School Improvement Grants
Application: Year 2 Update

Section 1003(g) of the
Elementary and Secondary Education Act

Cover Page

LEA BEDS Code

2	6	1	6	0	0	0	1	0	0	0	0

District: Rochester City School District	
Address: 131 West Broad Street, Rochester, NY 14614	
Contact Person: Karen Jacobs, Director of Financial Management and Grants Mary Doyle, Chief of School Innovation	**Telephone:** 585-262-8435 585-262-8230
Address of Contact: 131 West Broad Street, Rochester, NY 14614	
E-mail Address: Karen.Jacobs@rcsdk12.org Mary.Doyle@rcsdk12.org	**Fax:** 585-263-3292 585-263-3292

I hereby certify that I am the applicant's chief school/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 Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, Appendix A, and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
Authorized Signature of Chief School Officer **(in blue ink)**

Typed Name: John Scanlan, Deputy Superintendent	Date: May 9, 2011

SECTION I: ASSURANCES (SPECIFIC TO SCHOOL IMPROVEMENT GRANT)

The LEA must assure that it will—

(1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

(2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

(3) If it implements a Restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

(4) Report to the SEA the school-level data required under section III of the final requirements:

a. Number of minutes within the school year;
b. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
c. Dropout rate;
d. Student attendance rate;
e. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
f. Discipline incidents;
g. Truants;
h. Distribution of teachers by performance level on an LEA's teacher evaluation system; and
i. Teacher attendance rate.

SECTION II:

SCHOOLS SERVED WITH FY 2009 SCHOOL IMPROVEMENT GRANT FUNDS						
School NCES ID#	**School Name**	**Tier I**	**Tier II**	**Identified for**	**Model Implemented**	**Current Principal's Appointment Date**
362475003363	**East High School**	✓		ELA, Math	Transformation	May 2009
362475005585	**Global Media Arts High School at Franklin**	✓		ELA, Math	Turnaround	*Phasing-Out*
Not Available	Integrated Arts and Technology High School *(the Turnaround School for the phase-out school above)*	-		-	New Turnaround School	March 2010
362475004362	**Bioscience and Health Careers High School at Franklin**	✓		ELA, Math	Turnaround	*Phasing-Out*
362475005587	**International Finance Career High School at Franklin**	✓		ELA, Math, Graduation Rate	Turnaround	*Phasing-Out*
Not Available	Vanguard Collegiate High School *(the Turnaround School for the two phase-out schools above)*	-		-	New Turnaround School	March 2010
362475005607	**School of Engineering and Manufacturing at Edison**	✓		ELA, Math, Graduation Rate	Turnaround	*Phasing-Out*
362475005609	**School of Imaging and Information Technology at Edison**	✓		Graduation Rate	Turnaround	*Phasing-Out*
Not Available	Rochester STEM High School *(the Turnaround School for the two phase-out schools above)*	-		-	New Turnaround School	April 2010
362475005608	**School of Applied Technology at Edison**	✓		Graduation Rate	Turnaround	*Phasing-Out*
362475005606	**School of Business, Finance, and Entrepreneurship at Edison**	✓		Graduation Rate	Turnaround	*Phasing-Out*
Not Available	Robert Brown High School of Construction and Design *(the Turnaround School for the two phase-out schools above)*	-		-	New Turnaround School	May 2010

SECTION III: STATUS OF THE IMPLEMENTATION OF THE TEACHER AND PRINCIPAL EVALUATION SYSTEM

The Rochester City School District (RCSD) has proposed an evaluation tool and model for collecting multiple data points, including student performance data and observations of instructional practice. The District has engaged the Rochester Teachers' Association (RTA) in discussions about evaluation tools and processes for observations of instruction, as well as possibilities for the local assessment of student achievement. There have also been discussions on possible employment decisions attached to the teacher and principal evaluation law. RTA and the District have collaborated with outside experts and assigned mediators around best practices regarding teacher evaluation and possible employment decisions. RTA filed for impasse in January 2011 and PERB has appointed a mediator. The District and RTA are working with the mediator to move negotiations forward.

ASAR
ASSOCIATION OF SUPERVISORS & ADMINISTRATORS OF ROCHESTER

ROCHESTER CITY SCHOOL DISTRICT

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

rta
rochester teachers association
[illegible]

April 4, 2011

By signing this document, the school district and its collective bargaining agent(s) hereby agree that, by no later than January 1, 2012, all new and/or existing collective bargaining agreements for classroom teachers and building principals assigned to schools in which the district is receiving §1003(g) funds to implement the Transformation model will be consistent with and/or amended and/or modified as necessary to require that, beginning in the 2011-2012 school year, all classroom teachers and building principals in such schools are evaluated in accordance with the provisions of Education Law §3012-c and Commissioner's regulations.

Jean-Claude Brizard, Superintendent, Rochester City School District

Deborah Rider ASAR
Deborah Rider, President, Association of Supervisors & Administrators of Rochester

PLEASE SEE ATTACHED
Adam Urbanski, President, Rochester Teachers Association

Rochester Teachers Association
30 N. Union Street, Suite 301
Rochester, New York 14607

May 9, 2011

The Rochester Teachers Association, the collective bargaining agent for teachers, hereby agrees to the SIG application upon the following conditions

1) RTA Bargaining unit members which the District is receiving 1003(g) funds to implement the transformation model will be evaluated in accordance with the provisions of Education Law 3012-c & Commissioner regulation only upon ratification of a successor agreement.
2) The District agrees to continue to meet and consult with the RTA and possibly amend RCSD's 1003(g) application as necessary.

Adam Urbanski, President, Rochester Teachers Association:

5-9-2011
Date:

SECTION IV: DISTRICT SUPPORT OF PLA SCHOOLS UPDATE

DISTRICT UPDATE			
Brief description of each LEA-level approved 2009 SIG Plan Activity	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
RCSD's phase-out strategy means that for three years there will be a net increase of four secondary schools in the District. New schools have opened while phasing-out schools continue to serve students. As a result, RCSD is requesting approval to fund both increased building administrative costs (principals and SIMs) and District-level initiatives (i.e., PBS, AVID, etc.) with SIG1003(g) funds. Sustainability will become viable when, after three years, the identified PLA schools close, and student enrollment at the new schools reaches capacity, resulting in the new schools receiving their maximum allowable funding through RCSD's new student-based funding system.	Principals and SIM's were hired for all identified turnaround schools. A SIM was not assigned to East High School in Year 1. Once SIG funding became available, a PBIS Coach position was posted and filled. This individual provided supports to the four new schools and was responsible for leading the implementation of the PBIS program. Due to the late arrival of funds, AVID was not fully implemented at all of the new schools.	Principals and SIM's will continue at each of the new schools and a SIM will be assigned to East High School. All SIM's are funded at the building level. The PBIS Coach will continue in the same capacity supporting all new schools. The AVID program will be fully implemented at each new school as originally planned. Various funds for AVID (training, etc.) that were not utilized in school year 2010-11 will be added to this year's FS-10's. Additionally, two Professional Learning Coaches (0.5 FTE at each new turnaround school) will be assigned to provide support to schools in coordination, training, and skill development to facilitate content specific, cross-curricular, and interdisciplinary job-embedded professional development. This PD will promote and sustain collaborative learning communities and a positive school culture. Other supports will include, but are not limited to, the development and integration of job embedded professional development throughout the day. The Professional Learning Coaches will periodically meet with the Instructional Director for Professional Learning to develop a school-based plan on the process and context for which to engage the school	Proceeding according to approved 2009 SIG plan

DISTRICT UPDATE			
Brief description of each LEA-level approved 2009 SIG Plan Activity	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
		community in professional learning.	
The District will expand the Office of School Innovation by establishing the position of Assistant Director of School Innovation to assist with all aspects of implementing the District's four new schools. This central position will report directly to the Senior Director of School Innovation, work with the Director of School Innovation, and collaborate with all Central Office departments to ensure the coordination and alignment of department efforts in support of successful outcomes as the District implements its Portfolio Plan. Office of Innovation staff will also visit other districts and attend various conferences that will help inform the work.	The Assistant Director of School Innovation position was posted but not filled in school year 2010-2011. As a result, it was necessary for the assistant director responsibilities to be assumed by the Director of School Innovation in addition to his other duties. SIG-related visits to Albany, NY and Washington, DC occurred.	The Assistant Director of School Innovation position will be filled in school year 2011-12. The Office of School Innovation will continue to visit various districts and attend conferences in an effort to bring new ideas to all SIG schools.	Proceeding according to approved 2009 SIG plan
Each school will partner with the Hillside Work-Scholarship Connection (HWSC). HWSC reaches students by pairing individual students with Youth Advocates who provide mentoring and other types of support in school, at home and at work. The rationale behind this model is it allows the youth advocate to establish long-term relationships with students, parents/guardians, and all other adults working to provide services that benefit the student. In addition, by supporting at-risk students in settings where they are most likely to struggle and have the most to gain, HWSC helps youth stay in	Youth Advocates organized after-school and weekend "enrichment" activities, including sports, arts, recreation, and visits to college campuses. When necessary, HWSC Youth Advocates made referrals for tutoring, academic assistance, and other specialized interventions. In addition to their efforts to improve their students' academic retention and success, HWSC simultaneously prepared students for entry into the workforce through pre-employment training through the Youth Employment Training Academy (YETA).	HWSC will continue at all new SIG schools.	Proceeding according to approved 2009 SIG plan

DISTRICT UPDATE			
Brief description of each LEA-level approved 2009 SIG Plan Activity	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
school, achieve academic success, earn their high school diploma or GED, and acquire the habits and skills that will prepare them for success at work and in life.			
The new turnaround schools will have their own unique theme and will be co-located in various facilities. This requires additional support in order to ensure that these schools are successful. This support may include curriculum writing for teachers, printing, advertising and branding, as well as various infrastructure work.	Most of the funds for curriculum writing have been used while minimal funds for advertising have been used. This is partially due to the funds for advertising being placed in purchased services. The District does not contract for advertising and printing therefore the funds could not be utilized accordingly without an amendment occurring.	Activities will continue in Year 2 but be funded at the building level with the exception of the infrastructure work. In addition, the funding for advertising and printing will be placed in the correct code.	Proceeding according to approved 2009 SIG plan

SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE

Transformation Model

School: East High School NCES#: 362475003363
Grades Served: 7-12 Number of students: 1,715

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Replace the principal who led the school prior to commencement of the transformation model.	Mr. Anibal Soler was hired as the Principal for East High School in May 2009. During his time at East HS, Mr. Soler has implemented Small Learning Communities and Positive Behavioral Supports (PBS). Some of the School Improvement Grant (SIG) initiatives led by Mr. Soler in Year 1 include the: • School-Wide Incentive Agreement • Professional Learning Center • Extended Day, Destination Graduation Program • Implementation of the Scaffolded Apprenticeship Model (SAM) • Implementation of RTI (Response to Intervention), and • Aventa Credit Recovery Program.	Mr. Anibal Soler will continue as the East HS principal for the 2011-2012 school year.	Completed

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that— (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement.	Negotiations to establish comprehensive evaluation systems for teachers and principals, as required by NYS legislation, are continuing between the Rochester City School District, Rochester Teachers' Association (RTA), and the Administrators and Supervisors of Rochester (ASAR). RCSD is committed to working collaboratively with each bargaining unit to identify needed evaluation measures. The Office of School Innovation, which is responsible for District-wide management of SIG, participates on the negotiations team. There is a provision for performance-based compensation in the current ASAR contract. One of the three goals for principal evaluations is an academic goal that connects directly to student performance. If the principal choses the performance-based compensation plan, the principal and his/her supervisor will agree at the beginning of the school year on measurable objectives for the three goals. To implement the SIG financial incentive program at East HS, RCSD and RTA agreed to allow East HS to negotiate the conditions that constitute student growth, per the School-Level Living Contract Committee provisions of the RTA contract. As a result, there was teacher and principal involvement in the process. An agreement that identifies several measurable goals for teachers to meet in order to receive financial compensation was created and is based on student growth.	Negotiations will continue as needed.	Proceeding according to approved 2009 SIG plan

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school-wide teacher incentive was approved by 92% of East HS's teachers. Providing agreed upon academic and climate benchmarks are met, the incentive includes (1) a classroom supply fund and (2) a financial incentive for all teachers. There is no principal incentive. Under current ASAR contract, the superintendent can award up to $15,000 for merit pay if the school is successful.	The teacher incentive program will continue. Specific details will be renegotiated for Year 2 per the agreement. The school will use Year 1 as a benchmark and look to expand and alter goals and items measured. Based on projections, it is estimated that EHS staff will consist of approximately 130 teachers. Consistent with the previous agreement, each teacher will have the opportunity to earn up to $2,000 in incentives. The classroom supply fund may decrease from $1,000 to $500 per teacher.	Proceeding according to approved amended plan
Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the	The physical site of the new East HS Professional Learning Center has been identified within the school building and is furnished. Technology has also been ordered to support the classroom with Year 1 SIG funds. Due to the late arrival of SIG funding, a full-time teacher was not placed in the position of Professional Learning Coach. The position was back-filled with a per diem substitute to support the work of the Professional Development Center. Delivery of PD activities was modified as needed due to this change. A leadership team was not established; its responsibilities were incorporated into the School-Based Planning Team that oversees instructional initiatives.	The Professional Learning Coach will be hired prior to the start of the 2011-12 school year and will be on staff to support, coordinate and deliver professional development to staff across all Small Learning Communities and content areas. The Coach will engage East HS teachers as a professional leaning community to develop a deep understanding of, and effective practices for addressing, the school improvement goals. This work will be done in a variety of configurations (e.g., whole staff, content departments, vertical teams, building wide committees) and take place in a variety of contexts, such as: • Coaching • Collegial Learning Circles	Delayed, but proceeding according to approved 2009 SIG plan

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
capacity to successfully implement school reform strategies.		• Classroom visitations • Action research • Study groups • Content and pedagogy courses • National and local conferences The Professional Learning Center, and all its technology, will continue to be dedicated to this sole purpose. A School Implementation Manager (SIM) will be hired as per SIG 1003(a) requirements to oversee and monitor the implementation of the transformation model. This individual will serve as the liaison between the school and Central Office, specifically with the Office of School Innovation.	
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	East HS teachers were eligible for all financial incentives and additional pay opportunities available to RCSD teachers.	Teachers will continue to receive financial incentives and additional pay according to contractual agreements. Teachers will have increased opportunities for promotion and career growth by serving as lead or mentor teachers. The District also has an incentive for participation in professional development courses and a tuition reimbursement program for teachers to earn his/her first master's degree.	Proceeding according to approved 2009 SIG plan

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school.	The District continues to provide teachers who are Nationally Board Certified a $10,000 stipend consecutively for the first three years of employment if they agree to teach at a high- needs school. Staff is provided numerous opportunities for career growth and paid professional development, as well as various leadership roles such as SLC Coach.	The District will continue to offer this incentive, and East High will continue to provide staff with multiple opportunities for career growth.	Proceeding according to approved 2009 SIG plan
Ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	There has been no change to the language in the current RTA contract, but negotiations are ongoing. East HS attempts to fill all vacancies during Round I of the teacher transfer process, by interview, rather than during Round 2, when teachers enter the school by seniority.	Until there is a change in the contract, East High is bound to the language of the existing contract.	Delayed
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	<u>Scaffolded Apprenticeship Model</u> The Scaffolded Apprenticeship Model (SAM) was identified as the partner for East HS's instructional improvement efforts. SAM is providing an evidence-based approach to making sustainable changes in the core decision-making processes that drive student outcomes (curriculum, human resource distribution, pedagogy, and quality of instruction). Its comprehensive approach addresses several SIG requirements, reducing the need for multiple partners (see following sections). RCSD issued a Request for Information from partners and selected SAM. In Year 1, SAM activities concentrated on the English Department. SAM is delivering 4-hour Saturday workshops each month to English teachers, the principal, and the assistant principal. These workshops are preceded by a half-day school site	SAM will continue as East HS's instructional partner. Their work will continue with the English Department and expand to include the Math Department in Year 2.	Proceeding according to approved 2009 SIG plan

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	visit on Friday.		
	Small Learning Communities East HS is divided into five small learning communities: • Academy of Humanities, Arts and Communication • Academy of Business Finance and Management • Academy of Science and Technology • Academy of Human, Health & Public Services • Foundation Academy Through an amendment, a 1.0 FTE SLC Coach was to be hired (the 0.5 FTE Social Studies Coach and 0.5 FTE Science Coach were combined). The SLC Coach was not identified due to delays in the amendment. By the time approval was finalized it was too late in the school year to pull a teacher out of the classroom.	As the SLCs continue to grow, there are additional responsibilities placed on the SLC Coaches. Therefore, in school year 2011-12, each SLC will be assigned a 0.5 FTE SLC Coach. This individual will serve as the lead teacher and be responsible for: • Assisting in establishment of the SLC culture and pathways • Assisting faculty with classroom management issues • Working with teachers on collecting and disaggregating classroom data • Keeping the faculty informed of innovative instructional techniques • Working with teachers to set and monitor professional goals, and • Coordinating partnerships, work-based learning, and teacher externship programs	Proceeding according to approved 2009 SIG plan
	Model Classrooms Twelve (12) model classrooms are being set up in Year 1, three in each of the following four content areas: ELA, math, social studies, and science. All rooms have been designated, and all supplies will be ordered by the end of the year. Two model social studies classrooms are being used for instruction at the time of this update. All 12 classrooms will be ready for the start of Year 2.	Twelve (12) additional model classrooms will be set up in Year 2. Technology for the model classrooms will include: SmartBoards with speakers, Senteo clickers; AV presenters, document cameras, as well as teacher laptops. Netbook carts will be assigned to specific classrooms allowing internet access to all students while furthering the	Proceeding according to approved 2009 SIG plan

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
		enhancement of the learning environment. Associated costs will include installation of SmartBoards, as well as the purchase and installation of access points. Materials and supplies for the model classroom will be specific to each core content area and will serve as a supplement to enhance teaching and learning. The amount of additional time spent on ordering, monitoring, and processing orders will require additional clerical support.	
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	East High used the following data systems to help provide formative and diagnostic assessments: • *Datacation* to develop an individualized Student Learning Plan for all students by cohorts • Diagnostic and formative assessments to (1) monitor student progress, and (2) to design and monitor the Student Learning Plan for each student (this includes software programs such as DATAMATE and the Scholastic Reading Inventory) • Summative assessments to measure achievement of students • Summative assessments and district benchmark assessments to measure achievement of the goals of the Student Learning Plan. These benchmarks include ELA and Math NER Benchmarks.	Student data will continue to provide formative and diagnostic assessments.	
Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity,	Instructional expectations are clearly communicated to East HS teachers. Review of lesson plan design and classroom walk-throughs occur throughout the year to ensure that the curriculum is being	This will continue into year 2 of SIG.	Proceeding according to approved 2009 SAG plan

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
is having the intended impact on student achievement, and is modified if ineffective.	implemented with fidelity. Year 1 SAM initiatives have supported implementation of the English curriculum this year. RCSD Benchmark assessments in ELA and Math are used to inform instruction and develop target lists of students. Because SAM delivers building-based professional development and activities that support the curriculum delivery, membership in the Learning School Alliance will not be initiated.	LSA membership will not be initiated.	Discontinued
Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.	The Coordinating Administrator of Special Education (CASE) supervised teachers and evaluated staff and programs to support the academic growth of students with disabilities. This person's sole responsibility was to focus on academic needs of students with disabilities and to work with all school staff to ensure instructional modifications were being made.	The second CASE will continue.	Proceeding according to approved amended plan
	READ 180 was used to provide balanced literacy support to students. SAM provided ELA teachers with support on how to use formative and summative assessments and monitor data to better inform instructional needs for struggling students.	READ 180 will continue. SAM will continue in Year 2.	Proceeding according to approved 2009 plan Outside Consultant - Discontinued, otherwise proceeding according to approved 2009 plan

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	RCSD has intensified efforts around Specialized Services, and services anticipated to be needed by BOCES are now being provided in-district. In addition to the East HS CASE position being funded through SIG, additional supports will also be provided to SWD.		Activity Discontinued / Action proceeding according to approved 2009 SIG plan
	Four ESOL teachers attended ELLite training.	ELLite training will continue and include content area teachers.	Proceeding according to approved 2009 SIG plan
	Two teachers and an administrator are attending SIOP training in Year 1.	SIOP training will continue.	Proceeding according to approved 2009 SIG plan
	Late SIG approval resulted in delayed ordering of Rosetta Stone software. The software is now ordered, and the school is currently awaiting installation.	Rosetta Stone will continue to be used to support ELL students.	Proceeding according to approved 2009 SIG plan
	ELL teachers and administrators are attending SIOP and ELLite conferences in Spring 2011	Additional staff will attend in Year 2.	Proceeding according to approved 2009 SIG plan
	Students are attending cultural field trips at local Museum & Science Center.	Student field trips will continue.	Proceeding according to approved 2009 SIG plan
Use and integrate technology-based supports and interventions as part of the instructional program.	Technology supplies are ordered based on classroom needs to meet the description of the model classroom.	Development of model classrooms will continue to align with the Department of Instructional Technology. As previously indicated, technology for the model classrooms will include: SmartBoards with speakers, netbook carts with netbooks, Senteo clickers, AV presenters, document cameras, as well as teacher laptops.	Proceeding according to approved 2009 SIG plan
secondary schools-- Increase rigor by offering opportunities for students	All students select a SLC to which they belong during their high school career. SLC-specific courses are offered which are both engaging to	East HS will continue to implement the SLC model in Year 2 and offer options for students.	Proceeding according to approved 2009 SIG plan

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.	students because of the interest level and rigorous due to the alignment with district curricula and/or NAF Academy curricula. Students also have the opportunity to take dual credit courses at MCC and take courses outside of their specific SLC.		
	AVID was offered in Year 1 for grades 7-12. There are approximately 125 AVID students enrolled in the program; the first cohort of graduates will complete the AVID program in 2010-2011. AP courses were offered and students did enroll in them during Year 1.	The AVID program will continue to expand. Staff will attend a conferences or training in Year 2 that focus on academic rigor and AP courses.	Proceeding according to approved 2009 SIG plan Proceeding according to approved 2009 SIG plan

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	Dual credit courses were offered to students, but no students enrolled because of scheduling conflicts and/or being short in graduation requirements.	Dual credit courses will continue to be offered.	Proceeding according to approved 2009 SIG plan
In secondary schools-- Improve student transition from middle to high school through summer transition programs or freshman academies.	A summer transition program will be offered to incoming seventh and eighth grade students in 2011 to help prepare them for the rigor necessary to be a successful high school student.	The middle school summer transition program will continue each year.	Proceeding according to approved 2009 SIG plan
	Summer orientation programs will be offered to incoming ninth grade students in each SLC. Current East HS students will assist in program delivery.	Ninth grade summer orientation programs will continue each year. The school is exploring other options for student field trips during the program.	Proceeding according to approved 2009 SIG plan
	Due to the late arrival of SIG funding, the summer program for 9th graders did not occur.	The summer program for entering ninth grade will occur in Summer 2011.	Proceeding according to approved 2009 SIG plan
	Due to the late arrival of SIG funding, the summer program for 7th and 8th graders did not occur.	The summer program for entering middle school students will occur in Summer 2011.	Proceeding according to approved 2009 SIG plan
	Parent/family nights have occurred in Year 1 to introduce families to East HS.	Parent/family nights will continue.	Proceeding according to approved 2009 SIG plan
	East HS participated in the annual RCSD Academic Showcase to share information on academic programs and showcase student work.	Participation in the Academic Showcase will continue.	Proceeding according to approved 2009 SIG plan

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
In secondary schools-- Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.	Online credit recovery was delivered to approximately 100 students and allowed 50% of students to successfully accrue one course credit in a reduced prescribed timeframe. Costs were paid by RCSD.	Online credit recovery will continue.	Proceeding according to approved 2009 SIG plan
	READ 180 was delivered in grades 7-8 with a 90-minute instructional period. Two teachers are trained and deliver READ 180 to all students identified by low Lexile scores.	READ 180 will continue in Year 2 for identified students.	Proceeding according to approved 2009 SIG plan
	The intensive reading and phonics program, Scholastic System 44, was purchased in Year 1 but was not implemented due to a lack of time for implementation. Course activities were embedded into the school's master schedule.	Scholastic System 44 will be fully implemented in Year 2.	Proceeding according to approved 2009 SIG plan
In secondary schools-- Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.	Using the graduation tracking system *Datacation*, students not on track for graduation and at risk of dropping out of East HS were identified. The Response to Intervention (RTI) model was used to develop an individual growth plan for at-risk students.	This use of *Datacation* and RTI will continue in Year 2	Proceeding according to approved 2009 SIG plan

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Establish schedules and strategies that provide increased learning time.	The master schedule for students in grades 7-9 includes extended periods of ELA and Math for students who were identified in need of such support. The AVENTA Online Credit Recovery Program was implemented. Ninth period Destination Graduation Program was set up.	This strategy will continue as much as possible depending on anticipated staff reductions in 2011-2012. AVENTA Online Credit Recovery will continue. This will continue with funding to pay teachers through SIG grant for teaching an additional period.	Proceeding according to approved 2009 SIG plan
Provide ongoing mechanisms for family and community engagement.	East HS has two Home School Assistants and a Coordinator of Attendance who focus on family and community engagement. Events held to engage families in Year 1 include mother/daughter workshops, father/son workshops, and two family night events.	Year 1 events will continue to support community engagement and facilitate parental involvement with the implementation of an Alumni Organization and Parent Teacher Student Association.	Proceeding according to approved 2009 SIG plan
Partner with parents and parent organizations, faith- and community-based organizations, health clinics, State and/or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.	Small Learning Communities are designed to create a sense of school belonging among students. RCSD's Department of Safety and Security works with school staff to create a safe and secure environment. A Walkthrough Scanner was ordered and is being used to assist in the safety and security of the school. Training of School Safety Officers continues to be delivered from Central Office over school breaks. A Student and Family Support Center and school-based Health Clinic provide additional services to meet students' social, emotional, and health needs.	All services will continue.	Proceeding according to approved 2009 SIG plan

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	The Alternative to Suspension program was reduced in Year 1 to help cover the anticipated teacher incentive costs that will include the school-wide teacher incentive and classroom supply fund.	A social learning specialist will be hired to support the Alternatives to Suspension Program in Year 2.	Effective for Year 2
	The Hillside Work-Scholarship Connection (HW-SC) provided mentoring services through youth advocates to students in grades 9-12.	HW-SC will continue to support students in grades 9-12.	Proceeding according to approved 2009 SIG plan
Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.	The Destination Graduation Program was delivered to students in grades 9-12 three days a week from 2-3:30.	Destination Graduation will continue Year 2.	Proceeding according to approved 2009 SIG plan
	The master schedule was developed to include longer ELA and Math classes for students in grades 7-9.	Double periods of ELA and Math content will be delivered to students in grades 7-9 if staffing allows.	
Implement approaches to improve school climate and discipline, such as a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.	Dale Carnegie was removed during Year 1. to help cover the anticipated teacher incentive costs that will include the school-wide teacher incentive and classroom supply fund.		Discontinued
	East HS is in the second year of PBS (Positive Behavioral Support) implementation and has continued to show a reduction of student suspensions. The school also continues to show a reduction in the number of student disciplinary referrals.	PBS will continue in Year 2 with RCSD supporting the initiative through district-based PBS coaches. The PBS Coach position was removed from the SIG budget.	Proceeding according to approved 2009 SIG plan
	The PBS Coach position was unfilled due to the lateness of amendment and the inability to find a	PBS supplies and student incentive	

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	qualified candidate that satisfied the Director of PBS' and school principal's expectations.	materials remain in the SIG budget.	
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The Principal developed a master schedule that increased common planning time across content areas and through grade levels. This master schedule also clustered students within various SLC academies and reduced the number of teachers shared between SLC's to help maintain SLC integrity. The extended day program (Destination Graduation Program) was developed to add an additional period to the school day for students to allow them to either catch up or get ahead academically.	Year 1 initiatives, including common planning time and fewer teachers shared between SLCs, will continue if possible. Anticipated staffing reductions and contractual obligations of teachers may present challenges.	Proceeding according to approved 2009 SIG plan
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO) .	The Office of School Innovation provided ongoing technical assistance for the implementation of the transformation plan, but additional school-based support is necessary.	A School Implementation Manager will be added to assist with the implementation process and serve as the liaison with OSI.	Proceeding according to approved 2009 SIG plan
	All schools report to the RCSD's Chief Academic Officer/ Deputy Superintendent for Teaching and Learning to ensure direct alignment with and implementation of the District's academic and instructional priorities. The Office of School Innovation serves as a liaison for District-wide SIG initiatives and lead contact with outside school partners, such as SAM.	These Central Office supports will continue.	Proceeding according to approved 2009 SIG plan

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	The principal attends one session of the Rochester Leadership Academy (RLA) each month. Sessions focus on a variety of topics on school leadership and management.	RLA will continue in Year 2.	Proceeding according to approved 2009 SIG plan
Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.	In Spring 2010, the RCSD school governance structure was modified and all schools were incorporated into the Department of Teaching and Learning to ensure direct alignment with and implementation of the District's academic and instructional priorities. In this structure, school principals report to "zone chiefs," who lead a cluster of approximately 20 K-12 schools and programs. Each of RCSD's three zone chiefs has wide latitude for independent judgment and decision making and assists in the formation of educational policy and practice. School chiefs support the work of their schools and the development of professional learning communities within each school. East HS is located in the District's "South Zone" and reports to the South School Zone Chief.	This governance structure will continue.	Proceeding according to approved 2009 SIG plan
Implement a per-pupil school-based budget formula that is weighted based on student needs.	Implementation of RCSD's Equitable Student Funding (ESF) model began in Winter 2011 with the development of the District's 2011-2012 budget. This school-based budgeting process allocates funding to schools based on a weighted student formula that takes into consideration students with disabilities and English Language Learners.	ESF will continue in Year 2.	Proceeding according to approved 2009 SIG plan

EAST HIGH SCHOOL - TRANSFORMATION			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
If external partners will be used to accomplish all or any of the actions describe, recruit, screen, and select external providers to ensure their quality.	The school has created and continued to maintain PENCIL partners for the entire school as well as each SLC. The active corporate partners for the school are: • Halleran Financial Group • Advantage Federal Credit Union • National Academy Foundation • McArdle & Rammerman	PENCIL partnerships will continue in Year 2.	Proceeding according to approved 2009 SIG plan
	East High will continue to be a part of the National Academy Foundation (NAF) and will have three academies that are modeled with and subscribe to the national network: • Academy of Hospitality and Tourism, • Academy of Finance, and • Academy of Information and Technology.	NAF affiliation will continue. A building-based NAF Coordinator will be assigned to lead the implementation and development of the various NAF Academies. This individual will provide leadership in all areas of program development and implementation: student recruitment, business community involvement, marketing and public relations, and supervision of the curriculum. This individual will also serve as the liaison between the school and central office, specifically to the Director of Career & Technical Education.	
	McArdle & Rammerman has worked with the school principal and the leadership team to continue to develop leadership abilities and strategies on implementing change.	This partnership will continue in Year 2	Proceeding according to approved 2009 SIG plan

New York State Education Department
ROCHESTER CITY SCHOOL DISTRICT
School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

Turnaround Model

School: Integrated Arts and Technology High School NCES#: Not Available

Grades Served: 7 Number of students: 71

INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL (IATHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	Mr. Kevin Klein was hired as the Principal for the Integrated Arts and Technology High School (IATHS) in March 2010. Prior to this assignment, Mr. Klein was the principal at RCSD's School #39 for five years where he orchestrated five years of consecutive growth in ELA and Math, and prior to that he was the RCSD Director of Social Studies. Among his many responsibilities at IATHS, Mr. Klein has developed a master schedule that maximized instructional time and hired new administrative, teaching, and support staff.	Mr. Kevin Klein will continue as the IATHS principal for the 2011-2012 school year.	Completed
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent (B) Select new staff.	(A) Currently no teachers from the phase-out high school (i.e., Global Media Arts High School at Franklin) are working in IATHS. (B) A three-step interview process culminating with a collaborative fish-bowl interview was used to select staff for Year Staff was hired to serve the school's first class of seventh graders. A full-time School	(A) This policy will continue. (B) The three-step interview process will continue as new staff is hired to serve grades 7-8, including the culminating collaborative fish-bowl interview.	(A) Proceeding according to approved 2009 SIG plan (B) Proceeding according to approved amended SIG plan

INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL (IATHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	Implementation Manager (SIM) assisted in activities related to the opening of the new school. An ELA Intervention Specialist was not hired due to fiscal constraints. A quality per-diem substitute teacher was used to deliver group leveled, ELA-focused intervention programs that were embedded in the school day. Intervention groups were leveled for following needs: • Reading Comprehension • Language Development • Skilling Building • Reading Skills and Strategies	A full-time ELA Intervention specialist will be hired by 07/01/2011.	
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	IATHS teachers were eligible for all financial incentives and additional pay opportunities available to RCSD teachers. In Year 1, IATHS teachers received additional pay for delivering before-school, afterschool, and Saturday programming to 38 students, or 51% of the school enrollment.	Teachers will continue to receive financial incentives and additional pay according to contractual agreements. These opportunities will include the before-, after-, and Saturday school programs offered in Year 1, along with such opportunities as additional pay for curricular work and participation stipends for extra-curricular activities. Teachers will have increased opportunities for promotion and career growth by serving as lead or mentor teachers. The District also has an incentive for participation in professional development courses and a tuition reimbursement program for teachers to earn his/her first master's degree.	Proceeding according to approved 2009 SIG plan

INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL (IATHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Expeditionary Learning IATHS utilizes the Expeditionary Learning model to engage students in interdisciplinary, in-depth learning. To support the implementation of this model, staff participated in assorted professional development opportunities in Year 1: • The principal, SIM, and ELA teacher attended the Expeditionary Learning National Conference • The principal and science teacher attended the Washington Heights Expeditionary Learning School Site Seminar • The principal and core teachers participated in Expeditionary Learning Institutes #1 and #2 EL site seminars included: - Math Middle - Writing in EL Classrooms for Grades 3-12 - Differentiation for Exceptional Abilities: Special Education and Accelerated - Student-engaged Assessment: Assessment I - Science - Middle and Secondary -Technology for the Classroom -Learning in Hand • The Principal attended the EL Institute, Using Data to Inform Teaching and Learning.	Expeditionary Learning Schools will continue to provide quality professional and subject specific technology training. Topics for the Expeditionary Learning schools. Training will include, but is not limited to: differentiated instruction, CREW (EL academic advisement program), reading in the content area, numeracy, planning quality expeditions, and student-led conferences.	Proceeding according to approved amended plan

INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL (IATHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	<u>Learning Forward (formerly National Staff Development Council) Learning School Alliance</u> By participating in the Learning School Alliance (LSA), IATHS is demonstrating its commitment to improving professional practice and student achievement. LSA helps schools to use collaborative professional learning to strengthen school culture and focus on student learning. In Year 1, the IATHS principal attended Learning Forward training sessions on small learning communities and professional learning circles. <u>Professional Development on District Initiatives and Visual Arts</u> To ensure that staff are able to incorporate new classroom technology into instruction and utilize it to its fullest capacity, they participated in technology-related professional development sessions on a bi-weekly basis. Topics included: • SmartBoard training • iPad usage in the classroom • Netbook training • Podcasting • Web design • ParentConnect In June 2011, teachers will be instructed on the use of photo images and art work in the	IATHS will become an official LSA member in 2011-2012. Small Learning Circles are being formed to support LSA and district initiatives. Topics will include: • Vocabulary Development • Electronic Notebook design • Intervention Strategies • Community Involvement Technology training will continue in Year 2. It will be differentiated by skill level and need to best serve the new staff and returning staff. Training on the use of photo images and art	Proceeding according to approved amended plan Proceeding according to approved amended plan

INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL (IATHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	core content areas.	work in the core content areas will continue into Year 2.	
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.	In Spring 2010, the RCSD school governance structure was modified and all schools were incorporated into the Department of Teaching and Learning to ensure direct alignment with and implementation of the District's academic and instructional priorities. In this structure, school principals report to "zone chiefs," who lead a cluster of approximately 20 K-12 schools. Each of RCSD's three zone chiefs has wide latitude for independent judgment and decision making and assists in the formation of educational policy and practice. School chiefs support the work of their schools and the development of professional learning communities within each school. These professional learning communities are designed to improve student achievement through research-based instructional practice, using assessment for learning as the foundation. The school chiefs report directly to RCSD's Chief Academic Officer/Deputy Superintendent for Teaching and Learning. IATHS is located in the District's "Northeast Zone" and reports to the Northeast School Zone Chief.	The described governance structure will continue in 2011-2012.	Completed

INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL (IATHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	RCSD's Office of School Innovation (OSI) develops innovative schools, programs, and policies that increase school/student performance. OSI is responsible for the development and implementation of the District-wide School Portfolio Plan that provides students with a diverse choice of school options, such as IATHS. In the 2010-2011 school year, OSI coordinated the opening of five new schools (including IATHS), initiated the phase-out of eight low-performing schools, assisted with the transformation of one large high school. OSI serves as a liaison to IATHS and is the lead contact with outside school partners, such as Expeditionary Learning. The Chief and Director of School Innovation have worked closely with the IATHS principal to ensure district level coordination and assistance with SIG and other initiatives.		
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	A project-based curriculum that is aligned with the Expeditionary Learning Model and uses active pedagogy provides IATHS with a personalized learning environment. Model classrooms that are in alignment with the EL model were set up for all core subjects and integrate the arts and technology into school design.	As IATHS continues phase-in (serving grades 7-8 in Year 2), additional model classrooms will be set up for the increasing student enrollment.	Proceeding according to approved amended SIG plan

INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL (IATHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	Music and the visual arts are actively integrated into IATHS instruction and are aligned with NYS Arts Learning Standards. Art work and music are created/performed that are based thematically on the current expedition. In Year 1, musical instruments were purchased and are being used during music classes. Students are learning about tempo, pitch, rhythm, and melody. Art supplies have included clay, paint, chalk, canvas, paper, kiln materials, and others.	Music and art are an important part of the program for students of today; these programs will continue in 2011-2012.	Proceeding according to approved 2009 SIG plan
	The comprehensive reading intervention program, READ 180, was not implemented in Year 1 because of the delayed approval of SIG funding. READ 180 is a scripted program that needs to run the full year. Materials will be purchased in Summer 2010 to ensure immediate program implementation in Year 2.	Full implementation of READ 180 will occur in the 2011-2012 school year. The schedule will be developed to allow time for students to utilize the program for RTI (Response to Intervention) and AIS (Academic Intervention Services) purposes. Staff will be trained during Summer 2011.	Delayed
	Due to the delay of SIG funding, IATHS staff were not trained for AVID implementation in Year 1. Training will take place in Summer 2011 for introduction of AVID in Year 2. The 0.5 FTE AVID teacher position was converted to a technology position for the 2010-2011 school year. The AVID Middle School Library will be purchased by June 2011. Two college visits have been arranged for	Staff will be trained on August 1-3, 2011 for implementation of AVID in Fall 2011. A 0.5 FTE AVID teacher will be hired to deliver an AVID class. More college visits will be planned for the 2011-12 school year.	Proceeding according to approved amended SIG plan

INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL (IATHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	the Spring 2011.		
Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Teachers collect individual student data using iPad software applications (Lexia, Apangea, Vocabulary Developer, and others). These data are used to differentiate instruction and for intervention. Remark software has been ordered and delivery is pending.	Data collected from the iPad applications will continue to be collected and used to inform instruction.	Proceeding according to 2009 SIG plan
Establish schedules and implement strategies that provide increased learning time.	IATHS students receive 290 minutes of core instruction time each week, an increase of over 100 minutes per week compared to the phase-out school. Core classes are scheduled for 60 minutes every day.	The block schedule will continue in Year 2.	Proceeding according to approved 2009 SIG plan
	<u>Additional Time-On-Task</u> A block schedule provides daily intervention and support.	The needs of the incoming class will be assessed to determine if the block schedule provides sufficient time-on-task, or if an additional period is needed in the school day for academic support, credit recovery, credit acquisition, and/or study activities.	Proceeding according to approved 2009 SIG plan
	In Year 1, 51% of IATHS students were enrolled in the school's extended day, morning school and/or Saturday School.	The extended opportunities (before-school, after-school, and Saturday programs) will continue.	
	<u>Saturday School</u> Remediation support is offered on Saturday mornings. Currently, 14 students are enrolled in Saturday School. The program focuses on literacy and numeracy.	The Saturday program will continue in 2011-2012. Recruitment activities are being planned to increase participation.	Proceeding according to approved 2009 plan

INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL (IATHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	Summer Program The summer program will offer students opportunities to gain enrichment and remediation in technology, science, literacy and numeracy. New Student Orientation An orientation was held during the last week of August to introduce seventh grade students to IATHS and begin to build the new skills needed for success at an arts- and technology-focused school. Students participated in team-building and character development activities and became familiar with the technology process. Because SIG funding was not approved in time for the Summer 2010 orientation program, students did not receive summer field experiences. These opportunities will be included in future orientation programs.	The summer program will continue to remediate, enrich, and support students in 2011-12. New student orientation will continue, and activities will focus on team-building, character development, and technology. With the availability of SIG funding in 2011, field experiences will be included in the summer orientation program (e.g., Memorial Art Gallery, Rochester Institute of Technology).	Proceeding according to approved 2009 plan Proceeding according to approved 2009 plan
Provide appropriate social-emotional and community-oriented services and supports for students.	A college/career counselor coordinated school-wide initiatives that included a: • Year-long anti-bullying campaign, and • College visit to St. John Fisher College. A community clean-up was conducted in October in which all students and staff participated.	The college/career counselor will continue to develop programs and resources for students, teachers and families.	Proceeding according to approved 2009 SIG plan

INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL (IATHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	<u>Student Recruitment</u> Student recruitment activities included the RCSD Academic Showcase, two open houses, posters, flyers, banners, mailings, and a school expo. The RCSD Academic Showcase is open to the public and displays student work, with students presenting various performances and guiding visitors through school displays.	IATHS branding and recruitment will continue as described in Year 1.	Proceeding according to approved 2009 SIG plan
	<u>Alternatives to Suspension</u> The Alternatives to Suspension service is being shared with Vanguard Collegiate HS, co-located with IATHS on the Franklin campus. This support service is utilized when students break the Code of Conduct.	To strengthen Alternatives to Suspension in Year 2, a Social Learning Specialist from the Center for Youth (CFY) will provide counseling and intervention services to students sent to the Alternative to Suspension room. CFY is a Rochester-based agency that provides quality youth support services that incorporate a strength-based model of empowerment.	Proceeding according to approved amended plan
	<u>Hillside Work-Scholarship Connection</u> The Hillside Work-Scholarship program serves students in grades 9-12; no activities were needed in Year 1 because the school only served seventh grade students.	Planning activities will occur in anticipation of implementation of the Hillside Work-Scholarship program in Year 3 when IATHS will serve ninth grade students.	Delayed

INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL (IATHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	<u>ROOTS</u> ROOTS role models provide character education programming to all IATHS students one day each week. A gender-based support group and a leadership development program are also offered. Because of the delay in SIG funding in Year 1, ROOTS was only offered in the spring semester.	ROOTS will become a full-year program in Year 2 and serve seventh and eighth graders.	Delayed
	<u>Parent Engagement</u> IATHS parents are encouraged to be actively involved in their students' education. The school-based planning team includes representation of all stakeholder groups, including parents, and all parents participate in student-led conferences. A school newsletter is sent home quarterly, and the IATHS website provides families with access to school-based news, classroom information, and teacher lessons. Through PowerCONNECT, parents have online access to student grades. A Parent Teacher Organization/ Parent Teacher Association is being developed and will be in place by the end of the 2010-2011 school year.	Parents will continue to be provided with opportunities to participate in their child's learning. A parent outreach coordinator will be added to promote parental involvement in classroom and school activities. This individual will serve as a liaison between the school communities and students' families.	Proceeding according to approved amended plan

INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL (IATHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
If external partners will be used to accomplish all or any of the actions described, recruit, screen, and select external providers to ensure their quality.	The Expeditionary Learning model is being fully implemented at IATHS. Expeditionary Learning responded to a news schools Request for Proposal (RFP) in order to partner with IATHS. The RFP was approved by the RCSD Board of Education.	IATHS will continue to be an Expeditionary Learning School in 2011-2012.	Proceeding according to approved amended plan
	RCTV-15 is instructing students on studio arts. The students will be documenting their Year 1 "expedition" in Spring 2011, and it will be used as a focal point for the television show.	RCTV-15 will continue to be a school partner, helping students to learn about filming, editing, sound editing, sound effects, green screen technology, and producing.	Proceeding according to approved SIG plan
	The Rochester Institute of Technology hosted fifty students in Summer 2010 for a technology camp.	RIT will continue to provide on-campus opportunities for IATHS students.	Proceeding according to approved SIG plan
	To better align with the school's focus, IATHS' PENCIL partner was changed to D.A. Smith & Associates. D.A. Smith is a technology firm specializing in technology rollout processes.	IATHS partnership with D.A. Smith will be expanded in Year 2.	Proceeding according to approved amended plan
	The Boomer Mentor Program, through the Rochester Area Community Foundation, experienced difficulty in recruiting mentors.	When mentors become available, this program will begin.	Delayed

INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL (IATHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	The Robotics team was not developed this year due to age restrictions.	The Xerox partnership will be developed to support a Lego League team. The partnership will also plan for the introduction of the Robotics league team in Year 3.	Delayed

New York State Education Department
ROCHESTER CITY SCHOOL DISTRICT
School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

Turnaround Model

School: Vanguard Collegiate High School NCES#: Not Available

Grades Served: 9-12 (after completion of phase-in) Number of students: 97

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	Ms. Carol Jones was hired as the Principal for the Vanguard Collegiate High School (VCHS) in March 2010. Prior to this assignment, Ms. Jones was the Program Director at RCSD's East High School Foundation Program for one year and worked seven years as an Assistant Principal (including two years at a College Board School). At VCHS, Ms. Jones developed the master block schedule for five core classes (Math, Science, ELA, Social Studies and Foreign Language) to maximize time on task and implemented an extended day program. She hired new administrative, teaching, and support staff and initiated a comprehensive professional development program that included topics such as being a learning school, using effective instructional practices, and developing college readiness.	Ms. Carol Jones will continue to be the principal at the Vanguard Collegiate High School for the 2011-12 school year.	Completed
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff	All RCSD staff are evaluated at least once per year consistent with RCSD policies. (A) Only one Vanguard teacher was hired from the Bioscience and Health Careers High School at Franklin (phase-out high school). All other teachers are from other existing	(A) This policy will continue.	(A) Proceeding according to approved 2009 SIG plan

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
and rehire no more than 50 percent; and (B) Select new staff.	RCSD schools/programs. (B) A three-step interview process, which culminated with a collaborative interview, was used to select the staff for Year 1. The interview committee included a parent liaison, the College Board implementation manager, teachers, a collective bargaining unit representative, the assistant principal, and the principal. One full-time School Implementation Manager assisted in activities related to the opening of VCHS. Teaching staff were hired.	(B) The three-step interview process described will continue. Staff will be hired for the new grade level to be added in Year 2.	(B) Proceeding according to approved amended Plan
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	VCHS teachers were eligible for all financial incentives and additional pay opportunities available to RCSD teachers. In Year 1, Vanguard teachers received additional pay for delivering before-school, afterschool and Saturday programs. Extended Day implementation will occur during the end of the school day which will continue through the 2010-2011 school year to allow teachers to prepare and teach interdisciplinary lessons, to support and enhance content literacy. Extended Day/Saturday implementation will occur in May and June to prepare students for Regents Exams and support their individual needs. Career growth occurred through professional development (PD) that began in August 2010, before school opened, and continues into the	Teachers will continue to receive financial incentives and additional pay according to contractual agreements. These opportunities will include the before-, after-, and Saturday school programs offered in Year 1, along with such opportunities as additional pay for curricular work and participation stipends for extra-curricular activities. Teachers will have increased opportunities for promotion and career growth by serving as lead or mentor teachers. The District also has an incentive for participation in professional development courses and a tuition reimbursement program for teachers to earn his/her first master's degree.	Proceeding according to approved 2009 SIG plan

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	present. PD focused on making Vanguard Collegiate HS a learning school, effective instructional practices, and college readiness.		
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Vanguard is utilizing the professional development (PD) offered by College Board Schools along with subject specific and technology training. The following professional development was completed in Year 1: • College Board support and PD on Student Advisory • College Board support and PD to support the College Counseling program • Assisting with college readiness, rigor, and instruction • Principal attendance at College Board Leadership Conference on May 4-6 in NYC • Technology PD on School Town, Rosetta Stone, Parent Connect, AVENTA and Apangea • AVID Summer training and implementation 2011-2012 • NSDC/ LSA-attendance at Seattle and Atlanta Conferences • SBPT Implementation 2011- February 28th continued meetings scheduled • Springboard • Math teacher attended PD in NYC Springboard	College Board Schools will continue to provide quality professional development along with subject specific and technology training. Topics for the College Board schools training will include, but are not limited to: • Understanding the College Board Model • Advisory • AP Training • Key Concepts of College Readiness • Springboard Training • Bloom's Taxonomy • Questioning with Rigor • Key Prevention to Freshman Dropout • Differentiated Instruction • WOW (Working On the Work) looking at student engagement • SMART GOALS • Teach Like A Champion techniques • PD 360 & Observation 360 • Literacy in the Content Areas • Vertical Teaming Technology training will continue in Year 2	Proceeding according to approved 2009 SIG plan

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	• New pathways of Criminal Justice and Law Enforcement • Staff attendance at NSDC/LSA August of 2010 and December 2010 • Staff attendance at CTE Criminal Justice PD in January • Staff attendance at Key to Dropout for Freshman in March • ESOL staff member attendance at TESOL in March To ensure that staff is able to incorporate new classroom technology into instruction and utilize it to its fullest capacity, staff participated in technology-related professional development sessions on a bi-weekly basis. Topics included: •SmartBoard training •iPad usage in the classroom •Netbook training •Podcasting •Web design •ParentConnect The principal of Vanguard will attend a principal's retreat held in NYC from May 4th to May 6th that will develop capacities necessary to lead secondary schools with a focus on college preparation.	and will be differentiated by skill level and need to best serve the new staff and returning staff. A 0.5 FTE Technology Coach will assist with enhancing the use of technology to support blended learning in the classrooms. This individual will also support professional development and maintenance of technology equipment. Staff will attend AVID training to support the full implementation of the AVID program at Vanguard. The principal will attend a Principal's retreat during the 2011-2012 school year in early May.	

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.	In Spring 2010, the RCSD school governance structure was modified and all schools were incorporated into the Department of Teaching and Learning to ensure direct alignment with and implementation of the District's academic and instructional priorities. In this structure, school principals report to "zone chiefs," who lead a cluster of approximately 20 K-12 schools. Each of RCSD's three zone chiefs has wide latitude for independent judgment and decision making and assists in the formation of educational policy and practice. School chiefs support the work of their schools and the development of professional learning communities within each school. These professional learning communities are designed to improve student achievement through research-based instructional practice, using assessment for learning as the foundation. The school chiefs report directly to RCSD's Chief Academic Officer/Deputy Superintendent for Teaching and Learning. Vanguard HS is located in the District's "Northeast Zone" and reports to the Northeast School Zone Chief. RCSD's Office of School Innovation (OSI) develops innovative schools, programs, and policies that increase school/student performance. OSI is responsible for the development and implementation of the District-wide *School Portfolio Plan* that	The described governance structure will continue in 2011-2012.	Completed

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	provides students with a diverse choice of school options, such as Vanguard. In the 2010-2011 school year, OSI coordinated the opening of five new schools (including Vanguard HS), initiated the phase-out of eight low-performing schools, and assisted with the transformation of one large high school. OSI serves as a liaison to Vanguard and is the lead contact with outside school partners, such as Expeditionary Learning. The Chief and Director of School Innovation have worked closely with the VCHS principal to ensure district level coordination and assistance with SIG and other initiatives.		
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	Through the use of the College Board College Readiness System, VCHS is creating a culture of high expectations and student success. Students are recognizing the skills needed to be successful in college and are working hard to prepare themselves for the increased rigor of AP courses. Teachers have embraced the College Board philosophy and partake in College Board professional development focused on increased rigor through vertical articulation of curriculum. Vanguard Collegiate High School's focus using SMART GOALs was to look at data around; • Attendance • Academics • RCSD benchmarks • Marking Period Grades	These College Board services will continue in the 2011-12 school year. Vanguard Collegiate High School will continue to embrace the College Board philosophy while incorporating the use of 21st century skills in course curriculum which will deliver rigorous and relevant instruction that meets the academic needs of students based on New York State Standards.	Proceeding according to approved 2009 SIG plan

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	• Behavioral analysis This analysis will assist in monitoring the academic success of ninth grade students and will lay a foundation for the following school years in support of graduation rates.		
	During Year 1, Vanguard Collegiate High School used Spring Board in both ELA and Math. Due to the reading level and some discrepancies in required pacing, Math was used as an enhancement tool with other Mathematical resources to support it. The math teacher received College Board training in the use of Spring Board.	The use of Math and ELA Spring Board will continue with 9th and 10th grades.	
	Due to the delay of the SIG grant, materials were supplied to support the Literacy component in the Core ELA classes. Full implementation was not possible.		
	The college planning and preparation program, CollegeEd, was infused during advisory sessions.	College Ed will be expanded through advisory sessions and the career and counselor will also build in class sessions as well as after school and Saturdays.	Proceeding according to approved 2009 SIG plan
	Due to the delay of the SIG grant in November and the delivery of technology, MyRoad was delayed. MyRoad is a web-based tool that enables students to explore majors, careers, and colleges. It is used to support CollegeEd.	Vanguard has created a Career and College Center that will support MyRoad through technology in the 2011-2012 school year.	Delayed

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	VCHS served only ninth grade students in Year 1; vertical teaming was not needed.	Teachers will focus on four areas of vertical teaming, coherence, commitment, collegiality and collaboration. Vertical Teams will provide staff the ability to build the curriculum, instruction and assessment framework as well as begin to align with the new Common Core Standards that include but are not limited to college readiness and rigor. Implementation of vertical teams will be supported through built-in common planning time to occur in Year 2 with the addition of new staffing in all core subjects.	Proceeding according to approved 2009 SIG plan
	Model classrooms, that are in alignment with the College Board model, were set up for all core subjects and to integrate technology into a Blended Learning school design.	As VCH continues phase-in (serving grades 9-10 in Year 2), additional model classrooms will be set up for the increasing student enrollment. Technology for the model classrooms will include: SmartBoards with speakers, Senteo clickers; AV presenters, document cameras, netbook carts, as well as teacher laptops. Associated cost will include installation of SmartBoards as well as the purchase and installation of access points. Materials and supplies for the model classroom will be specific to each core content area and will serve as a supplement to enhance teaching and learning. The amount of additional time spent on ordering, monitoring, and processing orders will require additional clerical support.	Proceeding according to approved 2009 SIG plan

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	The comprehensive reading intervention program, READ 180, was not implemented in Year 1 because of the delayed approval of SIG funding. READ 180 is a scripted program that needs to run the full year. Materials will be purchased in Summer 2010 to ensure immediate program implementation in Year 2.	READ 180 will be fully implemented in Year 2.	Delayed
	Due to the delay of SIG funding, VCHS staff were not trained for AVID implementation in Year 1. The 0.5 FTE AVID teacher received mentoring and implementation of organizational skills, and binder usage was provided to all 9th grade students this school year. Three college visits took place during the 2010-2011 school year.	Training will take place in Summer 2011 for introduction of AVID in Year 2. The AVID teacher allocation will increase to a 1.0 FTE. College visits will continue.	Delayed
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Teachers collect individual student data using iPad software applications (Lexia, Apangea, Vocabulary Developer, and others). These data are used to differentiate instruction and for intervention. Vanguard uses both formative and summative assessments (e.g., marking period grades, NYS assessments, RCSD Benchmarks, SRI / Scholastic Phonics Inventory, PSAT, Teacher Baseline Assessments) to inform instructional practices and ensure that desired learning outcomes are achieved. PD was offered to help teachers use data effectively.	Data collection will continue to be assessed, including 2010-2011 Regents scores. Data points will include: • Attendance • Promotion to the next grade • Teacher-driven assessments through content instruction within their classrooms • Marking period grades • RCSD ninth grade benchmark assessments in ELA and Math • SAT/SAT scores • Teacher retention	Proceeding according to 2009 SIG plan

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	The Counselor participated in training on the use of the PSAT Summary On Answers and Skills (SOAS) reports as a tool to inform instruction. The School Development Team (Inquiry-Based Team) met quarterly (midway and at the end of each semester) to review progress toward SMART goals. Students at risk of failing ninth grade were identified.	• VCHS Teams will monitor the following on a regular basis • Attendance • Credits accrued (using Datacation) • Passing rate (Using Datacation) • Behavior • Standardized Test Data Regents exams will be given in U.S. History and Government, Intermediate Algebra, Global History, Geometry, and Living Environment as well as other implementation of AP courses that provides rigorous course work that supports College Board Initiatives during the grow-out years and beyond. To assist staff, PD 360 and Observation 360 will allow teachers to perform focus walks and share data around instructional improvement through immediate resources, teacher videos, and tools. The Vanguard Collegiate High School's Inquiry Based Team (RCSD initiative) that builds data teams within the school building allows administration and teachers the ability to meet and evaluate data to drive instruction that supports students' individual needs. This occurs through on-going and meaningful professional development. Software applications were purchased for the iPads that will be used to collect data that will allow teachers to differentiate	

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
		instruction for students. Vanguard staff will have access to a new evaluation system with access to resources that support their teaching needs through classroom instructional tools and strategies. A 0.25 FTE TCOSE (originally in the District level FS-10) will continue to provide additional support for students with special needs. Additional supplies and materials will also be needed to support the ELL population at VCHS. This may include, but is not limited to Rosetta Stone licenses and iPads –both have shown to increase engagement in ELLs. These efforts will be coordinated by a 0.5 FTE ELL Coach. With a projected increase in ELL enrollment, the ELL coach will work with ESOL/Bilingual/ and content teachers on infusing the concepts of SIOP (Sheltered Instructional Observation Program), as well as Keystone textbook implementation and to assist teachers with tools and strategies to improve student literacy skills. The Coach will also assist with other activities and initiatives that include, but are not limited to, embedded professional development for staff, parent meetings, and implementation of various school-wide programs.	

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Establish schedules and implement strategies that provide increased learning time.	A before-school, after-school, and Saturday programs are being delivered and a summer program is planned. Block scheduling is being utilized to support time on task and differentiated instructional practices. Vanguard has five CORE classes that are 67 minutes in length. These classes are: • English • Environmental Science • U. S. History • Spanish • Algebra An Advisory period is included in the schedule. Extended Day programs are used for remediation/ intervention and the AVENTA program for program recovery.	Block Scheduling will continue year 2. The needs of the incoming class will be assessed to determine if the block schedule provides sufficient time-on-task, or if an additional period is needed in the school day for academic support, credit recovery, credit acquisition, and/or study activities. The extended opportunities (before-school, after-school, and Saturday programs) will continue in the 2011-2012 school years. Extended Day programs are used for remediation/ intervention and the AVENTA program for credit recovery. The summer program will continue to remediate, enrich, and support students in 2011-2012. A new student orientation will be provided. Activities will focus on team-building, character development, and technology, as well as enrichment that will support up-coming class work for 9th and 10th graders. All extended day and/or extended school year programs will require additional hours for clerical, custodial, security, and paraprofessional support.	Proceeding according to approved 2009 SIG plan

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**

Provide appropriate social-emotional and community-oriented services and supports for students.	The College and Career counselor is responsible for the following:
	• Calendar of Events
	• Intervention Plans for failing students
	• College Admissions Consulting
	• Advisory Support
	• College Tours February – June 2011
	  • Brockport
	  • Nazareth
	  • Monroe Community College
	  • Bryant & Stratton
	
	Additionally, staff from the College Board, Dr. James Malone and Donna Mehle, served as a College Admissions Consultant and provided advisory support respectively
		The college/career counselor will continue to develop programs and resources for students, teachers and families with a focus on College Readiness.
		
		Vanguard will implement a Career and College Center to support students with exploration of career interest and post-secondary education. Career Inventory will be instituted according to plan to in-coming ninth graders.
		
		Continued collaboration with school agency programs will expand as Vanguard now grows into a 9th and 10th grade programing school. Vanguard will continue to implement College Board initiatives that prepare students with college readiness. Vanguard will provide students with access to a career/college counselor, utilize programs such as, Upward Bound, taking students on college campus visits, implement a parent center that will begin to allow families access to post-secondary/parent information to assist their son/daughter, continue to move forward with building a college going culture which has already begun in year one, and continue to implement the PSAT/SAT/AP course work according to grade level appropriateness.
			Proceeding according to approved 2009 SIG plan

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	The Alternatives to Suspension service is being shared with the Integrated Arts and Technology HS, co-located with Vanguard Collegiate HS on the Franklin campus. This support service is utilized when students break the Code of Conduct.	To strengthen Alternatives to Suspension in Year 2, a Social Learning Specialist from the Center for Youth (CFY) will provide counseling and intervention services to students sent to the Alternative to Suspension room.	Proceeding according to approved amended plan
	VCHS has two Hillside Work Scholarship advocates who support approximately 30 students.	Partnership with HWSC will continue. Additionally, VCHS will partner with the ROOTS program.	Proceeding according to approved amended plan
		ROOTS, Re-Engaging the Disengaged Student ©, is an intense, interactive, student-centered yearlong program designed to address self-esteem, self-confidence and self-worth. The program reconnects disengaged students to the learning, social, and environmental aspects of school. This character development program will provide additional socio-emotional supports to students.	New Activity
	Student recruitment activities included the RCSD Academic Showcase, two open houses, posters, flyers, banners, mailings, and a school expo.	VCHS branding and recruitment will continue as described in Year 1.	Proceeding according to approved 2009 SIG plan

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	Vanguard parents are encouraged to be actively involved in their student's education. The school-based planning team includes representation of all stakeholder groups, including parents, and all parents participate in student-led conferences.	Parents will continue to be provided with opportunities to participate in their child's learning. A new parent center will be created to better service our students and families. This center will be overseen by the Parent Outreach Coordinator, who is responsible for promoting parental involvement in classroom and school activities. This individual will serve as a liaison between the school community and students' families. This individual will also serve as a voice for parents in school based planning and other decisions impacting the school's community, culture, and future.	Proceeding according to approved 2009 SIG plan
		A PBS/ Restorative Justice program will be initiated in Year 2. Whole-school implementation of restorative practices is a strategic approach to create "Safer Saner Schools." The IIRP Implementation Plan is an explicit road map to achieve proficient and consistent use of restorative concepts and practices throughout a school. The plan defines the proficiencies to be developed and articulates effective implementation structures and processes. This program will also assist staff with building consistent expectations through data collection around school culture.	New activity

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
If external partners will be used to accomplish all or any of the actions described, they will be recruited, screened, and selected to ensure their quality.	College Board Schools will continue to provide an implementation manager who will work cohesively with the Vanguard CHS staff to provide quality professional development along with subject specific and technology training. Topics for the College Board schools PD will include, but are not limited to: • Understanding the College Board Model • On-Boarding • Common Core Standards • Advisory • AP Training • Key Concepts of College Readiness • Springboard Training • Bloom's Taxonomy • Questioning with Rigor • Key Prevention to Freshman Dropout • Differentiated Instruction • My Road • College Ed	The College Board partnership will continue in school year 2011-12, and College Board will continue to offer numerous tools and structured programs that prepare and support students through College Readiness. Professional Development for teachers will continue and may include additional opportunities offered through College Board. College Board Schools will continue to provide an implementation manager that will work cohesively with the Vanguard CHS staff to provide quality professional development along with subject specific and technology training Topics for the College Board schools PD will include, but are not limited to: • Understanding the College Board Model • On-Boarding • Common Core Standards • Advisory • AP Training • Key Concepts of College Readiness • Springboard Training • Bloom's Taxonomy • Questioning with Rigor • Key Prevention to Freshman Dropout • Differentiated Instruction • My Road • College Ed	

VANGUARD COLLEGIATE HIGH SCHOOL (VCHS) - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
		Additionally, Vanguard staff will participate in PD 360/Observation 360; on-line resources that provide teachers with immediate tools, strategies and skills to improve classroom instruction. Observation 360 focuses on the classroom walkthrough by providing teachers and administrators with instant feedback that can immediately enhance teaching and learning. Based on this feedback/data, PD 360 provides teachers with various resources that will support teachers in the targeted areas of improvement. College Board Schools focus on the transition of students' high school experiences and their preparation for post-secondary education. As Vanguard continues to grow by grade levels, programs continue to be implemented according to the needs of each grade through College Readiness ideology and program offerings. The National Common Core Standards are also aligned with College Readiness. College Board Schools will offer a myriad of tools and structured programs that prepare and support students through College Readiness.	

New York State Education Department
ROCHESTER CITY SCHOOL DISTRICT
School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

Turnaround Model

School: Rochester STEM (Science, Technology, Engineering, and Math) High School

NCES #: Not Available

Grades Served: 9

Number of students: 184

ROCHESTER STEM HIGH SCHOOL - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	Ms. Kathleen Denaro was hired as the school principal of the Rochester STEM High School on April 26, 2010. Prior to her assignment, Ms. Denaro was the assistant principal at RCSD's School of Imaging and Information Technology for six years where she was responsible for raising graduation and attendance rates. She also created viable community partnerships resulting in the completion of numerous student community projects. At the Rochester STEM High School, Ms. Denaro has developed a master school schedule that maximizes instructional time in addition to adding one hour onto the school day; hired new administrative, teaching, and support staff; developed a summer STEM camp; and created strong community partnerships with colleges and local companies related to STEM fields tied to the three academies: engineering, information technology, and medical (health) sciences.	Ms. Kathleen Denaro will continue as principal in the 2011-2012 school year. The Rochester STEM High School is establishing a model of excellence for schools consistent with the model defined by the National Academy Foundation that incorporate community partnerships. The Rochester STEM High School is also creating a model of excellence for STEM P-16 education through the STEM Learning Network, a national STEM coalition. The framework design includes two elementary schools, Rochester STEM High School, MCC, RIT, and local businesses and companies.	Completed
Use locally adopted competencies to measure the effectiveness of staff who can work within the	Twenty (20) teachers were hired in Year 1 to serve the school's 200 ninth grade students. Fourteen of these teachers (70%) were from other district schools or new hires. Six	School phase-in will continue with the addition of Grade 10. An estimated three new teachers, in addition to specialists, will be hired based on school needs and	Proceeding according to approved amended plan.

ROCHESTER STEM HIGH SCHOOL - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
turnaround environment to meet the needs of students. (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff.	teachers (30%) were hired from the phase-out schools. Recruitment of highly effective teachers was conducted in accordance with RCSD policy and agreements. All incoming staff provided evidence of effective pedagogy, content knowledge, parent engagement, and professional learning. They were interviewed by a trained team that included RCSD content area directors, students, parents and school partners. A 1.0 FTE assistant principal was hired and serves as the School Improvement Manager (SIM). In order to staff the master schedule, the following positions were converted: - ELA Specialist to an ELA Teacher - 0.5 FTE Teacher to 0.5 FTE Math Teacher - 0.5 FTE AVID Teacher to 0 .5 FTE Math Teacher - Extended day salaries to 1.0 FTE Math Teacher and 0.2 FTE Technology Teacher	allocations through Equitable Student Funding, RCSD's new student-based funding mechanism. The recruitment process for Year 2 includes a screening component with written responses (questions and rubric approved by the School-Based Planning Team, or SBPT). Only the top candidates were invited to an interview. Teams included SBPT members, parents, students and additional staff that were interested in participating. Additional CTE teachers (1.6 FTE total) in the areas of Technology, Information Technology, and Health Sciences will be hired to support the continued grow out of the NAF programs. Additionally, a building-based NAF Coordinator will be assigned to lead the implementation and development of the various NAF Academies. This individual will provide leadership in all areas of program development and implementation: student recruitment, business community involvement, marketing and public relations, and supervision of the curriculum. This individual will also serve as the liaison between the school and central office, specifically to the Director of Career and Technical Education.	
Implement such strategies as financial incentives, increased	Staff is provided numerous opportunities for career growth and paid professional development. All staff is provided an active	STEM HS will continue to have embedded professional development and common planning time in the master schedule for	Proceeding according to approved 2009 SIG Plan

ROCHESTER STEM HIGH SCHOOL - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	role in school leadership and determination of policies. Staff will participate in paid intercessions with students for credit recovery and acceleration; April's intercession will focus on Credit Recovery (AVENTA) in addition to Regents review and prep in May and June.	smaller academy-based clusters to meet regularly to review data, student work, and plan for the implementation of integrated projects.	
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	In addition to intensive professional development (PD) offered on a daily basis through common planning time embedded into the school day for all staff, STEM staff is committed to participating in PD offered through the National Academy Foundation (NAF). Consistent with NAF and Project Lead the Way (PLTW) philosophy, Technology, Math, and Science teachers are participating in PLTW training to promote integrated and project-based learning. Three teachers participated in PLTW training in Winter 2011 to promote the integration of curriculum for the NAF Academy of Engineering (AOE). STEM High School will be provided services through RACCEMS (Rochester Area Colleges Center for Excellence in Math and Science) which is aligned with 21st Century skillsets and STEM education.	The contract service with Questar III BOCES was converted Year 1 to support the transportation needed to operate a longer school day. To supplement those services, STEM will utilize services that provide the same professional development through RACCEMS (Rochester Area Colleges Center for Excellence in Mathematics and Science). RACCEMS and STEM are both partners of the Empire State STEM Learning Network which is looking at the K-16 model being developed with STEM High School, partnering elementary schools and partnering colleges as a national model for STEM Education (STEM Learning Network). These activities will focus on interdisciplinary STEM curriculum, integrated assessments, academy development, 21st century skill sets, and site visits to STEM High Schools and colleges.	Proceeding according to approved amended plan.

<table>
<tr><th colspan="4">ROCHESTER STEM HIGH SCHOOL - TURNAROUND</th></tr>
<tr><th>Required Action</th><th>Summary of Year 1 Implementation</th><th>Plans for Year 2 Implementation</th><th>Characterization of Activity Progress</th></tr>
<tr>
<td></td>
<td>The Rochester STEM High School has been selected to present the outstanding work completed in its official NAF Year of Planning (YOP):
- New York City, May 23rd – two teachers and four students will present at the Annual NAF Gala held at the Waldorf Astoria
- Philadelphia – July 17th – 19th, staff were selected to present at the Annual Conference

Rochester STEM High School has been selected to submit a proposal to pilot the Academy of Health Science for NAF. The school has received six letters in support from local colleges, hospitals, and companies in the medical fields. There will be only 15 sites nationwide next year.

The principal will not be able to attend the summer conference for the Learning Alliance School because of the conflicting dates with the NAF Summer Institute; therefore, the principal will attend the LSA annual conference in December to incorporate while embedding LSA practices through the school year with the school-based leadership team.</td>
<td>CISCO has been discontinued and will be replaced by additional staff being trained in PLTW which is congruent with the NAF vision and mission. School technology staff already has CISCO certification; however, the CISCO curriculum is not aligned with the curriculum for NAF Academy of Information Technology (AOIT).

Two to three teachers will participate in PLTW training in Summer 2011 to enhance staff mastery in academy curriculum:

CTE Scope and Sequence for grades 9 – 12 for a maximum of 8 CTE credits in each Academy:
<table>
<tr><td colspan="2">AOE (Engineering)</td></tr>
<tr><td rowspan="2">9</td><td>Intro to Engineering Design</td></tr>
<tr><td>Global Challenges</td></tr>
<tr><td rowspan="2">10</td><td>Principles of Engineering</td></tr>
<tr><td>Digital Electronics</td></tr>
<tr><td rowspan="2">11</td><td>Biotechnical Engineering</td></tr>
<tr><td>Aerospace Engineering</td></tr>
<tr><td rowspan="2">12</td><td>Engineering Design and Development</td></tr>
<tr><td>Internship/Capstone Course</td></tr>
</table>
</td>
<td></td>
</tr>
</table>

ROCHESTER STEM HIGH SCHOOL - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity/Progress**
		AOIT (Information Technology) 9: Digital Video Production; Principles of IT 10: Computer Systems; Graphic Design 11: Database Design; Web Design 12: Networking; Programming or Internship AOHS (Health Sciences) 9: Health Careers; Global Health 10: Principles of Health Sci.; Medical Illustration 11: Diagnostics; Biotechnology 12: Certification Course; Health Ethics/Internship	

ROCHESTER STEM HIGH SCHOOL - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.	In Spring 2010, the RCSD school governance structure was modified and all schools were incorporated into the Department of Teaching and Learning to ensure direct alignment with and implementation of the District's academic and instructional priorities. In this structure, school principals report to "zone chiefs," who lead a cluster of approximately 20 K-12 schools. Each of RCSD's three zone chiefs has wide latitude for independent judgment and decision making and assists in the formation of educational policy and practice. School chiefs support the work of their schools and the development of professional learning communities within each school. These professional learning communities are designed to improve student achievement through research-based instructional practice, using assessment for learning as the foundation. The school chiefs report directly to RCSD's Chief Academic Officer/Deputy Superintendent for Teaching and Learning. STEM is located in the District's "Northeast Zone" and reports to the Northeast School Chief. RCSD's Office of School Innovation (OSI) develops innovative schools, programs, and policies that increase school/student performance. OSI is responsible for the development and implementation of the District-wide School Portfolio Plan that	The described governance structure will continue in 2011-2012.	Completed

ROCHESTER STEM HIGH SCHOOL - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	provides students with a diverse choice of school options, such as STEM HS. In the 2010-2011 school year, OSI coordinated the opening of five new schools (including STEM HS), initiated the phase-out of eight low-performing schools, assisted with the transformation of one large high school. OSI serves as a liaison to STEM HS and is the lead contact with outside school partners, such as the National Academy Foundation. The Chief and Director of School Innovation have worked closely with the IATHS principal to ensure district level coordination and assistance with SIG and other initiatives.		
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	Through the partnership with NAF, 2010-2011 is STEM's official Year Of Planning (YOP) of the Academy of Engineering (AOE). As a result of the extensive accomplishments of the school, STEM has been approved to graduate two NAF Academies this year: Engineering, and the added Academy of Information Technology (AOIT). The CISCO Labs will be converted into IT Labs to support the technology needs of these programs.	STEM is applying to NAF to become a pilot site for the newly accredited NAF Academy of Health Sciences. There will only be 15 pilot sites across the country; STEM hopes to be the first in the northeast region. The NAF curriculum for the Health Science Academy allows for more vertical alignment between core classes and CTE offerings. Students are able to gain certifications during their junior and senior years (Certified Nursing Assistant, Billing and Coding, and Emergency Medical Technician). The NAF Coordinator will provide general leadership in all areas of program development and implementation: student recruitment, business community	Proceeding according to approved 2009 SIG Plan

ROCHESTER STEM HIGH SCHOOL - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
		involvement, marketing and public relations, and supervision of the curriculum. The purchase of a 3D printer is critical to the development of the Engineering Academy and Robotics program. The zPrinter 450 Color 3D printer is endorsed by PLTW (including a $10,000 PLTW Grant towards the purchase). STEM Staff will be attending AVID Summer Institutes during the summer of 2011. STEM Students participate in Lego League through robotics class. The STEM High School is responsible for hosting the Annual Finger Lakes Qualifying Tournament in October of each year. This year, STEM had 20 students, 5 staff coaches, and 8 engineer mentors participate in the after-school club. Technology for the model classrooms will include: SmartBoards with speakers, Senteo clickers; AV presenters, document cameras, netbook carts, as well as teacher laptops. Associated cost will include installation of SmartBoards as well as the purchase and installation of access points. Materials and supplies for the model classroom will be specific to each core content area and will serve as a supplement to enhance teaching and learning. The amount of additional time spent on ordering, monitoring, and	

ROCHESTER STEM HIGH SCHOOL - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
		processing orders will require additional clerical support.	
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	STEM data teams are led by teacher-leaders who serve on the instructional leadership team that oversees the use of data and deployment of activities with all staff. The STEM Staff has participated in extensive training and PD in the areas of: RTI, DATA, FBA/BIP, AVID and Attendance. STEM HS is also implementing a system of PBIS to support our initiatives. With the school's unique schedule and common planning time with all staff, STEM HS is able to implement initiatives with consistency. STEM HS utilizes both formative and summative assessments (i.e. NER Benchmarks, SRI information, and information from grades 3 – 8, current progress reports and teacher-made assessments) to guide and differentiate instruction that is tailored to meet individual students' needs.	The instructional leadership team (administrators, teachers and counselors) will deploy the initiatives through the three Academies next year to ensure both vertical and horizontal alignment: - Grade level meetings - Academy meetings - Department meetings In addition to current practices, all 10th graders will participate in PSATs.	Proceeding according to approved 2009 SIG plan

ROCHESTER STEM HIGH SCHOOL - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Establish schedules and implement strategies that provide increased learning time.	STEM staff has agreed to work a longer school day with rotating start times to provide an additional hour of instruction daily for all students. Extended day time was converted to secure additional core teachers to support additional time in both Math and English. STEM ninth grade students receive 14,400 minutes (240 hours) in both English and Math instruction (compared to an average of 6,400 minutes (106 hours) in typical settings. With the introduction of AVENTA during the second semester, credit recovery has been implemented. In addition to intercessions, Regents review sessions will be held during the month of June to provide students the supports needed on historically challenging regents exams for ninth grade students.	Continued longer day for all students in both ninth and tenth grades will allow for raising student achievement and earning the needed credits for a more rigorous program. A 0.25 FTE TCOSE (originally in the District level FS10) will continue to provide additional support for students with special needs. The summer program developed for 2011 will focus on the following modules: - Sustainability (Green Technology) - Robotics/Engineering - Medical - Design These modules are designed to be project-based, provide leadership development, career exploration, and a community forum for sustainability. STEM will be able to pool resources with the Robert Brown High School of Construction and Design to run two non-concurrent weeks of instruction to target both returning students and incoming students. All extended day and/or extended school year programs will require additional hours for clerical, custodial, security, and paraprofessional support.	Proceeding according to approved amended plan

ROCHESTER STEM HIGH SCHOOL - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Provide appropriate social-emotional and community-oriented services and supports for students.	In addition to a counselor, the fundamental principles of NAF support college and career preparedness learned through all content areas (and also supports the AVID philosophy in all classes). STEM students utilize web-based resources to reinforce their research and developmental understandings of STEM careers within the three academies. STEM has three Hillside Work Scholarship advocates who support approximately 50 students. The character development program ROOTS has become an integral instructional component and is delivered through English classes once a week, every week. Parents are actively involved at every level: on the school governing and design teams and in the classrooms. A Parent Outreach Coordinator will be added to promote parental involvement in classroom and school activities. This individual will serve as a liaison between the school community and students' families. This individual will also serve as a voice for parents in school based planning and other decisions impacting the school's community, culture, and future. Defined Learning has given staff additional resources in planning differentiated instruction; it has also supported Career	Continue building on the strong foundation established Year 1.	Proceeding according to approved 2009 SIG plan

ROCHESTER STEM HIGH SCHOOL - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	Awareness efforts. Multiple online resources are available to parents including, ParentConnect, Blackboard, and SchoolTown. Career Awareness month activities will be showcased.		
If external partners will be used to accomplish all or any of the actions described, recruit, screen, and select external providers to ensure their quality.	The National Academy Foundation is recognized nationally for their work in school reform and development. 100% of STEM staff has participated in NAF professional development to support the principles and practices of creating and sustaining partnerships. The partners have been actively involved in the design and development of the school community. College partnerships include the Rochester Institute of Technology (RIT) and Monroe Community College (MCC). Engineering partnerships include: M/E Engineering; Clark, Patterson, Lee; and ITT Industries. Rochester General Hospital is the STEM HS's medical partner. Three staff members attended winter session of PLTW; an additional three to five teachers will complete summer sessions.	STEM will continue to actively seeking partners to support the official Academies that are NAF endorsed. This will also be one of the responsibilities of the NAF Coordinator.	Proceeding according to approved 2009 SIG plan

New York State Education Department
ROCHESTER CITY SCHOOL DISTRICT
School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

School Model Implementation Update
Turnaround Model

School: Robert Brown High School of Construction and Design NCES#: Not Available

Grades Served: 9-12 (after completion of phase-in Number of students: 156

ROBERT BROWN HIGH SCHOOL OF CONSTRUCTION AND DESIGN - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	Ms. T'Hani Pantoja was hired the principal for the Robert Brown High School of Construction and Design (RBHS) in May 2010. Prior to her assignment, Ms. Pantoja was the Director of English Language Learners and the principal at RCSD's Lincoln School #22 for four years where she worked collaboratively with the school community to remove School #22 from SINI status. At RBHS, Ms. Pantoja has: • Developed a master school schedule that expanded the school day and maximized instructional time; • Hired new administrative, teaching, and support staff; • Successfully implemented additional time for students; • Implemented a summer school program; • Developed a professional development calendar that was supportive of school goals; and • Built a collaborative climate to support ongoing implementation of required SIG actions.	Ms. T'Hani Pantoja will continue as the RBHS principal for the 2011-2012 school year.	Completed

ROBERT BROWN HIGH SCHOOL OF CONSTRUCTION AND DESIGN - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent	All RCSD staff are evaluated at least once per year consistent with RCSD policies. (A) Only one teacher was hired from the two phase-out schools with which RBHS is paired (i.e., School of Business, Finance, and Entrepreneurship at Edison and School of Applied Technology at Edison); 95% of RBHS teachers in Year 1 were hired from schools other than the two phase-out schools. The majority of teachers hired for RBHS were new to the District.	(A) Because of the unique qualifications needed for CTE construction teachers, teachers from RBHS's phase-out school, School of Applied Technology, will be hired. Hiring in other content areas will be adjusted to ensure that the Turnaround Model's 50% requirement is met.	(A) Proceeding according to approved 2009 SIG plan
(B) Select new staff	(B) A total of 17.5 teachers were hired in Year 1 to serve 160 ninth grade students. Twice the numbers of Math and English teachers were needed to support double periods of these two subjects. A 1.0 FTE assistant principal was hired and serves as the School Improvement Manager (SIM).	(B) School phase-in will continue with the addition of Grade 10, and teaching positions will be added to support the increased student enrollment.	(B) Proceeding according to approved amended plan
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	RBHS teachers were eligible for all financial incentives and additional pay opportunities available to RCSD teachers. In Year 1, RBHS teachers received additional pay for participation in expanded school programs, that included-Extended Day, Saturday School, and Summer School. In December and February, additional pay was given to teachers for curricular work and/or selected professional development sessions. Teachers also received participation stipends for the Drama Club and Art Club that were initiated	Teachers will continue to receive financial incentives and additional pay according to contractual agreements. These opportunities will include the expanded day programs offered in Year 1, along with such opportunities as additional pay for curricular work and participation stipends for extra-curricular activities. Teachers will have increased opportunities for promotion and career growth by serving as lead or mentor teachers. The District also has an incentive for participation in professional development	Proceeding according to approved 2009 SIG plan

ROBERT BROWN HIGH SCHOOL OF CONSTRUCTION AND DESIGN - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	based on student interest. Compensation was provided for the extra block/extra period at the rates of 20% for teaching an extra period and 25% for teaching an extra block.	courses and a tuition reimbursement program for teachers to earn his/her first master's degree.	
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Multi-faceted professional development plans include job- embedded PD which is structured as a part of the school day. Highlights of plan to include the following: • Consultation from BOCES regarding the development of CTE pathways for Construction and Design. • Coaching support • Outside evaluation of instructional practices via the Every Classroom, Every Day (Dept. of Education via IRRE study) • Central office support in the area of RTI, Technology, and SW-PBIS structures • Ongoing team meetings structured during the school day • Department meetings structured and common team planning time	Year 1 activities will be continued. Geometry in Construction, an innovative integrated conceptual approach for learning geometry and construction trade content, will be implemented as a pilot program. Teacher training will be delivered, and curriculum development will emphasize infusing Common Core Curriculum elements. BOCES consultation will continue to support the development of a world class CTE program. Several visits to Model CTE Schools will take place during Year 2.	Proceeding according to approved amended plan
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief	In Spring 2010, the RCSD school governance structure was modified and all schools were incorporated into the Department of Teaching and Learning to ensure direct alignment with and implementation of the District's academic and instructional priorities. In this structure, school principals report to "zone chiefs," who lead a cluster of approximately 20 K-12 schools. Each of RCSD's three zone chiefs	The described governance structure will continue in 2011-2012 year.	Completed

ROBERT BROWN HIGH SCHOOL OF CONSTRUCTION AND DESIGN - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.	has wide latitude for independent judgment and decision making and assists in the formation of educational policy and practice. School chiefs support the work of their schools and the development of professional learning communities within each school. These professional learning communities are designed to improve student achievement through research-based instructional practice, using assessment for learning as the foundation. The school chiefs report directly to RCSD's Chief Academic Officer/Deputy Superintendent for Teaching and Learning. RBHS is located in the District's "Northwest Zone" and reports to the Northwest School Zone Chief. RCSD's Office of School Innovation (OSI) develops innovative schools, programs, and policies that increase school/student performance. OSI is responsible for the development and implementation of the District-wide School Portfolio Plan that provides students with a diverse choice of school options, such as RBHS. In the 2010-2011 school year, OSI coordinated the opening of five new schools (including RBHS), initiated the phase-out of eight low-performing schools, and assisted with the transformation of one large high school. OSI serves as a liaison to RBHS and is the lead contact with outside school partners, such as Expeditionary Learning. The Chief and		

ROBERT BROWN HIGH SCHOOL OF CONSTRUCTION AND DESIGN - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	Director of School Innovation have worked closely with the RBHS principal to ensure district level coordination and assistance with SIG and other initiatives.		
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A comprehensive math assessment program was implemented that allows the school community to monitor student progress. Formative and summative assessments are also used.	The comprehensive assessment program will continue in math, with planning to expand opportunity to ELA. Geometry in Construction, a conceptual, project-based integrated geometry/CTE course, will be implemented. The goal of the course will be to increase the number of students attaining Math credit in Geometry and create a safety net for students who have received Integrated Algebra credit, but did not pass the Integrated Algebra Regents. Apangea is a computer assisted individualized math program that supports Tier 2 & Tier 3 Math Intervention. Technology for the model classrooms will include: SmartBoards with speakers, Senteo clickers; AV presenters, document cameras, netbook carts, as well as teacher laptops. Associated cost will include installation of SmartBoards as well as the purchase and installation of access points. Materials and supplies for the model classroom will be specific to each core content area and will serve as a supplement to enhance teaching and learning. The amount of additional time spent on ordering, monitoring, and processing orders will require additional clerical support.	Proceeding according to approved amended plan

ROBERT BROWN HIGH SCHOOL OF CONSTRUCTION AND DESIGN - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	All data teams are led by teacher-leaders who serve on the instructional leadership team that oversees the use of data and deployment of activities with all staff. The staff has participated in extensive training. A system of PBIS is being implemented to support school initiatives. With a unique school schedule and common planning time for all staff, RBHS is able to implement its initiatives with consistency. RBHS utilizes both formative and summative assessments to guide and differentiate instruction, tailored to meet individual students' needs. Multiple data sources are collected, including benchmark, credit information, RTI supports, attendance, teacher needs information, student and parent need information. ECED benchmark data are collected for Integrated Algebra. NER data and state assessment data are collected.	Continue to establish an in-school system of benchmarking data for both ELA and Geometry.	Proceeding according to approved 2009 SIG plan
Establish schedules and implement strategies that provide increased learning time.	RBHS staff has agreed to work a longer school day with rotating start times to provide an additional hour of instruction daily for all students. Extended day time was converted to purchase additional core teachers who support additional instructional time in both Math and English. RBHS 9th grade students receive 14,400 minutes (240 hours) in both English and	Year 1 activities will continue. Further opportunities to create an alternative to suspension program using learning community specialist will be explored. A 0.25 FTE TCOSE (originally in the District level FS-10) will continue to provide additional support for students with special needs.	Proceeding according to approved amended plan

ROBERT BROWN HIGH SCHOOL OF CONSTRUCTION AND DESIGN - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	Math instruction (compared to an average of 6,400 in typical settings). Two Intersessions are offered in December and February, in addition to exam preparatory classes. RBHS participated in both Rosetta Stone and System 44. Both programs show promising results in particular for Second Language Learners. Credit Recovery is offered for US History.	Rosetta Stone will continue to support ELL's. The Every Classroom, Every Day Program will expand to grade 10, requiring a double block of ELA. In order to support the implementation of the program with fidelity, there is a need for an increase in ELA teachers. All extended day and/or extended school year programs will require additional hours for clerical, custodial, security, and paraprofessional support. RBHS will also utilize Apangea Software. Apangea programs provide one-student-to-one-teacher differentiated instruction through a unique integration of tutoring technology and live, online certified teachers. This Tier 3 Intervention for Math also includes lesson demos and tutorials.	
Provide appropriate social-emotional and community-oriented services and supports for students.	All staff is in support of SW-PBIS systems. Reflective of outside evaluations, RBHS has begun implementation of PBIS systems to ensure its students have been explicitly taught core expectations. In addition, RBHS has established RTI support services that focus on services for all students including Tier 3. Web-based resources are used to reinforce students' research and developmental understandings of careers within the CTE Construction and Design focus areas. RBHS currently has two Hillside Work-Scholarship	RBHS will continue building on the strong foundation established Year 1. The ROOTS program will continue to support RBHS students. Additionally, a Learning Community Specialist (LSW) will work to support related outcomes in PASS, ROOTS and SW-PBIS implementation. Other responsibilities include, but are not limited to; coordinating Town Meetings, coaching implementation of SW-PBIS, and planning school supports for social-emotional needs in response to RTI	Proceeding according to approved 2009 SIG plan

ROBERT BROWN HIGH SCHOOL OF CONSTRUCTION AND DESIGN - TURNAROUND			
Required Action	**Summary of Year 1 Implementation**	**Plans for Year 2 Implementation**	**Characterization of Activity Progress**
	Connection advocates who support students. The ROOTS Program has delivered instruction focused on character development through Period 3 classes once a week every week. In addition, a BOY group was created that has taken field trips to a State Prison and local Universities (University of Rochester and Rochester Institute of Technology). RBHS parents are actively involved at every level, from the school governing team to the classroom. Multiple resources are offered to parents via the computer (ParentConnect, Blackboard, and SchoolTown). An extensive recruitment plan was developed and supported by all staff including branding and marketing the school program.	mandates. A Parent Outreach Coordinator will be added to promote parental involvement in classroom and school activities. This individual will serve as a liaison between the school community and students' families. This individual will also serve as a voice for parents in school based planning and other decisions impacting the school's community, culture, and future.	
If external partners will be used to accomplish all or any of the actions described, recruit, screen, and select external providers to ensure their quality.	RBHS Staff has participated in professional development to support partnership development. Partners have been actively involved in the design and development of the school community. College partnerships include Alfred State, the Rochester Institute of Technology, and Monroe Community College.	RBHS will continue to establish partners particularly in support of the Design Program.	Proceeding according to approved 2009 SIG plan

SECTION VI: SCHOOL DATA UPDATE

School: East High School
Grades Served: 7-12

NCES#: 362475003363
Number of students: 1,683

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY
Percentage of students with disabilities	School: 17.9% District average: 17.2%	School: 19.8% District average: 17.8%
Percentage of English language learners	School: 4.9% District average: 9.4%	School: 7.4% District average: 10.2%
Percentage of students with interrupted formal education	School: 0% District average: Not Available	School: 0.20% District average: 0.50%
Number of minutes within the school year	70,290	70,735
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	n = 161 (92.5%)	n = 145 (90.6%)
Teacher attendance rate	93.6%	91.08%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	Not Available
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.		

SECTION VII: SCHOOL GOALS UPDATE

School: East High School

Directions: Please describe any progress made on the annual goals the LEA established in their approved '09 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.[1]

Performance in middle level ELA and mathematics decreased in 2009-10 compared to 2008-09 performance. Performance in grades 7 and 8 ELA fell by 24 percentage points from 39% of students achieving levels 3 and 4 in 2008-09 to 15% in 2009-10. In math, performance dropped from 41% achieving levels 3 and 4 in 2008-09 to 13% in 2009-10. It is important to note that a contributing factor to these decreases result from a change in methodology used by the State Education Department to determine scale score cut offs for the assignment of performance levels in grades 7 and 8.

Table VII.A Performance in Middle Level ELA and Math

Subject Area	2008-09 Percent at Levels 3 and 4	2009-10 Percent at Levels 3 and 4
Grades 7 & 8 ELA	39%	15%
Grades 7 & 8 Math	41%	13%

East High School saw increases in student performance when comparing the 2006 Total Cohort performance in English Language Arts and mathematics to the 2005 Total Cohort. The number of students who achieved a 65% or higher on the ELA 11 increased by nine (9) percentage points from the 2005 cohort's 42% to the 2006 cohort's 51%. Similarly in mathematics, performance increased from the 2005 cohort's 44% by seven (7) percentage points to 51% for the 2006.

Table VII.B Cohort Performance 2005 vs. 2006 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4
ELA	42%	51%
Math	44%	51%

The 2006 Total Cohort graduation rate at East High School increased by six (6) percentage points to 45% from the 2005's 39%.

[1] These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

SECTION VI: SCHOOL DATA UPDATE

School: Global Media Arts High School at Franklin NCES#: 362475005585
Grades Served: 8-12 Number of students: 357

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY
Percentage of students with disabilities	School: 18.5% District average: 17.2%	School: 19.5% District average: 17.8%
Percentage of English language learners	School: 3.4% District average: 9.4%	School: 5.0% District average: 0.50%
Percentage of students with interrupted formal education	School: 0.42% District average: Not Available	School: 0.22% District average: 0.50%
Number of minutes within the school year	68,490	68,925
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	n = 8 (100%)	n = 26 (100%)
Teacher attendance rate	95.5%	96.4 %
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	Not Available
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.		

SECTION VII: SCHOOL GOALS UPDATE

School: Global Media Arts High School at Franklin

Directions: Please describe any progress made on the annual goals the LEA established in their approved '09 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.[2]

Performance in middle level ELA and mathematics decreased in 2009-10 compared to 2008-09 performance. Performance in grades 7 and 8 ELA fell by 34 percentage points from 39% of students achieving levels 3 and 4 in 2008-09 to 5% in 2009-10. In math, performance dropped from 32% achieving levels 3 and 4 in 2008-09 to 4% in 2009-10. It is important to note that a contributing factor to these decreases result from a change in methodology used by the State Education Department to determine scale score cut offs for the assignment of performance levels in grades 7 and 8.

Table VII.A Performance in Middle Level ELA and Math

Subject Area	2008-09 Percent at Levels 3 and 4	2009-10 Percent at Levels 3 and 4
Grades 7 & 8 ELA	39%	5%
Grades 7 & 8 Math	32%	4%

Global Media Arts HS saw decreases in student performance when comparing the 2006 Total Cohort performance in English Language Arts and mathematics to the 2005 Total Cohort. The number of students who achieved a 65% or higher on the ELA 11 decreased by six (6) percentage points from the 2005 cohort's 53% to the 2006 cohort's 47%. Similarly in mathematics, performance decreased from the 2005 cohort's 50% by seven (7) percentage points to 43% for the 2006.

Table VII.B Cohort Performance 2005 vs. 2006 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4
ELA	53%	47%
Math	50%	43%

The 2006 Total Cohort graduation rate at Global Media remained unchanged from the 2005 rate of 53%.

[2] These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

SECTION VI: SCHOOL DATA UPDATE

School: Bioscience and Health Careers High School at Franklin NCES#: 362475004362
Grades Served: 7-12 Number of students: 452

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY
Percentage of students with disabilities	School: 19.9% District average: 17.2%	School: 21.2% District average: 17.8%
Percentage of English language learners	School: 4.8% District average: 9.4%	School: 6.2% District average: 10.2%
Percentage of students with interrupted formal education	School: Not Available District average: Not Available	School: 0% District average: 0%
Number of minutes within the school year	68,490	68,925
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	n = 42 (95.5%)	n = 53 (94.6%)
Teacher attendance rate	91.7%	93.5%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	Not Available
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.		

SECTION VII: SCHOOL GOALS UPDATE

School: Bioscience and Health Careers High School at Franklin

Directions: Please describe any progress made on the annual goals the LEA established in their approved '09 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.[3]

Performance in middle level ELA and mathematics decreased in 2009-10 compared to 2008-09 performance. Performance in grades 7 and 8 ELA fell by 24 percentage points from 36% of students achieving levels 3 and 4 in 2008-09 to 12% in 2009-10. In math, performance dropped from 33% achieving levels 3 and 4 in 2008-09 to 1% in 2009-10. It is important to note that a contributing factor to these decreases result from a change in methodology used by the State Education Department to determine scale score cut offs for the assignment of performance levels in grades 7 and 8.

Table VII.A Performance in Middle Level ELA and Math

Subject Area	2008-09 Percent at Levels 3 and 4	2009-10 Percent at Levels 3 and 4
Grades 7 & 8 ELA	36%	12%
Grades 7 & 8 Math	33%	1%

Bioscience also saw decreases in student performance when comparing the 2006 Total Cohort performance in English Language Arts and mathematics to the 2005 Total Cohort. The number of students who achieved a 65% or higher on the ELA 11 decreased by 11 percentage points from the 2005 cohort's 53% to the 2006 cohort's 42%. Similarly in mathematics, performance decreased from the 2005 cohort's 53% by two (2) percentage points to 51% for the 2006.

Table VII.B Cohort Performance 2005 vs. 2006 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4
ELA	53%	42%
Math	53%	51%

The 2006 Total Cohort graduation rate at Bioscience decreased by 14 percentage points to 39% from the 2005's 53%.

[3] These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

SECTION VI: SCHOOL DATA UPDATE

School: International Finance Career High School at Franklin NCES#: 362475005587
Grades Served: 8-12 Number of students: 406

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY
Percentage of students with disabilities	School: 19.5% District average: 17.2%	School: 21.7% District average: 17.8%
Percentage of English language learners	School: 7.0% District average: 9.4%	School: 3.4% District average: 10.2%
Percentage of students with interrupted formal education	School: Not Available District average: Not Available	School: 0% District average: 0.50%
Number of minutes within the school year	68,490	68,925
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	0	0
Teacher attendance rate	95.5%	95.3%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	Not Available
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.		

SECTION VII: SCHOOL GOALS UPDATE

School: International Finance Career High School at Franklin

Directions: Please describe any progress made on the annual goals the LEA established in their approved '09 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.[4]

Performance in middle level ELA and mathematics decreased in 2009-10 compared to 2008-09 performance. Performance in grades 7 and 8 ELA fell by 26 percentage points from 38% of students achieving levels 3 and 4 in 2008-09 to 12% in 2009-10. In math, performance dropped from 39% achieving levels 3 and 4 in 2008-09 to 12% in 2009-10. It is important to note that a contributing factor to these decreases result from a change in methodology used by the State Education Department to determine scale score cut offs for the assignment of performance levels in grades 7 and 8.

Table VII.A Performance in Middle Level ELA and Math

Subject Area	2008-09 Percent at Levels 3 and 4	2009-10 Percent at Levels 3 and 4
Grades 7 and 8 ELA	38%	12%
Grades 7 and 8 Math	39%	12%

International Finance saw increases in student performance when comparing the 2006 Total Cohort performance in English Language Arts and mathematics to the 2005 Total Cohort. The number of students who achieved a 65% or higher on the ELA 11 increased by 33 percentage points from the 2005 cohort's 28% to the 2006 cohort's 61%. Similarly in mathematics, performance decreased from the 2005 cohort's 27% by 34 percentage points to 61% for the 2006.

Table VII.B Cohort Performance 2005 vs. 2006 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4
ELA	28%	61%
Math	27%	61%

The 2006 total cohort graduation rate at International Finance increased 26 percentage points to 59% from the 2005 rate of 33%.

[4] These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

New York State Education Department
ROCHESTER CITY SCHOOL DISTRICT
School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

SECTION VI: SCHOOL DATA UPDATE

School: School of Engineering and Manufacturing at Edison
Grades Served: 9-12

NCES#: 362475005607
Number of students: 366

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY
Percentage of students with disabilities	School: 24.4% District average: 17.4%	School: 20.2% District average: 17.8%
Percentage of English language learners	School: 3.0% District average: 9.4%	School: 3.0% District average: 10.2%
Percentage of students with interrupted formal education	School: 0% District average: Not Available	School: 0% District average: 0.50%
Number of minutes within the school year	70,290	70,735
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	n = 70 (92.1%)	n = 52 (94.5%)
Teacher attendance rate	94.6%	95.1%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	Not Available
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.		

SECTION VII: SCHOOL GOALS UPDATE

School: School of Engineering and Manufacturing at Edison

Directions: Please describe any progress made on the annual goals the LEA established in their approved '09 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.[5]

The School of Engineering and Manufacturing saw decreases in student performance when comparing the 2006 Total Cohort performance in English Language Arts and mathematics to the 2005 Total Cohort. The number of students who achieved a 65% or higher on the ELA 11 decreased by 4 percentage points from the 2005 cohort's 37% to the 2006 cohort's 33%. Similarly in mathematics, performance decreased from the 2005 cohort's 44% by 6 percentage points to 38% for the 2006.

Table VII.A Cohort Performance 2005 vs. 2006 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4
ELA	37%	33%
Math	44%	38%

The 2006 Total Cohort graduation rate at the School of Engineering and Manufacturing increased by one (1) percentage point to 39% from the 2005's 38%.

[5] These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

SECTION VI: SCHOOL DATA UPDATE

School: School of Imaging and Information Technology at Edison
Grades Served: 9-12
NCES#: 362475005609
Number of students: 327

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY
Percentage of students with disabilities	School: 18.3% District average: 17.2%	School: 18.6% District average: 17.8%
Percentage of English language learners	School: 3.8% District average: 9.4%	School: 5.5% District average: 10.2%
Percentage of students with interrupted formal education	School: 0.25% District average: Not Available	School: 0.60% District average: 0.50%
Number of minutes within the school year	70,735	70,735
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	n = 22 (79.0%)	n = 52 (94.5%)
Teacher attendance rate	95.9%	94.7%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	Not Available
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.		

SECTION VII: SCHOOL GOALS UPDATE

School: School of Imaging and Information Technology at Edison

Directions: Please describe any progress made on the annual goals the LEA established in their approved '09 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.[6]

IIT saw an increase in student performance when comparing the 2006 Total Cohort performance in English Language Arts to the 2005 Total Cohort. The number of students who achieved a 65% or higher on the ELA 11 increased by 5 percentage points from the 2005 cohort's 58% to the 2006 cohort's 63%. In mathematics, performance decreased from the 2005 cohort's 59% achieving a 65% or higher by one (1) percentage point to 58% for 2006.

Table VII.B Cohort Performance 2005 vs. 2006 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4
ELA	58%	63%
Math	59%	58%

The 2006 Total Cohort graduation rate at IIT increased by three (3) percentage points to 56% from the 2005's 53%.

[6] These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

SECTION VI: SCHOOL DATA UPDATE

School: School of Applied Technology at Edison
Grades Served: 9-12
NCES#: 362475005608
Number of students: 306

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY
Percentage of students with disabilities	School: 18.5% District average: 17.2%	School: 19.5% District average: 17.8%
Percentage of English language learners	School: 3.4% District average: 9.4%	School: 5.0% District average: 10.2%
Percentage of students with interrupted formal education	School: 0.50% District average: Not Available	School: 0.52% District average: 0.50%
Number of minutes within the school year	70,290	70,735
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	n = 10 (100%)	n = 23 (76.7%)
Teacher attendance rate	94.3%	95.7%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	Not Available
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.		

SECTION VII: SCHOOL GOALS UPDATE

School: School of Applied Technology at Edison

Directions: Please describe any progress made on the annual goals the LEA established in their approved '09 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.[7]

The School of Applied Technology at Edison saw increases in student performance when comparing the 2006 Total Cohort performance in English Language Arts and mathematics to the 2005 Total Cohort. The number of students who achieved a 65% or higher on the ELA 11 increased by 21 percentage points from the 2005 cohort's 34% to the 2006 cohort's 55%. Similarly in mathematics, performance increased from the 2005 cohort's 36% by 13 percentage points to 49% for the 2006.

Table VII.A Cohort Performance 2005 vs. 2006 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4
ELA	34%	55%
Math	36%	49%

The 2006 Total Cohort graduation rate at Skilled Trades increased by nine (9) percentage points to 44% from the 2005's 35%.

[7] These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

SECTION VI: SCHOOL DATA UPDATE

School: School of Business, Finance and Entrepreneurship at Edison NCES#: 362475005606
Grades Served: 9-12 Number of students: 358

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY
Percentage of students with disabilities	School: 23.2% District average: 17.2%	School: 17.9% District average: 17.8%
Percentage of English language learners	School: 1.6% District average: 9.4%	School: 3.4% District average: 10.2%
Percentage of students with interrupted formal education	School: 0.96% District average: Not Available	School: 0.55% District average: 0.50%
Number of minutes within the school year	70,2090	70,735
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	n = 19 (95%)	n = 28 (87.5%)
Teacher attendance rate	92.2%	93.4%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	Not Available
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.		

SECTION VII: SCHOOL GOALS UPDATE

School: School of Business, Finance and Entrepreneurship at Edison

Directions: Please describe any progress made on the annual goals the LEA established in their approved '09 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.[8]

The School of Business, Finance, and Entrepreneurship saw increases in student performance when comparing the 2006 Total Cohort performance in English Language Arts and mathematics to the 2005 Total Cohort. The number of students who achieved a 65% or higher on the ELA 11 increased by 28 percentage points from the 2005 cohort's 43% to the 2006 cohort's 71%. Similarly in mathematics, performance increased from the 2005 cohort's 48% by 31 percentage points to 79% for the 2006.

Table VII.A Cohort Performance 2005 vs. 2006 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4
ELA	43%	71%
Math	48%	79%

The 2006 Total Cohort graduation rate at Business Finance increased by 22 percentage points to 58% from the 2005's 36%.

[8] These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

SECTION VIII: CONSULTATION and COLLABORATION

The four collective bargaining units that represent RCSD employees, Rochester Teachers Association (RTA), Administrators and Supervisors of Rochester (ASAR), Rochester Association of Paraprofessionals (RAP), and Board of Education Non-Teaching Employees (BENTE), along with parent groups were consulted and collaborated with during the development of this application update. Like last year, School-Based Planning Team Executive Steering Committee meetings were devoted to the discussion of RCSD's SIG applications. Two formal meetings were held and along with one special meeting. The District also met separately with each stakeholder group as needed to address specific input. A MOU was developed specific to BENTE and SIG. The District met with RTA as part of negotiations and twice in separate meetings to address SIG input. Each school made efforts to engage School-Based Planning Teams in the SIG process, and if unable, reached out to parents directly. Please see Section III, *Status of Teacher and Principal Evaluation System*.

Parents

There was varying level of engagement with parents. Several lessons were learned throughout the year, and adjustments will be made in Year 2 to work more proactively with parents. School administrative teams will seek creative and innovative ways to increase parent engagement through School-Based Planning Team (SBPT) meetings and other interactions that will include, but are not limited to face-to-face conversation, email, fax, telephone calls, letters, and video conferencing. In addition, school administration will seek involvement from other recognized parent groups such as PTA, PTSA and PTO. The District is recommending that the SBPTs have the School Improvement Grant as a standing item on their agendas so as to continuously review the progress of school improvements. There will also be regular follow-up from the District level to ensure that SBPT are functioning and compliant with NYS guidance on shared decision making bodies. The Office of Parent Engagement will increase efforts to engage with parents and SBPTs to guarantee parental input in all decision making.

Memorandum of Agreement
between
The Rochester City School District
and
BENTE/AFSCME LOCAL 2419

WHEREAS, the Rochester City School District (hereinafter the "District") and the Board of Education Non Teaching Employees (hereinafter "BENTE"), collectively (the "Parties"), are signatories to a collective bargaining agreement (hereinafter the "Agreement") for the period of July 1, 2010 through June 30, 2011; and

WHEREAS, the Parties have been engaged in discussions relative to the School Improvement Grant (SIG); and

WHEREAS, the District and BENTE have come to an agreement regarding any impact that SIG will have on BENTE members; and

WHEREAS, the Parties agree that a written Memorandum of Agreement is appropriate in order to memorialize their understanding:

Now therefore it is hereby understood and agreed as follows:

1. The terms and conditions of employment for BENTE bargaining unit members will not be impacted by the District's SIG application.

2. BENTE and the District expressly warrant and represent that this Memorandum of Agreement represents the full, final and complete understanding and resolution of this matter and that it shall be deemed to be a full and complete integration of all promises, conditions, understandings and representations if any between the Parties.

3. The Parties further agree that the terms and conditions of this Memorandum of Agreement shall not in any way be construed as a binding past practice or precedent between the Parties. Additionally, the Parties acknowledge that this Memorandum of Agreement shall not constitute or in any way be interpreted as a waiver of any and all rights which the Parties have pursuant to the Agreement.

4. This Memorandum of Agreement shall be effective upon signature.

In Witness Whereof, the Parties have executed the Agreement as of the dates set forth below:

The Board of Education Non Teaching Employees (BENTE) AFSCME Local 2419

Date: 4/29/11

Dan DiClemente, President

Rochester City School District

Date: 4/28/11

Jean-Claude Brizard, Superintendent

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Rochester City School District

BEDS Code:

2	6	1	6	0	0	0	1	0	0	0	0

Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) 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 in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	**2. Individual's Title and Constituency Group Represented**	**3. Date and Method of Consultation**	**4. Signatures Unobtainable/ Summary of Documentation**
Individual's Name (Print/Type) Deborah Rider Signature Deborah Rider	President Association of Supervisors and Administrators of Rochester (ASAR)		
Individual's Name (Print/Type) Adam Urbanski Signature Adam Urbanski	President Rochester Teacher's Association (RTA)		
Individual's Name (Print/Type) Margie Brumfield Signature Margie Brumfield	President Rochester Association of Paraprofessionals (RAP)		
Individual's Name (Print/Type) Dan DiClemente Signature	President Board of Education Non-Teaching Employees (BENTE)		

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Rochester City School District

BEDS Code:

2	6	1	6	0	0	0	1	0	0	0	0

Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) 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 in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does <u>not</u> indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	**2. Individual's Title <u>and</u> Constituency Group Represented**	**3. Date and Method of Consultation**	**4. Signatures Unobtainable/ Summary of Documentation**
Individual's Name (Print/Type) Makita Saloane Signature	Vice Chair, Executive Committee School Based Planning Team (SBPT)		
Individual's Name (Print/Type) Candice Lucas Signature	Parent Council Member School Based Planning Team (SBPT)		
Individual's Name (Print/Type) Franklin Ross Not applicable Signature	Parent Council Member School Based Planning Team (SBPT)		

SECTION IX: SUMMARY OF EXPENDITURES BY FS-10 BUDGET CODES FOR 2010-2011

FS10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include Amount	Actual Amount Expended	Projected Balance/Carryover	Projected Cost 2011-2012
RCSD						
15	771,252	Professional Salaries	641,002	341,739	140,000	719,936
40	664,080	Purchased Services	460,543	32,833	379,300	234,080
45	27,000	Supplies and Materials	6,000	974	3,000	6,000
46	4,400	Travel Expenses	4,400	484	2,000	24,000
80	218,260	Employee Benefits	225,856	104,115	96,794	238,858
90	58,975	Indirect Costs	65,755	16,627	27,386	42,801
RCSD Total	1,743,967		1,403,556	496,772	648,480	1,265,675
East HS						
15	719,187	Professional Salaries	769,822	9,625	700,000	1,059,900
40	225,320	Purchased Services	164,902	0	100,000	106,200
45	555,974	Supplies and Materials	725,314	10,943	150,000	431,190
46	73,200	Travel Expenses	73,860	3,723	50,000	86,700
49	128,500	BOCES	128,500	0	128,500	0
80	188,633	Employee Benefits	188,633	2,217	13,490	295,649
90	61,681	Indirect Costs	61,681	684	33,890	69,287
Total East HS	1,952,495		2,112,712	27,191	1,175,879	2,048,926
Robert Brown HS						
15	460,878	Professional Salaries	471,758	165,072	250,000	933,546
16	14,236	Support Staff Salaries	19,236	727	10,000	46,100
40	176,930	Purchased Services	211,980	0	190,000	149,400
45	788,559	Supplies and Materials	688,735	388,183	25,000	581,400
46	57,400	Travel Expenses	247,186	5,807	180,000	45,200
49	100,000	BOCES	5,000	0	0	25,000

80	131,808	Employee Benefits	131,808	55,886	42,844	338,840
90	57,043	Indirect Costs	57,043	19,590	39,450	73,307
Total Robert Brown HS	1,786,854		1,832,746	635,266	737,294	2,192,793
IATHS						
15	405,431	Professional Salaries	417,311	74,493	295,000	557,106
16	8,366	Support Staff Salaries	8,366	4,062	2,000	45,200
20	5,500	Equipment	0	0		13,000
40	178,930	Purchased Services	157,830	0	60,000	225,900
45	505,469	Supplies and Materials	555,219	292,091	10,000	524,185
46	107,800	Travel Expenses	107,800	3,806	80,000	126,200
80	119,717	Employee Benefits	119,717	20,002	23,630	192,076
90	46,400	Indirect Costs	46,400	12,883	18,726	58,473
Total IATHS	1,377,613		1,412,643	407,336	489,356	1,742,140
Rochester STEM HS						
15	551,768	Professional Salaries	492,368	169,279	275,000	913,206
16	24,125	Support Staff Salaries	20,125	960	15,000	46,100
20	0	Equipment	1,000	170	500	30,000
40	189,520	Purchased Services	292,600	6,965	210,000	203,990
45	714,519	Supplies and Materials	644,504	317,083	107,000	641,120
46	64,800	Travel Expenses	228,777	18,666	180,000	54,200
49	100,000	BOCES	0	0	0	0
80	151,687	Employee Benefits	151,687	66,796	41,995	324,863
90	59,375	Indirect Costs	59,375	17,659	37,133	76,422
Total STEM HS	1,855,794		1,890,436	597,578	866,628	2,289,901
Vanguard Collegiate HS						
15	375,161	Professional Salaries	387,041	151,018	50,000	614,562
16	12,336	Support Staff Salaries	12,336	2,244	8,000	44,900
20	5,500	Equipment	5,500	4,510	591	0
40	199,730	Purchased Services	194,400	37,196	36,000	266,900
45	400,638	Supplies and Materials	458,718	315,614	5,000	453,976

46	71,948	Travel Expenses	71,948	15,265	45,000	67,047
80	114,715	Employee Benefits	114,715	54,521	65,116	214,937
90	41,108	Indirect Costs	41,108	18,929	37,662	58,181
Total Vanguard HS	1,221,136		1,285,766	599,296	247,369	1,720,503
Grand Total	9,937,859		9,937,859	2,763,439	4,165,007	11,259,938

PLEASE NOTE: To date only #% of RCSD's total Year 1 SIG allocation has been expended. It must be noted that the original project period was to end on 09/30/2011. At SED's request, RCSD has changed its Year 1 end date to 06/30/2011, and activities planned between July and September have been moved to the proposed Year 2 budget. RCSD has made an exception for SIG expenditures and moved its final date to submit 2010-2011 requisitions back by six weeks to accommodate this change. School leaders are submitting final requisitions at this time, and payroll is being reviewed to ensure that all SIG positions that were filled are being correctly charged to SIG. A final contributing factor to the low Year 1 reported expenditures is the late SIG award date. By the time the original award and subsequent amendment were approved, it was too late in the school year to find highly qualified candidates to fill many SIG-related positions.

BUDGET NARRATIVE

FS-10 Budget Code	School	Description of Expenditure	Cost
15 *Salaries for Professional Staff*	District	- Annual salaries for District-level positions that support SIG implementation are included. - School principals for the four turnaround schools will be paid with SIG funds. There are increased building administrative costs while the original Tier I schools phase out and the new turnaround schools phase in. All principals at the Tier I schools are funded through the RCSD operating budget. - Professional Learning Coaches will be assigned to new schools to coordinate and support professional development delivered in support of SIG programs. - An Assistant Director of School Innovation will coordinate the District-wide implementation of SIG initiatives and support school leaders in school-based implementation.	$719,936
	East HS	- Annual salaries for several school-level positions associated with SIG activities are included. A School Implementation Manager at East HS will be hired in Year 2 and be dedicated to implementation of the transformation plan. - A $2,000 school-wide teacher incentive will be paid upon successful achievement of the agreed upon academic and climate benchmarks. - Teachers and administrators will be paid for participating in SIG-related professional development, summer programs, extended day programs, and additional periods. - Substitutes will be provided for teachers and administrators who are participating in professional development on school days.	$1,048,300
	Robert Brown HS	- Annual salaries for several school-level positions associated with SIG activities include the School Implementation Manager. - Teachers and administrators will be paid for participating in SIG-related professional development, summer programs, extended day programs, Saturday school, and additional periods. - Substitutes will be provided for teachers and administrators who are participating in professional development and school site visits on school days.	$933,546
	IATHS	- Annual salaries for several school-level positions associated with SIG activities include the School Implementation Manager. - Teachers and administrators will be paid for participating in SIG-related professional development, summer programs, extended day programs, Saturday school, and additional periods. -Substitutes will be provided for teachers and administrators who are participating in	$557,106

FS-10 Budget Code	School	Description of Expenditure	Cost
		professional development and school site visits on school days.	
	Rochester STEM HS	- Annual salaries for several school-level positions associated with SIG activities include the School Implementation Manager. - Teachers and administrators will be paid for participating in SIG-related professional development, summer programs, extended day programs, Saturday school, and additional periods. - Substitutes will be provided for teachers and administrators who are participating in professional development and school site visits on school days.	$913,206
	Vanguard Collegiate HS	- Annual salaries for several school-level positions associated with SIG activities include the School Implementation Manager. - Teachers and administrators will be paid for participating in SIG-related professional development, summer programs, extended day programs, Saturday school, and additional periods. - Substitutes will be provided for teachers and administrators who are participating in professional development and school site visits on school days.	$614,562
16 *Salaries for Support Staff*	District	- No support staff salaries are included.	-
	East HS	- Additional time is needed by the school clerk, custodian, and paraprofessionals, to support SIG programs. - SmartBoards purchased as part of the model classroom technology will be installed.	$11,600
	Robert Brown HS	- Additional time is needed by the school clerk, custodian, and paraprofessionals, to support SIG programs. - A Parent Outreach Coordinator will be hired in Year 2 to promote parental involvement in classroom and school activities. - SmartBoards purchased as part of the model classroom technology will be installed.	$46,100
	IATHS	- Additional time is needed by the school clerk, custodian, and paraprofessionals, to support SIG programs. - A Parent Outreach Coordinator will be hired in Year 2 to promote parental involvement in classroom and school activities. - SmartBoards purchased as part of the model classroom technology will be installed.	$45,200
	Rochester STEM HS	- Additional time is needed by the school clerk, custodian, and paraprofessionals, to support SIG programs. - A Parent Outreach Coordinator will be hired in Year 2 to promote parental involvement in classroom and school activities. - SmartBoards purchased as part of the model classroom technology will be installed.	$46,100

FS-10 Budget Code	School	Description of Expenditure	Cost
	Vanguard Collegiate HS	- Additional time is needed by the school clerk, custodian, and paraprofessionals, to support SIG programs. - A Parent Outreach Coordinator will be hired in Year 2 to promote parental involvement in classroom and school activities. - SmartBoards purchased as part of the model classroom technology will be installed.	$44,900
40 *Purchased Services*	District	- District-level contracts include the Hillside Work-Scholarship Connection and AVID.	$234,080
	East HS	- Assorted consultants will support SIG-related programs and professional development. - Fees for dual credit courses will be paid to Monroe Community College. - Licenses for AVENTA online credit recovery will be purchased.	$106,200
	Robert Brown HS	- Assorted consultants will support SIG-related programs and professional development. - Licenses for AVENTA online credit recovery and Rosetta Stone will be purchased.	$149,400
	IATHS	- Assorted consultants will support SIG-related programs and professional development. - The Center for Youth will provide a social learning specialist for the Alternatives to Suspension room. - IATHS will participate in the Lego League.	$225,900
	Rochester STEM HS	- Assorted consultants will support SIG-related programs and professional development. - Licenses for AVENTA online credit recovery will be purchased. - IATHS will participate in the Robotics program at the Rochester Institute of Technology.	$203,990
	Vanguard Collegiate HS	- Assorted consultants will support SIG-related programs and professional development. - The Center for Youth will provide a social learning specialist for the Alternatives to Suspension room. - Licenses for AVENTA online credit recovery will be purchased.	$266,900
45 *Supplies and Materials*	District	- Office supplies will be purchased to support the Office of School Innovations work with SIG schools.	$6,000
	East HS	- The schoolwide teacher incentive will include a classroom supply fund given to teachers upon successful achievement of the agreed upon academic and climate benchmarks. - Assorted supplies will be purchased for model classroom technology, instructional programs, professional development, student orientation, and parent programs.	$431,190
	Robert Brown HS	- Assorted supplies will be purchased for model classroom technology, instructional programs, professional development, student orientation, recruiting/school branding, and parent programs.	$581,400
	IATHS	- Assorted supplies will be purchased for model classroom technology, instructional programs, professional development, student orientation, recruiting/school branding, and parent programs.	$524,185

FS-10 Budget Code	School	Description of Expenditure	Cost
	Rochester STEM HS	- Assorted supplies will be purchased for model classroom technology, instructional programs, professional development, student orientation, recruiting/school branding, and parent programs.	$641,120
	Vanguard Collegiate HS	- Assorted supplies will be purchased for model classroom technology, instructional programs, professional development, student orientation, recruiting/school branding, and parent programs.	$453,976
46 *Travel Expenses*	District	- Staff in the Office of School Innovation will attend meetings and conferences that will inform SIG work.	$24,000
	East HS	- Administrators, teachers, and students will attend conferences and participate in out-of-district training.	$86,700
	Robert Brown HS	- Administrators, teachers, and students will attend conferences and participate in out-of-district training.	$45,200
	IATHS	- Administrators, teachers, and students will attend conferences and participate in out-of-district training.	$126,200
	Rochester STEM HS	- Administrators, teachers, and students will attend conferences and participate in out-of-district training.	$54,200
	Vanguard Collegiate HS	- Administrators, teachers, and students will attend conferences and participate in out-of-district training.	$67,047
80 *Employee Benefits*	All	Employee benefits were calculated at the following rates: - Social Security@ 7.65% - NYS Teachers Retirement @ 11.11% - NYS Employees Retirement @ 16.3% - Health and Dental Insurance @ $10,725 (average per FTE) - Worker's Compensation Insurance @ 1.60% - Unemployment Insurance @ 0.90% - Civil Service Life Insurance @ $10/56/FTE	$1,605,223
90 *Indirect Cost*	All	Indirect costs were calculated at the approved restricted rate of 3.50%.	$378,471
45 *BOCES*	Robert Brown HS	- A BOCES consultant will support the development of CTE pathways for Construction and Design.	$25,000
20 *Equipment*	IATHS	TriCaster provides multiple channel HD video switching, virtual set capabilities, titling, recording, audio mixing, editing, and streaming capabilities. This will support broadcasting and PSA activities. A video conferencing system will further enhance the technology used in the school. The	$13,000

FS-10 Budget Code	School	Description of Expenditure	Cost
		principal will have the ability to conference into a classroom or the entire school.	
	Rochester STEM HS	- A 3D printer, that is endorsed by Project Lead the Way (PLTW), will support the development of the Engineering Academy and Robotics program. A $10,000 PLTW grant will be used for part of the cost.	$30,000
		TOTAL BUDGET FOR YEAR 2	**$11,259,938**

New York State Education Department
ROCHESTER CITY SCHOOL DISTRICT
School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

Statement of Assurances

The following assurances are a component of your application. By signing the certification on the application cover page you are
ensuring accountability and compliance with state and federal laws, regulations, and grants management requirements and certifying that you have read and will comply with the following assurances and certifications.

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications, NCLB (if appropriate):

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

General Federal Assurances

1. The program will be administered in accordance with all applicable statutes, regulations, program plans and applications;

2. Each LEA shall assure its compliance with all supplement not supplant requirements;

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

4. The applicant will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

7. The applicant agrees to comply with the following civil rights authorities, their implementing regulations, and appropriate federal and State guidelines: Title VI of the Civil Rights Act of 1964, Title IX of the Federal Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

As the duly authorized representative of the applicant, and by signing the application cover page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C.§§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally

assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction sub agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department

CERTIFICATIONS REGARDING LOBBYING

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION — LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ED 80-0014, as amended by the New York State Education Department

GENERAL EDUCATION PROVISIONS ACT ASSURANCES

These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education.

As the authorized representative of the applicant, by signing the application cover page, I certify that:

(1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;

(4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) that in the case of any project involving construction –

(A) the project is not inconsistent with overall State plans for the construction of school facilities, and

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

NEW YORK STATE DEPARTMENT OF EDUCATION
NO CHILD LEFT BEHIND ACT ASSURANCES

These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

(2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and

(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

(3) the applicant will adopt and use proper methods of administering each such program, including—
(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

(6) the applicant will—
(A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
(B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;

(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;

(8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;

(9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);

(10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;

(11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;

(12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and

(13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

SCHOOL PRAYER CERTIFICATION

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).