

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

**School Improvement Grants Update Application**

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

**Cover Page**

**LEA BEDS Code**

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<b>District:</b> Rochester City School District	
<b>Address:</b> 131 West Broad Street, Rochester, NY 14614	
<b>Contact Person:</b> Susan Hasenauer-Curtis, Executive Director of School Innovation Karen Jacobs, Director of Financial Management and Grants	<b>Telephone:</b> 585-262-8482 585-262-8435
<b>Address of Contact:</b> 131 West Broad Street, Rochester, NY 14614	
<b>E-mail Address:</b> SusanM.Hasenauer-Curtis@rcsdk12.org Karen.Jacobs@rcsdk12.org	<b>Fax:</b> 585-263-3292

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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:  
Bolgen Vargas, Ed.D.

Date: 5/7/2012

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**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.

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**SECTION II:**

<b>COHORT 1 (FY 2009) SCHOOLS SERVED WITH SCHOOL IMPROVEMENT GRANT FUNDS</b>						
School NCES ID#	School Name	Tier I	Tier II	Identified For (2012-2012)	Model Implemented	Current Principal's Appointment Date
<b>36247500363</b>	<b>East High School</b>	✓		<b>ELA (3-8 and HS), Math (3-8 and HS), Graduation Rate</b>	<b>Transformation</b>	<b>May 2009</b>
362475005585	Global Media Arts High School at Franklin	✓		ELA (3-8 and HS), Math (3-8 and HS)	Turnaround	<i>Phasing Out</i>
<b>362475006208</b>	<b>Integrated Arts and Technology High School</b> <i>(the Turnaround School for the phase-out school above)</i>	-		<b>Good Standing</b>	<b>Turnaround</b>	<b>March 2010</b>
362475005608	School of Applied Technology at Edison	✓		ELA (HS), Math (HS), Graduation Rate	Turnaround	<i>Phasing Out</i>
362475005606	School of Business, Finance, and Entrepreneurship at Edison	✓		Good Standing	Turnaround	<i>Phasing Out</i>
<b>362475006216</b>	<b>Robert Brown High School of Construction and Design</b> <i>(the Turnaround School for the two phase-out schools above)</i>	-		<b>Good Standing</b>	<b>Turnaround</b>	<b>July 2011</b>
362475005607	School of Engineering and Manufacturing at Edison	✓		ELA (HS), Math (HS), Graduation Rate	Turnaround	<i>Phasing Out</i>
362475005609	School of Imaging and Information Technology at Edison	✓		Good Standing	Turnaround	<i>Phasing Out</i>
<b>362475003363</b>	<b>Rochester Science, Technology, Engineering, and Math (STEM) High School</b> <i>(the Turnaround School for the two phase-out schools above)</i>	-		<b>Good Standing</b>	<b>Turnaround</b>	<b>April 2010</b>
362475004362	Bioscience and Health Careers High School at Franklin	✓		ELA (3-8 and HS), Math (3-8 and HS), Graduation Rate	Turnaround	<i>Phasing Out</i>
362475005587	International Finance Career High School at Franklin	✓		ELA (3-8 and HS), Math (3-8 and HS), Science, Graduation Rate	Turnaround	<i>Phasing Out</i>
<b>362475006180</b>	<b>Vanguard Collegiate High School</b> <i>(the Turnaround School for the two phase-out schools above)</i>	-		<b>Good Standing</b>	<b>Turnaround</b>	<b>March 2010</b>

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<b>COHORT 2 (FY 2010) SCHOOLS SERVED WITH SCHOOL IMPROVEMENT GRANT FUNDS</b>						
<b>School NCES ID#</b>	<b>School Name</b>	<b>Tier I</b>	<b>Tier II</b>	<b>Identified for</b>	<b>Model Implemented</b>	<b>Current Principal's Appointment Date</b>
<b>362475003362</b>	<b>Charlotte High School</b>	✓		<b>ELA (3-8 and HS), Math (3-8 and HS), Science, Graduation Rate</b>	<b>Turnaround</b>	<b>June 2011</b>
<b>362475005586</b>	<b>Dr. Freddie Thomas High School</b>	✓		<b>ELA (3-8 and HS), Graduation Rate</b>	<b>Transformation</b>	<b>May 2011</b>

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**SECTION III: TEACHER AND PRINCIPAL EVALUATION SYSTEM REQUIREMENTS**

Please see the letter from Commissioner John B. King, Jr., dated February 22, 2012 on the following page, stating that the Rochester City School District submitted evidence of compliance with the APPR requirements of its 2011-2012 *School Improvement Grant*. Documentation for the 2012-2013 school year will be submitted by July 1, 2012 as required.



February 22, 2012

Dr. Bolgen Vargas, Ed.D.  
Interim Superintendent of Schools  
Rochester City School District  
131 West Broad Street  
Rochester, NY 14614

Dear Superintendent Vargas:

On February 3, 2012, the Rochester City School District submitted to the State Education Department (Department) additional evidence of compliance with the requirements of its 2011-2012 School Improvement Grant (SIG) application related to teacher and leader evaluation and support in its schools.

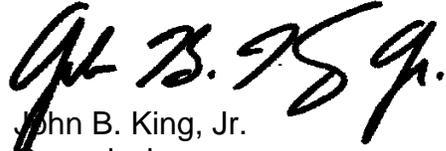
The Department has reviewed your district's submission and found that it is sufficient to meet the commitments made in your district's SIG application and the requirements of existing law and regulations. Accordingly, the Department's January 3, 2012 suspension of your district's SIG funding to implement the Transformation Model is lifted effective immediately. The Department will reimburse your district for any appropriate and allowable expenditures incurred during this timeframe, as approved in your original budget for these schools. Your district should therefore submit FS-25 paperwork for allowable and appropriate grant-supported expenses incurred during the grant suspension period on your regular reconciliation schedule.

Please note, however, that acceptance of your district's teacher and principal evaluation and support documentation relating to your 2011-2012 SIG application is based on its conformity to current existing law and regulations and that modifications to your district's agreement(s) and/or APPR plan, as applicable, will be required to conform with any future changes to applicable law and regulations.

Moreover, such acceptance is for 2011-2012 only. In order to qualify for 2012-13 SIG funds, your district application must demonstrate that your evaluation system will meet the requirements of Education Law §3012-c and Commissioner's regulations applicable to the 2012-2013 school year (please see Attachment for a summary of anticipated requirements for SIG schools in 2012-2013 based on legislation proposed in

the State budget process to settle the issues presented in the New York State United Teachers, et al. v. Board of Regents, et al. litigation).

Sincerely,



John B. King, Jr.  
Commissioner

Enclosure

c: Ira Schwartz  
Sally Bacher  
Roberto Reyes

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**SECTION IV: DISTRICT SUPPORT OF PLA SCHOOLS UPDATE**

Cohort 1, Year 3			
Brief Description of Each District-Level Approved 2009 SIG Plan Activity	Summary of Year 2 Implementation	Plans for Year 3 Implementation	Characterization of Activity Progress
<p>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.</p>	<p>Everything District-approved was eliminated from the district level SIG budget due to decreased funding. However, the following costs were picked up by individual school budgets in order to continue implementation and facilitate the execution of the plan:</p> <ul style="list-style-type: none"> <li>• All schools had a principals and a SIM.</li> <li>• The AVID program was implemented and training for the needed schools was completed.</li> </ul>	<p>There will not be a District-level approved SIG budget/plan this year.</p> <p>Individual schools will support the following:</p> <ul style="list-style-type: none"> <li>• Principals and SIMs will in place at all schools.</li> <li>• The AVID program will continue in individual buildings and training for the needed schools was written into specific areas as needed. Teachers were hired to continue the full implementation of AVID as originally designed.</li> </ul> <p>If the school was seeking a PBIS coach or Professional Learning Coach to meet programmatic needs, they had the opportunity to write it into their individual plan. However, these positions will not be funded at the District level.</p>	<p>Proceeding according to approved amended plan</p>
<p>The District will expand the Office of School Innovation by</p>	<p>The Assistant Director of School Innovation was posted, however,</p>	<p>The Executive Director of School Innovation will continue to</p>	<p>Proceeding according to approved ‘09 SIG plan</p>

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<b>Cohort 1, Year 3</b>			
<b>Brief Description of Each District-Level Approved 2009 SIG Plan Activity</b>	<b>Summary of Year 2 Implementation</b>	<b>Plans for Year 3 Implementation</b>	<b>Characterization of Activity Progress</b>
<p>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.</p>	<p>was not filled due to reconfiguration of the Department of School Innovation. The Senior Director of School Innovation, Mary Doyle, became the Chief of Staff. In this role, she remained the direct supervisor for Innovation; however, an Executive Director of School Innovation was hired and assumed all SIG related duties, including: programmatic monitoring, school visits, compliance, and SIG related visits.</p>	<p>assume all SIG-related duties, including: programmatic monitoring, school visits, and compliance.</p>	
<p>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-</p>	<p>Each school has partnered 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</p>	<p>HWSC will continue at all new SIG schools.</p>	<p>Proceeding according to approved ‘09 SIG plan</p>

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<p>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 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.</p>	<p>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 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.</p>		

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<b>Cohort 1, Year 3</b>			
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<p>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.</p>	<p>The new turnaround schools have their own unique theme and will be co-located in various facilities. This has required additional support in order to ensure that these schools are successful. This support has included curriculum writing for teachers, printing, advertising and branding, as well as various infrastructure work.</p> <p>Schools have executed their lines for advertising and branding and are continuing to do so to further market their school and showcase their accomplishments.</p>	<p>Activities will continue in Year 3. Advertising and branding costs will decrease and funding utilized in this area will showcase the school and will link directly with continued improvement of the school climate/atmosphere as well as highlight key areas of success for recruitment purposes.</p> <p>In addition, support for curriculum writing will continue to take place to ensure that there is alignment with Common Core Standards, the Rochester Curriculum Framework, and initiatives from joint partners.</p>	<p>Proceeding according to approved 2009 SIG plan</p>

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<b>Cohort 2, Year 2</b>			
<b>Brief description of each LEA-level approved '10 SIG Plan Activity</b>	<b>Summary of Year 1 Implementation</b>	<b>Plans for Year 2 Implementation</b>	<b>Characterization of Activity Progress</b>
The district will create a teacher evaluation system that establishes a comprehensive evaluation system for both teachers and principals based on multiple measures.	Funding was pulled in the Transformation Models due to non-compliance until agreement met NYSED requirements. LEA and collective bargaining units revised evaluation system for approval and funding was restored.	The district will be entering negotiations to ensure an evaluation system for both teachers and principals exist that include student growth in academic achievement as a significant factor. This is expected to be concluded by July 1 <sup>st</sup> .	Proceeding according to approved '10 SIG plan
Each school will hire a full time School Implementation Manager that will coordinate, supervise and evaluate student support services. Assist the Principal in providing a safe and orderly environment and collect, monitor, and engage all constituents in the monitoring of the SIG grant.	School Implementation Manager was hired.	School Implementation Manager will be hired and has been included in the budget.	Proceeding according to approved '10 SIG plan
Principals will complete training focused on strategies for implementation of chosen models.	Principals have completed training specific to their models or focusing on key strategies for change. The Office of Professional Learning and the Rochester Leadership Academy have supported the school leaders by providing training directly aligned with NYSED common core standards and a strong	Principals will continue to take part in Profession Development as well as have opportunities for the following: <ul style="list-style-type: none"> <li>• Coaching</li> <li>• Collegial Learning Circles</li> <li>• Classroom Visitations</li> <li>• Action Research</li> <li>• Study Groups</li> </ul>	Proceeding according to approved '10 SIG plan

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<b>Cohort 2, Year 2</b>			
<b>Brief description of each LEA-level approved '10 SIG Plan Activity</b>	<b>Summary of Year 1 Implementation</b>	<b>Plans for Year 2 Implementation</b>	<b>Characterization of Activity Progress</b>
	emphasis has been placed on the teacher evaluation process. In addition, the Department of Teaching and Learning employs Network Teams that have been executed to these schools in order to help principals accurately make sense of their data and align needed instruction to ensure academic growth.	<ul style="list-style-type: none"> <li>• Content and Pedagogy Courses</li> </ul> In addition, training will continue in collaboration with specific partnerships attached to each intervention model.	
Establish an LEA turnaround office or officers to manage the school-level implementation of the models and coordinate with SED.	An Executive Director of School Innovation was hired in to oversee the following areas: <ul style="list-style-type: none"> <li>• New School Creation</li> <li>• School Closure</li> <li>• School Redesign</li> <li>• SIG Implementation</li> </ul>	The Executive Director of School Innovation will continue to oversee these activities to ensure the RCSD is in compliance with NYSED and is implementing SIG appropriately.	Proceeding according to approved '10 SIG plan
Adding additional time per day for each PLA school	Each school this year has one of the following or multiple opportunities to expand learning time. These include: Extended Day, Saturday School, Summer session and Intercession Courses. In addition, extra periods have been built into the day for remediation and enrichment.	Opportunities for expanded time will continue as well as courses that will allow for credit recovery.	Proceeding according to approved '10 SIG plan
Provide site based training to all teachers at the school and collaboratively work together with	Schools had site based training as well as training provided through AVATAR that was in alignment	Opportunities for additional training will continue to occur as the schools expand or phase out	Proceeding according to approved '10 SIG plan

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<b>Cohort 2, Year 2</b>			
<b>Brief description of each LEA-level approved '10 SIG Plan Activity</b>	<b>Summary of Year 1 Implementation</b>	<b>Plans for Year 2 Implementation</b>	<b>Characterization of Activity Progress</b>
partnerships to ensure they are supporting the implementation of expectations	with the purpose of SIG and the school's redesign plan.	and grow into their new identification. Intermediary organizations will encourage agendas and support implementation of school design.	

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**Transformation Model**

Complete for **each Cohort 1 school that received SIG funds** to implement the Transformation Model in the 2011-2012 SY.

School: East High School

NCES#: 362475003363

Grades Served: 7-12

Number of students: 1,743

REQUIRED ACTION	SUMMARY OF YEAR 2 IMPLEMENTATION	CHARACTERIZATION OF PROGRESS	PLANS FOR YEAR 3 IMPLEMENTATION
Replace the principal who led the school prior to commencement of the transformation model	Mr. Anibal Soler continued as the principal of East HS.	Completed	Mr. Anibal Soler will continue as the principal of East HS.
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (1) Take into account data on student growth 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 principal involvement.	APPR agreements reached and approved by NYS for teachers and principal in the SIG transformation schools for the 2011-2012 school year.  SIG Financial incentive program was successfully renegotiated for Year 2. The agreement identifies and contains several measurable goals for teachers to meet and receive financial compensation based on student growth.	Proceeding according to approved '09 SIG plan	The District is expected to have a finalized evaluation system (APPR agreement) that meets all of the requirements outlined in 3012c in place by June 30, 2012. All documents will be submitted to NYSED, and agreements describing all requirements will be linked to the RCSD website.  The Principal and the school-based RTA union representatives will again negotiate a Year 3 agreement, per the School-Level Living Contract Committee provisions of the RTA contract.

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<b>REQUIRED ACTION</b>	<b>SUMMARY OF YEAR 2 IMPLEMENTATION</b>	<b>CHARACTERIZATION OF PROGRESS</b>	<b>PLANS FOR YEAR 3 IMPLEMENTATION</b>
<p>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.</p>	<p>The school-wide teacher incentive was voted on and approved by over 80% of East HS’s teachers. The agreement includes academic student growth benchmarks and teacher professional learning benchmarks.</p>	<p>Proceeding according to approved ‘09 SIG plan</p>	<p>The Principal and the school-based RTA union representatives will again negotiate a Year 3 agreement, per the School-Level Living Contract Committee provisions of the RTA contract.</p>
<p>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</p>	<p>The physical site of the new East HS Professional Learning Center has been up and running from the start of the 2011-12 school year. The center has helped provide a location to host embedded professional learning for all staff.</p> <p>The full time Professional Learning Coach was in place at the start of the school year and was able to work with the Office of Professional Learning and school based leadership to plan the professional learning offerings for staff throughout the 2011-12 school year.</p> <p>The Leadership Team did establish three specific Professional Learning goals for all</p>	<p>Completed</p> <p>Proceeding according to approved ‘09 SIG plan</p> <p>Proceeding according to approved ‘09 SIG</p>	<p>The physical location of the Professional Learning Center will continue to be allocated for this type of use, and there are no plans to discontinue this embedded practice.</p> <p>The 1.0 FTE for a Professional Learning Coach will continue to be funded for 2012-13 out of SIG.</p> <p>The EHS Leadership Team will continue to monitor, adjust, and provide school-wide goals</p>

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REQUIRED ACTION	SUMMARY OF YEAR 2 IMPLEMENTATION	CHARACTERIZATION OF PROGRESS	PLANS FOR YEAR 3 IMPLEMENTATION
<p>learning and have the capacity to successfully implement school reform strategies.</p>	<p>of East High School staff. (1) All staff will become familiar with and fluent in the practice of data-based decision making and be able to support decisions through the use of data. (2) Staff will be afforded the opportunity to examine, acquire and define the meaning of differentiated instruction and how to incorporate that approach in their instructional work. (3) All staff will form effective, collaborative partnerships and professional learning teams with a commitment to the norms of continuous improvement with individuals who are part of their daily work with students.</p> <p>A School Implementation Manger was hired and assisted in the oversight and monitoring of the transformational model. This individual continues to assist the Principal with operational duties in relation to overall school improvement.</p>	<p>plan</p> <p>Proceeding according to approved 2010-11 SIG plan</p>	<p>for all staff.</p> <p>The 1.0 FTE School Implementation Manager (SIM) (<i>Assistant Principal</i>) will continue to be funded for the 2012-13 school year.</p>
<p>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</p>	<p>East HS teachers were eligible for all financial incentives and additional pay opportunities available to RCSD teachers.</p>	<p>Proceeding according to approved '09 SIG plan</p>	<p>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.</p>

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<b>REQUIRED ACTION</b>	<b>SUMMARY OF YEAR 2 IMPLEMENTATION</b>	<b>CHARACTERIZATION OF PROGRESS</b>	<b>PLANS FOR YEAR 3 IMPLEMENTATION</b>
needs of the students in a transformation school.			
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 are provided numerous opportunities for career growth and professional development, as well as various leadership roles such as SLC Coach and mentor.	Proceeding according to approved '09 SIG plan	The District will continue to offer this incentive, and East High will continue to provide staff with multiple opportunities for career growth.
Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	Until there is a change in the contract, East High is bound to the language of the existing contract.	Delayed	Until there is a change in the contract, East High is bound to the language of the existing contract.
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	SAM has continued to work with both ELA and Math Departments for the 2011-12 school year. Their work has continued to make an impact on the pedagogical approach of teachers within both content areas. In Year 2, SAM activities were delivered through the school day and on weekends.	Proceeding according to approved '09 SIG plan	SAM will continue to be East HS's instructional partner for the last and final year of SIG. They will look to establish an exit plan to allow us to continue the work without the further reliance of their expertise. The exit plan will allow us to continue to turnkey SAM identified instructional decision-making processes that drive student outcomes. In Year 3, SAM will continue to work with ELA and Math, but also begin the inclusion of Special Education teachers who are integrated into the pre-identified core subject

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	<p>The SLC Coaches were in place for the entire school year and did provide instructional and operations support to each student, teacher, and Program Administrator within each SLC.</p> <p>As a result of SIG funding, all instructional spaces at East High School have an interactive white board, audio speakers, and instructor laptop or desktop.</p>	<p>Proceeding according to approved amended plan</p> <p>Completed</p>	<p>areas.</p> <p>The SLC Coaches will remain a part of the plans for Year 3 and will continue to support teachers, administrators and students within each identified Small Learning Community.</p> <p>There are no significant plans to build additional model classrooms since the work has been completed in last year's plan.</p>
<p>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.</p>	<p>East HS continues to use Datacation, diagnostic and summative assessments, and RCSD benchmark assessments to document and analyze individual student growth.</p>	<p>Proceeding according to approved '09 SIG plan</p>	<p>The described practices will continue.</p>
<p>Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective</p>	<p>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 implemented with fidelity. Year 2 SAM initiatives have supported implementation of the English curriculum this year.</p> <p>RCSD Benchmark assessments in ELA and Math are used to inform instruction and</p>	<p>Proceeding according to approved '09 SIG plan</p>	<p>Curriculum is connected to the Rochester Curriculum Framework and NYS Common Core Standards.</p>

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<p>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</p>	<p>develop target lists of students.</p> <p>The CASE position was funded from SIG to continue to provide support for the growing number of SWD's placed at East. The additional CASE also provided compliance support for teachers and school leadership.</p> <p>Read 180 Next Gen was implemented fully across the identified ELA classrooms. Training and materials were provided to teachers.</p> <p>SAM continued.</p> <p>SIOP training was completed, and Rosetta Stone software was purchased and installed. Students attended a variety of school instructional field trips to a variety of locations including the local museum and science center.</p>	<p>Proceeding according to approved '09 SIG plan</p> <p>Completed</p> <p>Proceeding according to approved '09 SIG plan</p> <p>Proceeding according to approved '09 SIG plan</p>	<p>Support of students with disabilities' academic growth will continue to be supported by the CASE positions.</p> <p>Read180 will continue to be part of the intervention model, but no additional SIG costs are associated.</p> <p>SAM will continue to be East HS's instructional partner through the school transformation process.</p> <p>SIOP and Rosetta Stone will be used to support ELL students. Students will be afforded the opportunity to attend cultural and academic field trips within the Rochester area.</p>
<p>Use and integrate</p>	<p>Work on model classrooms is completed</p>	<p>Completed</p>	<p>Their will be a minimal amount of technology</p>

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<p>technology-based supports and interventions as part of the instructional program</p>			<p>that will need to be purchased to support the model classrooms that were in placed from Year 2.</p>
<p>In secondary schools--            Increase rigor by offering opportunities for students 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.</p>	<p>East HS has continued to implement the SLC model with as much fidelity to the design of what best practice and research suggest. The career academies will continue to grow to offer students programs of interest and interdisciplinary curriculum.</p>	<p>Proceeding according to approved '09 SIG plan</p>	<p>In Year 3, East HS will continue to implement SLC's and will do its best given reduced funding to allow parity amongst students and staff. SIG funding has allowed the continued support of career academies and professional development to foster teacher and student growth within the SLC's.</p>

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	The AVID program was offered to all students grades 7-12.	Proceeding according to approved '09 SIG plan	AVID will continue to be offered and supported through the 2012-13 school year. AVID's focus will remain working on the middle of the road student and providing that student support and exposure in non-traditional settings.
	<p>AP courses were offered, and students did enroll in them. Specific AP courses include AP Bio, AP Math, AP US and AP World History.</p> <p>Dual credit courses continued to be offered as well as the expansion of those courses.</p>	<p>Proceeding according to approved '09 SIG plan</p> <p>Proceeding according to approved '09 SIG plan</p>	<p>AP courses will continue to be offered to students who are recommended and have an interest.</p> <p>Dual credit courses continue to be offered as well as the expansion of those courses.</p>
<p>In secondary schools--          Improve student transition from middle to high school through summer transition programs or freshman academies.</p>	<p>Due to the late arrival of SIG funding, the summer program for all levels did not occur. Students were recommended to regularly provided RCSD summer and extended learning programs.</p> <p>Parent/ Family nights continued in Year 2 and were a success as it continues to be one of our largest attended family events.</p> <p>East HS participated in the annual RCSD Academic Showcase and School Fair to share information on academic programs and showcase student work.</p>	<p>Discontinued.</p> <p>Proceeding according to approved '09 SIG plan</p> <p>Proceeding according to approved '09 SIG plan</p>	<p>East HS will use the RCSD provided summer programs for students in grades 7-12.</p> <p>Parent/Family Nights will continue in Year 3.</p> <p>Participation in the Academic Showcase will continue.</p>

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<p>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</p>	<p>Online Credit Recovery courses were implemented again this year. Currently we offered Credit Recovery in all core academic areas and in elective courses as well.</p> <p>Read 180 is currently being delivered to identified students in grades 7-8.</p> <p>Scholastic System 44 is currently being delivered to identified students.</p>	<p>Proceeding according to approved '09 SIG plan</p> <p>Proceeding according to approved '09 SIG plan</p> <p>Proceeding according to approved '09 SIG plan</p>	<p>Credit recovery will continue to be offered to students in grades 9-12.</p> <p>A Program Administrator will oversee the expansion of the foundation academy structure to 7<sup>th</sup> and 8<sup>th</sup> grade in order to enhance career and technical education readiness.</p> <p>READ 180 will continue in Year 3 for identified students.</p> <p>Scholastic System 44 will be fully implemented in Year 3.</p>
<p>In secondary schools--            Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</p>	<p>RTI was fully implemented in Year 2 for grades 7-9.</p>	<p>Proceeding according to approved '09 SIG plan</p>	<p>RTI will continue to be implemented and will address all students in grades 7-12 per New York State law.</p>
<p>Establish schedules and strategies that provide increased learning time.</p>	<p>We were able to successfully schedule the majority of all students in interventions and</p>	<p>Proceeding according to approved '09 SIG plan</p>	<p>This strategy will continue as much as possible depending on anticipated staff reductions in</p>

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	<p>areas of needed support as much as possible.</p> <p>The Aventa Online Credit Recovery program was implemented and students were enrolled throughout the entire school year to regain any lost credits.</p> <p>Ninth Period, Destination Graduation Extended Day Program, was also successfully implemented from September through June 2012. This also allowed students to take a “new” course or repeat an old course to be able to graduate on time.</p>	<p>Proceeding according to approved ‘09 SIG plan</p> <p>Proceeding according to approved ‘09 SIG plan</p>	<p>2012-2013.</p> <p>AVENTA online credit recovery program will continue to be the online application of use for students to recover credits online.</p> <p>The Destination Graduation Extended Day Program will continue to be delivered in Year 3.</p>
<p>Provide ongoing mechanisms for family and community engagement</p>	<p>Year 2 services were carried out through the use of Title I funds. We did not allocate or use significant dollars for parental workshops.</p>	<p>Proceeding according to approved ‘09 SIG plan</p>	<p>We will continue to support family night through the use of SIG. We will also continue family and parental events through the use of Title I funds.</p>
<p>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</p>	<p>All services are in place with the student support center. The center provides additional services to meet students’ social, emotional, and health needs.</p> <p>The Alternative to Suspension program has</p>	<p>Proceeding according to approved ‘09 SIG plan</p> <p>Proceeding according</p>	<p>We will continue to provide support with the use of the student support center. We will also continue to provide a safe learning environment with enhance policies and procedures for safety and security.</p> <p>In Year 3, this position will be shifted into an</p>

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	<p>been implemented and has supported the reduction of student suspensions.</p> <p>Over the past year, Hillside Work-Scholarship Connection (HW-SC) has been working with a cohort of students who they define as “at-risk.” They will continue to work with that defined group as well as take some new students on board as students graduate from high school.</p>	<p>to approved to amended plan</p> <p>Proceeding according to approved ‘09 SIG plan</p>	<p>SLC coach to support student needs across the four SLC’s.</p> <p>HW-SC will continue to support students in grades 9-12.</p>
<p>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.</p>	<p>The Destination Graduation Program is being delivered to students in grades 9-12 three days a week from 2-3:30 on Monday, Tuesday and Thursdays.</p> <p>The master schedule was developed to include longer ELA and Math classes for students in grades 7-9.</p>	<p>Proceeding according to approved ‘09 SIG plan</p>	<p>The plan for 2012-13 is to continue to offer commencement level students extended learning opportunities as well as address the needs of middle school students.</p>
<p>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</p>	<p>The school continues to show a reduction in student suspensions. The work was shifted to SLC coaches who work with teachers to make sure PBS initiatives are carried out and expectations are taught etc.</p> <p>The PBS position was converted to an additional SLC coach to support the learning community and the needs of the students</p>	<p>Proceeding according to approved ‘09 SIG plan</p>	<p>PBS will continue in Year 3 with the support of building based SLC coaches and the support of Central Office.</p> <p>The position will remain an SLC coach position for 2012-13</p>

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	within that learning community.		
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.	<p>The Leadership Team developed and implemented 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.</p> <p>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.</p>	Proceeding according to approved '09 SIG plan	<p>The Leadership Team continues to plan and develop a master schedule that increases common planning time across content areas and through grade levels.</p> <p>This master schedule will also continue to cluster students within various SLC academies and reduced the number of teachers shared between SLC's to help maintain SLC integrity.</p> <p>The extended day program (Destination Graduation Program) will also add to the normal school day and give the school the ability to increase graduation rates.</p>
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)	<p>School Implementation Manager is in place to assist the Principal in the transformation work within the building. The Principal is also working with the Office of School Innovation on monitoring and grant implementation.</p> <p>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</p>	<p>Proceeding according to approved '09 SIG plan</p> <p>Proceeding according to approved '09 SIG plan</p>	<p>The SIM position will continue in Year 3.</p> <p>These Central Office supports will continue.</p>

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	<p>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.</p> <p>The Principal has attended all Rochester Leadership Academy (RLA) session and summer sessions. There are also opportunities for the leadership team to attend these professional learning sessions.</p>	<p>Proceeding according to approved '09 SIG plan</p>	<p>RLA will continue in Year 3</p>
<p>Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA</p>	<p>The plan outlined for 2010-2011 continues. Mr. Soler reports to the South School Zone Chief within the Department of Teaching and Learning and receives support through professional learning communities that are designed to improve student achievement. Additional support for SIG initiatives is provided through the Office of School Innovation. The Executive Director of School Innovation and the Zone Chief work closely with the school principal to ensure district level coordination and assistance with SIG and other initiatives.</p>	<p>Completed</p>	<p>The described governance structure will continue in 2012-2013.</p>
<p>Implement a per-pupil school-based budget formula that is weighted based on student needs.</p>	<p>The school-based budgeting process allocates resources to schools based on student enrollment and program design that takes into consideration students with disabilities and English Language Learners, as well as the school instructional design.</p>	<p>Proceeding according to proposed '09 plan</p>	<p>RCSD's budget process will continue to take into consideration the needs of students with disabilities, English Language Learners, and the school instructional design.</p>

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<p>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</p>	<p>The school has created and continued to maintain partners for the entire school as well as each SLC. The active corporate partners for the school are:</p> <ul style="list-style-type: none"> <li>• Halleran Financial Group</li> <li>• Advantage Federal Credit Union</li> <li>• National Academy Foundation</li> <li>• Harris Corporation</li> <li>• Wegmans</li> <li>• Gorbel</li> </ul>	<p>Proceeding according to approved '09 SIG plan</p>	<p>East HS will continue to foster and nurture current relationships and also look to build new relationships with newly identified business partners.</p>
	<p>NAF academies have been embeded throughout three of the four SLC's.</p> <p>This partnership with McArdle and Rammerman did not continue during Year 2 of SIG.</p>	<p>Proceeding according to approved '09 SIG plan</p> <p>Discontinued</p>	<p>The NAF Acadamies will continue to be built upon with student enrollment and professional development for teachers. Career based internships will also be expanded and students will have the opportunity to earn work based learning credit.</p>



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<p>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; and            (B) Select new staff.</p>	<p>(A) Currently no teachers from the phase-out high school (i.e., Global Media Arts High School at Franklin) are working in IATHS.</p> <p>(B) A three-step interview process culminating with a collaborative fish-bowl interview was used to select staff for Year 2. Staff were hired to serve the school’s seventh and eighth graders as the school grows out. A full-time School Implementation Manager (SIM) assisted in activities related to the opening of the new school.</p> <p>An ELA Intervention Specialist was hired. ELA-focused intervention programs that were embedded in the school day. Intervention groups were leveled for following needs:</p> <ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Language development</li> <li>• Skilling Building</li> <li>• Reading Skills and Strategie</li> </ul>	<p>(A) Proceeding according to approved ‘09 plan</p> <p>(B) Proceeding according to approved amended SIG plan</p>	<p>(A) IATHS will continue to follow the hiring guidelines for a Turnaround School.</p> <p>(B) The three-step interview process will continue for Year 3 staff selection.</p> <p>An ELA Intervention Specialist will help to embed in the school day. Intervention groups were leveled for following needs:</p> <ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Language development</li> <li>• Skilling Building</li> </ul> <p>Reading Skills and Strategies</p> <p>A math Intervention specialist will be hired. Math intervention programs will be embedded during the school day. Intervention groups will focus on the following needs:</p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Number sense</li> <li>• Word problems</li> </ul>
<p>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</p>	<p>IATHS teachers were eligible for all financial incentives and additional pay opportunities available to RCSD teachers. In Year 2, IATHS teachers received additional pay for delivering before-school, afterschool, and Saturday programming to 71 students, or 38% of the school enrollment.</p>	<p>Proceeding according to approved ‘09 SIG plan</p>	<p>IATHS teachers will continue to receive all financial incentives and additional pay opportunities available to RCSD teachers. These opportunities will include the before-, after-, and Saturday school programs , 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</p>

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with the skills necessary to meet the needs of the students in the turnaround school.			growth by serving as lead or mentor teachers.
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	<p>Expeditionary Learning Schools continued to provide quality professional development. 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.</p> <p>Staff attended EL Site seminars in the following areas:</p> <ul style="list-style-type: none"> <li>• Writing Institute</li> <li>• Middle School Institute</li> <li>• School Implementation design</li> <li>• Differentiation</li> </ul> <p>Staff also participated in technology training.</p>	Proceeding according to approved amended plan	<p>Expeditionary Learning Schools will continue to provide quality professional development. Year 3 training will include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Building background knowledge,</li> <li>• Walkthrough protocols and artifacts,</li> <li>• Expedition planning and implementation,</li> <li>• Developing quality learning targets.</li> </ul>
	<p>Participation in Learning Forward (formerly National Staff Development Council) Learning School Alliance was discontinued.</p> <p>Technology training continued in Year 2. It was differentiated by skill level and need to best serve the new staff and returning staff. Topics included: Classroom organization, content driven instruction using technology, student work displays, managing technology in the classroom.</p>	<p>Discontinued</p> <p>Proceeding according to approved amended plan</p>	<p>Discontinued</p> <p>Technology training will include but is not limited to: Electronic interventions, differentiation with technology, assessment development, student electronic portfolios, emerging technologies</p>

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	Training on the use of photo images and art 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	The plan outlined for 2010-2011 continues. Mr. Klein reports to the Northeast School Zone Chief within the Department of Teaching and Learning and receives support through professional learning communities that are designed to improve student achievement. Additional support for SIG initiatives is provided through the Office of School Innovation. The Executive Director of School Innovation and the Zone Chief work closely with the school principal to ensure district level coordination and assistance with SIG and other initiatives.	Completed	The described governance structure will continue in 2012-2013.
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	Data was used to differentiate instruction. Students in need of intervention are placed in an AIS class to target needs. Students that need acceleration are placed in a class that targets his/her abilities.(AVID)	Proceeding according to approved amended SIG plan	Data will be used to differentiate instruction. Students in need of intervention will be placed in an AIS class to target needs. Students that need acceleration will be placed in a class that targets his/her abilities.(AVID)

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	<p>In Year 2, an instrumental band program was initiated. Students are learning about tempo, pitch, rhythm, and melody. Art supplies have included clay, paint, chalk, canvas, paper, kiln materials, and others.</p> <p>Read180 was discontinued. A schedule was established to provide increased learning time for students for intervention purposes.</p> <p>47 8<sup>th</sup> grade students are enrolled in AVID. Students have made several college visits, along with a college letter writing campaign.</p>	<p>Proceeding according to approved '09 SIG plan</p> <p>Discontinued</p> <p>Proceeding according to approved amended SIG plan</p>	<p>In Year 3, an instrumental band program will continue along with a vocal music component. An arts and music strand will be added as an elective option for 9<sup>th</sup> graders. Art supplies will include clay, paint, chalk, canvas, paper, kiln materials, and others.</p> <p>Discontinued</p> <p>The AVID program will be expanded for 8<sup>th</sup> and 9<sup>th</sup> grade students. Anticipated enrollment in AVID is around 100 students.</p>
<p>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.</p>	<p>Data collected from the iPad applications, netbooks, and Chromebooks will continue to be collected and used to inform instruction. We also use data from Remark testing software, Lexia reading program, Benchmark testing, AIMSweb, and the NYSED State Assessments.</p>	<p>Proceeding according to approved '09 SIG plan</p>	<p>Data will be collected from the iPad applications, netbooks, and Chromebooks and used to inform instruction. We also will use data from Remark testing software, Lexia reading program, Benchmark testing, AIMSweb, and the NYSED State Assessments.</p>
<p>Establish schedules and implement strategies that provide increased learning time.</p>	<p>Core Class Rotation along with intervention classes and acceleration classes were added to the block schedule.</p> <p>Various extended day programs were offered.</p>	<p>Proceeding according to approved '09 SIG plan</p> <p>Proceeding according</p>	<p>We will continue to utilize an alternative schedule that supports intervention and acceleration.</p> <p>Increased teacher allocations will be used to</p>

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	<p>Remediation support was delivered through a Saturday program, and students were recruited for participation.</p> <p>The summer program continued to remediate, enrich, and support students in 2011-12. Sixty students attended the summer program that targeted science content and literacy skills.</p> <p>New student orientation continued, and activities focused on team-building, character development, and technology. Field experiences were included in the summer orientation program. 105 out 109 families attended the orientation.</p>	<p>to approved '09 plan</p> <p>Proceeding according to approved '09 plan</p>	<p>support remediation focused on literacy and numeracy. Students will continue to be supported through a morning school, after-school tutoring, and a summer program.</p> <p>New student orientation will continue. Field experiences will be included in the orientation program (e.g., Memorial Art Gallery, Rochester Institute of Technology).</p>
<p>Provide appropriate social-emotional and community-oriented services and supports for students.</p>	<p>The college/career counselor developed programs and resources for students, teachers, and families. The counselor created course selection sheets for our 8-go-9 students in preparation of credit bearing courses. Visits to multiple colleges were planned and implemented.</p> <p>IATHS branding and recruitment continued, and bill boards were used.</p> <p>The Center for Youth services were added this year to support our alternative to suspension program. Students received counseling along with the prescribed discipline.</p>	<p>Proceeding according to approved '09 SIG plan</p> <p>Proceeding according to approved '09 SIG plan</p> <p>Proceeding according to approved amended plan</p>	<p>The college/career counselor will continue to develop programs, and resources for students, teachers and families. Visits to multiple colleges will be planned and implemented.</p> <p>IATHS branding and recruitment will continue.</p> <p>A full-time Alternatives to Suspension Teacher will support the PBIS model; the Social Learning Specialist from the Center for Youth will no longer be used.</p>

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	<p>This program began in April of 2012. Students will be presented information with the opportunity to join the program.</p> <p>ROOTS was discontinued.</p> <p>A Parent Teacher Organization (PTO) was established with elected officers.</p>	<p>Proceeding according to approved '09 SIG plan</p> <p>Discontinued</p> <p>Proceeding according to approved amended plan</p>	<p>Students in 8<sup>th</sup> and 9<sup>th</sup> grade will be enrolled to provide work scholarship opportunities.</p> <p>Families will be targeted for involvement and to build capacity of the PTO.</p>
<p>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</p>	<p>Expeditionary Learning responded to a new schools Request for Proposal (RFP) in order to partner with IATHS. The RFP was approved by the RCSD Board of Education.</p> <p>RCTV-15 continued to be a school partner, helping students to learn about filming, editing, sound editing, sound effects, green screen technology, and producing.</p> <p>RIT hosted a campus tour along with the LEGO/Robotics team event.</p> <p>IATHS no longer has a PENCIL partner.</p> <p>Several students received mentors from the program. The program targeted students that needed adult role models outside the school setting.</p>	<p>Proceeding according to approved amended plan</p> <p>Discontinued</p> <p>Proceeding according to approved '09 SIG plan</p> <p>Discontinued</p> <p>Proceeding according to approved amended plan</p>	<p>The Expeditionary Learning model is being implemented fully at IATHS. We are targeting the training of new staff as well as building the rigor of instruction for all staff.</p> <p>The RIT campus tour along with the LEGO/Robotics team event will continue.</p> <p>The program will continue to support students by students receiving mentors.</p>

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	Our students participated in the Lego League.	Proceeding according to approved amended plan	Our students will participate in the Robotics program starting in 9 <sup>th</sup> grade. The Lego program will be implemented in our 7-8 program.

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

Complete for **each Cohort 1 school which received SIG funds** to implement the Turnaround Model in the 2010-2011 SY.

School: Robert Brown High School of Construction and Design NCES#: 362475006216  
 Grades Served: 9-10? Number of students: 361

REQUIRED ACTION	SUMMARY OF YEAR 2 IMPLEMENTATION	CHARACTERIZATION OF PROGRESS	PLANS FOR YEAR 3 IMPLEMENTATION
<p>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.</p>	<p>Mr. David Grant was hired as the Principal for the Robert Brown HS of Construction and Design effective July 29, 2011. Prior to this assignment, Mr. Grant was the Assistant Principal of Robert Brown HS and before that served in various administrative capacities including Assistant Principal of Imaging and Information Technology at Edison HS and at School #16. At RBHS, Mr. Grant has:</p> <ul style="list-style-type: none"> <li>• Used the existing master schedule to expand the school day and maximize instructional time;</li> <li>• Hired new administrative, teaching, and support staff to replace staff lost through a District wide workforce reduction in Spring 2011.</li> <li>• Finished a two-week enrichment and review program;</li> <li>• Developed and maintained a professional</li> </ul>	<p>Proceeding according to proposed '09 plan</p>	<p>The goal is to maintain consistent administration, teachers, and support staff to provide continuity for our expanding student population as the school continues phase-in.</p>

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	<p>development calendar supportive of school goals; and</p> <ul style="list-style-type: none"> <li>Continued the collaborative school climate to support implementation of SIG actions.</li> </ul> <p>Mr. David Grant has maintained consistency with scheduling, instruction, and classroom management planning with staff.</p> <p>We are working on a new master schedule model that combines block scheduling with 45-minute periods to help with the offerings that students will choose from.</p> <p>Our staff has stabilized and only a few have requested a transfer from RBHS in Spring 2012. This will help us with keeping staff continuity and balance this with continuing school culture development.</p>		
<p>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; and (B) Select new staff</p>	<p>We have adhered to the hiring guidelines that were put in place in the previous year. The major challenge was the effect from the Reduction in Force in June of 2011 which led to the uncertainty of staff. However, some of the teachers were reinstated and other positions were filled – keeping in alignment with the 50% requirement.</p> <p>We received about 200 9<sup>th</sup> grade students in addition to the 160 students from the previous year. We needed additional staff to support both block scheduling and shorter periods for</p>	<p>Proceeding according to proposed '09 plan</p>	<p>Additional hiring will occur mainly for our expanding CTE program and minimally in core subject areas.</p> <p>As we phase in approximately 200 new 9<sup>th</sup> grade students in Year 3, we will offer introductory CTE courses so students will determine what pathway they will follow.</p>

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	<p>health, some CTE, and physical education.</p> <p>A 1.0 School Implementation Manager was also provided that served in supporting the school on a daily basis both operationally and programmatically.</p>		
<p>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</p>	<p>Our teachers have had expanded day, extended day, and additional pay opportunities as described to improve student achievement.</p> <p>They have also participated in professional development to hone their skills in making them better teachers.</p> <p>Teachers had increased opportunities for promotion and career growth by serving as lead or mentor teachers. The district did not have an incentive for participation in professional development courses this year, however, they will be offering next year.</p>	<p>Proceeding according to proposed '09 plan</p>	<p>RBHS teachers will be eligible for all financial incentives and additional pay opportunities available to RCSD teachers.</p> <p>In addition, they will participate in expanded learning opportunities as described to improve student achievement.</p> <p>Teachers/Administrators will also participate in professional development in- and outside of the district that link directly to improving student achievement and data driven instruction. Teachers will receive incentive for completing 24/36 hours of professional development that are tied to the School's CEP plan, vision and mission.</p>
<p>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</p>	<p>We have had meetings to expand CTE course offerings at RBHS. We have worked closely with consultant, Kathy Schadewald, Project Director for CTE, and our CTE teachers to deliver six course offerings.</p> <p>This will assist Juniors to ensure they have a more specific academic CTE plan for the next two years.</p> <p>This effort was supported by teachers who</p>	<p>Proceeding according to proposed '09 plan</p>	<p>Expansion of CTE course offerings will continue, and CTE and core courses will be combined to duplicate the success of the Geometry in Construction implemented in Year 2.</p> <p>The Every Classroom, Every Day program formally finishes in June 2012, but teachers will still be able to utilize concepts used during the pilot portion of the training.</p> <p>Response to Intervention (RTI) training and</p>

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<p>that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	<p>went to CTE visitations during the 2011-2012 school year.</p>		<p>support will be provided to ensure teachers understand how to develop plans for individual student growth, remediation and enrichment.</p>
<p>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</p>	<p>RBHS is still incorporated into the Department of Teaching and Learning, which then continues the alignment with the District’s academic and instructional priorities. We follow what they have prescribed for all the District’s schools. We are part of the Northwest Zone for regular and special education students. We have regularly planned zone meetings with the zone chief on Wednesdays and professional development with our staff when these meeting are not taking place.</p>	<p>Completed</p>	<p>The existing governance structure will continue in Year 3.</p>
<p>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</p>	<p>Teachers continue to use benchmarks as a major form of assessment and progress monitoring of student performance. In addition, they analyze data to see how well students are performing and gauge areas that need review for student academic growth.</p>	<p>Proceeding according to proposed ’09 plan</p>	<p>Teachers will continue to use benchmarks as a major form of assessment and progress monitoring of student performance. In addition, they will continue to analyze data to see how well students are performing and gauge areas that need review for student academic growth.</p>

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aligned with State academic standards	<p>Plans are created in relation to these results and drive extended day and expanded learning opportunities.</p> <p>READ 180 has been utilized for remediation as well as technological support in mathematics</p>		<p>Plans will continue to be created in relation to results from both formative and summative assessments and drive extended day and expanded learning opportunities. READ 180 will be used to support intervention needs in ELA. In addition, teachers will use the new evaluation process as a tool for reflection and targeted student growth.</p> <p>The expansion of model classrooms and their related components will be further implemented as we determine what additional space we will use for 2012-2013 school year.</p>
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.	<p>Benchmarks are used by all the teachers to help monitor student progress and student achievement. Student charting for both the teachers and the students are used to monitor the progress.</p> <p>Data teams were led by teacher-leaders who serve on the instructional leadership team that oversees the use of data and deployment of activities with all staff.</p> <p>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.</p>	Proceeding according to proposed '09 plan	<p>Continuation of Year 1 and Year 2 implementation will occur.</p> <p>A stronger emphasis will be put on Response to Intervention and establishing enhanced protocol for intervention needs, resources and best practice initiatives.</p> <p>Benchmarks will continue to be used by all the teachers to help monitor student progress and student achievement. Data teams will continue to be led by teacher-leaders who serve on the instructional leadership team that oversees the use of data and deployment of activities with all staff.</p> <p>PBIS will continue to support school initiatives. With a unique school schedule and common planning time for all staff, RBHS will continue</p>

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<p>Establish schedules and implement strategies that provide increased learning time</p>	<p>Instead of a 0.25 FTE TCOSE, we have an administrator in charge of special education that handles all the special educational needs for students with IEP's.</p> <p>Rosetta Stone was discontinued and the program was rolled into additional intervention instruction. The program did not meet the needs of our ELL students any longer based on the relationship that was reduced from the Rosetta Stone home office.</p> <p>Every Classroom, Every Day is proceeding according to the proposed plan as is the extended day programs.</p> <p>We did not offer the intercession for spring of 2012 this year; however, we will reevaluate again for next year.</p> <p>AVENTA credit recovery is up and running and we will continue it into the next year.</p> <p>APANGEA is a big part of our intervention and will continue.</p>	<p>Proceeding according to proposed '09 plan</p>	<p>to implement its initiatives with consistency.</p> <p>AVID will be a major part of our program for organizational development for incoming 9<sup>th</sup> grade students and selected 10<sup>th</sup> and 11<sup>th</sup> grade students.</p> <p>APANGEA will continue into next year for Math Intervention.</p> <p>Extended day, intercession programs and expanded time implementation will occur in areas deemed by results forum on Regents exams this year and on benchmark testing throughout year.</p>
<p>Provide appropriate social-emotional and community-oriented services and supports for students.</p>	<p>The ROOTS program did not take place this year but will be reinstated in the 2012-2013 school year.</p> <p>PBIS has proceeded with implementation and expanded at RBHS. Our coordinator has conducted professional development to help</p>	<p>Proceeding according to proposed '09 plan</p>	<p>ROOTS will be re-established in the RBHS school system.</p> <p>Our year 2 plan will continue into 2012-2013.</p> <p>Summer orientation will be in place for instruction and integration of new students into the RBHS culture.</p>

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	<p>our staff institute this in each classroom.</p> <p>Our parent outreach coordinator has continued the work to expand the school-family-community relationship.</p> <p>Hillside Work-Scholarship Program supported students and families and focused on keeping students on track academically and with attendance.</p>		<p>Hillside Work-Scholarship Program will continue to supported students and families and focus on keeping students on track academically and with attendance.</p>
<p>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</p>	<p>Student Interactive Day (October 23, 2011) sponsored by UNICON, our construction and trade partner, brought over 200 RBHS students in contact with union and non-union businesses, colleges and universities, and other ventures.</p>	<p>Proceeding according to proposed '09 plan</p>	<p>We are expanding the breadth of the partnerships to include the trade partners, more colleges, etc.</p>

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

Complete for **each Cohort 1 school that received SIG funds** to implement the Turnaround Model in the 2010-2011 SY.

School: Rochester Science, Technology, Engineering, and Math (STEM) High School      NCES #: 362475003363  
 Grades Served: 9-10      Number of students: 370

REQUIRED ACTION	SUMMARY OF YEAR 2 IMPLEMENTATION	CHARACTERIZATION OF PROGRESS	PLANS FOR YEAR 3 IMPLEMENTATION
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 continues to serve as the principal of the Rochester STEM HS and was granted sufficient operational flexibility to implement a comprehensive approach to improve student achievement. The Rochester STEM High School continues its National Academy Foundation affiliation and continues to build community partnerships contributing to student success.	Completed	Ms. Denaro will remain the principal of STEM. STEM is gaining local, state, and national recognition for student accomplishments under Ms. Denaro’s leadership.
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,	In all, 13 new teachers were hired full time to facilitate student learning in core content and NAF specific curriculum. New teachers were hired using a stringent screening process (while working within union guidelines).  The NAF coordinator leads the development of	Proceeding according to approved '09 SIG plan	Acquire additional staff members to fill core, CTE and specialist positions. Next year, STEM will acquire 200 additional 9 <sup>th</sup> grade students. Our population will be approximately 600 students in grades 9 – 11. There is an average of 65 students per grade level in each Academy.

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(A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff.	the three NAF academies (Health Science, Engineering, and Information Technology) and partnered with local businesses, colleges and STEM teachers to develop a rigorous, real world curriculum.		
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.	STEM High School teachers met every Wednesday for one and one-half hours of professional development. Professional development included activities presented by building administration, district (lead) professionals, and teachers to increase skills and improve practice. Common planning time was provided weekly for Academy team members to review data and plan for implementation of projects.  Staff members were compensated for teaching additional periods outside of the regular school day, extended school day, Saturday school, and additional professional development opportunities outside of the regular work week.	Proceeding according to approved '09 SIG plan	STEM High School staff will continue to have high quality professional development. Common planning time will be scheduled to accommodate both Academy development and department vertical alignment.  STEM partners with post-secondary institutions and industry partners to ensure staff receives high quality PD that is aligned with college and career goals and curriculum.
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program	Intensive PD has been built into the master schedule to allow Academy teams opportunity to plan and deliver cohesive instruction consistent with NAF goals and objectives. This common planning time is in addition to the 90 minutes weekly as a whole staff. The master schedule also allows one full day a week for Academy Projects that are PBL's (components of Project	Proceeding according to approved amended plan	Greater autonomy for each Academy will occur with the addition of new staff members.  Each of the Academy Advisory Boards has been strengthening. Our community partners are committed to the success of the school's programs and of the academic achievement for all students.

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<p>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.</p>	<p>Based Learning) consistent with the Buck Institute sanctioned by NAF.</p> <p>The instructional Leadership Team completed their second year of LSA (now Learning Forward) to improve professional development delivery for all staff in all content areas (core and CTE).</p> <p>Staff continues to participate in Project Lead the Way (PLTW).</p> <p>RIT (Rochester Institute of Technology) contributes to the school community in a number of ways:</p> <ol style="list-style-type: none"> <li>1. RIT staff is writing curriculum with STEM staff</li> <li>2. RIT professor and graduate students are teaching a pre-college course to 10<sup>th</sup> graders</li> <li>3. Advisory Board</li> <li>4. Designs professional development for staff</li> </ol> <p>STEM partners with additional colleges. Next year, 25 STEM students will take college courses at Bryant and Stratton; they will accrue 24 college credits.</p> <p>This year, STEM has been recognized again nationally. We (principal, NAF Coordinator, 9 students, and RIT Partners) will be presenting at:</p> <ol style="list-style-type: none"> <li>1. NAF Annual Gala in New York City on May 7<sup>th</sup>, and</li> </ol>		

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	<p>2. NAF Next Annual Conference in Washington DC.</p> <p>The Principal and two staff members attended Learning Forward Institute in Anaheim, C A.</p> <p>The integration of core subject areas and CTE has occurred through our unique Wednesday schedule (Academy Lab Day).</p>		
<p>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</p>	<p>The plan outlined for 2010-2011 continues. Ms. Denaro reports to the Northeast School Zone Chief within the Department of Teaching and Learning and receives support through professional learning communities that are designed to improve student achievement. Additional support for SIG initiatives is provided through the Office of School Innovation. The Executive Director of School Innovation and the Zone Chief work closely with the school principal to ensure district level coordination and assistance with SIG and other initiatives.</p>	<p>Completed</p>	<p>The described governance structure will continue in 2012-2013.</p>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the</p>	<p>STEM was approved as only one of 15 sites for a new Academy of Health Sciences. Our work is being recognized by the National Academy Foundation and replicated in schools across the country.</p>	<p>Proceeding according to approved '09 SIG plan</p>	<p>Continued improvement of established initiatives. STEM has been working consistently to actualize the vision and mission designed by the staff and partners.</p>

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<p>next as well as aligned with State academic standards.</p>	<p>In addition to PLTW, STEM has secured curriculum and materials from Paxton/Patterson to support the sequence of CTE courses in all three Academies.</p> <p>Our partners on our Advisory Boards have worked cohesively with the staff to create certification pathways for all of our students upon graduation. Certifications include: CERT (Community Emergency Response Team) – a national certification, OSHA, EMT, CNA, ParaMedic, CPR, Safety First Responder, and additional certifications through NAF accredited curriculum.</p> <p>Supplies and materials were purchased to support the CTE and integrated curriculum in each academy. Our students have been immersed in stem-educational opportunities that are immersed in college and career preparation.</p>		
<p>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</p>	<p>STEM continues to utilize both formative and summative assessments to guide and differentiate instruction that is tailored to meet individual students' needs.</p> <p>STEM utilized AIS in addressing specific academic needs for students in all academic areas.</p> <p>PBIS has been formally implemented consistently across the school with success and</p>	<p>Proceeding according to approved '09 SIG plan</p>	<p>With greater use of common planning time for departments and academies, STEM will use this time to team review data from department assessments and team grade or evaluate for academy projects.</p> <p>STEM will continue to use data to drive instruction as well as differentiating instruction tailored to meet individual students' needs.</p>

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students	<p>positive results.</p> <p>Use of grade level, academy specific and departmental meetings to ensure the continuous use of student data to inform and differentiate instruction has been vital.</p> <p>First implementation of the PSAT occurred this year for 10<sup>th</sup> graders. Students in 9<sup>th</sup> grade participated in an informal practice version of the PSAT to familiarize themselves with the test. Results were shared and reviewed by the counseling staff and counseling feedback was provided to students.</p>		<p>PSAT implementation will continue to be offered to all students in grades 10 and 11, with a career interest inventory and practice PSAT for students in 9<sup>th</sup> grade. Results from PSAT in 2012 will be shared with staff to guide instruction and preparation prior administration of PSAT.</p>

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<p>Establish schedules and implement strategies that provide increased learning time.</p>	<p>Students have an extended school day everyday (7 hours). We have changed the master schedule to accommodate the wide range of academic needs in addition to greater course offerings. Students earn an average of 7.5 credits per year towards graduation. STEM students will graduate with a NYS CTE Certified Advanced Regents Diploma. It is the goal to have students graduate with 30.5 credits in addition to successfully completing a compensated internship, attaining dual credit and various industry certifications by their high school graduation.</p> <p>Staff has staggered start times to meet the needs of the student schedules while remaining consistent with district contractual language for staff.</p> <p>The Year 2 summer program was a successful bridge for incoming 9<sup>th</sup> graders.</p> <p>Student data drives our AIS, RTI and tutoring schedules for students based on individualized areas of need. Credit recovery has been prioritized to keep students on track for graduation on time.</p>	<p>Proceeding according to approved amended plan</p>	<p>Continuation of longer school day for students to provide opportunities for students to achieve goals of more rigorous instructional programs.</p> <p>The school-based planning team is currently reviewing the master schedule. The schedule will continue to evolve as the school grows out.</p>
<p>Provide appropriate social-emotional and community-oriented services and supports</p>	<p>STEM has added .8 counselors to facilitate social-emotional, academic and college-career development of students.</p>	<p>Proceeding according to approved '09 SIG plan</p>	<p>STEM's vision is to have an administrator and career counselor assigned to each academy to address all student needs including academic,</p>

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<b>REQUIRED ACTION</b>	<b>SUMMARY OF YEAR 2 IMPLEMENTATION</b>	<b>CHARACTERIZATION OF PROGRESS</b>	<b>PLANS FOR YEAR 3 IMPLEMENTATION</b>
for students.	<p>We have four Hillside Work Scholarship Connection advocates who work with 140 of our STEM students focusing on all aspects of student development.</p> <p>The character development program ROOTS continues to be implemented with 2 focuses: Leadership and Character Development.</p> <p>Parents, volunteers, and our Advisory Board Members from our NAF Boards have participated actively in providing the governance, design and implementation of programs addressing student development.</p> <p>Our Parent Outreach Coordinator assists us with reaching parents in respect to attendance concerns. She is active on our School Based Planning Team and continues to serve as a liaison between the school community and students' families.</p> <p>STEM's social worker works closely with our students to address student needs.</p> <p>Parent Group is growing in numbers and involvement. Parents are encouraged to participate in organized activities to develop greater student achievement and relationship building.</p>		<p>social-emotional, and college-career needs.</p> <p>Various advisory board members and businesses are organizing with STEM to initiate a one-on-one student to business partner mentoring program.</p> <p>ROOTS will continue to be implemented in Year 3 to address character development in grades 9 and leadership in grades 10.</p> <p>All stake holders will continue to be recruited and encouraged to participate in our academy development by participating in NAF and SBPT boards.</p> <p>The Parent Outreach Coordinator will be continuing efforts increasing our parent involvement and assisting in addressing student and parent needs.</p> <p>Continued efforts at increasing parent involvement will occur with focus on ways to support families in their child's education, achievement, and understanding of the college and career preparation through the NAF model.</p>

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<b>REQUIRED ACTION</b>	<b>SUMMARY OF YEAR 2 IMPLEMENTATION</b>	<b>CHARACTERIZATION OF PROGRESS</b>	<b>PLANS FOR YEAR 3 IMPLEMENTATION</b>
<p>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.</p>	<p>STEM has continued to seek partners actively to further develop and support the NAF Academies. The Principal, NAF Coordinator, and staff facilitate partner recruitment, screening, and selection for association with STEM.</p> <p>STEM has maintained all partnerships from Year 1. It is our mission and vision to continue to recruit viable partnerships to enhance our instructional programs and opportunities for students (such as job shadowing and internships).</p>	<p>Proceeding according to approved '09 SIG plan</p>	<p>Partnerships are integral to the success of STEM. It is an essential part of the NAF model to establish, facilitate and sustain positive relationships contributing to a success of the STEM program.</p> <p>STEM will continue to pursue partnerships that support the principles and practices of the NAF program as well as contributing to the advancement and achievement of the students of STEM.</p>

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

Complete for **each Cohort 1 school which received SIG funds** to implement the Turnaround Model in the 2010-2011 SY.

School: Vanguard Collegiate High School

NCES#: 362475006180

Grades Served: 9-10

Number of students: 206

REQUIRED ACTION	SUMMARY OF YEAR 2 IMPLEMENTATION	CHARACTERIZATION OF PROGRESS	PLANS FOR YEAR 3 IMPLEMENTATION
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 continued to serve as the principal of the Vanguard Collegiate HS and has been granted sufficient operational flexibility to implement a comprehensive approach to improve student achievement. This year courses for all subjects were 60-minute periods. The only program that received double blocked periods was Read 180.	Proceeding according to the approved '09 plan	Ms. Jones will not continue as the Principal of Vanguard College HS in Year 3. A replacement will be named by July 1st to fill the assignment. The principal hired will have proven track record of success and will fully implement a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
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	A three-step interview process that culminated with a collaborative interview was used to select the staff for Year 2. The interview committee included a parent liaison, the College Board implementation manager, teachers, a collective bargaining unit representative, the assistant principal, and the principal.	Proceeding according to the approved '09 plan	All new staff will be interviewed using a three-pronged approach as identified in Years 1 and 2. New staff for the 2012-2013 school years have been ranked and posted on the District's teacher application for transfer - principal ranking website.  Throughout the staffing process the school will stay true to the Turnaround environment.

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<p>existing staff and rehire no more than 50 percent; and  (B) Select new staff.</p>	<p>Throughout the staffing process the school has stayed true to the Turnaround environment.</p> <p>One full-time School Implementation Manager assisted in activities related to both instruction and operational management.</p>		<p>A School Implementation Manager will assist in activities related to both instruction and operational management.</p>
<p>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.</p>	<p>Teachers continue to receive financial incentives and additional pay according to contractual agreements. These opportunities included the before-, after-, and Saturday school programs offered, along with such opportunities as additional pay for curricular work and participation stipends for extra-curricular activities.</p> <p>In addition, teacher incentives continued by offering professional development in connection to partnership with College Board which supports the overall academic climate of the building and enhances college readiness.</p>	<p>Proceeding according to approved amended plan.</p>	<p>Teachers will continue to receive additional pay for the delivery of and participation in the following programs:</p> <ul style="list-style-type: none"> <li>• Saturday School</li> <li>• Extended Day Monday, Tuesday, Thursday</li> <li>• PD after school, Saturday and non-teaching hours.</li> </ul> <p>Professional Development will support College Board On Boarding, Advisory, AP, AVID, Career Counselor Conferences, and Principal Retreats etc.</p>
<p>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</p>	<p>Vanguard continued providing staff ongoing, high quality, job embedded professional development from Year 1 with the primary focus on engaging students in the classroom by incorporating techniques from listed resources.</p> <p>PD Focus with College Board included:</p> <ul style="list-style-type: none"> <li>• On-Boarding for new staff</li> <li>• Vertical Teaming</li> <li>• Common Core Standards, Shifts in ELA / Math- College Readiness Anchors</li> <li>• Advisory Training</li> </ul>	<p>Proceeding according to approved 2009 SIG plan</p>	<p>Vanguard staff will continue to build on Years 1 and 2 as well as implement necessary professional development that supports additional grade levels added.</p> <p>Work will continue with the College Board partnership. PD offered will be subject-specific and include differentiated technology trainings.</p> <p>Emphasis will be put on Springboard math training and maximizing instruction through the implementation of vertical teams.</p>

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<p>and have the capacity to successfully implement school reform strategies.</p>	<ul style="list-style-type: none"> <li>• AP Annual Conference</li> </ul> <p>Continuation of Teach Like A Champion Techniques, WOW Working on the Work-looking at engagement and Marzano’s “Highly Engaged Classroom”</p> <ul style="list-style-type: none"> <li>• New APPR for teacher evaluations-looking at Domains 2 &amp; 3 Components</li> </ul> <p>Technology training continued in Year 2 and was differentiated by skill level and need to best serve the new and returning staff. A 0.5 FTE Technology Coach assisted with enhancing the use of technology to support blended learning in the classrooms. This individual also supported professional development and maintenance of technology equipment.</p> <p>Staff attended AVID training to support the full implementation of the AVID program at Vanguard.</p>		<p>AVID training will also continue to support full implementation. In addition, teachers will examine the new APPR evaluation process and focus on creating classroom's that are highly engaged.</p> <p>Staffing for technology will increase to a 1.0 FTE technology coach and a 0.5 FTE Media Specialist. Both will teach using blended learning and support staff with technology emersion</p> <p>The Principal will attend required professional development to support College Board partnership</p>
<p>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</p>	<p>The described governance structure continued in 2011-2012.</p> <p>Shaun Nelms (Northeast Zone Chief) makes Bi-Weekly visits to Vanguard Collegiate High School.</p> <ul style="list-style-type: none"> <li>• College Board Partnership meetings</li> <li>• Instructional Walk Through Protocol</li> <li>• Data Discussions</li> <li>• Network Team Visits</li> </ul>	<p>Completed</p>	<p>The described governance structure will continue in 2012-2013.</p> <p>Shaun Nelms (Northeast Zone Chief) makes Bi-Weekly visits to Vanguard Collegiate High School.</p> <ul style="list-style-type: none"> <li>• College Board Partnership meetings</li> <li>• Instructional Walk Through Protocol</li> <li>• Data Discussions</li> <li>• Network Team Visits</li> </ul>

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with the LEA or SEA to obtain added flexibility in exchange for greater accountability			
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	<p>These College Board services continued in the 2011-12 school year. The incorporation of 21st century skills built in to the curriculum delivered rigorous and relevant instruction that met the academic needs of students based on New York State Standards.</p> <p>Vanguard moved from Year 1 to Year 2 focused on using data to increase rigor in the classroom through vertical articulation and examination of attendance, Regents exams in US History, Integrated Algebra, Geometry, Living Environment, Earth Science and Behavioral Analysis.</p> <p>Students used Spring Board in ELA but not mathematics. Due to lower reading levels math teachers struggled with pacing and demands of assessments on regents exams.</p> <p>The Career and College Center is located in Room 255 and has a partnership with Upward Bound's Pre-College Programs out of the University of Rochester (25 spots dedicated to VCHS students). It is open Tuesday through Friday from 8:00am to 3:00pm.</p> <p>Two Wednesday PD session are dedicated to College Board PD with two other College Board</p>	Proceeding according to approved amended plan.	<p>Vanguard will continue to focus on Regents exams in US History, Integrated Algebra, Geometry, Living Environment, Earth Science, Geometry, retention rates, and attendance.</p> <p>College Board will remain the primary partner and provide professional development focused on increasing rigor and relevant instruction that meets the needs of all students. College Board will jointly collaborate with the Principal to review data provided from both formative and summative assessments. The information gained will lead instruction for Year 3. It will also inform the planning of expanded learning time and the alignment of adequate instruction/intervention during any additional period.</p> <p>Vanguard will continue to use Spring Board in ELA and will also train teachers to use Spring Board in mathematics.</p> <p>Teachers will continue to focus on four areas of vertical teaming, coherence, commitment, collegiality, and collaboration.</p> <p>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</p>

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	<p>School staff in Rochester City School District:</p> <ul style="list-style-type: none"> <li>• Northwest College Preparatory School</li> <li>• Northeast College Preparatory School.</li> </ul> <p>Meeting patterns changed due to scheduling. Common planning allows math and science to meet while social studies and English meet separately.</p> <p>All additional classrooms have been set up so that model classroom equipment and furniture compliment instruction. Additional technology includes;</p> <ul style="list-style-type: none"> <li>• Del Lab Room 257</li> <li>• Ipad 2s 50 total</li> </ul> <p>35 Lap tops on a mobile cart (Chrome book by Samsung) with wireless printer (late arrival still in set up)</p> <p>Fully implemented in Room 266 with 12 desktop computers to support next generation software literacy corner and model classroom equipment.</p> <p>Additional classrooms that support Special Education also received Del Desk Tops to support the phase out- phase Turnaround Model.</p>		<p>will be supported through built-in common planning time to occur in Year 3.</p>
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform</p>	<p>Data priorities remained those that impacted students academically (Regents exams, PSAT, marking period grades, unit assessments, SRI scores, mid-terms, attendance, retention data, and behavior points).</p>	<p>Proceed according to approved amendment</p>	<p>Teachers will continue to collect individual student data using iPad software applications (Lexia, Vocabulary Developer, Skillstutor, and others). This data will be used to differentiate instruction and for intervention.</p> <p>Data priorities will remain those that impacted students academically (Regents exams, PSAT, marking period</p>

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<p>and differentiate instruction in order to meet the academic needs of individual students.</p>			<p>grades, unit assessments, SRI scores, mid-terms, attendance, retention data, and behavior points).</p> <p>Vanguard will continue to use 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 will be offered to help teachers use data effectively.</p> <p>Vanguard will implement new data points based on grow out. Data to be considered includes:</p> <ul style="list-style-type: none"> <li>• AP Statistics</li> <li>• AP Language</li> <li>• AP World</li> <li>• AP Biology</li> </ul>
<p>Establish schedules and implement strategies that provide increased learning time.</p>	<p>Scheduling rotations made some implementation difficult when trying to move students to other classes or provide additional supports. Even though this was ultimately accomplished, we will move to a more affective schedule next school year.</p>	<p>Proceeding according to approved 2009 SIG plan</p>	<p>Principals of the three schools sharing the Franklin campus will discuss scheduling so that areas of PE and Lunch room can accommodate the uniqueness of each schools program. Vanguard will use block scheduling to accommodate the Read 180 program and Regents Science classes requiring labs. Students will also have a schedule that will require semester courses and standard class times when they meet daily versus a rotating schedule. Art classes, increased technology, and AP courses will also be added to support grow out.</p>
<p>Provide appropriate social-emotional and community-oriented services and supports for students.</p>	<p>Vanguard has a College and Career Counselor who supports College Board implementation and programs.</p> <p>A full time Center for Youth advocate has worked with staff to support the emotional needs of</p>	<p>Proceeding according to approved 2009 SIG plan</p>	<p>In Year 3, another College and Career Counselor will be added, and both will attend necessary PD that supports College Board requirements.</p> <p>The College and Career counselor will continue to develop programs and resources for students, teachers</p>

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	<p>Vanguard students and families.</p> <p>Continued collaboration with school agency programs allowed Vanguard to expand and provide support as it grows into a 9th and 10th grade programing school.</p> <p>To recruit new students, Vanguard advertised on billboards and radio spots on WDKX.</p> <p>Parents continue to be provided with opportunities to participate in their child's learning. A new parent center is being created to better service our students, families, and community partners. This center will be overseen by the Parent Outreach Coordinator, who is responsible for promoting parental involvement in the 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.</p>		<p>and families with a focus on College Readiness.</p> <p>The HSWS program will continue as well as new community agencies and providers:</p> <ul style="list-style-type: none"> <li>• Encompass</li> <li>• Upward Bound</li> <li>• YWCA</li> <li>• Brockport Tutors</li> <li>• Bryant and Stratton</li> <li>• Project Excellence</li> </ul> <p>During the 2012-2013 School Year, a comprehensive PBS program will be planned and implemented. The inclusion of this program will establish behavioral and academic expectations for all of our students.</p> <p>In collaboration with Center for Youth Services, teen court will be implemented to support our PBS program and complement our Criminal Justice Pathways.</p> <p>Due to a decrease in funding, Vanguard will not be utilizing Center for Youth Services in the same capacity.</p> <p>Vanguard will continue to bring parents onto campus through outreach program and possible parent liaison. Within the center is a lender library promoting literacy and College Board information.</p>
<p>If external partners will be used to accomplish all of the actions described, they will be recruited, screened, and selected to ensure their quality.</p>	<p>College Board continues to work in partnership with Vanguard Collegiate High School by providing professional development and program implementation according to SIG proposal of 2009 and adjustments based on grow out.</p>	<p>Proceed according to proposed plan</p>	<p>College Board continues to work in partnership with Vanguard Collegiate High School by providing professional development and program implementation according to SIG proposal of 2009 and adjustments based on grow out.</p>

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**Turnaround Model**

Complete for **each Cohort 2 school that received SIG funds** to implement the Turnaround Model in the 2011-2012 SY.

School: Charlotte High School  
 Grades Served: 8-12

NCES#: 362475003362  
 Number of students: 871

REQUIRED ACTION	SUMMARY OF YEAR 1 IMPLEMENTATION	CHARACTERIZATION OF PROGRESS	PLANS FOR YEAR 2 IMPLEMENTATION
<p>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</p>	<p>Mr. Michael A. Allen, II was appointed the new principal of Charlotte High School on June 22, 2011. In this role, Mr. Allen has developed a master schedule that provides common planning time for content area teachers while maximizing instructional time for students; provided students with multiple opportunities to receive additional academic support; and interviewed and hired new administrators and teachers. In collaboration with various constituents, Mr. Allen also coordinated the development of the professional development plan, modified and implemented various policies to promote a positive school culture and consistency throughout the entire school community.</p>	<p>Completed</p>	<p>Mr. Michael A. Allen, II will continue as principal for the 2012-13 school year. Mr. Allen will continue to work with staff to develop a schedule that provides students with embedded supports during the school day while maintaining common planning time for teachers.</p>
<p>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</p>	<p>An interview committee was formed consisting of parents, union representatives, district personnel (including subject area directors), as well as members of the National Academy Foundation –who has partnered with Charlotte High School to assist in the development of two career-themed academies. All candidates were</p>	<p>Proceeding according to proposed '10 plan</p>	<p>In Year 2, Charlotte will serve grades 9-12. Interviews were conducted for potential openings through a similar process.           There are currently a number of students who have course credit for Global (66), US History (44), and Integrated Algebra (59) but have not passed the corresponding NYS</p>

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<p>existing staff and rehire no more than 50 percent; and            (B) Select new staff</p>	<p>provided with pre-interview questions, screened out, and interviews commenced in late June 2011. After the interview process, there were approximately 25 vacancies –all of which were filled via the voluntary transfer process. This process was by seniority and not through interviews. In total, 57% (56/97) of the 2011-12 staff members (administrative and teaching) are new to Charlotte High School. All SIG funded positions were filled by August 31, 2011 with the exception of the PBIS Coach -which was filled on February 27, 2012. This was partially due to the inability to find qualified candidates to interview. As a result, a school-wide PBIS program was not implemented. However, baseline data was collected and the PBIS Coach has been working directly with the Director of Positive Behaviors and Supports to establish a plan for the summer and the 2012-13 school year.</p>		<p>Regents Exam required for graduation. Charlotte High School will be offering two courses that will prepare students for these exams. These courses will also be offered to students (if their schedule allows) who are retaking the course and would benefit from the additional support. Each course will be taught by a certified content area (Math and Social Studies) teacher. ELA and Math Coaches will be funded via Title I dollars. An Administrator will be assigned to the 9<sup>th</sup> Grade Academy. This Administrator will work closely with the NAF Coordinator, the 9<sup>th</sup> grade Counselor, and the 9<sup>th</sup> grade Academy teachers to provide a challenging and engaging learning experience for students. The Administrator will lead Academy Common Planning Time meetings, plan events and activities that encourage parent involvement, while also managing the 9<sup>th</sup> grade caseload. Additionally, this administrator will be responsible for establishing and maintaining partnerships and planning for the summer transition program. This model will eventually be used in all three academies.</p>

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<p>3. 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</p>	<p>Twenty RCSD schools will be selected to participate in TIF: 10 in Group 1, another 10 in Group 2, and an additional six schools that will be eligible to receive TIF grant funding but will serve only as a control group for the TIF study. Schools that are interested in applying must hold a secret ballot vote conducted by RTA Faculty Representatives. Schools that have more than 20 percent of the total number of teachers opposing participation will not qualify for the study. If there are more than 26 schools that qualify, the TIF Executive Committee will select the schools.</p>	<p>Proceeding according to proposed '10 plan</p>	<p>It is yet to be determined if Charlotte High School will be one of the schools selected. A vote by the Rochester Teachers Union will take place on April 19, 2012.</p>
	<p>Charlotte High School teachers participated in the following during the 2011-12 school year: Extended Day; Saturday School; Clubs/Extra Curricular Activities; National Board Certification process. Additional pay was paid per contract requirements.</p>	<p>Proceeding according to proposed '10 plan</p>	<p>These opportunities will continue in Year 2 of the grant. Specifically, Charlotte High School will offer the following:</p> <ul style="list-style-type: none"> <li>- Extended Day on Tuesdays and Thursdays starting in October.</li> <li>- Saturday School for 2 Saturdays prior to Midterm week and 5 Saturdays prior to Finals week.</li> <li>- April Intersession to provide students with additional time to prepare for NYS Regents exams.</li> <li>- An after school program (Twilight) will be provided to students in need of support outside of the regular school day. This may include students with disciplinary problems that impact their ability to be successful during the school day. Each day, students</li> </ul>

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			<p>will have opportunities to make-up work and will receive instruction from a different core content area (Math, ELA, Science, Social Studies) teacher.</p> <p>- A 3 week Summer Transition Program for incoming 9<sup>th</sup> grade students. Teachers will work with students to prepare them academically and socially for the transition into 9<sup>th</sup> grade and introduce them to the NAF model.</p> <p>Teachers in the 9<sup>th</sup> grade NAF Academy will work an additional period to provide students with RTI support during the school day.</p>
<p>4. 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</p>	<p>The Professional Learning Coach was not hired as SIG funds were reduced. However, Charlotte High School staff participated in various professional development opportunities focused on the following: RTI, Student Engagement, Integration of the New Common Core Standards, Decision Making for Results, APPR, Cultural Responsiveness, National Academy Foundation, and Parental Involvement.</p>	<p>Proceeding according to proposed '10 plan</p>	<p>Charlotte High School is in the process of developing a PD Plan/Calendar for the 2012-13 school year that builds on the current PD but also includes: PBIS, Co-teaching strategies, Literacy Across All Content Areas, and Integrating Technology into the Classroom. PD will be coordinated with the assistance from the Director of Professional Learning, the Director of Positive Behavior and Supports, various Subject Area Directors, and the Network Team. Some PD (when feasible) will be embedded during the school day. This will include a 4- day workshop series prior to the start of the school year and opportunities for teachers to attend various PD opportunities and provide turnkey training to staff.</p>

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 Under 1003 (g) of the Elementary and Secondary Education Act of 1965

REQUIRED ACTION	SUMMARY OF YEAR 1 IMPLEMENTATION	CHARACTERIZATION OF PROGRESS	PLANS FOR YEAR 2 IMPLEMENTATION
	<p>Teachers participated in PD specific to NAF focused on providing an understanding of the model. The NAF Design Team was formed consisting of teachers and administrators and were responsible for leading the development of the academies. This included the creation of an evidence binder –a requirement for the “graduation” of the academies. This group attended the NAF Summer Institute in July, 2011 and met bi-monthly to work on plans for the academies, academy structure, scope and sequence, recruitment and advertisement, and establishing partnerships. Members of the Design Team also had the opportunity to visit other NAF schools.</p>	<p>Proceeding according to proposed '10 plan</p>	<p>This work will continue in year 2. The Design Team will attend the NAF Summer Institute in July, 2012</p>
<p>5. 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</p>	<p>The plan outlined for 2010-2011 continues. Mr. Allen reports to the Northwest School Zone Chief within the Department of Teaching and Learning, and Charlotte HS receives support through professional learning communities that are designed to improve student achievement. Additional support for SIG initiatives is provided through the Office of School Innovation. The Executive Director of School Innovation and the Zone Chief work closely with the school principal to ensure district level coordination and assistance with SIG and other initiatives.</p>	<p>Proceeding according to proposed '10 plan</p>	<p>The described governance structure will continue in 2012-2013.</p>



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<p>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</p>	<p>student achievement and to better inform their instruction. The Math and ELA coaches also provided various supports including creating common assessments for various subjects and analyzing data with teams. A Data Coach provided additional information specific to each cohort to better track students' progress towards meeting graduation requirements. Administrators and coaches also utilized Datacation and SPA Data Warehouse (RCSD data system) to review data such as attendance, behavior, and student performance.</p>		
<p>8. Establish schedules and implement strategies that provide increased learning time</p>	<p>Extended Day for 8<sup>th</sup> grade focused on Math and ELA and was held on Tuesdays and Thursdays. HS Extended Day was held on Mondays, Tuesdays, and Thursdays and focused on Math, ELA, Social Studies, and Science. HS students also had the opportunity to work on On-line Credit Recovery Courses and A+Learning (On-line Regents Prep). Average student participation for 8<sup>th</sup> grade was at 30, while average student participation for HS was 15.</p> <p>Due to the late approval of the grant, the RIT Saturday program was pushed back and did not start until January 2012. On average, 35 students consistently attended the program. Students received ELA and Math support, were exposed to various professions within the Hospitality and Finance industries, and received mentoring support from college</p>	<p>Proceeding according to proposed '10 plan</p>	<p>These opportunities will continue in Year 2 of the grant. Specifically, Charlotte High School will offer the following:</p> <ul style="list-style-type: none"> <li>- Extended Day on Tuesdays and Thursdays starting in October.</li> <li>- Saturday School for two Saturdays prior to Midterm week (January) and 5 Saturdays prior to Finals week (June).</li> <li>- April Intersession to provide students with additional time to prepare for NYS Regents exams.</li> <li>- An after school program (Twilight) will be provided to students in need of support outside of the regular school day. This may include students with disciplinary problems that impact their ability to be successful during the school day. Each day, students will have opportunities to make-up work and will receive instruction from a different</li> </ul>

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	students.		<p>core content area (Math, ELA, Science, Social Studies) teacher.</p> <ul style="list-style-type: none"> <li>- A three-week Summer Transition Program for incoming 9<sup>th</sup> grade students. Teachers will work with students to prepare them academically and socially for the transition into 9<sup>th</sup> grade and introduce them to the NAF model.</li> <li>- Teachers in the 9<sup>th</sup> grade NAF Academy will work an additional period to provide students with RTI support during the school day. RIT will professors will also work with teachers during this program.</li> <li>- Additionally, the RIT Saturday Academy will continue and shift the focus on preparing students for the internship experience. NAF Academy teachers will work with RIT faculty to better align Saturday program outcomes to the 9<sup>th</sup> grade and NAF curriculum student learning objectives. RIT will partner with Center for Governmental Research to provide comprehensive assessment of the program.</li> </ul>
9. Provide appropriate social-emotional and community-oriented services and supports for students.	The Multiple Pathways Coordinator worked with Urban League to develop scheduled workshops for students in ATS room with a focus on modifying undesirable behaviors. The Multiple Pathways Coordinator also led a school-wide attendance initiative that included a community outreach and incentives for students.	Proceeding according to proposed '10 plan	Charlotte High School will continue the partnership with Urban League to support the ATS program.

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	<p>The PBIS Coach was not hired until late February, 2012. The PBIS Coach focused on establishing a baseline for full implementation in 2012-13 school year. Approximately 150 families attended the orientation program.</p>		
	<p>The Hillside Work-Scholarship Connection (HW-SC) provided mentoring services through youth advocates to students in grades 9-12. 50 students participated in the program.</p>	<p>Proceeding according to proposed plan</p>	<p>This will continue in Year 2.</p>
	<p>The Urban League provided ongoing social-emotional support for students. At-risk students were provided with workshops on various topics such as bullying. More intensive and focused support was provided to students in the Alternative-To-Suspension room. Here students were led through a series of workshops focused on coping strategies and respect. Students also received individual and group mentoring support. Approximately 250 students were serviced through this partnership.</p>	<p>Proceeding according to plan</p>	<p>This will continue in Year 2.</p>
	<p>Due to the late arrival of funds, College Summit was not implemented with fidelity. Charlotte High School was unable to hire someone to teach the 12<sup>th</sup> grade course required for this program.            Junior Achievement was funded through RCSD. Students also participated in the College and Career Readiness Program which covered topics such as Personal Finance, Preparing for College, Career Exploration, and Social Media.</p>	<p>Discontinued</p> <p>Proceeding according to proposed plan</p>	<p>Charlotte High School will look to offer a senior seminar course for all 12<sup>th</sup> graders.</p> <p>This will continue in year 2.</p>

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<p>10. 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</p>	<p>The NAF Design Team was formed consisting of teachers and administrators and were responsible for leading the development of the academies. This included the creation of an evidence binder –a requirement for the “graduation” of the academies. Graduation from the academy is dependent upon the results of a NAF assessment and review of the evidence binders. The binders include all plans regarding the Academy Development and Structure, Curriculum and Instruction, Work-based Learning, and the Advisory Boards for both the Academy of Finance and Entrepreneurship and Academy of Hospitality and Tourism.</p>	<p>Proceeding according to proposed plan</p>	<p>This will continue in year 2.</p>

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<p>partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality</p>	<p>of teachers and administrators and were responsible for leading the development of the academies. This included the creation of an evidence binder –a requirement for the “graduation” of the academies. Graduation from the academy is dependent upon the results of a NAF assessment and review of the evidence binders. The binders include all plans regarding the Academy Development and Structure, Curriculum and Instruction, Work-based Learning, and the Advisory Boards for both the Academy of Finance and Entrepreneurship and Academy of Hospitality and Tourism.</p>	<p>to proposed plan</p>	

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**Transformation Model**

Complete for **each Cohort 2 school which received SIG funds** to implement the Transformation Model in the 2011-2012 SY.

School: Dr. Freddie Thomas High School

NCES#: 362475005586

Grades Served: K-6, 8, 10-12

Number of students: 906

REQUIRED ACTION	SUMMARY OF YEAR 1 IMPLEMENTATION	CHARACTERIZATION OF PROGRESS	PLANS FOR YEAR 2 IMPLEMENTATION
<p>Replace the principal who led the school prior to commencement of the transformation model</p>	<p>Ms. Cruz-Vazquez was appointed Principal of Record for the new Montessori Academy at Freddie Thomas (MAFT) in May 2011. During Year 1, Ms. Cruz-Vazquez also served as principal of the current Montessori School on the Franklin Campus that served students in grades PreK-6.</p> <p>The BEDS Code for the Montessori School was merged into the BEDS Code for FTTHS effective 9/1/2011.</p> <p>Mr. Anthony Robinson was appointed principal of Dr. Freddie Thomas High School (FTTHS) in June 2011. In Year 1, FTTHS continued to serve students in grades 7-12 because of insufficient space for ninth grade students in other RCSD high schools. Eighth grade students in FTTHS in 2010-2011 were allowed to continue at FTTHS for ninth grade.</p> <p>Dr. Theodora Waters was appointed the School Implementation Manager (SIM) in August 2011. Dr. Waters has assisted with the implementation of SIG initiatives the development of the school's Professional Development plan.</p>	<p>Proceeding according to proposed plan (with modification of phase-in/phase-out timeline)</p>	<p>Ms. Cruz-Vazquez will continue as the new MAFT principal as the Montessori School moves to the Freddie Thomas campus. MAFT will serve the students in grades prek-6. The School-based Planning Team passed a vote indicating the acceptance of new 5<sup>th</sup> and 6<sup>th</sup> grade students in order to build the intermediate level student population and facilitate the growth of the middle school in the 2012-2014 school year.</p> <p>FTTHS will serve students in Grade 8 and Grade 12 only. FTTHS's rising 10th graders will attend the new All City High program or another RCSD school with available seats due to phase-out acceleration. Due to the revised grade-level reconfiguration, Ms. Cruz-Vazquez will be the sole principal.</p> <p>A full-time SIM will continue to support implementation of all SIG activities, including collaborative management of grant funds with the Grant Monitor.</p>

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<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>(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</p> <p>(2) Are designed and developed with teacher and principal involvement.</p>	<p>Agreements on APPR have been reached between the District an Rochester Teachers Association.</p> <p>The described provision is included in the current ASAR contract approved in November 2009 and expires on June 30, 2014.</p>	<p>Proceeding according to proposed '10 plan</p> <p>Proceeding according to proposed '10 plan</p>	<p>The District is expected to have a finalized evaluation system (APPR agreement) that meets all of the requirements outlined in 3012c in place by June 30, 2012. All documents will be submitted to NYSED, and agreements describing all requirements will be linked to the RCSD website.</p> <p>The described provision is included in the current ASAR contract approved in November 2009 and expires on June 30, 2014.</p>
<p>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</p>	<p>The schoolwide financial incentive was submitted to RTA membership and approved</p> <p>Criteria include:</p> <ul style="list-style-type: none"> <li>● Graduation Rate</li> <li>● ELA assessment</li> <li>● Math assessment</li> <li>● Professional development participation</li> <li>● Attendance</li> </ul>	<p>Proceeding according to proposed '10 plan</p>	<p>The Principal and the school-based RTA union representatives will again negotiate a Year 3 agreement, per the School-Level Living Contract Committee provisions of the RTA contract.</p>

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<p>remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>The described provision is included in the current ASAR contract approved in November 2009 and expires on June 30, 2014.</p>	<p>Proceeding according to proposed '10 plan</p>	<p>The described provision is included in the current ASAR contract approved in November 2009 and expires on June 30, 2014.</p>
<p>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, and 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 capacity to successfully implement school reform strategies;</p>	<p>The Montessori Coach has been hired. She has provided side by side coaching with all staff. The coach provided all Montessori lessons with a special emphasis on Montessori language and mathematics. She has aligned the Montessori curriculum with the current RCSD Integrated Social Studies curriculum.          An introductory and Montessori mathematics course will be offered in the Spring to teachers of grades 7. This will be offered through AVATAR.          The Teacher Professional Development Supplies and books have been purchased. NAMC Teacher certification is available to six teachers. They will begin their on-line training in the Spring 2012.          Two teachers will begin their coursework for 6 days in June 2012.</p>	<p>Proceeding according to proposed '10 plan           Proceeding according to proposed '10 plan           Proceeding according to proposed '10 plan</p>	<p>The Montessori Coach will continue to provide side-by-side coach with all staff. The Coach will continue to link Montessori curriculum with the Rochester Curriculum Framework for alignment ensuring common core standards are the foundation for instruction. In addition, curriculum writing to support program and planning will occur throughout the year. PD will be provided to all teachers in grades preK-6 and 8 to ensure Montessori teachers are utilizing side by side coaching, data collection, and collegial sharing.           Training will continue, and Montessori certification will be provided for interested teachers. As the Montessori School grows, 8<sup>th</sup> grade teachers who remain will have the opportunity to complete the certification program, along with other teachers that are new to MAFT.          The Center for Montessori /New York (CME/NY) will be contacted in order to provide teachers in the elementary school years with training in the core subject areas. An additional source, The North American Montessori</p>

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	<p>Because of the delayed announcement of SIG funding, summer training did not occur in Year 1.</p> <p>The leadership course will be taken this summer through NAMTA. The course for leadership is offered through two sources CME/NY and NAMTA. At present, the NAMTA course can be attended without any scheduling conflict</p>	<p>Delayed</p> <p>Delayed</p>	<p>Teachers' Association's (NAMTA) Center for Montessori Adolescent Studies, will provide the school with training opportunities for the middle school years as well as training in the lower grades.</p> <p>CME/NY will provide summer training in Year 2. MAFT training will be offered to teachers grades Prek-6 for existing Montessori staff and incoming new staff from the current FTTHS. Montessori and FTTHS principal will be attending a Management course from July29-August 3rd Through North American Montessori Teachers' Association (NAMTA) . This course was aligned with the current needs. Tier II is for administrators who have completed the Whole School Management course, and for experienced heads and trustees who are ready to deepen their skills in institutional effectiveness by learning to:</p> <ul style="list-style-type: none"> <li>• Understand current and new thinking on strategy making in schools</li> <li>• Assess the school's current realities</li> <li>• Develop a long-term vision (with Montessori focus)</li> <li>• Create strategic goals and methods of implementation to set a 5-year strategic plan</li> <li>• Engage collaboration to get everyone on board</li> <li>• Coordinate budgeting with the strategic planning effort</li> <li>• Implement major gifts cultivation in support</li> </ul>

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	<p>Two site visits are scheduled this school year. Teachers and administrator will visit Yonkers Montessori on April 30, 2012. Benett Park, a Buffalo, New York Montessori school, will be visited on May 14, 2012.</p> <p>Introduction to Montessori methodology is being offered to district staff in grades 7 with seats held for FTTHS staff. In order to train potential teachers as the school grows.</p> <p>Professional Development was offered in differentiated instruction, APPR, PBIS, Resetta Stone, and Read180  <u>FTTHS</u> staff have received multiple PD opportunities this year on topics that included:</p> <ul style="list-style-type: none"> <li>• Student Management</li> <li>• Common Core</li> <li>• APPR</li> <li>• Rochester Curriculum</li> <li>• Data Development</li> <li>• PBIS</li> <li>• RTI</li> </ul> <p>The <b>goal</b> for the Montessori/ Westervelt Consulting, LLC partnership is “to provide a consistent and structured way for teachers to connect and collaborate with one another. Training was offered this year.</p>	<p>Proceeding according to proposed ‘10 plan</p> <p>Delayed</p> <p>Proceeding according to proposed ’10 plan</p> <p>Proceeding according to proposed’10 plan</p>	<p>of the strategic plan and long-term vision</p> <ul style="list-style-type: none"> <li>• Develop a systemized way to effectively implement and account for a strategic plan’s progress, and ways to keep it “ever green.”</li> </ul> <p>Site Visits will continue with staff visiting schools that will assist in developing high quality instruction for elementary and adolescent students.</p> <p>The Montessori Coach and staff from CME/NY will continue to work with the MAFT staff on methodology. Additional professional development will be offered to continue the training for new teachers who hold middle school certifications.</p> <p>PD will continue with creating a climate that is aligned with the vision and mission of MAFT and FTTHS. PD will focus on analyzing data in regard to individual student growth measures, especially for SWD and ELL. PD will be delivered above and beyond the contractual obligations of teachers.</p> <p>Staff will utilize training offered by the PENCIL partner. Additional consultation from this partnership will continue.</p>

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	<p>Three teachers attended the October NAMTA (North American Montessori Teacher Association) "Pathways to Global Awareness" Conference. Turn key training included: Montessori's Approach to Geography and History and Geography and History as extensions of language</p> <p>Two teachers attended the AMS (American Montessori Society) Conference.</p>	<p>Proceeding according to proposed '10 plan</p>	<p>Conference Attendance will be encouraged as it exposes teacher to Montessori content, methodology and current issues.</p>
<p>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.</p>	<p>No Summer activities were planned because of delayed SIG funding announcement.</p> <p>RCSD's Professional Development Incentive has been eliminated. Teachers at MAFT and FTHS, along with all RCSD schools, are eligible for the following existing financial incentives and additional pay opportunities:</p> <ul style="list-style-type: none"> <li>• Teachers of Tomorrow - \$3,400 stipend for critical shortage areas;</li> <li>• Extended Day/Saturday School/Summer School participation payment;</li> <li>• Additional pay for curricular work or selected professional development sessions;</li> <li>• Clubs/Extra Curricular Activities participation stipends;</li> </ul> <p>Extra Block/Extra Period Compensation (20% for teaching an extra period 25% for teaching an extra block).</p>	<p>Delayed</p> <p>Proceeding according to proposed '10 plan</p>	<p>Currently two teachers will attend the CME/NY Summer Institute in June 2012.</p> <p>Professional Development will be provided by the Montessori Coach, RSCD Lead Teachers, and through the Department of Professional Learning.</p>
<p>Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students</p>	<p>MAFT will be RCSD's only Montessori school serving grades preK-8, and teachers will be attracted to the school because of its unique instructional program. New teachers will be trained in the Montessori Method and</p>	<p>Continuing according to proposed '10 plan</p>	<p>Teachers not certified in the Montessori Method will obtain their certification within their first year of teaching at MAFT at no personal cost (cost paid by SIG).</p>

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in a transformation school	current Montessori teachers will be encouraged to participate in advanced training opportunities as part of the school's training plan. As a result of the trainings, teachers will have Montessori teaching certificates. These training opportunities will be at no cost to the teachers.		
Instituting a system for measuring changes in instructional practices resulting from professional development	Ongoing support was provided by the Office of School Innovation (OSI) and the Department of Teaching and Learning (T&L) through the Network Team and School Chief. FTTHS staff received PD focused on the "new" observation and evaluation plan for administrators and teaching staff (APPR).	Proceeding according to proposed '10 plan	Walkthroughs, interviews, and visits will occur by OSI and T&L.
Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	Teachers were hired per RTA contract. Because of the unique school model, MAFT is exempt from the voluntary teacher transfer process per RTA and District agreement. As a result, the Montessori School may hire by interview, without posting vacancies on teacher transfer day, hence supporting the hiring of highly-qualified teacher candidates.	Proceeding according to proposed '10 plan	Continuation is dependent upon future RTA contract agreements.
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	The Montessori Coach has worked on aligning the RSCD Integrated curriculum with Montessori.  The American Montessori Society (AMS) Montessori has generated documents which show the Montessori curriculum alignment with Common Core.	Proceeding according to proposed '10 plan	The Montessori Coach will continue working on aligning the RSCD curriculum with the Montessori curriculum. The District is currently aligning the Mathematics and the ELA integrated curriculum with Common Core.  The Montessori Coach/ Network Team will review with staff the Montessori alignment with Common Core. Professional development will

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			guide staff to understanding and implementing Standards.
<p>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.</p>	<p>An introduction to Decision Making for Results (DMR) was delivered at Principal’s meeting this year.</p> <p>Wednesday Professional Development was building and district-based.</p> <p>Benchmarks, AimsWeb, and NWEA, provided data on student progress in Math and ELA.</p> <p>Benchmark data from NWEA, NER and AimsWeb were utilized to form targeted goals for students at level 1 through 4. Extended day, intervention instruction served students</p>	<p>Proceeding according to proposed ‘10 plan</p>	<p>The Data Coach, Montessori Coach, Specialists and Administrators will implement DMR. Meetings will focus on school and student data to inform instructional decisions.</p> <p>Professional development will continue at district and building.</p> <p>Data from teacher survey will be utilized to plan for workshops and training alongside training which will include district and state</p> <p>Data from State Assessments, NWEA, NER and Aimsweb will be utilized to target goals for individual students. Small group instructional groups will be formed as a result from outcomes.</p> <p>Continue utilizing state and district accepted progress monitoring tools and universal screeners.</p>
<p>Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.</p>	<p>Walk through using the Danielson Model was initiated.</p> <p>Walk throughs are occurring daily at FTTHS. Administrators will stop at classrooms and review the class by utilizing the iPad and the Teachscape software. Teacher are reviewed in domains 3 &amp; 4 and the excerpts of the walk throughs are sent to the teachers</p>	<p>Proceeding according to proposed ‘10 plan</p>	<p>Walk through utilizing the Danielson Model/rubrics from the APPR will be protocol.</p>



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	<ul style="list-style-type: none"> <li>• Differentiation of Instruction for students with disabilities</li> <li>• RTI conference Rochester, NY 2012 MAFT staff attended</li> <li>• FTTHS Classroom strategies for ELL with or without disabilities</li> <li>• Writing quality IEP's</li> <li>• Special Education explicit instruction</li> </ul>	plan	2.
Using and integrating technology-based supports and interventions as part of the instructional program	<p>Professional development was provided to Montessori from the department of ELL.</p> <p>The RCSD annual conference on ESOL was January 2012.</p> <p>Rosetta Stone was implemented in February 2012.</p> <p>All students have the opportunity to take AVENTA on-line credit recovery courses, thus all licenses are currently in use.</p> <p>Students participated in field trips to local colleges and universities in an effort to expose them to college life. They visited Alfred State University, and SUNY Brockport.</p> <p>Two Upper Elementary teachers at Montessori took the monthly Smart board Model Classroom district training.</p>	<p>Proceeding according to proposed '10 plan</p>	<p>Continue professional development with ELL department and other opportunities in order to meet the needs of students.</p> <p>MAFT will attend the national conference.</p> <p>In Year 2, MAFT will provide opportunities for teachers to attend the Rosetta Stone annual training.</p> <p>On-line credit recovery classes will continue.</p> <p>Student travel will continue to be developed and expanded to include participation in mainstream social events.</p> <p>Teachers continue to take advantage of RSCD technology training.</p>
In secondary schools- - Increasing rigor by offering opportunities	A College/Career Counselor was hired to encourage and assist eligible students with the college application process. This process also	Proceeding according to proposed '10 plan.	The College/Career Counselor will continue this important intervention.

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<p>for students 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;</p>	<p>included field trips to local colleges and presentations by guest speakers.            22 students were signed up and attended Bryant and Stratton College. Approximately 14 students finished second semester programing.</p>	<p>Proceeding according to proposed 10 plan</p>	<p>This important intervention will be continued in Year 2 and expanded to include two semesters of college courses.</p>
<p>In secondary schools-            - Improving student transition from middle to high school through summer transition programs or freshman academies</p>	<p>The five-day summer jump start program was not provided because of the delay in funding announcement.</p>	<p>Discontinued</p>	<p>This activity is no longer needed due to the school's new grade level configuration.</p>



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	<p>Day was offered in the areas of ELA for one semester. Extended Day was offered in mathematics in the second semester. At Montessori, additional funds were secured for transportation for the second semester. A 5<sup>th</sup> period was offered, that included AVENTA online learning, direct instruction leading to initial credit in core and elective area, and extended learning for of track students for credit recovery.</p>	<p>Proceeding according to proposed '10 plan</p>	<p>Responsive scheduling will continue in Year 2.</p>
<p>Provide ongoing mechanisms for family and community engagement</p>	<p>Montessori PTA meets monthly:            Events included:</p> <ul style="list-style-type: none"> <li>• Welcome back pizza party</li> <li>• Square one Art-fundraiser</li> <li>• Movie Night</li> <li>• Spring Dance/Magician</li> <li>• Walk-A-Thon</li> <li>• Barnes &amp; Noble Read-athon</li> </ul> <p>The School-Based Planning Team meets monthly.            The first Parent Institute was held on November 17, 2011. The topic Communication and Movement. The second Parent Institute was held on March 8<sup>th</sup> the topic was Independence and Praise.            Montessori Global is a school-community event. This year we will study the culture of Nepal.            In addition the students will research and address solutions for “deforestation.”            New Families Orientation took place on</p>	<p>Proceeding according to proposed '10 plan</p> <p>Proceeding according to proposed '10 plan</p> <p>Proceeding according to proposed '10 plan</p> <p>Proceeding according to</p>	<p>School Based Planning Teams and PTA will continue to support school initiatives.</p> <p>The Parent Institute will be offered at least twice a year.</p> <p>Montessori Global is scheduled for May 2013.</p> <p>Orientations will take place in August and</p>

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	<p>August 30, 2011. Three-year olds orientation was held            On September 7, 2011.            Open house was held on September 22, 2011.</p> <p>The Family Picnic will take place in June.            The International Dinner took place through a PTA sponsored event.            PTA meetings are held monthly.</p>	<p>proposed '10 plan</p> <p>Proceeding according to proposed '10 plan</p> <p>Proceeding according to proposed '10 plan</p> <p>Proceeding according to proposed '10 plan</p>	<p>September.</p> <p>Open house will be in September.</p> <p>The International Dinner and, family Picnic will continue as traditional Montessori events.</p> <p>PTA meetings will be held monthly.</p>
<p>Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs</p>	<p>Rochester Roots added an Urban Farm Manager to their staff.            The Urban Farm Manager worked with students in the classroom and in the greenhouse.</p>	<p>Proceeding according to proposed '10 plan</p>	<p>Rochester Roots will continue in a different capacity due to the lack of a Greenhouse at the FTHS location.</p>
	<p>The <b>goal</b> for the Montessori/ Westervelt Consulting, LLC partnership is “to provide a consistent and structured way for teachers to connect and collaborate with one another in order to: 1) discuss practice; 2) get to know and appreciate each other more; and, 3) become empowered to problem-solve key issues they face as teachers and those of the Montessori Academy</p>	<p>Proceeding according to proposed 2010 plan</p>	<p>The PENCIL partner will continue.</p>

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	<p>First Training-team and strengths.            Second Training-planning your year long PD.</p> <p>Hillside Work-Scholarship Connection provided additional supports to students, particularly graduating seniors. Students participated in tutoring, part-time employment opportunities, and mentoring.            A school Safety Office attended training sessions and supported the maintenance of a safe school environment.</p> <p>Support from The Community Place was not utilized in Year 1.</p>	<p>Proceeding according to proposed '10 plan.</p> <p>Proceeding according to proposed '10 plan.</p> <p>Delayed</p>	<p>Hillside Work-Scholarship Connection will continue.</p> <p>A School Safety Officer will continue to be located on the Freddie Thomas campus and participate in Districtwide training opportunities.            With the relocation of the Montessori Academy to the Freddie Thomas campus in Year 2, support from The Community Place programs will be investigated.</p>
<p>Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff</p>	<p>The school day at FTHS was extended by one additional period, allowing students who were credit deficient to take an extra, or make-up class. Students also were enrolled in online credit recovery classes.</p>	<p>Proceeding according to proposed '10 plan.</p>	<p>Plans for Year 2 include increasing extended day supports for all students.</p>

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Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	A data collection system was implemented this year. SWIS is a web-based School-Wide Information System that allows staff to design school-wide and individual student interventions. SWIS is being utilized to collect data on referrals to the office so we can make informed decisions about student behaviors along with the RTI Team. This system will also allow us to look at patterns for school-wide decision making.	Proceeding according to proposed '10 plan	PBIS will be implemented school wide at MAFT.  SWIS data will be utilized for school-wide decision making.
Expanding the school program to offer full-day kindergarten or pre-kindergarten	The BEDS Code for the Montessori Academy at Franklin was merged into the Freddie Thomas BEDS Code effective 9/2/2011.	Proceeding according to proposed '10 plan	MAFT will move to the FTTHS campus for the start of the 2012-2013 school year. MAFT will offer grades pre-k through 6 in Year 2, and FTTHS will serve students in grades 8 and 12.
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	SIG initiatives were implemented, however operational flexibility such as staffing, school calendar, and budgeting had to be in alignment with RCSD contracts and guidelines.	Proceeding according to '10 plan.	Operational flexibility will be allowed to the maximum amount allowed by District guidelines.
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated	OSI has supported Montessori and FTTHS in the writing, implementation and evaluation of various components of the SIG grant. Continuous monitoring on the grant and the implementation of activities have resulted in focused dialogue and review of budget.	Proceeding according to proposed '10 plan	OSI support will continue.

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external lead partner organization (such as a school turnaround organization or an EMO)			
Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA	<p>All RCSD schools are 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. The school chiefs report directly to RCSD’s Chief Academic Officer/Deputy Superintendent for Teaching and Learning. MAFT and FTTHS are located in the district’s “Northeast Zone” and report to the Northeast School Chief.</p> <p>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 the new MAFT. Network Teams were utilized to provide Introductory training this year on:</p>	<p>Completed</p> <p>Proceeding according to proposed ‘10 plan</p>	<p>The described governance structure will continue in Year 2.</p> <p>MAFT and FTTHS will continue implementation of state and local mandates with assistance from</p>

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REQUIRED ACTION	SUMMARY OF YEAR 1 IMPLEMENTATION	CHARACTERIZATION OF PROGRESS	PLANS FOR YEAR 2 IMPLEMENTATION
	<ul style="list-style-type: none"> <li>• APPR</li> <li>• Common Core</li> <li>• Data Decision Making</li> </ul>		Network Team
Implementing a per-pupil school-based budget formula that is weighted based on student needs	The school-based budgeting process allocates resources to schools based on student enrollment and program design that takes into consideration students with disabilities and English Language Learners, as well as the school instructional design.	Proceeding according to proposed '10 plan	RCSD's budget process will continue to take into consideration the needs of students with disabilities, English Language Learners, and the school instructional design.
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 Montessori model was implemented with fidelity. Teachers participated in diploma programs and other training activities.	Proceeding according to proposed '10 plan	Plans for Year 2 include making additional training available to MAFT teachers.

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**SECTION VI: SCHOOL DATA UPDATE**

School: East High School  
 Grades Served: 7-12

NCES#: 362475003363  
 Number of students: 1,714

Indicator	2008-2009 SY	2009-2010 SY	2010-2011 SY
Percentage of students with disabilities	School: 17.9% District average: 17.2%	School: 19.8% District average: 17.8%	School: 20% District average: 17.8%
Percentage of English language learners	School: 4.9% District average: 9.4%	School: 7.4% District average: 10.2%	School: 10% District average: 11%
Percentage of students with interrupted formal education	School: 0% District average: Not Available	School: 0.20% District average: 0.50%	School: NA District average: NA
Number of minutes within the school year	70,290	70,735	71,162
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%)	n = 159 (91%)
Teacher attendance rate	93.6%	91.08%	Not Available
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	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.			

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**SECTION VII: SCHOOL GOALS UPDATE**

School: East High School

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. Performance percentages showed little changes in 2010-11. In English Language Arts, performance declined in grades 7 and 8, by 3 percentage points whereby 12% of students were meeting or exceeding state standard. Inversely, performance increased 5 percentage points in math in 2010-11 with 18% at Levels 3 and 4.

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	2010-11 Percent at Levels 3 and 4
Grades 7 & 8 ELA	39%	15%	12%
Grades 7 & 8 Math	41%	13%	18%

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. Increases were further demonstrated by the 2007 Total Cohort's performance with an increase of 3 percentage points in ELA to 54% and 1 percentage point in math scoring 65 or higher.

Table VII.B Cohort Performance 2005, 2006 and 2007 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4
ELA	42%	51%	54%
Math	44%	51%	52%

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

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**SECTION VI: SCHOOL DATA UPDATE**

School: Global Media Arts High School at Franklin  
 Grades Served: 8-12

NCES#: 362475005585  
 Number of students: 314

Indicator	2008-2009 SY	2009-2010 SY	2010-11 SY
Percentage of students with disabilities	School: 18.5% District average: 17.2%	School: 19.5% District average: 17.8%	School: 21% District: 17.8%
Percentage of English language learners	School: 3.4% District average: 9.4%	School: 5.0% District average: 0.50%	School: 10% District: 11%
Percentage of students with interrupted formal education	School: 0.42% District average: Not Available	School: 0.22% District average: 0.50%	NA
Number of minutes within the school year	68,490	68,925	69,342
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%)	0
Teacher attendance rate	95.5%	96.4 %	Not Available
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	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.			

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**SECTION VII: SCHOOL GOALS UPDATE**

School: Global Media Arts High School at Franklin

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.

Performance in ELA and Math decreased and increased respectively by 1 percentage point in 2010-11 yielding 4% demonstrating state standards in ELA and 5% in math.

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	2010-11 Percent at Levels 3 and 4
Grades 7 & 8 ELA	39%	5%	4%
Grades 7 & 8 Math	32%	4%	5%

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. Although performance of the 2006 cohort saw decreases in both ELA and math, the 2007 Total Cohort demonstrated gains when compared to the 2006 by 6 percentage points in ELA (to 53%) and 1 percentage point in math (to 44%).

Table VII.B Cohort Performance 2005, 2006 and 2007 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4	2007 Total Cohort Percent at Levels 3 and 4
ELA	53%	47%	53%
Math	50%	43%	44%

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

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**SECTION VI: SCHOOL DATA UPDATE**

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

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-11 SY</b>
Percentage of students with disabilities	School: 18.5% District average: 17.2%	School: 19.5% District average: 17.8%	School: 21% District: 17.8%
Percentage of English language learners	School: 3.4% District average: 9.4%	School: 5.0% District average: 10.2%	School: 5% District: 11%
Percentage of students with interrupted formal education	School: 0.50% District average: Not Available	School: 0.52% District average: 0.50%	NA
Number of minutes within the school year	70,290	70,735	71,162
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%)	n=37 (84%)
Teacher attendance rate	94.3%	95.7%	Not Available
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	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.			

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**SECTION VII: SCHOOL GOALS UPDATE**

School: School of Applied Technology at Edison

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. The 2007 Total Cohort continued to show gains in ELA and math when compared to the 2006. Performance in ELA increased 1 percentage point to 56% and in math by 12 percentage points to 61%.

Table VII.A Cohort Performance 2005, 2006 and 2007 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4	2007 Total Cohort Percent at Levels 3 and 4
ELA	34%	55%	56%
Math	36%	49%	61%

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

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**SECTION VI: SCHOOL DATA UPDATE**

School: School of Business, Finance and Entrepreneurship at Edison NCES#: 362475005606  
 Grades Served: 9-12 Number of students: 245

Indicator	2008-2009 SY	2009-2010 SY	2010-11
Percentage of students with disabilities	School: 23.2% District average: 17.2%	School: 17.9% District average: 17.8%	School: 18% District: 17.8%
Percentage of English language learners	School: 1.6% District average: 9.4%	School: 3.4% District average: 10.2%	School: 4% District: 11%
Percentage of students with interrupted formal education	School: 0.96% District average: Not Available	School: 0.55% District average: 0.50%	NA
Number of minutes within the school year	70,2090	70,735	71,162
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%)	n=51 (98%)
Teacher attendance rate	92.2%	93.4%	Not Available
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	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.			

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**SECTION VII: SCHOOL GOALS UPDATE**

School: School of Business, Finance and Entrepreneurship at Edison

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. The 2007 Total Cohort's performance in ELA and math declined when compared to the 2006. In ELA, the percentage of students who scored at a 65 or higher was 60%, down 11 percentage points. In math the decreased was a little more than ELA with a 12 percentage point drop from 79% to 67%.

Table VII.A Cohort Performance 2005, 2006 and 2007 in ELA and Math

<b>Subject Area</b>	<b>2005 Total Cohort Percent at Levels 3 and 4</b>	<b>2006 Total Cohort Percent at Levels 3 and 4</b>	<b>2007 Total Cohort Percent at Levels 3 and 4</b>
ELA	43%	71%	60%
Math	48%	79%	67%

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

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**SECTION VI: SCHOOL DATA UPDATE**

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

NCES#: 362475005607  
 Number of students: 263

Indicator	2008-2009 SY	2009-2010 SY	2010-11 SY
Percentage of students with disabilities	School: 24.4% District average: 17.4%	School: 20.2% District average: 17.8%	School: 19% District: 17.8%
Percentage of English language learners	School: 3.0% District average: 9.4%	School: 3.0% District average: 10.2%	School: 3% District: 11%
Percentage of students with interrupted formal education	School: 0% District average: Not Available	School: 0% District average: 0.50%	NA
Number of minutes within the school year	70,290	70,735	71,162
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%)	n=28(100%)
Teacher attendance rate	94.6%	95.1%	Not Available
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	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.			

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**SECTION VII: SCHOOL GOALS UPDATE**

School: School of Engineering and Manufacturing at Edison

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.

The 2007 Total Cohort demonstrated higher levels of performance when compared to the 2006. In ELA, performance increased 21 percentage points to 54% of students in the cohort scoring a 65 or higher. Similarly, in math performance increased 17 points to 55% passing a math Regents exam.

Table VII.A Cohort Performance 2005, 2006 and 2007 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4	2007 Total Cohort Percent at Levels 3 and 4
ELA	37%	33%	54%
Math	44%	38%	55%

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%.

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**SECTION VI: SCHOOL DATA UPDATE**

School: School of Imaging and Information Technology at Edison NCES#: 362475005609  
 Grades Served: 9-12 Number of students: 273

Indicator	2008-2009 SY	2009-2010 SY	2010-11 SY
Percentage of students with disabilities	School: 18.3% District average: 17.2%	School: 18.6% District average: 17.8%	School: 21% District: 17.8%
Percentage of English language learners	School: 3.8% District average: 9.4%	School: 5.5% District average: 10.2%	School: 8% District: 11%
Percentage of students with interrupted formal education	School: 0.25% District average: Not Available	School: 0.60% District average: 0.50%	NA
Number of minutes within the school year	70,735	70,735	71,162
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%)	n=31(100%)
Teacher attendance rate	95.9%	94.7%	Not Available
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	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.			

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**SECTION VII: SCHOOL GOALS UPDATE**

School: School of Imaging and Information Technology at Edison

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. The 2007 Total Cohort continued to show gains in ELA and math when compared to the 2006. Performance in ELA increased 2 percentage points to 65% and in math by 11 percentage points to 69%.

Table VII.A Cohort Performance 2005, 2006 and 2007 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4	2007 Total Cohort Percent at Levels 3 and 4
ELA	58%	63%	65%
Math	59%	58%	69%

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

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**SECTION VI: SCHOOL DATA UPDATE**

School: Bioscience and Health Careers High School at Franklin NCES#: 362475004362  
 Grades Served: 8-12 Number of students: 311

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-11 SY</b>
Percentage of students with disabilities	School: 19.9% District average: 17.2%	School: 21.2% District average: 17.8%	School: 21% District: 17.8%
Percentage of English language learners	School: 4.8% District average: 9.4%	School: 6.2% District average: 10.2%	School: 5% District: 11%
Percentage of students with interrupted formal education	School: Not Available District average: Not Available	School: 0% District average: 0%	NA
Number of minutes within the school year	68,490	68,925	69,342
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%)	n=78 (100%)
Teacher attendance rate	91.7%	93.5%	Not Available
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	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.			

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**SECTION VII: SCHOOL GOALS UPDATE**

School: Bioscience and Health Careers High School at Franklin

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.

In 2010-11 performance continued to decline in grades 3-8 ELA, decreasing by 5 percentage points yielding 7% of those students tested demonstrating state standards. Mathematics saw a slight increase of 2 percentage points with 3% of students meeting standards.

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	2010-11 Percent at Levels 3 and 4
Grades 7 & 8 ELA	36%	12%	7%
Grades 7 & 8 Math	33%	1%	3%

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. The 2007 cohort's performance in ELA was 5 percentage points higher than 2006 with 47% scoring a 65 or above. Performance in mathematics remained the same when compared to the 2006 cohort with 51% of students passing the exam.

Table VII.B Cohort Performance 2005, 2006 and 2007 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4	2007 Total Cohort Percent at Levels 3 and 4
ELA	53%	42%	47%
Math	53%	51%	51%

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

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**SECTION VI: SCHOOL DATA UPDATE**

School: International Finance Career High School at Franklin NCES#: 362475005587  
 Grades Served: 8-12 Number of students: 283

Indicator	2008-2009 SY	2009-2010 SY	2010-11 SY
Percentage of students with disabilities	School: 19.5% District average: 17.2%	School: 21.7% District average: 17.8%	School: 19% District: 17.8%
Percentage of English language learners	School: 7.0% District average: 9.4%	School: 3.4% District average: 10.2%	School: 3% District: 11%
Percentage of students with interrupted formal education	School: Not Available District average: Not Available	School: 0% District average: 0.50%	NA
Number of minutes within the school year	68,490	68,925	69,342
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	0	0	0
Teacher attendance rate	95.5%	95.3%	Not Available
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	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.			

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**SECTION VII: SCHOOL GOALS UPDATE**

School: International Finance Career High School at Franklin

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.

Performance in 2010-11 decreased in both ELA and math compare to 2009-10 performance. In ELA, 9% of students demonstrated proficiency or higher on the exam, down 3 percentage points from the prior year. In math, performance dropped 6 percentage points with 6% of students at Levels 3 and 4.

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	2010-11 Percent at Levels 3 and 4
Grades 7 and 8 ELA	38%	12%	9%
Grades 7 and 8 Math	39%	12%	6%

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 increased from the 2005 cohort's 27% by 34 percentage points to 61% for the 2006. The 2007 Total Cohort saw declines in both ELA and math performance. Decreases of 14 points in ELA and 13 in math yielded the percent of students scoring a 65 or higher in each area of 47% and 48% respectively.

Table VII.B Cohort Performance 2005, 2006 and 2007 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4	2007 Total Cohort Percent at Levels 3 and 4
ELA	28%	61%	47%
Math	27%	61%	48%

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

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**SECTION VI: SCHOOL DATA UPDATE**

School: Charlotte High School  
 Grades Served: 7-12

NCES#: 362475003362  
 Number of students: 1049

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-11 SY</b>
Percentage of students with disabilities	School: 22% District average: 17.2%	School: 23% District average: 17.8%	School: 23% District: 17.8%
Percentage of English language learners	School: 4% District average: 9.4%	School: 5% District average: 10.2%	School: 6% District: 11%
Percentage of students with interrupted formal education	School: Not Available District average: Not Available	School: 0% District average: 0%	NA
Number of minutes within the school year	68,490	68,925	69,342
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	n = 54 (96%)	n = 115 (94%)	n=99 (88%)
Teacher attendance rate	91.7%	93.5%	Not Available
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	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.			

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**SECTION VII: SCHOOL GOALS UPDATE**

School: Charlotte

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 45% 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.

In 2010-11 performance continued to decline in grades 3-8 ELA, decreasing by 2 percentage points yielding 10% of those students tested demonstrating state standards. Mathematics performance remained unchanged with 13% of students meeting standards.

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	2010-11 Percent at Levels 3 and 4
Grades 7 & 8 ELA	36%	12%	10%
Grades 7 & 8 Math	45%	13%	13%

Charlotte also 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 8 percentage points from the 2005 cohort's 52% to the 2006 cohort's 60%. Similarly in mathematics, performance increased from the 2005 cohort's 41% by nine percentage points to 48% for the 2006. The 2007 cohort's performance in ELA was 18 percentage points lower than 2006 with 42% scoring a 65 or above. Performance in mathematics declined when compared to the 2006 cohort with 42% of students passing the exam.

Table VII.B Cohort Performance 2005, 2006 and 2007 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4	2007 Total Cohort Percent at Levels 3 and 4
ELA	52%	60%	42%
Math	41%	48%	42%

The 2006 Total Cohort graduation rate at Charlotte increased by 4 percentage points to 48% from the 2005's 44%.

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**SECTION VI: SCHOOL DATA UPDATE**

School: Dr. Freddie Thomas  
 Grades Served: 7-12

NCES#: 362475005586  
 Number of students: 1069

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-11 SY</b>
Percentage of students with disabilities	School: 20% District average: 17.2%	School: 19% District average: 17.8%	School: 18% District: 17.8%
Percentage of English language learners	School: 4% District average: 9.4%	School: 4% District average: 10.2%	School: 6% District: 11%
Percentage of students with interrupted formal education	School: Not Available District average: Not Available	School: 0% District average: 0%	NA
Number of minutes within the school year	68,490	68,925	69,342
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	n = 29 (88%)	n = 0 (NA)	n=15 (100%)
Teacher attendance rate	91.7%	93.5%	Not Available
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not Available	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.			

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**SECTION VII: SCHOOL GOALS UPDATE**

School: Dr. Freddie Thomas

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 23 percentage points from 55% of students achieving levels 3 and 4 in 2008-09 to 32% in 2009-10. In math, performance dropped from 80% achieving levels 3 and 4 in 2008-09 to 55% 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.

In 2010-11 performance continued to decline in grades 3-8 ELA and math, decreasing by 4 percentage points in ELA yielding 28% of those students tested demonstrating state standards and by 13 points in mathematics yielding 42% proficiency.

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	2010-11 Percent at Levels 3 and 4
Grades 7 & 8 ELA	55%	32%	28%
Grades 7 & 8 Math	80%	55%	42%

FTHS saw increased 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 14 percentage points from the 2005 cohort's 38% to the 2006 cohort's 52%. Similarly in mathematics, performance increased from the 2005 cohort's 44% by 12 percentage points to 56% for the 2006. The 2007 cohort's performance in ELA was 6 percentage points higher than 2006 with 58% scoring a 65 or above. Performance in mathematics also increased when compared to the 2006 cohort with 59% of students passing the exam.

Table VII.B Cohort Performance 2005, 2006 and 2007 in ELA and Math

Subject Area	2005 Total Cohort Percent at Levels 3 and 4	2006 Total Cohort Percent at Levels 3 and 4	2007 Total Cohort Percent at Levels 3 and 4
ELA	38%	52%	58%
Math	44%	56%	59%

The 2006 Total Cohort graduation rate at FTTHS increased by 8 percentage points to 43% from the 2005's 35%.

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**SECTION VIII: CONSULTATION and COLLABORATION**

The Rochester City School District has continuously consulted with relevant stakeholders throughout the reapplication process for SIG Cohort 1 and Cohort 2 schools. Both applications are based on strategies outlined by the District in its Portfolio Plan and in collaboration with each school. A focus on individual mission and vision has been taken into consideration by all involved.

Stakeholders consulted throughout this process include representation from all collective bargaining units and recognized parent groups. All stakeholders collectively represent the District's School-Based Planning Team Steering Committee. The Steering Committee meets monthly as the representative body of School-Based Planning Teams in the District. The presidents of each collective bargaining unit participate in the Steering Committee. The Superintendent of Schools and District staff designees also serve on the Steering Committee.

The Steering Committee has reviewed each School Improvement Grant application and has had the opportunity to ask questions and provide input into the application process. The Steering Committee has had the SIG grant and its progression on the agenda this year. All stakeholders had the opportunity to share with their constituents and provide critical feedback during the review process.

In addition, each school has their own School-Based Planning Team. Each team meets monthly and on each agenda is the SIG grant. Topics included an overview of the Turnaround Model and discussions on required actions, spending, teacher incentive, instructional changes, partnerships, and needed amendments. Members of this team include teachers, parents, students, and administrators.

In conclusion, the Rochester City School District has engaged in an extensive consultation process with stakeholders. Throughout the reapplication process, the district engaged in dialogue with all collective bargaining units to ensure a collaborative process. As the District continues to implement the Portfolio as well as this application, it will continue to proceed in a fashion that includes all stakeholders at both the school and District level.

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**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
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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) <b>Deborah Rider</b>	President, ASAR (Association of Supervisors and Administrators of Rochester)		
Signature <i>Deborah Rider</i>			
Individual's Name (Print/Type) <b>Adam Urbanski</b>	President, RTA (Rochester Teachers' Association)		
Signature <i>Adam Urbanski</i>			
Individual's Name (Print/Type) <b>Margie Brumfield</b>	President, RAP (Rochester Association of Paraprofessionals)		
Signature <i>Margie Brumfield</i>			
Individual's Name (Print/Type) <b>Dan DiClemente</b>	President, BENTE (Board of Education Non-Teach Employees)		
Signature <i>Dan DiClemente</i>			

