</p>	<p>Curriculum development support</p>	<p>Sept 2013-Jan 2014</p>	<p>URMC LSLC</p>	<p>3 units (10 weeks each) of case-based STEM learning</p>
	<p>1.4. Integrate community partnerships to support STEM/IT focus.</p>	<p>Formation of STEM advisory board with representation from industry, higher ed, district; bimonthly meeting</p>	<p>Sept 2013-June 2014</p>	<p>School leadership, Director of CTE, Director of Science, Office of Expanded Learning, Office of Community Partnerships</p>	<p>Committee Formation, Agenda, Minutes</p>
	<p>1.5. Develop a strong recruitment and marketing strategy to evolve into a city-wide magnet school which is competitive with local charter school options.</p>	<p>Communication Planning, Strategic student placement, lottery process, School Expo</p>	<p>August 2013, Sept 2013-June 2014</p>	<p>Communications office, Office of Student Placement, School Leadership, Community Partners</p>	<p>Advertising materials, student request for school</p>
<p>2. Expand the school day and school year to support project-based learning through an inquiry approach and career exploration in Science, Technology, Engineering, and Mathematics (STEM) and Information Technology (IT) Career Clusters.</p>	<p>2.1. Partner with National Center on Time &amp; Learning for coaching and implementation of expanded learning model.</p>	<p>Three TA sessions, 2x month on-site coaching</p>	<p>Aug 2013-June 2014</p>	<p>NCTL Coach, Office of Expanded Learning, School ELT Leadership Team, Expanded Learning Resource Coordinator</p>	<p>Progress Monitoring of Implementation</p>
	<p>2.2. Differentiate academic supports, including educationally related support services, ESOL, and socio-emotional supports as part of the longer learning day.</p>	<p>Three TA sessions, 2x month on-site coaching, PD sessions, embedded coaching for differentiation</p>	<p>Aug 2013-June 2014</p>	<p>NCTL Coach, Office of Expanded Learning, Office of Professional Learning, Instructional Coaches, SJFC Reading Clinic and PD</p>	<p>Schedule, classroom observation</p>

<p>3. Enhance instructional quality through a targeted focus on deepening understanding of the Common Core Learning Standards and improving research-based practices in inquiry-based methodology, research- literacy instruction, and interdisciplinary project-based learning experiences.</p>	<p>2.3. Utilize community based organizations and partnerships with higher ed institutions to enhance the educational experience for all students.</p>	<p>Formation of STEM advisory board with representation from industry, higher ed, district; bimonthly meeting</p>	<p>Aug 2013-June 2014</p>	<p>School leadership, Director of CTE, Director of Science, Office of Expanded Learning, Office of Community Partnerships</p>	<p>Committee Formation, Agenda, Minutes, Catalog of expanded learning options</p>
	<p>2.4. Offer engaging enrichment, with a strong focus on STEM/IT, for a minimum of 90 minutes for all students to strengthen and extend core learning.</p>	<p>Three TA sessions, 2x month on-site coaching, UR Warner Center PD, coaching, inquiry labs</p>	<p>Aug 2013-June 2014</p>	<p>School leadership, Director of CTE, Director of Science, Office of Expanded Learning, Office of Community Partnerships</p>	<p>Catalog of expanded learning options</p>
	<p>3.1. Deepen content knowledge by focusing on the education of mathematics and science teachers as a career-long process; bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills;</p>	<p>UR Warner Center PD, URM LSLC curriculum support, STEM based learning experiences, (see also PD plan in Section II I)</p>	<p>Summer Institute 2013, Monthly PD sessions, on site coaching in classrooms as outlined in PD plan Sept 2013-June 2014</p>	<p>School leadership, teachers, Office of Professional Learning, UR Warner Center, URM LSLC, inquiry teachers, instructional coaches</p>	<p>Curricular units plans, lesson plans, long range plans, classroom observations, student surveys of science interest</p>
	<p>3.2. Broaden pedagogical content through summer institutes and ongoing professional development for teachers to improve their knowledge and teaching skills</p>	<p>UR Warner Center PD, URM LSLC curriculum support, STEM based learning experiences, (see also PD plan in Section II I)</p>	<p>Summer Institute 2013, Monthly PD sessions, on site coaching in classrooms as outlined in PD plan Sept 2013-June 2015</p>	<p>School leadership, teachers, Office of Professional Learning, UR Warner Center, URM LSLC, inquiry teachers, instructional coaches; SJFC</p>	<p>Curricular units plans, lesson plans, long range plans, classroom observations, student surveys of science interest</p>
	<p>3.3. Use data to inform instruction and create a culture of continuous improvement.</p>	<p>Weekly teacher collaboration meetings around data, data team training</p>	<p>Summer Institute 2013, Monthly PD sessions, on site coaching in classrooms as outlined in PD plan Sept 2013-June 2014</p>	<p>School leadership, teachers, Office of Professional Learning, UR Warner Center, URM LSLC, inquiry teachers, instructional coaches</p>	<p>data notebooks, action planning templates, classroom observations, student outcomes</p>

# 2013-2014 Professional Learning Training Schedule Math & ELA

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

K	1	2	3	4	5
<p><b><u>Module 1: Classify and Count Numbers to 10</u></b> Teaching Dates: Sept- Early Nov</p> <p>Training Dates: Aug 20</p> <p>Sep 10, 12</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 17</p>	<p><b><u>Module 1: Addition and Subtraction of Numbers to 10</u></b> Teaching Dates: Sept- Early Nov</p> <p>Training Dates: Aug 21</p> <p>Sep 9, 11</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 19</p>	<p><b><u>Module 1: Sums and Differences</u></b> Teaching Dates: Early Sept- Mid Sept</p> <p><b><u>Module 2: Add and Subtract w/Measurement</u></b> Teaching Dates: Mid Sep- Mid Oct</p> <p>Training Dates: Aug 21</p> <p>Sep 10, 12</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 17</p>	<p><b><u>Module 1: Multiplication and Division With Factors 2,3,4,5,10</u></b> Teaching Dates: Early Sept- Mid Oct</p> <p>Training Dates: Aug 20</p> <p>Sep 9, 11</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 19</p>	<p><b><u>Module 1: Place Value, Rounding, Addition and Subtraction of Whole Numbers</u></b></p> <p><b><u>Module 2: Unit Conversions</u></b></p> <p>Teaching Dates: Early Sept- Late Oct</p> <p>Training Dates: Aug 20</p> <p>Sep 10, 12</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 19</p>	<p><b><u>Module 1: Whole Number and Decimal Fractions, Place Value, to the One Thousandths</u></b></p> <p><b><u>Module 2: Multi-digit Whole Number and Decimal Fraction Operations</u></b></p> <p>Teaching Dates: Early Sept- Mid November</p> <p>Training Dates: Aug 21</p> <p>Sep 9, 11</p> <p>Math Deep Dive Sep 13 (SAT)</p> <p>Sep 17</p>
<p><b><u>Module 2: Identify and Describe Shapes</u></b></p> <p><b><u>Module 3: Comparison with Length, Weight, and Numbers to 10</u></b></p> <p>Teaching Dates: Early Nov- Mid Jan</p> <p>Training Dates: October 11, 16</p> <p>October 22, 24</p> <p>Math Deep Dive Oct 26 (SAT)</p> <p>Oct 29</p>	<p><b><u>Module 2: Place Value, Comparisons, Add and Subtract to 20</u></b> Teaching Dates: Early Nov- Mid Jan</p> <p>Training Dates: October 8, 10</p> <p>October 21, 23</p> <p>Math Deep Dive Nov 2 (SAT)</p> <p>Oct 28</p>	<p><b><u>Module 3: Place Value, Comparisons, to 1000</u></b> Teaching Dates: Mid Oct- Mid Nov</p> <p><b><u>Module 4: Add and Subtract to 1000</u></b> Teaching Dates: Mid Nov- Mid Jan</p> <p>Training Dates: October 8, 10</p> <p>October 22, 24</p> <p>Math Deep Dive Nov 2 (SAT)</p> <p>Oct 29</p>	<p><b><u>Module 2 Problem Solving with Mass, Time, and Capacity</u></b> Teaching Dates: Mid Oct- Late Nov</p> <p><b><u>Module 3 Multiplication and Division With Factors 6,7,8,9</u></b> Late Nov- Mid Jan</p> <p>Training Dates: October 13</p> <p>October 21, 23</p> <p>Math Deep Dive Oct 26 (SAT)</p> <p>Oct 28</p>	<p><b><u>Module 3: Multiplication and Division</u></b></p> <p>Teaching Dates: Late Oct- Mid December</p> <p>Training Dates: October 7, 9</p> <p>October 8, 10</p> <p>Math Deep Dive Oct 19 (SAT)</p> <p>Oct 17</p>	<p><b><u>Module 3: Addition and Subtraction of Fractions</u></b></p> <p><b><u>Module 4: Multiplication and Division of Fractions</u></b></p> <p>Teaching Dates: Mid November- Mid February</p> <p>Training Dates: November 5, 7</p> <p>November 4, 6</p> <p>Math Deep Dive Nov 2 (SAT)</p> <p>Nov 5</p>
<p><b><u>Module 4: Number Pairs, Addition and Subtraction to 10</u></b> Teaching Dates: Late Jan- Late April</p> <p>Training Dates: Jan 6, 8</p> <p>Jan 7, 9</p> <p>Math Deep Dive Jan 25 (SAT)</p> <p>Jan 27</p>	<p><b><u>Module 3: Measurement</u></b> <b><u>Module 4: Place Value, Comparisons, Add and Subtract to 40</u></b></p> <p>Training Dates: Jan 7, 9</p> <p>Jan 6, 8</p> <p>Math Deep Dive Jan 25 (SAT)</p> <p>Jan 28</p>	<p><b><u>Module 5: Prep for Multiplication and Division</u></b> Teaching Dates: Mid Jan- Late March</p> <p>Training Dates: Jan 6, 8</p> <p>Jan 7, 9</p> <p>Math Deep Dive Jan 25 (SAT)</p> <p>Jan 28</p>	<p><b><u>Module 4 Multiplication and Area</u></b> Mid Jan- Mid Feb</p> <p><b><u>Module 5 Fractions as Numbers on the Number Line</u></b> Late Feb- Mid Apr</p> <p>Training Dates: Jan 7, 9</p> <p>Jan 13, 15</p> <p>Math Deep Dive Jan 25 (SAT)</p>	<p><b><u>Module 4: Addition and Subtraction of Angle Measurements</u></b></p> <p><b><u>Module 5: Order and Operations with Fractions</u></b></p> <p>Teaching Dates: Mid December- Late April</p> <p>Training Dates: Nov 2, 4</p> <p>Dec 3, 5</p>	<p><b><u>Module 5: Addition and Multiplication with Volume and Area</u></b></p> <p>Teaching Dates: Mid February- Late April</p> <p>Training Dates: Jan 21, 23</p> <p>Jan 27, 29</p> <p>Math Deep Dive Feb 1 (SAT)</p>



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

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

6	7	8	Algebra 1
<u><b>Module 1: Ratios and Unit Rates</b></u> Teaching Dates: Sept- Mid Oct  Training Dates: Aug 20  Aug 27, 29  Math Deep Dive Sep 7 (SAT)  Sep 17	<u><b>Module 1: Ratio and Proportional Relationships</b></u> Teaching Dates: Sept- Mid Oct  Training Dates: Aug 21  Aug 26, 28  Math Deep Dive Sep 7 (SAT)  Sep 17	<u><b>Module 1: The Number System and Properties of Exponents</b></u> Teaching Dates: Early Sept-Early Oct  Training Dates: Aug 21  Aug 27, 29  Math Deep Dive Sep 7 (SAT)  Sep 17	<u><b>Module 1: Relationships Between Quantities and Reasoning with Equations</b></u> Teaching Dates: Early Sept- Mid Oct  Training Dates: Aug 21  Aug 26, 28  Math Deep Dive Sep 7 (SAT)  Sep 17
<u><b>Module 2: Operations Including Division of Fractions</b></u>  <u><b>Module 3: Rational Numbers</b></u> Teaching Dates: Mid October –mid January  Training Dates: October 7, 9  October 8, 10  Math Deep Dive Oct 12 (SAT)  Oct 16	<u><b>Module 2: Rational Numbers</b></u> Teaching Dates: Mid Oct-Early Dec  Training Dates: October 8, 10  October 7, 9  Math Deep Dive Oct 12 (SAT)  Oct 16	<u><b>Module 2: Congruence</b></u>  <u><b>Module 3: Similarity</b></u> Teaching Dates: Early Oct-Late Dec  Training Dates: Sep 23, 25  Sep 24, 26  Math Deep Dive Sep 28 (SAT)  Sep 30	<u><b>Module 2: Descriptive Statistics</b></u> Teaching Dates: Mid Oct-Mid Nov  Training Dates: October 8, 10  October 7, 9  Math Deep Dive Oct 19 (SAT)  Oct 17
<u><b>Module 4: Expressions and Equations</b></u> Teaching Dates: Mid Jan-Late March  Training Dates: Jan 6, 8	<u><b>Module 3: Expressions and Equations</b></u> Teaching Dates: Early Dec-Mid Feb  <u><b>Module 4: Percent and Proportional Relationships</b></u>	<u><b>Module 4: Linear Equations</b></u> Teaching Dates: Early Jan-Early March  Training Dates: Dec 15-18	<u><b>Module 3: Linear and Exponential Relationships</b></u> Mid Nov-End Jan  Training Dates: Nov 5, 7

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

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

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

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

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

English I	English II	English III	English IV
<b><u>Module 1:</u></b> Teaching Dates: Early Sept- Mid Nov  Training Dates: Aug 21, 22, 23  Aug 26,28  Deep Dive August 24th(SAT)	<b><u>Module 1:</u></b> Teaching Dates: Early Sept- Mid Nov  Training Dates: Aug 21, 22, 23  Aug 26,28  Deep Dive August 24th(SAT)	<b><u>Module 1:</u></b> Teaching Dates: Early Sept- Mid Nov  Training Dates: Aug 21, 22, 23  Aug 26,28  Deep Dive August 24th(SAT)	<b><u>Module 1:</u></b> Teaching Dates: Early Sept- Mid Nov  Training Dates: Aug 21, 22, 23  Aug 26,28  Deep Dive August 24th(SAT)
<b><u>Module 2 :</u></b> Teaching Dates: Mid Nov-End Jan  Training Dates: October 22,23,24  October 9,10  ELA Deep Dive	<b><u>Module 2:</u></b> Teaching Dates: Mid Nov-End Jan  Training Dates: October 22,23,24  October 9,10  ELA Deep Dive	<b><u>Module 2:</u></b> Teaching Dates: Mid Nov-End Jan  Training Dates: October 22,23,24  October 9,10  ELA Deep Dive	<b><u>Module 2:</u></b> 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)
<b>Module 3:</b> Teaching Dates: Beg. February –Beg Apr  Training Dates: January 13, 14, 16  January 6,7 ELA Deep Dive January 25(SAT)	<b>Module 3:</b> Teaching Dates: Beg. February –Beg Apr  Training Dates: January 13, 14, 16  January 6,7 ELA Deep Dive January 25(SAT)	<b>Module 3:</b> Teaching Dates: Beg. February –Beg Apr  Training Dates: January 13, 14, 16  January 6,7 ELA Deep Dive January 25(SAT)	<b>Module 3:</b> Teaching Dates: Beg. February –Beg Apr  Training Dates: January 13, 14, 16  January 6,7 ELA Deep Dive January 25(SAT)
<b>Module 4:</b> Teaching Dates: Beg Apr- End of May  Training Dates: Mar 24, 25, 27  March 17, 18  Math Deep Dive Mar 22 (SAT)	<b>Module 5:</b> Teaching Dates: Beg Apr- End of May  Training Dates: Mar 24, 25, 27  March 17, 18  Math Deep Dive Mar 22 (SAT)	<b>Module 4:</b> Teaching Dates: Beg Apr- End of May  Training Dates: Mar 24, 25, 27  March 17, 18  Math Deep Dive Mar 22 (SAT)	<b>Module 4:</b> Teaching Dates: Beg Apr- End of May  Training Dates: Mar 24, 25, 27  March 17, 18  Math Deep Dive Mar 22 (SAT)

Professional Development Summer Offerings

Math and ELA

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

Professional Development Summer Offerings

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

Professional Development Summer Offerings

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

Professional Development Summer Offerings

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



Professional Development Summer Offerings

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

Professional Development Summer Offerings

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

Math and ELA

Professional Development Summer Offerings

Math and ELA

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

Professional Development Summer Offerings

Math and ELA

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

*School 3 Partner:*  
*University of Rochester Warner School of Education Professional Development Timeline*

Year 1 Fall	Year 1 Spring	Year 1 Summer	Year 2 Fall	Year 2 Spring	Year 2 Summer	Year 3 Fall	Year 3 Spring	Year 3 Summer
- informal classroom coaching/planning support	-informal classroom coaching/planning support	-Science Prof. Dev. (GRS Camp)  -STEM (general) Prof. Dev. (Horizons)	Capacity-building  -Literacy as Social Practice course	-“fishbowl” lessons (math & science)	Capacity-building: -Running science camp  -Horizons	-Math/science coaching	-Studio classrooms (math & science)	Capacity-building: -Running science camp
-Math Prof. Dev. (1 <sup>st</sup> run)	-Math Prof. Dev. (2 <sup>nd</sup> run)	-Math Prof. Dev. (dif. sessions)	-fishbowl lessons (math & science)	-Additional content courses	-Math Prof. Dev. (dif. sessions)	-Studio classrooms (math & science)		-Horizons

## RCSD School 3 SIG Activities: St. John Fisher College Programs

### 1. SJFC Literacy Clinic (K-8)

Summer Clinic (20 days):

Beginning in summer 2014 and continuing for 3 summers, children from grades K-8 who are performing in the lowest third of each of the targeted grade levels will be selected to participate in a summer reading clinic on the SJFC campus. The clinic will run from 9:00am-11:00am for four days (Mon-Thurs) over a five week period beginning on the Monday after the July 4<sup>th</sup> holiday.

The clinic will follow the same model of assessment-based literacy instruction that is used in the SJFC School of Education Literacy Center. Children will be organized in small groups of 3-4 children for instruction. A breakfast and snack will be provided.

Teachers of grades K-8 will participate in PD sessions that focus on assessment-based instruction and will meet prior to the instructional component with the students. Teachers will apply the information and practice the procedures introduced and discussed during the PD sessions. The teachers will receive feedback from the instructional coach who will observe during the instructional component.

RCSD	Cost	SJFC	Cost
Food		Nurse Practitioner	\$35 per hour (20 days x 2 hrs per day) = \$1400 (30% benefits = \$420)
Teachers		Classrooms	Year 1 = \$12,000 Year 2 = \$12,000 Year 3 = \$12,000
Transport		Books, Test Materials, Supplies	Year 1 = \$10,000 Year 2 = \$10,000 Year 3 = \$10,000
Instructional Materials		Office Space	In Kind
PD Materials			
Administrator		Co-Director #1 (K-4)	Year 1: \$11,107 (Benefits= \$3,332) Year 2 \$11,329 (Benefits= \$3,399) Year 3 \$11,555 (Benefits=\$3467)
Copying paper		Co-Director #2 (Grade 5-8)	Year 1: \$6,793 (Benefits= \$2,038) Year 2 \$6,929 (Benefits= \$2,078) Year 3 \$7,067 (Benefits=\$2120)
Instructional Coach/Lead Teacher			
		SJFC Total	Year #1 = \$47,090 Year #2 = \$47,555 Year #3 = \$48,029  Grand Total = \$142,674

RCSD School #3 School Improvement Grant  
UR Life Sciences Learning Center Programs

**1. Field Trip Programs at Life Sciences Learning Center (LSLC) lab:**

Cost per field trip = \$20.00 per student

**2. Science Club: After-school science club for 15 students, held weekly at School #3.**

LSLC faculty will create and lead science club activities, and will provide coaching for School #3 staff to co-lead (in Year 2) and take over (in Year 3) the science club.

Year 1 Personnel Costs (salaries + fringe benefits) = \$47,470

Liam Casey: 1.8 calendar months  
Shaw-Ree Chen: 1.2 calendar months  
Dina Markowitz: 0.6 calendar months  
Laboratory technician: 0.6 calendar months

Year 2 Personnel Costs (salaries + fringe benefits) = \$32,501

Liam Casey: 1.2 calendar months  
Shaw-Ree Chen: 0.6 calendar months  
Dina Markowitz: 0.6 calendar months  
Laboratory technician: 0.6 calendar months

Supplies = \$3,000 per year (Years 1-2)

\$5.00/student x 15 students x 40 weeks

**3. Summer Science Camps:**

LSLC faculty will lead week-long, full-day summer science camps at the University of Rochester for grades 6, 7 and 8. Approximately 50 students (1 grade level) will attend each week. LSLC faculty will develop curriculum materials and will lead camp activities. RCSD will provide 2 teachers to assist with the camps.

Personnel Costs (salaries + fringe benefits) = \$30,228 per year

Liam Casey: 1.2 calendar months  
Shaw-Ree Chen: 1.2 calendar months  
Dina Markowitz: 0.6 calendar months  
Laboratory technician: 0.6 calendar months

Supplies = \$3,750 per year

@\$25.00/student x 150 students

**4. Curriculum Development and Teacher Professional Development**

LSLC faculty will provide professional development for School #3 teachers who will create 10 week-long case-based curriculum units. This will include 6 hours of face-to-face workshops with the

teachers, and follow-up as needed via email and phone as the curriculum units are created and taught in classrooms. Approximately 3-4 curriculum units will be created each year (3 will be created during Year 1).

Personnel Costs (salaries + fringe benefits) = \$9,736 per year

Liam Casey: 0.3 calendar months

Shaw-Ree Chen: 0.3 calendar months

Dina Markowitz: 0.3 calendar months

Supplies = \$600 per year

@\$200 per case-based unit



# School No 3 Partnerships

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# **WestEd District & School Partnerships**

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*LAST UPDATED: 04/12/13*

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# Introduction

WestEd’s Comprehensive School Assistance Program (CSAP) offers research-based services and support that help transform low-performing schools and districts into effective learning organizations. This document features profiles of WestEd’s successful partnerships with the following:

## Districts

- Alamosa School District RE-11J, Colorado
- Cajon Valley Union School District, California
- Castle-Kahuku Complex Area, Windward District, Hawaii
- Creighton Elementary District, Arizona
- Dodge City Public Schools, Kansas
- Fairfield-Suisun Unified School District, California
- Lennox School District, California
- Merced Union High School District, California
- Palermo Union Elementary School District, California
- South Bay Union Elementary District, California

## Schools

- Hanson Elementary School, Adams 14 School District, Colorado
- Kettleman City Elementary School, California
- Maili Elementary School, Hawaii
- San Juan School, California
- Stapleton Elementary School, Nebraska
- Vista Del Monte Elementary School, California

This document serves two key purposes: 1) provide a common, consistent set of success stories and academic performance data that staff can share with existing and potential clients to demonstrate the positive impact of WestEd services; and 2) provide source material that staff can repurpose for a variety of communications vehicles (e.g., marketing brochures, Web content, bulletins).

The academic performance measures included in this document (i.e., percent proficient on English Language Arts and Mathematics standardized tests) are consistent with state and federal accountability requirements. In addition to providing achievement results for all students, results for two key subgroups are also provided: Socioeconomically Disadvantaged and English Learners.

In general, each success story includes the following components:<sup>1</sup>

- **School/District Profile**

This section provides basic demographic information on the school or district, including name, location, number of schools (districts only), grade span, enrollment size, ethnic composition, percentage of English learners, percentage of students qualifying for free or reduced price meals, and period of WestEd involvement.

- **Narrative**

This section describes the challenges the school or district faced at the start of its partnership with WestEd, the services and supports that WestEd provided during the partnership, and key achievement results since the partnership began.

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<sup>1</sup> There may be slight variations between profiles, based on the academic performance data available in a particular state.

- **API Growth Chart (California schools and districts only)**  
 This chart illustrates the school or district’s Academic Performance Index (API) growth<sup>2</sup> before and after WestEd began providing services (i.e., “Pre-WestEd” and “Post-WestEd”).<sup>3</sup> For purposes of comparison, the statewide average for API growth during the same period is also included.
- **English Language Arts – Percent Proficient Chart**  
 This chart illustrates the percentage of students in the school or district scoring proficient and above on the statewide English Language Arts assessment before and after WestEd began providing services. (With respect to school-and district-level data, percentages for both the entire student population and the Socioeconomically Disadvantaged subgroup are provided). For purposes of comparison, the statewide percentage of students scoring proficient on the English Language Arts assessment during the same period is also included.
- **Mathematics – Percent Proficient Chart**  
 This chart illustrates the percentage of students in the school or district scoring proficient and above on the statewide Mathematics assessment before and after WestEd began providing services. (With respect to school-and district-level data, percentages for both the entire student population and the Socioeconomically Disadvantaged subgroup are provided). For purposes of comparison, the statewide percentage of students scoring proficient on the Mathematics assessment during the same period is also included.
- **English Learner Language Development and Academic Achievement Charts**  
 Four charts illustrate the English language development and academic achievement of English learners (ELs) for a WestEd-supported district relative to that of the state. Specifically, two illustrate the percentage of English learners in the district and state meeting annual growth criteria in learning English, and meeting the English language proficient performance standard after five or more years, as measured by the state’s English language proficiency test. Two others illustrate EL achievement gains and gaps over time relative to monolingual English speakers, by stabilizing the original cohort of students that began as English learners. (It includes current ELs and ELs who have been Reclassified Fluent English Proficient or RFEP.)

The success stories featured in this document will be updated annually. For any questions related to the use of this document, please contact Scott Sargent at [ssargen@wested.org](mailto:ssargen@wested.org) or Scott Vince at [svince@wested.org](mailto:svince@wested.org).

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<sup>2</sup> California’s Academic Performance Index is a single number ranging from a low of 200 to a high of 1000 that reflects a school, district, or subgroup’s academic performance based on the results of statewide testing. To gauge improvement, academic results in the form of the API are compared from year to year. “API growth” measures the change in academic performance from one year to the next.

<sup>3</sup> Please note that while it is appropriate to compare the amount of API growth (i.e., change in the API) of different reporting cycles, it is inappropriate to compare APIs across reporting cycles because new indicators are added to the API and test weights may change from one cycle to the next. It is for this reason that this chart displays API growth as opposed to the API. See the 2010–11 Academic Performance Index Reports Information Guide prepared by the California Department of Education for more details (<http://www.cde.ca.gov/ta/ac/ap/>).

# District Partnerships

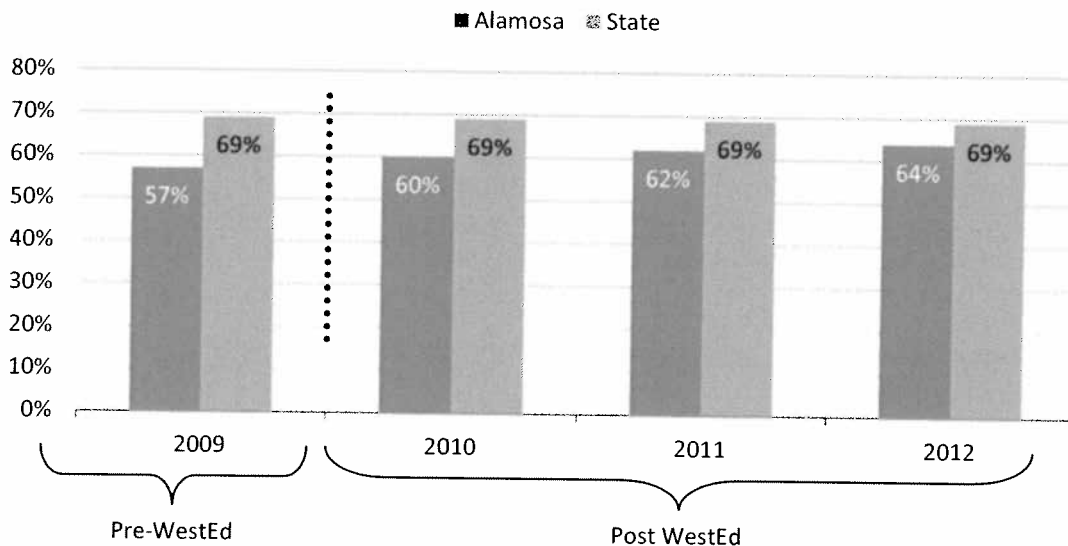
## Alamosa School District RE-11J, Colorado

<b>District name</b>	Alamosa School District
<b>Location</b>	Alamosa, Colorado
<b>Number of schools</b>	4
<b>Grades</b>	K-12
<b>Total student enrollment</b>	2,098
<b>Student ethnicity</b>	63.7% Hispanic/Latino, 32% white, 1.22% Asian, 1.05% Two or More Races
<b>English learners</b>	18%
<b>Students who qualify for free or reduced price meals</b>	74%
<b>WestEd involvement</b>	2010-present

The district began its partnership with WestEd at the beginning of the 2010-2011 school year, focusing on accelerating student achievement through the implementation of four strategies: 1) alignment and refining of the viable curriculum in English Language Arts, Mathematics, Science and Social Studies delivered to the students; 2) improvement of the instructional strategies 3) development and implementation of common formative assessments in English Language Arts and Mathematics and 4) implementation of collaborative systems to address student achievement and collaborating to use data in decision-making.

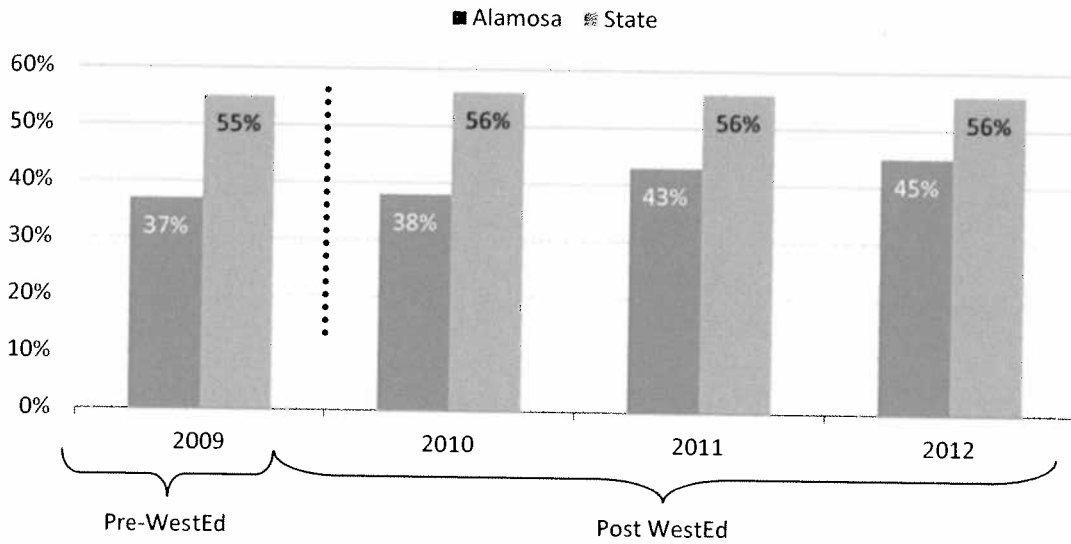
Since partnering with WestEd, the percentage of students scoring “proficient” or above on state tests in both reading and mathematics has increased, while the state remained almost completely flat during the same time period. For additional detail, please see the charts below.

**Reading - Percent Proficient (All Students)**



The percentage of Alamosa students scoring proficient and above in the statewide reading test has steadily improved since 2009, from 57% in 2009 to 64% in 2012. The state average remained flat during this same timeframe.

### Mathematics - Percent Proficient (All Students)



The percentage of Alamosa students scoring proficient and above in the statewide mathematics test has also steadily improved since 2009, from 37% in 2009 to 45% in 2012. The state average remained nearly flat during this same timeframe.

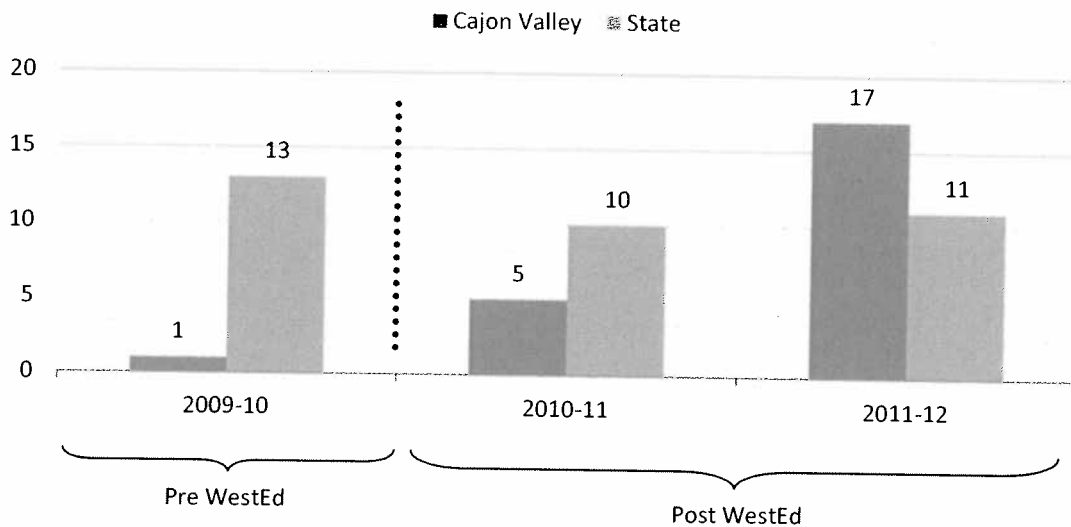
## Cajon Valley Union School District, California

<b>District name</b>	Cajon Valley Union School District
<b>Location</b>	El Cajon, California
<b>Number of schools</b>	26
<b>Grades</b>	K-12
<b>Total student enrollment</b>	16,057
<b>Student ethnicity</b>	47% White, 37% Hispanic, 7% African American, 3% Asian, 1% Filipino, 3% Two or More Races
<b>English learners</b>	31%
<b>Students who qualify for free or reduced price meals</b>	60%
<b>WestEd involvement</b>	2010-Present

In 2010, the California Department of Education (CDE) identified the Cajon Valley Union School District (CVUSD) as an underperforming district, requiring it to contract with an external District Assistance Intervention Team (DAIT) to develop and implement a district improvement plan in collaboration with district and school personnel. WestEd began serving as the district's DAIT provider that year.

Since partnering with WestEd, CVUSD has experienced Academic Performance Index (API) growth of 22 points—exceeding the state growth of 21 points during the same period.<sup>1</sup> CVUSD has also made gains in student performance in English Language Arts and Mathematics state tests. For additional detail, please see the charts below.<sup>2</sup>

**API Growth from 2009 to 2012**

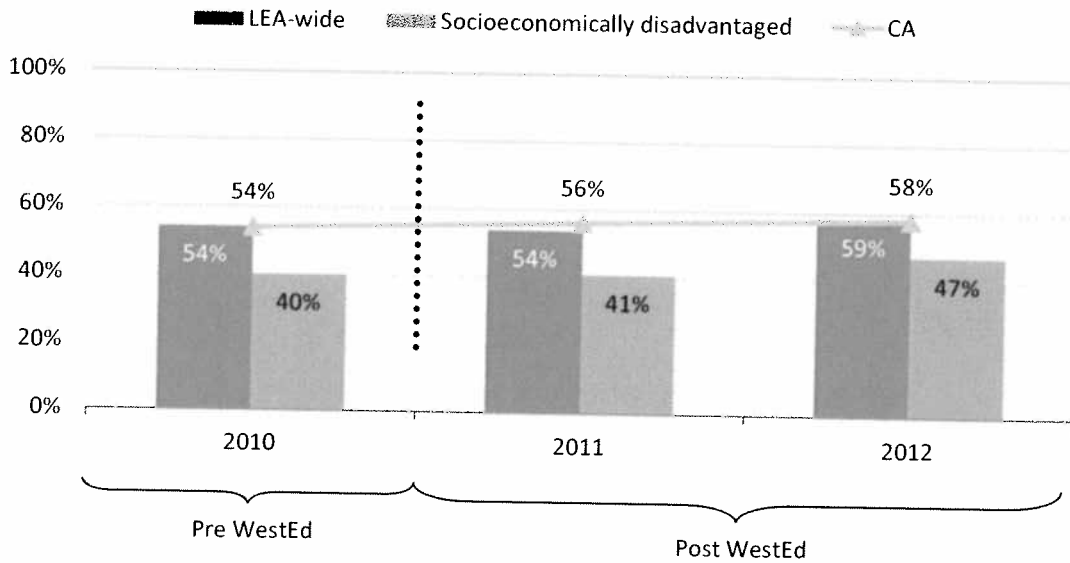


<sup>1</sup> Please note that while it is appropriate to compare the amount of API growth (i.e., change in the API) of different reporting cycles, it is inappropriate to compare APIs across reporting cycles because new indicators are added to the API and test weights may change from one cycle to the next. It is for this reason that this chart displays API growth as opposed to the API. See the 2010–11 Academic Performance Index Reports Information Guide prepared by the California Department of Education for more details (<http://www.cde.ca.gov/ta/ac/ap/>).

<sup>2</sup> Chart data comes from the California Department of Education's DataQuest site: <http://dq.cde.ca.gov/dataquest/>.

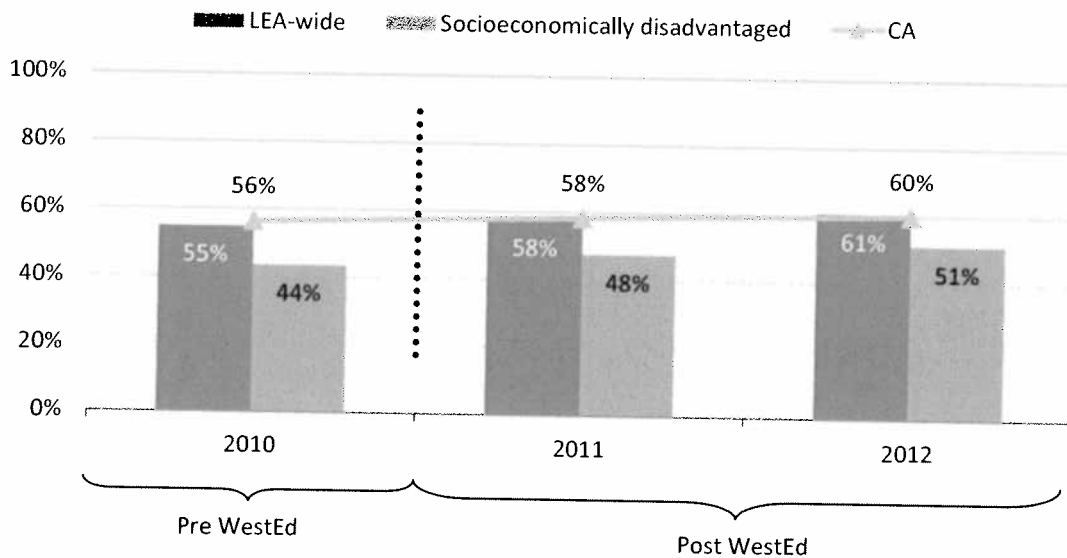


### English Language Arts - Percent Proficient



The percentage of CVUSD students scoring proficient and above in the statewide English Language Arts test has shown improvement since 2010, from 54% in 2010 to 59% in 2012. This increase of 5 percentage points exceeds the state increase of 4 percentage points during the same period (i.e., from 54% in 2010 to 58% in 2012). The chart above also shows the improvement in English Language Arts for CVUSD students who qualify for free or reduced lunch (socioeconomically disadvantaged).

### Mathematics - Percent Proficient



The percentage of CVUSD students scoring proficient and above in the statewide Mathematics test has also shown improvement since 2010, from 55% in 2010 to 61% in 2012. This increase of 6 percentage points exceeds the state increase of 4 percentage points during the same period (i.e., from 56% in 2010 to 60% in 2012). The chart above also shows the improvement in Mathematics for CVUSD students who qualify for free or reduced lunch (socioeconomically disadvantaged).

## Creighton Elementary School District, Arizona

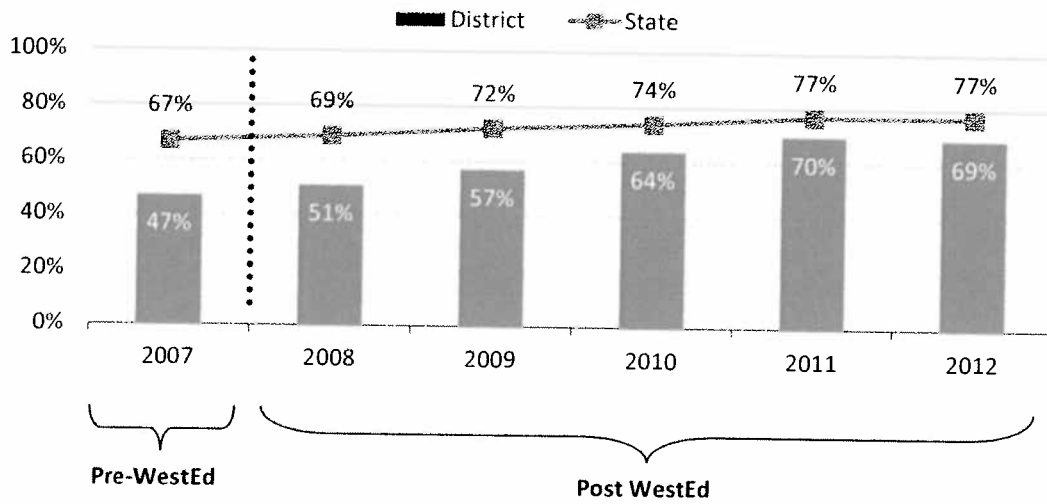
<b>District name</b>	Creighton Elementary School District
<b>Location</b>	Phoenix, Arizona
<b>Number of schools</b>	9
<b>Grades</b>	K-8
<b>Total student enrollment</b>	7,209
<b>Student ethnicity</b>	85% Hispanic, 5% White, 5% African-American, 3% Native American
<b>English learners</b>	31%
<b>Students who qualify for free or reduced price meals</b>	91%
<b>WestEd involvement</b>	2008-Present

At the end of the 2007-2008 school year, seven out of nine schools in Creighton Elementary School District were identified as “underperforming” or “failing to meet the standards” by the State of Arizona. With support from the Ellis Foundation, the district began its partnership with WestEd at the beginning of the 2008-2009 school year, focusing on accelerating student achievement through the implementation of four strategies: 1) alignment and refinement of the viable curriculum delivered to students; 2) improving instructional strategies for both mainstream and English language development classrooms; 3) development and implementation of common formative assessments and aligned quarterly benchmark assessments; and 4) implementation of a Response to Intervention (RtI) program providing a tiered model of differentiated instruction. As of the end of the 2010-11 school year, the last year of AZ LEARNS<sup>1</sup> Legacy labels, all Creighton schools were identified as either “Performing Plus” or “Highly Performing.”

School	Legacy AZ LEARNS Longitudinal Labels				
	2008	2009	2010	2011	2011-2012 A-F System
	<b>Pre-WestEd</b>	<b>Post WestEd</b>			
Creighton	Performing	Performing Plus	Performing Plus	Performing Plus	C
Excelencia	Performing	Performing	Performing Plus	Performing Plus	C
Gateway	Underperforming	Performing	Performing Plus	Performing Plus	C
L C Kennedy	Underperforming	Performing Plus	Performing Plus	Performing Plus	B
Loma Linda	Underperforming	Performing	Performing Plus	Performing Plus	B
W T Machan	Failing to Meet the Standards	Performing	Performing Plus	Performing Plus	C
Monte Vista	Underperforming	Performing	Performing	Performing Plus	B
Papago	Underperforming	Performing Plus	Performing Plus	Performing Plus	C
Biltmore Prep	Underperforming	Performing Plus	Highly Performing	Highly Performing	A

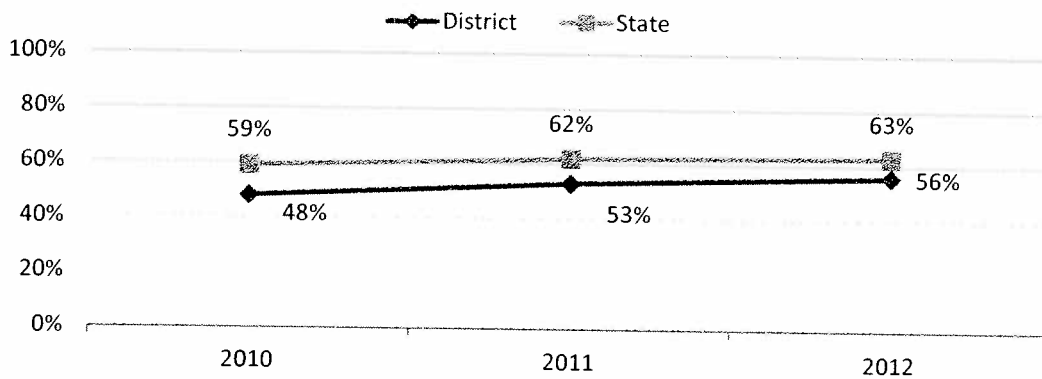
<sup>1</sup> Under AZLEARNNS, each school in Arizona was given a label based on an achievement profile. This profile is based on group performance over a three-year period on the following assessment tools: Arizona's Instrument to Measure Standards (AIMS) in 3<sup>rd</sup> through 8<sup>th</sup> grade reading, mathematics, and writing; Measure of Academic Progress comparing each student's AIMS scaled score from one year to the next; and the Arizona English Language Learner Assessment. The labels for AZLEARNNS are: Excelling, Highly Performing, Performing Plus, Performing, Underperforming, and Failing to meet the standards. The state discontinued the use of AZLEARNNS after 2010-11 and now uses an A-F letter grade system for accountability.

### Reading AIMS - All Grades (percent passing)



The percentage of Creighton School District students scoring proficient and above in the statewide Reading test has steadily improved since 2007, from 47% in 2007 to 69% in 2012. This increase of 22 percentage points exceeds the state increase of 10 percentage points during the same period (i.e., from 67% in 2007 to 77% in 2012).

### Math AIMS - All Grades (percent passing)



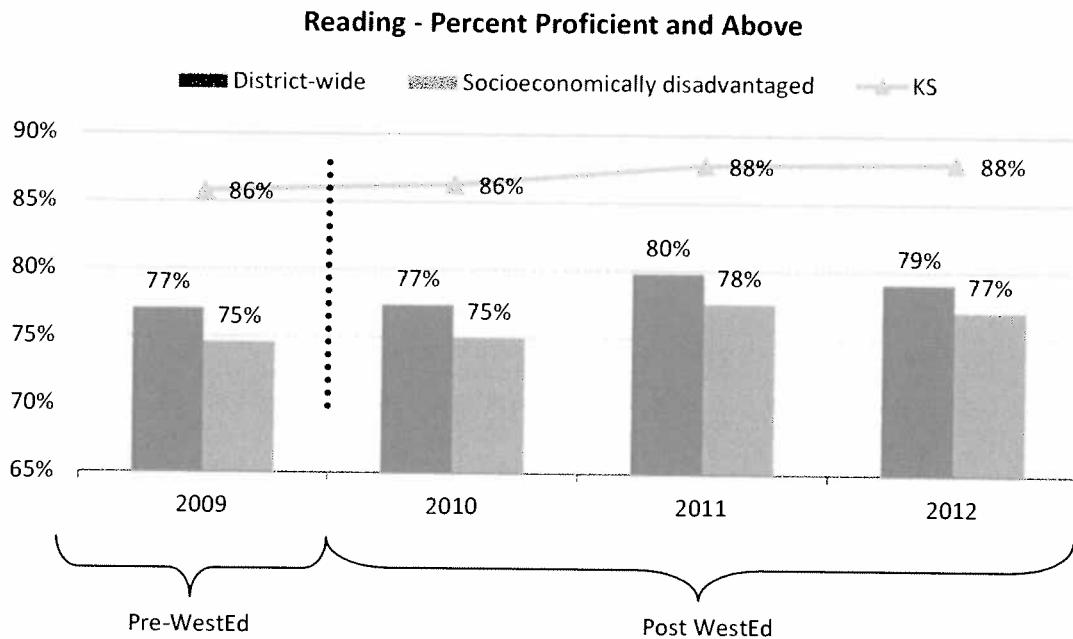
Results on the statewide Mathematics test are provided above. Please note that Arizona adopted new Mathematics standards in 2008, and implemented a new AIMS mathematics test, aligned to the new standards, in the spring of 2010.

## Dodge City Public Schools, Kansas

<b>District name</b>	Dodge City Public Schools
<b>Location</b>	Dodge City, Kansas
<b>Number of schools</b>	12
<b>Grades</b>	PreK-12
<b>Total student enrollment</b>	6,527
<b>Student ethnicity</b>	76% Hispanic, 19% White, 2% African American
<b>English learners</b>	56%
<b>Students who qualify for free or reduced price meals</b>	80%
<b>WestEd involvement</b>	2009-2011 <sup>1</sup>

When WestEd began its partnership with Dodge City Public Schools in 2009, the district was facing a number of achievement challenges, including failing to meet Adequate Yearly Progress (AYP)<sup>2</sup> in Reading. WestEd worked with the district to strengthen its accountability system with standards, benchmark assessments, and standards-based instruction, and to design an intentional, rigorous, and aligned curriculum incorporating timely interventions and additional supports for students performing below grade level.

Since partnering with WestEd, the percentage of students scoring proficient and above on state tests in both Reading and Mathematics has increased. For additional detail, please see the charts below.<sup>3</sup>



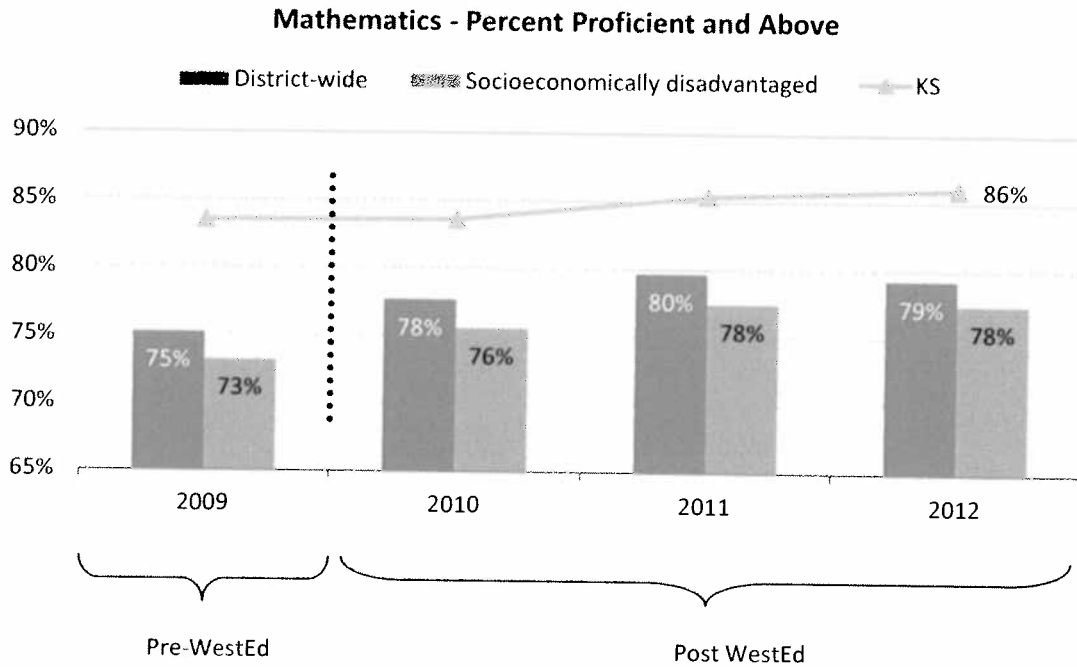
The percentage of Dodge City students scoring proficient and above in the statewide Reading test has improved since 2009, from 77% in 2009 to 79% in 2012. This increase of 2 percentage points matches

<sup>1</sup> Data on graphs reflects most current data available even in locations where WestEd is no longer actively involved to demonstrate sustainability of services provided.

<sup>2</sup> AYP is a measure by which schools, districts, and states are held accountable under Title 1 of the Elementary and Secondary Education Act for student proficiency in English Language Arts and Mathematics.

<sup>3</sup> Data included in the charts comes from Dodge City Public Schools.

the state increase during the same period (i.e., from 86% in 2009 to 88% in 2012). The chart above also shows the improvement in Reading for Dodge City students who qualify for free or reduced lunch (socioeconomically disadvantaged).



The percentage of Dodge City students scoring proficient and above in the statewide Mathematics test has also improved since 2009, from 75% in 2009 to 79% in 2012. This increase of 4 percentage points exceeds the state increase of 2 percentage points during the same period (i.e., from 84% in 2009 to 86% in 2012). The chart above shows the improvement in Mathematics for Dodge City students who qualify for free or reduced lunch (socioeconomically disadvantaged).

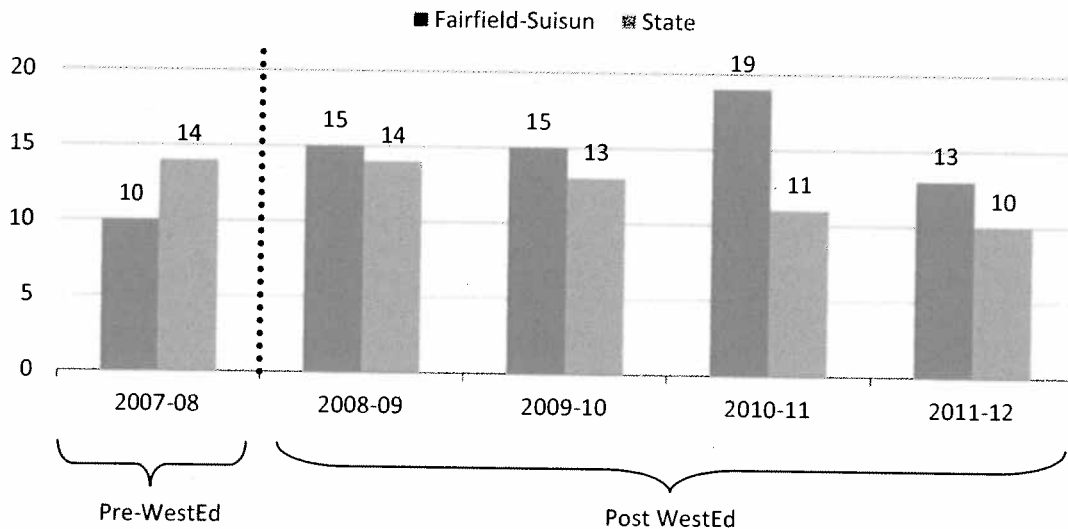
## Fairfield-Suisun Unified School District, California

<b>District name</b>	Fairfield-Suisun Unified District
<b>Location</b>	Fairfield, California
<b>Number of Schools</b>	27
<b>Grades</b>	K-12
<b>Total student enrollment</b>	21,577
<b>Student ethnicity</b>	36% Hispanic, 20% White, 18% African American, 9% Filipino, 5% Asian, 1% American Indian, 10% two or more races
<b>English learners</b>	13%
<b>Students who qualify for free or reduced price meals</b>	49%
<b>WestEd involvement</b>	2008-Present

In 2008, Fairfield-Suisun Unified was in Program Improvement and struggled in its efforts to increase student achievement. That year, WestEd began its partnership with the district to identify and implement instructional and leadership practices geared at building organizational capacity, planning for and delivering standards-based instruction, and improving outcomes for all students.

Since partnering with WestEd, Fairfield-Suisun Unified has experienced Academic Performance Index (API) growth of 62 points—exceeding the state growth of 48 points during the same period.<sup>1</sup> The district has also made gains in student performance in English Language Arts and Mathematics state tests. For additional detail, please see the charts below.<sup>2</sup>

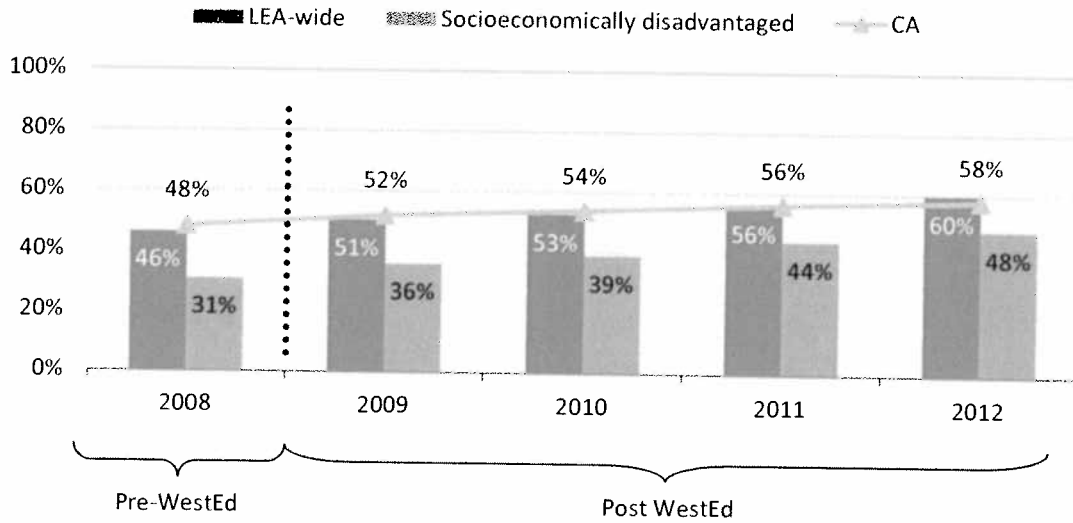
**API Growth from 2008 to 2012**



<sup>1</sup> Please note that while it is appropriate to compare the amount of API growth (i.e., change in the API) of different reporting cycles, it is inappropriate to compare APIs across reporting cycles because new indicators are added to the API and test weights may change from one cycle to the next. It is for this reason that this chart displays API growth as opposed to the API. See the 2010–11 Academic Performance Index Reports Information Guide prepared by the California Department of Education for more details (<http://www.cde.ca.gov/ta/ac/ap/>).

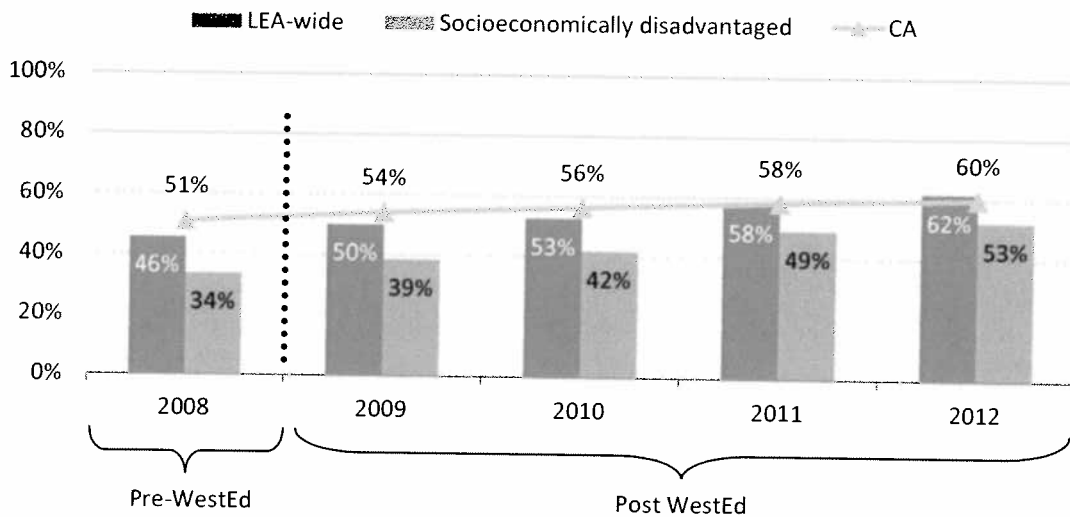
<sup>2</sup> Chart data comes from the California Department of Education's DataQuest site: <http://dq.cde.ca.gov/dataquest/>.

### English Language Arts - Percent Proficient



The percentage of Fairfield-Suisun Unified students scoring proficient and above in the statewide English Language Arts test has steadily improved since 2008, from 46% in 2008 to 60% in 2012. 2012 marked the first time that Fairfield-Suisun ELA students exceeded the state. This increase of 14 percentage points exceeds the state increase of 10 percentage points during the same period (i.e., from 48% in 2008 to 58% in 2012). The chart above also shows the improvement in English Language Arts for students who qualify for free or reduced lunch (socioeconomically disadvantaged).

### Mathematics - Percent Proficient



The percentage of Fairfield-Suisun Unified students scoring proficient and above in the statewide Mathematics test has also steadily improved since 2008, from 46% in 2008 to 62% in 2012. 2012 marked the first time that Fairfield-Suisun ELA students exceeded the state. This increase of 16 percentage points exceeds the state increase of 9 percentage points during the same period (i.e., from 51% in 2008 to 60% in 2012). The chart above also shows the improvement in Mathematics for students who qualify for free or reduced lunch (socioeconomically disadvantaged).

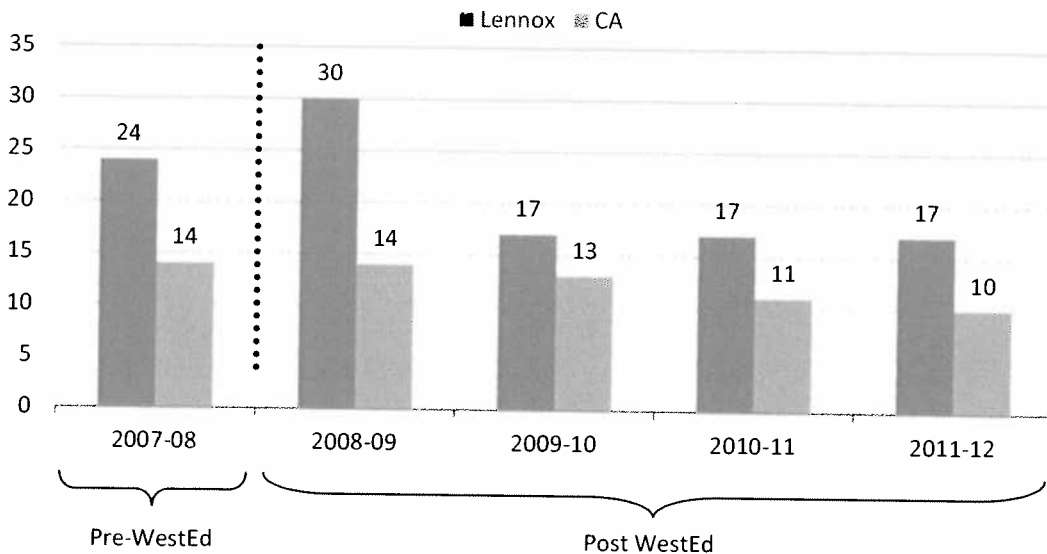
## Lennox School District, California

<b>District name</b>	Lennox School District
<b>Location</b>	Lennox, California
<b>Number of schools</b>	10
<b>Grades</b>	K-12
<b>Total student enrollment</b>	7,156
<b>Student ethnicity</b>	91% Hispanic, 6% unreported
<b>English learners</b>	52%
<b>Students who qualify for free or reduced price meals</b>	87%
<b>WestEd involvement</b>	2008-Present

In 2008, the California Department of Education (CDE) identified the Lennox School District as an underperforming district, requiring it to contract with an external District Assistance Intervention Team (DAIT) to develop and implement a district improvement plan in collaboration with school personnel. WestEd began serving as the district’s DAIT provider that year, providing comprehensive services to strengthen instructional practices, develop common benchmark assessments, establish systems to bring cohesion to the district, and ensure a common core curriculum at each site.

Since then, the district has experienced Academic Performance Index (API) growth of 81 points—exceeding the state growth of 48 points during the same period.<sup>1</sup> Lennox has also made consistent gains in student performance in English Language Arts and Mathematics state tests. For additional detail, please see the charts below.<sup>2</sup>

**API Growth from 2007 to 2012**

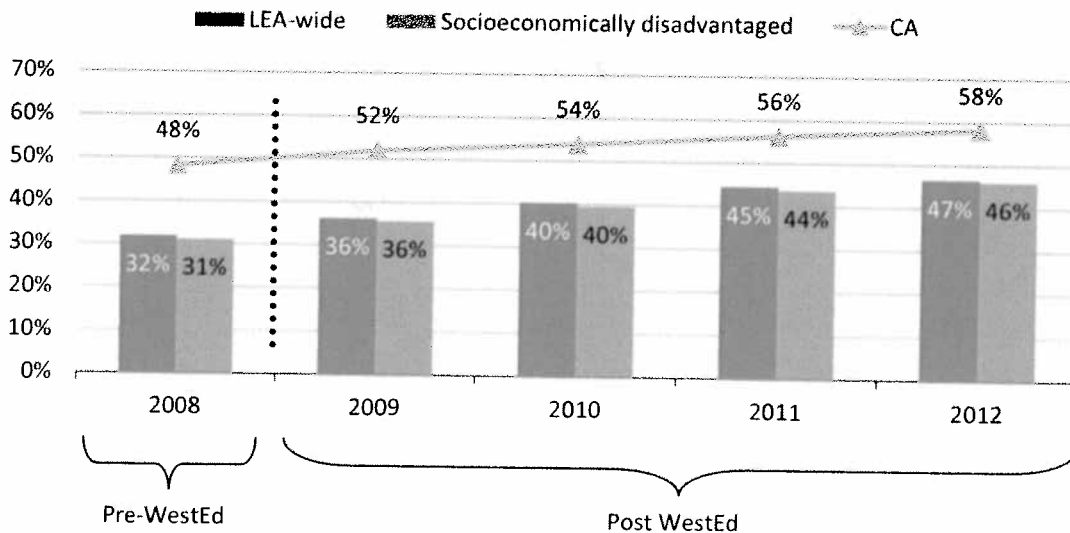


<sup>1</sup> Please note that while it is appropriate to compare the amount of API growth (i.e., change in the API) of different reporting cycles, it is inappropriate to compare APIs across reporting cycles because new indicators are added to the API and test weights may change from one cycle to the next. It is for this reason that this chart displays API growth as opposed to the API. See the 2010–11 Academic Performance Index Reports Information Guide prepared by the California Department of Education for more details (<http://www.cde.ca.gov/ta/ac/ap/>).

<sup>2</sup> Chart data comes from the California Department of Education’s DataQuest site: <http://dq.cde.ca.gov/dataquest/>.

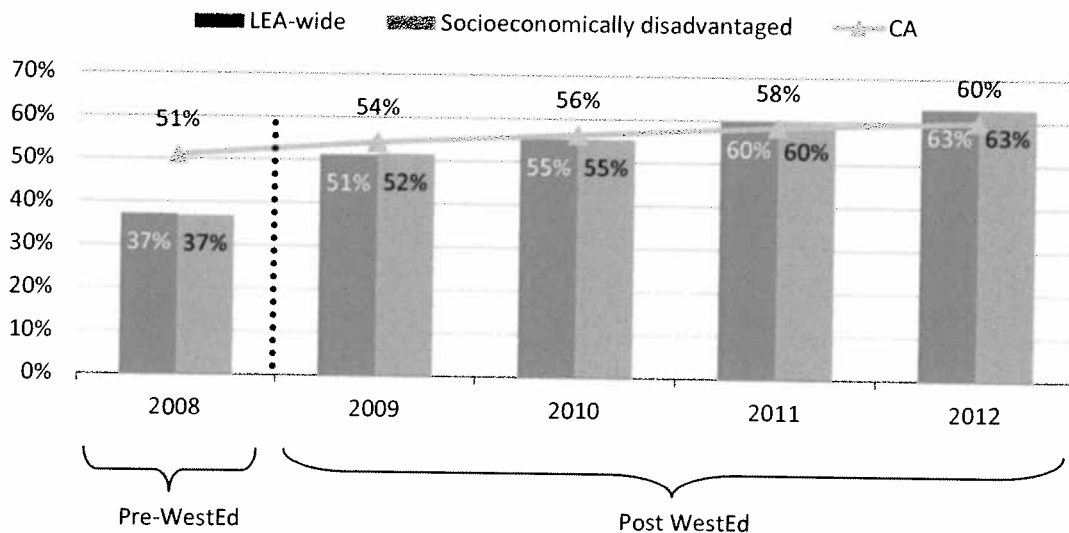


### English Language Arts - Percent Proficient



The percentage of all Lennox students scoring proficient and above in the statewide English Language Arts test has steadily improved since 2008, from 32% in 2008 to 47% in 2012. This increase of 15 percentage points exceeds the state increase of 10 percentage points during the same period (i.e., from 48% in 2008 to 58% in 2012). The chart above also shows the improvement in English Language Arts for Lennox students who qualify for free or reduced lunch (socioeconomically disadvantaged).

### Mathematics - Percent Proficient



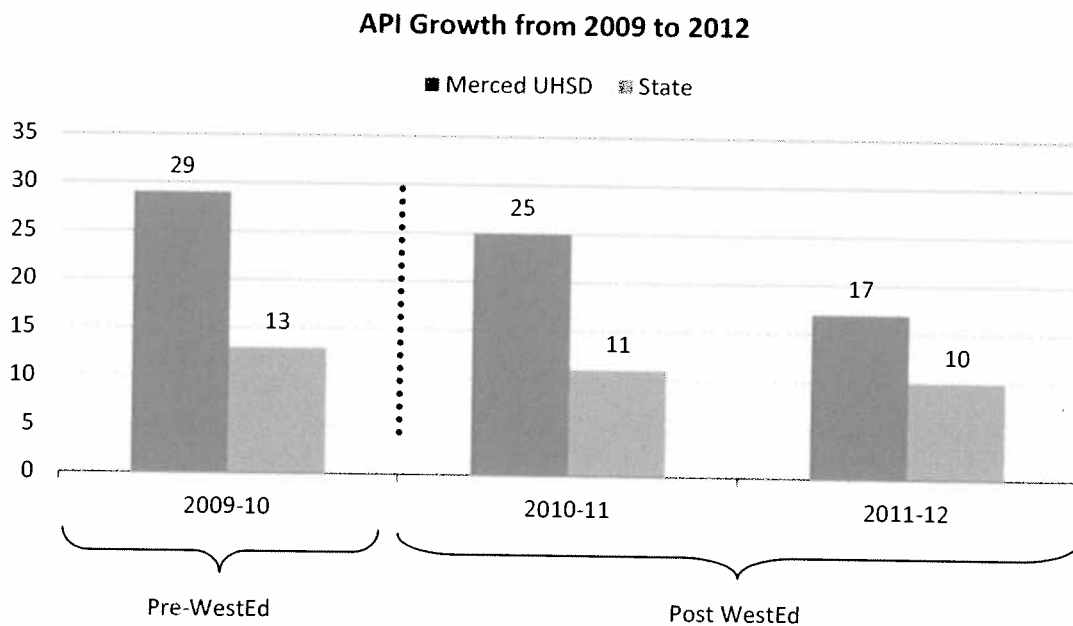
The percentage of all Lennox students scoring proficient and above in the statewide Mathematics test has also steadily improved since 2008, from 37% in 2008 to 63% in 2012. This increase of 26 percentage points exceeds the state increase of 9 percentage points during the same period (i.e., from 51% in 2008 to 60% in 2012). The chart above also shows the improvement in Mathematics for Lennox students who qualify for free or reduced lunch (socioeconomically disadvantaged).

## Merced Union High School District, California

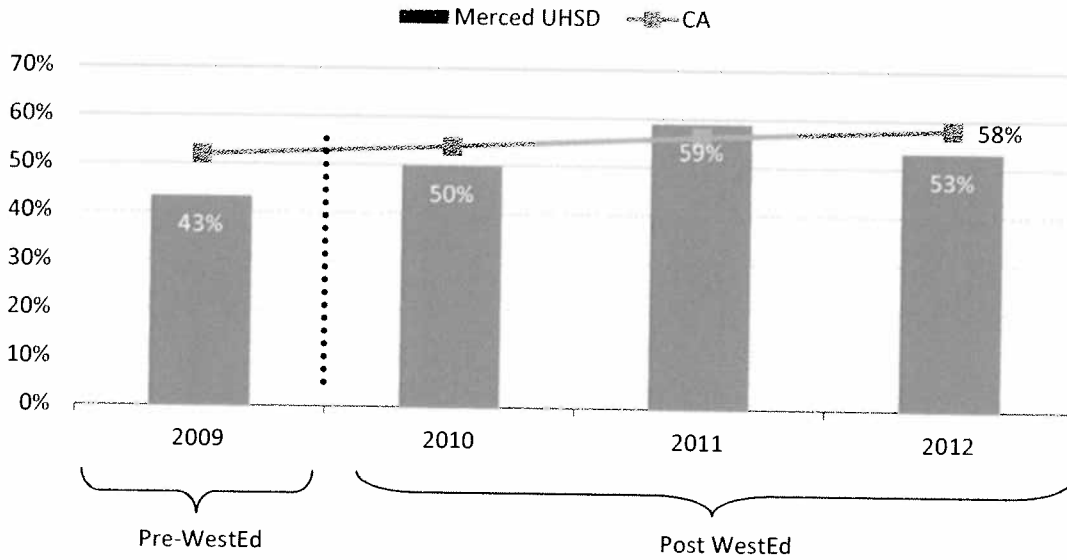
<b>District name</b>	Merced Union High School District
<b>Location</b>	Merced, California
<b>Number of schools</b>	8
<b>Grades</b>	9-12
<b>Total student enrollment</b>	10,293
<b>Student ethnicity</b>	60% Hispanic, 20% White, 12% Asian, 4% African American
<b>English learners</b>	10%
<b>Students who qualify for free or reduced price meals</b>	82%
<b>WestEd involvement</b>	2010-Present

In 2010, the California Department of Education (CDE) identified the Merced Union High School District as an underperforming district, requiring it to contract with an external District Assistance Intervention Team (DAIT) to develop and implement a district improvement plan in collaboration with district and school personnel. WestEd began serving as the district's DAIT provider that year, providing comprehensive services to strengthen and improve services at all of the five comprehensive high school and three alternative sites.

Since then, the district has experienced Academic Performance Index (API) growth of 42 points while the average state API growth was 21.

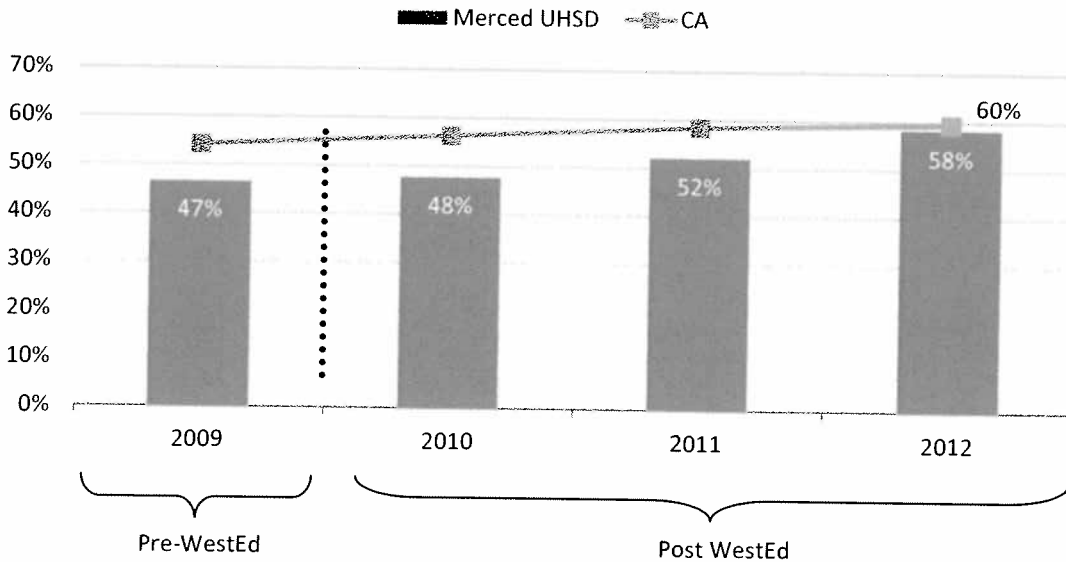


### English Language Arts - Percent Proficient



The percentage of all Merced Union High School District students scoring proficient and above in the statewide English Language Arts test has improved since 2009, from 43% in 2009 to 53% in 2012. This increase of 10 percentage points exceeds the state increase of 6 percentage points during the same period (i.e., from 52% in 2009 to 58% in 2012).

### Mathematics - Percent Proficient



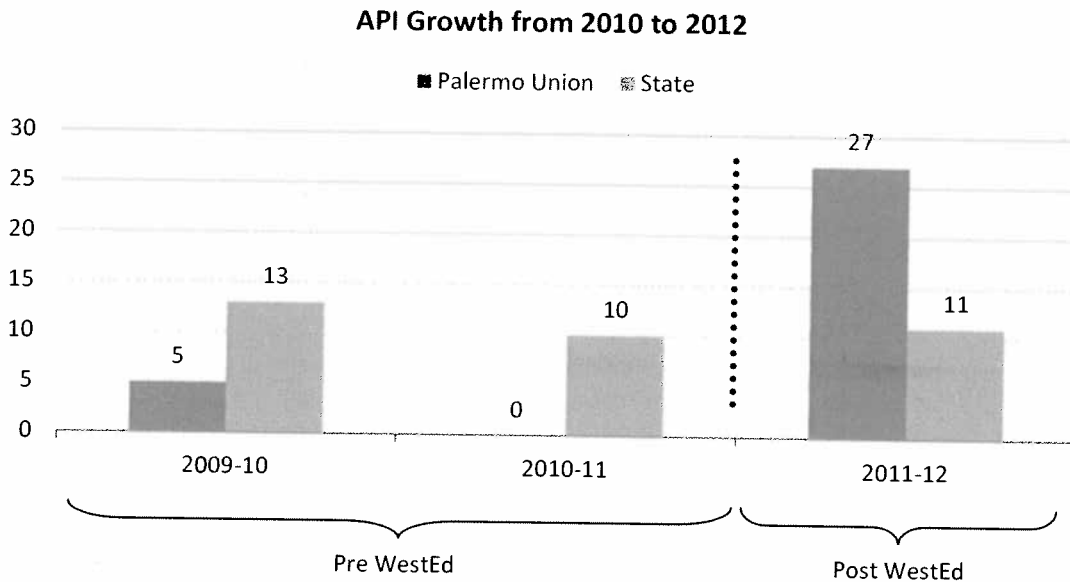
The percentage of all Merced Union High School District students scoring proficient and above in the statewide mathematics test has consistently improved since 2009, from 47% in 2009 to 58% in 2012. This increase of 11 percentage points exceeds the state increase of 6 percentage points during the same period (i.e., from 52% in 2009 to 58% in 2012).

## Palermo Union Elementary School District, California

District name	Palermo Union Elementary School District
Location	Palermo, California
Number of schools	6
Grades	K-12
Total student enrollment	1,306
Student ethnicity	42% White, 34% Hispanic, 7% American Indian, 4% Asian, 1% African American, 11% Two or More Races
English learners	14%
Students who qualify for free or reduced price meals	84%
WestEd involvement	2011-2012 <sup>1</sup>

In 2011, the California Department of Education (CDE) identified the Palermo Union Elementary School District (PUESD) as an underperforming district, requiring it to contract with an external District Assistance Intervention Team (DAIT) to develop and implement a district improvement plan in collaboration with district and school personnel. WestEd began serving as the district's DAIT provider that year.

Since partnering with WestEd, PUESD has experienced Academic Performance Index (API) growth of 27 points—exceeding the state growth of 11 points during the same period.<sup>2</sup> PUESD has also made gains in student performance in English Language Arts and Mathematics state tests. For additional detail, please see the charts below.<sup>3</sup>

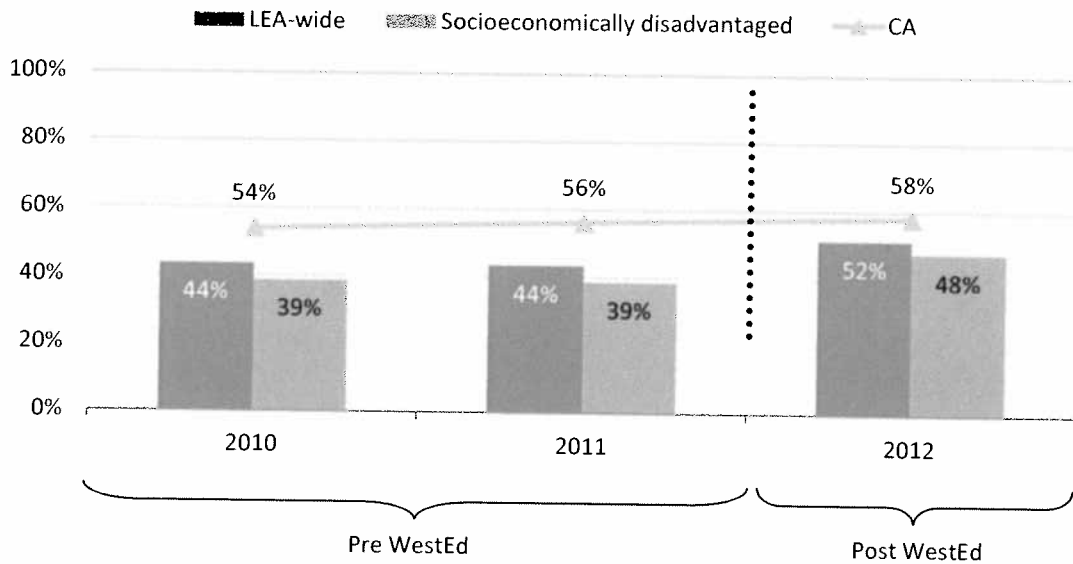


<sup>1</sup> Data on graphs reflects most current data available even in locations where WestEd is no longer actively involved to demonstrate sustainability of services provided.

<sup>2</sup> Please note that while it is appropriate to compare the amount of API growth (i.e., change in the API) of different reporting cycles, it is inappropriate to compare APIs across reporting cycles because new indicators are added to the API and test weights may change from one cycle to the next. It is for this reason that this chart displays API growth as opposed to the API. See the 2010–11 Academic Performance Index Reports Information Guide prepared by the California Department of Education for more details (<http://www.cde.ca.gov/ta/ac/ap/>).

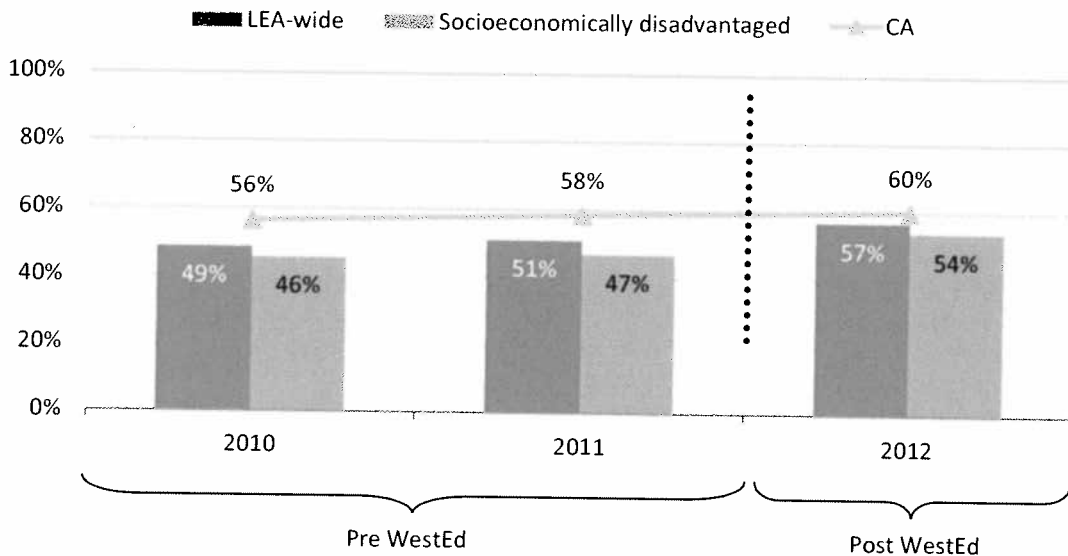
<sup>3</sup> Chart data comes from the California Department of Education's DataQuest site: <http://dq.cde.ca.gov/dataquest/>.

### English Language Arts - Percent Proficient



The percentage of PUESD students scoring proficient and above in the statewide English Language Arts test has shown improvement since 2011, from 44% in 2011 to 52% in 2012. This increase of 8 percentage points exceeds the state increase of 2 percentage points during the same period (i.e., from 56% in 2011 to 58% in 2012). The chart above also shows the improvement in English Language Arts for PUESD students who qualify for free or reduced lunch (socioeconomically disadvantaged).

### Mathematics - Percent Proficient



The percentage of PUESD students scoring proficient and above in the statewide Mathematics test has also shown improvement since 2011, from 51% in 2011 to 57% in 2012. This increase of 6 percentage points exceeds the state increase of 2 percentage points during the same period (i.e., from 58% in 2011 to 60% in 2012). The chart above also shows the improvement in Mathematics for PUESD students who qualify for free or reduced lunch (socioeconomically disadvantaged).

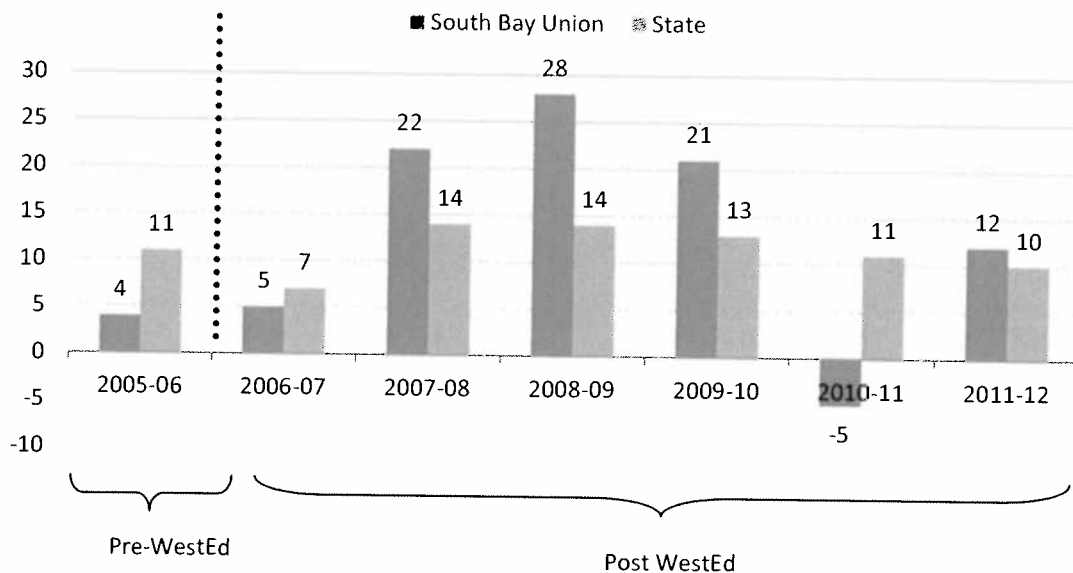
## South Bay Union Elementary District, California

<b>District name</b>	South Bay Union Elementary District
<b>Location</b>	Imperial Beach, California
<b>Number of schools</b>	12
<b>Grades</b>	K-7
<b>Total student enrollment</b>	7,682
<b>Student ethnicity</b>	81% Hispanic, 8% White, 5% Filipino, 3% African-American
<b>English learners</b>	45%
<b>Students who qualify for free or reduced price meals</b>	76%
<b>WestEd involvement</b>	2006-Present

In 2006, South Bay Union Elementary District was underperforming and struggled in its efforts to increase student achievement results. That year, WestEd began providing the district with comprehensive district and school improvement services that have focused on improving instructional practices through routine formal and informal classroom observations, analysis of instructional techniques, feedback on teacher practices, and job-embedded coaching.

Since partnering with WestEd, South Bay Union Elementary has experienced Academic Performance Index (API) growth of 83 points—exceeding the state growth of 69 points during the same period.<sup>1</sup> South Bay Union Elementary has also made gains in student performance in English Language Arts and Mathematics state tests. For additional detail, please see the charts below.<sup>2</sup>

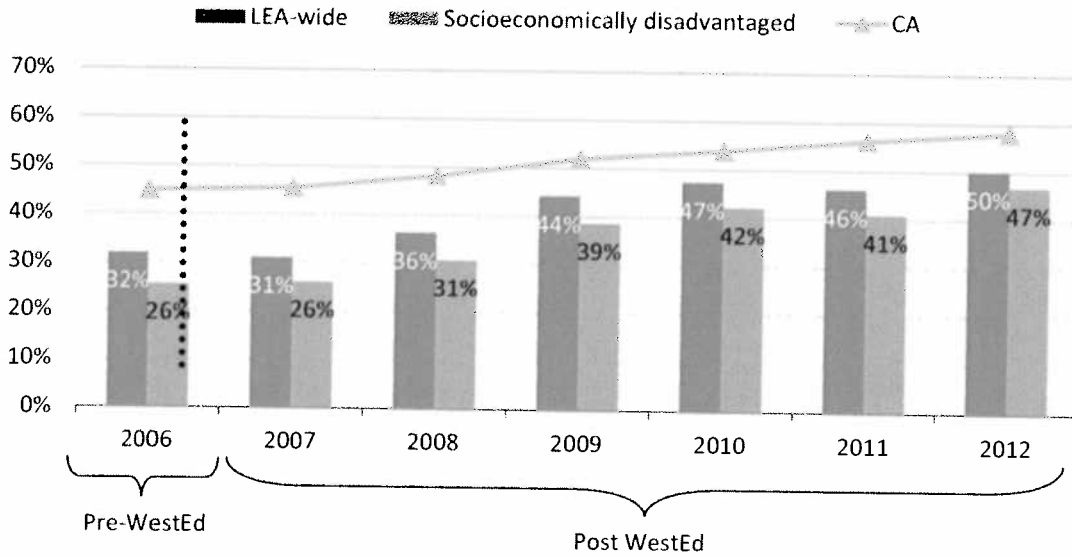
**API Growth from 2005 to 2012**



<sup>1</sup> Please note that while it is appropriate to compare the amount of API growth (i.e., change in the API) of different reporting cycles, it is inappropriate to compare APIs across reporting cycles because new indicators are added to the API and test weights may change from one cycle to the next. It is for this reason that this chart displays API growth as opposed to the API. See the 2010–11 Academic Performance Index Reports Information Guide prepared by the California Department of Education for more details (<http://www.cde.ca.gov/ta/ac/ap/>).

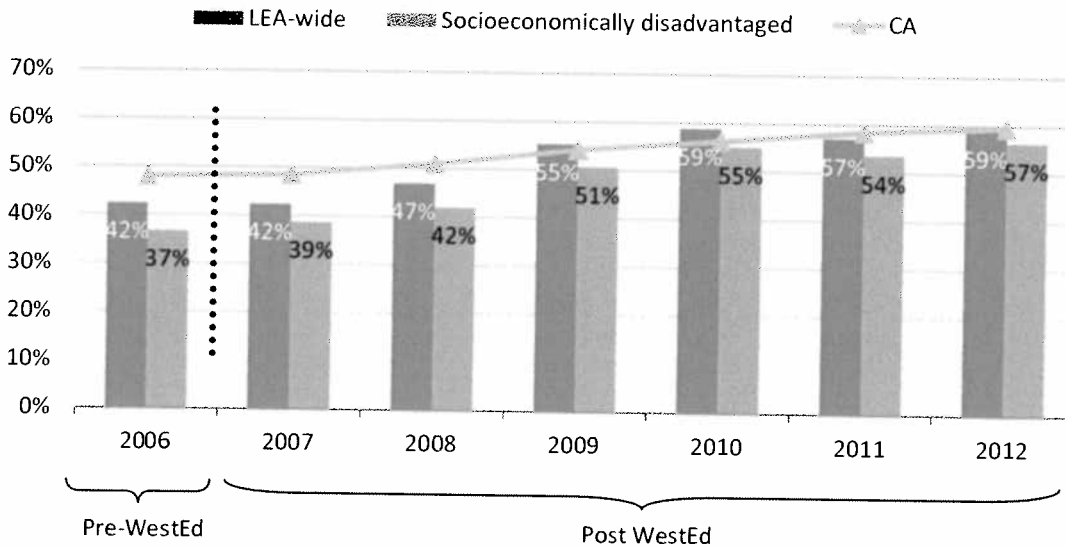
<sup>2</sup> Chart data comes from the California Department of Education's DataQuest site: <http://dq.cde.ca.gov/dataquest/>.

### English Language Arts - Percent Proficient



The percentage of South Bay Union students scoring proficient and above in the statewide English Language Arts test has shown improvement since 2006, from 32% in 2006 to 50% in 2012. This increase of 18 percentage points exceeds the state increase of 13 percentage points during the same period (i.e., from 45% in 2006 to 58% in 2012). The chart above also shows the improvement in English Language Arts for South Bay Union students who qualify for free or reduced lunch (socioeconomically disadvantaged).

### Mathematics - Percent Proficient

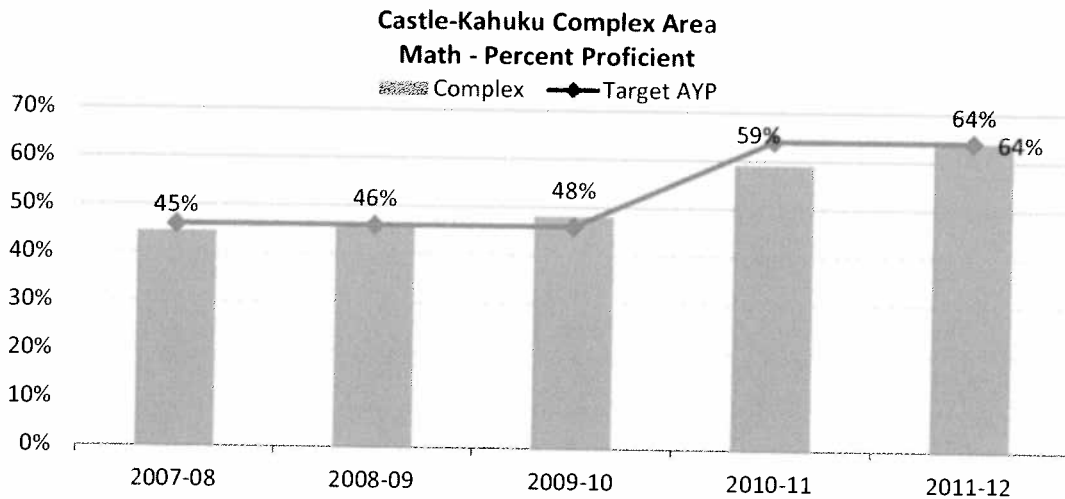
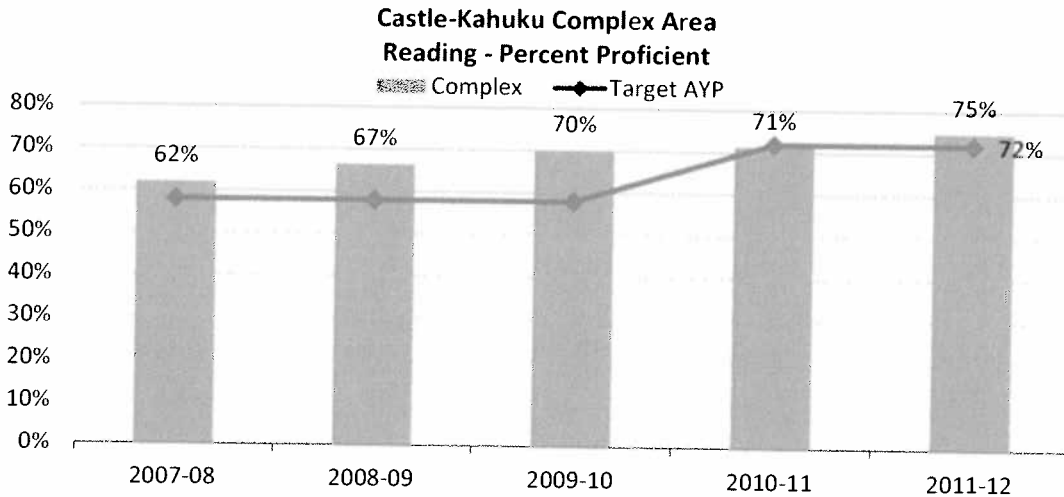


The percentage of South Bay Union students scoring proficient and above in the statewide Mathematics test has also shown improvement since 2006, from 42% in 2006 to 59% in 2012. This increase of 17 percentage points exceeds the state increase of 12 percentage points during the same period (i.e., from 48% in 2006 to 60% in 2012). The chart above also shows the improvement in Mathematics for South Bay Union students who qualify for free or reduced lunch (socioeconomically disadvantaged).

## Windward District, Castle-Kahuku Complex Area, Hawaii

<b>District name</b>	Windward District
<b>Location</b>	Kaneohe, Hawaii
<b>Number of schools</b>	16
<b>Grades</b>	K-12
<b>Total student enrollment</b>	8,316
<b>Student ethnicity</b>	53% Pacific Islander, 20% Asian, 16% White, 6% Multiple, 3% Hispanic
<b>English learners</b>	3%
<b>Students who qualify for free or reduced price meals</b>	53%
<b>WestEd involvement</b>	2007-present

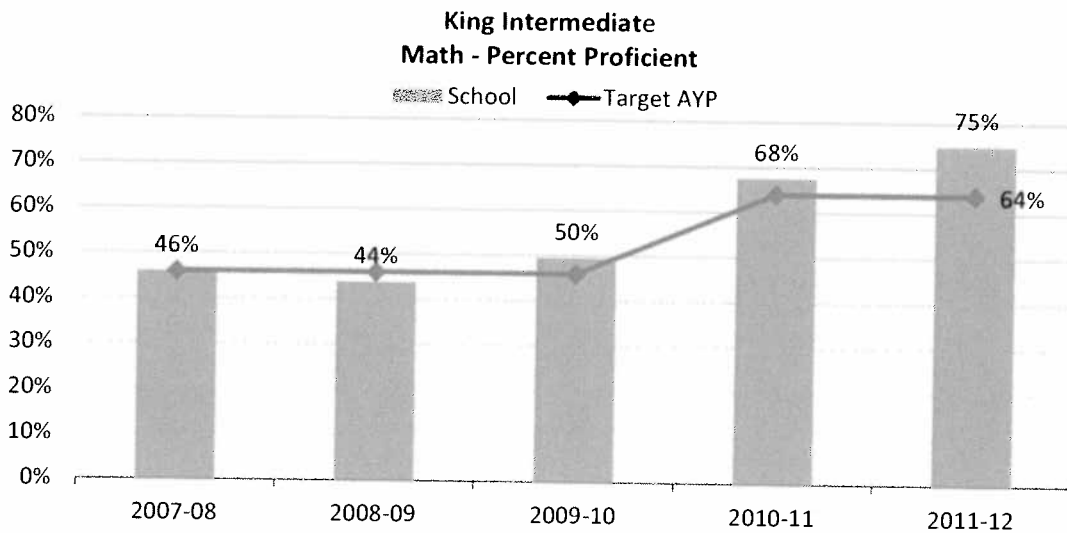
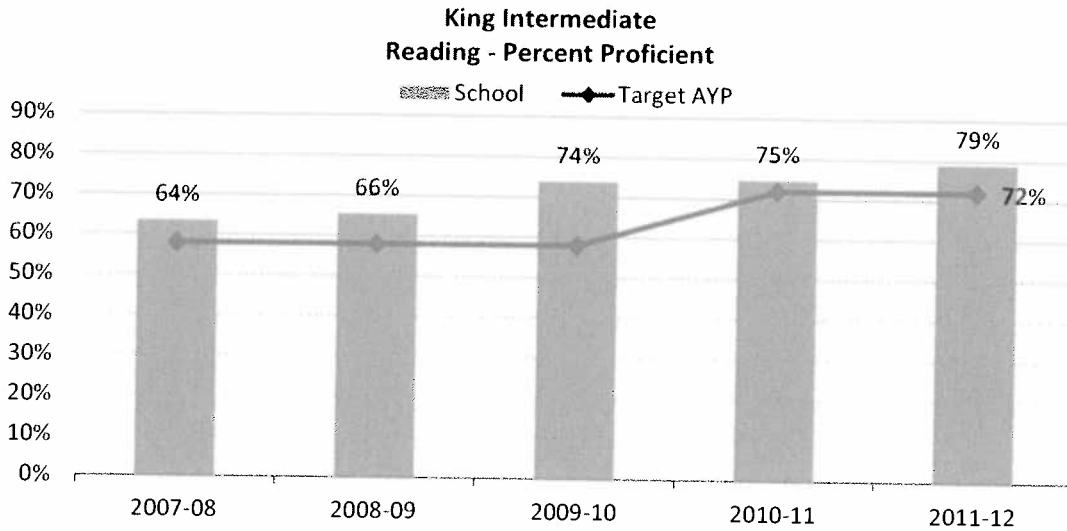
WestEd has been providing professional development and technical assistance to build the capacity of complex support staff, administrators, coaches, and teachers to improve and sustain high quality instruction in the Castle-Kahuku Complex in the Windward District from 2007 to the present. There has been a 13% increase in Reading and a 19% increase in Math districtwide during this period of time.



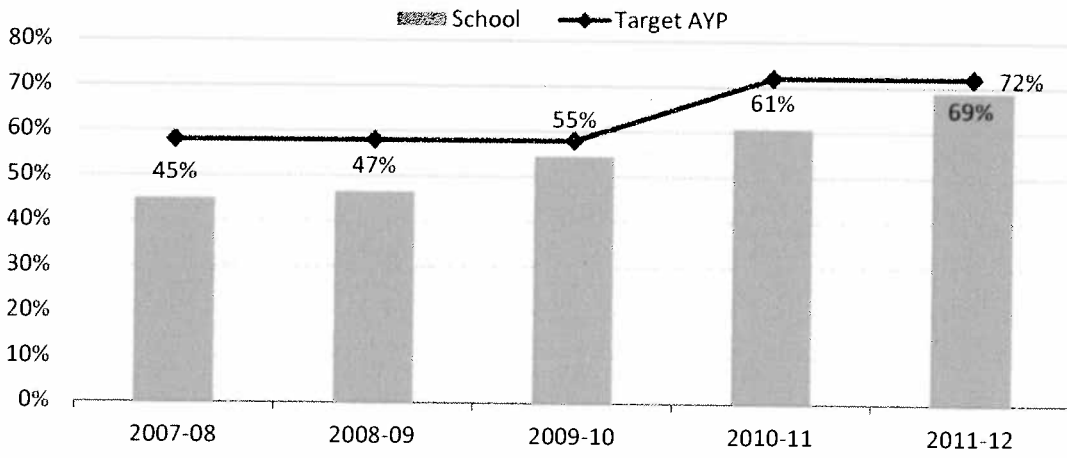


From 2007 to the present, WestEd has been providing restructuring services and building the capacity of administrators, coaches, and teachers at King Intermediate and Kahalu'u Elementary schools in the Castle-Kahuku Complex to increase and sustain student achievement results.

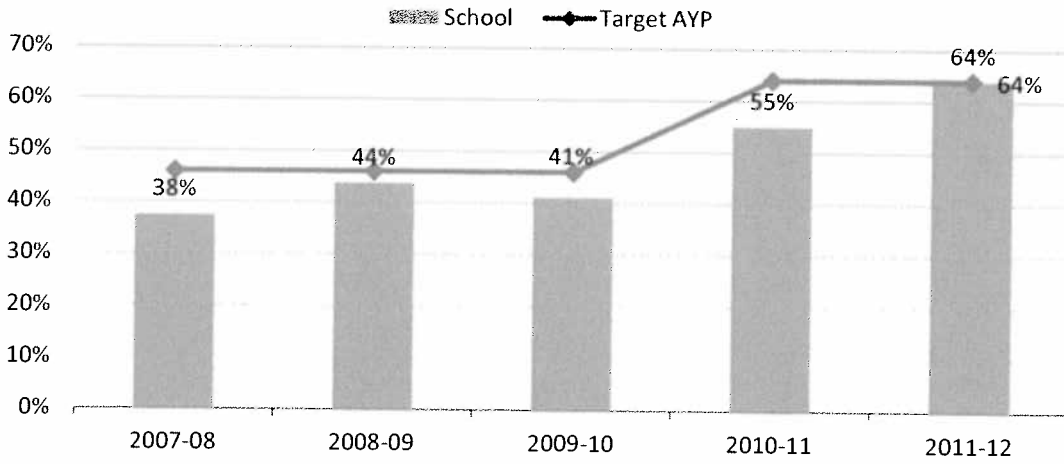
During this time, there has been a 15% increase in Reading and a 29% increase in Math at King Intermediate, and a 24% increase in Reading and 26% increase in Math at Kahalu'u Elementary.



**Kahalu`u Elementary  
Reading - Percent Proficient**



**Kahalu`u Elementary  
Math - Percent Proficient**



# School Partnerships

## Hanson Elementary School, Adams 14 School District, Colorado

School name	Hanson Elementary School
District name	Adams 14 School District
Location	Commerce City, CO
Grades	PreK-5
Total student enrollment	388
Student ethnicity	90% Hispanic, 10% Other
English learners	68%
Students who qualify for free or reduced price meals	90%
WestEd involvement	2010-Present

In 2009, Hanson was identified as *persistently low-achieving* and in 2010 received a three-year Tiered Intervention Grant (TIG) funded by the federal government to support schools performing in the bottom five percent of achievement. Since the grant's initiation, WestEd has provided professional development and coaching to administrators, coaches and teachers on implementing research-based instructional strategies and sustaining a process that combines classroom observation, teacher feedback, and monitoring implementation of selected strategies.

Hanson made significant student achievement progress in 2012, moving from the lowest status of *Turnaround* to the highest status of *Performance* on the Colorado School Performance Framework. Based on TCAP<sup>1</sup> results, Hanson moved from the 26<sup>th</sup> percentile in 2011 to the 75<sup>th</sup> percentile in 2012, exhibiting more growth than any other cohort I TIG School in the state of Colorado. In the latest data, Hanson ranked eighth in Colorado in median writing growth for elementary schools and in 2012 exceeded its growth targets in reading and writing, after three consecutive years of limited or no growth.

The table below summarizes TCAP growth over the last three years, indicating Hanson achieved above 50 percent in all three subjects in 2012 and surpassed adequate growth in two subjects.

**Adams 14: Hansen Elementary TCAP Growth**

Year	READING		WRITING		MATH		Sum Observed Growth
	Observed/Adequate Growth	% Prof/Adv	Observed/Adequate Growth	% Prof/Adv	Observed/Adequate Growth	% Prof/Adv	
2009	45/55	28.1	45/63	22.3	30.0/74	20.7	120
2010	47/59	37.4	48/72	23.5	57/81	32.5	152
2011	39/59	32.4	40/69	22.3	42/78	26.8	120
2012	63/61	44.6	75/70	31.16	58.5/73	37.4	197

<sup>1</sup> Colorado uses the Transitional Colorado Assessment Program (TCAP) to measure student achievement in the Colorado Model Content Standards and academic growth of individual students. School Performance Frameworks provide a snapshot of a school's level of attainment on academic achievement, growth, growth gaps and post secondary readiness. Performance on these indicators leads to the assignment of the type of improvement plans schools implement. The School Performance Plan type for Hanson is Turnaround Plan.

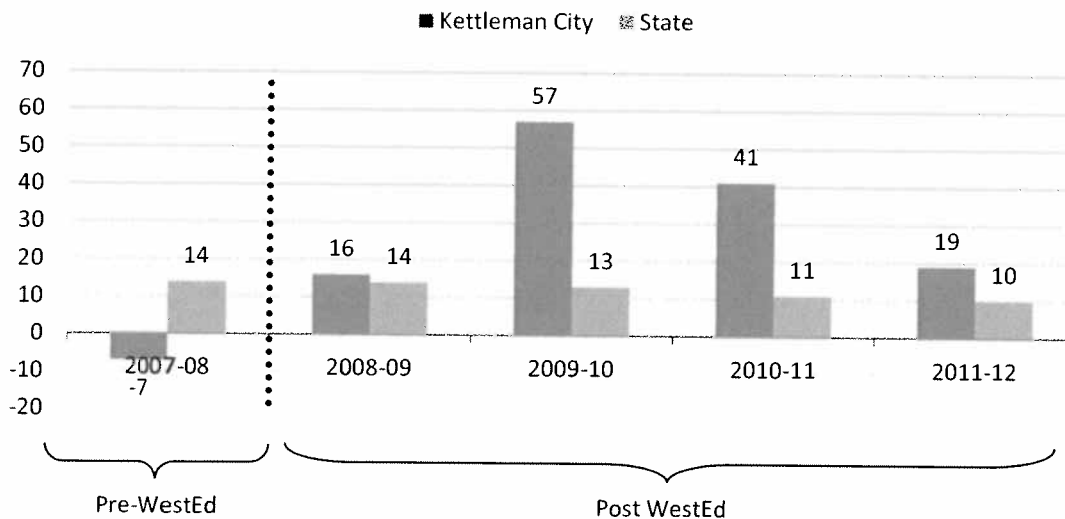
## Kettleman City Elementary School, California

<b>School name</b>	Kettleman City Elementary School
<b>District name</b>	Reef-Sunset Unified
<b>Location</b>	Kettleman City, California
<b>Grades</b>	K-8
<b>Total student enrollment</b>	309
<b>Student ethnicity</b>	99% Hispanic, 1% Asian
<b>English learners</b>	51%
<b>Students who qualify for free or reduced price meals</b>	98%
<b>WestEd involvement</b>	June 2008-2012

At the start of the 2007-2008 school year, Kettleman City Elementary School was in Program Improvement and its state Academic Performance Index (API) growth was negative. WestEd has since partnered with Kettleman to provide comprehensive professional development and coaching services, with an emphasis on improving literacy and academic achievement for the school's large population of English learners. Areas of focus include academic vocabulary instruction, structured academic talk, oral language development, reading instruction, and using multiple measures of assessment for instructional decision-making.

Since partnering with WestEd, Kettleman has experienced API growth of 133 points—almost triple the state growth of 48 points during the same period.<sup>1</sup> Kettleman has also made steady gains in student performance in English Language Arts and Mathematics state tests. Moreover, Kettleman is no longer among California's low performing schools, having exited Program Improvement in 2011. For additional detail, please see the charts below.<sup>2</sup>

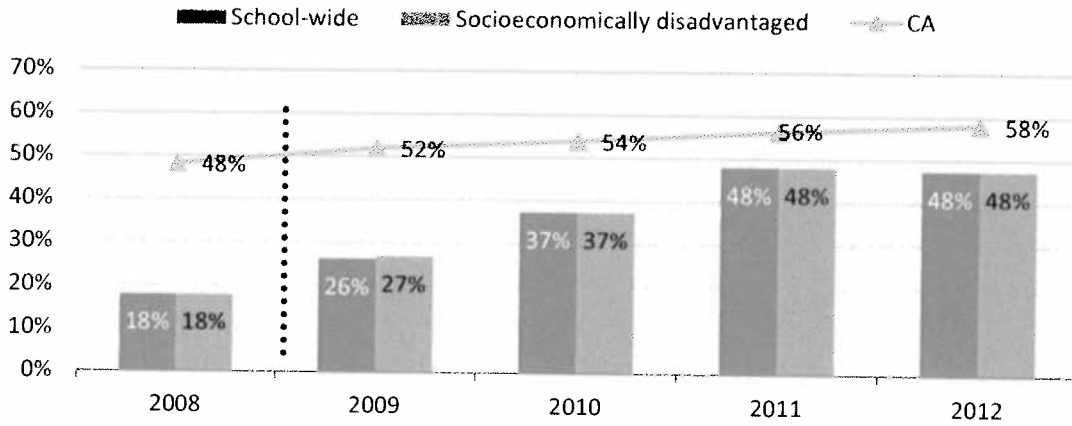
**API Growth from 2007 to 2012**



<sup>1</sup> Please note that while it is appropriate to compare the amount of API growth (i.e., change in the API) of different reporting cycles, it is inappropriate to compare APIs across reporting cycles because new indicators are added to the API and test weights may change from one cycle to the next. It is for this reason that this chart displays API growth as opposed to the API. See the 2010–11 Academic Performance Index Reports Information Guide prepared by the California Department of Education for more details (<http://www.cde.ca.gov/ta/ac/ap/>).

<sup>2</sup> Chart data comes from the California Department of Education's DataQuest site: <http://dq.cde.ca.gov/dataquest/>.

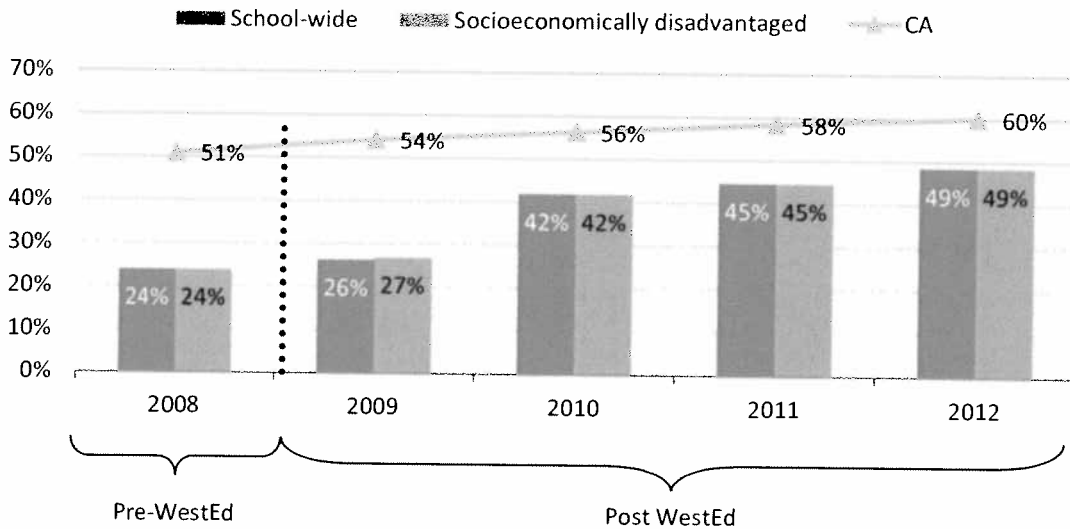
### English Language Arts - Percent Proficient



The percentage of Kettleman students scoring in the statewide English Language Arts test has steadily improved since 2008, from 18% in 2008 to 48% in 2012. This increase of 30 percentage points exceeds the state increase of 10 percentage points during the same period (i.e., from 48% in 2008 to 58% in 2012). The chart above also shows the improvement in English Language Arts for Kettleman students who qualify for free or reduced lunch (socioeconomically disadvantaged).

The percentage of Kettleman students scoring proficient and above in the statewide Mathematics test has also steadily improved since 2008, from 24% in 2008 to 49% in 2012. This increase of 25 percentage points exceeds the state increase of 9 percentage points during the same period (i.e., from 51% in 2008 to 60% in 2012). The chart above also shows the improvement in Mathematics for Kettleman students who qualify for free or reduced lunch (socioeconomically disadvantaged).

### Mathematics - Percent Proficient

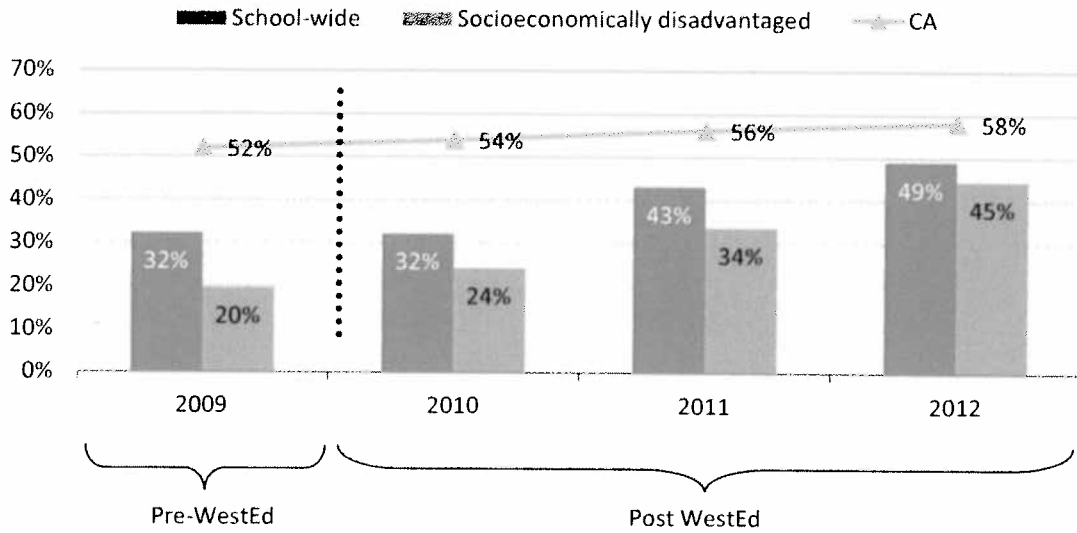


The percentage of Kettleman students scoring proficient and above in the statewide Mathematics test has also steadily improved since 2008, from 24% in 2008 to 49% in 2012. This increase of 25 percentage points exceeds the state increase of 9 percentage points during the same period (i.e., from 51% in 2008 to 60% in 2012). The chart above also shows the improvement in Mathematics for Kettleman students who qualify for free or reduced lunch (socioeconomically disadvantaged).



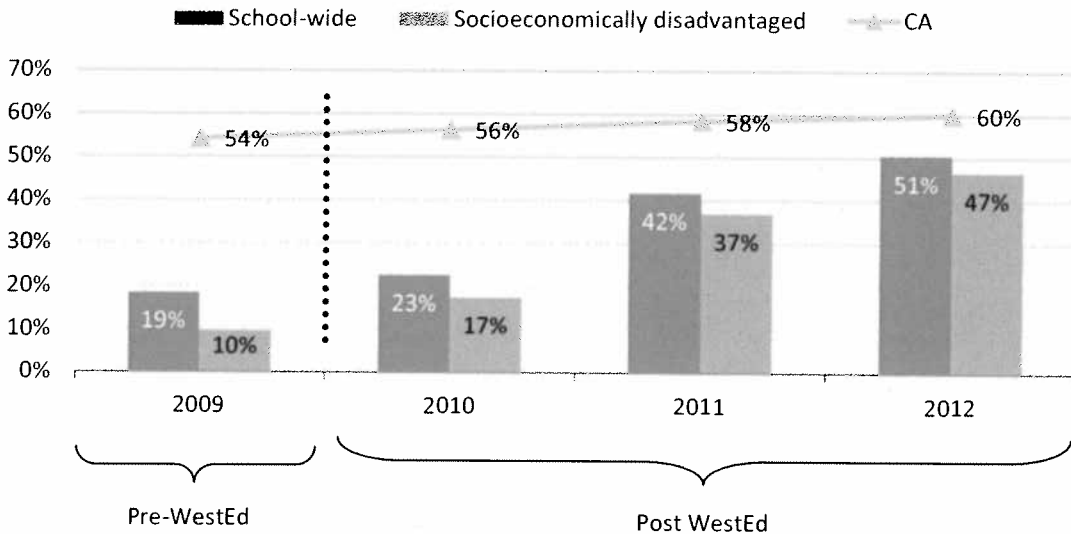


### English Language Arts - Percent Proficient



The percentage of San Juan School students scoring proficient and above in the statewide English Language Arts test has improved since 2009, from 32% in 2009 to 49% in 2012. This increase of 17 percentage points exceeds the state increase of 6 percentage points during the same period (i.e., from 52% in 2009 to 58% in 2012). The chart above also shows the improvement in English Language Arts for San Juan School students who qualify for free or reduced lunch (socioeconomically disadvantaged).

### Mathematics - Percent Proficient



The percentage of San Juan School students scoring proficient and above in the statewide Mathematics test has steadily improved since 2009, from 19% in 2009 to 51% in 2012. This increase of 32 percentage points exceeds the state increase of 6 percentage points during the same period (i.e., from 54% in 2009 to 60% in 2012). The chart above also shows the improvement in Mathematics for San Juan School students who qualify for free or reduced lunch (socioeconomically disadvantaged).

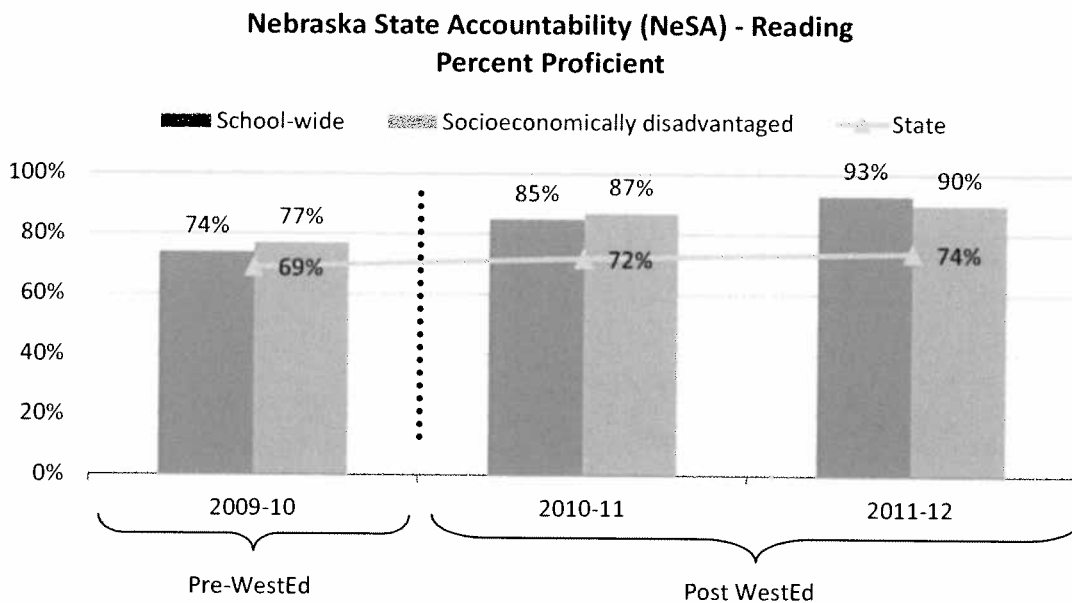


## Stapleton Elementary School, Nebraska

<b>School name</b>	Stapleton Elementary School
<b>District name</b>	Stapleton Public Schools
<b>Location</b>	Stapleton, NE
<b>Grades</b>	PreK-6
<b>Total student enrollment</b>	116
<b>Student ethnicity</b>	96% White, 3% Hispanic, 1% American Indian
<b>English learners</b>	0%
<b>Students who qualify for free or reduced price meals</b>	31%
<b>WestEd involvement</b>	2010-Present

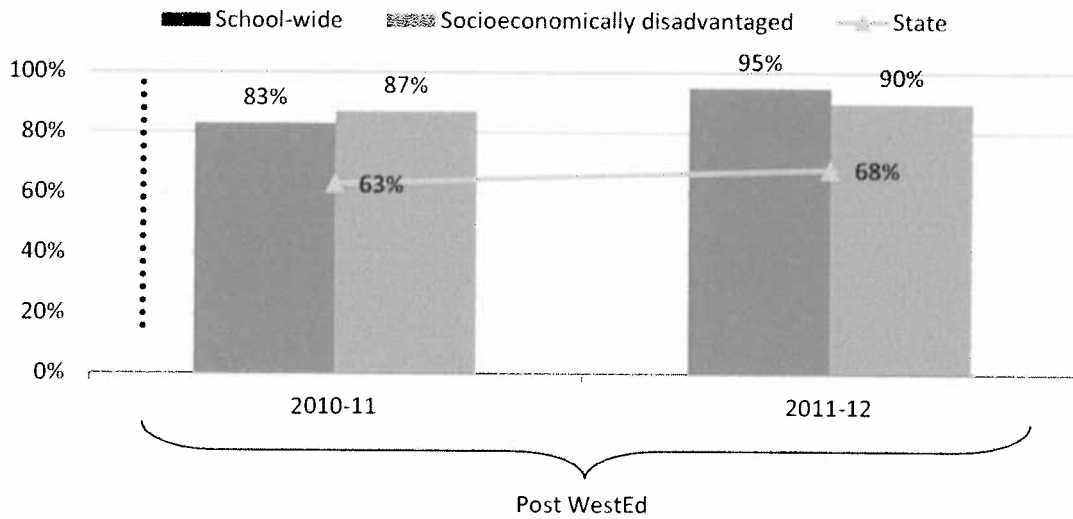
WestEd has partnered with Stapleton Elementary School since 2010 to provide comprehensive school transformation services, one of the four intervention models outlined in the federal School Improvement Grant guidelines.

Since partnering with WestEd, Stapleton Elementary School has made gains in student performance in Reading and Mathematics state tests. For additional detail, please see the charts below.



The percentage of Stapleton Elementary School students scoring proficient and above in the statewide Reading test has improved since 2009, from 74% in 2009 to 93% in 2012. This increase of 19 percentage points is more than triple the state increase of 5 percentage points during the same period (i.e., from 69% in 2009 to 74% in 2012). The chart above also shows the improvement in Reading for Stapleton Elementary School students who qualify for free or reduced lunch (socioeconomically disadvantaged).

### Nebraska State Accountability (NeSA) - Mathematics Percent Proficient



The percentage of Stapleton Elementary School students scoring proficient and above in the statewide Mathematics test has improved since 2010, from 83% in 2010 to 95% in 2012. This increase of 12 percentage points exceeds the state increase of 5 percentage points during the same period (i.e., from 63% in 2009 to 68% in 2012). The chart above also shows the improvement in Mathematics for Stapleton Elementary School students who qualify for free or reduced lunch (socioeconomically disadvantaged).

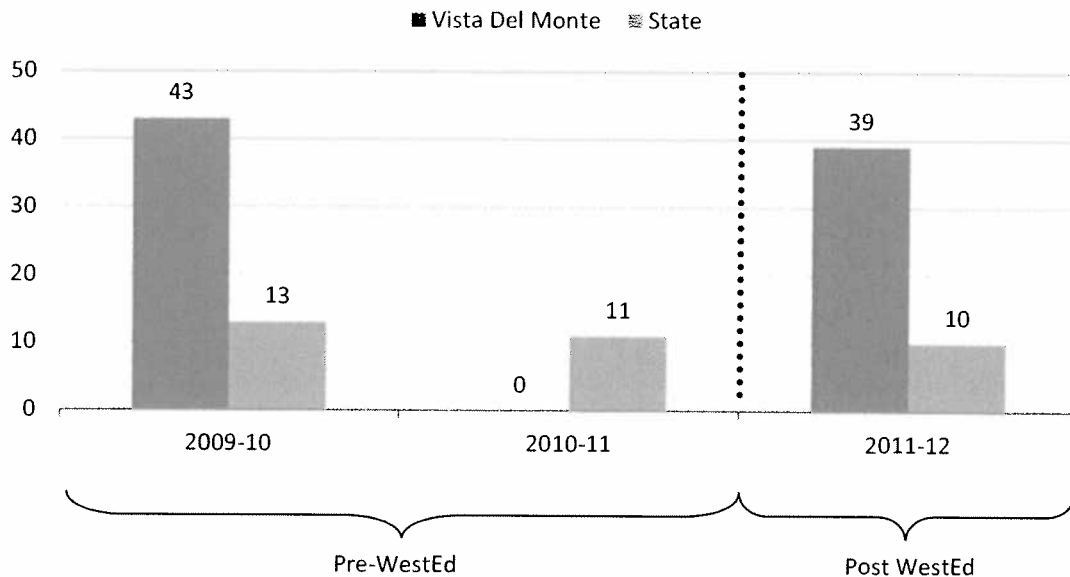
## Vista Del Monte Elementary School, California

<b>School name</b>	Vista Del Monte Elementary School
<b>District name</b>	Palm Springs Unified
<b>Location</b>	Palm Springs, California
<b>Grades</b>	K-8
<b>Total student enrollment</b>	441
<b>Student ethnicity</b>	78% Hispanic, 10% White, 7% African American, 2% Asian, 2% Filipino, 1% Two or More Races
<b>English learners</b>	54%
<b>Students who qualify for free or reduced price meals</b>	89%
<b>WestEd involvement</b>	2011-Present

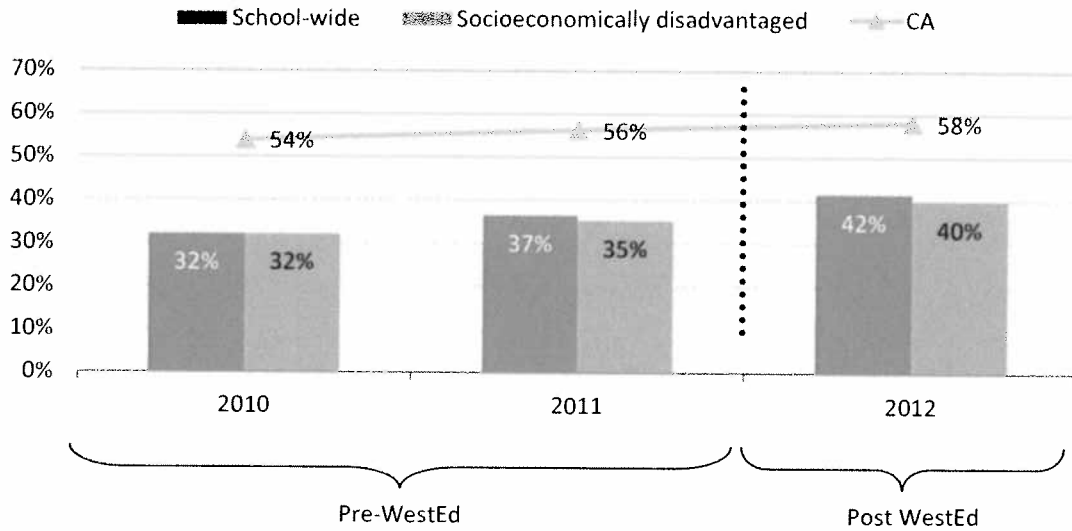
Vista Del Monte Elementary School has been in Program Improvement since 2003-2004 school year and its state Academic Performance Index (API) growth in 2010-2011 was zero. WestEd has since partnered with Vista Del Monte to provide instructional support by bringing research-based teaching practices together into a useable framework so administrators, instructional coaches, and teachers have a common language to objectively discuss, plan, and examine classroom instruction.

Since partnering with WestEd, Vista Del Monte has experienced API growth of 39 points—almost quadruple the state growth of 10 points. Vista Del Monte has also made gains in student performance in English Language Arts and Mathematics state tests. For additional detail, please see the charts below.

**API Growth from 2009 to 2012**

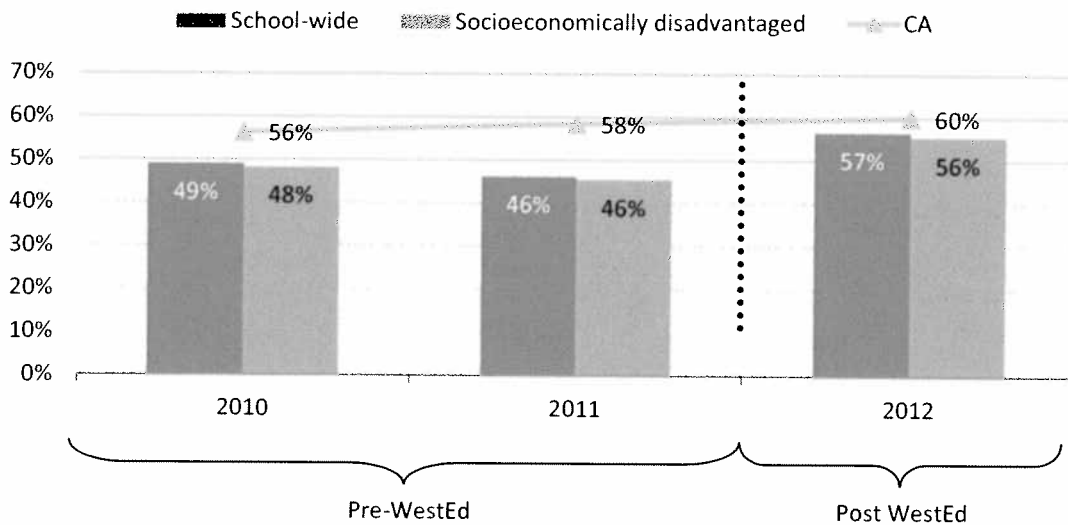


### English Language Arts - Percent Proficient



The percentage of Vista Del Monte students scoring proficient and above in the statewide English Language Arts test has steadily improved since 2011, from 37% in 2011 to 42% in 2012. This increase of 5 percentage points exceeds the state increase of 2 percentage points during the same period (i.e., from 56% in 2011 to 58% in 2012). The chart above also shows the improvement in English Language Arts for Vista Del Monte students who qualify for free or reduced lunch (socioeconomically disadvantaged).

### Mathematics - Percent Proficient



The percentage of Vista Del Monte students scoring proficient and above in the statewide Mathematics test has also steadily improved since 2011, from 46% in 2011 to 57% in 2012. This increase of 11 percentage points exceeds the state increase of 2 percentage points during the same period (i.e., from 58% in 2011 to 60% in 2012). The chart above also shows the improvement in Mathematics for Vista Del Monte students who qualify for free or reduced lunch (socioeconomically disadvantaged).

RCSD School #3 School Improvement Grant  
UR Life Sciences Learning Center Programs

**1. Field Trip Programs at Life Sciences Learning Center (LSLC) lab:**

Cost per field trip = \$20.00 per student

**2. Science Club: After-school science club for 15 students, held weekly at School #3.**

LSLC faculty will create and lead science club activities, and will provide coaching for School #3 staff to co-lead (in Year 2) and take over (in Year 3) the science club.

Year 1 Personnel Costs (salaries + fringe benefits) = \$47,470

Liam Casey: 1.8 calendar months  
Shaw-Ree Chen: 1.2 calendar months  
Dina Markowitz: 0.6 calendar months  
Laboratory technician: 0.6 calendar months

Year 2 Personnel Costs (salaries + fringe benefits) = \$32,501

Liam Casey: 1.2 calendar months  
Shaw-Ree Chen: 0.6 calendar months  
Dina Markowitz: 0.6 calendar months  
Laboratory technician: 0.6 calendar months

Supplies = \$3,000 per year (Years 1-2)

\$5.00/student x 15 students x 40 weeks

**3. Summer Science Camps:**

LSLC faculty will lead week-long, full-day summer science camps at the University of Rochester for grades 6, 7 and 8. Approximately 50 students (1 grade level) will attend each week. LSLC faculty will develop curriculum materials and will lead camp activities. RCSD will provide 2 teachers to assist with the camps.

Personnel Costs (salaries + fringe benefits) = \$30,228 per year

Liam Casey: 1.2 calendar months  
Shaw-Ree Chen: 1.2 calendar months  
Dina Markowitz: 0.6 calendar months  
Laboratory technician: 0.6 calendar months

Supplies = \$3,750 per year

@\$25.00/student x 150 students

**4. Curriculum Development and Teacher Professional Development**

LSLC faculty will provide professional development for School #3 teachers who will create 10 week-long case-based curriculum units. This will include 6 hours of face-to-face workshops with the

teachers, and follow-up as needed via email and phone as the curriculum units are created and taught in classrooms. Approximately 3-4 curriculum units will be created each year (3 will be created during Year 1).

Personnel Costs (salaries + fringe benefits) = \$9,736 per year

Liam Casey: 0.3 calendar months

Shaw-Ree Chen: 0.3 calendar months

Dina Markowitz: 0.3 calendar months

Supplies = \$600 per year

@\$200 per case-based unit

**RCSD SCHOOL 3 SIG PARTNER:**

**University of Rochester Warner School of Education**

**Professional Development Plan for School #3 STEM Magnet Program**

The Professional Development program proposed here consists of coursework to deepen science, technology, engineering, and mathematics (STEM) content and pedagogical content knowledge, with an emphasis on science and mathematics. The program features a combination of flexible on-site sessions and in-school coaching to support teachers as they work to understand and implement the Common Core Learning Standards and modify teaching practices, courses at the University of Rochester to begin to re-shape teaching practices focusing on STEM content, and experiences in the summer where teachers will learn how to run inquiry-based investigations and group activities to engage students and spur learning. The program has been designed, and will be implemented, in collaboration with the University of Rochester Warner School of Education. Director of Mathematics Outreach, Dr. Cindy Callard, and Mathematics Outreach Coordinator, Ms. Stephanie Martin, have more than 20 years of documented success (through funding from the NYS DDE and TLQP programs and several large scale National Science Foundation programs) supporting K-12 districts as they engage in developing high quality mathematics education programs for all students. Director of Science Teacher Preparation, Dr. April Luehmann, developed and has run the Get Real! Science Program for nine years, engaging students from the Rochester City School District (RCSD) in inquiry-based summer science camps and after-school programs (most recently with a grant from NSF for the Science STARS after-school program). The program will also capitalize on our successful Horizons summer enrichment program for RCSD K-8 students, providing experiences for School #3 teachers to learn to incorporate STEM content to increase literacy.

***Professional Development Timeline***

<b>Year 1 Fall</b>	<b>Year 1 Spring</b>	<b>Year 1 Summer</b>	<b>Year 2 Fall</b>	<b>Year 2 Spring</b>	<b>Year 2 Summer</b>	<b>Year 3 Fall</b>	<b>Year 3 Spring</b>	<b>Year 3 Summer</b>
- informal classroom coaching/ planning support	-informal classroom coaching/ planning support	-Science Prof. Dev. (GRS Camp)  -STEM (general) Prof. Dev. (Horizons)	Capacity-building  -Literacy as Social Practice course	-“fishbowl” lessons (math & science)	<i>Capacity-building:</i> -Running science camp  -Horizons	-Math/ science coaching	-Studio classrooms (math & science)	<i>Capacity-building:</i> -Running science camp
-Math Prof. Dev. (1 <sup>st</sup> run)	-Math Prof. Dev. (2 <sup>nd</sup> run)	-Math Prof. Dev. (dif. sessions)	-fishbowl lessons (math & science)	-Additional content courses	-Math Prof. Dev. (dif. sessions)	-Studio classrooms (math & science)		-Horizons

## **Professional Development Activity Detail**

**Planning support:** For the proposed project to be successful, we will need to have an initial planning period in the first year to work with School #3 teachers and begin to coach them on an informal level. We will work on relationship-building, as well as supporting implementation of the Common Core State Standards using New York State modules, Rochester City School District curriculum, and other resources to support unit development.

**Duration:** throughout Year 1 (fall and spring)

**Mathematics Professional Development:** This foundational 30-hour professional development series will be run twice; half of the teachers will take the course in the fall, and the other half will take it in the spring. We will also offer mathematics professional development sessions in the summers of Year 1 & 2. An intense level of math professional development is critical as the Common Core State Standards in Mathematics (CCSSM) is the first content-area to be rolled out. We will intensively support School #3 teachers in implementing and designing units around CCSSM. These units have already been developed by the Warner Center for Professional Development and School Reform, so the team can begin implementing them as soon as the grant begins.

Each of these PDs will focus on specific learning progressions within mathematical strands identified in the CCSSM K-12 and targeted at different grade levels. Consistent with our chosen focus, we will start with courses on Number and Operation (K-5), Proportional Reasoning (5-8) and Algebraic Thinking (7-12). To gain a better understanding of what the new standards expect of students in these areas, participants will *engage as learners* in mathematical tasks designed to learn the CCSSM content within the chosen strand, examine classrooms engaging in similar tasks through written vignettes and videos, and engage in *mathematics case discussions* involving the in-depth analysis of student thinking around the same mathematical content. Participants will use the *Developing Essential Understandings Series* (NCTM, 2011 and *Common Core State Standards Progression* documents (McCallum, <http://ime.math.arizona.edu/progressions>) to ground and reflect on these experiences.

**Duration:** Each course is designed for four full days, equivalent to 30 professional development hours (which is likely to be significantly different in terms of depth and intensity than prior PD most teachers have experienced). Summer sessions may vary based on which modules are selected (to be determined during the foundational, 30-hour sessions in Year 1).

### ***Science Professional Development:***

Science professional development will focus on aligning visions of ambitious science teaching practices, developing mentoring tools, and incorporating the Next Generation Science Standards into unit plans and lessons. During Year 1, we will meet as a group to discuss co-planning and co-debriefing strategies. We will include video clips from classrooms to provide visions of best practices. An integral component will involve opportunities for teachers to develop their identities as reform-minded science teachers, which includes capitalizing on the unique opportunities of practice teaching in out-of-school contexts. This involves: a) Conducting authentic science investigations as learners; b) Collaborative science teaching in a low-stakes,



non-traditional setting, namely a summer inquiry camp with urban middle school participants; c) Collaborative/reflective science teaching in the low-stakes setting of an after-school club for urban middle school girls; d) School-based, reform-based teaching experiences involving inquiry lessons. We will use the APEX model of collaborative inquiry to design and create a community of learning within School #3 (Thompson et al., 2009).

**Duration:** Planning and informal coaching will take place in Year 1 (fall and spring). Teachers will participate in the Get Real! Camp during the summer of Year 1 (observing, training in leading inquiry-based activities) so they can assume leadership roles in Year 2 and run their own inquiry-based camp and activities in Year 3.

***General STEM Professional Development:***

Teachers at School #3 will engage in coursework to begin to modify teaching practices and view learning through an inquiry-based lens.

*EDU 498: Literacy Learning as Social Practice:* teachers at School #3 will have the option to participate in this foundational course, with a new section created for School #3 teachers to incorporate the unique needs and perspectives of their school. This course will be taken in Year 2 of the project, so that teachers can co-design the course section with project personnel. This course will be offered at the University of Rochester for up to 17 teachers from School #3; each teacher will receive 3 course credits.

*Course Description:* Develops an understanding of the social nature of language and literacy practices in and out of school. Examines theories of literacy learning and learning more generally, also addressing current debates in the field of literacy. Challenges students to rethink their definitions of what counts as literacy and their understanding of how people learn. Constructs an understanding of the social practice of literacy as the negotiation of the multiple linguistic and cultural realities of contemporary society across age levels and abilities.

After taking this foundational course, teachers will be encouraged to take additional STEM-content focused courses. These courses will also be held at the University of Rochester for up to 10 teachers from School #3; each teacher will receive 3 course credits.

Examples include:

*EDU 429: Theory and Practice in Teaching and Learning Science in Elementary School*

*Course Description:* Prepares teachers to make the learning of science more meaningful and accessible to all students in elementary school. Examines the key questions of what should be taught, why and how in the elementary school science curriculum, in light of relevant research on the learning and teaching of science, state and national standards, and promising practices. Identifies and analyzes exemplary curricula and instructional materials for teaching science in grades K-6. Introduces and examines strategies to differentiate instruction so as to meet the needs of diverse students with a range of learning styles and abilities.

*EDU 430: Theory and Practice in Teaching and Learning Mathematics in Elementary School*

*Course Description:* Prepares teachers to make the learning of mathematics more meaningful and accessible to all students in elementary school. Examines the key questions of what mathematics should be taught, why and how in elementary school, in light of relevant research on the learning and teaching of mathematics, state and national standards, and promising practices. Identifies

and analyzes exemplary curricula and instructional materials for teaching mathematics in grades K-6. Introduces and examines strategies to differentiate instruction so as to meet the needs of diverse students with a range of learning styles and abilities.

School #3 teachers will have the opportunity to participate in two different summer learning opportunities, the first focused more on inquiry-based science learning and investigations (Get Real! Camp), and the second focused on literacy and general STEM topics (Horizons).

#### *Get Real! Science Camp*

Using an inquiry-based approach that engages children in real science, School #3 teachers will create lesson plans and projects that lead students in looking at real science problems like scientists would through exciting research, experimentation, and discovery. They will then apply this knowledge through hands-on experiences as they guide children through a week-long summer camp, as well as other activities throughout the school year. In the summer of Year 1 (2014), teachers from School #3 will participate in professional development on open-ended, project-based inquiry in the community; as part of this experience, the teachers will participate in the camp (as teachers). In summer of Year 2 (2015), School #3 teachers will lead the camp for their own 7<sup>th</sup> and 8<sup>th</sup> grade students. In summer of Year 3 (2016), School #3 teachers will craft a different summer experience for their own students (e.g., including other grades, different scientific question).

#### *Horizons at UR-Warner Summer Enrichment Program*

This six-week summer program is designed to a) Prevent summer decline in participating scholars' school performance; b) Build scholars' social and interpersonal skills, self-esteem and resourcefulness; c) Raise scholars' educational expectations and aspirations; d) Improve scholars' school attendance and participation in extra-curricular activities; e) Encourage participating scholars' parents to become involved in their children's education and activities. The long-term goal is that Horizons scholars graduate from high school and be significantly more likely to pursue a college education. Workshops and experiences throughout the summer focus on STEM-related topics, such as a LEGO robotics lab. This program will provide an alternative experience for teachers who want a broader STEM professional development experience that integrates literacy. Teachers from School #3 will have the option to participate in Horizons planning for developing integrated units in each summer of the project that they will then weave into learning experiences for their own students.

#### ***Capacity-building***

The challenge of sustaining high quality STEM programs in the long term is well documented in the literature (e.g., Coburn, 2003). One important condition for sustainability, especially when the change was jump-started by a grant, is ensuring that there are the resources to continue to offer teachers and other school personnel the needed support and professional development – both to ensure continuous improvement, and to deal with the inevitable turn-around of personnel (Coburn, 2003; Coburn & Russell, 2008; Arbaugh et al., 2010).

We are planning the following complementary initiatives to build content-knowledge and professional development capacity at School #3:

- Preparing a cadre of PD providers within School #3 who can offer the PD courses developed by the project, using a model that has proved successful in past projects and consists of (a) identifying promising teachers, school leaders and higher education faculty and having them observe and then co-facilitate as “understudies” project PD with expert PD providers, and (b) providing them with materials that can support their independent implementation of the PD.
- Preparing a cadre of instructional coaches who can support other teachers in the classroom as they try to put into practice what they learned from PD; these coaches will be prepared through their experience as teacher/coach pairs for a Collaborative Classroom and participation in the specialized training on coaching offered by the project.

### ***In-school/classroom coaching support***

A content-focused coaching model will be used for the in-school/classroom coaching support. Specifically, the teacher(s) and the coach will work collaboratively to: identify the goals and purpose for the lesson; identify high quality instructional materials that will support the lesson; anticipate potential opportunities for additional content to surface from the students; determine what, how and when students will be assessed; prepare detailed lesson plans that will engage students in Common Core Learning Standards practices; and determine how the instructional experience will be evaluated. The teacher then implements the lesson(s) with the coach’s support and careful observation of the interactions. Following the lesson, the coach and teacher reflect on the experience by examining the lesson for evidence of student learning, opportunities capitalized on, opportunities missed, and any misconceptions conveyed or uncovered. In light of this conversation they revise the lesson plan for the subsequent days and engage in the process again.

### ***“Fishbowl” Lessons***

A Warner Center facilitator will work with a volunteer classroom teacher to plan an upcoming lesson in their class. All participants will then observe the lesson taught by a facilitator from the Warner Center taking careful note of both the teacher moves and evidence of student learning. After the observation, the participants will debrief the lesson with the facilitator, connecting the lesson to the content standards of CCSSM, the Standards of Mathematical Practice, and the Next Generation Science Standards. Participants will work collaboratively to analyze the instructional strategies used. Each fishbowl cycle involves first meeting with the volunteer teacher and his/her students and then planning with that teacher so the lesson is relevant to the instruction. A date is then set for the lesson, observed by the entire team. The lesson is debriefed that day. We will use these “fishbowl” lessons to work up to studio classrooms.

***Duration:*** Math and science lessons will be conducted in Year 2 (fall and spring)

### ***Studio Classrooms:***

The key role played by “lesson studies” in Japan (Stigler & Hiebert, 1999) has led to the recognition of the need to support teachers as they translate new approaches into practice by developing classrooms where teacher teams publicly try out the recommended approach and reflect on these experiences (Saphier & West, 2009/2010). These experiences are intended to “create a professional learning community to encourage and nurture deep and substantive professional discourse and student learning in the real context of classroom teaching” (Weaver & Dick, 2009) Our “collaboration classrooms” will build on West & Staub’s content-focused

coaching model (2003) and the “studio classroom” model developed by Oregon State University (Teachers Development Group, 2010), as described below.

We will start with the implementation of the following adaptation of “studio classrooms”:

- A teacher/coach pair will work collaboratively to plan, enact, observe, and debrief 4 lessons along a specific learning trajectory as identified in the relevant *Common Core State Standards Progression* and *Next Generation Science Standards* documents. As a way to include colleagues in the professional learning, the pair will open the classroom to a team including other teachers and administrators.
- The pair will receive gradually diminishing support by a mentor. The pair will also participate in PD on coaching.
- For each of the four lessons, the studio teacher, studio coach, and mentor will develop a lesson plan that will engage students in a cognitively demanding task. On the day of the lesson, the entire studio team will begin by reviewing the lesson plan, the cognitively demanding task, the mathematical or scientific ideas it seeks to develop, and how it meets CCSSM or NGSS. The studio team will work through the problem; anticipate student responses and conceptions; then make necessary revisions to the plan to facilitate the lesson in the classroom. The studio teacher and studio coach, supported by the mentor, will enact the lesson while other team members observe and collect evidence of student understanding and student discourse data to find out what students are thinking and learning. The team will then debrief the experience, analyze the lesson, and focus on student understanding using the collected data. Team members will end each session making individual commitments to tryout the productive teaching routines they learned in their own classrooms.

**Duration:** Math and science studio classrooms will be run in Year 3 (fall and spring), with professional development team supporting teachers running the classrooms.



**NATIONAL CENTER ON TIME & LEARNING.  
PROFESSIONAL SERVICES AGREEMENT**

This Professional Services Agreement (“*Agreement*”), is entered into as of June 1, 2013 (the “*Effective Date*”) by and between the National Center on Time & Learning, National Center on Time and Learning, a nonprofit 501 (c) (3) organization, with its principal place of business at 24 School Street, 3rd Floor, Boston, MA 02108 (the “*Center*”), and Rochester City School District, located at 131 W. Broad Street, Rochester, NY 14614 (“*Client*”).

**1 SERVICES AND STATEMENTS OF WORK.**

**1.1 Statements of Work.** The services to be provided by the Center to Client (“*Services*”) are set forth in one or more statements of work attached to this Agreement as Exhibit A (as executed, each a “*Statement of Work*”). The Statements of Work will expressly refer to this Agreement, will form a part of this Agreement and be subject to the terms and conditions set forth herein. In case of a conflict between this Agreement and a Statement of Work, the provisions of this Agreement shall prevail.

**1.2 Performance of Services.** The Center shall make reasonable efforts to perform or cause to be performed the Services for Client in accordance with the terms of this Agreement. Client shall make reasonable efforts to perform agreed upon duties as outlined in Exhibit A.

**1.3 Personnel.** The Center shall assign employees and subcontractors with suitable qualifications to perform the Services. The Center may replace or change employees and subcontractors as required.

**1.4 Client’s Obligations.** Client will comply the terms of the applicable Statement of Work. Client acknowledges that Client’s timely provision of (and the Center’s access to) Client facilities, equipment, assistance, cooperation, and complete and accurate information and data from Client’s officers, agents and employees is essential to the performance of the Services, and that the Center shall not be liable for any deficiency in performing the Services if such deficiency results from Client’s failure to provide full cooperation as required hereunder. Cooperation includes, but is not limited to, designating a project manager to interface with the Center during the course of the Services, allocating and engaging additional resources as may be required to assist the Center in performing the Services.

**2 PAYMENTS.**

**2.1 Fees.** Client shall pay to the Center all fees specified in the applicable Statement of Work. Unless otherwise specified in the applicable Statement of Work, all Services shall be provided on a fixed-fee basis at the Center’s then-current fees.

**2.2 Expenses.** Unless otherwise specified in the applicable Statement of Work, Client shall reimburse the Center for all reasonable travel, lodging, communications, shipping charges and out-of-pocket expenses incurred by the Center in connection with providing the Services.

**2.3 Payment Terms.** The Center shall invoice Client for all fees and expenses due under this Agreement and any Statement of Work and Client shall pay such invoiced amounts within thirty (30) days of the date of the invoice.

### 3 TERM AND TERMINATION.

**3.1 Term.** The term of this Agreement will commence on the Effective Date and shall remain in effect until terminated in accordance with this Agreement. Terms of the Statement of Works are specified in each Statement of Work.

**3.2 Termination for Convenience.** Either Party may terminate this Agreement and/or any Statement of Work concluded or deemed to be concluded for an indefinite term at any time upon thirty (30) days advance written notice to the other party.

**3.3 Effect of Termination.** Termination of this Agreement or any Statements of Work shall not limit either party from pursuing any other remedies available to it, nor shall termination relieve Client to pay the Center for all Services performed and expenses incurred up through the termination date. Notice of termination of any Statement of Work shall not be considered notice of termination of this Agreement unless specifically stated in the notice.

**3.4 Survival.** The provisions of Sections 2, 3.3, and 4-7 shall survive any termination of this Agreement.

### 4 PROPRIETARY RIGHTS.

**4.1 Ownership.** Subject to the license set forth in Section 4.2, the Center retains all right, title and interest, including all intellectual property rights, in and to any all materials, software, tools, data, inventions, works of authorship and other innovations of any kind, including, without limitation, any improvements or modifications to related materials, that the Center, or personnel working for or through the Center, may make, conceive, develop or reduce to practice, alone or jointly with others, in the course of performing the Services or as a result of such Services, whether or not eligible for patent, copyright, trademark, trade secret or other legal protection (“**Work Products**”).

**4.2 License.** Subject to the terms of this Agreement, the Center hereby grants Client a non-exclusive, royalty-free license under the Center’s intellectual property rights to the Work Products for the sole purpose of using in accordance with this Agreement the deliverables, if any, delivered to Client under this Agreement.

**4.3 Reservation of Rights.** Except as otherwise expressly provided in the applicable Statement of Work, nothing in this Agreement or the Statements of Work shall be deemed to grant, directly or by implication, estoppel or otherwise, any right or license to Client with respect to any Work Product.

4.4

### 5 LIMITED WARRANTY; LIMITATION OF LIABILITY

**5.1 Limited Warranty.** the Center hereby represents and warrants to Client that the Services will be performed in a professional and workmanlike manner. In the event of a breach of the warranty set forth in this Section 5.1, the Center agrees, as the Center’s sole and exclusive obligations and Client’s sole and exclusive remedy, to re-perform the Services. If the the Center is unable to re-perform the deficient Services, Client shall be entitled to recover the fees paid to the Center for the deficient Services.

### 6 CONFIDENTIALITY.

**6.1 Confidential Information.** By virtue of this Agreement, the parties may have access to information that is confidential to one another (“**Confidential Information**”). For purposes of this Agreement, “Confidential Information” of a party means information, ideas, materials or other subject

matter of such party, whether disclosed orally, in writing or otherwise, that is provided under circumstances reasonably indicating that it is confidential or proprietary. Confidential Information includes, without limitation, the terms and conditions of this Agreement; all technical information or data, product ideas, methodologies, and analytical routines; and all personnel, customer, contracts and financial information or materials disclosed or otherwise provided by such party ("**Disclosing Party**") to the other party ("**Receiving Party**"). Confidential Information does not include that which (a) is already in the Receiving Party's possession at the time of disclosure to the Receiving Party, (b) is or becomes part of public knowledge other than as a result of any action or inaction of the Receiving Party in violation of this Agreement, (c) is obtained by the Receiving Party from an unrelated third party without a duty of confidentiality, or (d) is independently developed by the Receiving Party.

**6.2 Restrictions on Use.** The Receiving Party shall not use Confidential Information of the Disclosing Party for any purpose other than in furtherance of this Agreement and the activities described herein. The Receiving Party shall not disclose Confidential Information of the Disclosing Party to any third parties except as otherwise permitted hereunder. The Receiving Party may disclose Confidential Information of the Disclosing Party only to those employees, subcontractors or agents who have a need to know such Confidential Information and who are bound to retain the confidentiality thereof under provisions (including, without limitation, provisions relating to nonuse and nondisclosure) no less restrictive than those required by the Receiving Party for its own Confidential Information. The Receiving Party shall maintain Confidential Information of the Disclosing Party with at least the same degree of care it uses to protect its own proprietary information of a similar nature or sensitivity, but no less than reasonable care under the circumstances. Each party shall advise the other party in writing of any misappropriation or misuse of Confidential Information of the other party of which the notifying party becomes aware.

**6.3 Exclusions.** Notwithstanding the foregoing, this Agreement shall not prevent the Receiving Party from disclosing Confidential Information of the Disclosing Party to the extent required by a judicial order or other legal obligation. Further, each party may disclose the terms and conditions of this Agreement: (a) as required by the applicable laws, including, without limitation, requirements to file a copy of this Agreement (redacted to the extent reasonably permitted by applicable law) or to disclose information regarding the provisions hereof or performance hereunder to applicable regulatory authorities; (b) in confidence, to legal counsel; (c) in confidence, to accountants, banks, and financing sources and their advisors; and (d) in connection with the enforcement of this Agreement or any rights hereunder.

**6.4 Return of Materials.** Upon termination of this Agreement, each party (as Receiving Party) will immediately return, upon request of the Disclosing Party, to the Disclosing Party all Confidential Information of the Disclosing Party embodied in tangible (including electronic) form or, at the Disclosing Party's discretion, destroy all such Confidential Information and certify in writing to the Disclosing Party that all such Confidential Information has been destroyed.

## 7 GENERAL.

**7.1 Relationship of Parties.** This Agreement shall not be construed as creating an agency, partnership, joint venture or any other form of association, for tax purposes or otherwise, between the parties, and the parties shall at all times be and remain independent contractors. Except as expressly agreed by the parties in writing, neither party shall have any right or authority, express or implied, to assume or create any obligation of any kind, or to make any representation or warranty, on behalf of the other party or to bind the other party in any respect whatsoever.

**7.2 Force Majeure.** Neither party shall be liable hereunder by reason of any failure or delay in the performance of its obligations hereunder (except for the payment of money) on account of strikes, shortages, riots, insurrection, fires, flood, storm, explosions, acts of God, war, governmental action, labor

conditions, earthquakes, material shortages, or any other cause beyond the reasonable control of such party.

**7.3 Waiver.** The waiver by either party of any default or breach of this Agreement shall not constitute a waiver of any other or subsequent default or breach. Except for actions for nonpayment or breach of the Center's proprietary rights, no action, regardless of form, arising out of this Agreement may be brought by either party more than one year after the cause of action has accrued.

**7.4 Notices.** All notices, including notices of address change, required to be sent hereunder shall be in writing and shall be deemed to have been given upon the date sent by confirmed facsimile or three (3) days following the date such notice was mailed by first class mail, to the addresses first set forth above. To expedite order processing, Client agrees that the Center may treat documents faxed by Client to the Center as original documents; nevertheless, either party may require the other to exchange original signed documents.

**7.5 Sub-Contractors.** The Center reserves the right to sub-contract all or any of its obligations under this Agreement and/or any Statement of Work provided such action howsoever occurring shall not relieve the Center of its obligations hereunder.

**7.6 Assignment.** No right or obligation of Client under this Agreement and/or any Statement of Work may be assigned, delegated or otherwise transferred, whether by agreement, operation of law or otherwise, without the express prior written consent of the Center, and any attempt to assign, delegate or otherwise transfer any of Client's rights or obligations hereunder, without such consent, shall be void.

**7.7 Successors.** This Agreement shall inure to the benefit of the successors and assigns of the Center and, subject to the restrictions on transfer or assignment herein set forth, shall be binding upon Client and Client's successors and assigns.

**7.8 Governing Law.** This Agreement and all matters arising out of or relating to this Agreement shall be governed by the laws of the Commonwealth of Massachusetts, excluding its conflict of law provisions.

**7.9 Entire Agreement.** This Agreement together with all Statements of Work constitutes the final and complete agreement between the parties relating to the subject matter hereof, and supersedes all prior or contemporaneous agreements, understandings, representations, warranties, promises and other communications, whether oral or written, concerning the subject matter of this Agreement. This Agreement or any Statement of Work may not be modified or amended except in a writing signed by a duly authorized representative of each party, no other act, document, usage or custom shall be deemed to amend or modify this Agreement or any Statement of Work.

**7.10 Severability.** If any provision of this Agreement or any Statement of Work is held by a court of competent jurisdiction to be invalid or unenforceable for any reason, the remaining provisions of this Agreement will remain in full force and effect.

**7.11 Construction.** The section and paragraph headings used in this Agreement are inserted for convenience only and shall not affect the meaning or interpretation of this Agreement.

**7.12 Counterparts.** This Agreement and any Statement of Work may be executed in several counterparts, all of which shall constitute one agreement.



**IN WITNESS WHEREOF**, the parties have caused this Professional Services Agreement to be executed by their duly authorized representatives as of the Effective Date.

**CLIENT:** \_\_\_\_\_ **NATIONAL CENTER ON TIME AND LEARNING**

**BY:** \_\_\_\_\_ **BY:** \_\_\_\_\_

**NAME:** \_\_\_\_\_ **NAME:** \_\_\_\_\_

**TITLE:** \_\_\_\_\_ **TITLE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_



## ***Exhibit A: Statement of Work for Professional Services Agreement with the Rochester City School District***

### **Background and Context**

Over the past year, seven Rochester City School District (RCSD) schools completed rigorous and comprehensive planning to increase learning time for students by at least 300 hours annually. The National Center on Time and Learning led the schools through this planning process through its Time Collaborative initiative, which included six sessions of day-long technical assistance and, between each session, school-specific coaching.

Of the seven schools, five were chosen to move forward with expanded school calendars in 2013-14, and two were invited to refine their plans to dramatically improve learning for all students. RCSD requests the National Center on Time & Learning's (NCTL) support for one of those schools – School #3 – as it enhances its expanded learning time plan over the summer and during the 2013-14 school year.

### **Support Deliverables**

Based on recent conversations and communication with Caterina Leone Mannino, RCSD's Director of Expanded Learning, NCTL is pleased to offer the following supports to RCSD School #3:

**Three Full-Day Working Sessions:** NCTL recommends three full day working sessions. The overall objectives will be to assist session participants (i.e., representatives from school leadership team including building the principal) in revising its plans for high-quality ELT based on school and district priorities (e.g., optimizing intervention time, improving the use of community partners, ensuring high-quality teacher collaboration time to drive core instruction, etc.). Below is an example summary of two possible working sessions:<sup>1</sup>

#### **Working Session 1: Understanding and Improving Differentiated Student Supports**

NCTL will provide a detailed review of high-quality differentiated support for students.

Participants will learn about some of the ways that high-quality Expanded Learning Time schools provide students with rich programming options that respond to individual student needs. The team will have an opportunity to re-assess the school's current provision of supports and begin to refine planning for improved interventions for all students.

#### **Working Session 2: Targeted Teacher Development to Strengthen Instruction**

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<sup>1</sup> We provide these as examples only because the nature and content of the sessions will be informed by discussions with the school regarding its precise needs.

This session will focus on teacher-focused time, with the day devoted to learning about how high-quality ELT schools target teacher time to strengthen instruction and, based on that knowledge, planning for enhanced teacher development. The team will assess how School #3 currently uses teacher time and will develop specific plans for improving that time, including time for teacher participation in high-quality collaboration meetings; the use of frequent data cycles; and valuable professional development experiences. NCTL staff will share models, sample schedules, videos, and other artifacts highlighting best practices for targeted teacher development.

During the last hour of each working session, the school team will also solidify its next steps planning related to the sessions' focus, i.e., related to *Differentiating Student Supports* and *Targeting Teacher Development*.

**School-Specific Coaching:** NCTL recommends the equivalent of 2 days of on-site coaching at School #3 per month during the school year. Traditionally, NCTL works onsite with the school team or selected individuals to provide customized, specific support on the next steps the team decides to pursue. While support is based on the ELT planning and implementation framework, the exact nature of it depends on the school's specific needs. These visits will permit NCTL to offer guidance around ELT planning, particularly as it relates to the particular priorities/needs identified to enhance the Time Collaborative ELT plan submitted by the school. We anticipate that the NCTL TC coach that worked with the school will continue to do so; however, as needed and to optimize support, NCTL will access other team members to provide coaching support. This broader team includes advisors who have worked with schools, districts, state education agencies, and the federal government on expanded learning time initiatives. This team brings a wealth of experience that includes working with schools to plan and implement ELT, developing state networks of expanded learning time schools, advising state agencies on ELT efforts, advising state and federal policy makers on learning time, and working as teachers and administrators in public schools and districts.

**Cost**

<b>Deliverable Description</b>	<b>Timing</b>	<b>Cost</b>
3 Full-Day Working Sessions	SY 2013-14	\$27,000
Coaching 2 days per month at each school for 10 months		\$12,000
<i>Subtotal – Professional Fees</i>		<i>\$39,000</i>
Expenses (travel, materials, etc.)		\$7,500
<b>Total</b>		<b>\$46,500</b>

Professional fees and project related expenses (estimated at ~19% of professional fees, the majority of which relates to travel) for the above scope of work are \$46,500. NCTL invoices monthly at the start of every 30-day period, with all invoices due within 30 days of issue.

**Conclusion**

NCTL appreciates the opportunity to support RCSD in the endeavor to ensure the highest-quality expanded learning opportunities possible are provided to your students. Our extensive experience with expanded learning time as well as our recent work with School #3 position NCTL extremely well to provide ongoing support over the 2013-14 school year.

Feasibility and Conduct of an Implementation and Impact Evaluation to Inform High Quality Expanded Learning Time  
Solicitation Number ED-IES-12-R-0090

**PAST PERFORMANCE REPORT**

Identification	
Name of the Contracting Activity	Technical Assistance for Expanded Learning Time (ELT) for Lawrence Schools
Program Title or Product Name	Strategic support regarding extended learning time, central office functioning, and public and private funding opportunities in Lawrence.
Contract Number	CT-DOE-126900MASS2020LAWRNC
Contract Type	Fixed Fee
Period of Performance (including option periods)	May 1, 2012 to June 30, 2012
Contract Value	\$95,000
Initial Projected Total Amount	\$95,000
Final or Current Projected Total Amount	\$95,000
Points of Contact	
Contracting Officer	Jeff Riley, Superintendent/Receiver
Program Manager, COTR, or Technical Officer	
Work Performed and Relevance	
Brief synopsis of work performed	
<p>NCTL provided strategic support regarding extended learning time, central office functioning, and public and private funding opportunities in Lawrence. This work included: 1) draft plan for the use of extended learning time in Lawrence schools in 2012-2013 and recommendations beyond that year; 2) an assessment of current and future public and private funding opportunities and strategic guidance about how those opportunities may be aligned with Lawrence’s Level 5 district turnaround plan, and 3) an assessment of central office functioning, and recommendations for next steps in developing a high-functioning central office.</p>	
Brief discussion of how the work performed is relevant to the statement of work in this solicitation	
<p><b>District and Schools Support for ELT Funding:</b> NCTL helped Lawrence draft their School Improvement Grant applications—which could be used in part to fund expanded learning time.</p> <p><b>Technical Assistance to School Leaders:</b> NCTL held 4 ELT cross-district trainings</p> <p><b>District Level Support:</b> NCTL provided district coaching and leadership support for the ELT planning process</p>	
Brief, specific examples of the offerer’s high-quality performance	
<p>NCTL has played a key role in Lawrence’s turnaround plan. The plan, which incorporates recommendations from a 14-member local stakeholder group, as well as input from some of the top reformers in the state and country, envisions the development of a system of high performing, autonomous schools in Lawrence – as opposed to a centrally controlled school system.</p> <p>The plan has the potential to turnaround Lawrence schools—which were placed under receivership this year—as well as demonstrate the role that ELT can play in effective school models.</p> <p>Local press covering this important school plan include the following:</p> <ul style="list-style-type: none"> <li>• Boston Globe: <a href="#">State sets plan to fix schools in Lawrence</a></li> </ul>	

Feasibility and Conduct of an Implementation and Impact Evaluation to Inform High Quality Expanded Learning Time  
Solicitation Number ED-IES-12-R-0090

<ul style="list-style-type: none"> <li>• Eagle-Tribune: <u>Receiver to present 'bold' school plan</u></li> <li>• WBUR: <u>Mass. Officials Unveil Plan To Turn Around Lawrence Schools</u></li> <li>• WBZ News: <u>State unveils plan to fix Lawrence schools</u></li> <li>• Eagle-Tribune: <u>State education officials roll out Lawrence schools turnaround plan</u></li> <li>• Boston Herald / SHNS: <u>Charter operators, added hours featured in Lawrence schools turnaround plan</u></li> </ul>	
<p>If any of the listed contracts are award-fee or incentive contracts, include a table showing fees awarded and the minimum and maximum available fee for each period</p>	
<p><b>Contractor Information Form</b></p>	
Date sent to reference	8/15/12
Delivery Method (e-mail, fax, mail, etc.)	Email
Reference contact information (tel, fax, e-mail)	Jeffrey Riley, <a href="mailto:jeffriley@lawrence.k12.ma.us">jeffriley@lawrence.k12.ma.us</a>

The National Center on Time & Learning (NCTL) has significant experience in providing Expanded Learning Time readiness assessments and technical assistance at the state, district, and school levels. Their technical assistance is driven by the best practices identified and outlined in their report, *Time Well Spent*,<sup>1</sup> which was released at an event with Secretary of Education Arne Duncan in September 2011. In addition to *Time Well Spent*, over the last two years NCTL has released reports on ELT and Science Education<sup>2</sup>, ELT and the Arts<sup>3</sup>, and a case study on the use of ELT in the turnaround effort of a SIG school<sup>4</sup>—which was presented at a congressional briefing featuring the Director of the Office of School Turnaround from the U.S. Department of Education. Each of these publications is an example of NCTL’s ability to document and analyze ELT implementation at the school level. NCTL then translates these lessons into a technical assistance program that helps schools redesign their school day with ELT, resulting in accelerated school improvement and greater student achievement.

## EXPANDED LEARNING TIME READINESS ASSESSMENT

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

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

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

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

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

impact of the new school schedule and ensure an effective and ongoing redesign), and implementation rubrics for DESE school site visits. In 2007, NCTL created the School Time Analysis Tool<sup>5</sup> to help schools assess their existing use of time as part of the exploratory process to determine school readiness for ELT. This tool was piloted and used by every school in the state of Oklahoma. In 2010 the tool was revised and a classroom-time tool was also created. These tools have been used in NCTL's state and district technical assistance programs, and are available in a web-based format to enable states, districts, and schools around the country to review and share data.

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

## TECHNICAL ASSISTANCE

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

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



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

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

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

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

## RCSD School 3 SIG Activities: St. John Fisher College Programs

### 1. SJFC Literacy Clinic (K-8)

Summer Clinic (20 days):

Beginning in summer 2014 and continuing for 3 summers, children from grades K-8 who are performing in the lowest third of each of the targeted grade levels will be selected to participate in a summer reading clinic on the SJFC campus. The clinic will run from 9:00am-11:00am for four days (Mon-Thurs) over a five week period beginning on the Monday after the July 4<sup>th</sup> holiday.

The clinic will follow the same model of assessment-based literacy instruction that is used in the SJFC School of Education Literacy Center. Children will be organized in small groups of 3-4 children for instruction. A breakfast and snack will be provided.

Teachers of grades K-8 will participate in PD sessions that focus on assessment-based instruction and will meet prior to the instructional component with the students. Teachers will apply the information and practice the procedures introduced and discussed during the PD sessions. The teachers will receive feedback from the instructional coach who will observe during the instructional component.

RCSD	Cost	SJFC	Cost
Food		Nurse Practitioner	\$35 per hour (20 days x 2 hrs per day) = \$1400 (30% benefits = \$420)
Teachers		Classrooms	Year 1 = \$12,000 Year 2 = \$12,000 Year 3 = \$12,000
Transport		Books, Test Materials, Supplies	Year 1 = \$10,000 Year 2 = \$10,000 Year 3 = \$10,000
Instructional Materials		Office Space	In Kind
PD Materials			
Administrator		Co-Director #1 (K-4)	Year 1: \$11,107 (Benefits= \$3,332) Year 2 \$11,329 (Benefits= \$3,399) Year 3 \$11,555 (Benefits=\$3467)
Copying paper		Co-Director #2 (Grade 5-8)	Year 1: \$6,793 (Benefits= \$2,038) Year 2 \$6,929 (Benefits= \$2,078) Year 3 \$7,067 (Benefits=\$2120)
Instructional Coach/Lead Teacher			
		SJFC Total	Year #1 = \$47,090 Year #2 = \$47,555 Year #3 = \$48,029  Grand Total = \$142,674

# CITY SCHOOL DISTRICT - ROCHESTER, NEW YORK JOB POSITION DESCRIPTION

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

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

## **ESSENTIAL FUNCTIONS:**

The turnaround principal will professionally complete the following:

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

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

#### **QUALIFICATION REQUIREMENTS:**

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

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

#### **EDUCATION and/or EXPERIENCE:**

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

# CITY SCHOOL DISTRICT - ROCHESTER, NEW YORK

## JOB POSITION DESCRIPTION

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

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

### **ESSENTIAL RESPONSIBILITIES:**

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

### **ADDITIONAL RESPONSIBILITIES:**

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

### **EDUCATION, EXPERIENCE, AND CERTIFICATION:**

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

**JOB DESCRIPTION: Expanded Learning Time School Resource Coordinator**

**Position Summary:**

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

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

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

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

## **Responsibilities and Duties**

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



# School No 3

## Staff Presentation

# School 3 SIG Update

May 29, 2013

## The SIG plans in this RFP must be designed to meet one of the following four intervention models:

Turnaround: Replace the principal and at least half the staff as part of the process of phasing out and replacing the school with a new school(s) or completely redesigning the school.

Restart: Convert the school to a charter school, replace the school with a new charter school that will serve the students who would have attended the public school, or contract with an Educational Partnership Organization (EPO), such as a local Board of Cooperative Educational Services (BOCES), institution of higher education, or other non-profit partner organization as identified in Education Law 211-e, to govern and manage the Priority School and its implementation of the SIG plan.

Transformation: ***Replace the principal, but without the requirement to replace at least half the staff. Rather, the implementation of approved Annual Professional Performance Review (APPR) plans would serve as the basis for rewarding effective teachers and removing ineffective teachers after ample professional development opportunities.***

Closure: Close the school and enroll the students who attended the school in higher achieving schools in the LEA. School closure and the transfer of students in this model occurs in one year or less.

# Principal

**2. QUESTION:** If a school chooses to implement the Transformation or Turnaround model, must the principal be replaced? In previous years, flexibility was provided to a school if the school had hired a new principal within the last two years as part of a school reform effort. That previously hired principal could remain in their position to continue the school's reform efforts. An LEA taking advantage of this flexibility should be able to demonstrate that: (1) the prior principal in the school at issue was replaced as part of a broader reform effort, and (2) the new principal has the experience and skills needed to implement successfully a turnaround, restart or transformation model.

**2. ANSWER:** The same flexibility is afforded to schools choosing either the Transformation or Turnaround model, given that the LEA is able to demonstrate that: (1) the prior principal in the school at issue was replaced as part of a broader reform effort, and (2) the new principal has the experience and skills needed to implement successfully a Turnaround, Restart or Transformation model. Please see section G1b:

<http://www2.ed.gov/programs/sif/sifguidance03012012.doc>.

# K-8 STEM Magnet School

1. Develop a city-wide, K-8 magnet school focused STEM education, including an accelerated learning path for high school credit upon program completion.

# K-8 STEM Magnet School

- 1.1. Provide a K-8 articulation of STEM enhanced curriculum to support college & career readiness.
- 1.2. Integrate career pathway exploration in the STEM and Information Technology career clusters for grades 6-8.
- 1.3. Supplement CCLS Modules with hands-on inquiry materials and enhanced thematic classroom resources.
- 1.4. Integrate community partnerships to support STEM/IT focus.
- 1.5. Develop a strong recruitment and marketing strategy to evolve into a city-wide magnet school which is competitive with local charter school options.

# SUPPORT STEM

- Curriculum resources
- Inquiry labs
- Inquiry kits to supplement CCLS units
- STEM Volunteers/Mentors
- Teacher Development from UR Warner Center (MSP-like PD)
- URM C Get Real Science Camp
- STEM experiences for teachers
- Pathway mapping with support from CTE Technical Assistance Center

# Expanded Learning

2. Expand the school day and school year to support project-based learning through an inquiry approach and career exploration in STEM and Information Technology Career Clusters.



# Expanded Learning

- 2.1. Partnership with National Center on Time & Learning for coaching and implementation of expanded learning model.
- 2.2. Differentiated academic supports, including educationally related support services, ESOL, and socio-emotional supports as part of the longer learning day.
- 2.3. Vendors to include ...
- 2.4. Engaging enrichment offerings, with a strong focus on STEM/IT, for a minimum of 90 minutes for all students to strengthen and extend core learning.
- 2.5. Integrated Engineering by Design curriculum

# SUPPORT Expanded Learning

- Continued coaching from NCTL
- Community partners to assist with SEL programming (Center for Youth)
- Focus on STEM / IT enrichment

# Instructional Quality

3. Enhance instructional quality through a targeted focus on deepening understanding of the Common Core Learning Standards and improving research-based practices in inquiry-based methodology, research- literacy instruction, and interdisciplinary project-based learning experiences. (30 hours/school year?)

# Instructional Quality

- 3.1. Deepen content knowledge by focusing on the education of mathematics and science teachers as a career-long process; bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills;
- 3.2. Broaden pedagogical content through summer institutes and ongoing professional development for teachers to improve their knowledge and teaching skills
- 3.3. Use data to inform instruction

# SUPPORT Instructional Quality

- Leadership coaching from WestEd School Turnaround Office
- Literacy support from SJFC
- Early literacy supports including ERSS (speech, OT)
- Curriculum mapping/ PD
- Differentiated supports including Intervention, K-2, 3-5, 6-8
- Embedded coaching support
- Additional focus on college/career readiness

# Questions

- Compile at School Level via John Gonzalez
- Email to [Caterina.Leone-Mannino@rcsdk12.org](mailto:Caterina.Leone-Mannino@rcsdk12.org)
- Written responses will be submitted for sharing throughout the school.

RECEIVED  
 JUN 10 2013  
 GRANTS MANAGEMENT

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

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

RCSD Fund/Subclass 2013-2014: E

School: School 3

Local Agency Information			
Funding Source:	New York State Title I 1003 (g) School Improvement Grant		
Report Prepared By:	Karen Jacobs, Director of Financial Management and Grants		
Agency Name:	Rochester City School District		
Mailing Address:	131 West Broad Street		
	Street		
	Rochester	NY	14614
	City	State	Zip Code
Telephone # of Report Preparer:	585-262-8435	County: Monroe	
E-mail Address:	Karen.Jacobs@rcsdk12.org		
Project Funding Dates:	9/1/2013 Start	8/31/2014 End	

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

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$775,725
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
			\$0
Expanded Learning Resource Coordinator	1.00	\$66,000	\$66,000
School Counselor	1.00	\$60,315	\$60,315
3 Inquiry Teachers [K-2,3-5,6-8]	3.00	\$60,315	\$180,945
Prof. Dev. K-2 Instructional Coach	0.50	\$63,201	\$31,601
Gr. 7 & 8 Instructional Coach	0.50	\$63,201	\$31,601
3 Intervention teachers [K-2,3-5,6-8]	1.50	\$60,315	\$90,472.50
Teacher hourly pay for delivery of supplemental academic supports during school year		3700 hrsx \$37/hour	\$136,900
Teacher Pay for delivery of supplemental academic supports during recess		10 teachers x 20 days at 1/300th of avg. (est.\$202)	\$40,400
Teacher Pay for co-teaching Summer camps		2 teachers x 15 days x 1/300 (\$202)	\$6,060
Teacher PD stipends (includes summer)		58 teachers x 25 hours @\$33/hr	\$47,850
Teacher Substitutes (for PD activities)		\$184/dayx20 days	\$3,680
Teacher PD stipends (SJFC and Uof R summer programming)		10 teachers x 30 hours @\$33/hr	\$9,900
District STEM Specialist (TOA)	1.00	\$70,000	\$70,000





PURCHASED SERVICES			
Subtotal - Code 40			\$520,500
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Math and science programming for students	University of Rochester Medical Center	per contract	\$50,000
STEM coaching and professional development for teachers	University of Rochester Warner School of Education	per contract	\$187,000
Literacy coaching for teachers and literacy programming for students	St. John Fisher College	per contract	\$100,000
Facilitated Planning Sessions for School Leaders & Community Partners, Technical Assistance	National Center on Time and Learning	per contract	\$46,500
STEM School Organization	West Ed	per contract	\$137,000





Employee Benefits		
Subtotal - Code 80		\$307,693
Benefit		Proposed Expenditure
Social Security		\$61,002
Retirement	New York State Teachers	\$108,601
	New York State Employees	\$2,602
	Other - Pension	
Health Insurance		\$114,750
Worker's Compensation		\$12,758
Unemployment Insurance		\$7,974
Other(Identify)		
Civil Service Life Insurance		\$5

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	\$1,447,444
B.	Approved Restricted Indirect Cost Rate	3.70%
C.	Subtotal - Code 90	\$53,555

For your information, maximum direct cost base =      \$1,946,444

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





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

**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	775,725
Support Staff Salaries	16	21,681
Purchased Services	40	520,500
Supplies and Materials	45	84,596
Travel Expenses	46	236,250
Employee Benefits	80	307,693
Indirect Cost	90	53,555
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
Grand Total		2,000,000

*EHS*

**CHIEF ADMINISTRATOR'S CERTIFICATION**

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

6/5/13 Bolgen Vargas (pkm)  
Date Signature

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

Agency Code: **261600010000**

Project #: \_\_\_\_\_

Contract #: \_\_\_\_\_

Agency Name: Rochester City School District School 3

**FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

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

Finance: Logged \_\_\_\_\_ Approved \_\_\_\_\_ MIR \_\_\_\_\_