



KATHLEEN A. SAVILLE
DIRECTOR OF FINANCIAL
MANAGEMENT & GRANTS

Rochester City School District
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Rochester, New York 14614
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*Every Child is a Piece of Art
Create a Masterpiece*

June 24, 2015

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

Dear Sir or Madam:

The Rochester City School District thanks the NYS Education Department for this opportunity to submit an application for *1003(g) School Improvement Grant (SIG) (Round 6)*.

The purpose of this letter is to inform you that the Rochester City School District intends to apply for a grant to support the students at the following schools and have identified the Model to implement whole-school change:

Roberto Clemente School #8	Evidence-Based Model
Kodak Park School #41	Transformation Model
Lincoln Park School #44	Transformation Model
Northeast College High School	Transformation Model

We will submit all application materials as required.

Sincerely,

Kathleen A. Saville
Director of Financial Management and Grants

Please complete all that is required before submitting your application.

Page 1

Select District (LEA) Name:

Listed alphabetically by District

261600010000 ROCHESTER CITY SD

Select School Name:

Listed alphabetically by school name (Priority Schools followed by Focus Schools)

261600010044 SCHOOL 44-LINCOLN PARK

Lead Contact (First Name, Last name):

Michele Alberti

Title (for Lead Contact)

Executive Director of School Innovation

Phone number:

585-262-8324

Fax number:

585-263-3292

Email address:

michele.alberti@rcsdk12.org

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

PreK, 1-6

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

283

School Address (Street, City, Zip Code):

820 Chili Avenue, Rochester, NY 14611

Status of School:

For electronic review purposes, please select the best descriptor for the status of the school.

Priority School - no prior funding of SIG 1003g/SIF

Select the SIG Model for this School Application

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

NOTE: Please be certain that the selection chosen here in ReviewRoom matches the signed application cover page that is submitted in hardcopy. If there is a discrepancy, the signed application cover page will be used to identify the model chosen for submission.

Early Learning Intervention

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

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:		
Rochester City School District			261600010000		
Lead Contact (First Name, Last Name)					
Michele Alberti					
Title		Telephone	Fax Number	E-mail Address	
Executive Director of School Innovation		585-262-8324	585-263-3292	Michele.alberti@rcsdk12.org	
Legal School Name for the Priority School Identified in this Application				School Beds Code	
Lincoln Park School 44				261600010044	
Grade Levels Served by the Priority School Identified in this Application				School NCES #	
PreK - 6				362475003415	
Total Number of Students Served by the Priority School Identified in this Application				School Address (Street, City, Zip Code)	
243				820 Chili Ave Rochester NY 14611	
School Model Proposed to be Implemented in the Priority School Identified in this Application					
Turnaround <input type="checkbox"/>		Restart <input type="checkbox"/>		Transformation <input type="checkbox"/>	
Innovation Framework <input type="checkbox"/>		Early Learning Intervention <input checked="" type="checkbox"/>		College <input type="checkbox"/>	
Closure <input type="checkbox"/>		Evidence-based <input type="checkbox"/>		Community <input type="checkbox"/>	
				Career <input type="checkbox"/>	

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) 	Date 2/21/15
Type or print the name and title of the Chief Administrative Officer Bolgen Vargas, Ed.D.	
DO NOT WRITE IN THIS SPACE	

PROPOSAL NARRATIVE LINCOLN PARK SCHOOL #44

I. DISTRICT-LEVEL PLAN

I.A. District Overview

I.A.i. Theories of Action Guiding RCSD Strategies to Support Lowest Achieving Schools

The Rochester City School District (RCSD) has an urgent need to improve student achievement. Poverty is a fact for most Rochester families, and too many children come to school hungry, troubled, and unprepared. Eighty-one percent (81%) of RCSD schools are in accountability status, including 14 Priority Schools and 22 Focus Schools. Half of the schools not currently on the Focus or Priority lists are not identified as such only because there are insufficient data to label them (i.e., the schools were phase-in or re-start schools).

All RCSD schools must provide children a path out of poverty. Rochester's students and families urgently need better educational outcomes, and District leadership is working actively to transform the District culture to one of setting and achieving high expectations. RCSD's Theory of Action is grounded in the belief that all children can succeed if students and staff are given the time, opportunities, and support they need. The District's focused plan for improving student success will:

- ***Close the opportunity gap*** by providing quality early education, more instructional time, social-emotional supports, better technology in the classroom, and additional services through community partners;
- ***Provide high quality instructional experiences and enrichment opportunities*** that include rigorous curricula, access to materials that help students access and meet NYSCC Learning Standards, textbooks, excellent instruction, Career and Technical Education (CTE) programs, and positive engagement in arts, music, sports, extracurricular activities, and Advanced Placement courses;
- ***Reduce suspensions and learning disruptions*** including misbehavior, truancy, retention, and dropout; reduce special education referrals through improved effectiveness in tier 1 instruction and tier 2 interventions;
- ***Improve outcomes*** such as achievement scores, graduation rates, and college and career readiness; and
- ***Stabilize finances*** by stemming enrollment loss, reducing charter expansion, and attracting new families.

RCSD continues to use the core strategies implemented in its 2008 Strategic Plan that:

- Ensure that each student is prepared academically to succeed in college, life, and the global economy;
- Create safe, engaging, and nurturing school environments that enable student success;
- Recruits, develops, and retains highly effective, diverse people dedicated to students' success;

- Use world-class operational standards and practices to continuously improve how student success is supported; and
- Create a culture in which adults are held accountable for student success.

To bring about school improvement and prepare all students for post-secondary success, RCSD continues to be committed, with fidelity, to the implementation of New York State's *Regents Reform Agenda* aligning resources with its three elements. Schools are centering instruction on the Common Core implementation, and improvement plans must focus on one of the seven "High Impact Key Approaches" below:

1. Common formative assessment
2. Differentiation of lessons, intervention, and acceleration
3. Common Core Learning Standards (CCLS) and curriculum in literacy/English Language Arts (ELA) or Mathematics
4. Deep application of the Danielson Framework (focusing on no more than three elements)
5. More and better learning time/Expanded Day
6. Environment of respect and rapport with a culture for learning in the classroom and school
7. Specific model/NYS-approved focus (e.g., SIG, SIF, Expeditionary Learning, International Baccalaureate)

I.A.ii. Actions That Support the Turnaround of Lowest Achieving Schools

RCSD's District Comprehensive Improvement Plan (DCIP) is aligned with the State's *Diagnostic Tool for School and District Effectiveness* (DTSDE) and the District Action Plan to improve student achievement and prepare students to be successful in the global economy. It outlines goals and strategies for improving schools and identifies measurable targets for graduation rate, academic performance, and school climate. The DCIP concentrates on the DTSDE tenets and connects concretely to all School Comprehensive Education Plans (SCEPs).

To achieve the goals of the Strategic Plan and the DCIP, RCSD aligns its resources to ensure they are used where they are needed most, that is, in the classroom. Ongoing data analysis and monitoring of plan implementation provide regular opportunities to learn, reflect, and take quick, informed actions to make progress toward improving student achievement. A shared capacity built on the DTSDE tenets informs professional learning.

Teaching and Learning Department leaders, School Chiefs, and principals actively monitor and evaluate teacher practices to ensure that instructional methods reflect the highest quality expectations for all children. Instructional and teacher practices are evaluated by the Charlotte Danielson Rubric for Teacher effectiveness. The RCSD Teaching and Learning Division monitors and evaluates the extent to which the Core Instructional Program is implemented effectively.

Rochester's Superintendent places a high priority on using resources to increase the quality and quantity of classroom instruction while at the same time expanding student supports. Three academic priorities drive District improvement:

- 1) ***Reading By Third Grade*** - Identifying instructional strategies and student supports that will increase student literacy by the pivotal third grade year.

- 2) ***More and Better Learning Time*** - Driving efforts to add more time to the school day and school year and using the extra time effectively.
- 3) ***Instructional Excellence*** - Coordinating the resources that will help school leaders and teachers improve the quality of teaching and learning.

In Fall 2013, cross-functional teams began their work to drive the rapid improvement in each of the Superintendent's priority areas. These teams maintain a relentless focus on implementation and eliminating barriers, while aligning resources to provide maximum benefit for students. An Efficiency Management Team (EMT) supports the improvement process by aligning the District's resources to achieve results.

Reading by Third Grade is one of the most important predictive indicators of high school graduation and career success and may have the largest impact on the long term graduation rates. Reading on grade level by third grade is essential for students to make the transition to "reading to learn" throughout the academic career. RCSD is focusing on four areas to improve school readiness and reading instruction:

- 1) ***Increased Access to High-Quality PreKindergarten Programs*** - RCSD is working with community-based organizations to support the alignment of reading assessments and reading curricula with NYS CCLS expectations.
- 2) ***Strengthening CCLS Curriculum Implementation*** - RCSD is ensuring all teachers have access to professional learning and materials necessary for implementation of CCLS with fidelity. Reading teachers provide specialized support beyond the core instructional program to support reading intervention in the early grades.
- 3) ***Utilization of Formative Assessments and Data-Driven Instruction*** - RCSD is training all teachers on how to administer and track student by using Common Core Unit and Domain Assessments included in the CCLS Curriculum Modules.
- 4) ***Stemming Summer Learning Loss*** - RCSD has developed several pilot programs, including a national study with the Wallace Foundation, to support summer learning through a blend of academic learning, hands-on activities, and engaging enrichment.

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More and Better Learning Time is essential in mitigating the opportunity gap for many disenfranchised students. More and Better Learning Time strategies are focused on enhancing rigorous Common Core Learning with differentiated supports for academics, strategic socio-emotional development, and engaging enrichment opportunities. This will empower students with the knowledge, skills, and experiences needed for success in academic learning, life, and the global economy. Through the generous support of the Ford Foundation, RCSD has pioneered this work in New York State and is working to scale expanded learning opportunities throughout the District. Strategies in a developmental, scalable model include:

- ***Maximizing Instructional Time*** - Strategies include eliminating pull-out from the core instructional program, eliminating early dismissal days, and adding built-in supplemental time for arrival and dismissal.

- **Extended School Day** - RCSD has increased the efficiency in the provision of Supplemental Academic Services (SAS) and alignment of community-based after-school programs with school-wide instructional priorities.
- **Expanded School Day** - RCSD has piloted and scaled high-quality, research-based approaches to expanding the learning day to provide more time for differentiated supports, socio-emotional learning, and engaging enrichment opportunities. .
- **High Quality Summer Learning** - RCSD provides additional instruction, not just remedial but also accelerated and enriched learning experiences during the summer to promote authentic, engaging learning experiences and maintain a focus on reading

RCSD draws from U.S. Department of Education and NYSED guidelines on evaluation, effective instructional practices, and high quality professional learning to improve outcomes. As part of the **Instructional Excellence Priority**, the District has identified schools to serve as demonstration sites for instructional excellence. These schools will model effective implementation of four key strategies that will bring about improved student achievement:

- 1) **Model Teachers** - Model teachers serve as mentors to their peers, implementing the Common Core curriculum with fidelity and demonstrating differentiated instruction.
- 2) **Formative Assessment and Data** - Data is used by teachers and students to manage and adjust learning so that immediate benefits are realized.
- 3) **Classroom Walk-Through Tool** - Principals use the tool to collect classroom data that will inform coaching discussions and professional learning strands.
- 4) **Principal Data Dashboard** - The Dashboard provides a visual snapshot of daily school operations and allows school leaders to focus on continuous improvement.

The focus of this work is to develop “turnkey trainers” (i.e., model teachers) to model differentiation, higher order questioning, instructional technology integration, and CCLS implementation. The model teachers share their expertise Districtwide and build the capacity of all teachers to deliver highly effective, individualized instruction that is based on rigorous standards and the Common Core Curriculum.

RCSD uses a strong Core Instructional Program that incorporates intervention and acceleration strategies for all students. The Core Instructional Program provides the framework for highly effective instruction that offers equal access to academic opportunities for all students. Everyone is held accountable for specific student and school outcomes. To monitor progress, the District uses the *Diagnostic Tool for School and District Effectiveness* (DTDSE) at a frequency greater than mandated by NYSED for assessment.

I.A.iii Evidence of RCSD Readiness for System-Wide Improvement in Priority Schools

The District has aligned all professional learning with the DCIP, and school-specific SCEPs are framed around DTSDE reviews. Priority school principals take part in collegial information exchange sessions, facilitated by the Chief of School Transformation. The focus of this work is outlined by effective and identified best practices that are aligned with actions in the SCEP, such as differentiated instruction, operational and programmatic planning, and the effective implementation of the Core Instructional Program, including Common Core Unit Domain Assessment administration to guide planning and instructional facilitation.

RCSD leadership, both in central administrative offices and schools, have participated in targeted leadership academies to develop a foundation of strong leadership for improvement in the instructional core within a context unique to Rochester. District chiefs, directors, principals, and assistant principals have gained a better understanding of the technical requirements for implementation of the Common Core State Standards through intensive workshops and executive coaching. All leaders are learning how to manage organizational elements coherently to support the District's instructional goals and use data to inform decisions.

District officials have participated in DTSDE training and are working with Outside Educational Experts and NYSED officials in conducting school reviews on a regular basis. The Office of Professional Learning, School Innovation, and Executive Directors of Curriculum, along with the Secondary School Chief, are participating in the Regents Reform Agenda DTSDE Professional Learning Community and developing a District level plan for utilizing the DTSDE tool to guide adult learning and district-wide improvements in planning and effectively implanting a system for differentiated instructional support for school leaders and teachers

I.B. Operational Autonomies

I.B.i. Operational Autonomies in Lincoln Park School # 44

In 2012, RCSD established a goal to expand the school day for students. In an effort to gain more flexibility for expanded day schools, a process for Earned Autonomy with Accountability was drafted in Spring 2015 and implemented in school year 2015-2016. The crux of the process is to gain building-level operating flexibility in the areas of scheduling and staffing. There is flexibility for schools in the master schedule to increase teacher collaboration. Additionally, schools have the opportunity to earn flexibility in the use of their Expanded Learning Time funding to make itinerate staffing full 1.0 positions.

A standardized schedule within the Core Instructional Program supports students, and significant flexibility is allowed in its implementation to individualize programs at Priority Schools. Teachers will be provided a survey that allows the Principal and leadership team to review the personal preferences of staff regarding positions and the use of time to support the expansion of the school day. The goal is to provide staff with one of their requested preferences when possible. In addition, staff have been asked to identify areas in which they can offer specialized support and enrichment during the expanded learning day. Teacher schedules may be staggered, with negotiated hourly pay rates for time worked beyond the contractual working day. Expanded learning offerings will be reviewed and adjusted every marking period. All redesign schools, in collaboration with their School-Based Planning Teams, have autonomy to identify how the school day will be expanded to meet the Commissioner's requirement that Priority Schools add 200 or more additional student contact hours per year.

Autonomy will also be provided to schools in the selection of educational programs. Programs will be identified that address the unique needs of the school within the framework of the Core Instructional Program and will reflect the needs of a high ELL and SWD population as well as take into account the suggestions made by NYSED during the 2014-2015 DTSDE reviews. Community partners to support expanded learning were approved through a District-wide Request for Proposal process during Summer 2013. Schools can review the menu of approved providers and meet with partners to individualize program offerings that support the school-wide instructional priority and focus area for expanded learning.

I.B.ii. Adopted Board of Education Policies That Provide Evidence of Autonomies

In April 2015, a new section was added to educational law. Section 211-f requires that Persistently Struggling Schools (i.e., schools that have been in the most severe accountability status since school year 2006-2007, be given an initial one-year period under a Superintendent Receiver to improve student performance. Struggling Schools (i.e., schools that have been Priority Schools since SY12-13), will be given an initial two-year period under a Superintendent Receiver to improve student performance. RCSD has received the designations of the schools, and Lincoln Park School #44 is designated as "struggling," therefore having two years to make demonstrable improvement. As a result of this designation, RCSD's Superintendent will become the Receiver of Lincoln Park School #44. This designation ensures that Lincoln Park School #44 will have various autonomies. As the Receiver of the persistently struggling and struggling schools, the Superintendent will be vested with the Powers of a Receiver. These powers include the ability to review and make changes to the school budget, create/change school program and curriculum, supersede a decision made by the Board of Education, require all staff to reapply for their positions,

implement professional development for staff, expand the school day or year, convert the school to a charter school, pursuant to the law, request changes to the collective bargaining agreement, and convert the school to a community school.

BOE policy 1900, Parent and Family Engagement seeks to strengthen the partnership among parents/caregivers, staff, schools, the community, the Superintendent, and the Board of Education by providing for parent and family involvement in decision-making as members of School-Based Planning Teams, local parent groups, and District-wide committees. This partnership will be further strengthened by expanding training programs that help the individual parent support his or her child at home. Such training programs shall be offered at schools, faith institutions, community centers, and other identified locations. The policy outlines areas in which parents can participate in local school and District-wide matters, and is supplemental to rights of parents guaranteed by Board of Education policy and state and federal laws.

BOE Policy 2265- School-Based Planning, recognizes the school as the essential unit of District productivity and accountability. The Board will provide school staff with latitude and authority over decisions that affect student performance (e.g., selection and assignment of staff, appropriation of allocated resources, curriculum emphasis, design of instruction, placement and grouping of students, use of instructional time), based upon law, policy, contractual agreements, research, and sound educational practice. The type of improvement that the Board seeks is dependent on the energy, capability, and resourcefulness of teachers, administrators, and parents at individual sites, forming active and responsive communities that are committed to the quality of children's education and that occupy a powerful role in shaping school experience.

I.B.iii. Additional Evidence of Operational Autonomies

The language is in Section 24.5(a), of the Contractual Agreement between RCSD and the Rochester Teachers Association (RTA) details how the District and RTA can agree on schools/positions to be exempted from the voluntary transfer process (see attached contractual). By January 1 of each school year, the Superintendent and RTA President may identify a number of specific positions and/or schools that will be exempted from the voluntary transfer process. The purposes for such exemption shall be to enhance the District's ability to recruit new staff, provide stability, and/or support organizational change as well as respect for a school's culture. Such positions and/or schools shall be mutually agreed to by the Superintendent and the Association President.

The
Contractual Agreement
Between
The City School District And the
Rochester Teachers Association
(NYSUT/AFT, NEA & AFL/CIO)



JULY 1, 2013

PREAMBLE

1. The Rochester Teachers Association, the City School District, the Board of Education and the Superintendent of Schools recognize that they have a common responsibility beyond their collective bargaining relationship.

2. The Rochester Teachers Association, the City School District, the Board of Education and the Superintendent of Schools wish to state their mutual intent to continue to work toward the achievement of common goals.

All students can learn and we have the responsibility to educate all of them well. Student achievement must not be predictable by a student's circumstances, background, race or socio-economic status.

3. The Rochester Teachers Association and the City School District, the Board of Education and the Superintendent of Schools, believe that fundamental to educational reform is delineating extended expectations for all professional staff. These may be thought of as a series of commitments which, taken with the core propositions of the National Board for Professional Teaching Standards and the 1989 PART Report, provide a framework for the formulation of criteria for professional practice.

The parties are dedicated to undertake the purposeful change necessary to restructure schools. A transformed marketplace increasingly demands high skilled, analytical, creative problem solvers able to adapt to the changing requirements of an informational/technological workplace. Only a transformed school system will be able to respond. For that transformation to occur, teachers must aggressively champion every child.

A commitment to change means a willingness to reconsider and alter, as necessary, traditional relationships, organizational structures, and allocations of personnel, resources, time and space to advance student achievement and enhance the life of the school as a center of learning and productivity.

The first professional commitment must be to advance student achievement. Professionals must scrutinize routine patterns of teaching and learning, and confront fundamental issues. This commitment may be manifested by such innovations as ungraded and flexible groupings, the merging of special and regular education classes, interdisciplinary teams, and schedules routinely adjusted to match instructional demands. This commitment is to a new way of thinking, to a continual search for more effective paradigms. The context for decision-making is recommended best practice as documented in the research base.

Teachers must be committed to enhancing the life of the school and helping to forge a community of learners based on a system of shared responsibility, values, and mores and

to model the behavior of a life-long learner that we expect of our students.

4. The Rochester Teachers Association, the City School District, the Board of Education and the Superintendent of Schools have sought for a number of years to attain mutually satisfactory general objectives and educational goals, as well as programs reflecting mutual concern in areas such as the reduction of class size, development of a more effective curriculum, promotion of the use of relevant and innovative materials, and racial integration among faculties and students.

5. The Rochester Teachers Association, the City School District, the Board of Education and the Superintendent of Schools are committed to further advance their mutual goals by retaining present programs (School-based Planning Teams and Career in Teaching) and by taking innovative steps toward fulfilling the educational needs of the children of this school system and the legitimate expectations of the community.

6. The Rochester Teachers Association, the City School District, the Board of Education and the Superintendent of Schools recognize that their major goal is the effective education of all students in the City School District and support the general principles articulated in the report of the RTA/RCS D Joint Task Force on Shared Accountability for Improved Student Learning.

SECTION 1 RECOGNITION

The Board of Education of the City School District of Rochester (hereinafter referred to as the "Board") hereby recognizes the Rochester Teachers Association (hereinafter referred to as the "Association") as the sole and exclusive bargaining representative for a collective bargaining unit consisting of, but not limited to:

Classroom Teachers
Contract Substitute Teachers
Attendance Teachers
Librarians
Guidance Counselors
Speech and Hearing Teachers
School Psychologists
School Social Workers
Library and Media Specialists
Audiologists
School Instructors
Home Hospital Teachers
Rochester Preschool-Parent Program (RPPP)
Teachers

Parent Group Leaders
Peer Consultants

This recognition shall be applicable for a period not to exceed the expiration date of this Agreement.

SECTION 2 FAIR PRACTICES

The Association agrees to maintain its eligibility to represent all teachers by continuing to admit persons to membership without discrimination on the basis of age, race, creed, color, national origin, gender, marital status, sexual orientation or handicapping conditions and to represent equally all employees without regard to membership or participation or association with the activities of any employee organization.

The Board agrees to the policy of not discriminating against any employee on the basis of age, race, creed, color, national origin, gender, marital status, sexual orientation, handicapping conditions or membership or participation in or association with the activities of any employee organization.

SECTION 3 ACADEMIC FREEDOM

Academic freedom shall be guaranteed to teachers, and no special limitations shall be placed upon study, investigation, presenting and interpreting facts and ideas concerning man, human society, the physical and biological worlds, and other branches of learning except those standards of professional educational responsibility applicable to elementary and secondary education.

SECTION 4 PROCEDURES

1. **Negotiations for Successor Contract** Meetings of the negotiating committees shall be initiated at the written request of either party in accordance with Section 6 of this Agreement. All subject matter to be negotiated shall be submitted by the agreed upon date. The parties shall arrange for a mutually satisfactory time and place for an initial meeting with a reasonable time thereafter. Such negotiations may be preceded by preliminary informational meetings between the Superintendent of Schools (hereinafter referred to as the "Superintendent", including members of the administrative staff and

members of the Negotiating Committee of the Association.

2. Either party may utilize the services of consultants in negotiation meetings, and call upon competent professional and lay representatives to consider matters under discussion and to make suggestions.

3. **Ratification** Agreements reached by the negotiating committees shall be submitted in writing to the Board and the Association for ratification.

4. **Emergencies** In emergency situations, deviations shall be permitted from the terms of this contract, after consultation with the other party.

5. a. **Contract Modifications** This contract may not be modified in whole or in part by parties except by an instrument in writing duly executed by both parties and no departure from any provision of this contract by either party or by members of the negotiating units shall be construed to constitute a continuing waiver of the right to enforce such provisions.

b. Modifications of the specific provisions of this Agreement affected through the School-based Planning Team (hereinafter referred to as the "SBPT") process shall be subject to procedures approved by the RTA Representative Assembly. Decisions reached in accordance with this provision shall be binding on all unit members at that site.

6. **Rules, Regulations, and Practices** This contract shall supersede any rules, regulations or practices of the Board which shall be contrary or inconsistent therewith.

SECTION 5 SAVINGS CLAUSE

This Agreement and all provisions herein are subject to all applicable laws. In the event any provision of this Agreement is held to violate such laws, said provision shall not bind either of the parties but the remainder of this Agreement shall remain in full force and effect as if the invalid provision had not been a part of this Agreement.

IT IS AGREED BY AND BETWEEN THE PARTIES THAT ANY PROVISION OF THIS AGREEMENT REQUIRING LEGISLATIVE ACTION TO PERMIT ITS IMPLEMENTATION BY AMENDMENT OF LAW OR BY PROVIDING THE ADDITIONAL FUNDS THEREFORE, SHALL NOT BECOME EFFECTIVE UNTIL THE APPROPRIATE LEGISLATIVE BODY HAS GIVEN APPROVAL.

SECTION 6 DURATION

This Agreement is made and entered into by and between the Board of Education

of the City School District of Rochester New York and the Rochester Teachers Association. The provisions of this Agreement shall be effective July 1, 2013 (unless otherwise indicated) and shall continue in effect until June 30, 2015; provided, however, that initial salary placements, salary adjustment and salary increases shall continue to be governed by all applicable provisions of Sections 46 and 50 and Appendix A of this Agreement beyond June 30, 2015.

Either party may give written notice to the other on or before March 1, 2015, of its desire to continue this Agreement beyond June 30, 2015. If the other party fails to object to the continuation of this Agreement by April 1, 2015, the Agreement shall continue until June 30, 2015. If the other party objects by April 1, 2015, the parties shall meet promptly to negotiate a new Agreement in accordance with the provisions of the Taylor Law, and this Agreement shall terminate on June 30, 2015.

In the event that the parties agree to extend this Agreement beyond June 30, 2015, either party may give written notice to the other party on or before March 1 of any year thereafter of its desire to continue this Agreement in its then existing form beyond its then June 30th expiration date. If the other party fails to object by April 1 of that year, the Agreement shall continue in its then existing form until June 30 of the next year. If the other party objects by April 1, the parties shall meet promptly to negotiate a new Agreement in accordance with the provisions of the Taylor Law and this Agreement shall terminate on June 30th of that year.

IN WITNESS WHEREOF the parties hereunto set their hands and seals this 8th day of AUGUST 2013.

BOARD OF EDUCATION OF THE CITY SCHOOL DISTRICT OF ROCHESTER, NEW YORK

By 
BOLGEN VARGAS, Superintendent of Schools

By 
BETHANY CENTRONE, Chief Negotiator

ROCHESTER TEACHERS ASSOCIATION

By 
ADAM URBANSKI, President

By 
JOHN PAVONE, 1st Vice President and Chief Negotiator

SECTION 7 CONTRACT REPRODUCTION AND DISTRIBUTION

Copies of this Agreement shall be reproduced by a union print shop which shall be selected by mutual agreement. The cost of such reproduction shall be shared by the Association and the Board. Copies of the Agreement shall be distributed by the Association to all unit members employed at the time the printed Agreement is available. Unit members subsequently employed by the Board shall be provided copies of the Agreement at the time of hire. The format of the contract copy shall be jointly developed by the Association and the Board.

Copies shall be made available to School-based Planning Teams.

SECTION 8 MANAGEMENT RIGHTS

It is understood and agreed that the Board possesses the sole right to operate the City School District (hereinafter referred to as the "District"), and that all management rights repose in it, but that such rights shall be exercised consistently with the other provisions of this Agreement.

SECTION 9 ASSOCIATION RIGHTS

1. Dues Deduction

a. The Board agrees to deduct from the salaries of teachers who are members of the Association the dues levied by the Association as said teachers individually and voluntarily authorize the Board to deduct and to transmit the monies promptly to the Association.

b. The Association shall certify to the Board the current rates of membership dues and shall notify the Board of any change in the rates of membership dues.

c. Dues deductions authorized by individual teachers shall be continuous unless revoked in writing. Any teacher desiring to have the Board discontinue deduction s/he has previously authorized must notify the Association in writing and the Association

shall notify the Board in writing of said revocation.

d. Deductions shall commence and be consistent with the procedures developed jointly by the District and the Association.

e. The Board agrees that it will not accord dues deduction rights to any other teacher organization.

f. It is specifically agreed that the District and the Board assume no obligation, financial or otherwise, arising out of the provisions of this Section, and the Association agrees that it will indemnify and hold the District and the Board harmless from any and all claims, actions, demands, suits, or proceedings by any employee, or any other party, arising from deductions made by the District or Board and remittance to the Association of dues and any other fees under this Section.

Once the funds are remitted to the Association, their disposition thereafter shall be the sole and exclusive obligation and responsibility of the Association.

2. Agency Fee Deduction

a. The District shall deduct from the wage or salary of employees in the bargaining unit who are not members of the Association the amount equivalent to the dues levied by the Association and transmit the same so deducted to the Association, in accordance with Chapters 677 and 678 of the Laws of 1977 of the State of New York.

b. The Rochester Teachers Association affirms that it has adopted such procedure for refund of agency fee deduction as required in Section 3 of Chapters 677 and 678 of the Laws of 1977 of the State of New York. This provision for agency shop deduction shall continue in effect so long as the Rochester Teachers Association maintains such procedure.

c. The agency fee deductions shall be made following the applicable procedures as set forth in Section 9.1 of this Agreement.

3. Distribution Service

The District's daily courier service shall be extended to include pick up and delivery at the office of the Rochester Teachers Association.

4. Building Visitation Rights

Duly authorized representatives of the Association and its affiliates, certified to the District, shall have the right to transact official organization business on school property. Upon arrival, such authorized representatives shall report their presence to the Principal

or his/her designee. The Principal or his/her designee shall then confer with the duly authorized representatives in order to facilitate the purpose of the visit provided such visit shall not interrupt normal school operations and is approved by the Principal or his/her designee.

5. New Teacher Orientation

To inform new teachers of the provisions of this contractual Agreement, and to explain the services available through the Association, the Association shall, during the first month of school, have time for orientation of new teachers for a 30-minute period conducted by the Association at the building level if such time is needed.

6. Released Time for Association Representatives

a. When it is necessary for representatives of the Association to engage in Association activities directly relating to the Association duties as representatives of the teachers which cannot be performed other than school hours, upon the approval of the Superintendent or his/her designated representative within a reasonable time in advance, they shall be given such time, without loss of pay as is necessary to perform any such activities. The Association and its officers recognize and agree that this privilege should not be abused.

b. When it is necessary for representatives of the Association to engage in Association activities directly related to duties as representatives of teachers which occur on a daily basis during regular school hours, up to four designated unit members or the full time equivalent shall be granted release time without loss in pay or other employment benefits while performing these activities. Such Association representatives shall have the absolute right of return to their former positions when their Association duties end. The Association shall pay the District an amount equal to Step 1 on Appendix A for the full-time release of any designated Association representative. The Association shall also pay the district an amount equal to the benefits cost being borne by the District for the replacement teacher. Partial release time shall be reimbursed at Step 1 on Appendix A prorated to reflect the amount of time the individual is released.

7. Released Time for Association President

The President of the Association shall be provided with full released time from his/her teaching or equivalent duties in order for him/her to carry out Association duties, and shall suffer no loss of pay or employment benefits while performing such duties during his/her term of office. S/he shall have the absolute right of return to his/her former position when his/her term of office expires. The Association shall pay to the District an amount equal to Step 7 on Appendix A for such release of the President.

8. Released Time for Negotiating Committee

If joint meetings of the negotiating committees are scheduled during the school day, members of the committees shall be released from their regular duties without loss of salary.

9. Association Building and Department Committees

a. The Building Principal shall meet upon request at a mutually agreeable time with the Association Building Committee to discuss and review local school problems and practices, school operations, and questions relating to the implementation of this Agreement.

Such meetings shall not interfere with the normal operations of the school except in emergency situations.

Copies of decisions made shall be signed by the Building Principal and the entire Building Committee and shall be filed with the Association and appropriate Central Office personnel.

The Association Building Committee shall be comprised of a building representative and no more than four (4) teachers from each school elected by the Association membership in that building.

Changes in policy and procedures or any new policies and procedures shall be consistent with the terms of this contract.

b. Unit members directly supervised by Central Office personnel shall have the right to form an Association Department Committee. The appropriate Central Office Supervisor shall meet upon request at a mutually agreeable time with the Association Department Committee to discuss and review department problems, practices, operations, and questions relating to the implementation of this Agreement.

Such meetings shall not interfere with the normal operation of the department except in emergency situations.

Copies of decisions made shall be signed by the Central Office Supervisor and the entire Department Committee and shall be filed with the Association and appropriate Central Office personnel.

The Association Department Committee shall be comprised of no more than four (4) teachers elected by the membership of that department.

Changes in policy and procedures or any new policies and procedures shall be consistent with the terms of this contract.

c. Specified Building Committee Duties

(1) School-level meetings shall be scheduled by the Building Principal or his/her designee and the Association Building Committee at mutually agreeable times. If the principal and the building committee are completely unable to agree on scheduling meetings, the principal shall have the discretion to schedule one (1) meeting a month.

(2) Classroom interruptions shall be kept to a minimum. Recognizing that scheduled class time is intended to be used for the instruction of students, the Building Committee in each school will, with input from the school's parent organization (or parents), develop procedures to ensure that unscheduled classroom visits do not occur. Such procedures will be filed annually with the District Central Office and RTA by June 30th preceding each school year. This provision is not intended to prevent parents from visiting their child's classroom when such visits are scheduled in advance.

(3) The Association Building Committee and the Principal of each building will develop a plan to deal with emergency situations or situations where a teacher must consent to assume substitute duties. Such plans shall provide for an equitable division of such substitute duties among all teachers. Copies of plans shall be filed with the Superintendent and with the Association by October 15 of each school year.

(4) In each school, the Association Building Committee and the Principal shall, subject to the approval of the Superintendent or his/her designee, jointly cooperate in experimenting with flexible schedules of varying length within the school day for individual pupils with special needs.

(5) The Building Committee shall meet with the Principal no later than June 30th (elementary schools) or August 1st (secondary schools) to review proposed teacher room assignments for the subsequent school year for input and comment.

(6) The Building Committee and the Principal shall establish policy and procedures for the utilization of the school copier(s).

(7) The Building Committee shall periodically meet with the Principal during each school year to discuss and seek agreement on building-level mandated reporting and paperwork.

(8) The Principal shall present to a joint meeting of the School-based Planning Team and Building Committee the proposed school budget for the per pupil allocation funds. This presentation shall occur prior to June 1st and the principal shall seek the endorsement of the SBPT and the Building Committee.

(9) Each school Principal shall meet with the Building Committee and other

school personnel and/or experts to discuss a plan for handling an assault on teachers or staff. Based on such discussions, the principal shall develop a plan and file it with the appropriate District Administrator and the RTA by October 1st. The plan shall be reviewed annually by the Principal and Building Committee and appropriate others, and any amendments shall be filed by October 1st.

(10) At each school, the Building Committee and Principal, with direct input from the faculty, may develop building-level guidelines consistent with the District's Code of Conduct for student discipline. These guidelines may include ranges of discipline that may be imposed for the more commonly seen violations of the District's Code of Conduct. The guidelines for the following school year should be drafted in the spring of the preceding school year and finalized prior to the end of that school year.

10. Use of Facilities

The Association shall have the following rights subject to reasonable regulations:

- a. To use bulletin boards or other communications media, and
- b. To use building facilities for the purpose of meetings concerned with the exercise of the rights established in this Agreement.

11. Leaves of Absence Without Pay for Association Activities

The Board agrees that one teacher designated by the Association will, upon written request at least thirty (30) days in advance, be granted a leave of absence for up to two (2) years without pay for the purpose of engaging in Association (local, state, national) activities. Upon return from such leave, such teacher will be considered as if s/he were actively employed by the District during the leave and will be placed on the salary schedule at the step s/he would have achieved had s/he not been absent with all accumulated benefits which had accrued to him/her prior to such leave.

12. Association Reports and Faculty Meetings

- a. The Association building representative shall be given an opportunity at building faculty meetings to present brief reports and announcements not to exceed fifteen (15) minutes at the end of and prior to the conclusion of the meeting.
- b. An Association representative (Section 9.9.b.) shall be given an opportunity at staff meetings to present brief reports and announcements not to exceed fifteen (15) minutes at the end of and prior to the conclusion of the meeting.

13. Administrative and Committee Assignments

All Association building representatives shall be relieved of administrative and/or committee assignments during their term of office. The number of building representatives so relieved shall be fixed as of November 1, 1978, and may either increase or decrease after that date based upon a concomitant increase or decrease of Association members in that unit. No more than eight (8) members of the Teacher Unit Grievance Committee shall be relieved of homeroom and/or committee assignments.

14. Association Identification

No teacher shall be prevented from wearing an insignia, pin or other identification of membership in the Association on school premises.

15. Periodic Meetings

The parties agree to meet periodically during the term of this Agreement to discuss matters of mutual concern.

16. Access to Information

The Board agrees to furnish to the negotiating committees in accordance with their reasonable requests all available information concerning financial resources of the district, tentative budgetary requirements, and allocations and such other information as will assist the negotiating committees in developing intelligent, accurate and constructive programs on behalf of the teachers and their students.

17. Upon receipt of a signed authorization card specifying the contribution amount and schedule, the District shall deduct from the wages or salary of employees in the bargaining unit VOTE/COPE contributions.

**SECTION 10
EDUCATION REFORM**

1. Experimentation

The Board and the Association recognize the need for experimentation and innovation in instructional programs and techniques and agree to cooperate in the implementation thereof.

2. School-based Planning

The Board and the Superintendent and the Association agree to cooperatively participate in the development of School-based Planning at each school location. District

sanctioned School-based Planning Teams at each school location will include teacher representation consistent with selection procedures developed in cooperation with the Association.

Each School-based Planning Team will have the option to amend:

- a. Aspects of the school's Comprehensive School-wide Reform program.
- b. The report card format for their school within criteria and parameters established jointly by the District and the Association.

3. **Strategic Review**

The Association President and one other Association officer shall join the Superintendent's strategic review team as full participants in the development and review of strategic and innovative projects.

4. **New School Units**

a. The District and the Association agree to encourage the establishment of new, smaller school units and schools within schools. A multi-party work group shall be formed to identify issues and incentives, to provide support and access to planning expertise, and to facilitate the process of enabling groups of educators to create more responsible school units. Issues to be addressed may include, but are not limited to, scheduling, staffing (transfers, certification, etc.), length/variation of school day and year, interaction with community agencies, community service activities, relationship to existing School-based Planning procedures, mandate relief, contract and policy waivers, etc.

b. The parties agree to jointly plan and implement a teacher-led school of National Board for Professional Teaching Standards (NBPTS) teachers for demonstration of accomplished practice, for teacher induction and for teacher professional development. The 2011-12 school year shall be for joint planning. The intent of the parties is that the planning committee shall connect this initiative to the mandated transformation and school improvement models.

5. The parties shall continue to collaborate to help secure and find mutually agreeable uses for the Teacher Incentive Fund (TIF).

SECTION 11 EDUCATIONAL POLICY

1. In the event the Board is considering a change in policy which would come within the scope of this Agreement, or is considering any change in District-wide educational policy which has an impact on the terms and conditions of work, the Board or the

Superintendent shall so notify the President of the Association. The Association shall, within ten (10) days, notify the President of the Board if the Association will exercise its right to negotiate these matters. The Board and the Association shall also negotiate on any appropriation of unanticipated additional sources of public revenue which are not specifically earmarked.

2. The Association shall also have the opportunity to present its views to the Superintendent, his/her designee, and/or the Board on other revisions of educational policy which the Association may deem desirable at a mutually convenient time.

3. The District agrees to make every effort to prevent reduction in instructional services to students for the life of this Agreement.

SECTION 12 MULTICULTURAL EDUCATION

In order to assure the continuation of positive action designed to further implement the District's commitment to provide multicultural education as expressed in Board resolutions, and to carry out the principles of the Preamble of the Agreement, the Association and the Administration shall continue and will accelerate their efforts to provide multicultural education.

SECTION 13 FEDERAL AND OUTSIDE FUNDED PROJECTS

1. a. A Joint Committee of the administration and the Association shall be established to review all present and proposed federal and outside funded projects and to recommend future projects and study the impact of such projects on the regular instructional program. Such Committee shall be composed of ten (10) persons. Five (5) persons will be appointed by the Association, one of whom may be a parent. Five (5) persons will be appointed by the Superintendent, one of whom will be a parent selected by the Parent Leadership Coalition. All project proposals shall be submitted to the Joint committee prior to Board approval and/or submission to the appropriate government agency.

b. The Committee shall meet as the need arises, and shall make its report available to both the Association and the Board on or before March 1st and June 1st of the school year.

2. The working conditions of certified personnel working on all federal and outside funded projects shall be in substantial conformity with the terms of this Agreement.

3. All positions under such programs will be publicized in accordance with existing procedures.

SECTION 14 GRIEVANCE PROCEDURE

1. Definitions

a. **Grievance** A “grievance” is a claim based upon an event or condition which affects the conditions or circumstances under which a teacher works, allegedly caused by misinterpretation or inequitable application of established policy or the terms of this Agreement.

b. **Teacher** the term “teacher” may include a group of teachers who are similarly affected by a grievance.

c. **Party-in-interest** A “party-in-interest” shall mean the person making the claim and/or any person who might be required to take action or against whom action might be taken in order to resolve the problem.

d. **Days** The term “days” when used in this Section shall, except where otherwise indicated, mean working school days.

e. **Aggrieved Party** the term “aggrieved party” shall mean any person or group of persons in the negotiating unit filing a grievance.

2. Purpose

The primary purpose of the procedure set forth in this Section is to secure, at the lowest possible level, equitable solutions to the problems of the parties. Except as is necessary for the purpose of implementing this Section, both parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of such procedure. Nothing contained herein shall be construed as limiting the right of any teacher having a grievance to discuss the matter informally with any appropriate member of the administration.

3. Procedure

a. It is important the grievances be processed as rapidly as possible. The number of days indicated at each level should be considered as maximum and every effort should be made to expedite the process. However, when mutually agreed, the time limits given below may be extended.

b. In the event a grievance is filed on or after the first of June, which, if left unresolved until the beginning of the following school term could result in irreparable harm to the teacher or group of teachers concerned, the time limits set forth herein shall be appropriately reduced.

c. Failure at any step of this procedure to communicate to the aggrieved and the Association the decision on a grievance within the specified time limits shall permit the aggrieved teacher to proceed to the next stage of the grievance procedure. Failure to appeal a grievance to the next stage within the specified time limits shall terminate the grievance.

4. **Stages**

a. **Stage 1 - Immediate Supervisor**

Any teacher having a grievance shall present the grievance to his/her immediate supervisor or principal, whoever is most directly concerned, within sixty (60) business days of the date the teacher knew or should have known of the alleged violation. The teacher shall submit the grievance in writing on the District Stage One Grievance Form which is available at the work location. The grievance may be presented by the teacher, either individually or with the Association Building Representative, with the objective of resolving the matter.

Within five (5) days, the immediate supervisor or principal shall present his/her resolution in writing on the Stage One Grievance Form to the grievant and a copy to the RTA Faculty Representative and the Association, and forward same, in writing, to the Superintendent of Schools or his/her designee.

When the response by the supervisor or principal does not resolve the grievance, the supervisor or principal shall present his/her resolution in writing to the grievant and a copy to the Association Representative within this time limit.

b. **Stage 2 - Superintendent of Schools**

(1) If the decision at Stage One does not satisfactorily resolve the grievance, the grievant and/or Association may appeal the decision and shall forward the Stage One Grievance Form to the Superintendent or his/her designee within ten (10) days of the written response of the immediate supervisor or principal.

(2) Within ten (10) days from the receipt of the written appeal at Stage I, the Superintendent or his/her designee shall hold a meeting with the teacher, his/her representative and all of the parties in interest.

(3) The Superintendent or his/her designee shall render his/her decision in

writing to the teacher, his/her representative and all other parties in interest within five (5) days after the conclusion of the meeting.

c. Stage 3 - Board of Education

(1) If the teacher and/or Association is not satisfied with the decision at Stage 2, an appeal may be filed in writing with the Board within fifteen (15) school days from the receipt of the decision at Stage 2. The official grievance record maintained by the Superintendent or his/her designee may be available for use by the Board.

(2) Within fifteen (15) days after receipt of an appeal the Board shall hold a meeting in Executive Session on the grievance.

(3) Within five (5) days after the conclusion of the meeting, the Board shall render a decision, in writing on the grievance. Such decision shall be promptly transmitted to the Association and the grievant.

d. Stage 4 - Arbitration

(1) After such meeting, if the teacher and/or Association are not satisfied with the decision at Stage 3, and the Association determines that the grievance is meritorious, it may submit the grievance to arbitration by written notice to the Board of Education within fifteen (15) school days of the decision at Stage 3.

(2) Within five (5) school days after such written notice of submission to arbitration, the Board and the Association will agree upon a mutually agreeable arbitrator competent in the area of the grievance, and will obtain a commitment from said arbitrator to serve. If the parties are unable to agree upon an arbitrator or to obtain such a commitment within ten (10) days, the Association may make a Demand for Arbitration in the format and manner prescribed by the Public Employment Relations Board. The parties shall then be bound by the rules and procedures of the Public Employment Relations Board in the selection of an arbitrator.

(3) The selected arbitrator shall hear the matter promptly and will issue his/her decision not later than thirty (30) calendar days from the date of the close of the hearings, or if oral hearings have been waived, then from the date the final statements and proofs are submitted to him/her. The arbitrator's decision will be in writing and will set forth his/her findings of fact, reasoning, and conclusions on the issues.

(4) The arbitrator shall have no power or authority to make any decision which requires the commission of an act prohibited by law or which adds to, deletes from, or in any way changes, alters, or modifies the terms of this Agreement.

(5) The decision of the arbitrator shall be final and binding upon all parties.

(6) The cost for the services of the arbitrator shall be borne equally by the Board and the Association.

(7) Nothing herein shall preclude the parties from agreeing to other procedures, including less formal procedures, for the submission of grievances to arbitration or for the scheduling and conduct of arbitration.

5. Rights of Teachers to Representation

Bargaining unit members have the right to be represented at all meetings and hearings at all stages of the grievance and arbitration procedure by the Association.

6. Miscellaneous

a. All meetings involving grievances shall be held during either unassigned time during the school day or after school hours.

b. During the pendency of any proceeding and until a final determination has been reached, all proceedings shall be private and any preliminary disposition shall not be made public without the agreement of all parties.

c. There shall be no reprisals of any kind by supervisory or administrative personnel taken against any party in interest or his/her School Representative or any other participant in the procedure set forth herein by reason of such participation.

d. All documents, communications, and records dealing with the processing of a grievance, shall be filed separately from the personnel file of the participants.

e. Forms for filing grievances, serving notices, taking appeals, making appeals, making reports and recommendations, and other necessary documents shall be prepared and given appropriate distribution by the Superintendent so as to facilitate the operation of the procedures set forth herein.

f. If the parties find that there has been a misinterpretation of the Agreement or established policy on the part of the Association, its representatives, any members of the unit or the Board, the parties agree to take all steps appropriate and necessary to correct the error without delay.

g. The Association agrees that during the processing of a grievance under this Section's procedures and time limits, it shall take all steps necessary and appropriate to assure that all job responsibilities shall be fully and faithfully discharged and the status quo shall be maintained by teachers until the grievance is resolved.

h. In the event that, in the judgment of the Association a grievance affects a group or class of teachers, the Association may submit each grievance in writing to the Superintendent or his/her designee directly, and such grievances shall be disposed of in accordance with the procedure set forth commencing at Stage 2 above.

i. Unless the grievance is a class action grievance as defined in (h), the grievant shall appear at each stage.

j. Unless the grievance is a class action as defined in (h), the immediate supervisor or principal, whoever is most directly involved, shall appear at each stage.

k. All facilities grievances which cannot be resolved at Stage 1 must have a completed Building Requisition Form attached before they can be moved to Stage 2.

l. A joint committee composed of Association and District staff who administers the grievance process will provide training for all principals and building representatives

SECTION 15 WORK YEAR

1. The scheduled work year for members of the bargaining unit shall be no more than one hundred eighty-five (185) days.

2. As a condition of employment, new hires within the unit may be required to participate in up to five (5) additional days of District directed orientation and in-services.

3. No extension or increase of the work year shall be permitted either by advancing the beginning date, extending the closing date, adding to the total number of work days by reducing or altering legal holidays and/or vacation periods, or any other mechanism which would have the effect of adding to the total days prescribed by Board resolution or altering the vacation and holiday periods prescribed by Board resolution unless expressly provided for under the terms of this contract.

4. The Joint School Calendar Committee (Section 50) shall prepare the school calendar for the succeeding school year, provided that the calendar shall comply with the above.

5. The Joint Calendar Committee shall develop a schedule of make-up days as part of its responsibilities in developing each year's school calendar. If the Committee cannot agree on a schedule of make-up days for the following year's school calendar, a three-member panel consisting of the Superintendent, the Association President and a third member chosen by the two parties shall meet to resolve the dispute.

6. In the event that emergency conditions force the closing of schools and instructional days are thereby reduced to a total below the minimum required by law, the parties shall meet and come to an agreement on the specific dates to be employed for instruction in order to bring the total up to the minimum required by law. If the Committee cannot agree on a schedule of make-up days for the following year's school calendar, a three-member panel consisting of the Superintendent, the Association President and a third member chosen by the two parties shall meet to resolve the dispute.

SECTION 16 PROFESSIONAL DAY AND RESPONSIBILITIES

1. All teachers will be in their buildings fifteen (15) minutes before the opening session.

2. Teachers recognize that their responsibility to their students requires the performance of duties that involve the expenditure of time beyond that of the instructional day. Teachers will be available for student and/or parent consultation, as well as for other professional activities and responsibilities.

3. Beginning with the school year 2013-14, Wednesdays shall revert to a normal instruction day. Teachers shall not be obligated to remain in buildings for any purpose beyond the normal instructional day on Wednesdays. A teacher's Professional Responsibilities (Domain IV of Danielson rubric) rating may not be downgraded as a result of absence from participation in voluntary activities held during off duty hours or off duty days.
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4. Meetings shall be called only for matters that cannot be adequately covered by written communications.

5. a. Bargaining unit members assigned to work as members of a Committee on Special Education (CSE) may perform such work on a flexible schedule of hours either beginning and/or ending later than the normal instructional day to permit the scheduling of CSE meetings that end no later than 6:30 pm on Monday through Thursday. Such scheduling shall be agreed to mutually between the respective bargaining unit members and administrators and shall not result in a workday longer than six and one-half (6.5) hours.

b. Where the attendance of a teacher not assigned as a member of the Committee on Special Education is required at a meeting of the CSE, if such meeting is

scheduled before or after the normal instructional day, the teacher shall be paid at the hourly rate as set forth in Section 47.2 for such additional time worked before or after the normal instructional day.

**SECTION 17
DISTRICTWIDE PROFESSIONAL DEVELOPMENT**

1. The District may schedule District-wide professional development sessions.
2. Attendance by individual teachers may be determined by said teachers according to each teacher's individual needs consistent with the District Professional Development Plan.
3. a. The Professional Development Planning Committee (Section 50) shall develop proposals for the delivery of jointly planned professional development opportunities during the school year on Superintendent's Conference Days and other times and days mutually agreed to by the District and Association.

b. The Professional Development Planning Committee shall meet to determine the focus for two Superintendent's Conference Days. If the number of Superintendent's Conference Days varies (from four days) the Professional Development Planning Committee shall make designations proportionate to what is included in this section.

**SECTION 18
DUTY FREE LUNCH PERIOD**

All teachers shall be entitled to a duty free lunch period of thirty (30) minutes. Every effort shall be made to schedule lunch periods in the elementary schools so as not to begin before 11:30 a.m.

**SECTION 19
ELEMENTARY SCHOOL PLANNING TIME**

All elementary school teachers will be provided thirty (30) consecutive minutes of planning time per day. Planning time resulting from the use of teachers of music, art, physical education, and other special subjects shall constitute compliance with the foregoing. All efforts will be made to provide this planning time between the hours of 9:15 and 11:00 a.m. or 1:30 and 3:00 p.m.

**SECTION 20
PARENT-TEACHER CONFERENCES**

1. It is recognized that some parent-teacher conferences may not be completed within the regular school day. Accordingly, there shall be four (4) parent-teacher conference dates each year.
2. Every effort shall be made to schedule the four (4) parent-teacher conference dates on separate days for elementary, middle and senior high schools. The Joint Calendar Committee shall schedule two (2) of the four (4) evening parent-teacher-conferences.
3. The other two (2) of the four (4) parent-teacher conference dates shall be established as a site option by the School-based Planning Team. The conference may be scheduled during the professional day or in the evening.
4. Teachers who have no conferences with parents scheduled on an evening date may choose not to attend and shall so notify their principal no later than the end of the school day on that date.
5. **Parent Conferencing** The District will provide time during the contractual day for the purpose of scheduled parent conferences as required by IEPs (Individual Education Plans). Such time will be provided to the primary special education teacher and the related service providers as indicated on the IEP. If a parent conference is scheduled during the instructional time provided by the teacher, the conference may be held with approval of the appropriate school administrator.

SECTION 21 TEACHER CONFERENCE AND VISITING DAYS

1. The purpose of this Section is to encourage teacher participation in professional development activities. If and when a bargaining unit member wishes to attend or participate in a professional development activity not directed or required by the District, whether the activity is offered by the District itself or by an agency or institution external to the District, the following conditions shall apply:
 - a. A request for absence shall be made by the bargaining unit member in advance and in writing as to both purpose and time on the Request for RTA Conference Form to the Association Faculty Representative. Authorization for days of absence shall be determined jointly by the faculty representative and by the member's school principal or, if the member is assigned to Central Office, by the member's Central Office supervisor;
 - b. The aggregate number of absence days available under this Section shall be provided at the ratio of one day for every five (5) full-time equivalents assigned to the school or program (rounded up or down as appropriate)

c. The absence for the activity shall be considered a paid absence (no deduction)

d. The reasonable costs of the absence (such as fees, materials, meals and transportation) shall be paid or reimbursed by the Association from funds provided pursuant to this Section, and

e. When the member is a classroom teacher, the member shall be responsible for arranging for a substitute teacher in accordance with the principal's regular procedures for arranging substitutes.

2. At the beginning of each school year the District shall allocate to each school or independent program a sum of money equal to two hundred dollars (\$200.00) for every four (4) full-time bargaining unit members (rounded up or down as appropriate) assigned to the school or program. In addition, the District shall allocate a sum of money equal to two hundred dollars (\$200.00) for every four (4) full-time bargaining unit members (rounded up or down as appropriate) not assigned to a school or program. Bargaining unit members not assigned to a school or program shall include all special services teachers and itinerant teachers.

3. The total amount of money allocated according to subsection 2 hereof shall be paid by the District to the Association twice a year, approximately one-half on the day after Labor Day, and the balance on the day on which the second semester of the school year begins. The Association shall administer and use all funds thus received solely for the purposes set forth in subsection 1 hereof. All funds not spent at the end of the school year shall remain in the custody and control of the Association for administration and use in subsequent school years solely for the purposes set forth in subsection 1 hereof.

4. Within thirty (30) days of the end of each fiscal year, the Association shall provide an accounting for the receipt, administration and use of all funds provided hereunder during the fiscal year just ended, containing such information and in the form required by the District's Chief Financial Officer.

5. The Association agrees to and shall defend, indemnify and hold harmless the District from any and all claims or causes of action of any type arising from and relating to the Association's receipt, administration and use of the funds provided herein.

SECTION 22 TEACHER ASSIGNMENTS

1. Since pupils are entitled to be taught by teachers who will work within their areas of competence, teachers shall not be assigned, except temporarily and for good cause, outside the scope of their teaching certificate or their major or minor field of study.

2. a. Teachers who will be affected by a change in level of assignment (primary, intermediate) in the elementary schools, and by changes in subject assignments in the secondary schools, will be notified and consulted by their principal as soon as is practicable prior to a final determination being made. Such changes will be voluntary to the extent possible. If such changes are involuntary, seniority within the City School District shall be the basis for such changes. Every effort will be made to avoid reassigning probationary primary and intermediate teachers to different levels unless the teacher requests such change. It is understood that the phrase “subject assignment” refers not to assignment to teaching a particular course but instead to all or substantially all of the courses constituting a teacher’s assignment.

b. A teacher who has served a minimum of two years in a cluster shall be eligible to volunteer out of the cluster. Vacated positions shall be filled by the next least senior teacher if there are no volunteers. Exceptions to the procedures set forth in this Section may be initiated by the District upon the showing of established special criteria or requirements in an area of academic need. Such exceptions shall be reviewed by the joint District-Association transfer committee. This provision shall not apply to schools restructured as middle schools.

3. Every reasonable effort will be made to limit secondary school teachers preparations to three (3) different preparations consistent with the nature of the subject area, the size of the department, the size of the classes, and the special offerings of the department.

4. In arranging schedules for teachers who are assigned to more than one (1) school, every effort will be made to limit the amount of interschool travel. Such teachers will be notified of any change in their schedule as soon as practicable. Itinerant teachers shall not be expected to visit more than two (2) schools per day without prior consultation.

5. Teaching assignments for all summer professional employment within the District will be advertised and applications made available to all teachers. Every effort will be made to place appropriately certified teacher unit members and teaching administrators in available summer school teaching positions.

6. Music teachers at the elementary level shall teach no more than 1350 minutes per week and no more than eight (8) class periods per day. The District will make every effort to provide, within the 1350 minutes per week, a minimum of five (5) minutes set-up time and passing time between each class assignment.

7. In elementary schools where there are split grade assignments, such classes will be staffed according to the following procedure: voluntarily from tenured staff assigned to that building; if there are no volunteers, split grade classes will be assigned to Lead or Professional teachers at the District’s discretion. If Professional teachers are assigned to

split grades, such assignment will be equitably made among eligible staff.

8. a. The District will provide special education teachers (including speech/language teachers and social workers who have required IEP writing/conferencing responsibilities) with one full day of release time or the equivalent for the purpose of writing IEPs, preparing for and holding IEP conferences with parents, preparing for annual reviews, etc.

b. Such release time will be scheduled with the approval of the immediate supervisor to meet the program needs. Nothing in this provision shall be construed as requiring all IEP-related release time to occur in full-day blocks.

9. The District shall notify the Association of any proposed changes in special education procedures at least thirty (30) days prior to the scheduled implementation of such changes if possible. No change in such procedures that is also a change in terms and conditions of work of unit members will be implemented without negotiating that change with the Association, unless that specific change is required by court order, statute or regulation.

10. **Library Schedules** In any school in which the library media specialist engages in formal instruction of groups of students, and where clerical support is not provided, the library/media specialist and the principal will discuss and agree on a library schedule that allows the library/media specialist to prepare for instruction and to complete library management responsibilities (including, but not limited to, ordering books and periodicals, unpacking, cataloging and shelving new library acquisitions, etc.) in a reasonable period of time. If the library media specialist and the principal are unable to agree upon a schedule, the School-based Planning Team shall determine the schedule for the coming year.

11. a. Teacher Coordinators of Special Education (formerly Special Education Cadres) shall be assigned equitable student caseloads.

b. Teacher Coordinators of Special Education shall accept assignment to serve as CSE Chair at Central Office for up to a maximum of fifteen (15) times per school year.

12. Library/Media specialists may contribute to the annual evaluation of textbook clerks assigned to them, however, they may not be the primary evaluator(s).

SECTION 23 SECONDARY SCHOOL TEACHER ASSIGNMENTS

1. a. The normal weekly load in secondary schools shall be twenty-five (25) teaching periods and ten (10) preparation periods for one semester and either twenty-five

(25) teaching periods, five (5) administrative assignments* and five (5) preparation periods or at the option of the teacher and with the approval of the principal, thirty (30) teaching periods and five (5) preparation periods for the other semester. For secondary school teachers, the present administrative assignment of five (5) administrative assignments per week for one semester may also include an equivalency during the school year not to exceed ninety-five (95) periods.

*All senior and junior class advisors shall be relieved of administrative assignments.

b. Secondary school teachers whose administrative assignments include academic classes shall not have homeroom assignments.

c. Science teachers shall be assigned to teach required labs for their courses if possible. When at least one class which has a lab is included in a science teacher's schedule, such teacher's weekly load shall not exceed twenty-four (24) teaching periods plus one lab preparation period and ten (10) preparation periods for one semester and twenty-four (24) teaching periods and one lab preparation period, five (5) administrative assignments and five (5) preparation periods for the other semester.

d. Science teachers may be assigned additional labs beyond those associated with their assigned classes as long as the teacher's load does not exceed limits set forth in Section 23.1. c. The teacher to whom the class (instructional periods) is assigned is responsible for planning, setting up the lab and grading lab reports. At the option of the teacher and with the approval of the principal, one or more labs may be assigned as an administrative assignment(s). Any science teacher who volunteers to teach more than twenty-five (25) periods as the administrative assignment shall not have a homeroom assignment.

2. Teachers of music shall be assigned no more than twenty-five (25) teaching periods a week. Secondary school teachers of health and physical education shall be assigned no more than twenty-five (25) teaching periods per week, five (5) of which may be in the department's after school program. Homeroom assignments and all administrative assignments within the physical education department shall be assigned on an equitable basis.

3. a. It is understood that where an alternative scheduling system is being implemented in Middle School programs (grades 6-8), such scheduling systems may vary from the scheduling systems utilized in secondary programs (grades 9- 12).

b. Every effort will be made to keep the teacher load in Middle Schools equal to the normal weekly load in the High Schools.

c. In a school in which block scheduling has been implemented, teachers will not be assigned more than three (3) blocks in a given day. Further, unless the teacher agrees to do so, no teacher will be assigned to teach more than two consecutive blocks

without an intervening preparation period and/or duty free lunch period.

d. Under block schedule arrangements, teachers in the core academic subjects will be assigned no more than five (5) instructional groups in a marking period unless approved by the School-based Planning Team and the Association Representative Assembly.

e. The lengths of blocks, passing periods, homebase/homeroom, etc., will be determined by School-based Planning Teams.

SECTION 24 VACANCIES AND TRANSFERS

1. For the purpose of this Section, seniority shall be defined as the length of continuous employment in the area of certification in the District within the bargaining unit and shall be computed from the last date of hire in the bargaining unit. In the event that a unit member accepts employment outside the bargaining unit, but remains in the employment of the District, s/he shall not accrue seniority for such service. However, should s/he return to the unit in his/her area of certification, s/he will recover all seniority within that area which s/he possessed prior to leaving the bargaining unit.

2. By the close of each school year, the Association shall receive a current appointment location seniority list including all of those unit members on approved leaves of absence as of May 1, of that year. Such seniority list shall be used for the purpose of implementing Section 24 for the succeeding school year.

3. a. Transfers to openings created by the filling of vacancies or to positions created by shifting pupil population, or due to staff attrition (resignation, promotion, retirement, or discharge) during a school year shall be filled for the succeeding school year as specified in Section 24.5 with the following exception:

If a regular contract substitute teacher is converted to probationary status prior to the deadline for the voluntary transfer process (Section 24.5), the School-based Planning Team may:

(1) Endorse the retention of the teacher in that position, or
Declare the position "open for transfers."

The teacher retains the option of applying for other positions through the voluntary transfer policy. The exception specified here requires that the conversion to probationary status and the determination by the School-based Planning Team be completed prior to the deadline for the voluntary transfer process.

b. In the event that a transfer out of a school or school location is necessitated by a reduction in staff or shifting pupil population, such transfers shall be voluntary to the extent possible; if such transfers are involuntary in the secondary schools, the unit member with the least seniority within that certification area shall be transferred from that school or school location; in the elementary schools, the unit member with the least seniority shall be transferred from that school or school location. Bargaining unit members with more seniority may volunteer to be involuntarily transferred from a work location when a reduction in staff is needed. The most senior teacher(s) who volunteers to be involuntarily transferred shall be moved. Before September 1st of the subsequent school year, if his/her former position returns, the teacher who volunteered to be involuntarily transferred will have the choice to return.

4. A vacancy for the purposes of this Section is the initial opening for the succeeding school year at a school or school location for which a new hire is required.

5. **Procedures** Members of the unit may file a voluntary transfer request by the last day of the first semester of each school year. Such requests must be received in the Department of Human Capital Initiatives by the above date. A separate application must be used for each school. The Association shall receive copies of all such requests. The parties agree to meet and review these provisions in October. All changes shall have the Agreement of both parties prior to implementation. Any changes to this Section shall be published in the District Bulletin Board and sent to all teachers.

a. **Exempting Positions and Schools from Voluntary Transfer**

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

b. **Transfer Applications**

Teachers may apply for transfer to the remaining schools/positions per mutually agreed to procedures annually published in December and January, as follows:

(1) Secondary teachers may apply to a maximum of three (3) schools.

(2) Elementary teachers may apply to as many as seven (7) schools.

(3) The District shall forward the "Mid-Year Less Than Satisfactory Performance" list to the Association by January 15th or as soon thereafter as the information is available to the Office of Human Capital Initiatives. Teachers identified on

the District's "Mid-Year Less Than Satisfactory Performance" list will not be eligible to exercise a voluntary transfer for the succeeding school year unless there is a successful appeal to the CIT Joint Governing Panel.

c. Screening of Applicants

(1) The District shall create criteria and training programs for staff before the screening process commences. These criteria are subject to review by counsel for both parties and shall meet acceptable standards of personnel practices. Such criteria and programs shall be jointly approved before any screening of applicants takes place.

(2) SBPTs will screen completed questionnaires and resumes and determine whom they shall interview. SBPTs will establish a ranked list of transfers for their school after the interviews. SBPTs are not required to place every teacher who interviews on the ranked list. Teachers who are interviewed and not placed on the ranked list may receive the reason, upon request, to the SBPT. The remaining teachers will constitute the ranked list of voluntary transfer candidates for that school. If SBPTs so choose, they retain the right during the interview period to call in additional applicants from those who had applied to that school by the end of the first semester.

d. Excess Vacancies

While the ranked list is in place, schools are required to use the list when filling vacancies, except when the number of vacancies exceeds the number of teachers on the ranked list. In that case, schools can fill the excess number of vacancies with new hires upon prior approval of appropriate administrator(s).

e. Placement Meetings

The District agrees to conduct placement meetings before the end of the teacher work year at which transfers will occur. The parties shall agree on the number of meetings, the dates and times. The yearly process at these meetings shall be:

(1) Round 1: Voluntary transfers occur first.

(2) Round 2: Unfilled vacancies and openings created by transfers completed in Round 1 are available to involuntarily displaced unit members. These unit members select by seniority.

(3) Round 3: Remaining openings will be filled using ranked lists generated by SBPTs.

(4) Round 4: Any remaining transfer candidates not placed in Rounds 1 through 3, may select by seniority from any remaining positions.

All ranked lists expire the day before the posting period.

g. (1) Involuntarily displaced unit members remaining after Round 4 (Section 24.5.e (4)) shall select from available openings based on seniority consistent with procedures contained herein. The Human Capital Initiatives Department shall offer all available vacancies to remaining displaced teachers prior to posting.

(2) A posting period for all schools and positions, including those earlier exempted, shall begin on the day of school and continue to thirty (30) calendar days. During this period vacancies shall be available to unit members who apply for such a position and possess the necessary certification and shall be assigned on the basis of seniority unless the teacher is not permitted to participated in the voluntary transfer process (Section 24.5b(3)).

h. If an involuntary transfer fails to choose a position in a school that has a vacancy prior to the first Friday in August, that unit member will be assigned by seniority. Failure to choose at that time shall result in a position being assigned by the District.

6. **Group Transfers**

A group of teachers, for the purpose of this section, is defined as two or more teachers who may or may not be in the same tenure area and who wish to transfer together to a new school and who propose to use a research based program with verifiable student achievement results at the new school.

Such groups shall submit written proposals to the Joint Living Contract Committee by the end of the first semester along with voluntary transfer application requests. The Joint LCC will determine whether to approve the group transfer proposal.

Following the staffing exercise with the Association in attendance, the District will identify schools that have available positions to accommodate such groups. Between the end of staffing and prior to Placement Days, the groups will present their approved proposal to the School-based Planning Teams at the identified school(s). The SBPT shall notify the Human Capital Initiatives Department if a match between the group and the school is found. The District shall not post the positions to which the group will transfer at Placement Days. The positions to be vacated by the group transferees shall be posted at Placement Day.

7. For schools that are classified as low performing, such as SURR or SINI, according to either State or Federal laws/regulations or the Superintendent's Annual Report, the District/school may propose to the Joint Living Contract Committee the availability of openings set aside for either Lead Teacher Mentors or National Board for Professional Teaching Standards (NBPTS) teachers. These openings will be set-aside during the

annual staffing process conducted by the Human Resource Department with the Association in attendance. It is understood that these openings will become available to any teacher after Round I of the Transfer Section 24.5.e.1. Teachers accepting such placement will qualify for Section 52.13 or Section 59.1 benefits and the Teachers of Tomorrow grant.

8. Voluntary transfers shall be contingent upon recommendation and approval of a mutually agreed upon building-based screening committee. The make-up of this committee and its review procedures shall be agreed upon by the Joint Committee on Transfers.

9. In the event the vacancy exists for which no member of the bargaining unit who is certified applies, then the least senior person in the bargaining unit who is certified to fill such vacancy shall be assigned to that position, provided the District does not employ a new hire to fill such a vacancy.

10. The Association shall receive notices of transfer as they are made. The Association upon request shall receive a written explanation of the reasons for such transfer and/or the reasons for which an individual unit member was not so transferred. Such explanation shall indicate the contractual provision(s) applicable to such transfer or request for transfer.

11. Exceptions to the Vacancies and Transfers policy and procedures set forth in this Section may be initiated by the District upon the showing of established special criteria or requirements in the area of academic or extra-curricular need or Title 1 comparability standards.

12. For the purpose of providing locker room supervision at the secondary level, gender balance must be considered in transfer decisions for physical education positions, e.g., the staff should be 50% male and 50% female plus or minus one position.

13. For purposes of transfer, unit members who have been recalled from lay-off shall be treated as new hires.

14. The District will ensure that each school's profile is updated and available on the District's website annually prior to Winter Recess.

15. The District shall provide to the Association on or before January 15th of each year a listing, to the extent possible, of tentative openings for the succeeding school year. This list shall also include vacancies due to expansion in the number of teachers due to federal, state, or local initiatives, additions to current buildings, and opening of new schools.

16. Involuntary transfers shall be grievable except when made pursuant to Section 50.

17. The teacher constituency of SBPTs may, at its discretion, participate in interviewing new hire candidates.

SECTION 25 PROTECTION OF TEACHERS

1. Assault and Battery Cases

a. The Board shall maintain a policy of public support of prosecution of offenders in all cases of assault and/or battery upon teachers while engaged in the performance of their duty.

b. Teachers shall be required to report, in writing, all cases of assault and/or battery suffered by them in connection with their employment to their principal, or immediate supervisor, and the Association Building Representative. This report will be forwarded immediately to the Superintendent who in turn shall report the information to the Board.

c. The Superintendent, his/her representative or the Counsel, shall inform the teacher, immediately upon receipt of the report of assault and/or battery, of his/her rights under the law and shall provide such information in a written document.

d. Teachers who have been assaulted, where that assault is the subject of a long-term suspension hearing, may request to be accompanied at the hearing by an Association Representative. To the extent possible the teacher will give the District legal counsel prior notice of the request to be accompanied. The District legal counsel will support the teacher's request before the Hearing Officer and the Hearing Officer's disposition of that request will be on the record.

e. Any teacher who is the victim of an assault may apply for transfer to the next available open position at another work location in his/her certification area. Applications will be reviewed by a joint District-Association committee which will develop criteria and procedures for such transfers by January 31, 1994. Such transfers will be for the remainder of the school year, at which time, the teacher may apply through the voluntary transfer process for any bona fide opening that exists in the District, in accordance with the provisions of Section 24 of the contractual Agreement.

f. If the District has determined that an assault on a teacher has occurred, the student will not be returned to that teacher's class without the consent of the teacher.

g. Consistent with existing District policy, if a teacher has been assaulted by a parent/guardian that parent/guardian shall be required to schedule any appointment or

visit to the school in advance with the Principal of the school. The date, time and purpose of that meeting or visit shall be communicated to the assaulted teacher.

2. In Other Than Assault and Battery Cases

a. The Board shall provide legal counsel, and pay court costs, and judgments related to any administrative or judicial proceeding or suit involving a teacher who has acted in the discharge of his/her duties within the scope of his/her employment. The teacher must, however, deliver copies of any legal papers served upon him/her to the Office of the Board's Counsel not later than five (5) days after service. Disciplinary proceedings under the Education Law involving teachers shall be excluded from the provisions of this Section.

b. Pursuant to Section 3023 of the Education Law . . . "It shall be the duty of each Board of Education . . . in any school district having a population of less than one million . . . to save harmless and protect all teachers, practice or cadet teachers, and members of the supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit, or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person or accidental damage to the property of any person within or without the school building, provided such teacher, practice or cadet teacher, or member of the supervisory or administrative staff, or employee at the time of the accident or injury was acting in the discharge of his/her duties within the scope of his/her employment and/or under the direction of said Board of Education."

c. If a complaint against a teacher is not sustained, s/he shall be reinstated with full reimbursement of all compensation lost.

d. When a teacher acting in the discharge of his/her duties within the scope of his/her employment is involved in an administrative or judicial proceeding that requires meeting during the school day, s/he shall be released with full pay and the time shall not be charged against sick leave or personal leave time. The Board shall pay the full cost of all substitute teachers involved.

3. Consistent with current Board policy revised November, 1993, in addition to taking appropriate school level action, the District shall notify the appropriate law enforcement agency for all of the following offenses: possession of any firearm; brandishing of a weapon or possession of a weapon; the assault on any student or staff member; arson or attempted arson; the sale, distribution, possession or use of any controlled substances, imitation controlled substances, or alcoholic beverages; the possession or the discharge of an incendiary device including firecrackers or other similar materials; and any other criminal offense that represents a danger to the safety of students or staff. Possession of a weapon will result in a student referral for a long-term suspension, in all cases.

4. a. The Association agrees to participate with the District in the design and implementation of Intervention and Support Programs for students who, following Education Law procedures, have been suspended from instruction in excess of five (5) consecutive days.

b. The Association and the District agree that an Intervention Program should include, but need not be limited to, parent conferencing, weapons diversion, conflict resolution and counseling to respond to a student's developmental needs. The design should address plans to provide continuing student support upon returning to a regular school setting and would include, but not be limited to, the sharing of information with teachers and appropriate school personnel, as in Section 27.7, so as to enhance opportunities for student success in a regular educational setting.

SECTION 26 PERSONAL INJURY BENEFITS

1. Coverage

All teachers are covered by Workers' Compensation Insurance which protects them in case of accidents while on duty. In the event of such an accident, the teacher shall immediately notify the principal so that the proper forms may be executed by the school authorities and attending physician.

2. Assaults

For purposes of this section, an assault occurs when a student, or a person in the student's immediate family as defined in this collective bargaining agreement (Section 41.9), with intent to cause physical injury to a bargaining unit member, or to another person, causes physical injury to a bargaining unit member or when a student recklessly causes physical injury to a bargaining unit member.

3. Procedure

a. Should an assault occur on a unit member as determined by the Labor Relations Department resulting in disability causing loss of time, the unit member shall be paid in full for a period up to six (6) months; this period may be renewed for successive periods of up to six (6) months each only upon certification by a District physician that the unit member continues to be disabled and cannot perform any duties as a teacher or teacher on assignment for the District.

b. Any unit member who receives assault pay under this Section shall receive full salary during said disability for a period extending from the date of the disability up until the end of the third full semester after the date of his/her eligibility for a full service

retirement. A full service retirement shall be defined as retirement with no age penalty or other reduction. At the end of the third full semester after the date of his/her eligibility for a full service retirement, the unit member shall have the choice either to retire or to apply for unpaid leave or catastrophic leave under this Agreement.

c. Any unit member who makes a claim for assault pay benefits under this section shall complete the assault report form and forward it to the principal within seven (7) work days of the loss of time caused by the claimed assault to then be forwarded to the Labor Relations Department. Unit members who are absent from school as a result of injuries suffered in an assault and for which they have filed an assault report form shall indicate or shall cause to have indicated "assault" on the absence report form which is forwarded to the Payroll Department and/or on the District's Time and Labor reporting system.

d. Paid absences pursuant to this Section shall not be deducted from the unit member's personal illness allowance or accumulated illness allowance that s/he is entitled to and provided under this Agreement, unless it is determined that an assault has not occurred.

e. Assault pay benefits shall be offset by income earned by the bargaining unit member as a result of other employment.

f. If assault pay benefits are denied based on certification by a District physician, the medical report(s) will be given to the unit member and, upon proper medical release by the unit member, to the Association.

g. The District shall have the right to assign other professional duties to teachers receiving assault pay.

4. **Reimbursement**

a. The District will reimburse teachers for the reasonable cost of any clothing, dentures, eyeglasses, hearing aids, or other similar items which are damaged or destroyed as a result of an assault and/or battery suffered by a teacher while the teacher is acting in the discharge of his/her duties within the scope of his/her employment.

b. Further, the City School District, as provided by Section 3023 of the Education Law, shall save harmless teachers and employees from bodily injury and property damage claims arising out of all activities performed in the course of their employment.

5. a. The District shall include three Association appointees in the annual Code of Conduct review.

b. Each Principal shall meet with the Association Faculty Representative(s) to establish a procedure for informing the representatives of assaults, suspensions, thefts and other violations of the Code of Conduct. Student names may not be shared in all cases.

c. Whenever there is a police report germane to a 16-year-old or older student's long-term suspension, it is the home school's responsibility to transmit this to the student's new location as part of the suspension process.

d. Consistent with existing policy, crimes committed in schools will be pursued as crimes committed elsewhere whenever the District has the option to prosecute.

e. In order to provide for early intervention for students, the adoption of any school-wide character education or behavior intervention program shall be included in the school's School Comprehensive Educational Plan that is subject to SBPT approval.

f. The District and the Association shall hold joint inservice for principals and Association Faculty Representatives about SAVE legislation and associated contractual provisions.

SECTION 27 TEACHING CONDITIONS

1. Teacher Responsibility (Involvement)

The Association and the Board recognize the need for the involvement of teachers in the development of school groupings and department groupings, new curriculum, inservice programs, and the selection of textbooks and instructional materials. Accordingly, administrative proposals in the foregoing areas shall be reported to the appropriate staff for their ideas and suggestions which shall be considered by administration in the process of reaching a decision on whether or not to implement such proposals. Teachers shall have the right to initiate discussions relative to school and department groupings, new curriculum, inservice programs and the selection of textbooks and instructional materials.

Before the District obligates bargaining unit members to additional, new record keeping tasks--technological or paper-related—beyond existing contractual requirements, it shall meet with and seek the endorsement of the Association about the planned implementation and requirements. Three overarching questions shall be addressed at these discussions:

Is this necessary and/or required?

Is this being implemented efficiently?
Has adequate work time for bargaining unit members been allowed?

2. Optimum Use of Teachers and Facilities

The parties recognize that the availability of optimum school facilities for both student and teacher is desirable to ensure the high quality of education that is the goal of both the teacher and the Board. It is also acknowledged that the primary duty and responsibility of the teacher is to teach and that the organization of the school and the school day should be directed at ensuring that the energy of the teacher is primarily utilized to this end.

3. The Board shall make every reasonable effort to provide substitute teachers so that whenever a teacher is absent the class will be covered by a substitute teacher.

4. When it is necessary to assign teachers to cover classes during their preparation periods, every effort shall be made to equalize such assignment.

5. As part of the existing policy, daily lesson plans shall be available for substitute teachers.

6. Where cumulative records, as well as IEPs are not available for a transferring student, the receiving teacher will be informed of the student's prior school, grade level, and other pertinent information, as well as the status of the cumulative record request.

**SECTION 28
TEACHER FACILITIES**

1. The District recognizes that adequate supplies and materials are essential for an effective instructional program. Therefore, the Board shall provide adequate facilities, equipment, supplies, and teaching materials for all teachers to carry out the instructional program in each school. If possible, such items are to be available in sufficient time prior to the initiation of a dependent instructional program.

2. Teachers shall have safe and healthful conditions under which to carry out their professional duties.

3. The Board shall make every effort to provide free, adequate school parking facilities for teachers.

4. During orientation meetings for new teachers, procedures for requisitioning equipment and supplies shall be outlined.

5. The Board shall make available in each school a reasonable number of rooms (but at least one) appropriately furnished which shall be reserved for faculty use.

**SECTION 29
FEE COLLECTION**

Fee collection in the schools shall not require involuntary teacher participation.

**SECTION 30
REGULAR TEACHER AS A SUBSTITUTE**

Regular teachers shall not be expected to assume substitute teacher duties except with the teacher's consent or in emergency situations.

**SECTION 31
EXTRACURRICULAR ACTIVITIES**

Participation in extracurricular activities for which no additional compensation is paid shall be strictly voluntary.

**SECTION 32
CLASS SIZE**

1. Every effort will be made to adhere to the lower limit of the class range set forth below. When school organization information is made available in the spring, elementary school principals shall review and discuss this information first with the Association's Building Representative(s) and then with the faculty members. Secondary principals, their designee or department chairman shall review and discuss this information with the faculty members of each department. A representative of the Association may attend as an observer at the conference at which the high school principal and the Superintendent, or designee, initially plan tentative school reorganization for the fall and any further meetings at which the results of this initial planning are altered. Classes larger than the maximum must be approved by the Superintendent, or designee, and a disagreement over whether such an exception is justified shall be subject to the Grievance Procedure which shall be initiated at Stage 2 thereof.

2. Elementary Schools

a. The District shall make every reasonable effort to continue to reduce class size in kindergarten through grade 3 to 22 students per class on a school by school basis

to the extent space is available in each school.

b. In no event shall any class exceed 26 students in kindergarten through Grade 6.

c. Every effort will be made to staff elementary classes according to the following ratios:

Kindergarten.....	1:21
Grades 1-3.....	1:22
Grades 4-6.....	1:25
L.E.A.P.....	1:22
Bilingual 1-3.....	1:22
Bilingual 4-6.....	1:25

d. In elementary schools where class size average at any of the following grade levels exceeds 25.0, a half-time (0.5 FTE) paraprofessional shall be assigned to each grade level exceeding the limit:

- Kindergarten
- Grade 1
- Grade 2
- Grade 3

e. In elementary schools where class size average at any of the following grade levels exceeds 26.0, a half-time (0.5 FTE) paraprofessional shall be assigned to each grade level exceeding the limit:

- Grade 4
- Grade 5
- Grade 6

f. If the identified grade level has greater than 90 students, the grade level shall be allocated a full-time (1.0 FTE) paraprofessional.

g. In a school where a paraprofessional vacancy exists for which a new hire is required, the teacher(s) allocated the resource shall be involved in the interviewing process.

h. Every reasonable effort shall be made to eliminate split grades. A split grade class required by class organization shall be assigned a half-time paraprofessional when class size exceeds 22.

3. **Special Education Classes**

a. Class sizes in Special Education classes will be at levels consistent with the State Education Department Commissioner's Regulations.

b. **Mainstreaming** The City School District will make every effort at each school site to assign and schedule mainstreamed students on an equitable basis within the school, department, and subject area. A copy of the Phase 1 IEP shall be made available to the teacher of a mainstreamed student before the student enters the class, or as soon thereafter as is administratively possible. All placements of mainstreamed students shall be made in accordance with Commissioner's Regulations Part 100 and 200 and District policy and procedures.

c. No more than 25% of any regular education class shall consist of special education students from one or more self-contained special education classrooms. When such special education students are scheduled into a regular education class, the appropriate support as indicated on each student's IEP shall be provided.

d. **Consultant Teachers** Where possible, in a given year, elementary consultant teachers shall be limited to no more than two grade levels. Every effort will be made to provide for a daily common planning time for the general education and consultant teacher who share the same students.

4. **Secondary Schools**

a. Commencement Level (Grades 10-12)

The maximum class size at the Commencement level shall be 29 pupils except for the following:

Typing/Keyboarding.....	30-40	Pupils
(Class size, however, shall be limited by the number of functioning work stations)		
Technology.....	22-24	Pupils
Drafting.....	30	Pupils
Vocational Shops.....	22-24	Pupils
Family & Consumer Sciences.....	22-24	Pupils
Music (Grades 7-12).....	35	Pupils (Maximum)
Art.....	24	Pupils
Physical Education.....	38	Pupils (Maximum)
Adapted Physical Education.....	15-25	Pupils

b. As the District eliminates non-regents courses in those subjects for which regents courses will be required, the existing 1996-97 average maximum class size between such non-regents and regents courses in each subject area shall be maintained. No Regents class size shall exceed 29.

5. Non-Regents Classes

Class size limits shall be 24-28 in the following Non-Regents classes:

English.....	7,8,9,10,11,12*
Social Studies.....	7,8,9,10,11,12*
Mathematics.....	7,8,9,10,11,12*
Science.....	7,8,9*
Biology.....	10*
Chemistry.....	11*
Physics.....	12*
Business Education - General Business.....	10,11*

*Not Roman numeral designations

6. Foundation Academy (Grades 7-9)

a. Academic classes which are organized in clusters of teachers shall have a maximum pupil load of 140 in a five-teacher cluster and 112 in a four-teacher cluster. Cluster assignments shall be considered one teaching preparation.

b. In grades 7, 8, and 9, the class size maximum is 28 unless a school’s SBPT approves unique configurations.

7. ESOL

Maximum teaching load for ESOL teachers will be as follows: with paraprofessional - 75 students; without paraprofessional - 60 students.

8. Elementary art teachers shall work with one-half of regular education and inclusion classes that exceed an enrollment of fifteen (15). Self-contained special education classes shall be scheduled into art as a single or separate class and not combined with any other full or partial regular/general education or inclusion class.

**SECTION 33
FLEXIBLE LENGTH OF PUPIL DAY**

1. The Superintendent and the Association President make a joint commitment to create a significantly more responsive instructional delivery program which recognizes that some students require more time to demonstrate their knowledge and competence; and some students may require less. In short, the parties hereby agree to extend and enhance the Superintendent’s Pathways Initiative so that students at all levels and ages will be guaranteed that quality instruction will be provided within a variety of time

configurations.

It is estimated that as many as half our students need additional time or more concentrated time to master NYS Learning Standards. This Agreement affirms the “right to succeed” for those students.

In order to affect these significant changes on instructional delivery, the following features will be considered:

- each child’s needs must drive the provision of instructional time
- some students need more time to master standards, some less--one size does not fit all students
- the parties will develop ways to provide what each individual child needs to ensure academic success
- student needs for additional or concentrated instructional time will be determined based on objective criteria, i.e., formal assessments and student performance data
- families will be involved in the choice of how a student’s additional instructional needs may be met
- additional instructional time to ensure student success will be scheduled primarily at the school level, in order to increase responsiveness to individual student needs
- additional instructional time configurations may include, but not be limited to, before and after school sessions (Regents and Homework Academies); “winter school”; summer school; vacation/weekend sessions; etc.
- some additional time provisions may be short-term, i.e., intensive preparation/review work for NYS assessments scheduled in the weeks/months immediately prior to such assessments
- all students will have access to additional instructional time
- although some students might need less time to meet instructional standards, the increased instructional time achieved through the August 2000 contract would become the new baseline or minimum provided to all students
- because individual student needs will drive the provision of additional instructional time, flexibility will be an essential feature of any school level program

Consistent with these views, not all teachers would need to be engaged in providing the extended instructional time. This Agreement suggests that new ways of configuring the school day and new approaches to scheduling existing teacher time are necessary. For example, a school may determine that some staff members work different hours so as to extend the instructional day until 5 p.m.--or begin it at 7 a.m.

Teacher participation in the provision of *increased* instructional time will be by an application process designed to match the most capable practitioners with students who need the additional or intensive time to master learning standards. Such teachers, after being selected, will receive additional compensation for their duties beyond the normal contractual time.

2. **Implementation**

The parties agree to convene a joint work group to determine the specific details and operational guidelines for this plan no later than October 15, 2000. The work group will include teachers and administrators from all levels, as well as parents.

The implementation report shall include, but not be limited to the following:

- a. Timeline for implementing all features of the plan
- b. A broad array of possible additional time configurations as well as those configurations which would be available district-wide at each level
- c. Per pupil cost projections for implementation
- d. Program assessment/reporting requirements
- e. Parent engagement procedures to ensure communication and choice
- f. Alignment with Pathways Initiative to ensure congruence

Overall, this Agreement acknowledges what educators have long known: students learn and develop at different rates. Instead of the traditional school system's assumption that all students learn at the same rate, we are creating a way of making the system focus on individual student needs so that individual student success is the product--no matter how much time that takes.

SECTION 34 REPORTS TO PARENTS

1. Each school may develop its own report card system subject to the approval of the Superintendent or his/her designee. The system shall include a report that reflects the student's progress in the instructional program of that school.

2. It is understood that nothing in this clause shall preclude any school from developing its own report card system provided such arrangement is mutually agreeable with the building teaching staff, building administration and appropriate Central Office personnel.

SECTION 35 PROBATIONARY PERIOD

The probationary period for teachers will be three (3) years.

SECTION 36 OBSERVATION AND EVALUATION

The following shall govern all teacher observations and evaluations:

1. a. Evaluations and observations shall be made by personnel assigned to a position which includes responsibilities for the evaluation and observation of staff.
b. Final evaluations of a teacher must be based upon at least one or more observations conducted by one or more members of the District staff.
2. By mid-September, or within two (2) months of a teacher's or administrator's beginning service, the administrator or his/her designee shall:
 - a. Inform the teacher of the purpose and procedures used in the evaluation of teachers prior to any evaluation.
 - b. Review the forms used in the evaluation process.
3. All observation of work performance of a teacher shall be conducted openly, with full knowledge of the teacher. The use of public address or audio systems and similar surveillance devices shall not be used for this purpose.
4. The formal observation by building level personnel will be for a teaching segment of time no less than thirty (30) minutes.
 - a. Formal observations by building level personnel shall be reduced to writing and delivered to the teacher observed within five (5) days of the date of observation. Within five (5) days of the date of the observation a pre-observation conference is mandatory. In addition, a post-observation conference is mandatory. If requested, an Association representative may attend. The formal observation may be amended by the building level personnel at the time of the conference.
 - b. Formal observations by building level personnel or CIT Peer Reviewer of non-tenured teachers unless waived by the teacher concerned shall be a minimum of two (2). The first observation shall be no later than November 30th; the second to take place no later than April 30th. Observations of tenured teachers shall take place no later than April 30th.
5. A teacher shall be given a copy of the final evaluations prepared by his/her supervisor upon request. No such report shall be submitted to central administration,

placed in a teacher's file or otherwise acted upon without prior conference with the teacher. A teacher will be entitled to have a representative of the Association present with him/her at the conference.

6. Final rubric evaluations for probationary teachers will be submitted to and discussed with the teacher no later than May 15th. Final rubric evaluations for tenured teachers shall be submitted to and discussed with the teacher no later than June 1. Beginning with school year 2012-13, the final APPR Composite Score shall become part of the teacher's personnel file.

7. a. All observation and evaluation forms shall require the signature of the evaluator or observer and the teacher. These standard forms shall contain the statement "I have read and (do/do not) agree with the above," followed by space for the teacher's signature.

b. The teacher shall also have the right to submit a written reply to such material and attach it to the file copy.

8. No material derogatory to a teacher's conduct, service, character or personality shall be placed in his/her personnel file unless the teacher has signed such material indicating s/he has had the opportunity to review it. This clause shall not apply to:

a. Reference information supplied by former employers.

b. Reference information supplied by colleges and universities.

c. Reference information as required by the local promotional procedure.

The teacher shall also have the right to submit a written reply to such material and attach it to the file copy.

9. No observation or evaluation form of any kind shall become part of a teacher's personnel file unless it has met the above conditions.

10. a. A teacher shall have the right upon request and by appointment to review the contents of his/her personnel file wherever maintained except information supplied by reference sources. A teacher will be entitled to have a representative of the Association accompany him/her during such review.

b. No agency or group or Association representatives shall have access to a teacher's personnel file (wherever maintained) without prior consent of the teacher.

c. The District shall maintain a list which shall become part of the personnel file

of all personnel who review the teacher's personnel file, which list shall contain the name of the individual and the date reviewed. An individual not known to the custodian of the file shall be required to identify himself/herself prior to gaining access to the file. No access except as provided herein to a teacher's personnel file shall be permitted.

11. No individual or group (other than those designated in Section 36.1 of this Agreement) shall enter a classroom without prior consent of the principal.

12. A teacher may request an observation or evaluation be made by an appropriate Central Office staff member at any time during the school year.

13. Tenured teachers who are not subject to Education Law Section 3012-c may select the traditional 2009 PART/Summative Appraisal according to Section 52.7a-c of this Agreement and shall not be subjected to formal observations by supervisors except for good cause which is to be explained to the teacher prior to the scheduling of such observations or unless the teacher requests that a formal observation be conducted.

14. The parties agree that the new APPR Evaluation System developed is in compliance with Education Law Section 3012-c and Commissioner's regulations and will cover all teachers commencing July 1, 2012. Any conflict between Section 36 and any new evaluation system shall be governed by the parties' agreement creating that evaluation system.

SECTION 37 DISCIPLINE AND DISCHARGE NON-TENURED TEACHERS

1. Discipline and Discharge - Probationary Teachers (1st and 2nd years only)

a. Eligibility

The provisions of this clause shall apply only to probationary teachers in the first (1st) or second (2nd) year of the probationary period or as provided in Section 52.

b. Discipline

(1) No eligible teacher within the bargaining unit shall be disciplined without good and sufficient cause.

(2) Disciplinary action or measures may include, but not be limited to the following:

(a) Oral reprimand

- (b) Written reprimand
- (c) Suspension
- (d) Discharge

Any disciplinary action or measure imposed may be subject to the grievance procedure up to and including Stage Three, except that in the case of such action against a non-tenured teacher which is based on the results of a regular evaluation, the provisions of this Section shall not apply.

c. **Discharge**

The discharge of a three-year probationary teacher during the first two (2) years of service which is based upon the result of a regular evaluation shall be governed by Section 3031 of the Education Law except that nothing in this clause shall be constructed to deny said probationary teacher the opportunity of discussing the dismissal with any appropriate supervisory personnel.

2. **Discipline and Discharge - Probationary Teachers (Final Probationary Year)**

a. **Eligibility**

The provisions of this clause shall apply only to probationary teachers in the final year of the probationary period.

b. **Discipline**

(1) No eligible teachers within the bargaining unit shall be disciplined without good and sufficient cause.

(2) Disciplinary action or measures may include, but not be limited to the following:

- (a) Oral reprimand
- (b) Written reprimand
- (c) Suspension
- (d) Discharge

(3) Except as specified elsewhere in this Section, any disciplinary action imposed upon any eligible teacher may be processed as a grievance through the regular grievance and arbitration procedure.

c. **Discharge**

(1) No eligible teacher within the bargaining unit shall be discharged without

good and sufficient cause. If the District determines that there is good and sufficient cause for discharge, the teacher and the Association shall be notified in writing. Such notification shall also include whether or not the teacher has been suspended with pay or without pay. Suspension shall be in accordance with the provisions of Section 3020, Section 3020-a or applicable case law. Such notification shall be at least thirty (30) days prior to the Board meeting at which such recommendation is to be considered, and the date of the Board meeting at which it is to be considered. Not later than twenty-one (21) days prior to such meeting, the teacher may request in writing that s/he be furnished with a statement giving the reasons for such recommendation and within seven (7) days after receipt of such request, the District shall furnish such written statement. Such teacher may file a written response to such statement with the District clerk not later than seven (7) days prior to the date of the Board Meeting.

(2) If the Board sustains the recommended discharge, the teacher may within ten (10) days of the Board determination file with the District a Notice of Intent to arbitrate the matter.

(3) If the teacher fails to notify the District within the allotted ten (10) day period or if the teacher voluntarily waives the right to appeal to arbitration, the decision of the Board shall stand.

(4) All arbitration procedures shall be governed by the arbitration section of this Agreement and by the applicable provisions of Article 75 of the Civil Practice Law and Rules.

SECTION 38 DISCIPLINE AND DISCHARGE TENURED TEACHERS ONLY

1. Eligibility

The provisions of this clause shall apply only to tenured teachers.

2. Discipline

a. No eligible teacher within the bargaining unit shall be disciplined without good and sufficient cause.

b. Disciplinary action or measures may include but not be limited to the following:

- (1) Oral reprimand
- (2) Written reprimand

- (3) Suspension
- (4) Discharge

c. Except as specified elsewhere in this Section, any disciplinary action imposed upon any eligible teacher may be processed as a grievance through the regular grievance and arbitration procedure.

3. Discharge

a. No eligible teacher within the bargaining unit shall be discharged without good and sufficient cause. If the District determines that there is good and sufficient cause for discharge, the teacher and the Association shall be notified in writing. Such notification shall also include whether or not the teacher has been suspended with pay or without pay. Suspension shall be in accordance with the provisions of Section 3020, Section 3020-a or applicable case law. Within seven (7) days of the initial notice, the Superintendent shall file with the clerk of the Board a written statement of charges. Upon receipt of said charges, the clerk of the Board shall immediately notify the Board. Within five (5) days after receipt of the charges, the Board shall meet in executive session to determine, by a majority of the Board, whether probable cause exists to pursue the recommended discharge. If the Board determines that probable cause does exist, a written statement specifying the charges in detail, and outlining the options available under this Agreement and under Section 3020-a of the Education Law shall be immediately forwarded to the teacher by certified mail. Within ten (10) days of receipt of the statement of charges, the employee shall notify the District whether s/he desires to pursue one of the following procedures:

- (1) No hearing
- (2) Panel hearing – Section 3020-a procedure
- (3) Arbitration - contractual procedure

b. Failure of the employee to notify the clerk of his/her desire for a hearing within ten (10) days of the receipt of charges shall be deemed a waiver of rights to a hearing or arbitration.

c. If the employee waives his/her right to the procedure provided in this Agreement, the Board shall proceed within fifteen (15) days, by a majority vote of all members of the Board to determine the case and fix the penalty or punishment.

d. It is understood that once the employee chooses one of the above procedures s/he shall be bound by the procedure chosen and shall not be permitted to pursue more than one procedure.

e. If the teacher chooses to pursue the statutory procedure, all applicable provisions of Section 3020-a shall apply.

f. If the teacher chooses to pursue the arbitration procedure all applicable provisions of the arbitration section of this Agreement and the provisions of Article 75 of the Civil Practice Law and Rules shall apply.

SECTION 39 PROMOTIONAL OPENINGS

1. There shall be a two year limitation on all acting assignments.
2. All openings for promotional positions and for positions paying salary differentials other than at the building level shall be adequately publicized in every school and all qualified teachers shall be given an adequate opportunity to make application for such positions.

SECTION 40 GENERAL EMPLOYMENT PROVISIONS

1. Terms of Employment

All teachers covered by this Agreement shall be engaged on a school year basis. School year employment shall start at the opening of school in September (for pay purposes on Labor Day) and shall continue on school days until the close of school for summer recess.

2. Medical Examination

a. All new teachers are required to have a medical examination prior to employment by the District as a prerequisite to qualify for benefits under Section 41.

b. All medical examinations and tests related to application requirements for new teachers shall be paid by the District provided that the examinations and tests are administered by a physician representing the District. Subject to the approval of the Board of Education, a teacher may be examined by a physician of his/her own choosing. However, should a teacher choose to be examined by a physician of his/her own choosing, the District shall pay only the portion that represents the rate paid to physicians representing the District. Any additional costs incurred shall be borne by the individual teacher.

c. Standard immunizations, if required by the City School District, shall be provided free for all teachers.

d. Any teacher employed by the Board may, at the request and direction of the Superintendent, be required, at the Superintendent's discretion, to submit to a medical examination either by a physician of the teacher's choice or by a district appointed physician in order to determine the physical or mental capacity of such person to perform his/her duties.

e. A committee, with teacher unit representation, shall be established by the Chief of Human Capital Initiatives to develop administrative procedures concerning testing of employees whose performance may be impaired by the use of alcohol and controlled substances.

3. Salary Payments

During school year 2011-12, teachers shall receive 1/21st of their annual salary on the second Friday after Labor Day and every two (2) weeks thereafter adjusted for days when schools are officially closed on Fridays. Beginning July 1, 2012, teachers shall have the option annually to choose between 1/22nd or 1/26th of their annual salary paid per the District's final annual payroll schedule beginning in September and every two weeks thereafter adjusted for days when schools are officially closed on Fridays.

4. Additional Time Worked

All members of the eligible unit employed beyond their normal assignment for comparable work of a professional nature shall be paid 1/200th of their annual salary for the actual days assigned and worked beyond their normal work year.

a. Library/Media Specialists shall report to work five days prior to the first reporting day for teachers in September and shall work until June 30th. They shall be paid 1/200th of their annual salary for each of the additional days.

b. Counselors shall work until June 30th. They shall be paid 1/200th of their annual salary for each of the additional days.

c. Bargaining unit members assigned to translate mid-term and/or final exams shall be paid at the rate of 1/200th per day.

5. Early Termination

Teachers who terminate their services before one (1) pay period has passed shall be paid 1/200th of their annual salary for each full day worked.

6. No teacher shall be required to transport a pupil in his/her personal automobile.

7. No restriction, other than that of good judgment, is placed upon the freedom of

teachers to use their own time for gainful employment insofar as it does not interfere with the satisfactory performance of their school duties.

8. All conditions of employment including teaching hours, extra compensation for work outside regular teaching hours, relief periods, leaves, and general working conditions, shall be maintained for the term of this contract at not less than the highest minimum standards in effect on the system at the time this contract becomes effective, except as provided by an express provision of this Agreement.

9. A direct payroll deposit program shall be provided.

SECTION 41 GENERAL ABSENCE PROVISIONS

1. Rate of Salary Deduction

a. **No Deduction** - Self Explanatory

b. **Regular Deduction** - shall be at the daily rate of 1/200th of Step I, Appendix A, for all personnel.

c. **Full Deduction** - shall be the daily rate of 1/200th of the annual salary for those serving on a school year or ten-month basis.

2. Determining Full or Part Time

a. FULL-TIME shall be interpreted to mean a full schedule at full annual salary.

b. PART-TIME shall be considered as cases where a partial schedule is involved. Such part-time may be a partial schedule every day or a full schedule on certain days only. Part-time will be prorated for purposes of salary, service credit, or benefits.

3. Salary Deductions

The following absence classifications, conditions and exceptions governing all salary deductions pertain to all full-time teachers assigned on a school year basis and to regular substitute teachers assigned for one (1) year, but shall not apply to temporary substitutes and regular substitutes assigned for less than five (5) months or one (1) semester, or assigned on a part-time basis.

4. Class A Absences (Accumulation)

No deductions shall be made for personal illness, including pregnancy related medical disability or certain injuries under the following specified conditions with the exceptions outlined. Such absences shall be limited to a total of ten (10) days* for each complete year of service cumulative as follows:

*Illness allowance for less than a complete year of service shall be prorated.

TABLE A

YEARS OF SERVICE	MAXIMUM DAYS ALLOWED
Up to 1 year.....	10 days
1 to 2 years.....	20 days
2 to 3 years.....	30 days
3 to 4 years.....	40 days
4 to 5 years.....	50 days
5 to 6 years.....	60 days
6 to 7 years.....	70 days
7 to 8 years.....	80 days
8 to 9 years.....	90 days
9 to 10 years.....	100 days
10 to 11 years.....	110 days
11 to 12 years.....	120 days
12 to 13 years.....	130 days
13 to 14 years.....	140 days
14 to 15 years and thereafter	150 days

5. Regulations Governing Class A Absence at No Deduction

a. For bargaining unit members hired prior to September 7, 1984, days allowed are as outlined in Table A and available to use in full measure in any one (1) year minus the total number of days used for personal illness during the three (3) previous school years.

b. For bargaining unit members hired prior to September 7, 1984, in the event all allowable days have been used during the three (3) previous years, ten (10) days will be allowed during the current year and a new number of allowable days shall begin to accumulate the following year at a rate of ten (10) days per year up to but not exceeding the appropriate allowance of days in Table A.

c. For all members of the bargaining unit hired on or after September 7, 1984, the sick leave allowance will accrue in the following manner:

At the beginning of each school year ten (10) illness days shall be added to the previous number accrued. At no point may this number exceed 150. At the end of each school year a new allowance shall be computed reflecting any illness days used that year.

d. Probationary teachers resigning before the close of the school year who have exhausted their allowable time for illness beyond the rate of one day for each month of service, up to and including the last day of service, will have their last salary check adjusted for the overpaid days.

6. **Procedures - Personal Illness**

a. Request for Absence form shall be filed for all absences due to illness. Submit the form to immediate supervisor or principal for signature who shall forward to the Human Capital Initiatives.

b. Certificate of Personal Illness (CPI) stating the nature and extent of illness signed by a duly registered physician, a licensed chiropractor, or a Christian Science practitioner may be required at the Superintendent's discretion at any time, for any reason, and under any circumstances.

c. Any bargaining unit member using a personal illness day on the work day immediately preceding or after a holiday or recess period must substantiate the illness by providing a Certificate of Personal Illness (CPI) as set forth in subparagraph (b) hereof as soon as practicable but not later than five (5) calendar days of the date of the return.

d. Consistent with the procedures of this subsection, up to ten (10) days per year may be used for family illness absence for care of a spouse (as defined by state/federal law), parent or child.

7. **Class A - Personal Illness at Full Deduction**

Full deduction for personal illness days will be taken under the following circumstances:

a. For the full period of absence when Sections 41.6b and 41.6c are not complied with.

b. For surgery for the relief of a chronic disorder, unless medical reasons require that the surgery be performed during the school year.

c. For illness or bodily injury caused outside the school by another where successful recourse is had to the regular procedure for collecting damages.

d. For additional days needed because of a personal illness or injury beyond

the allocated days for years of service, as outlined in Table A.

e. For newly assigned or probationary teachers who have not had their pre-employment physical examination and whose report of that examination is not on file in the Human Capital Initiatives Department.

8. **Workers' Compensation**

The following rules relate to Workers' Compensation covering injuries sustained during the course of employment with the District. These rules apply to full and part time teachers.

a. Full salary shall be paid for an absence due to an injury for as many days as the injured employee has accumulated illness allowance. Only the first five (5) days will be deducted from illness allowance. The balance of the time is available to be used for regular illness, but not for the injury.

b. When full salary in lieu of the compensation rate as prescribed by law has been paid for the number of days representing accumulated illness allowance, the injured employee shall then be paid the compensation rate for the balance of the disability until the physician has declared the injured employee ready to resume his/her usual work. This compensation payment covers summer months and unpaid school vacation periods.

c. If an employee is still disabled in September, full salary shall be paid in lieu of the compensation rate for the first ten (10) days of the new year after which the compensation rate shall be resumed.

d. Permanent or long-term disabilities shall be handled individually as the need arises.

e. The District will pay all medical bills arising from compensation injuries. All compensation matters are handled by the Department of Human Capital Initiatives.

f. All reports of injuries must be forwarded to the Department of Human Capital Initiatives within thirty (30) days from the date of injury.

9. **Class B Absences**

No deduction shall be made for absences not to exceed a total of eight (8) days in any one year, under the conditions specified below, including individual limitations for each incident as outlined. Exceptions to increase either the individual incident limitation or the total eight-days-in-one-year limitation, for situations considered abnormal or unusual, may be made only when approved by the Superintendent.

For the purposes of determining eligibility for the following provisions, “immediate family” is defined as spouse (as defined by state/federal law), parent, child, or grandchild, brother, sister, grandparent, by blood, marriage, or legal adoption, but excluding uncles, aunts, nephews, and nieces who are blood relatives unless they are living in the same house.

a. **Conditions - No Deductions**

(1) Death in the immediate family not to exceed five (5) consecutive days per incident including either the day of the death or the day of the funeral.

(2) Death of blood relatives living in the same household (uncles, aunts, nieces, nephews, cousins) not to exceed three (3) days as requested.

(3) Death of blood relatives not living in the same household (uncles, aunts, nieces, nephews, cousins) not to exceed one (1) day as requested.

(4) Absence not to exceed two (2) days if necessitated by educational examinations conducted by the State of New York, the Board, or by an institution of collegiate grade or for the attendance thereafter as a recipient of a degree.

(5) Absence not to exceed two (2) days for each incident due to summons by a Selective Service Board or other military organization having the power of direction necessitating absence due to military obligation or national security.

(6) Absence of one (1) day, including travel time, for the recipient of an earned degree by a teacher, spouse (as defined by state/federal law), or child of a teacher.

(7) Absence for two (2) days to the spouse or either parent for the birth, or either parent for the legal adoption, of infant children.

(8) Teachers in reserve military units will be fully paid for the two (2) weeks of active duty. A copy of the military order must accompany the Request for Absence.

b. **Class B - Regular Deduction**

For additional days needed beyond those allowed for death in the family under Class B Absences.

10. **Class C Absences**

No deductions shall be made for absences due to circumstances and for periods of

time beyond the individual's control.

a. Conditions - No Deductions - Personal Leave

(1) The absence results from compliance with the requirements of a court if the teacher attends a court under subpoena or as a witness in a case to which s/he is not a party. In such cases, a teacher is required to submit copies of court orders, or written proof of specific days spent in court.

(2) Absence caused by quarantine established by the Health Department, in all such cases the nature of the quarantine served by the Health Department must be submitted with the application for exemption, and satisfactory proof of the beginning and the close of the quarantine period must be furnished. This exemption does not apply to personal quarantine which shall be considered a personal illness and which will be covered as a Class A Absence.

(3) Absence because of jury duty for the actual days of reporting and paid for rendering such duty as indicated by the Commissioner of Jurors fee-paid slip. The Commissioner of Jurors will arrange an after-school qualifying examination. All compensation received for services performed as a juror while on required and/or approved jury duty shall be refunded to the District. Said refund need not include authorized transportation and/or parking fees for which funds are or are not provided.

(4) Absence for attendance as a duly elected delegate or alternate to the:

(a) Annual convention of the New York State Teachers Retirement System.

(b) Annual convention of the House of Delegates of the New York State United Teachers.

(5) If and when the District identifies an appropriate professional development activity (such as a conference, convention, course, seminar or workshop) and authorizes a bargaining unit member to attend and participate in the activity, whether the activity is offered by the District itself or by an agency or institution external to the District, the following conditions shall apply:

(a) The absence must be authorized in advance and in writing by the bargaining unit member's school principal or, if the bargaining unit member is assigned to Central Office, by the member's Central Office supervisor;

(b) The reasonable costs of the absence (such as fees, materials, meals and transportation) shall be paid or reimbursed by the District in accordance with District regulations; and

(c) When the bargaining unit member is a classroom teacher the member's school principal shall be responsible for arranging for a substitute teacher (which may be a per diem substitute or a Building Substitute) during the member's absence.

(6) If and when a bargaining unit member is authorized to accompany students from his/her school on a school-sponsored activity or trip, the three conditions set forth above shall also be applicable.

(7) Absences resulting from travel for professional business in the interest of a professional organization of teachers within and considered a part of the District, if the absence is authorized in advance by the Superintendent.

(8) Two (2) personal leave days may be taken singly or together in any one-year for personal business, religious observances, or family illness not covered in other sections of this Agreement and which require absence during the school hours. Application for personal leave shall be made three (3) days before taking such leave (except in case of emergencies). The applicant must state "Personal Leave" as the reason for taking such leave.

Personal leave shall not be granted:

(a) The day before or after paid holidays.

(b) The day before or after scheduled recesses.

In the event that any teacher's two (2) days of personal leave are not used, it shall be accumulated and can be used for personal illness qualifying for no deductions. Such accumulations shall be in addition to the maximum sick leave allowed in Subsection 41.4 (Table A) of this section.

(9) Up to a total of five (5) days (two personal days and three illness days) of leave for religious observance may be taken in any given year from an employee's accumulated illness allowance. Personal days are to be applied before using accumulated illness days.

It is understood that any teacher who by willful misrepresentation violates the personal leave policy shall forfeit all accumulations and any other further rights to compensated absences under Section 41 until reinstated in good standing by the Board on the recommendation of the Superintendent.

b. Class C - Regular Deduction

(1) Absence due to illness in the immediate family (Section 41.9) excluding uncles, aunts, nephews, and nieces who are blood relatives unless they are living in the same house not otherwise provided herein, is basis for regular deduction and will be so treated for a total of three (3) days within any one (1) year.

(2) For absences not to exceed three (3) days beyond the five (5) days, taken for religious holidays provided the absences are scheduled for and approved by the Superintendent of Schools prior to the time the absences occur.

c. **Class C - Full Deduction**

(1) For failure to supply, when requested, copies of written proof of court orders and specific days spent in court for any excusable reason.

(2) For failure to file proper absence request forms in sufficient time to allow the Superintendent to rule on the request.

11. **Class D Absences**

a. Full deduction shall be made for all unexcused absences or absences in excess of allowances specified under Classes A, B, and C. For unexcused absences which occur during all or any part of the day before or after a paid day when school is not in session, the deduction shall include the paid day(s) when school is not in session. When the personal illness allowance specified under Class A has been exhausted, the deduction shall include paid day(s) when school is not in session unless a CPI covering the period prior to and/or after the holiday is filed. The teacher must work either the day before or the day after the paid day when school is not in session.

b. It is understood that excessive and/or repeated unexcused absences may result in disciplinary action.

12. **Hardship - Unforeseen Circumstances**

Deviation from any of the regularly specified conditions and exceptions covered by this Section and necessary because of extreme hardship or unforeseen circumstances shall be made only upon the recommendation and approval of the Principal and the final approval of the Chief Human Capital Initiatives Officer.

13. **Return to Service**

a. **Following a Disability Retirement**

A teacher may not be reinstated following a disability except upon the recommendation of the Superintendent and with the approval of the Board, and in

addition, satisfactorily passing a physical examination by a physician representing the Board.

b. Following an Illness

A teacher who has been absent because of an illness, and whose illness certificate has not been approved, may resume teaching only after examination and certification by a physician representing the Board and the approval of the Superintendent.

14. Catastrophic Illness Leave

a. Upon complete exhaustion of paid illness allowance provisions of this Agreement, a unit member may request from the Superintendent a catastrophic illness leave. The Superintendent shall convene a joint committee chaired by the Chief of Human Capital Initiatives to review the request. If the joint committee recommends and the Superintendent approves a unit member may receive up to ninety-five (95) paid illness days.

b. Upon exhaustion of such paid catastrophic illness leave, the unit member may reapply for an additional paid illness leave of up to ninety-five (95) days. The granting of such additional leave is discretionary on the part of the Superintendent and is contingent upon the unit member applying for a disability retirement and resigning from employment with the District at the end of such leave. No seniority shall accrue during catastrophic illness leave.

15. Family and Medical Leave Act

All leave and benefit provisions of this Agreement will be counted towards the leave and benefit provisions of the Family and Medical Leave Act of 1993 where applicable. FMLA leave and benefits will be applied if the contractual leave and benefits provide less than the FMLA.

16. RTA Paid Absence Bank

a. The Paid Absence Bank (hereinafter referred to as "PAB") shall be administered by the Association. The purpose of the paid absence bank is to provide compensation to bargaining unit members who are absent due to serious personal illness or injury.

b. The PAB shall be administered by the Association using the following guidelines:

(1) To be eligible to utilize the paid absence bank a bargaining unit member:

(a) Must have exhausted his/her personal illness allowance specified under Class A in Section 41 of the Agreement.

(b) Must be ineligible for catastrophic illness leave and/or hardship leave as provided in Section 41 of the collective bargaining Agreement.

(c) Must apply for use of the paid absence bank to the Association with a written medical statement on a completed application form.

(2) PAB payments are only available after ten (10) days of continuous absence for the specified illness or injury, retroactive to the first day.

c. The PAB may not be used for vacation or other personal leave.

d. Any decision of the Association as to entitlement to use of the paid absence bank is not subject to the grievance procedure.

e. Bargaining unit members who are absent from work and are receiving workers compensation or disability benefits may only use the PAB for payment for the difference between the amount of such benefits and the employee's regular salary.

f. Transmittal from the Association of an approved form to payroll shall constitute authorization for pay from the PAB.

g. The PAB will be initially credited with one thousand (1,000) days.

h. In the event the District is required and unable to supply a substitute teacher (either a per diem substitute or a Building Substitute) to cover an assignment for a classroom teacher who is absent due to illness or injury, the District shall notify the Association and .50 day will be added to the PAB for each day a substitute teacher has not been supplied. The information shall be reported to the Association by the District's substitute office at a mutually agreeable interval.

i. The maximum number of days that a bargaining unit member may receive from the paid absence bank shall be determined by the Association.

j. Each summer, the Association shall provide an accounting of the status and use of the paid absence bank during the previous fiscal year in the form required by the District's Chief Financial Officer.

k. The Association agrees and shall defend, indemnify and hold harmless the District with respect to any and all claims or causes of action of any type relating to the Association's administration and decisions pertaining to the PAB.

**SECTION 42
LEAVES OF ABSENCE**

1. Return After Leave - Tenure Status

A tenured teacher returning from a leave shall retain his/her tenure status.

2. Parental Leave

a. Any teacher on permanent appointment or on probationary status is eligible for parental leave without pay.

b. Where possible, not less than thirty (30) calendar days prior to the commencement of the requested leave, a request for leave shall be made in writing to the Human Capital Initiatives Department indicating the dates of the leave. A physician's statement or a statement from an adoption agency must accompany the request for leave.

c. All teachers returning from leaves of absence under this Section shall be restored to equivalent positions.

d. The teacher must agree to write the Chief of Human Capital Initiatives not later than November 1st in the fall semester or March 1st in the spring semester before the expiration of the leave, concerning his/her plans for the next school term. Unless an extension is requested and granted, the teacher shall either return to service no later than the beginning of the third full semester from the date such leave is granted or the Board shall terminate his/her services. Return to service shall be at the beginning of a school semester.

e. In the event a teacher exercises his/her right to return at the end of the leave, s/he shall be entitled to receive all benefits s/he has accumulated prior to the time of the leave.

f. Where a female employee has used her illness allowance due to a pregnancy related disability, upon termination of that pregnancy related disability, the teacher must return to work or must request a parental leave in accordance with the provisions of this Section.

g. Leaves of absences without pay shall be granted for the purposes of parenting. Return to employment shall be governed by Section 42.2d.

h. If the parental leave of absence is granted before the expiration of a probationary period, the teacher must complete the unexpired portion of the probationary

period satisfactorily upon return from leave before tenure appointment is granted.

3. **Exchange Teacher Leave**

a. Upon the recommendation of the Superintendent, leave for exchange teacher positions under either national or international programs may be granted by the Board to teachers who have successfully completed the entire probationary period in the District.

b. The Board shall compensate any teacher granted exchange teacher leave on the basis of said teacher's regular salary status. Any period served as an exchange teacher shall be applied to the salary schedule set forth in Appendix A of this Agreement as if such period had been served by the teacher in the District.

4. **ACTION Leave**

a. Leave of Absence without pay will be granted up to two (2) years to any teacher who joins the Peace Corps or VISTA as a full time participant in such program.

b. Any period so served will be applied to the salary schedule set forth in Appendix A of this Agreement as if such period had been served by the teacher in the District.

5. **Sabbatical Leave for Accredited Study**

Regularly appointed teachers who have served for five (5) years may, upon the recommendation of the Superintendent and with the approval of the Board, be granted leave of absence for accredited study upon the following conditions:

a. Applicants must file with the Superintendent a statement of the definite purpose for which such leave of absence is desired. This statement must include the institution at which the individual is to study and courses to be pursued.

b. Any change in the approved plans must be submitted in writing in advance to the Superintendent and the Board for approval. Sabbatical leave pay will not be paid for change in plans not so approved.

c. Persons granted sabbatical leave of absence are required to report once each semester to the Superintendent of Schools during such absence, indicating the nature of the courses taken at a university and the application of these to the work of the individual.

d. Applicants must file with the Board a written agreement to remain in service of the Board for a period of time equal to three times the length of the leave. If a person

resigns from the service of the Board within this time period, the teacher shall refund to the City School District said proportion of the salary paid during the leave of absence as the unexpired portion of time shall bear to said period. If, upon return from sabbatical, the services of the teacher are terminated through job abolition at any time during the three year period and if the teacher is no longer employed by the District, the teacher shall not be required to pay any pro-rated refund. Any refund owing to the District shall be repaid in equal monthly installments, as a minimum, so that the total amount owing to the District will be paid in full not later than five (5) years following the expiration date of the paid sabbatical leave.

e. Teachers taking leave shall not be eligible for such leave until five (5) years have expired after return.

f. A teacher on sabbatical leave will receive sixty percent (60%) of base salary for the length of the leave.

g. At any time, not more than .75 percent (.75%) of the total number of teachers shall be on leave of absence.

h. At the discretion of the Joint Committee, more than .75% of the total number of teachers may be awarded sabbaticals as long as the total number of full-year sabbaticals does not exceed the number of teachers specified above.

i. At the discretion of the Joint Committee, sabbaticals may also be awarded for less than one full semester.

All sabbatical leaves will be granted according to criteria developed by the Joint Committee.

(1) Regular annual salary increments shall be given for the time of leave the same as for regular service in the school.

(2) Applications for such leave of absence for any school year shall be acted on by the Board no later than the first regular meeting in April of the preceding year.

j. If teachers who are granted sabbaticals decline to take them, the Joint Committee shall award the sabbatical through July 15th of the following summer to the next highest-ranking teacher who had applied.

6. **Other Approved Leaves**

a. **Leave Without Pay**

Permanently appointed teachers may, upon the recommendation of the

Superintendent and with the approval of the Board, be granted leave of absence without pay.

b. Salary Determination/Full-Time Study

Permanently appointed teachers may, upon the recommendation of the Superintendent and with the approval of the Board, be given their regular salary increment for full-time approved study at an accredited institution of higher learning. For purposes of complying with this Section, it is understood that full-time study shall be defined as a minimum of ten (10) semester hours of approved study each semester. It is further understood that in cases of consecutive leaves of absence for study, only one (1) step will be granted on the salary schedule.

c. Deviations from the above may be recommended by the Superintendent.

7. Return After Leave of Absence

a. Teachers who have been granted leaves of absence shall notify the Superintendent in writing on or before the first day of November or March preceding the opening of the semester following the expiration of the leave of their intention to resume work at the beginning of the ensuing school semester.

b. For teachers returning from approved leaves of absence, every effort will be made to place those teachers in the assignments from which they left.

c. No seniority (for purpose of transfer or layoff) shall be granted during any leave of absence granted in this section.

**SECTION 43
HEALTH INSURANCE CONDITIONS**

1. a. All regularly Board appointed teachers assigned full time or full schedule for the type of assignment involved shall be entitled to health and hospitalization, major medical, and dental benefits to be administered through a recognized health insurance carrier. Such benefits shall be equal to or exceed the 1981-82 levels of insurance.

b. Effective July 1, 1991, all new hires shall contribute fifteen percent (15%) of the health insurance premium costs for health and hospitalization, major medical and dental benefits.

Bargaining unit members hired on or after September 13, 2002, enrolling in the traditional Blue Cross/Blue Shield major medical plan shall pay the difference in premium cost between the most expensive HMO corresponding to the employee's plan or fifteen

percent (15%) of the health insurance premiums cost of the traditional Blue Cross/Blue Shield major medical plan, whichever cost amount is greater.

c. Effective January 1, 1992, each married employee whose spouse (as defined by state/federal law) is also employed by the District shall be entitled to benefits under only one family contract.

d. A new teacher must submit to the Department of Human Capital Initiatives within thirty (30) days of the first day of his/her employment his/her Declaration of Intent to enroll.

e. After thirty (30) days of employment, a teacher may apply for coverage by submitting to the Department of Human Capital Initiatives his/her Declaration of Intent to enroll, and by conforming to the rules for admittance to the plan desired.

2. All regularly Board appointed teachers assigned full time or full schedule for the type of assignment involved shall be entitled to health and hospitalization benefits.

a. A new teacher must submit to the Department of Human Capital Initiatives within thirty (30) days of the first day of employment his/her Declaration of Intent to enroll.

b. Effective October 1, 1997, the Major Medical deductible shall be \$200.

c. Effective October 1, 1997, the Major Medical benefit for private duty nursing shall be limited to \$100,000 per year.

3. All regularly Board appointed teachers assigned full time or full schedule for the type of assignment involved will be eligible to enroll in the District's Dental Insurance Program. The District's Dental Insurance Program shall be modified so as to provide improved benefits consistent with the Health Economics dental plan.

4. It is required that:

a. Addition of spouse must be made within sixty (60) days of the date of marriage through the Department of Human Capital Initiatives.

b. Change in marital status or death of a spouse must be reported to the Department of Human Capital Initiatives so that the insurance carriers may be notified and adjustment in plan be made if necessary.

5. Full premium amounts will be paid by the District to the insurance carrier or carriers involved.

6. The teacher is entitled to health insurance coverage through the last month of

active employment.

7. When accumulated illness allowance of an insured teacher is exhausted, premiums will be paid by the District for such time, not to exceed ten (10) weeks, as may be necessary for the insured teacher to arrange his/her own coverage.

8. The employee who becomes eligible for Medicare, or whose spouse becomes Medicare-eligible, either due to reaching age 65 or due to disability, must notify the Department of Human Capital Initiatives in advance so that the health insurance may be converted under the provisions of Federal law.

9. Health and dental insurance premiums will be paid by the District for the months of July and August provided that the bargaining unit member is employed by the District on the last day of the school year in June preceding the July and August period.

10. The teacher assumes full premium cost while on leave without pay.

11. The teacher shall be allowed, upon retirement*, to transfer to the retired employee's group by requesting the transfer through the Department of Human Capital Initiatives. The Board shall pay 100% of the cost of the health and hospitalization premium provided the employee has been employed by the District for at least ten (10) continuous years prior to the date of retirement. The teacher shall assume the full premium costs for the Major Medical Program.

*For those employees not members of the New York State Teachers' Retirement System, retirement is interpreted to mean meeting Social Security requirements.

12. The Flexible Spending Account currently provided shall be available to all bargaining unit members.

13. A joint committee of all parties will be established with a goal to identify all possible health and dental benefits economies and cost savings practices, effective as soon as is practicable.

14. Effective July 1, 2004, part-time employees who work .5 FTE or more shall remain entitled to health insurance the same as a full-time employee. Part-time employees with regular contract substitute status working less than .5 FTE shall receive benefits on a pro-rated basis. Job sharers are exempted from this provision and remain entitled to full-time benefits. Tenured teachers on Board-approved part-time leaves of absence as of July 1, 2004 of less than .5 FTE shall remain entitled to health insurance the same as a full-time employee provided there is no break in service.

SECTION 44

ALTERNATIVE HEALTH CARE PLANS - HEALTH MAINTENANCE ORGANIZATIONS

1. The Board shall additionally provide opportunity to members of the bargaining unit to enroll in a prepaid Health Maintenance Organization (hereinafter referred to as "HMO") available in the area under the following provisions:

2. Upon notification by the union to the employer of the availability of a comprehensive HMO, the employer agrees that each employee covered by this Agreement shall have the privilege of subscribing to the comprehensive HMO, and that such an employee's option be in lieu of the group health insurance plan for hospital, medical, surgical and related services provided by Section 43 of this Agreement. The employer agrees that if the employee elects such option, the employer will contribute monthly for each covered employee the entire premiums or subscription charges for the comprehensive HMO coverage. However, the employer's contribution toward such comprehensive HMO shall not be greater than the amount which the employer would have paid or contributed had the employee not elected such comprehensive HMO in order to pay for the group health insurance plan for hospital, medical, surgical and related services provided by Section 43 of this Agreement. If the premium or subscription charges required for the employee's participation in the comprehensive HMO is greater than the amount the employer is liable to contribute under this section, the employer agrees to check-off from the employee's pay, upon receipt of a written authorization for such purpose from the employee, the additional amount required for full payment of the premium or subscription charge.

3. Enrollments in and cancellations of HMO's can only be made once each year and are limited to the District's annual March 1st anniversary date. Notification of intent to enroll and/or cancel must be received in the Department of Human Capital Initiatives no later than thirty (30) days prior to the March 1st effective date.

4. Effective October 1, 1997, all unit members shall have the choice of the following HMO offerings: Blue Choice Select Extended with vision, eyewear and three tier prescription riders and Preferred Care Community 201-2 Plan with eyewear and prescription riders.

5. The parties agree to change from community-rated to experience-rated health insurance with all other District unions in a manner that applies to all employees.

Until a change has been formalized, the parties agree to extend the modified delivery of the following HMO coverages: Blue Choice Select Extended with vision, eyewear and three tier prescription riders and Preferred Care Community 201-2 Plan with eyewear and prescription riders. Such extension will continue through June 30, 2009 or until experience rating is adopted at which time HMO benefits shall be provided pursuant to Section 44.4.

The District will continue to fund a medical reimbursement account (105 Plan) for each employee enrolled in Blue Choice Value or Preferred Care Opportunity to reimburse for additional out of pocket expense between Blue Choice Value and Blue Choice Select and Preferred Care Opportunity and Preferred Care Community respectively. In effect, the establishment of this 105 Plan shall continue to maintain a “save harmless” cost situation for teachers.

For teachers who retire/resign under VESA or any other arrangement which would provide retiree health benefits according to the Agreement during the 2002-2003 and 2003-2004 school years, the Blue Choice Select or Preferred Care Community plan shall be the available HMO offering and entitlement rather than the Blue Choice Value Plan or the Preferred Care Opportunity.

6. A joint RCSD/RTA task force shall be established to explore other benefit enhancements, incentives to reduce health insurance costs and cost control measures.

SECTION 44A 2009 HEALTH BENEFIT PLAN

1. As approved by the Board on October 22, 2009, health insurance as formerly provided under Sections 43 and 44 of this Agreement is replaced by the Excellus EPO Enhanced Base Plan (“Base Plan”) and Excellus EPO “Buy Down/Economy” Plan (“Buy Down/Economy”) as agreed by the parties on October 20, 2009. Plan documents were provided to the parties in November 2009 for the Excellus EPO plans.

2. These documents set forth the health benefits which form the basis for this agreement and include coverage of dependent, full-time students to age 26, “Healthy Reward Wellness,” an eyewear allowance, and a three tier prescription drug plan.

3. Bargaining unit members’ share of the premium payments for the Base Plan will continue consistent with Sections 43 and 44 of this agreement.

4. Bargaining unit members hired after July 1, 1991, who choose the Buy Down plan will pay five percent (5%) of the premium cost; for unit members hired before July 1, 1991, the district will pay the full premium of the Buy Down/ Economy plan.

5. For retired unit members who have not yet reached age 65, the District will continue to pay premiums for the Base Plan consistent with Sections 43 and 44 of this agreement.

6. For retired unit members who have not yet reached age 65 and who were hired after July 1, 1991, who choose the Buy Down Economy plan, the district will pay ninety-five percent (95% of the premium cost; for retired unit members who have not yet reached

age 65 who were hired before July 1, 1991, the district will pay the full premium of the Buy Down plan.

7. At age 65, a bargaining unit member who retired on or after October 22, 2009 shall have following retiree health options for the member and his/her spouse consistent with Section 43:

- a. Blue Choice Medicare Advantage at no cost to the retiree
- b. Excellus Blue Cross/Blue Shield without Major Medical coverage at no cost to the retiree
- c. Excellus EPO "Medicare Carve-out" Plan with contributions based on the cost of the Enhanced base plan less the cost of traditional Blue Cross/Blue Shield

8. The parties agree to commence bargaining on the health benefits issues no later than January 2012, to ensure the efficient continuation of benefits for bargaining unit members.

SECTION 45 TAX SHELTERED ANNUITIES

The Board shall provide the opportunity for employees to participate in appropriate tax sheltered annuity programs.

SECTION 46 GENERAL SALARY AND ALLOWANCE PROVISIONS

1. Teaching Positions

a. General Provisions

(1) Basic Salary

Unless otherwise provided herein, or required by law, or by special action of the Board of Education, all teachers shall be paid under the provisions of Appendix A.

(2) Service Credit

Except by special action of the Board of Education, years of Rochester service prior to probationary appointment shall be credited only for continuous and satisfactory full-time teaching on assignment in the Rochester Public Schools. Full-time teaching on a partial

schedule will be prorated accordingly.

(3) **Salary Withhold**

In the event of a general salary increase in the local salary schedule, or for regularly scheduled increments, either the amount of the general increase or the scheduled increment or both may be withheld if a teacher has received an evaluation rating of “Developing/Below Professional Standards” or “Ineffective/Unsatisfactory” if the withholding is recommended by the Superintendent of Schools. Such withhold shall be considered a disciplinary matter and subject to the grievance procedure.

b. **Salary Differentials**

(1) Differentials based upon the following conditions shall continue for those unit members holding such positions as of November 1, 1978. Unit members appointed to such positions after November 1, 1978, shall not receive differentials.

(a) Guidance Counselors - Secondary school counselors who hold a state certificate for guidance service: full-time counselor, \$500.

(b) Special Education - Teachers and regular substitutes who hold special training certificates and/or who have been selected for their special skills, training, or abilities, in the following areas: the severely mentally retarded; the mentally retarded (Special Class or OE); slow learners (Ungraded or SW); the physically handicapped: and English for Speakers of Other Languages, \$320.

(c) Bilingual Program - Teachers in the Bilingual Program, \$320.

(d) Speech and Hearing Teachers - Speech and hearing teachers who hold a state certificate, \$375.

(e) Emotionally Disturbed - Teachers of emotionally disturbed, \$530.

(f) Psychologists and Social Workers - Psychologists who hold a state certificate as a school psychologist and social workers who hold a proper certification, \$640.

(2) Teacher coordinators of special Education shall receive an annual stipend of \$1,500.00 for serving as CSE Chairs at Central Office for a maximum of fifteen (15) times a year. The stipend shall be paid in two equal installments at the end of each semester.

(3) **License Fees** - Unit members whose positions require special licensure by the State Education Department (e.g., speech/language teachers, psychologists, social workers, etc.) will receive reimbursement by the District for the license fees upon

presentation of a receipt for the fee and a copy of the required license.

2. **Salary Credits**

a. Upon the recommendation of the Superintendent of Schools and with the approval of the Board, credit for the following (not to exceed ten years) may be granted to an applicant:

- (1) Recent teaching experience, or
- (2) Honorable military service (not to exceed two years), or
- (3) Related vocational experience.

b. **Initial Salary Placement Guidelines**

(1) The parties agree that revised initial salary placement guidelines for new hires shall be developed and implemented as soon as is practicable, but no later than July 31st, 2004. A draft of revised salary placement guidelines shall be developed by the District and forwarded to the Association no later than August 15th, 2004, for the Association's consultation and comment. Such guidelines shall include, but need not be limited to, the following features:

- (a) Salary credit for prior teaching experience.
- (b) Salary credit for Master's/Doctor's degrees or other advanced certifications.
- (c) Salary credit for directly related vocational experience.
- (d) Salary credit for relevant work experience in the District in another bargaining unit or employee group.
- (e) Delineation of limited "special circumstances" for which salary credit will be provided (e.g. attracting teachers in shortage areas).

(2) The parties acknowledge that the finalization and promulgation of the guidelines are and shall continue to be the prerogative of the District.

(3) Any grievance regarding initial salary placement shall be filed at Stage 2 of the grievance procedure. Such grievance must be filed during the school year of initial employment and no later than 125 calendar days of either the first day of such school year or the date of hire, whichever is later, but in no event after June 30th regardless of the date of hire. Failure to file a grievance regarding initial salary placement within the appropriate time period shall act as a bar to the subsequent filing of such a

grievance. The concept of a “continuing violation” shall not be applicable to any grievance directly or indirectly involving initial salary placement and thus the time period for filing such a grievance may not be extended beyond the 125 calendar day period or June 30th as set forth above.

3. Salary Increments and Benchmarking

a. Salary Benchmarking Formula

(1) In order for the District to remain reasonably competitive with the top one-third of school districts in the Monroe County region with respect to teachers’ salaries at designated career junctures (e.g., entry level, 5 years experience, 10 years experience, etc.), the parties agree that the most recent average annual increase of salaries across those top districts shall provide the basis for design of a formula intended to inform bargaining for specific increases in salaries for unit members.

(2) To implement this provision, the parties shall first determine the most recent average annual salary increase across the top districts by utilizing current data and an agreed upon methodology, and shall then apply the result in an agreed upon manner so as to achieve reasonably competitive salaries for unit members, particularly at the designated career junctures.

(3) Through the development and application of this salary benchmarking formula, it is the express intent of the parties to reach agreement on salary increases based on this formula for successive years beyond the 2014-15 school year.

(4) Either party may submit a demand for bargaining on salary matters, separate from and instead of using the formula to be developed as a result of this provision. Such a demand shall be submitted to the other party within ten (10) days of the adoption of the NYS budget, but in no event later than August 15, 2015. The same timeline shall be observed each year thereafter.

(5) If the parties have not reached agreement on the formula, its application or distribution, or have not reached a successor Agreement, by August 31, 2015, all unit members shall advance on the salary step listing as set forth in Section 46.3b. of this Agreement. The parties will continue to utilize the collective bargaining process as defined in Article 14 of the Civil Service Law until an Agreement is reached. The salary advancement defined in Section 46.3b. is not intended to be in lieu of a settlement, but only the salary continuation under Triborough while negotiations continue.

(6) The parties agree that salary Agreements reached subsequent to procedures in subdivision 4 and/or 5 above being employed shall be retroactive to July 1st of the year such measures were employed.

(7) Pursuant to the tentative agreement reached on August 8, 2013, the parties have determined that the salary benchmarking formula for school year 2013-14 is 3.2%. Increases shall be applied to 2012-13 (Appendix A) retroactive to July 1, 2013. The salary increase for the 2014-15 school year shall be informed by the benchmarking formula contain in Section 46.3a of the DBA. The District and the RTA will use best efforts to determine the 2014-15 salary schedule before the end of the 2013-14 school year.

(8) Salary schedules are set forth in Appendix A.

(9) A Joint RTA/RCSD Salary Committee, co-chaired by the Superintendent and the Association President, shall be formed to study expanding the salary benchmarking formula to incorporate the cost of living (COLA). This Joint Committee shall explore the feasibility of implementing "value added" compensation plans. It shall also examine the viability of factoring into the salary schedule comparability with other professions with educational requirements and responsibility comparable to those required of teachers.

b. **Advancement**

Salary advancement pursuant to subdivision (5) of the Salary Benchmarking Formula shall be effective as follows: for unit members, such advancement shall be to the next higher salary set (see Appendix A), and shall become effective July 1, 2011 and each July 1st of any successive year thereafter. Unit members on step 35 shall advance to step 99.

The District's salary placement guidelines shall be congruent with the new salary schedule.

c. **Equation of Salary Increments and Service Credit**

At the end of any school year of less than ten (10) months' employment the salary rate and the service credit of a teacher who has been regularly assigned, or who has returned to service, or who has stopped teaching after the opening of the school year, shall be one (1) year except that any teacher hired after April 1 shall not be given any service credit for that school year.

d. **Adjustments in Salaries** A salary is subject to audit and immediate correction at any time for error and/or adjustment of incorrect payment.

4. Allowance for Transportation

a. Attendance Teachers and Itinerant Teachers Attendance teachers and itinerant teachers who are required to travel from one school assignment to another shall

be reimbursed at the IRS mileage rate as of July 1st of each year.

b. **Special Cases** Teachers not covered in “a” above shall receive a monthly transportation allowance based upon a schedule of allowance prepared by the Finance Department and approved by the Superintendent and shall be included in the regular salary check each pay period.

c. **Outside of City Travel** The allowances for approved travel outside the city shall be computed on the basis of the current IRS mileage rate where transportation by common carrier may not be used to best advantage.

5. **Miscellaneous**

The following rates are paid for additional duties, services, or responsibilities and applied to the teacher’s annual base rate:

a. **Music Leadership**

(1) **Inter-High Choir** - The conductor of the Inter-High Choir shall receive \$1452 to cover weekly rehearsals, public performances, extra rehearsals, when necessary, and all other items including all clerical and travel time required.

(2) **Junior Inter-High Choir** - The conductor of the Junior Inter-High Choir shall receive \$1452 to cover rehearsals and all other items including travel time required.

(3) **Inter-Junior Orchestra** - The conductor of the Inter-Junior Orchestra shall receive \$1452 to include rehearsal visits to elementary schools, necessary clerical work and travel time required.

(4) **Inter-High Orchestra** - The conductor of the Inter-High Orchestra shall receive \$1452 to include rehearsals, visits to elementary schools, necessary clerical work and travel time required.

(5) **Inter-High Band** - The conductor of the Inter-High Band shall receive \$1452 to include rehearsals, visits to elementary schools, necessary clerical work and travel time required.

(6) **Inter-High Rock Band** - The conductor of the Inter-High Rock Band shall receive \$1215 to include rehearsals, necessary clerical work and travel time required.

(7) **Saturday Morning Music Program** - The person in charge of the Saturday Morning Music Program at any one high school shall receive \$50 per Saturday.

(8) **Supervision of Instrumental Music Teachers** - The supervisor of the instrumental music teachers shall receive \$11 per hour.

b. **Secondary School Special Service**

(1) **Supply Store** - Teachers assigned to Supply Store duty, shall receive \$1452 if the school is classified as a "Y" school including Edison Technical and Occupational Education Center, or \$1823 if the school is classified as a "Z" school.

(2) **Publications**

(a) **Year Book** - Teachers assigned to the Year Book responsibility shall receive \$1548 for this service.

(b) **School Paper** - For each issue published, a teacher shall receive \$189 for a maximum of ten (10) issues per year.

(c) **Business Manager For All School Publications** - Teachers assigned to the responsibility of handling all business aspects of school publications shall receive \$791 for this service.

(d) **Literary Magazine** - Teachers assigned to the responsibility of a literary magazine shall receive \$323 for this service.

(3) **Student Government** Teachers assigned to assume Senior or Senior and Junior government responsibility shall receive \$1656; and those responsible for Junior government only shall receive \$721 for such service.

(4) Teachers assigned to Math League coaching shall receive \$1935; for schools whose Math League teams exceed 20 students, an assistant coach shall receive \$968.

(5) Teachers assigned as Model UN advisors shall receive \$1290.

(6) Teachers assigned as Chess Team coaches shall receive \$1200.

(7) Registrars assigned to work days during school recesses by their building principals shall be compensated at the rate of 1/200 of their annual salary for each day worked.

c. **Activity Compensation**

(1) It is the intent of this sub-section to encourage the development of new and additional extracurricular clubs and activities as well as the continuation of other

such activities not previously compensated at the middle school and high school levels by providing compensation for advisors and funds for supplies and materials.

(2) Compensation for advisors provided under the existing contract or through other funding arrangements shall not be affected in any way by this Agreement.

(3) The District shall provide funding at the level of \$96,140 for advisors and \$32,890 for supplies, materials, printing, and transportation for use annually. Funds to each building shall be provided according to share allocations as determined by the July, 1997, review as per subsection 9 below.

(4) At each middle and senior high school, the SBPT established according to guidelines negotiated by the District and the Association shall determine which clubs or activities shall have paid advisorships and the rate of payment for each advisorship.

(5) SBPTs may refer to rates for advisorships contained in Section 46 of the Agreement in determining appropriate rates for various levels of responsibility and time involved.

(6) Funding levels for advisorships shall be reviewed by the Joint RTA/RCSD Living Contract Committee as they are developed to ensure that procedures have been followed and the intent of the Agreement has been met.

(7) In the event that a SBPT does not allocate all funds available under this Agreement by March 1st of each school year-remaining funds shall be placed in a pool to be administered by the Living Contract Committee. Any funds remaining will be returned to the District's general fund at the end of the budget year.

(8) SBPTs, whose needs for club advisor funding exceed the allocation above, may request additional funding for specific clubs and extracurriculars. Such requests may be honored on availability of funds.

(9) Effective July 1, 1997, funding levels for this subsection shall be adjusted as follows: (1) the parties will review the lists of eligible middle and senior high schools to reflect changes at these levels, and (2) the number of shares at each level will be increased or decreased to reflect these changes.

d. **School of the Arts**

(1) This Agreement shall apply only to the School of the Arts and is intended to provide support for arts performances which are outside the regular instructional program.

(2) The rates are found in Appendix D.

- (3) Longevity: After 3 years in the same position \$400 in addition to base rate.
- After 5 years in the same position \$650 in addition to base rate.
 - After 10 years in the same position \$900 in addition to base rate.
 - After every additional five (5) years, the longevity pay shall increase by \$300 above the \$900 payment in addition to base rate.
 - Once longevity is earned in a particular position, it shall be maintained.

(4) The payment of these monies shall be managed according to district procedures for athletic coaches' salaries.

SECTION 47 SUPPLEMENTAL EMPLOYMENT

1. All full-time summer teaching positions or positions of a comparable nature shall be paid at the daily rate of 1/200th of the teacher's base salary for the new fiscal year. Pro-rated adjustments in the above daily rate shall be made for those teachers whose regular summer assignment is less than full time.

2. Proposal development, curriculum preparation, testing administration, and attendance at and conducting inservice shall be thirty-three (\$33.00) per hour.

Work performed during the summer including proposal development, curriculum preparation, testing administration, and attendance at and conducting inservice will be paid at the above rates.

3. All certified evening school teachers shall be paid thirty-three dollars (\$33.00) per hour.

4. Teachers will be paid at the rate of thirty-seven (\$37.00) per hour for teaching in the extended day program.

SECTION 48 INTRAMURAL CLUB LEADERS, INTERSCHOOL CONTEST OFFICIALS AND COACHES

1. Intramural Club Leaders and Sports Contest Officials

a. Intramural Club Contests For such services as may be rendered by teachers beyond their normal duties, the compensation shall be \$13.46 per afternoon which shall be considered as having a minimum length of two (2) hours. Compensation for shorter periods shall be computed on the length of actual service at the rate of \$6.73 per hour.

b. Any teacher covered by this Agreement who is employed as an official of interscholastic contests shall be compensated in accordance with the rates established by Section V Schools.

c. Any teacher covered by this Agreement who is employed by the District as a ticket-taker; ticket-seller; usher; supervisor of tennis, bowling, or golf; or in any other non-officiating capacity shall be compensated in accordance with the operating budget approved by the Citywide Department of Health and Physical Education except that the rates established shall not be less than those in effect for the 1989-90 school year.

2. Interscholastic Sports Salaries

A (\$4,500)	B (\$4,000)	C (\$3,500)	D (\$3,000)	E (\$2,500)
Football	Baseball	Soccer	Tennis	JV Track
Basketball	Indoor Track	G/Swimming	JV Wrestling	JV Soccer
Wrestling	Softball	X-Country	Asst. JV Football	Golf
Athletic Trainer	Gymnastics	JV Football	Fr. Basketball	Cheerleading
	Track/Field	Asst. V. Football	JV B/Swimming	Fr. Football
		JV Basketball	JV Baseball	(Asst. \$1000)
		Volleyball	JV G/Swimming	Bowling
		B/Swimming		X-Country Skiing
		Ice Hockey		
		Lacrosse		

*Grandfather in the salary of those coaches in Volleyball and B/Swimming who have been coaching at their present schedule ("B" rates). New coaches would receive the rate on the new schedule ("C" rates).

Longevity pay to encourage coaches to continue coaching shall be paid at the following rates:

- After 3 years in the same sport \$400 in addition to base rate.
- After 5 years in the same sport \$650 in addition to base rate.
- After 10 years in the same sport \$900 in addition to base rate.
- After every additional five (5) years, the longevity pay shall increase by \$300 above the \$900 payment in addition to the base rate.

Once longevity is earned in a particular sport, it shall be maintained.

3. **Modified Sports Salaries**

All sports except bowling, will be paid the same rate. Assistant Coaches will be paid 75% of the coach's salary for that sport.

Sport	B/G	Rate
Soccer	B/G	\$2,500
Cross Country	Coed	"
Golf	Coed	"
Swimming	Coed	"
Volleyball	B/G	"
Indoor Track	Coed	"
Basketball	B/G	"
Indoor Track	Coed	"
Baseball	B	"
Softball	G	"
Tennis	B/G	"
Wrestling	B	"
Bowling	Coed	\$1,500

Longevity pay to encourage coaches to continue coaching shall be paid at the following rates:

- After 3 years in the same sport \$350 in addition to base rate.
- After 5 years in the same sport \$600 in addition to base rate.
- After 10 years in the same sport \$850 in addition to base rate.

4. **Partial Season Rates** - Coaching service for less than a complete season shall be prorated.

5. Interscholastic salaries/stipends shall be reviewed by the Living Contract Committee no later than by the end of the first semester of school year 2011-2012.

SECTION 49 TEACHER TRANSCRIPTS

1. It shall be the responsibility of the teacher to furnish the Chief of Human Capital Initiatives, for permanent retention in the files of the Board original official transcripts for all included curricula and courses showing the descriptive title of each course and its semester hours of credit.

2. Professional teachers, i.e. tenured teachers with permanent certification, will, with prior approval of the Superintendent or his designee, be reimbursed in full for college/university tuition or other course registration expenditure for District approved courses upon presentation of an official transcript where applicable or written notice from the course sponsor showing successful completion of such courses. Reimbursement shall occur within one month following receipt of such confirmation. The rate of reimbursement is discretionary with the Superintendent but shall not be less than the lowest rate for comparable course offerings at an area college or university. Requests for and approval of such courses must be made in writing at least thirty (30) days prior to the beginning of the course. Such approval is discretionary with the Superintendent.

3. **Master's Degree/Tuition Reimbursement Program**

a. Effective February 1, 2001, the District will provide an in-District Masters Degree program and/or tuition reimbursement program for required courses for a Masters Degree as required for New York State permanent/professional teaching certification as described in the paragraphs below.

b. It is the intent of the parties to jointly develop and administer an in-District Masters Degree program through the CIT Joint Governing Panel to support teacher professional induction, professional development and permanent/professional certification requirements. The parties intend to offer, to the extent practicable, course instructor opportunities in this program to current teacher bargaining unit members and to teachers who have retired from bargaining unit teaching positions.

c. Because the jointly developed and administered in-District Masters Degree program will focus on the needs of teachers teaching in the District, eligible bargaining unit employees must utilize the in-District program if it is offered. If the in-District program does not offer a course or courses required for a Masters Degree for permanent certification in the tenure area or permanent/professional certification in the tenure area cannot be obtained through the program or the in-District program is not offered, reimbursement for required courses shall be at the rate set forth in paragraph e. below. If required courses are offered through the in-District program for obtaining permanent/professional certification in the tenure area and an employee does not utilize the program, there shall be no reimbursement for courses taken outside of the in-District program by such employee.

d. **Eligibility** Teacher bargaining unit employees pursuing permanent certification in their tenure areas are eligible for the in-District Masters Degree program or other tuition reimbursement as may be appropriate. A maximum of thirty-six (36) credit hours or the equivalent for courses taken outside the in-District program may be reimbursed as set forth in paragraph e. Outside courses must be approved in writing in advance by the Superintendent or his/her designee to qualify for reimbursement. Reimbursement will be made upon submission of a certified transcript showing successful

completion of the course(s).

e. **Reimbursement Rate** Course work taken through the in-District program shall be at no cost to the bargaining unit employee. Course work taken outside the in-District program which qualifies for tuition reimbursement hereunder shall be reimbursed at not less than the lowest rate for comparable course offering(s) at an area college or university. Reimbursement shall occur within one (1) month following receipt of transcript(s) as required in paragraph d. above.

f. **Repayment** Teacher bargaining unit members accessing tuition reimbursement or who utilize the in-District program must file with the Board a written agreement to remain teaching in the District for a time period equal to four semesters after the conclusion of the last course taken through the in-District program or for which reimbursement was provided. If a person resigns employment (for reasons other than as provided in paragraph g. from the District within the four (4) semester period), the teacher shall refund to the District said proportion of the reimbursement received, or for in-District program participants, an amount equivalent to the lowest rate for comparable course offering(s) at an area college or university, as the expired portion of the time shall bear to said period. The reimbursement amounts shall be set forth in the written agreement.

g. If the employment of the teacher is terminated by the District at any time during the four (4) semester period, the teacher shall not be required to pay any refund. If the teacher resigns for hardship reasons approved by the CIT Joint Governing Panel during the four semester period, the teacher shall not be required to pay any refund. Any refund owing to the District shall be repaid in equal monthly installments, as a minimum, so that the total amount owing will be paid in full not later than five (5) years following the resignation or separation from the District.

SECTION 50 LIVING CONTRACT COMMITTEE

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

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

3. Each party shall identify at least two (2) representatives and no more than four (4) representatives as permanent committee members. The Association's representatives shall include the 1st Vice President; the District's representatives shall include the Chief Legal Counsel. The Superintendent and the Association President shall participate in meetings of this committee on a need basis.

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

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

b. To meet monthly on a regularly scheduled date, at times and locations mutually agreed upon, unless the parties agree to a different arrangement. Either the Superintendent or the President may call a special meeting of the Committee to deal with a specific issue on the basis of urgent need

c. To administer and implement the Salary Benchmarking Formula process as set forth in Section 46.3a. of this Agreement.

5. The Joint Committee shall have the following powers and duties:

a. To establish temporary joint subcommittees to address particular issues which shall report with recommendations in writing to the Committee by specific deadlines; and to establish the membership and operating procedures of such subcommittees. At its first meeting the Committee shall consider the establishment of subcommittees to review issues of concern and make recommendations regarding (i) implementation of the Save Schools Against Violence in Education Act ("SAVE"); (ii) implementation of the Board's Academic Standards and Assessment Policy, including requirements associated with completion of student intervention plans; (iii) workplace health and safety; and (iv) absenteeism and use of sick time.

b. To train both staff of the District and members of the Association regarding the provisions of this Agreement and their responsibilities thereunder, as well as good practice with respect thereto.

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

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

Superintendent.

6. All existing joint subcommittees and task forces and other work groups under this Agreement shall continue under the aegis of this Joint Committee. These committees include those currently existing in Section 50, (i.e., Student Discipline, Elementary Instruction, Inservice Advisory, School Calendar, Professional Development Planning Committee, Absenteeism Reduction Plan Appeals Committee and Special Education Committees). The Joint Committee shall have the power to consolidate, reconfigure the membership, modify the charge and tasks, and discontinue joint subcommittees.

7. Notwithstanding and superseding any other provisions of this Agreement, no proposed District policy shall be submitted to the Board for its consideration without the Joint Committee having been first formally consulted regarding the proposed policy and provided an opportunity to make comments to the Superintendent regarding the proposed policy.

8. Nothing herein shall be deemed to impair the authority of the Superintendent, or to preclude the Superintendent from consulting informally with members of the bargaining unit.

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

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

c. The principal and the designated Association Faculty Representative shall be authorized to sign off on contractual provisions negotiated by the SLLCC.

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

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

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

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

h. The parties agree that the following contractual provisions shall **not** be within the authority of SLLCC deliberations unless a SLLCC –petitions the Joint Living Contract Committee for approval to address another contractual provision and receives approval to do so:

The Sections that are **not open** to SLLCC agreement are:

- Section 1 Recognition
- Section 5 Savings Clause
- Section 8 Management Rights
- Section 9 Association Rights
- Section 14 Grievance Procedures
- Section 26 Personal Injury Benefits
- Section 37 Discipline and Discharge Non-Tenured Teachers
- Section 38 Discipline and Discharge Tenured Teachers Only
- Section 41 Absences
- Section 43 Health Insurance Conditions
- Section 44 Alternative Health Care Plans – HMO
- Section 44A 2009 Health Benefit Plan
- Section 46 General Salary (the base salary can be exceeded, not diminished)
- Section 50 Living Contract Committee
- Section 62 School Instructors
- Section 63 Home Hospital Teachers
- Section 64 Rochester Pre-School Parent Program

All other contract sections may be subject to change through negotiation by the SLLCC.

i. In addition to these provisions, the District may grant, to the extent allowed by law, autonomies in the areas of:

- Administrative requirements
- School Governance
- Education Program & Curriculum
- Principal Selection and Retention
- Board Policies: to include, but not be limited to Discipline/Code of Conduct

10. Labor Management collaboration shall be a required section of the School Comprehensive Education Plan (SCEP).
11. A Joint RCSD/RTA Committee shall make recommendations to improve connection to District/Community services and agencies and regarding other pertinent elements of the program.
12. During school year 2011-12, the Living Contract Committee may negotiate a condensed salary schedule. It shall meet and mutually approve a new wage schedule for school year 2012-13 (see also 46.3a.(7) (c)).
13. The parties agree that it is important to improve access to libraries during the summer months for District students. As such, the parties agree that the District and Association shall jointly explore funding and/or obtain support through existing resources for personnel to staff a mutually agreed upon number of school libraries during summer months.
14. The parties agree to continue to meet during the 2011-2012 school year to discuss collaborative ways to reduce the district's structural deficit long term.

SECTION 51 JOB SHARING

1. Job sharing shall be defined as two (2) unit members sharing one (1) full time position. Job sharing assignments shall be filled only by unit members who have agreed to work together under a mutually developed plan.
2. Job sharing positions shall be available to unit members who have indicated to the Superintendent in writing by May 1st, of the desire to share a position.
3.
 - a. Job sharers shall submit a written description of job sharing arrangements to the SBPT(s) no later than one (1) week before the last SBPT(s) meeting in June. Decisions of approval or denial by the SBPT(s) shall be no later than the last SBPT team(s) meeting in June. Responsibilities of a shared assignment must be specified in the plan designed by the job sharers. This plan should include but not be limited to, all professional duties, attendance at meetings, parent conferences, etc.
 - b. Approval of a job sharing arrangement shall not be unreasonably withheld by the SBT(s). A SBPT may not prohibit job sharing as described in this Section 51 as a matter of policy for the building.
 - c. Approval of a job sharing arrangement shall be promptly submitted to

Human Capital Initiatives in writing by the school-base planning team(s).

4. Job sharing assignments shall have a duration of one year. By March 1st, job sharers must notify the Department of Human Capital Initiatives in writing of their intent to continue or discontinue the job sharing assignment for the following September.
5. Unit members sharing a position shall receive salary prorated according to the time each works.
6. Benefits presently granted to full-time employees will be granted to job sharers on a prorated basis according to the time each teacher works. Sick days, personal days, etc. will be divided between job sharers: medical and dental benefit payments will follow 1990-91 district practice.
7. When possible, job sharers shall substitute for each other's absences. Job sharers may recommend methods for providing coverage in emergencies and include this feature in their annual plan.

SECTION 52 CAREER IN TEACHING PLAN

1. Career Levels

- a. All full-time teachers active with the District shall participate in the Career in Teaching Plan.

The Career in Teaching Plan (hereinafter referred to as "CIT") shall include four career development levels:

**Intern Teacher
Resident Teacher
Professional Teacher
Lead Teacher**

- b. Newly hired teachers shall be assigned to Intern level or Resident level as a condition of hiring. The CIT Joint Governing Panel or its designee shall determine the status of each new hire. The assigned career development level will be included on the Human Capital Initiatives Department's Recommendation for Assignment. Career development levels for all teachers will be reviewed on an annual basis by the Joint Governing Panel.

- c. School administrative staff will receive notification of the career level status of teachers prior to the beginning of school.

d. A teacher's decision to advance from Professional level to Lead Teacher level will be voluntary. Placement in the Lead Teacher category shall be based on an open, competitive process.

2. **Joint Governing Panel**

a. The CIT Plan shall be directed by the Joint Governing Panel. The 12 member Joint Governing Panel shall be composed of six (6) members appointed by the Rochester Teachers Association and six (6) members appointed by the Superintendent of Schools.

b. The chair will rotate annually between the two parties, with a Panel year defined as July 1st - June 30th.

c. The Panel will propose on an annual basis, costs of Panel and program operation to the Superintendent and the Association President. Members on the Joint Governing Panel may be compensated for services consistent with procedures developed by the Panel and approved by the Superintendent and the Association President.

d. A quorum shall require the presence of seven members of the Panel. Decisions of the Panel shall require an affirmative vote of at least seven (7) Panel members.

e. The Joint Governing Panel will develop and make program and policy recommendations concerning implementation of the CIT Plan to the Superintendent and the Association President. The Panel will implement policy and will delineate the roles, responsibilities, expectations and success measures for each career level. In addition, Panel responsibilities may include but are not limited to: assuring coordination of activities with appropriate departments; monitoring and evaluating program developments and monitoring teacher career development and advancement under the Career in Teaching Program.

f. The Panel will recommend additional policy and practice improvements related to systemic issues affecting the CIT Plan to the Superintendent and the Association President.

g. The Joint Governing Panel shall develop procedures for soliciting and processing proposals for Lead Teacher positions in the district, including proposals developed by School-based Planning Teams.

h. The Panel shall identify in writing, the organizational placement, the responsibilities; the reporting; supervision and evaluation procedures; and the appropriate compensation for each Lead Teacher position and assignment. The Joint Governing

Panel will develop the job announcement, application form and process for selection in each category of Lead Teacher.

i. The Panel will select Lead Teachers based on the qualifications for employment and additional criteria set forth in this document. At the Panel's discretion, other teachers and appropriate District personnel may be involved in the Lead Teacher selection process.

j. The Panel will direct and monitor the supervision and evaluation of Lead Teachers. The Panel shall approve a performance evaluation process for each Lead Teacher position. It is expected that, where appropriate, the evaluation of Lead Teachers will involve peers and administrators within the organizational unit to which the Lead Teacher is assigned.

k. The Joint Governing Panel shall recommend the level and type of compensation for each Lead Teacher position to the Superintendent and the Association President. Such compensation shall be negotiated and mutually agreed to by the Association and the District.

l. The Panel shall monitor and document the effectiveness of the CIT Plan based on improvements in student performance and attainment and such other factors as it deems valid. The Panel shall report annually to the Superintendent and Association President on the status of the CIT Plan.

m. Concerns about any aspect of the CIT Plan may be appealed in writing to the Joint Governing Panel. The Panel will establish procedures for such appeals.

3. Teacher Evaluation

a. The current Teacher Evaluation Guide shall be revised to reflect all changes in the teacher evaluation procedures included in this Agreement.

b. All teachers shall be evaluated according to expectations and standards in four areas: planning and preparation, classroom environment; instruction; and professional responsibilities. Student performance indicators (e.g., achievement as measured by tests, authentic assessments, teacher observations, etc.) shall be incorporated.

c. Teachers evaluated under Education Law Section 3012-c or relevant approved teacher evaluation rubrics shall yield one of the following four (4) summary ratings: "Highly Effective", "Effective", "Developing" and "Ineffective". Teachers evaluated under the traditional 2009 rubrics shall be rated "Distinguished", "Proficient", "Meets Professional Standards", "Below Professional Standards" and "Unsatisfactory".

d. Negotiated changes in teacher evaluation procedures shall be implemented as soon as possible when approved by the parties' Negotiating Teams. The parties agree that the City School District current Teacher Evaluation Guide revised to reflect changes in Education Law Section 3012-c, shall be the basis for the NYS-required Annual Professional Performance Review (hereinafter referred to as "APPR"). Any modifications in the process for developing the APPR or the content of the APPR required by CR 100.2(o) shall be the responsibility of the Career in Teaching Joint Governing Panel.

4. **Intern Teacher**

a. Newly employed teachers shall be considered Intern Teachers. Every effort shall be made to assign Intern Teachers a CIT mentor for their first year with the District. Newly employed teachers who have had previous teaching experience may be excluded from Internship and assigned to Resident status by the decision of the Joint Governing Panel.

b. The Internship experience will include extended expectations and requirements designed to: (a) induct newly hired teachers into the District, the profession and the community; (b) assist Interns to develop their pedagogical skills and to handle their other responsibilities; (c) help Interns to develop the skills necessary to work effectively in an urban environment; and (d) inspire teacher excellence. The extended expectations and requirements for Interns will be established by the Joint Governing Panel.

c. Tenured, permanently/professionally certified teachers who change tenure area may be assigned a mentor by the Panel.

d. Intern teachers shall be evaluated by their supervisors using the teacher evaluation forms and procedures as set forth in the current Teacher Evaluation Guide. Intern teachers shall also be evaluated according to procedures set forth in the Mentor Teacher-Intern Program's "Intern Handbook." Intern Teachers will also be monitored and evaluated by their CIT Lead Teacher/Mentors.

e. At the end of the internship period, the CIT Joint Governing Panel is responsible for making recommendations as to the continued employment and advancement to Resident level of each Intern to the Superintendent and the Association President. A copy of such recommendation will be given to the Intern. The Joint Governing Panel's recommendation shall become part of the Intern Teacher's personnel file. Upon reviewing supervisors' evaluations and Lead Teacher status reports, the CIT Panel may recommend an extension of the Internship for a period not to exceed one year. At the successful completion of the second year of Internship, the Panel may recommend that the decision relating to tenure be postponed to the completion of a fourth year of employment in the District. In such case, the employment year after the intern period shall be treated as the second year of employment for the purposes of Sections 37 and 38

of this Agreement.

f. If the Intern is rated Ineffective/Unsatisfactory by the supervisor and “Not recommended for continuation” by the lead teacher/mentor, s/he would be terminated.

g. If either the lead teacher/mentor or the supervisor recommends termination or rates the Intern Ineffective/Unsatisfactory, the CIT Panel must review the intern’s performance reports and make a recommendation to the Superintendent of Schools regarding 1) the Intern’s continuation or termination and 2) if the Intern is recommended for continuation, his/her status for participation in the voluntary transfer process. A recommendation for continuation may include professional support services, mentor services for all or part of the second year, or other suggested support for Intern development. A Teacher Improvement Plan (TIP) must be developed by the Intern and his/her administrator.

h. If the Intern is rated Developing/Below Professional Standards by the supervisor and receives the equivalent recommendation from his/her Lead Teacher/Mentor, the CIT Panel must review the Intern’s performance and make a recommendation to the Superintendent for the terms of the Intern’s extended continuation which may include professional support services, mentor services for all or part of the second year, or other suggested support for Intern development. The CIT Panel shall determine his/her status for participation in the voluntary transfer process. A Teacher Improvement Plan must be developed by the Intern and his/her administrator.

i. If the Intern is rated Effective/Meets Professional Standards or higher by the Supervisor and receives the equivalent recommendation from his/her Lead Teacher/Mentor, s/he shall advance to the Resident level.

j. In the case of extended internships, if an Intern is not recommended for advancement to the Resident level by the end of his/her second year, the CIT Panel shall review his/her performance reports and make a recommendation to the Superintendent regarding his/her termination.

k. For purposes of salary advancement and career level progression, all new hires shall be considered Interns. Prior teaching experience shall be reviewed by the Department of Human Capital Initiatives and the CIT Panel in order to determine whether new hires with prior teaching experience qualify for the Mentor Teacher Intern Program according to NYS and District guidelines.

5. **Resident Teacher**

a. Resident level teachers shall be evaluated by their supervisors using the existing teacher evaluation forms and procedures as set forth in the current *Teacher Evaluation Guide*.

b. Teachers who successfully complete the Intern Teacher level with the District will move to the Resident Teacher level.

c. Resident Teachers are responsible for practices and behaviors consistent with the professional expectations for teachers and for effective practice that is evidenced by progress in student performance. Resident Teachers are responsible for creating increased opportunities for students, knowing their subject matter, knowing how to engage students in active learning, making every effort to involve parents and community in supporting their students' education, contributing to the overall improvement of the school environment, and doing all they can possibly do to ensure that all students progress.

d. Resident Teachers will be evaluated by their direct supervisor. Only if the evaluation reflects a rating of Effective/Meets Professional Standards or higher will movement on the salary schedule and/or to the next level of the Career in Teaching Plan be granted.

e. A teacher may remain at the Resident level for up to four years, assuming s/he continues rating of Effective/Meet Professional Standards. If after five (5) years in the District (one year of Internship and up to four years of Residency), a teacher has not completed requirements for permanent/professional certification, the District may direct that the teacher be placed on unpaid leave until certification requirements are met or take such other action as is provided by State Education Law.

f. At the end of each school year, the Joint Governing Panel is responsible for reviewing progress of Resident level teachers and for making recommendations to the Superintendent and the Association President as to their continued employment and career level advancement.

g. If a Resident level teacher is rated Ineffective/Unsatisfactory the CIT Panel must review the teacher's performance reports and determine his/her status for participation in the voluntary transfer process. A Teacher Improvement Plan (TIP) must be developed by the Resident and his/her administrator.

h. If a Resident level teacher is rated Developing/Below Professional Standards, the CIT Panel must review the teacher's performance to ensure that a Development Plan is in place to address areas where growth is needed.

i. If a Resident level teacher is rated Effective/Meets Professional Standards or higher, s/he will be eligible for advancement to the Professional level if tenure and permanent/professional certification requirements have been met.

6. **Professional Teacher**

a. Teachers who are tenured in the District and have earned permanent/professional NYS certification in their tenure area shall be considered Professional Teachers. Professional Teacher status shall be a prerequisite for eligibility for selection and appointment as Lead Teacher.

b. 1) Professional teachers not affected by Education Law Section 3012-c may choose either Summative Appraisal, or annual evaluations and observations by their supervisor as set forth in the current *Teacher Evaluation Guide*.

2) Classroom teachers who teach Grades four (4) through eight (8) ELA or Math shall participate in the 2010 revised APPR with implementation according to the Tentative Agreement of November 4, 2011 and addendum of February 3, 2012.

3) Beginning with school year 2012-13, all classroom teachers of record shall be evaluated pursuant to Education Law Section 3012-c as set forth in the APPR Plan as negotiated between the parties.

c. Teachers who are rated Developing/Below Professional may be, and teachers rated as Ineffective/Unsatisfactory shall be referred for Intervention as set forth in Section 53 and explained in the "Handbook for Intervention and Professional Support." A supervisor or administrator may observe and evaluate a teacher and intervene at any time to avoid harmful practice by a teacher and provide the appropriate support. He or she may recommend Professional Support and, if necessary, Intervention.

d. If a teacher participating in the PART pursuant to paragraph 7 and 8 below or the revised APPR Part is rated as Developing/Below Professional Standards or Ineffective/Unsatisfactory s/he shall return to evaluation by his/her supervisor or supervisor and peer reviewer in the following school year as applicable.

e. For teachers rated Developing/Below Professional Standards or Ineffective/Unsatisfactory on the Professional Practice Review (evaluation) a Teacher Improvement Plan (TIP) or Development Plan shall be collegially developed.

f. The exclusive forum for a teacher not subject to Education Law 3012-c for appeal of the results of the Summative Appraisal process shall be a three-member panel consisting of the Superintendent and the Association President, or their designees, and a third party mutually agreed to by them. The decision of this panel shall be final and binding. Appeals of the results of evaluations conducted pursuant to Education Law 3012-c shall be governed by the APPR Plan.

g. Advancement to the Professional level requires tenure and NYS certification as well as an evaluation rating of Effective/Meets Professional Standards or higher.

7. Performance Appraisal Review for Teachers (PART): for teachers not subject to Education Law Section 3012-c

a. Teachers who choose the PART/Summative Appraisal process shall indicate in their PART proposal for each year the specific instructional emphases they will employ and the adjustments to professional practice they will make based on student performance reports from the preceding school year. The review and planning which occur at their school's annual September meeting (see School Accountability) shall be reflected in PART proposals.

b. Professional Teachers unaffected by the new APPR process shall participate annually in the Performance Appraisal Review for Teachers (PART) according to procedures established by the Career in Teaching Joint Governing Panel. PART is based on an assumption of competence, provides opportunities for peer review, and focuses on and promotes developmental and professional growth. The evaluation system shall incorporate peer intervention for teachers in need of remediation or assistance.

c. Intern and Resident teachers may participate in PART on a voluntary basis in addition to the annual evaluation practices outline in this Agreement.

(1) Professional teachers, not affected by Education Law Section 3012-c and whose evaluations have a summary rating of Effective/Meets Professional Standards or higher will be evaluated every three years. All procedures for Summative Appraisal of professional level teachers are contained in the (August, 2009).

(2) Teachers at the professional level and above will be evaluated more frequently if the evaluation reflects a rating of Developing/Below Professional Standards or lower and shall be subject to the salary withhold provision of Section 46 of this Agreement.

8. Alternative Performance Evaluation: for teachers subject to Education Law Section 3012-c

At least thirty-one (31) points of the Other Measures subcomponent shall be based upon multiple observations, one of which shall be unannounced and one formal, by a trained administrator, using the TEACHSCAPE Rubric. The parties agree that teachers may elect to have twenty-nine (29) points of their evaluation be based upon either (1) multiple observations by an appropriately trained CIT Lead Teacher/Peer Evaluator also using the TEACHSCAPE rubric; or (2) the revised Performance Appraisal Review for Teachers ("PART") based upon the TEACHSCAPE Rubric. A Supervisor/Lead Evaluator shall not have the authority to alter a Lead Teacher/Peer Evaluator's evaluation score or rating or the final rating resulting from PART.

9. Miscellaneous

a. Administrators/Supervisors shall retain full responsibility and authority to evaluate teachers on non-pedagogical aspects of the job, regardless of the evaluation model teachers have chosen. Administrators/Supervisors have an active role in Summative Appraisal/PART and in the traditional evaluation process.

b. Teachers shall be formally involved in the evaluation of their supervisors/administrators. Beginning with the 1997-98 school year, the District will provide a survey form to solicit each teacher's comments, focusing on the District's professional standards for administrators and supervisors, regarding that teacher's supervising administrator and principal. The survey form shall be distributed to teachers no later than February 1st each year, and returned by teachers to the appropriate evaluator no later than March 15th each year. Information from the survey as a whole shall be considered in the evaluation of an administrator, and shall be shared with the administrator. Anonymous survey forms shall be disregarded. The evaluator shall keep all individual survey forms confidential.

c. Professional expectations and standards and procedures for teacher evaluation shall be mutually agreed upon prior to being implemented.

10. **Parent Surveys**

a. The survey will be designed by a committee composed of three (3) designees of the Superintendent of Schools and three (3) designees of the President of the RTA. If deemed appropriate, the committee may bring in survey design experts.

b. The survey questions will be limited to home involvement and parent-teacher communications, and may address relevant aspects of a child's progress on which the committee is in agreement that parents can effectively and appropriately comment. The survey form will also contain the following language: "Any other relevant comments may be made below (or on the reverse side; or on a separate sheet of paper)."

c. It is understood that, once the committee has developed the survey form, each local SBP team will be provided an opportunity to suggest changes. Any such change(s) will be incorporated into the form only upon mutual Agreement of the Superintendent and the Association President.

d. The survey form shall be made available to parents as of a date fixed by the committee. Parents completing the survey will be required to identify themselves on the form, and will remit the form to the appropriate teacher. The form will advise parents that they are encouraged to discuss any issue or concern directly with their child's teacher, will remind them of their existing right to contact a teacher's supervisor with relevant questions, concerns or positive comments, and, in this regard, will also inform parents that they may send a copy of the completed survey to a principal (or the appropriate

administrator). Parents will be provided with information as to the identity of the appropriate administrator.

e. Completed surveys may be produced by the teacher during the evaluation review, and the evaluator may similarly produce any forms, which were copied to administration by parents.

f. The District and the RTA shall meet, at least annually, to review this process and make modification(s) they mutually deem appropriate.

g. This Agreement shall include the Memorandum of Agreement dated August 22, 1997, the Addendum to the Memorandum of Agreement dated August 22, 1997, and the accompanying Parent Input Form developed pursuant to a, b, and c above.

11. National Board Certified Teachers

Teachers who complete the certification process of the National Board for Professional Teaching Standards (hereinafter referred to as "NBPTS") shall be reimbursed by the District for the costs of certification application fees. Successful completion of NBPTS certification requirements shall be considered as a special qualification for Lead Teacher eligibility.

12. Lead Teacher

a. Lead Teacher positions will provide opportunities to highly qualified teachers for professional advancement, growth and leadership while remaining in the teaching profession. Teachers in the District will have career options that do not require leaving the classroom to assume greater responsibility in shaping and improving public education in Rochester, as measured by student attainment and performance. Lead Teachers will increase the opportunity for success of students and teachers by exhibiting, teaching and inspiring excellence in the profession.

b. Lead Teachers shall agree to a schedule consisting of both teaching responsibilities (or direct student contact) and additional professional responsibilities. Lead Teachers shall agree to accept assignment(s) meeting the District's instructional needs as identified to the Joint Governing Panel by the Superintendent of Schools.

c. Lead Teachers' duties may include, but not be limited to, the following types of instruction-related or profession-related functions: mentor teachers, adjunct faculty at schools of education, curriculum development/implementation specialists, staff development specialists, test/exam specialists, research specialists, demonstration teachers, NBPTS preparation coordinator, and discipline-based subject area instructional coordinators.

d. The District will ensure the posting of Lead Teacher job announcements. Applications may be considered for a variety of Lead Teacher positions, based on availability and the applicant's qualifications. Applications will be kept on file for one year for future consideration based on the expansion and/or needs of the program.

e. In addition to submitting a properly completed application form, each applicant will be required to have the following documents submitted to the CIT Office.

A letter of reference from a building principal and, if desired, another supervisor.

A letter of reference from an Association Faculty Representative.

Letters of reference from two other District teachers who are knowledgeable about the applicant's teaching skills.

One additional letter of reference from an individual knowledgeable about the applicant's professional skills.

f. Methods for soliciting parent and student input into the selection of Lead Teachers will be developed and implemented by the Panel by July 1, 1989.

g. All applications and references will be confidential.

h. Qualifications for employment as a Lead Teacher will include the following:

-At least seven years of successful classroom teaching experience and/or direct student contact.

-Proven ability to work successfully with students who have the greatest needs.

-Demonstrated outstanding classroom (or direct student contact) teaching ability.

-Demonstrated effective written and oral communication skills.

-Demonstrated ability to work cooperatively and effectively with other professional staff members.

-Evidence of professional growth.

i. The following criteria shall also be considered by the Panel in the selection of Lead Teachers: commitment to improving student outcomes; knowledge and use of community support systems; involvement in professional activities; demonstrated parent

communication skills; and evidence of leadership skills. Additional criteria and qualifications may be considered by the Panel, depending on the responsibilities of the position.

j. Selection as a Lead Teacher is not a guarantee of an appointment to an assignment. Lead Teachers shall work as a Lead Teacher until the Panel confirms that service is unsatisfactory or no longer needed. Lead Teacher designation will carry a two-year term. At the end of that time period, teachers must reapply and complete a screening and selection process in order to continue in the program.

k. Lead Teachers shall remain in the same tenure area, shall continue to accrue seniority, and shall have the right to return to their previous position at the opening of the succeeding school year or as soon as practicable.

l. Lead Teachers on active assignment will receive compensation for their services, in recognition of their additional responsibilities. Compensation may include release time from regular teaching responsibilities and/or monetary compensation for positions requiring additional time worked beyond the professional workday and year.

m. Lead Teachers shall be evaluated according to procedures for Professional level teachers for that portion of their schedules which involves a regular assignment. Lead Teacher responsibilities are evaluated according to procedures established by the CIT Joint Governing Panel. Those served by Lead Teachers shall have formal input into the Lead Teacher evaluation.

13. School-based Lead Teacher

a. The District and the Association, through the CIT Panel, shall establish a corps of up to 250 Lead Teachers, consistent with all provisions of the CIT Agreement. Building based selection committees shall participate in the screening process for Lead Teacher candidates.

b. Qualified Professional Teachers may apply for Lead Teacher status by completing Lead Teacher application materials and professional practice review as defined below. Awarding of Lead Teacher status is contingent upon candidates meeting high professional standards and the recommendations of the CIT Joint Governing Panel.

c. The selection criteria as established by the CIT Panel for Lead Teacher candidates shall reflect the professional expectations for teachers contained in the 1989 PART report (see Appendix C).

d. Promotion to School-based Lead Teacher status shall include a 5% salary increase in addition to any regular salary increases.

e. School-based Lead Teachers selected through this process shall be the first candidate pool for all other specific lead teacher positions. Applications for such positions will be voluntary.

f. School-based Lead Teachers selected through this process shall be expected to assume the following responsibilities:

(1) Agree to accept assignments which meet school needs regardless of contractual/seniority rights. Such determination shall be made by the SBPT and reviewed by the CIT Panel. The Lead Teacher will have the right to provide input to the CIT Panel as part of the review.

(2) Agree to provide instructional leadership by facilitating/delivering professional development.

(3) Model effective practice in his/her own classroom for building colleagues.

(4) Agree to undergo professional practice review every third year or, for good reason, at the request of the CIT Panel.

(5) Provide professional support to colleagues as indicated in Section 54 of this Agreement.

g. In addition, School-based Lead Teachers may either mentor one first year teacher, provide intervention support to one colleague, or accept a comparable assignment consistent with Lead Teacher responsibilities.

h. The duties of each Lead Teacher shall be reviewed by the CIT Panel to ensure compliance with the intent of this section.

14. Lead Teachers who are not activated may accept assignment to low performing schools and shall earn an additional \$2,500 (Section 59.2).

15. **Savings Clause**

This Agreement and all provisions herein are subject to all applicable laws. In the event any provision of this Agreement is held to violate such laws, said provisions shall not bind either of the parties but the remainder of this Agreement shall remain in full force and effect as if the invalid provision had not been a part of this Agreement.

**SECTION 53
INTERVENTION, REMEDIATION AND PROFESSIONAL SUPPORT**

1. The Intervention and Remediation component of the CIT Plan is designed to offer all available resources to help improve the performance of experienced teachers who are having serious difficulties in the performance of their professional duties.
2. A teacher can be recommended in writing for Intervention and Remediation by a building principal, other appropriate supervisor or teacher constituency of the SBPT meeting as a separate group. Such written recommendation is appropriate when a teacher's performance is less than satisfactory. It is expected that such recommendation shall be initiated after reasonable efforts have been made to assist the teacher. The referral for Intervention and Remediation may contain a recommendation as to a plan for remediation and indicate whether a withhold of all or part of the total next salary increase or any other action is warranted.
3. In acting upon the written referral, the Panel may avail to the referred teacher, and to the building principal and/or other appropriate supervisors, an opportunity to appear before the panel or its representatives to provide information germane to the recommendation.
4. The CIT Panel shall vote to accept or reject the referral for Intervention within thirty days of receipt of the referral and state its reasons therefore. If the Panel votes to accept the referral, the Panel shall prescribe a plan of remediation which may include, but is not limited to, assistance by a Lead Teacher, mandatory inservice, or other professional studies, participation in the EAP, etc. Independent of the authority of the Superintendent in Section 46, the Panel shall have the authority to impose full or partial salary withhold during the period of intervention and remediation. When a referral of a teacher rated "Ineffective/Unsatisfactory" is supported by the CIT Panel review, full salary withhold shall be automatic. The Panel's determination relating to full or partial salary withhold and/or any sanction shall be subject to the grievance procedure contained in Section 14.
5. The determination, reasons therefore, the remedial plan, and the decision concerning salary withhold shall be provided in writing to the Superintendent of Schools, the teacher, and to the building principal, or appropriate supervisor.
6. The plan for remediation will be implemented under the direction of the CIT Panel. The plan will provide for the development of specific performance and professional goals.
7. Teachers participating in Intervention and Remediation will continue to receive assistance until the CIT Panel determines that no further assistance is needed or would be productive, or until the teacher in Intervention and Remediation no longer wishes to participate. The duration of the Intervention and Remediation program for any one teacher shall not extend beyond the start of the third full semester from the date of the initiation of the assistance program.

8. Teachers in Intervention and Remediation shall receive copies of all status reports and will have the right to attach and submit a written reply to the status report forms submitted to the CIT Panel by the lead teachers.
9. The CIT Panel will review all status reports and other information that may be submitted to the Panel. If the determination of the CIT Panel is that Intervention and Remediation was successful, the CIT Panel will issue a report, in writing, to the Superintendent, the Association President, and the teacher in Intervention.
10. Participation in Intervention and Remediation is voluntary on the part of the referred teacher. If a teacher refuses Intervention and Remediation, nothing herein shall prohibit the District from proceeding with further disciplinary action after that refusal.
11. If the determination of the CIT Panel is that Intervention is not successful, the CIT Panel will issue a report, in writing, to the Superintendent, the Association President, and the teacher in Intervention. Evaluation and/or discipline procedures, as outlined in sections of the Agreement, may then be instituted.
12. Any determination or report of the CIT Panel with respect to a referral for, or the outcome of, Intervention and Remediation, and any reasons therefore, as well as those documents referenced in the CIT “Handbook for Intervention and Professional Support,” shall be evidence admissible through exhibits and testimony in any arbitration or a proceeding pursuant to Section 3020-a of the Education Law; provided, however, that any communications, oral or written, between Lead Teachers and teachers in Intervention on matters relevant to Intervention, shall be privileged.
13. The Panel shall develop written procedures for this referral, intervention, and remediation program.
14. If a unit member has been recommended by the CIT Panel for Intervention, and the Board determines probable cause exists to discharge the unit member after the unit member either has refused to participate in Intervention and Remediation or the Panel’s Final Report finds that the Intervention has not been successful, and the teacher then elects to contest the charges by submitting the matter to arbitration (Section 38.3), arbitration shall be before a panel consisting of the Superintendent of Schools, the Association President, and a neutral third person familiar with the arbitration process selected by the Superintendent and the President. Arbitration shall be conducted in accordance with the provisions of CPLR Article 75, except that the cost, if any, for the services of the third person shall be borne equally by the parties.
15. **Professional Support**

The District and the Association recognize the need for more accessible and more immediate peer assistance and support. To that end, the parties agree to establish a

formal Professional Support program with the following features:

- a. Professional Support may be recommended by a colleague, a building representative, or a building administrator but access to Professional Support is by self referral only. Participation would be voluntary.
- b. Participation in Professional Support activities will not be reflected in any personnel materials unless the teacher includes such references.
- c. Support shall be provided by other Professional and Lead Teachers as indicated by the CIT Panel.
- d. Support may include, but shall not be limited to, counseling, observations of others' classes, demonstration lessons by lead teachers, in-service courses, workshops and conferences.
- e. Participation in Professional Support activities shall not prevent referral for Intervention Services.
- f. Formal participation in Professional Support activities shall be limited to two full semesters.

SECTION 54 SCHOOL ACCOUNTABILITY

Rochester's accountability strategies for school will build on and become the logical extension of the School-based Planning initiative. While the standards for student performance set by the Board are district-wide, the approach to accountability for those standards shall be one that involves the schools in the development of the strategies, terms and goals for which they are held accountable.

In developing these strategies, each school shall be accountable for equity in the internal distribution of resources, for adopting policies that reflect professional knowledge, for establishing means by which staff can continually gain more knowledge, for creating problem-identification, and problem-solving processes that continually assess and modify its own practices, and for responding to parent, student, and staff concerns and ideas.

Each school or a team within a school (house, cluster, school-within-a-school) shall negotiate an agreement on the baseline data, the improvement goals and strategies, as well as the additional resources, support and conditions that may be indicated.

The negotiated agreement for school improvement shall be a multi-year plan which shall be binding on all parties. This plan will include a commitment to make annual progress reports to the school's community and constituencies.

The multi-year plan will be based on data collected by the District, State and school. It should include information such as school performance data and other factors that contribute to student performance, student mobility, teacher absenteeism, etc. School surveys and other alternative assessments will be used on a periodic basis as another means of data collection from students, staff, parents and community.

The data will be used as a basis for planning to improve student achievement, school climate and parent involvement.

The multi-year plan will include the following components:

Needs assessment - an analysis of progress (data) which draws conclusions and is the basis of goal setting.

Goals - projects expectations for cohorts of students: should be described in measurable terms and address the conclusions reached during needs assessment analysis.

Strategies - prescribes meaningful and relevant changes conducive to goals achievement; should reflect research and best practice methods and include participation by school staff or teams within a school.

Monitoring component - describes how the school will monitor its progress toward the goals.

Evaluation - describes the measures which will be used to determine outcomes based on goals.

The annual progress report shall include descriptive data on student performance for that year, adjustments in the needs assessment and multi-year plan and current status in meeting goals of the multi-year plan.

In the 1990-91 school year, each SBPT's Comprehensive Education Plan shall serve as the initial basis for negotiating the progress toward district-wide standards set by the Board. The plan will include a core of mandatory context indicators articulated in the district guidelines for SBPTs. Schools may propose additional goals and emphases that are germane to their student population and to their individual circumstances.

Negotiations between each school and the Superintendent of Schools, or designee, may occur during the preceding spring semester but must be concluded prior to October 1st each year. (Schools identified as needing assistance through the State Education Department's Excellence and Accountability Program will be subject to the process required by the State.) Any negotiations not successfully concluded by the designated date shall be resolved through a mediation/arbitration process. The mediation/arbitration

team shall be composed of one person appointed by the Superintendent, one person appointed by the Association President and a third person representing parents/community selected by these two appointees from a list developed by parent and community organizations.

The improvement goals negotiated by each school with the district shall constitute that school's target for the purpose of accountability, beginning with the 1991-92 school year.

Schools that show improvement in student performances and school effectiveness will earn greater autonomy, flexibility, recognition, and discretion in the use of resources. The design for the use of these additional resources will be determined by the schools themselves. The intent is to enable the schools to continue and expand their work with greater professional discretion.

Any school that does not show improvement towards its negotiated goals may be recommended for School Intervention by the Superintendent. Such recommendation shall be presented to the Superintendent and the district-wide School-based Planning Steering Committee. Upon review, the School-based Planning Steering Committee may designate a School Intervention Team consisting of two teachers, two administrators, two parents of students in the school, and, in high schools, two students from the student body, and the Superintendent, or designee, acting as Chairperson. The School Intervention Team shall conduct an assessment, provide necessary assistance to the SBPT, and make recommendations to the Superintendent. Such recommendations for remediation and assistance may include, but not be limited to, any of the following or combination thereof:

- Additional resources and assistance
- Changes in procedure and/or school operations
- Prescribed training
- Replacement or reconstituting of the school program or portion thereof
- School closing

Final decisions regarding closing of schools shall reside with the Board.

SECTION 55 GROUP ACCOUNTABILITY

Our system of accountability is shared accountability where expectations and standards are clearly defined: assessments are credible, measure true progress and provide information to improve practice; triggers of support, assistance and intervention are defined; and incentives to improve practice exist for individual educators (teachers, administrators, support staff), groups of educators (schools, schools-within-schools,

primary unit, intermediate unit, houses, etc.) and others (parents, community, human service agencies, governmental institutions and businesses).

Further, the District and Association recognize that schools or groups of educators within schools (schools-within-schools, primary unit or intermediate unit) are the essential unit of accountability and that student achievement is the essential indicator of progress.

The Association and District therefore commit to establishing a group or school accountability plan that is based upon four key principles:

1. Student outcomes are the primary indicator of progress. Student growth and meeting learning standards will serve as the fundamental measure of school or school unit accountability.
2. Annual assessment of progress, including public reporting by each school or school unit, will occur.
3. Evidence of how school results have informed and led to changes in the School Comprehensive Education Plan must be reported annually.
4. The District and Association recognize that rewards, including bonuses and other incentives for recognizing successful student performance are important elements of the RCSD Group Accountability system.

The District and Association commit to establish a School Performance Incentive Program (formerly the Classroom Resource Fund) and identify such rewards and appropriate categorical, not local, sources necessary to implement the program.

In addition, the Task Force will reexamine the criteria for successful school performance and the appropriate level of incentives in order to move this Program forward.

A. STUDENT OUTCOMES AND ANNUAL ASSESSMENT OF PROGRESS

The annual progress reporting on all aspects of school performance would include, but not be limited to, the following achievement measures and measures of school quality:

Measures in language arts and math (primary and intermediate levels) to be combined, including developmental stages in reading and math.

Percent of students expected to perform at the next grade level without additional support.

Progress/growth of cohort groups over 2-3-year period: primary, K-2/3;

intermediate, 3-5/4-6; middle, 6-8; and high school, 9-12.

Feedback from receiving school.

Percent of students who take and pass District, Regents, and national exams, including but not limited to SAT/ACT and RCT.

Portfolios with evidence of strong accomplishments in writing.

In addition to student achievement measures, the Association and District recognize the importance of indicators of school quality that must be included in an assessment of progress. Such school quality indicators will include but not be limited to:

Parent involvement; including evidence of parent direct impact on the educational process and evidence of staff connection/outreach to the parent/home.

Customer Satisfaction, including evidence of satisfaction with the quality of the educational experience, school environment and school/staff levels of responsiveness.

B. LINKING RESULTS TO THE SCHOOL COMPREHENSIVE EDUCATION PLAN

1. No later than the last Wednesday in September, all unit members will meet and review student work including, but not limited to, student portfolios, final exams, and standardized test results in order to assess performance levels of the students they are teaching. Student achievement results shall be considered by staff in determining appropriate instructional strategies and emphases to improve student performance. The SBPT shall determine the format of the annual meeting which may occur at grade level meetings, juncture meetings, or department or cluster meetings. Teachers may use data from this process as a component of the PART/Summative Appraisal process.

2. The annual public reporting by each school or school unit will describe how the school's results have informed the school and led to changes in the school's improvement plan.

C. INCENTIVES LINKED TO SCHOOL OR SCHOOL UNIT PROGRESS

1. Schools or schools-within-schools demonstrating progress will receive greater autonomy, flexibility, recognition and discretion in the use of resources.

2. In addition, distribution incentives under any School Performance Incentive Program shall be linked to student progress on agreed upon achievement measures and other school quality indicators.

a. A proportionate (per teacher) amount of the funds will be made available to,

and administered by, the teacher members of each SBPT for supporting efforts that would promote effective practices or any of the following “Principles for Achieving Schools” as recommended by the RTA/RCSD Joint Task Force on Individual Accountability:

Schools that have high and rigorous standards for what all students should know and be able to do.

Schools that promote active, meaningful and real to life learning that focuses on critical and creative thinking and empower students to take greater responsibility for their learning.

Schools that have student learning assessments that are diversified and performance based, and school assessments that focus on credible, diversified and fair (equitable) indicators of opportunities for all students.

Schools that have knowledge-based teaching that is responsible and responsive to student needs, ensuring high standards for all students.

Schools that are small in size to permit supportive environments, where students are known.

Schools that shared decision-making and shared accountability for student success as well as democratic governance.

Schools that provide safe and democratic environments for learning.

Schools that provide incentives to promote student success and to create opportunities for all students, as well as logical consequences and disincentives for failing to do so.

Schools that work closely with students’ families and seek to coordinate non-school services for students who need them.

b. Allocation of funds to each school from any School Performance Incentive Program shall be contingent on the school’s proposal for the use of such funds. The plan or proposal must achieve affirmation from the other constituencies of that SBPT.

c. An impasse in this process shall be resolved by the Executive Committee of the School-based Planning Steering Committee.

d. After the initial year of implementation, schools will account for the results/benefits from the use of such resources.

e. Logical consequences must exist for schools or schools-within-schools that

are unable to demonstrate progress toward agreed upon standards. The quality review and assessment of progress will identify barriers that must be addressed. A plan for corrective action may include a combination of any of the following:

- necessary support and assistance
- changes in procedures, staff and/or school operations
- prescribed training
- replacement or reconstituting of the school program or portion thereof
- school closing

D. GOVERNANCE

Governance shall be provided by an Executive Committee of the School-based Planning Steering Committee, comprised of the Superintendent or designee, bargaining unit Presidents or designees, parent representative, and student representative.

E. 1. The Rochester School Accountability system shall consist of three phases:

Incentive, Intervention and Sanction. The Incentive phase is defined in paragraphs A, B and C of this section, above.

2. a. The **Intervention Phase** allows schools an opportunity for outside assistance and for critical review of practices and strategies for student and school improvement. A school under intervention must participate in the following: a third party review process which focuses on areas in need of improvement and submission of the annual School Comprehensive Education Plan based on findings; prescribed professional development such as visitations to schools which have demonstrated success; changes in procedures and/or school operations; audits of student work and monitoring of school efforts.

b. Schools in the Intervention Phase must demonstrate improvement within a two-year period. Schools which have demonstrated improvement within this two-year period will continue to be monitored for an additional year. If improvement continues in the third year, the school will be removed from the Intervention Phase.

c. If a school in Intervention has not shown improvement based on established standards and criteria over a two-year period, that school will be recommended for the Sanction Phase. The SBPT of the school will be apprised of the school's status and assigned a "school monitor."

3. a. Schools in the **Sanction Phase** have not shown sufficient improvement over a five-year period and must be restructured. That restructuring occurs under the auspices of the School-based Planning Steering Committee and by action of the Board. The

“school monitor” will ensure that the appropriate restructuring strategies are being implemented and ample resources are being provided.

b. Schools under sanction will need to prepare during the identification year for any one or combination of the following: 1) school closing; 2) personnel changes; 3) replacement or reconstituting of specific school programs or portion thereof.

c. After a school placed on sanction has taken the prescribed steps in restructuring, the newly restructured school will need to revisit the steps taken in their previous Intervention Phase. The school will remain on sanction until sufficient improvement has taken place as determined by the School-based Planning Steering Committee.

SECTION 56 PARENT/COMMUNITY INVOLVEMENT

The parties shall make a mutual commitment to provide ongoing opportunities for parent/community involvement on other issues relevant to the education reform agenda, such as shared accountability, professional expectations for school staff, expectations for parents and the community, student outcomes and measures, etc.

SECTION 57 SHARED ACCOUNTABILITY

1. The District and the Association agree to support the implementation of the August, 1990 report from the Joint Task Force on Shared Accountability for Improved Student Learning. The parties reiterate their interest as stated in the report in a professional accountability system which seeks to ensure responsible and responsive practices that are knowledge-based and client-oriented. It does so by creating policies, practices, safeguards, and incentives that enact the following commitments:

Professionals pledge their first and primary commitment to the welfare of students

All individuals permitted to practice in certain capacities (teacher, specialist, administrator, etc.) are competent to do so responsibly

Where knowledge about good practice exists, it will be used as the basis for making decisions

Where certainty about practice does not exist, practitioners will - individually and collectively, through inquiry and consultation - continually seek to discover the most responsible course of action.

2. Furthermore the District and the Association endorse the following philosophical and strategic principles which help to shape the concept of shared accountability for student learning:

All students can learn and we have a responsibility to educate all of them well.

Ours is a vision of shared responsibility.

Educators as well as other constituencies should be accountable for that which is within their control.

Educators and schools must own the standards for which they are to be held accountable.

Student progress, not school ranking, must be the expectation.

Effective change begins with emphasis on enabling support.

3. The parties endorse the recommendations concerning equity in resources distribution at the school level, policy development, responsiveness to students, parents and staff concerns.

4. The parties agree to create conditions conducive to accountability and success. Those conditions may include, but are not limited to, the following:

Reduction in class size and student/teacher ratios.

Reduction in size of school units.

Extended instructional time for students who need more time.

Expansion of early childhood and pre-kindergarten programs that, according to research have proven to be beneficial.

Greater investment in staff by substantially increasing access to time, funds and technical assistance available to schools and to individual practitioners in order to meet the needs indicated by school assessment.

Expansion of school-based shared decision making to include still greater discretion over factors and conditions that affect student learning: the school budget, instructional materials, strategies, assessments, staffing, curriculum, inservice, student discipline codes, instructional time and schedule, student grouping and class size.

Reduction of student mobility within the district which now diminishes the credibility

of norm-referenced and cohort assessments and disrupts student learning.

Establishing a venture fund and an “idea action forum” to provide enabling incentives for innovation, risk-taking, collaboration and reform of teaching and learning.

Developing opportunities and support for school administrators by providing for an internship program for new administrators, peer intervention for tenured administrators needing assistance, “Lead Administrator” status for outstanding practitioners.

Involving school administrators in direct contact with students.

Affirmation/Assessment of educational leadership and effectiveness that would enhance the prospects for accountability through bottom-up assessments of services and practice.

5. The District and the Association agree to seek an expansion of the concept of shared accountability consistent with the Task Force report aimed at engaging teachers, building level and central office administrators, parents, students, the business community, post secondary institutions, community organizations, religious organizations, and political leadership in the comprehensive nurturing and enabling of our students.

SECTION 58 REPORT CARD REDESIGN COMMITTEE

1. If it is necessary to reconvene a Report Card Redesign Committee, it shall consist of no more than twelve (12) members comprised of equal numbers of (a) teachers appointed by the Association President, (b) administrators appointed by the Superintendent of Schools after consultation with the ASAR President, and (c) parents of children in district elementary schools appointed by the Superintendent after consultation with the District Parent Council President, shall be constituted within thirty (30) days of the ratification and approval of this Agreement by both parties. The tasks of this committee shall be (a) to recommend clear, accurate elementary report card(s) to the Superintendent and (b) to recommend revisions for streamlining other components of the academic reporting process, including student portfolios.

2. Nothing herein shall impair the authority of the Superintendent to make the final determinations regarding the design of elementary report card(s) and the revision of the academic reporting process and to consult with whomever s/he wishes in making those determinations.

SECTION 59 TEACHER INCENTIVES

1. Any member of the bargaining unit who has “professional” or “lead teacher” status and who has attained advanced certification by the National Board for Professional Teaching Standards will receive an incentive of \$1500, not included in base salary, for each year in which the member attains an evaluation of “Highly Effective”, “Effective” or “Distinguished”.
2. An additional \$2500 will be paid to NBPTS certified teachers and inactivated lead teachers (Section 52.13) who transfer to teach in schools identified by the state or federal government or the Superintendent as “low performing”. Such Board certified teachers may only transfer into vacant positions as defined in Section 24.4.
3. The District and the RTA further agree to refer the issue of teacher incentives to the Living Contract Committee to explore the viability of reestablishing incentives for other purposes.
4. **Professional Development Incentive**
 - a. Recognizing that a teacher is a lifelong learner, there shall be a monetary incentive provided to bargaining unit members who document engagement in professional development activities beyond what is provided through other sections of this agreement (Section 16, 17, et al).
 - b. After the first year of employment, any bargaining unit member may document professional development consistent with categories contained in the District’s jointly developed Professional Development Plan which is filed with the State Education Department and approved by the Joint Professional Development Planning Committee. Such documentation, and evidence of useful application, of an Individual Professional Development Plan shall be included in the teacher’s annual performance appraisal. Resident level teachers will receive an additional \$800 stipend for completion of an additional twenty-four (24) hours of professional development activities. Professional level teachers and Lead Teachers will receive an additional \$1200 stipend for completion of an additional thirty-six (36) hours of professional development activities.
 - c. The Parties shall review the sections above (59.4a & b) to seek coordination with the NYSED certification process changes.
 - d. Teachers shall receive professional development incentive payments within thirty (30) days of submitting documentation of professional development hours as outlined above.

SECTION 60

ABSENTEE REDUCTION PLAN

1. The Absentee Reduction Plan will encourage teacher attendance and reduce the cost and disruption that occurs to the instructional program when the regular classroom teacher is absent.

It will be effective beginning with school year 2004-2005. This system will be based on a year-end review of attendance and establishes a credit for teachers who use few or no illness days.

2. a. **Eligibility** Tenured teachers are eligible to receive this benefit after completing a minimum of ten (10) years continuous service with the District.

b. Accumulated illness days prior to 2004-05 are excluded from this plan.

c. Bargaining unit members who have accumulated the maximum number of 150 days, for the purpose of this section will be "credited" with ten days.

d. For the purpose of this section only, sick days used for religious observation shall not be counted.

3. **Procedure** The credits will be paid as cash to the eligible teacher upon retirement or resignation.

The credits will be earned per day as follows for the preceding school year:

No illness days used.....	\$115 per day
One (1) illness day used.....	\$95 per day
Two (2) illness days used.....	\$80 per day
Three (3) illness days used.....	\$70 per day

The above stipulations and credits are banked annually.

The maximum amount paid to a teacher upon resignation or retirement is \$25,000.

Eligible teachers who plan to retire/resign and wish to receive this benefit must notify the District by March 1st of their intention. In the event that an eligible teacher decides to retire after the March 1st date, s/he may appeal to the Joint Absence Reduction Appeals Committee for consideration. Under special circumstances, the Joint ARP Appeals Committee may recommend that bargaining unit members be permitted to participate in this benefit even if notification has not been timely made.

SECTION 61

ALTERNATIVE EDUCATIONAL SETTING

The parties recognize the need to provide alternative educational settings for certain students. During the first semester of the 2011-12 school year, a Joint RTA/RCSD Committee on Alternative Schools shall meet in order to make recommendations to the Superintendent and Board for consideration of alternative schools. The Committee shall work with the Office of Innovation. The Joint Committee shall also investigate the establishment and staffing a Student Support Room at each work location, assess the financial viability of such Room, and consider recommendations to the Superintendent and Board. This Joint Committee shall issue a written report to the Superintendent and the Association President by December 31, 2011, if possible. Once recommendations are made to the Superintendent and Board, they will consider whether or not the school can be created considering all impact, including financial implications for such schools.

SECTION 62 SCHOOL INSTRUCTORS

1. Exceptions

Unless specified in this subsection, all parts of this Agreement shall apply to school instructors. Terms and conditions of work for school instructors shall continue in effect unless and until the parties agree to additional changes not set forth in this Agreement.

2. Class Size

Class sizes in programs staffed by school instructors shall be maintained at SED approved levels.

3. Definitions

School instructors covered by this Agreement shall include all employees (twenty hours or more per week) formerly included in the School Instructors bargaining unit.

4. Program Based Planning

a. The Board and the Superintendent and the Association agree to cooperatively participate in the development of program based planning. District-sanctioned program based planning teams will include instructor representation consistent with selection procedures developed in cooperation with the Association.

b. Program based planning teams shall meet to consider, develop and review program goals, objectives and strategies.

c. Modifications of the specific provisions of this subsection affected through the program based planning process shall be subject to procedures approved by the Association Representative Assembly. Decisions reached in accordance with this provision shall be binding on all unit members in that program.

5. **Instructor Schedules**

a. **Work Day - Work Year: Not Assigned to Schools**

(1) The workday will be prescribed by the assigned administrator or his/her designee in conjunction with the Program Based Planning Committee and announced in building bulletins. All members of the unit shall be required to attend all meetings for whatever purpose which are scheduled during working hours by the Director or his/her designee.

(2) When employees are required to attend orientation as a condition of employment, they shall be compensated at their regular rate.

(3) All programs shall set aside one (1) hour, once a month which shall be used for faculty, departmental or instructional meetings or other professional responsibilities.

(4) The annual calendar will be developed by the assigned administrator with input from the RSI Chairperson.

b. **Work Day – Work Year: Assigned to Schools**

(1) Unit members assigned to schools will report to the school principal or his/her designee.

(2) School Instructors assigned to Group Tutoring positions in the schools are required to report to work 15 minutes before their students arrive and will remain in the building for 6 and 3/4 hours following their reporting time. Their workday shall consist of: 4 hours of direct instruction (2 sessions of 2 hours each) with the remainder of the day allocated for lunch, planning and case management duties.

When the instructor only has one session scheduled, the principal may assign other instruction duties to the instructor during the period allocated for the second instruction session. Such task(s) shall also comply with the following:

(a) The class size shall not exceed ten (10) students.

(b) No work normally performed by others outside the unit (e.g. clerical sentry, paraprofessional or substitute teaching except when the school's

emergency plan is activated during the unscheduled instructional block, etc.) may be assigned.

(c) Assignment to the In-School-Suspension position or equivalent positions of varying names is prohibited.

(d) Assignment of one or more students to the previously unscheduled instructional two (2) hour block shall result in no additional instructional tasks being assigned.

c. Planning Time

The District will make every reasonable effort to provide each unit member working thirty (30) or more hours per week with a minimum of 150 minutes planning time per week.

6. Instructor Conference and Visiting Days

a. To encourage instructor participation in conferences and increased use of visiting days, each program shall be allocated one (1) day of substitute time per instructor. The administration of this program shall be determined jointly by the program based planning committee and the supervising director.

b. Whenever representatives of the Association are mutually scheduled by both parties to participate during working hours in conferences, meetings, or in negotiations, they shall suffer no loss of pay.

c. One (1) elected delegate of the Association to the annual State and National Convention shall be allowed released time without loss of pay to attend said conventions.

d. The District will allocate conference monies for each program within this bargaining unit in the sum of \$500. Monies allocated for conferences and visiting days that are not used by individual programs will go into a program-wide pool, administration of which will be decided by the program based planning committee.

7. Lay Off and Recall

a. Procedures for lay-off and recall of school instructors shall be consistent with Appendix B of the Agreement ("Abolition of Positions") except that school instructor lay-offs shall be affected within four separate categories of instructors rather than in tenure areas: business, trades, nursing, and academic instruction (all other school instructor assignments).

b. Separate seniority lists and preferred eligibility lists for purposes of lay-off and recall shall be maintained for school instructors. For the purposes of this provision, seniority shall be defined as the length of continuous employment as a school instructor

and shall be computed from the last date of hire in the bargaining unit. In the event a school instructor accepts employment outside the bargaining unit, but remains in the employment of the District, s/he shall not accrue seniority for such service. However, should s/he return to the unit, s/he will recover all seniority within the area which s/he possessed prior to leaving the bargaining unit.

c. A school instructor recalled for reemployment from a preferred eligible list may “pass” on a position that is offered if his/her teaching experience does not match the position offered. If a school instructor so “passes,” s/he shall retain his/her position on the recall list for subsequent positions which may become available for recalled unit members. Instructors will remain on the recall list for seven (7) years. If the instructor is not placed in a unit position by the end of seven (7) years, his/her name will be removed from the recall list.

d. In the event that positions are abolished, school instructors shall not have rights to displace teachers in regular school programs having less seniority, nor shall teachers have rights to displace school instructors having less seniority.

e. When there is a teaching or school instructor vacancy as defined in Section 24, the District shall consider applications from unit members with appropriate certification before filling such a vacancy with a new hire.

8. Job Postings and Transfers

a. Available school instructor positions in the District shall be posted at the Association Office and in Human Capital Initiatives.

b. Unit members have the right to transfer to openings within this unit for which they are qualified based on an interview and selection process.

c. In order to preserve stability in the program and in schools, there will be no transfer opportunities after the school year begins unless this is mutual agreement between the parties, or there is an occurrence of a change required by one of the community partners.

d. Changes required by a Community Agency will occur according to the following parameters:

(1) The District administrator will document the request and discuss the implications with the concerned instructor.

(2) Every effort will be made to encourage agencies to wait until the end of an academic year before the displacement takes effect.

(3) Instructors who are displaced as a result of an agency request will be permitted to choose from any available vacancies within his/her category of School Instructors. The categories are business, trades, nursing and academic instruction (all other school instructor assignments—Section 63.7a).

(4) Vacancies resulting from requests for changes by community partners are subject to the Job Postings and Transfer paragraphs in 62.8a&b.

(5) In the event that more than two (2) instructors are displaced concurrently, those instructors will choose from available vacancies in order of their seniority.

(6) In the event that there are no volunteers to fill the vacancy created by the agency displacement, the least senior instructor supervised by the District administrator will be assigned to that vacancy.

9. Malpractice Insurance

The District shall provide each nursing instructor within the bargaining unit with a sum not to exceed two hundred twenty-five (\$225.00) dollars to be applied to malpractice insurance coverage upon presentation of receipts for such insurance.

10. Just Cause

a. No unit member with two (2) or more years of service shall be dismissed, disciplined or reduced in rank without just cause.

b. The District agrees to the principle of progressive discipline including but not limited to verbal warning, written warning, suspension, and termination. Suspension shall be in accordance with the provisions of Section 3020, 3020-a or applicable case law.

c. All unit members have the right to have a union representative present at a discipline hearing.

11. Observation and Evaluation

School instructors shall be observed and evaluated according to procedures set forth in Section 36 of this Agreement.

12. Salary Schedule Placement

a. The salary for unit members is set forth in Appendix A.

b. Members of the bargaining unit who are required to work additional time beyond their regularly scheduled work year shall be paid at a rate of 1/200 of their annual salary

(prorated if necessary) as authorized by the assigned administrator.

13. Placement Day

a. The District will hold a Placement Day for the unit on a date to be mutually determined by the parties. At Placement Day, displaced instructors and voluntary transfer applicants as one group will select from available positions in the unit and will choose on the basis of seniority (most senior to least senior).

b. The position vacated by a voluntary transfer becomes available when that instructor chooses another position.

c. Instructors may pass, however, once the instructor has selected a new position, no further changes will be permitted.

d. This process will be completed in no more than two (2) rounds of selections. If an involuntary transfer fails to choose a position, that unit member will be assigned by the District in seniority order.

14. The District recognizes that the School Instructors are included in the Professional Development Incentive (Section 60) subject to the following parameters:

a. Bargaining unit members who are first year employees in the District are ineligible.

b. Second and third year bargaining unit members must accumulate twenty-four (24) Professional Development hours in order to receive \$800.00

c. Bargaining unit members with three or more years of service qualify for \$1200.00 for thirty-six (36) hours.

15. The District recognizes that the School Instructors are eligible to participate in the Absentee Reduction Plan (Section 61).

16. Long-term Suspension Classrooms

The District and the Association agree that the elementary long-term suspension classrooms are challenging. Therefore, the parties recommend that the District should provide a full time paraprofessional in each classroom, and allocate sufficient school psychologist and social worker resources to support these classrooms.

**SECTION 63
HOME HOSPITAL TEACHERS**

1. All provisions of the Agreement will apply to Home Hospital (hereinafter referred to as "HH") Teachers except those specifically identified by the parties in this Section 62.32.
2. The parties agree to monitor the application of the Agreement for HH Teacher unit members to ensure that appropriate language has been retained to define those areas impacting terms and conditions of work which are specific to members of the HH Teacher unit.
3. The term "HH Teacher" shall refer to all unit members who were hired prior to the emergency hire date (Section 62.7).
4. HH Teachers are required to be certified teachers, must plan lessons, teach according to course and curriculum guidelines, issues grades and conform to the teaching standards of the District. Home Hospital teaching assignments shall be one-on-one assignments.
5. In all District correspondence and forms, the District shall refer to all teachers in the HH Teacher unit as "teachers" or "HH Teachers;" the term "tutor" shall be deemed inappropriate as applied to teachers in the HH program.

6. Access to Information

HH teachers shall have the right to be informed about decisions through the District relative to school and department groupings, new curriculum, inservice programs and the selection of books and instructional materials. The District shall provide Home Hospital teachers with access to such information by supplying all pertinent written reports that are available to other teachers in the District, and by providing for attendance in meetings when necessary for HH teachers to keep informed of these matters.

7. Release Time for Association Activities

When it is necessary for the HH Teacher unit Chairperson and/or Vice Chairperson or his/her designee to engage in Association activities as a representative of members, s/he shall suffer no loss of pay. Such activities shall include, but not be limited to, attendance at Association Representative Assembly meetings, Executive Council meetings, and other meetings provided for and set forth pursuant to the terms of this Agreement. The Association and its officers agree that this privilege shall not be abused. The HH unit Chairperson shall be released from teaching duties half time to attend to his/her Association duties.

8. Subject Area Representatives

Subject area representatives shall be appointed on an annual basis. Their duties

may include, but not be limited to, the following: being available for consultation with advisory-support and other teachers; planning and organizing inservice programs and conference days; locating, collecting, organizing and distributing materials that enhance content knowledge and teaching effectiveness; and transitional work with other district programs. Subject area representatives shall be paid a stipend of \$1,200.00 in lieu of release time, to be paid no later than June 1st.

9. Discharge

Any discharge must be for cause and is reviewable through the grievance procedure, including arbitration for HH teachers with one (1) year or more of service.

10. Just Cause

a. No HH teacher with one (1) year or more of service as a HH teacher shall be dismissed, disciplined, or reduced in rank without just cause.

b. The District agrees to the principle of progressive discipline, including but not limited to, oral reprimand, suspension with or without pay, and termination.

c. All HH teachers have the right to have a union representative present at a disciplinary hearing.

11. Probationary Period

HH Teachers hired before April 1st of a given school year will serve a probationary period of one (1) year from the original date of hire.

12. Working Conditions

a. Request for Assignments

(1) Prior to the beginning of each school year, but no later than July 1st, HH teachers shall submit, in writing, to the Program Administrator their commitment with respect to the numbers of requested student contact hours per week and their date of availability for the next school year. This shall not represent a guarantee of hours.

(2) Such requests shall be acknowledged in writing within one (1) calendar days of the request. Requested increased in assignments shall be granted on the basis of seniority.

(3) Requests for increased student contact hours during the school year, when warranted by availability of students to be assigned, shall be granted prior to hiring additional teachers. The HH Program Administrator or his/her designee shall first honor,

by order of seniority, all HH teacher requests for increased hours.

b. Assignments of Students to Teachers

(1) Beginning the School Year

(a) The available students will be distributed sequentially by reverse seniority until the hours of availability of teacher has been filled. When the pool of available students is exhausted before all teachers' hours have been maximized, the assigning process will resume for where it left off as additional students enter the program.

(b) Seniority shall be determined by the length of continuous service in the HH Program. Teachers who return to the Program within one (1) year of leaving it for employment elsewhere in the District shall suffer no loss of seniority in the program. Those teachers returning to the Program after more than one (1) year of employment elsewhere shall lose past seniority. A seniority list shall be made available, in writing, to the HH Chairperson no later than September 15 of each school year by the District.

(c) Special Cases

[1] Students carried over from the previous year shall be offered to his/her last teacher.

[2] Student needs should be matched, whenever possible, with the unique and special qualifications of teachers.

[3] Conformance with State Education Law: Whenever State Law mandates that an assignment be made to a teacher holding certain credentials, such as special education certification, such assignment shall be made according to seniority among unit members who hold the required certification.

[4] During the initial assignment phase, every reasonable effort will be made to ensure fairness and equity in the maximization of assigned hours between full and part-time teachers.

(2) Method of making assignment during the school year

(a) During the school year, assignments will be made in the reverse order of seniority.

(b) If two or more teachers who have lost a student have the same seniority, the first assignment will be given to the teacher who has been without a

student the longest.

(c) Every reasonable effort will be made to ensure fairness and equity in the maximization of assigned hours between full and part-time teachers.

(d) Special cases shall apply the same as at the beginning of the school year, as set forth in subsection 12b(1)(a) above.

c. **Assignment for Summer Schools** Summer school student assignments shall follow the same procedures set forth in subsections 2a and b above.

d. Unless otherwise expressly provided an assignment pursuant to this Agreement shall be considered a one-on-one teaching assignment.

e. The District will furnish each HH teacher with the rules and policies covering their assignments.

f. **School Based HH Teachers**

(1) HH teachers who are assigned to schools will report to the school principal/designee. All other HH teachers will report to the designated program administrator.

(2) When the HH teachers has fewer than three (3) students assigned, the principal and/or program administrator may assign other temporary instructional duties to the teacher during that teacher's unscheduled time. Temporary instructional duties for part-time HH teachers shall be pro-rated.

The parties agree that assigned duties will conform to the following guidelines:

(a) Teachers shall be assigned to teach individual students and/or assist with individual student registration. Teachers assigned to the medical program may also work in pairs to register elementary students who have not reported to school.

(b) All temporary instructional duty shall be limited to one-on-one teaching assignments during regular school hours.

(c) No work normally performed by others outside the unit (e.g. clerical sentry, paraprofessional or substitute, etc.) may be assigned.

(d) Assignment to the In-School-Suspension position or equivalent position of varying names is prohibited.

(e) Assignment of a third student shall end all such duties.

(f) Home/Hospital teachers shall first establish their own schedule times for all assigned students and shall also accommodate time for temporary instructional duties.

(g) Administrators shall make every effort to notify the HH teacher at least one day in advance of any temporary instructional duties required of them during their unscheduled time.

g. A Home/Hospital teacher may be assigned a maximum of seven (7) one-hour elementary students at any on time within an eight (8) hour day.

13. **Textbooks and Materials** The District shall undertake to provide the HH Program with current and suitable textbooks, including teacher editions, and instructional materials, such that HH teachers shall be able to provide instruction that is appropriate to each student's course assignment and consistent with the instructional programs of the various schools.

14. **Transportation of Pupils** No HH teacher shall be required to transport a pupil in his/her personal automobile for any reason.

15. **Home Hospital New Hire Screening Committee**

a. A screening committee will be formed consisting of up to four (4) members selected jointly by the Program Administrator and the HH Chairperson, all of whom shall be HH teachers.

b. This committee shall select two (2) of its members to meet as needed to interview and screen all candidates being considered as new hires to the HH Program. This subcommittee shall make recommendations to the Program Administrator regarding each candidate that they interview and screen. The full committee shall receive training from a representative of the Human Capital Initiatives Department, regarding interviewing and screening techniques.

c. HH teachers serving on this committee shall be afforded release time as needed to perform the duties expected of them and as approved by the Program Administrator.

16. **Student Attendance and Progress Reports**

Any form drawn up to document attendance and progress of students and

required to be submitted to students and family members for signature shall contain no reference to payroll.

17. Job Safety

a. **Safe and Healthful Instruction Site** While the parties recognize that instruction sites will be primarily in homes, hospitals, and other public places not provided by the District, the parties recognize the right of teachers to have safe and healthful conditions under which to carry out their professional duties. These conditions shall include protection from persons who have recently exhibited behavior that could reasonably be expected to threaten the health or safety of the teacher.

b. To this end, the District shall inform the parents of each assigned student of their duty to provide a safe and healthful work area. Additionally, the parties to this Agreement will cooperate and seek the cooperation of parents and other concerned parties to ensure that a safe and healthful instruction site is provided in or outside the home so that the student's education can continue.

c. **Leaving the Instruction Site** Whenever a teacher believes in good faith that an instructional site is unsafe or unhealthy, he or she may leave the site, without loss of pay or assignment, but must return to the HH Office to confer with the Program Administrator.

d. For safety reasons, HH teachers will not be required to meet with a student at the home until a parent/guardian has attended an appropriate post-suspension meeting and/or a phone contact has been made with the parent/guardian.

18. Parking The Board shall make every effort to provide free, adequate school parking facilities for teachers.

19. Work Year All teachers covered by this Agreement shall be engaged on a school year basis, starting at the opening of school in September and shall continue until the close of school for summer recess (until the checkout process is completed.)

20. Joint Committees

a. **Instructional Supplies Committee**

The Program Administrator, or his/her designee, and the Vice Chairperson of the HH Department of the Association shall co-chair a committee consisting of the subject area representatives. They shall meet the first week of October, January, April and June, or more frequently if needed, to determine HH teachers' instructional supply needs, to order materials to plan and implement, when necessary, school based conference days, and to address facilities related issues.

b. Program Based Planning Committee

(1) This committee, consisting of the Program Administrator, the HH Teachers Chairperson, and the elected HH representatives shall meet on a regular monthly basis for regular communications on practices and procedures. Any changes or proposed changes in program policies/procedures, or changes in the Operating Procedures Manual must be reviewed by the Program Based Planning Committee before taking effect.

(2) The parties agree to refer the issue of redefining the “full time teaching” to the Planning Committee. The Planning Committee shall consider aspects of the issue including, but not limited to, the increased demands on students and teachers resulting from NYS Standards and Assessments; the broad curricular range required of a unit member; the needs of students for varied amounts of time to achieve greater academic success; the recognition of the time needed for unit members to perform other duties essential to a successful, quality program (e.g., securing materials from home schools); the recognition of unit members’ basic human needs (e.g., lunch, travel between students, etc.); and other perspectives either party may advance as being germane to the issue. The Planning Committee shall hold its initial meeting on this matter within thirty (30) days of the ratification of this Agreement. The Planning Committee shall report its recommendations to the Superintendent and the Association President no later than March 1, 2002.

c. Peer Assistance Committee

This committee shall consist of six (6) members, three (3) selected by the Program Administrator and three (3) selected by the Association Home Hospital Department Chairperson. It shall meet quarterly, or more often if needed, to implement, alter, and evaluate the existing Peer Assistance Program. The primary purpose of this committee shall be to provide assistance to new hires.

d. The CIT Panel shall provide mentors for all HH teachers who become interns.

21. Evaluation

a. The observation and evaluation of HH teachers shall be made by personnel duly appointed by the Board to position including responsibilities for the observation and evaluation of staff.

b. By October 31st, or within two months of a HH teacher’s beginning service, the administrator/supervisor shall inform the HH teacher of the purpose, procedure and forms to be used in the evaluation process.

c. The jointly-developed HH teacher evaluation form shall be submitted by the teacher by May 1st each school year. The HH teacher and administrator shall conference before the end of the school year to complete and sign this evaluation form. The administrator shall provide written comments at the time of this conference.

22. Complaint Against Teacher and Reassignment of Student

a. Complaint

Whenever a parent or other concerned party issues a complaint against a teacher and requests a change of teacher, no reassignment shall be made unless:

(1) The teacher is presented with specific written allegations signed by the concerned party

(2) The teacher is permitted at least two (2) working days to prepare a response, and

(3) Following such response, there appears to be substantial foundation for a finding that the allegations are supported and the effectiveness of the teaching assignment is compromised.

b. A teacher who is presented with such a complaint shall be permitted to respond in writing or in conference with the Principal/Program Administrator/ or both, and shall be permitted the assistance of an Association representative.

23. Seniority

A separate seniority list shall be maintained for teachers in the HH Program. For purposes of lay-off and student assignment, HH Program shall apply. HH Program seniority shall be determined by continuous service in a position within the HH Program. HH teachers who have been laid-off will be recalled before any new hires are made. Laid-off HH teachers shall be kept on a recall list for seven (7) years.

By September 15th and May 15th of each school year, the Association shall receive a current appointment location seniority list including all of those HH unit members on approved leaves of absence as of May of that school year. Such seniority list shall be used for the purpose of implementing the transfer process as defined in this section.

24. Special Needs of Students

The District will provide HH teachers who are assigned to special education students with one (1) full day of release time or the equivalent (prorated for the number of students) for the purpose of writing IEPs, preparing for and holding IEP conferences with

parents, preparing for annual reviews, etc. Such release time will be scheduled with the approval of the Program Administrator to meet the program needs.

25. **Duty-free Lunch** arrangements for HH teachers will continue in effect. Section 18 of the Agreement will not result in changes in these procedures.

26. **Catastrophic Illness** HH teachers who apply for Catastrophic Illness leave under Section 41.14b, will be required that at the time of application for the additional 95 days, they must also apply for disability retirement or submit an irrevocable letter of resignation effective at the end of such leave.

27. The Association and the Board recognize the need for the involvement of teachers in the development of school groupings and department groupings, new curriculum, inservice programs, and the selection of textbooks and instructional materials. Accordingly, administrative proposals in the foregoing areas shall be reported to the appropriate staff for their ideas and suggestions which shall be considered by administration in the process of reaching a decision as to whether or not to implement such proposals. Teachers shall have the right to initiate discussions relative to school and department groupings, new curriculum, inservice programs and the selection textbooks and instructional materials.

28. **Mileage** All travel will be reimbursed at the IRS rate as of July 1st of each year.

29. **Job Sharing** HH teachers participating in an approved job-sharing (see Section 51) are limited to either full-time or half-time options. The teacher with the higher seniority will retain the job in the event of a discontinuation of the job-sharing. The teacher with the lower seniority will be displaced in the event of a discontinuation of the job-sharing.

30. **Vacancy and Transfers**

a. A vacancy for the purpose of this Section is the initial opening for the succeeding school year at a school, program or school location for which a new HH hire is required.

b. In the event that a transfer out of a school or school location is necessitated by a reduction in staff or shifting pupil population, such transfers shall be voluntary to the extent possible; if such transfer are involuntary, the HH unit member with the least seniority from that school or school location, shall be transferred from that school, program or school location.

c. HH unit members may file a voluntary transfer request by May 1st of each school year. Such request must be received in the Department of Human Capital Initiatives by the above date. The Association shall receive copies of all such requests.

d. The District agrees to conduct a HH Placement Day meeting no later than the last day of each school year at which time and all transfers will occur. The parties shall agree on the date and time of yearly HH Placement Day meetings. The process at these shall be:

(1) Round 1: Voluntary transfer teachers and displaced teachers may select first. These unit members select by seniority from among the available vacant positions in the HH unit. Teachers who wish to increase their hours shall do so a voluntary transfer.

(2) Round 2: Any remaining teachers not placed in Round 1 and any HH teachers returning to the program from other District units may select by seniority from any remaining vacant positions still available in the HH unit.

(3) Round 3: HH unit members remaining after Round 2 shall select from available openings based on seniority consistent with procedures contained herein. Vacancies in the HH unit identified after Placement day shall be posted and made available to any HH unit member. This process expired thirty (30) calendar days after the HH Placement Day meeting.

31. Early Dismissal Wednesdays

a. All HH unit members shall meet for one mandatory Wednesday faculty meeting per month, lasting one hour. The last fifteen (15) minutes are reserved for Association business. All HH teachers shall be released from other duties and made available to attend this meeting on the first available Wednesday of each month.

b. On the other Wednesdays of each month, HH teachers can either choose to attend professional development in their assigned school, attend unit-based professional development or spend the time on individual planning for their students. The HH Program Planning Committee will be consulted on the professional development activities planned specifically for the unit.

c. HH teachers will have a minimum of five (5) and one-half hours student contact time on Wednesdays, unless the teacher's caseload is not full. If the teacher's caseload is not full, there will be no reduction in instructional time on Wednesdays for the students assigned to that teacher.

d. HH teachers are eligible for the individual professional development incentive in the Agreement as long as they attend the mandatory central and school-based professional development activities on Wednesdays. The teacher will be supervised in this process by the school principal and/or the program administrator.

(1) Bargaining unit members who are first year employees in the District

are ineligible.

(2) Second and third year bargaining unit members must accumulate twenty-four (24) Professional Development hours in order to receive \$800.00

(3) Bargaining unit members with three or more years of service qualify for \$1200.00 for thirty-six (36) hours.

32. Grievances Concerning Excluded Sections

a. The sections from the Agreement identified by name and number below are so listed by the parties because it is agreed that these provisions do not presently apply to the terms and conditions of work for teachers in the Home Hospital Program. Those sections are as follows:

SECTION 16	PROFESSIONAL DAY AND RESPONSIBILITIES
SECTION 19	ELEMENTARY PLANNING TIME
SECTION 20	PARENT TEACHER CONFERENCES
SECTION 22	TEACHER ASSIGNMENTS
SECTION 23	SECONDARY TEACHER ASSIGNMENTS
SECTION 24	VACANCIES AND TRANSFERS
SECTION 27	TEACHING CONDITIONS
SECTION 28	TEACHER FACILITIES
SECTION 30	REGULAR TEACHER AS A SUBSTITUTE
SECTION 32	CLASS SIZE
SECTION 34	REPORTS TO PARENTS
SECTION 35	PROBATIONARY PERIOD
SECTION 36	OBSERVATION AND EVALUATION
SECTION 37	DISCIPLINE AND DISCHARGE NON-TENURED TEACHERS
SECTION 38	DISCIPLINE AND DISCHARGE TENURED TEACHERS ONLY
SECTION 46.2,4,5	GENERAL SALARY AND ALLOWANCE PROVISIONS
SECTION 51	JOB SHARING
SECTION 52	CAREER IN TEACHING PLAN
SECTION 53	INTERVENTION, REMEDIATION AND PROFESSIONAL SUPPORT
SECTION 54	SCHOOL ACCOUNTABILITY
SECTION 55	GROUP ACCOUNTABILITY
SECTION 57	SHARED ACCOUNTABILITY
SECTION 58	REPORT CARD REDESIGN COMMITTEE
SECTION 59.1	TEACHER INCENTIVES
SECTION 60	SCHOOL INSTRUCTORS
APPENDIX C	PROFESSIONAL PRACTICE REVIEW:

PROFESSIONAL EXPECTATIONS FOR TEACHERS

b. The parties agree to modify the application of Section 14, (Grievance Procedure) so that issues related to specific sections of the Agreement noted above will be referred to the Joint Living Contract Committee for discussion and determination rather than being put through the grievance process unless the subject matter of such issue is covered within Section 62.3-32 herein. In such case, the issue may be submitted in accordance with Section 14 (Grievance Procedure).

SECTION 64 ROCHESTER PRESCHOOL-PARENT PROGRAM

1. All provisions of the Agreement will apply to the Rochester Preschool Parent Program (hereinafter referred to as "RPPP") bargaining unit members except those specifically identified by the parties in this subsection 17.

2. RPPP teachers shall be placed on Step 8 of the 2011-12 school year and shall thereafter move consistently with all bargaining unit members covered by the Agreement between the parties. RPPP teachers will not receive overtime, however, they will be expected to work the same hours worked in prior years.

3. **Hourly Rates** The hourly rate for Parent Group Leaders and Peer Consultants unit members shall be increased from \$25.48 to \$33.00 retroactive to July 1, 2011 and to \$37.00 for school year 2012/13.

4. General Employment Provisions

a. Hourly bargaining unit members will be paid according to the District schedule for hourly workers.

b. All hourly members of the eligible unit who work beyond their normal assignment for comparable work of a professional nature shall be paid at their hourly rate for the actual days or hours assigned and worked beyond their normal work year. Included in these hours, but not limited to, are:

(1) Summer inservice, Open House (parent group leaders), and Superintendent Conference Days.

(2) Professional development and staff meetings.

5. All bargaining unit members are covered by health insurance effective July 1, 2011, under the terms of Sections 43, 44 and 44a of the Agreement.

6. **Work Year**

a. The work year shall be 180 instructional days plus twelve (12) paid holidays as listed below for a total of 192 days.

b. The twelve (12) paid holidays shall be Labor Day, Thanksgiving, the Friday after thanksgiving, Columbus Day, Veteran's Day, the day before Christmas, Christmas, New Year's Day, Dr. Martin Luther King Day, President's Day, Good Friday and Memorial Day.

c. Compensation for paid holidays shall be based on the standard workday of the bargaining unit member.

7. **Professional Day and Full-Time Defined** The professional day shall be seven (7) hours, excluding lunch and defines a full-time position.

8. **Illness Allowance and Personal Leave Days** No illness or personal business days shall be granted to bargaining unit members whose standard workweek is less than 17.5 hours.

a. Unit members will earn five (5) illness days per year to be used for personal or family illness.

b. One (1) personal leave day may be taken for personal business, religious observances or other absences not covered in 63.8.a (above).

c. Personal leave shall not be granted the day before or after paid holidays or scheduled recesses.

d. In the event that any unit member's personal leave or illness allowance is not used, it shall be accumulated and can be used for personal illness qualifying for no deductions in subsequent years.

9. **Probation** The probationary period shall be one year.

10. **Evaluation**

a. Newly hired bargaining unit members will have one observation and an annual evaluation completed by the designated administrator in the first year. These probationers, in addition, may also opt to participate in the self-evaluation (Goal-Setting Model) of PART/Summative (Section 52.6 & 7). If both evaluations are completed in the first year, the annual evaluation by a designated administrator governs.

b. Bargaining unit members with one (1) or more years of employment shall

follow the Summative Evaluation (Section 52.6 & .7) with annual supervisor responses. The other option is to undergo the traditional teacher evaluation process. It is agreed that the Goal-Setting Model of PART/Summative is equivalent to the current self-evaluation.

11. Grievance Procedure

Members have the right to file a grievance in the event of suspension without pay or discharge. The grievance must be presented to the Human Capital Initiatives Office in writing within sixty (60) business days of the event. Within twenty (20) business days of receiving the grievance, a hearing will be scheduled to hear the grievance. The hearing will be attended by the grievant, his/her supervisor and representatives from the Association and the Human Capital Initiatives Office. Within thirty (30) business days of the hearing, the District will send a written response to the grievant. Arbitration shall be available for discharge only.

12. Discipline

Members who have completed the probationary period shall not be disciplined without good cause. The District agrees to the principle of progressive discipline including, but not limited to:

- a. Oral reprimand
- b. Written reprimand
- c. Suspension with or without pay
- d. Discharge

Such discipline shall occur within the school year. All bargaining unit members have the right to union representation at any disciplinary meeting.

13. Class Size

The maximum class size shall be 18 for one teacher and one paraprofessional. A class size of 19 or 20 shall have an additional paraprofessional.

14. Seniority Lists

A separate seniority list shall be maintained for teachers in the RPPP. Another seniority list shall be maintained for peer consultants and a third, separate list, shall be maintained for parent group leaders. For purposes of lay-off RPPP seniority shall be determined by reference to seniority within each seniority list.

15. Recall

In the event of a reduction in force, members of the unit will be laid off in inverse order of

their seniority in the RPPP within their respective function (i.e. parent group leader, teacher, peer consultant). Those on lay off status will maintain the right to be recalled in order of their place on the recall list for a period of two (2) years from the date of lay off. Refusal to accept a position when called will result in removal from the lay off list.

16. Program Based Planning

The already established Leadership Team shall be joined by one (1) elected representative from each of the following bargaining unit membership: teachers, parent group leaders and peer consultant members.

17. The sections from the Agreement identified by name and number below are so listed by the parties because it is agreed that these provisions do not presently apply to the terms and conditions of work for teachers in the RPPP. These sections are as follows:

SECTION 15 WORK YEAR
SECTION 16 PROFESSIONAL DAY AND RESPONSIBILITIES
SECTION 19 ELEMENTARY SCHOOL PLANNING TIME
SECTION 20 PARENT TEACHER CONFERENCES
SECTION 22 TEACHER ASSIGNMENTS
SECTION 23 SECONDARY SCHOOL TEACHER ASSIGNMENTS
SECTION 24 VACANCIES AND TRANSFERS
SECTION 26 PERSONAL INJURY BENEFITS
SECTION 30 REGULAR TEACHER AS A SUBSTITUTE
SECTION 31 EXTRACURRICULAR ACTIVITIES
SECTION 32 CLASS SIZE
SECTION 33 FLEXIBLE LENGTH OF PUPIL DAY
SECTION 34 REPORTS TO PARENTS
SECTION 35 PROBATIONARY PERIOD
SECTION 36 OBSERVATION AND EVALUATION
SECTION 37 DISCIPLINE AND DISCHARGE
NON-TENURED TEACHERS
SECTION 38 DISCIPLINE AND DISCHARGE
TENURED TEACHERS ONLY
SECTION 40.3, 4, 5 GENERAL EMPLOYMENT PROVISIONS
SECTION 41 GENERAL ABSENCE PROVISIONS
SECTION 42 LEAVES OF ABSENCE
SECTION 46 GENERAL SALARY AND ALLOWANCE PROVISIONS
SECTION 47 SUPPLEMENTAL EMPLOYMENT
SECTION 48 INTRAMURAL CLUB LEADERS, INTERSCHOOL CONTEST
OFFICIALS AND COACHES
SECTION 49 TEACHER TRANSCRIPTS
SECTION 52 CAREER IN TEACHING
SECTION 53 INTERVENTION, REMEDIATION AND

PROFESSIONAL SUPPORT

- SECTION 54 SCHOOL ACCOUNTABILITY
- SECTION 55 GROUP ACCOUNTABILITY
- SECTION 56 PARENT/COMMUNITY INVOLVEMENT
- SECTION 57 SHARED ACCOUNTABILITY
- SECTION 58 REPORT CARD REDESIGN COMMITTEE
- SECTION 59 TEACHER INCENTIVES
- SECTION 60 ABSENTEE REDUCTION PLAN
- SECTION 62 SCHOOL INSTRUCTORS
- SECTION 63 HOME HOSPITAL TEACHERS
- APPENDIX B
- APPENDIX C PROFESSIONAL PRACTICE REVIEW:
PROFESSIONAL EXPECTATIONS FOR TEACHERS

APPENDIX A

Rates on Appendix A shall apply to all unit members except hourly RPPP bargaining unit members. Movement on the salary schedule (Appendix A) shall be diagonal. (Example: unit members earning \$45,806 in 2012-2013 will move diagonally to Step 6 at \$47,271 for school year 2013-14) Each year, movement on the salary schedule (Appendix A) shall be effective on July 1.

Step	12-13 Salary		Step	13-14 Salary
1	\$42,283	↘	1	\$42,917
2	\$43,163	↘	2	\$43,636
3	\$43,582	↘	3	\$44,545
4	\$44,687	↘	4	\$44,977
5	\$45,806	↘	5	\$46,117
6	\$47,010	↘	6	\$47,271
7	\$47,612	↘	7	\$48,514
8	\$48,819	↘	8	\$49,136
9	\$50,054	↘	9	\$50,381
10	\$51,229	↘	10	\$51,656
11	\$52,434	↘	11	\$52,868
12	\$54,051	↘	12	\$54,112
13	\$55,410	↘	13	\$55,780
14	\$56,758	↘	14	\$57,183
15	\$58,402	↘	15	\$58,574
16	\$60,021	↘	16	\$60,271
17	\$61,581	↘	17	\$61,942
18	\$62,822	↘	18	\$63,552
19	\$64,143	↘	19	\$64,832
20	\$66,331	↘	20	\$66,196
21	\$68,673	↘	21	\$68,454
22	\$70,183	↘	22	\$70,781
23	\$71,787	↘	23	\$72,429
24	\$73,989	↘	24	\$74,084
25	\$75,751	↘	25	\$76,356
26	\$76,978	↘	26	\$78,175
27	\$78,770	↘	27	\$79,442
28	\$80,689	↘	28	\$81,291
29	\$82,671	↘	29	\$83,271
30	\$84,154	↘	30	\$85,316

31	\$86,194	↘	31	\$86,847
32	\$87,840	↘	32	\$88,953
33	\$89,410	↘	33	\$90,651
34	\$90,936	↘	34	\$92,272
35	\$92,387	↘	35	\$93,846
99-1	\$93,819	↘	99-1	\$95,343
99-2	\$95,441	↘	99-2	\$96,821
99-3	\$97,231	↘	99-3	\$98,495
99-4	\$98,657	↘	99-4	\$100,343
99-5	\$100,400	↘	99-5	\$101,814
99-6	\$101,525	↘	99-6	\$103,613
99-7	\$102,988	↘	99-7	\$104,774
99-8	\$104,694	↘	99-8	\$106,284
99-9	\$106,527	↘	99-9	\$108,045
99-10	\$108,792	↘	99-10	\$109,936
99-11	\$111,585	↘	99-11	\$112,273
99-12	\$113,944	↘	99-12	\$115,155
99-13	\$116,843	↘	99-13	\$117,590
			99-14	\$120,582

APPENDIX B ABOLITION OF POSITIONS

1. Whenever the Board abolishes a position, the services of the teacher having the least seniority in the system within the tenure of the position abolished shall be discontinued.
2. The teacher so discontinued shall be placed on a preferred eligible list of candidates for appointment to a vacancy that then exists or that may thereafter occur in a position that is the same or similar to the one which such person filled.
3. The persons on such preferred eligible list shall be reinstated or appointed to such corresponding or similar position in order of their length of service in the system. Placement on such preferred eligible list shall be as of the date of position abolishment and shall not be adjusted for service rendered subsequent to the date of placement on the preferred eligible list; except that post-abolition service in the system other than service as a per diem or contract substitute shall be credited to the teacher in establishing placement on the preferred eligible list, upon being laid-off from that post-abolition position.
4. An individual teacher in the District shall retain all rights as provided by Education Law 2585, the Rules of the Regents and controlling case law.

APPENDIX C PROFESSIONAL PRACTICE REVIEW: PROFESSIONAL EXPECTATIONS FOR TEACHERS

The District and the Association agree that core propositions extracted from the report of the National Board for Professional Teaching Standards (as set forth herein) together with guidelines and principals contained in the August 1989 PART report, form the basis for professional expectations for Rochester's teachers.

The core propositions, considered together with teacher expectations contained in the PART report, represent collectively a broader and more comprehensive set of expectations for teachers than previously established, and will be the point of departure for the development of a professional accountability system for teachers.

Because these core propositions and expectations define a more comprehensive work role for teachers than previously established, the following are established as a framework for the role that professional expectations will play in the teacher appraisal system.

The manifestation of the professional expectation will be expressed in:

a. Willingness to participate in the development of the life of the school and to share on an equitable basis in the responsibility for school improvement. Evidence of serious commitment to the life of the school as a whole will be expressed in different ways by teachers and in a variety of activities including, but not limited to, participation on committees, school site management, sponsorship of student activities, etc.

b. Teacher effort and success in creating multiple and meaningful opportunities for students to receive assistance during and beyond the school day. This means that teachers will work a professional day, making time to do what is required to meet the needs of their students.

The components of the professional practice review shall reflect achievements and professional growth in the following areas (and as more fully delineated in the report from the National Board for Professional Teaching Standards and the 1989 PART report) include:

Commitment to students and their learning (Ex: believing all students can learn; equity in treatment of students; motivating students; creating opportunities for student learning; effectiveness in a multi-cultural environment)

Knowledge of teaching and learning (Ex: content area expertise; instructional strategies; knowledge of learning styles; examples of student work)

Effective management of learning (Ex: engaging students; authentic assessment of student's work; time and space utilization; grouping of students; involving students in active learning and peer relationships)

Professional development and reflective practice (Ex: familiarity with research and changes knowledge base; participation in inservice, workshops, conferences, etc.; observing other teachers; adjusting instructional strategies; risk-taking)

Collaboration with others (Ex: team-teaching and professional collaboration, peer relationships, home contacts, involving community in students' learning, leadership roles, participation in professional organizations, school and district committees, etc.)

I. PRINCIPLES FROM THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

1. TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING

Teachers are dedicated to making knowledge accessible to all students. They act

on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students one from the other and taking account of these differences in their practice. They adjust their practice, as appropriate, based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

2. TEACHERS KNOW THE SUBJECTS THEY TEACH AND HOW TO TEACH THOSE SUBJECTS TO STUDENTS

Teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. They also develop the critical and analytical capacities of their students.

3. TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING

Teachers create, enrich, maintain, and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They are also adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own.

They know how to engage groups of students to ensure a disciplined learning environment and how to organize instruction to allow the school's goals for students to be met.

They employ multiple methods for measuring student growth and understanding and can clearly explain student performance.

4. TEACHERS THINK SYSTEMATICALLY ABOUT THEIR PRACTICE AND LEARN FROM EXPERIENCE

Teachers are models of educated persons, exemplifying the virtues they seek to inspire in students - curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences - and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives, to be creative and take risks, and to adopt an experimental and problem-solving orientation.

5. TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES

Teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

PROFESSIONAL EXPECTATIONS FOR TEACHERS

Revised December 1990

Fundamental to the Career in Teaching Plan and other reform initiatives is the concept of extended expectations for all professional staff. The extended expectations for teachers begin with four belief statements about what teaching and learning should be and about what teaching and learning must become if schools are to change to respond to student needs. The expectations for teachers also incorporate the following five areas of professional development, interaction and involvement; the continuum of professional development and collegial interaction; professional involvement beyond the classroom; home involvement; community relationships; and promoting and enhancing the status of the profession.

These areas of professional emphasis for district teachers serve as points of departure for discussions about what schools, teaching and learning should be as we move forward into the 1990s. At the outset, professional staff needs to acknowledge and support a concept of collegiality that is new to our schools. Colleagues in instruction include all who contribute to the teaching and learning composite: fellow classroom teachers, pupil personnel support, administrators, paraprofessionals and other educators.

Teaching and Learning

These four belief statements aim at improved student attainment and apply equally to all career levels and all professionals. It would be inappropriate to suggest a different focus or emphasis for the intern, resident or professional level. Rather, each of the levels may differ in the sophistication or skill or experience of the practitioner. Through self-analysis and collegial review/support, educators will be able to identify their own strengths and needs. Reflective practice will engender responsive schools-restructured schools. The expectations here, to a considerable extent, return to the question "What is good teaching?"

Effective teaching connects the student's world and content. Students are the focal point of the instructional process; all energy is channeled toward engaging the student and supporting the transformation toward community and global connection.

Teaching reflects multivoiced accounts and perspectives in all subject areas. Teaching reflects a positive attitude toward students, recognizing and appreciating the multicultural nature of Rochester's student body. Teaching models ongoing learning, is inventive, focuses on problem identification/solution, promotes higher-level thinking and generally relates learning to life. Community service and community knowledge are linked to instruction. Teachers know the content and freely employ interdisciplinary approaches.

Effective teaching celebrates the learning process. *Students and teachers are engaged in active learning and share the accountability for and pride of accomplishment. Instruction is energetic, enthusiastic and challenging for teacher and student. Instruction involves a collective search to expand what we know and what we learn so that it equitably represents all races and classes, and both genders. Teaching combines a sense of humor with a seriousness of purpose; it is flexible, creative, and positive. Teachers and students take risks: teachers know how students learn and tailor instruction to their enthusiasm and strengths. Teaching stimulates inquiry and discovery, reflection and action. Instruction embraces "learning how to learn," as well as specific content areas and skills.*

Effective teaching incorporates knowledge of human development. *Teachers, with the school community, analyze student needs and adjust instruction as a result of continuing collegial dialogue. Teaching and learning is viewed as an evolving process and set of relationships. Teachers incorporate experiences and research in their own professional growth. Teachers incorporate current scholarship to accurately reflect diverse cultures and groups. Instruction promotes self-esteem and self-discipline through self-assessment. Alternative styles in teaching and learning are fostered based on current research.*

Effective teaching offers a safe learning environment. *Teachers and students work together to create an atmosphere conducive to learning-characterized by mutual respect, fostering self-esteem and a sense of a shared mission. Teachers make decisions about instruction and school environment and share responsibility for their school's success. Student/teacher interaction fosters independence and interdependence. Teaching encourages self-discipline. School communities offer support through appropriate intervention.*

The Continuum of Professional Development and Collegial Interaction

The continuum of professional development begins with the intern experience, continues through residency, with professional-level teachers expanding on the expectations of the previous levels. Throughout teaching careers at the District, professional development can be characterized as a process which is both reflective and collegial. Overall, teachers move from supported practice (intern) toward interdependent practice (resident), and ultimately to a point at which they can facilitate their own continued growth and the growth of their colleagues (professional teacher). Relationships

with colleagues grow from participation in collegial activity, to reflection and, ultimately, to leadership.

Intern Level: The intern's professional growth may be coordinated through assistance by a Lead Teacher/Mentor, administrators, or other colleagues. A wide variety of professional development activities (including a formal orientation of up to five days) are available to all teachers. In addition to building and department inservices, interns will participate in workshops and courses offered through the Office of Staff Development, SETRC, and the Rochester Teacher Center. Participation in other union-supported professional development activities is also an expectation for interns.

Interns, with assistance from their mentors and supervisors, will develop personal plans for professional development. They also will begin documenting their achievements of professional growth.

There is a further expectation that the knowledge of and participation in reform initiatives embraced by the District and Association will become a part of each intern's induction. Professional development and the building of collegial relationships aimed at promoting classroom excellence must also take place informally. As in any other profession, the individual is primarily responsible for continuing self-education, acquiring knowledge about current research and practices, and interacting with colleagues to promote better instructional techniques.

Interns are, of course, fully capable of facilitating colleagues' professional development. However, the overall nature of an intern's professional development is likely to be directed at themselves, rather than toward their colleagues, and that interns will in general profit greatly from collegial support.

Resident Level: At the resident level, teachers will continue to participate in the collegial professional development process that began with the intern/mentor relationship. They will expand their support through various voluntary networks, either self-constructed or offered through various institutions (Rochester Teacher Center, the Association, department, building, etc.).

In addition, resident teachers will continue a lifelong process of addressing topics including, but not limited to, the following: student assessment; instructional strategies, both content-free and discipline-specific; decision-making; conflict resolution; content-area knowledge; use of tools of the profession (i.e., technology); research-as consumers, transformers and "creators" of knowledge; communication; and making connections between schoolwork, home, the community and the future.

As part of the professional development process, residents will use the resources identified in the intern-level statement and will begin to expand those resources by offering development possibilities for colleagues.

Professional Level: At the professional level, teachers will continue to participate in the collegial professional development process begun with the intern/mentor relationship and continued in the resident years through voluntary networks. They will assume increasingly active roles in directing their own growth and supporting the growth of their colleagues.

It is at this level that professional development expectations will link most directly to the new performance appraisal system. Professional-level teachers will have knowledge and experience to identify appropriate professional growth needs through self-analysis, portfolio review and collegial review groups. Thus, professional development needs and opportunities will arise from performance appraisal and will connect to effective classroom practice. This is not to say that activities will be limited to areas of deficiency.

Professional-level teachers will promote their own effective practices, and reinforce and enrich those of their colleagues.

Professional Involvement beyond the Classroom

Professional involvement beyond the classroom (or office) will act to strengthen ties with one's school, as well as with colleagues and the school community. It requires teachers to extend themselves beyond their personal expertise, related subject matter, and their own students.

Intern Level: First-year teachers are expected to acquire an understanding of District operations-the organizational framework, the functions of various offices and departments, and the operations of the Board. It is expected that interns will participate in building/faculty meetings, in appropriate (group, cluster, department) meetings at the school or district level, and in building-level committees and/or projects.

Resident Level: In addition to intern-level expectations, residents will extend their involvement in similar activities by participating in a group of their choice (school-sponsored clubs, committees, projects, class advisorships, Association building representative elections, SBPTs, etc.). Residents will continue to develop collegial relationships with other professionals aimed at supporting their own professional development and the district's mission of improved student attainment.

Professional Level: As with other areas, professional-level teachers will show growth beyond resident status by meeting the expectations above and by expanding involvement in selected activities. Professional teachers will act as facilitators and encourage colleagues to participate in activities beyond the classroom.

Home Involvement

The District and Association goals are to increase home/parent involvement and

communication in order to foster a better sense of each student's needs as a learner and to improve the learning process as a whole. All professional staff will be more accessible to students and parents. Engaging parents in the learning process and providing the appropriate avenues for parents to take an active role in school/learning activities will enhance the teacher's ability to meet individual needs effectively.

Intern Level: In reshaping urban education, it is essential that new ways to involve parents and the community be explored. Interns in the CIT Program will make parental contacts that permit a greater knowledge of the child and his/her living conditions. This understanding will foster a better sense of each student's needs as a learner. The parental contact will open avenues for home involvement that are missing in some urban schools.

Resident Level: Residents will continue parental contacts that permit a greater knowledge of the child and his/her living conditions. It is expected that the resident will increase parental involvement in the learning process both at home and school by encouraging parents to take an active role in school/learning activities and by engaging parents in the learning process through guided participation. The awareness and experience gained in supported home involvement at the intern level will be evidenced through the increased depth and sophistication of the resident's interactions with parents and the child's environment.

Professional Level: At the professional level, home involvement will continue to grow in depth and sophistication. The professional will take on a facilitative role by providing input and assistance to interns and residents requesting guidance in home involvement. At this level, the degree of depth and sophistication will be such that parental contact is an integral part of teaching, fostering communication and involving parents in the process of educating their children. The nature and scope of home/parent involvement should be varied and reflect the knowledge and experience gained at the intern and resident levels.

Community Relationships

Knowledge of and interaction with the Rochester community are essential to expanding the learning environment. This area of professional expectations affirms that connection to the community is essential to achieving the goal of improved student outcomes. There is a related expectation that the community will provide support and assistance to teachers, accepting a share of responsibility for student attainment.

Intern Level: Through formal professional development programs, local school/District arrangements and activities with other professional staff, each intern will develop an awareness of our community and actively incorporate this knowledge in the exercise of his/her professional responsibilities. Agencies, cultural events, business/industry connections, historic sites, the cultural history of neighborhoods-knowledge of all these and more is part of the community awareness expectation for teachers.

Resident Level: Each resident teacher will, with his/her understanding of the community, incorporate this knowledge in the exercise of professional responsibilities. This interaction expands the definition of “school” and respects the context of the learner. “Respecting the learner’s context” requires a growing awareness of community, from the neighborhood to the agencies which serve the student population. Residents will seek connections to the school community which are enabling to teachers and students.

Professional Level: Each professional teacher will become a contributing member to the community, in the broadest sense, where s/he works. This interaction further expands the definition of “school” and “teaching” and affirms the mission of the profession-that of service. At both the resident and professional levels, teachers will act as facilitators for students to participate actively in community service efforts and to connect community needs to the school. Overall, the school will be challenged to change, through efforts to teachers and students, from an isolated institution to one involved in and supportive of its community.

Promoting and Enhancing Status of the Profession

Teachers will be expected to participate in activities which reflect a commitment to the profession itself and to promoting the profession in day-to-day contacts with students, colleagues and the community. As differentiated from other areas, these expectations may be more attitudinal, as evidenced by pride in the teaching profession.

Intern Level: The intern will develop an awareness of teachers’ responsibilities to the teaching profession, as well as involvement in professional organizations, conferences and higher education.

Resident Level: The resident will demonstrate active involvement in supporting and advocating the teaching profession. Options include nurturing students with potential interest in teaching as a profession, speaking to community groups about teaching and sponsoring a student teacher, if appropriate, within the guidelines of the certification area. It is expected that the resident teacher will attend conferences, become a member of appropriate professional organization(s), demonstrate some linkage with higher education, and contribute to the improvement of the overall climate of the school building through collegial sharing and dialogue.

Professional Level: It is expected that the professional will maintain the responsibilities shown to the profession that were indicated at the resident level. In addition, a facilitative or leadership role is to be developed that may be demonstrated by conference presentations, published writing, or active involvement in a professional organization, political action, or higher education.

I.C. District Accountability and Support

I.C.i. Manner by which All Federal Requirements of Intervention Model are Fulfilled

RCSD's Executive Director of School Innovation oversees the work of improving low-achieving schools and opening new, high-quality schools. The Office of School Innovation serves as the District's turnaround office and was created to oversee the work of improving schools. A cross-functional team executive level team that includes the Superintendent, Deputy Superintendent of Administration, Deputy Superintendent of Teaching and Learning, Chief Counsel and the Executive Director of School Innovation have created a monthly review process to support the implementation of Receivership/Priority School plans. This progress monitoring of implementation will ensure all federal requirements of the intervention model are fulfilled.

I.C.ii. Senior Leadership Who Will Direct RCSD's Turnaround Efforts

The Office of School Innovation (OSI) was created to oversee the work of improving schools and opening new, high-quality schools. The school design principles of rigor and personalization guide its work, and intermediary partners provide expertise in effective practices. OSI utilizes the latest in educational research and methodologies to develop innovative schools, programs, and policies that increase school performance and evaluates progress on work to date.

"OSI Ambassadors" serve as liaisons for planning, implementing, and reporting School Improvement Grants (SIG) and School Innovation Fund (SIF) grant awards. OSI ensures compliance of these grant opportunities with NYSED requirements and alignment of these grant opportunities to the overall district priorities, DTSDE review findings, and the School Comprehensive Education Plan strategies. OSI also oversees the More and Better Learning Time Priority and Title I academic supports; with a Director of Expanded Learning and Associate Director of School Innovation overseeing these two initiatives respectively.

The Executive Director of School Innovation collaborates with RCSD's School Chiefs to conduct regular examination of school-wide data and ensure redesign/improvement efforts are progressing according to the specified plan. Each School Chiefs supervises a cluster of schools and reports directly to RCSD's Deputy Superintendent of Teaching and Learning. The Chiefs assist their principals with daily instructional and operational responsibilities and evaluate Priority School principals in all elements of school improvement.

The Chief of School Transformation focuses specifically on student growth and achievement, effective instructional practices, academic and behavioral interventions and supports; and parent, family, community engagement in Priority Schools. In 2015-2016, the Superintendent created an additional chief position, Chief of Curriculum and School Programs, to ensure ongoing evaluation and program effectiveness. The Chief of Curriculum and School Programs brings an evaluation framework to the Core Instructional Program, including cycles of review and evaluation to provide assurances that the curriculum is instructed with fidelity and truly leads to shifts in teacher practice and student achievement gains.

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

supporting resources. The focus is to ensure the alignment of curriculum to the NYS Standards so that all students are prepared for graduation and post-secondary plans.

The District's Deputy Superintendent for Teaching and Learning and Deputy Superintendent for Administration work with principals on specific issues affecting the implementation of effective school turnaround as they arise. Executive coaches, funded by TIF and other revenue streams, serve as high-level mentors, providing guidance in a coaching capacity to ensure principal development. A new, cross-departmental Office of Professional Learning provides instructional coaches in English Language Arts (ELA) and Mathematics to teachers at all Priority Schools to support consistent implementation of the Common Core Curriculum across the District.

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

I.C.iii. Coordination of Organizational Structures to Ensure Accountability And Support

Each Priority School is assigned a District-level ambassador from the Office of School Innovation who serves as the lead party in preparing all NYSED mandated reports related to grant funding and action planning. The Office of School Innovation works with the School Chiefs, Deputy Superintendent of Administration, Deputy Superintendent of Teaching and Learning, Chief of School Transformation, Principal, Director of Expanded Learning, and all School Innovation partners to guarantee there is agreement in the elements of the SIG plan and a structured timeline is in place. Scheduled meetings monitor the Performance Management Plan.

The Office of School Innovation has written a guidance document that was shared with all principals detailing measurable targets, both quantitative and qualitative, that demonstrates how a school can effectively move along the rating continuum of the School Comprehensive DTSDE Rubric for Tenets 2-4. This work ensures the school vision links directly to the implementation of the Common Core Learning Standards and that delivery methods are immersed in best practice research. As a result, principals are able to better monitor their data and align specific reform efforts to the NYSED evaluation tool.

The debriefing process for each of the DTSDE reviews involves the School Chiefs in reviewing and prioritizing review findings, creating a plan for implementation of 3-5 prioritized recommendations, and documenting progress and artifacts related to the execution of such a plan. Following the review of the school, a cross-functional team comprised of the Office of School Innovation, Office of Teaching and Learning, Office of Administration and the Office of Professional Learning meets as part of a regularly scheduled progress monitoring visit. The purpose of the meetings is to review and provide additional central office support to schools related to these findings. One of the goals included in the District Comprehensive Instructional Plan for school year 2015-2016 includes using the DTSDE results to support principals in their instructional leadership and playing an essential role in the support of instruction improvement in the quest for improving student achievement.

Targeted school-based site visits are conducted regularly under the direction of the School Chief, school leadership team, and as needed, core curriculum directors. These visits take the form of comprehensive walk-throughs where effective instructional practices and indicators are reviewed, including performance-based data, evidence of differentiation, school climate, and attendance. Following the walk-through, various forms of debriefing sessions take place to plan for, and then ensure, appropriate levels of subsequent action.

I.C.iv. Delivery Details for Planned Interactions

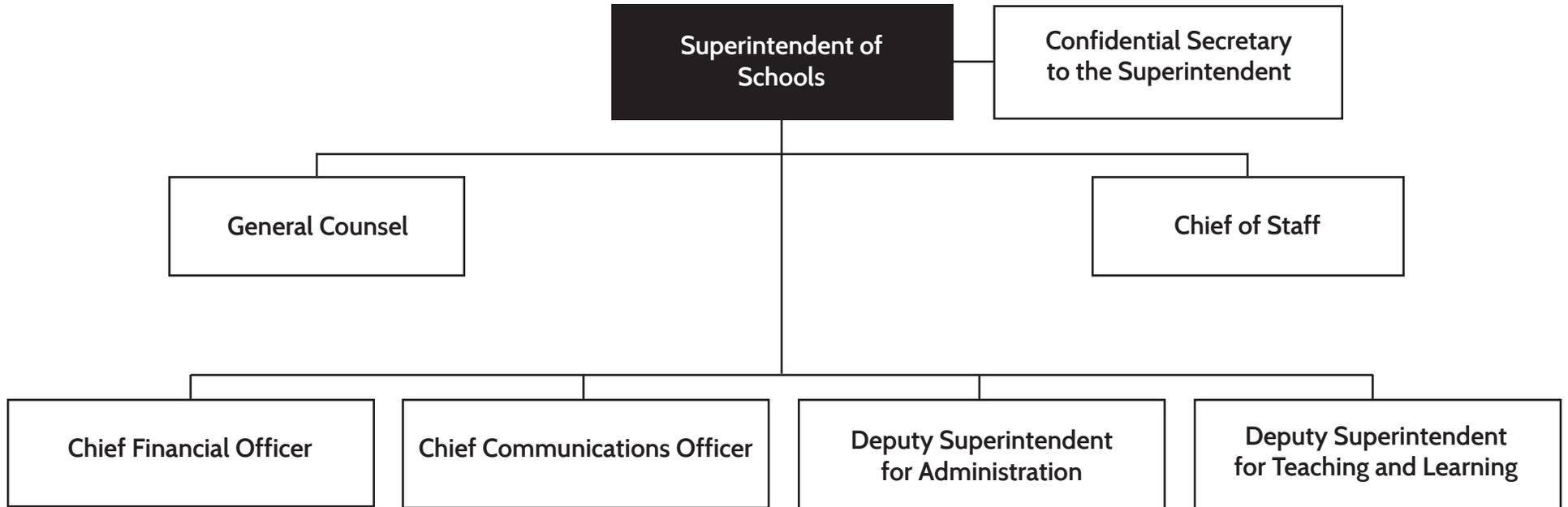
The Offices of School Innovation and Teaching and Learning will work collaboratively to support the implementation of the SIG plans. Details regarding these interaction are included in Table 1 below.

Table 1. District Transformation Support Plan

Interaction	Frequency	Person Responsible
Performance Management Plan	Every 5 weeks	OSI Executive Director; South Zone School Chief; Chief of School Transformation; Deputies; Director of Expanded Learning; Principal; Partners
Fiscal Performance Review	Monthly	Office of School Innovation Budget Personnel Office of Professional Learning Deputy Superintendents Office of Grants
Budget Review	Biweekly	Office of School Innovation Office of Grants Senior Budget Analysts
School Visits	Biweekly (at a minimum)	School Chief; Chief of School Transformation
School-Based Planning Team	Monthly	Principal
Integrated Intervention Team (IIT) Visit	2015-2016 School Year	NYS IIT
DTSDE Review	Year-End	RCSD DTSDE Team
SCEP and Related Data Review	Quarterly (at a minimum)	Executive Cabinet & School Teams
Coaches	Daily	ELA and Math Coaches

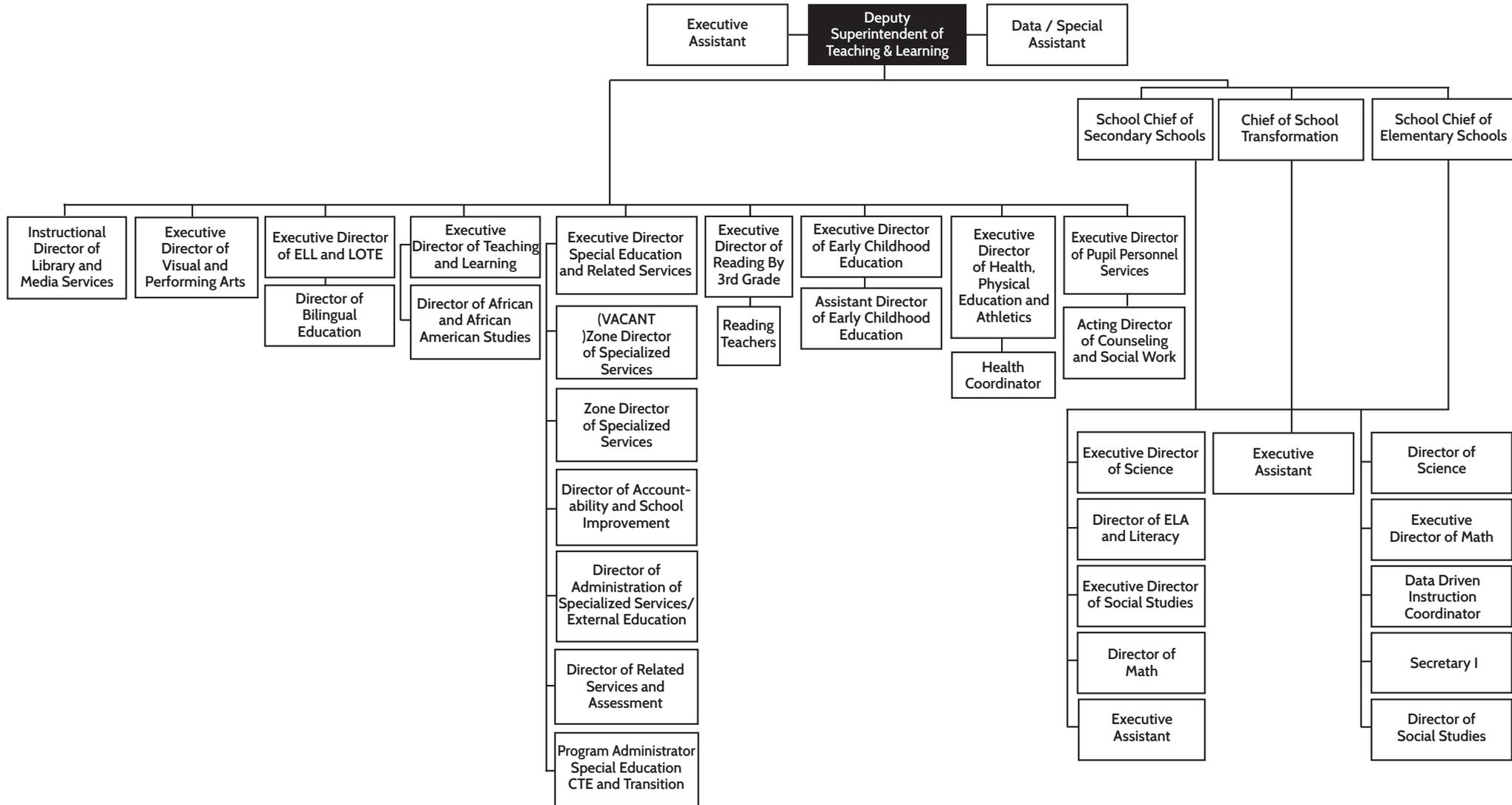


Rochester City School District - Superintendent's Cabinet



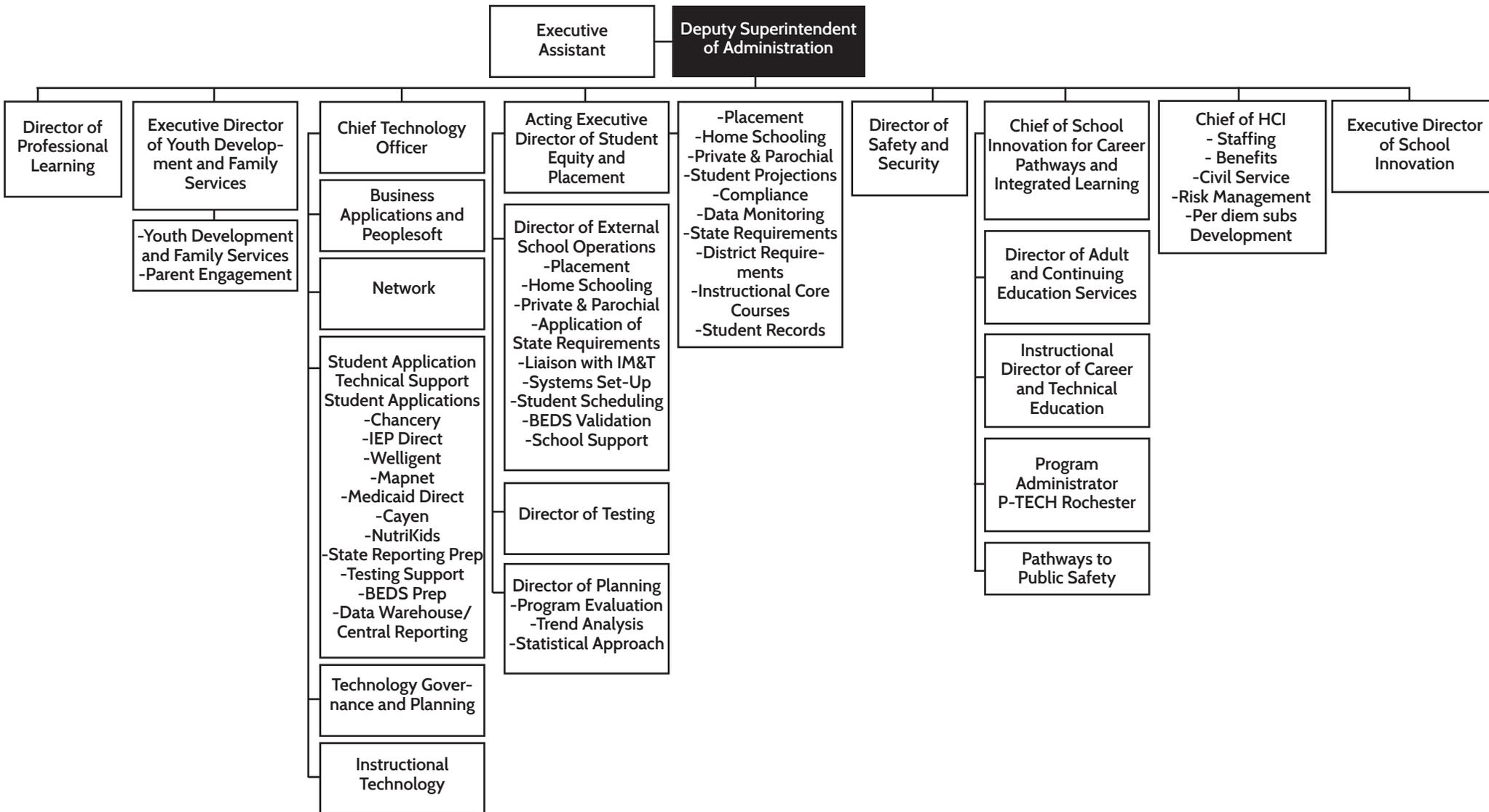


Rochester City School District - Department of Teaching and Learning





Rochester City School District - Department of Administration



I.D. Teacher and Leader Pipeline

I.D.i. Recruitment Strategies That Ensure Equal Access to High-Quality Educators

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

RCSD's Division of Human Capital Initiatives (HCI) has established three overarching goals to help ensure that the district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel. This approach affords schools the ability to ensure success by addressing the needs of their community. These goals are to:

- 1) Reduce the number of staff vacancies on the opening day of the 2015-2016 school year as compared to the 2014-2015 school year by 10%, with particular emphasis on high needs areas (i.e., bilingual and special education), and reduce the number of itinerant staff in 2015-2016 as compared to 2014-2015 by 5%.
- 2) Increase diversity by 5% over the 2014-2015 established baseline in targeted areas of need, including management, high needs areas, and new school-based hires.
- 3) Improve the quality of new hires and stability of new hires by 10% as measured by evaluations and staff retention rates.

RCSD has acknowledged issues related to a delayed staffing timeline and has made adjustments to the timeline. Actions are being taken for targeted recruitment and staffing to address quality, diversity, and high needs areas. Evaluation data have been utilized to drive tenure decisions and professional learning plans and supports. Additional consideration to cross-functional operational practices and timelines (i.e., staffing, scheduling, budgeting, and educational programmatic detail including specialized services, Pre-K, and bilingual) is required to ensure a synchronized and sequenced system for high quality staffing. Leadership development is an area of need to ensure a high-quality administrative pipeline.

A strong focus on training and calibration of the teacher evaluation and internal review process has begun. Teacher evaluation training has been strengthened by intensive training by Candi McKay Consulting on the evidence of the teaching rubric, calibrated learning walks in classrooms, and clinical review of observation reports based on rubric elements (Objectivity of Evidence, Alignment of Evidence, Preponderance of Evidence, and Accuracy of Scores). The work related to the use of the Multidimensional Principal Performance Rubric (MPPR) for principal evaluation has included training for School Chiefs, principal meetings, and one-on-one principal discussions. This work needs to continue and deepen with additional support for administration, coaches, and teachers to appropriately calibrate expectations and support continuous improvement. Clearer expectations and evaluations for staff outside of the teacher and administrative unit need to be established. Deepened work related to the District's STLE-D

activities and principal-led discussions for MPPR evaluation is planned to improve calibration of expectations. Support from school chiefs is essential for this work.

While the level of staff retention is high compared to other urban districts, there is a concern as to the validity of this measure and its reflection related to teacher quality. *Career in Teaching* (CIT) mentors and peer reviewers will be trained and calibrated utilizing the McKay framework and process, thereby developing a unified lens related to instructional quality. Alignment of professional learning across the District, inclusive of CIT, is a continued focus of improvement.

In addition, RCSD has a Master's Degree Reimbursement Program to support initial teachers as they earn their mandatory New York State professional teaching certification. RCSD also has a predetermined agreement to use funds to pay for a second Master's Degree/Certification for teachers seeking additional certification in shortage areas. This tuition reimbursement incentive encourages teachers to obtain multiple certifications. The District publicizes these benefits to attract experienced, qualified teachers for high need areas.

Acquisition of the new AppliTrack Recruitment System supports the active management of the candidate application lifecycle, including planning, recruiting, candidate screening, hiring, and new employee on-boarding. This system allows HCI to track recruitment efforts in a more effective manner. Data is consistently available to track recruitment trends that will help to ensure the RCSD's access to High-Quality Educators. HCI uses this information to query teachers' certification type and eligibility to identify teachers for high needs areas.

I.D.ii. Altering Hiring Processes to Ensure Availability of Staff Who Can Achieve Change

The Department of Human Capital Initiatives placed advertisements to recruit for all teacher tenure areas in late February 2015 and will continue this practice annually each February. Previously, the District did not recruit candidates until true vacancies were identified, which caused substantial delay in the hiring process and loss of qualified candidates. The District has also expanded its geographic area to recruit highly qualified teachers and administrators nationally. Urban areas were saturated with vacancy announcements using national search engines. All vacant positions are posted and undergo a full recruitment process prior to selection of an applicant.

RCSD utilizes a centralized master scheduling process. Students' instructional needs drive the master schedule, which then determines staffing levels and hiring needs. These new schedules reduce the number of part-time and itinerant positions and increase the attractiveness of RCSD employment. Centralized master scheduling also allows the District to identify vacancies earlier in the staffing process to facilitate a more extensive search for qualified applicants.

I.D.iii. Training Programs to Build the Capacity of Leaders

History and Past Funding. In efforts to increase leadership capacity for school leaders, RCSD took part in the three comprehensive approaches described below prior to its current work in strengthening instructional leadership in partnership with Candi McKay Consulting.

- 1. *Dream Schools - Transformation Leadership Cohort*** provided intensive supports to six schools. Topics discussed included the change process, data-driven decision making, creating a new culture, use of technology, and instructional leadership. Through an anticipated three-year cycle, 18 schools, 54 school leaders, and 18 district office personnel would have been

impacted. The Dream Schools initiative was funded from local funds from July 2008 through June 2011.

2. ***Rochester Leadership Academy*** offered professional learning opportunities to sitting administrators. The program was coordinated jointly between RCSD and St. John Fisher College, with St John Fisher College serving as the lead agency. The curriculum addressed the changing context, reforms, and role of the principal by focusing on the requisite skills, knowledge, and dispositions required for effective leadership and high performance management. RLA was funded by a Title I School Improvement Grant from April 2011 through June 2012.
3. ***The SUPES Academy*** worked collaboratively with RCSD on the development and implementation of problem-based learning academies that facilitated capacity-building across the District. Participants included leadership from school-based leadership teams up through the Superintendent's cabinet. Approximately 250 RCSD leaders participated in this training. SUPES academies were customized, case-based, and experiential learning program that were delivered in combination with consistent, intersession support from highly qualified coaches. Intensive executive coaching supplemented the formal workshop sessions. All activities were specific to the goals and objectives of the six tenets of the DTSDE. Activities with The SUPES Academy was supported through the Systemic Supports for School and District Turnaround grant from July 1, 2013 through June 2014.

Current. All certified administrators within RCSD are taking part in training on the Danielson Framework for Teaching rubric, the rubric RCSD uses to assess teacher performance as part of the currently approved APPR agreement. The intent is to engage learners so that they may understand the characteristics needed by school leaders to:

- Create and sustain improvement in teaching;
- Develop a common understanding of the Danielson Framework components and rubric and be able to identify key differences among the levels of performance in the rubric;
- Align specific examples of practice to the components in the Framework;
- Improve the quality of professional conversation that engages teachers in reflection and professional growth;
- Deepen the understanding of the components to the element level and how they evidenced in classroom practices;
- Understand student engagement and be able to distinguish it from compliance and participation in the classroom;
- Improve reliability and consistency for collecting and scoring evidence of an observed lesson; and
- Collect, calibrate, and share observation evidence with colleagues.

In addition to a traditional multi-day workshop series facilitated by Candi McKay Consulting, administrators will participate in small group classroom visits to apply their learning side-by-side with an external lead evaluator. Together they will assess calibration and develop the overall essential skills and understanding required for improving the quality of teaching and learning across the District and effectively implementing SIG redesign plans. This effort is supported with a pairing of the District set-aside funds from previous SIG grants and Title IIA.

I.D.iv. Training Programs to Build the Capacity of Teachers

History and Past Funding. Teachers were offered multiple opportunities to take part in District-wide training that supported their growth and development into effective and highly effective teachers. The District utilized Race to the Top Funds (RTTT) to structure supports using Network Teams. RDSD used three Network teams to support teachers, one focused on Common Core State Standards (CCSS), another worked on Annual Professional Performance Review (APPR), and the third team targeted Data Driven Instruction (DDI).

Dream Schools - Transformation Leadership Cohort provided focused training on Data Teams and Decision Making for Results (DMR) to increase teacher effectiveness in low-achieving schools. This 12-hour training provided school teams with protocols and strategic questioning techniques to guide their work of using data to drive collective decision-making. Follow-up support came from a Central Office liaison and Executive Coaches.

In the recent past, District-wide training sessions to increase teacher effectiveness have focused on unpacking common core state learning standards, using and adapting NYS Learning Modules for ELA and Math, and increasing teacher content knowledge. 2010 - 2013 *Math and Science Partnership* (MSP) grants focused on Mathematics and Science content. More than 300 K-12 teachers received content and pedagogical training through these MSP grants. Multiple *Teaching American History* (TAH) grants supported more than 400 K-12 teachers and increased teacher content knowledge and improved classroom pedagogy in the area American History.

To address the District's priority on improving literacy and math scores, RCSD is training all certified ELA and Math teachers in grades 7-12 who were selected to teach *Ramp-Up Literacy* and *onRamp to Algebra*. *Ramp-Up Literacy* and *onRamp to Algebra* are designed specifically to address the needs of students who enter middle school or high school two to three years behind their peers. ELL researchers participated fully in the design of both courses, making them highly responsive to the needs of ELLs. The flexible curriculum and instructional materials have been adapted for students with special needs. This adaption 'know how' is taught within the high-quality professional development training for both novice and veteran teachers with support and guidance in classroom teaching. A Longitudinal Study of the Impact of America's Choice on Student Performance in Rochester, New York, 1998-2003 reports the local success of these proven instructional programs.

Current. RCSD has streamlined all instructional professional learning to support District capacity, implementation of Common Core State Standards (CCSS) in English-Language Arts, implementation of CCSS in Mathematics, and Data-Driven Instruction/Inquiry. This approach aligns to current recommendations from the completed DTSDE school reviews as well. These trainings are taught within the context of providing additional supports through Instructional Coaches who support schools. Instructional Coaches are centrally deployed and both directed and supervised by the Office of Professional Learning.

Further, the Division of Teaching and Learning and the Office of Professional Learning are seeking teachers to serve as Teacher Facilitators at each schools. Teacher Facilitators will lead training activities in their schools for their colleagues on the Framework for Teaching. They will learn all requisite knowledge and skills during their training with Candi McKay Consulting. The intent is for teachers to develop their understanding of the Framework components so that they are prepared to take an active role in their own growth and learning through purposeful and meaningful observations. Most importantly, teachers will be able to use the Framework for

Teaching to reflect on their own practices to engage in professional conversations with both supervisors and colleagues that will impact the quality of teaching and learning for all.

I.d.v. RCSD-Offered Training Events in Year 1

A chart of **District-provided training** is attached.

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Code	Agent/Organization Responsible and Session Title	Desired Measureable Outcomes (DCIP Goal Alignment)	Method for Analysis and Reporting
12238	GEN_Coping Power	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11565	GEN_Overcoming the Effects of Poverty on the Brain	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13399	GEN_Overcoming the Effects of Poverty on the Brain (Section 1)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13400	GEN_Overcoming the Effects of Poverty on the Brain (Section 2)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13401	GEN_Overcoming the Effects of Poverty on the Brain (Section 3)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12223	GEN_Proactive Classroom Systems	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13597	GEN_Professional Learning Providers Training	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13315	GEN_Refugee and SIFE Students from a School Counseling and Social Work Perspective (Section 1)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment

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13317	GEN_Refugee and SIFE Students from a School Counseling and Social Work Perspective (Section 2)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12115	GEN_Resistant Students: Reach Me Before You Teach Me	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13405	GEN_Teaching the Teen Brain (Section 1)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13406	GEN_Teaching the Teen Brain (Section 2)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13407	GEN_Teaching the Teen Brain (Section 3)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13408	GEN_Teaching the Teen Brain (Section 4)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13409	GEN_Teaching the Teen Brain (Section 5)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12222	GEN_Therapeutic Crisis Intervention (TCI): Two-Day Update	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12597	GEN_Therapeutic Crisis Intervention for Schools (TCIS) - TAs [Group 1]	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions

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12599	GEN_Therapeutic Crisis Intervention for Schools (TCIS) - TAs [Group 2]	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12706	GEN_Therapeutic Crisis Intervention for Schools (TCIS) (Section 02)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12600	GEN_Therapeutic Crisis Intervention for Schools (TCIS) (Section 03)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12601	GEN_Therapeutic Crisis Intervention for Schools (TCIS) (Section 04)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12602	GEN_Therapeutic Crisis Intervention for Schools (TCIS) (Section 05)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12603	GEN_Therapeutic Crisis Intervention for Schools (TCIS) (Section 06)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12604	GEN_Therapeutic Crisis Intervention for Schools (TCIS) (Section 07)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12609	GEN_Therapeutic Crisis Intervention for Schools (TCIS) (Section 08)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12605	GEN_Therapeutic Crisis Intervention for Schools (TCIS) (Section 09)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions

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12606	GEN_Therapeutic Crisis Intervention for Schools (TCIS) (Section 10)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12607	GEN_Therapeutic Crisis Intervention for Schools (TCIS) (Section 11)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12610	GEN_Therapeutic Crisis Intervention for Schools (TCIS) (Section 12)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12660	GEN_Therapeutic Crisis Intervention for Schools (TCIS) (Section 13)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12611	GEN_Therapeutic Crisis Intervention for Schools (TCIS) (Section 14)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12661	GEN_Therapeutic Crisis Intervention for Schools (TCIS) (Section 15)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12664	GEN_Therapeutic Crisis Intervention for Schools (TCIS) (Section 16)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12221	GEN_Therapeutic Crisis Intervention for Schools (TCIS): Train-the-Trainer	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions
12571	GEN_Think Before You Act	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals, short and long term suspensions

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11608	GRN_Care for the Caregivers	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals behavioral and emotional, short and long term suspensions
11688	GRN_Cultural Grief	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals behavioral and emotional, short and long term suspensions
12173	GRN_Hunger: A Place at the Table	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals behavioral and emotional, short and long term suspensions
11294	GRN_Opening the Doors to Loss	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals behavioral and emotional, short and long term suspensions
11395	GRN_Perspectives on Loss and Grief: Back to the Basics	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals behavioral and emotional, short and long term suspensions
12174	GRN_The Impact of Drugs and Alcohol	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals behavioral and emotional, short and long term suspensions
11689	GRN_The Perspective on Loss and Grief: Gang Violence	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals behavioral and emotional, short and long term suspensions
11515	GRN_When Families Grieve	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, student referrals behavioral and emotional, short and long term suspensions
12070	ELT_Cohort 1 Mini Sessions: Sustainability Year	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements

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12068	ELT_Cohort 1 Session 1: Sustainability Year	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
12069	ELT_Cohort 1 Session 2: Sustainability Year	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
12067	ELT_Cohort 1 Session 3: Sustainability Year	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
12061	ELT_Cohort 2 Session 1: Year Two Implementation - Tracking Progress Toward SMART Goals	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
12062	ELT_Cohort 2 Session 2: Year Two Implementation - Mid Year Check-In - Tracking Progress	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
12063	ELT_Cohort 2 Session 3: Year Two Implementation - Year End	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
11410	ELT_Cohort 3 Informational Kick-Off Session	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
13490	ELT_Cohort 3 Session 1: Year One Implementation	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
11730	ELT_Cohort 3 Session 1: Year One Planning	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
11411	ELT_Cohort 3 Session 1: Year One Planning for Implementation	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
11729	ELT_Cohort 3 Session 2.5: Adding Time (Mini)	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
11731	ELT_Cohort 3 Session 2: Adding Time	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
13491	ELT_Cohort 3 Session 2: Year One Implementation	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
12314	ELT_Cohort 3 Session 3.5: Re-Engineering (Mini)	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements

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11732	ELT_Cohort 3 Session 3: Re-Engineering Your School Day and Year (Part 1)	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
11733	ELT_Cohort 3 Session 4: Re-Engineering Your School Day and Year (Part 2)	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
11734	ELT_Cohort 3 Session 5: Re-Engineering Your School Day and Year (Part 3)	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
11735	ELT_Cohort 3 Session 6: Team Presentations and Feedback	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
12072	ELT_ELRC and CBO Joint Planning	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
11407	ELT_ELRC and CBO Site Director Joint Sessions	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
12327	ELT_Engaging Enrichment	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
12071	ELT_Time Collaborative Schools - Decision Making For Results and Data Team Meetings	Review and align resources to schools based on identified student and programmatic needs that support the District Theory of Action.	Walk through, site-visits, coaching conversations, examination of teacher and student work against the NCTL seven essential elements
13648	GEN_Innovation Greenhouse II (Week 1)	Increase by 50% the number of schools rated effective in Tenet 3: Curriculum " The district proactively utilizes assessment and accountability systems to assess school-wide effectiveness, monitor school progress and provide the school with real-time analysis of student learning and patterns and trends that lead to the development of school-wide improvement plans" as reported on 15-16 school reviews	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13650	GEN_Innovation Greenhouse II (Week 2)	Increase by 50% the number of schools rated effective in Tenet 3: Curriculum " The district proactively utilizes assessment and accountability systems to assess school-wide effectiveness, monitor school progress and provide the school with real-time analysis of student learning and patterns and trends that lead to the development of school-wide improvement plans" as reported on 15-16 school reviews	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment

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13651	GEN_Innovation Greenhouse II (Week 3)	Increase by 50% the number of schools rated effective in Tenet 3: Curriculum " The district proactively utilizes assessment and accountability systems to assess school-wide effectiveness, monitor school progress and provide the school with real-time analysis of student learning and patterns and trends that lead to the development of school-wide improvement plans" as reported on 15-16 school reviews	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13652	GEN_Innovation Greenhouse II (Week 4)	Increase by 50% the number of schools rated effective in Tenet 3: Curriculum " The district proactively utilizes assessment and accountability systems to assess school-wide effectiveness, monitor school progress and provide the school with real-time analysis of student learning and patterns and trends that lead to the development of school-wide improvement plans" as reported on 15-16 school reviews	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13653	GEN_Innovation Greenhouse II (Week 5)	Increase by 50% the number of schools rated effective in Tenet 3: Curriculum " The district proactively utilizes assessment and accountability systems to assess school-wide effectiveness, monitor school progress and provide the school with real-time analysis of student learning and patterns and trends that lead to the development of school-wide improvement plans" as reported on 15-16 school reviews	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13076	GEN_Innovation Greenhouse II DI Pre-Program	Increase by 50% the number of schools rated effective in Tenet 3: Curriculum " The district proactively utilizes assessment and accountability systems to assess school-wide effectiveness, monitor school progress and provide the school with real-time analysis of student learning and patterns and trends that lead to the development of school-wide improvement plans" as reported on 15-16 school reviews	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12934	GEN_Best Practices Summit	Increase by 50% schools will demonstrate implementation of the use of Common Formative Assessments developed by the district for mathematics and aligned to the CCLS for Mathematics in grades 7-9 (Pre Algebra through Common Core Algebra.)	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13294	CIT_New Lead Teacher Mentors: Orientation	Improve the quality of new hires and stability of new hires by 10% as measured by evaluations and staff retention rates.	Site-visits, observations, surveys
11899	ELA_Reading Teacher CLC	Improve the quality of new hires and stability of new hires by 10% as measured by evaluations and staff retention rates.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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12652	CIT_Action Research	Improve inter rater reliability of teacher evaluations evidenced by collegial work on best practices in the evaluation process: calibrated learning walks with expert guidance: and written observation review and feedback, for 100% of sitting administrators as measured by observation reviews by Master evaluators.	Site-visits, observations, surveys
12651	CIT_Lead Teacher Mentor Forum Training	Improve inter rater reliability of teacher evaluations evidenced by collegial work on best practices in the evaluation process: calibrated learning walks with expert guidance: and written observation review and feedback, for 100% of sitting administrators as measured by observation reviews by Master evaluators.	Site-visits, observations, surveys
13635	OPL_McKay CIT Peer Reviewer/Mentoring Training: GROUP 1	Improve inter rater reliability of teacher evaluations evidenced by collegial work on best practices in the evaluation process: calibrated learning walks with expert guidance: and written observation review and feedback, for 100% of sitting administrators as measured by observation reviews by Master evaluators.	Increased accuracy on teacher preformance ratings against the <i>Framework for Teaching</i> rubric.
13295	CIT_Peer Reviewers: Teachscape Modules	Improve inter rater reliability of teacher evaluations evidenced by collegial work on best practices in the evaluation process: calibrated learning walks with expert guidance: and written observation review and feedback, for 100% of sitting administrators as measured by observation reviews by Master evaluators.	Site-visits, observations, surveys
11266	GEN_Closing the Attitude Gap	Ensure utilization of common language for use of data throughout the district as evidenced by adherence to template for school chief/administrative site visits and learning walks.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12207	GEN_Cultivating Differentiation	Central Office will engage with building administrators to define a continuum of Behavioral Response to Intervention within the framework of student engagement in learning. 50% of building tenet 5 ratings will increase one level.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11695	AAAS_Baobab Field Experience In-Service	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment

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12667	AAAS_Culturally Responsive Classroom Management (Part II)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment
11696	AAAS_Culturally Responsive Teaching Awareness (New Teachers)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment
11897	AAAS_Culturally Responsive Teaching for CTE Teachers	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment
13260	AAAS_Magnificent Africa at the Baobab Cultural Center	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment
13259	AAAS_The Culturally Responsive Classroom (Section 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment
13571	AAAS_The Culturally Responsive Classroom (Section 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment
13572	AAAS_The Culturally Responsive Classroom (Section 3)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment
13573	AAAS_The Culturally Responsive Classroom (Section 4)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment
12488	ARTS_AEMDD: Raising Test Scores with Arts Integration	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment

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13291	ARTS_Common Sense Arts Standards CLC (Group 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13292	ARTS_Common Sense Arts Standards CLC (Group 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11170	ARTS_Functional Technology for Music Classrooms	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12700	ARTS_High Quality Visual Arts Instruction and Collaboration - CCLS (ELA) and VA	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12702	ARTS_High Quality Visual Arts Instruction and Collaboration - CCLS (Math) and VA	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12694	ARTS_High Quality Visual Arts Instruction and Collaboration - Domain 1; 1a, 1b, 1d	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12574	ARTS_High Quality Visual Arts Instruction and Collaboration - Domain 1; 1c, 1e, 1f	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12695	ARTS_High Quality Visual Arts Instruction and Collaboration - Domain 2; 2a, 2b	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12696	ARTS_High Quality Visual Arts Instruction and Collaboration - Domain 2; 2c, 2d, 2e	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment

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12697	ARTS_High Quality Visual Arts Instruction and Collaboration - Domain 3; 3a, 3b, 3c	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12698	ARTS_High Quality Visual Arts Instruction and Collaboration - Domain 3; 3d, 3e	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12699	ARTS_High Quality Visual Arts Instruction and Collaboration - ELA Skills Development through VA	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12701	ARTS_High Quality Visual Arts Instruction and Collaboration - Math Skills Development through VA	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11623	ARTS_Music: Audition Prep	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11660	ARTS_Music: Brass Techniques	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11672	ARTS_Music: Classroom Management for the Special Subject Teacher - Crisis Management and Verbal De-escalation	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11668	ARTS_Music: Classroom Management for the Special Subject Teacher - Introduction to Positive Behavior Management (Part I)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11669	ARTS_Music: Classroom Management for the Special Subject Teacher - Introduction to Positive Behavior Management (Part II)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment

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11673	ARTS_Music: Classroom Management for the Special Subject Teacher - Resources and Reflection	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11670	ARTS_Music: Classroom Management for the Special Subject Teacher - Special Learners (Part I)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11671	ARTS_Music: Classroom Management for the Special Subject Teacher - Special Learners (Part II)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11621	ARTS_Music: Critically Examining Curriculum (Part II)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11649	ARTS_Music: Critically Examining Curriculum (Part III)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11651	ARTS_Music: Critically Examining Curriculum (Part IV)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12739	ARTS_Music: Greater Rochester Area Orff Schulwerk Association	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12045	ARTS_Music: NYSSMA 79th Annual Winter Conference (2014)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12118	ARTS_Music: Practical Skills on Secondary Instruments Ensemble	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment

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12142	ARTS_Music: Strategies to Engage Students in General Music Class	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13210	ARTS_Music: Summer 2016 Boot Camp	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12138	ARTS_Music: Woodwind Techniques	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12669	ARTS_NYSDPI Grant: Arts Integration	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11658	ARTS_NYSSMA and MCSMA Audition Prep	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13208	ARTS_Professional Learning Standards and The Danielson Framework for Teaching	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11750	ARTS_Seneca Park Zoo Preview (K-2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12889	ARTS_Visual Art: Right-to-Know (Health Effects and Hazards of Toxic Substances in the Workplace)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13209	ARTS_Visual Art: Summer 2016 Boot Camp	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment

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12891	ARTS_Visual Arts Steering Committee	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13505	CTE_Career Development 9th Grade Integrated Projects - Scope and Sequence and Unit Development	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Curriculum reviews, walk through, examination of teacher and student work, portfolio reviews, student progress on Career Development and Occupational Studies (CDOS) Commencement credentials.
11978	CTE_Creating a Framework for 21st Century Learning CLC	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Curriculum reviews, walk through, examination of teacher and student work, portfolio reviews, student progress on Career Development and Occupational Studies (CDOS) Commencement credentials.
13503	CTE_Curriculum Development for Career and Financial Management - Scope and Sequence	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Curriculum reviews, walk through, examination of teacher and student work, portfolio reviews, student progress on Career Development and Occupational Studies (CDOS) Commencement credentials.
13502	CTE_Curriculum Development for Design and Drawing for Production - Scope and Sequence	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Curriculum reviews, walk through, examination of teacher and student work, portfolio reviews, student progress on Career Development and Occupational Studies (CDOS) Commencement credentials.
13647	CTE_Developing and Enhancing the CTE Curriculum for NYSSA Students	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Curriculum reviews, walk through, examination of teacher and student work, portfolio reviews, student progress on Career Development and Occupational Studies (CDOS) Commencement credentials.
13499	CTE_Embedding CCSS Literacy Shifts into the Scope and Sequence of Home and Career Skills Education	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Curriculum reviews, walk through, examination of teacher and student work, portfolio reviews, student progress on Career Development and Occupational Studies (CDOS) Commencement credentials.
13504	CTE_Embedding Mathematical Reasoning into the Scope and Sequence of Technology Education	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Curriculum reviews, walk through, examination of teacher and student work, portfolio reviews, student progress on Career Development and Occupational Studies (CDOS) Commencement credentials.
11592	CTE_Engineering by Design CLC	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Curriculum reviews, walk through, examination of teacher and student work, portfolio reviews, student progress on Career Development and Occupational Studies (CDOS) Commencement credentials.

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11790	CTE_Engineering by Design Curriculum	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Curriculum reviews, walk through, examination of teacher and student work, portfolio reviews, student progress on Career Development and Occupational Studies (CDOS) Commencement credentials.
13077	ELA_Content Area Literacy: A Framework for Teaching and Learning	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11254	ELA_Designing Coherent Instruction: 3-5 Curriculum Implementation (I)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11344	ELA_Designing Coherent Instruction: 3-5 Curriculum Implementation (II)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11912	ELA_Designing Coherent Instruction: 3-5 Curriculum Implementation (III)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11831	ELA_Designing Coherent Instruction: 3-5 Curriculum Implementation (IV)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11842	ELA_Designing Coherent Instruction: 3-5 Curriculum Implementation (IX)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11838	ELA_Designing Coherent Instruction: 3-5 Curriculum Implementation (VI)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11840	ELA_Designing Coherent Instruction: 3-5 Curriculum Implementation (VII)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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11841	ELA_Designing Coherent Instruction: 3-5 Curriculum Implementation (VIII)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11253	ELA_Designing Coherent Instruction: 6-8 Curriculum Implementation (I)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11339	ELA_Designing Coherent Instruction: 6-8 Curriculum Implementation (II)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11341	ELA_Designing Coherent Instruction: 6-8 Curriculum Implementation (III)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11823	ELA_Designing Coherent Instruction: 6-8 Curriculum Implementation (IV)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11824	ELA_Designing Coherent Instruction: 6-8 Curriculum Implementation (V)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11830	ELA_Designing Coherent Instruction: 6-8 Curriculum Implementation (VI)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11827	ELA_Designing Coherent Instruction: 6-8 Curriculum Implementation (VII)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11828	ELA_Designing Coherent Instruction: 6-8 Curriculum Implementation (VIII)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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11252	ELA_Designing Coherent Instruction: 9-12 Curriculum Implementation (I)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11334	ELA_Designing Coherent Instruction: 9-12 Curriculum Implementation (II)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11336	ELA_Designing Coherent Instruction: 9-12 Curriculum Implementation (III)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11832	ELA_Designing Coherent Instruction: 9-12 Curriculum Implementation (IV)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11834	ELA_Designing Coherent Instruction: 9-12 Curriculum Implementation (V)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11835	ELA_Designing Coherent Instruction: 9-12 Curriculum Implementation (VI)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11836	ELA_Designing Coherent Instruction: 9-12 Curriculum Implementation (VII)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11837	ELA_Designing Coherent Instruction: 9-12 Curriculum Implementation (VIII)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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12366	ELA_Designing Coherent Instruction: Analyzing the Common Core English Regents	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11555	ELA_Designing Coherent Instruction: AP English Literature and Language	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11552	ELA_Designing Coherent Instruction: Close Reading CLC	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11553	ELA_Designing Coherent Instruction: Strategies for Success with CCLS	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11257	ELA_Designing Coherent Instruction: Writing in Grades 3-5	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12724	ELA_Designing Coherent Instruction: Writing in Grades 6-12	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11258	ELA_Designing Coherent Instruction: Writing in Grades 6-8	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11259	ELA_Designing Coherent Instruction: Writing in Grades 9-12	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11594	ELA_Engaging Students in the Common Core Curriculum CLC	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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11847	ELA_English Council (PreK-12)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12258	ELL_Building Cultural Competency	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
13592	ELL_Classroom Instruction That Works with English Language Learners	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
13180	ELL_Designing Coherent Instruction for ELLs (Grades 3-12)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
11550	ELL_Designing Cohesive Integrated Content/Common Core-Based Instruction for ELLs and All Students (Part I)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
11551	ELL_Designing Cohesive Integrated Content/Common Core-Based Instruction for ELLs and All Students (Part II)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
12295	ELL_Developing Thematic-Based Units and Assessments	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
11549	ELL_Establishing Quality Teaching Relationships and Practices	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment

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13516	ELL_Estructura Para La Evaluacion del Nivel Independiente De Lectura	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
12480	ELL_Explicit Direct Instruction for English Language Learners	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
13402	ELL_Getting Started with ELLs	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
12401	ELL_Gomez and Gomez Dual Language Model (Section 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
12402	ELL_Gomez and Gomez Dual Language Model (Section 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
12393	ELL_Gomez and Gomez Dual Language Model (Section 3)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
12294	ELL_Language and Content Area Objectives	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
12293	ELL_Moving Students Along The Language Acquisition Spectrum	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
12291	ELL_Progress Monitoring That Leads to Effective Instruction	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment

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12116	ELL_Scaffolding Common Core-Based Instruction for All Learners (Grades 7-8)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
12117	ELL_Scaffolding Common Core-Based Instruction for All Learners (Grades 9-12)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
12481	ELL_Teaching for Biliteracy	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
10272	ELL_Teaching Multi-Grade Level and Multi-Proficiency Level ESOL K-5	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
12292	ELL_Total Participation Strategies - Student Engagement	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
11888	ELL_Understanding Refugee and SIFE Students	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
13594	ELL_Using eLearning Resources to Scaffold Instruction (Grades 7-12)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment
12555	FL_Differentiating Instruction in the LOTE Classroom	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student Work, formative and summative assessment

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13548	GEN_Bilingual Summer Institute: Ensuring Educational Access and Equity for Culturally and Linguistically Diverse Learners	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13655	GEN_Collaborative Conversations in STEM Education & Leadership	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12199	GEN_College Goal New York	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13009	GEN_Connecting Number and Operation to Computational Fluency	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13322	GEN_Deepening Our Mathematics Content Knowledge to Support Elementary and ELL Students with Number and Operation Fluency (Grades K-5)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11587	GEN_Focused Lesson Planning - Building a Stronger Classroom	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment

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13008	GEN_Geometry and Its Connection to Number	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12714	GEN_Grappling with Math and Science	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13513	GEN_Jumpstart to Fundamentals of Inquiry	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11413	GEN_New York State Alternate Assessments (NYSAA): Creating, Interpreting, and Acting on Classroom Assessment	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11304	GEN_New York State Alternative Assessment (NYSAA) Training	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11383	HPE_40 Developmental Asset Training-Student Led	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
11788	HPE_Action Based Learning	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
12006	HPE_An Overview of the Pacing Chart, Scope and Sequence, and Movement Themes for the K-6 Physical Education Program	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment

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11159	HPE_It's All Elementary	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
10998	HPE_It's Time to WISE and Shine	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
13265	HPE_Keeping Children Safe in a Changing World (Section 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
13287	HPE_Keeping Children Safe in a Changing World (Section 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
13500	HPE_Math & Movement	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
11385	HPE_Medical Marijuana	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
13263	HPE_Multi-Tiered Behavioral Support Systems	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
12497	HPE_Opiate Overdose Prevention	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment

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11386	HPE_Opioids (RX/OTC/Heroin) Misuse and Abuse	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
12421	HPE_Playworks Recess Refresher	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
13498	HPE_Playworks: Recess Implementation	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
11540	HPE_Preventing Teen Pregnancy with Long Acting Reversible Contraceptives	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
13497	HPE_Teaching Movement Education	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
12409	HPE_The 40 Developmental Assets and Poverty	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
12453	HPE_The Power of Play	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
13494	HPE_Understanding Unit Plan Mapping Progression in Physical Education	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment

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13496	HPE_Using Standardized Testing (TGMD-2) to Assess Students' Gross Motor Development	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, pre-post surveys, examination of teacher and student Work, formative and summative assessment
13034	LMS_Cool Tools for Schools (Track One)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
13097	LMS_Cool Tools for Schools (Track Three)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
13096	LMS_Cool Tools for Schools (Track Two)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
13029	LMS_Destiny Catalog Basics	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
13028	LMS_eBook Collection	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
13041	LMS_Google and Cloud Computing from RRLC	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
13030	LMS_Google Apps for Nonprofits from RRLC	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
13037	LMS_Librarians' CLC	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work

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13600	LMS_MARC Records and Destiny	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
13602	LMS_NOVELNY Update	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
13036	LMS_Online Sharing with Lib Guides and Google Docs	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
13606	LMS_Open Lab - Online Sharing with Google Drive	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
13605	LMS_School Library System Forum	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
13604	LMS_Search and the Net @ 2016	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
13040	LMS_Storytelling 101	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
13038	LMS_Strengthening the Foundation: Preparing Students for College-Level Research	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
13603	LMS_Tech Camp	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work

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11468	LTG_Mathematical Modeling (Cohort 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11469	LTG_Mathematical Modeling (Cohort 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11979	LTG_Modeling With Scientific Data	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11982	LTG_Probability Distributions	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11981	LTG_Sequences and Series	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11980	LTG_Sketching Trigonometric Functions	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11983	LTG_Statistical Measures of Dispersion	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11984	LTG_Three-Dimensional Geometric Measurement	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11886	LTG_Transformations Using Geometer's Sketchpad (Advanced)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work

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11884	LTG_Transformations Using Geometer's Sketchpad (Beginner)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11885	LTG_Transformations Using Geometer's Sketchpad (Intermediate)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11127	MTH_Algebra 1 Math Lab (Part 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11883	MTH_Algebra 1 Math Lab (Part 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11911	MTH_Building Conceptual Understanding in Algebra 2	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11485	MTH_CCLS 3-5: Algebraic Thinking	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11484	MTH_CCLS 3-5: Multiplication and Division	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11483	MTH_CCLS 3-5: Rational Numbers	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11582	MTH_CCLS_K-2: Addition and Subtraction	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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11580	MTH_CCLS_K-2: Numeration and Numbers	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
10466	MTH_CCSS Grades 6-7: Number System	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11070	MTH_Developing Mathematical Ideas: Making Meaning of Operations	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13269	MTH_Developing Resilient Math Students	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13155	MTH_Expressions and Equations to Functions	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13273	MTH_Implementing Effective Tasks in Algebra 1	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11390	MTH_Incorporating K-2 Math Centers	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13154	MTH_Introduction to Algebra II Common Core	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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11389	MTH_Let's Do the Math: Grade 3	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11388	MTH_Let's Do the Math: Grade 4	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11387	MTH_Let's Do the Math: Grade 5	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11128	MTH_Math 7-8 Kickoff	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11396	MTH_Math Council (7-8)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11397	MTH_Math Council (9-12)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11910	MTH_Math Council (K-6)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11412	MTH_Mathematical Modeling and NYCCLS	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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13084	MTH_MSP Developing Algebraic Concepts and Skills in Light of the CCSSM: A Focus on Grades 5-8	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11667	MTH_MSP Digging Deeper into the CCSSM: A Focus on Fractions, Ratio and Proportionality, and Linearity (Grade 5-8 Focus)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11756	MTH_MSP Orchestrating Productive Mathematics Discussions	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12102	MTH_MSP Orchestrating Productive Mathematics Discussions (ONLINE)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13271	MTH_Number Base Ten for K-5	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13134	MTH_Supporting High Quality Mathematics Instruction (Administrators)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13085	SCI_Collaborative Planning for Engagement and Achievement in Science	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment

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13387	SCI_College Board STEM Initiative (Part 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
11630	SCI_Digital Resources for Science Texts	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
11429	SCI_Front-Loading Digital Content	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
13270	SCI_Implementing the Science Texts (6-8) (Section 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
13274	SCI_Implementing the Science Texts (6-8) (Section 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
13267	SCI_Implementing the Science Texts (K-5) (Section 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
13276	SCI_Implementing the Science Texts (K-5) (Section 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
12860	SCI_Intermediate Level Lab Development	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
13178	SCI_Intermediate/Middle Level Lab Development	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment

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11793	SCI_Laboratory Experiences for Earth Science (Phase I)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
12464	SCI_Management Procedures for the Science Classroom	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
12180	SCI_MSP Inquiry in the Science Classroom: A Focus on Life Sciences	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
12181	SCI_MSP Inquiry in the Science Classroom: A Focus on Physical/Earth Sciences	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
11822	SCI_MSP Life Sciences Content Lab Experience	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
12264	SCI_MSP Physical/Earth Sciences Content Lab Experience	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
12043	SCI_Preparing for the NYS Elementary Level Science Test (ELST)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
12398	SCI_Preparing for the NYS Elementary Level Science Test (ELST) - Part II	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
11792	SCI_Preparing for the NYS Intermediate Level Science Test (ILST)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment

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12561	SCI_Preparing Students for the LE Examination	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
11862	SCI_Right-to-Know: Health Effects and Hazards of Toxic Substances in the Workplace	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
13132	SCI_Teaching Science at the Elementary Level	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
11996	SCI_The 4 Required Living Environment Labs: Developing the Best Learning Experience for Students	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
11789	SCI_The 5 E's to Teaching Science Inquiry	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment
13288	SPED_8:1+2 and 8:1+1 Program Kick-Off	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11564	SPED_Accessible Literacy Learning and Early Literacy Skills Curriculum	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13278	SPED_ASD Program Kick-Off	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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11939	SPED_Autism Spectrum Disorder (ASD 101): Instructing Students with Autism	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11973	SPED_Autism Spectrum Disorder (ASD 201): Social Curriculum and Parent Training	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11117	SPED_Case and Psychology Staff Meetings	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11743	SPED_CDOS Curriculum Development	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11056	SPED_Collaborative Planning and Co-Teaching Series	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12572	SPED_Collaborative Teaching Conference	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13277	SPED_Consultant Teacher Series (Session 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13280	SPED_Consultant Teacher Series (Session 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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12304	SPED_eLearning: Increasing Student Engagement - Total Participation Techniques	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12978	SPED_Indicator 13 - Transition in the IEP (Section 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12975	SPED_Indicator 13 - Transition in the IEP (Section 10)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12980	SPED_Indicator 13 - Transition in the IEP (Section 11)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12974	SPED_Indicator 13 - Transition in the IEP (Section 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12979	SPED_Indicator 13 - Transition in the IEP (Section 3)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12972	SPED_Indicator 13 - Transition in the IEP (Section 4)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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12976	SPED_Indicator 13 - Transition in the IEP (Section 5)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12973	SPED_Indicator 13 - Transition in the IEP (Section 6)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12981	SPED_Indicator 13 - Transition in the IEP (Section 7)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12977	SPED_Indicator 13 - Transition in the IEP (Section 8)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12982	SPED_Indicator 13 - Transition in the IEP (Section 9)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11604	SPED_Intro to Boardmaker	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11825	SPED_Language Enriched Integrated Co-Teaching Classroom CLC	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11536	SPED_LANGUAGE! Live Literacy Intervention	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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13649	SPED_LE-ICOT Training	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11812	SPED_Multi-Tiered Behavioral Support Systems	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13257	SPED_Multi-Tiered Behavioral Support Systems (Section 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13258	SPED_Multi-Tiered Behavioral Support Systems (Section 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13285	SPED_PECS: Picture Exchange Communication System	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11757	SPED_Phonics Boost and Phonics Blitz Reading Interventions	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13268	SPED_SDI: What's Special about Special Education?	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12361	SPED_Specially Designed Instruction in Physical Education (Grades 7-12)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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12645	SPED_Specially Designed Instruction in Physical Education (Grades K-12)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12360	SPED_Specially Designed Instruction in Physical Education (Grades K-6)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11821	SPED_Teaching Students with Moderate and Severe Intellectual Disabilities	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11404	SPED_Using Social Narratives to Enhance Participation for Students with Autism	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11050	SPED_What's "Special" about Special Education?	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12055	SPED_Writing Quality IEPs with the Common Core in Mind	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13290	SPED_Writing Quality IEPs with the Common Core in Mind (Section 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13615	SPED_Writing Quality IEPs with the Common Core in Mind (Section 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, <u>Algebra I Common Core.</u>	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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13412	SS_Building Inquiry: An Introduction to the C3 Framework and the Toolkit Project (Section 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13413	SS_Building Inquiry: An Introduction to the C3 Framework and the Toolkit Project (Section 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11137	SS_CCLS Framework: Global 10	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
10921	SS_CCLS Framework: Grade 9	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11133	SS_CCLS Frameworks: Grades 3-6	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11135	SS_CCLS Frameworks: Grades 7-8	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11131	SS_CCLS Frameworks: Grades K-2	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11818	SS_Dawoud Bey: The Birmingham Project	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11377	SS_Developing Compelling Questions CLC	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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11379	SS_Early America CLC	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11380	SS_Gaming the Past CLC	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11654	SS_History Through the Lens of Photography: The Birmingham Project	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12559	SS_Integrating Language and Literacy into Secondary Social Studies Instruction	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13422	SS_Investigating the NYS Social Studies Framework and Its Impact on Instructional Practices 6-8 (Section 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13421	SS_Investigating the NYS Social Studies Framework and Its Impact on Instructional Practices 6-8 (Section 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13492	SS_Investigating the NYS Social Studies Framework and Its Impact on Instructional Practices 9-12 (Section 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13493	SS_Investigating the NYS Social Studies Framework and Its Impact on Instructional Practices 9-12 (Section 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13418	SS_Investigating the NYS Social Studies Framework and Its Impact on Instructional Practices K-5 (Section 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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13417	SS_ Investigating the NYS Social Studies Framework and Its Impact on Instructional Practices K-5 (Section 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13420	SS_Mission US: A Virtual Field Trip into History Presented by WXXI	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11605	SS_Re-Thinking Thanksgiving: A Native American Perspective on an American Holiday	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12573	SS_Rochester History Curriculum Development	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12484	SS_Strategies for Writing Thematic Essays	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11589	SS_Teaching about the Iroquois (Haudenosaunee): What every 4th grade teacher needs to know about the new Common Core	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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11381	SS_The Invisible Hook CLC	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13414	SS_The New Social Studies Regents Exam and Its Impact on Instruction and Assessment (Section 1)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13415	SS_The New Social Studies Regents Exam and Its Impact on Instruction and Assessment (Section 2)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11129	SS_The World That Trade Created CLC	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11764	GEN_Collegial Conversation on Differentiating Instruction	By May 2016, a minimum of 75% of schools will utilize embedded Common Formative Assessments in the ELA Curriculum for grades 7-9 will be progress monitored by the district to determine student growth in meeting the CCLS and inform curricular modifications.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12510	GEN_Data Teams 4 Learning	By May 2016, a minimum of 75% of schools will utilize embedded Common Formative Assessments in the ELA Curriculum for grades 7-9 will be progress monitored by the district to determine student growth in meeting the CCLS and inform curricular modifications.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13021	GEN_DI by Design	By May 2016, a minimum of 75% of schools will utilize embedded Common Formative Assessments in the ELA Curriculum for grades 7-9 will be progress monitored by the district to determine student growth in meeting the CCLS and inform curricular modifications.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment

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11255	ELA_Designing Coherent Instruction: K-2 Curriculum Implementation (I)	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11349	ELA_Designing Coherent Instruction: K-2 Curriculum Implementation (II)	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11351	ELA_Designing Coherent Instruction: K-2 Curriculum Implementation (III)	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11829	ELA_Designing Coherent Instruction: K-2 Curriculum Implementation (IV)	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11845	ELA_Designing Coherent Instruction: K-2 Curriculum Implementation for April Content	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11843	ELA_Designing Coherent Instruction: K-2 Curriculum Implementation for February Content	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11844	ELA_Designing Coherent Instruction: K-2 Curriculum Implementation for March Content	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11846	ELA_Designing Coherent Instruction: K-2 Curriculum Implementation for May Content	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11256	ELA_Designing Coherent Instruction: K-2 Unit and Domain Assessments	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11260	ELA_Designing Coherent Instruction: Writing in Grades K-2	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11421	UPK_COR Advantage	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data

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12212	UPK_COR Advantage to Write Summary Reports	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
11943	UPK_Effective Preschool Practices for Children with Disabilities	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12108	UPK_First Aid and CPR Training	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12299	UPK_Make and Take Song Cards to Support Learning	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12168	UPK_Me, You, Us: Social-Emotional Learning in Preschool	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
11736	UPK_Meeting the Needs of All of Our Children	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12236	UPK_Music and Movement Aren't Just for Large Group Time!	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
11690	UPK_New Teacher Forum	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12352	UPK_Online HighScope: All About the Numbers Plus Preschool Mathematics Curriculum	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12351	UPK_Online HighScope: Exploring Physical Development - Gross and Fine Motor Skills	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12350	UPK_Online HighScope: How to Support Active Learning During Work Time	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12349	UPK_Online HighScope: Large-Group Time	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data

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12224	UPK_Online HighScope: Making Your Workshops Active and Engaging	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12347	UPK_Online HighScope: Planning and Recall - Why and How	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12225	UPK_Online HighScope: Presenting and Facilitating Workshops	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12346	UPK_Online HighScope: Scaffolding Children's Learning at Small Group Time	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12235	UPK_PreK Safety Procedures: Moving Minds - An Overview	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
11545	UPK_Scope and Sequence of the HighScope ELA Curriculum	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
11546	UPK_Scope and Sequence of the HighScope Math Curriculum	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12389	UPK_SMART Board (Part 1)	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12390	UPK_SMART Board (Part 2)	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12182	UPK_Strategies for Guiding Children's Behavior	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12367	UPK_Teaching Alternative Replacement Behaviors to Students with Challenging Behaviors	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12183	UPK_Using COR Advantage Data to Drive ELA Instruction in UPK Classrooms	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data

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12152	UPK_Using COR Advantage Data to Drive Math Instruction in the UPK Classroom	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12200	UPK_Using COR Advantage to Guide Instruction	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12210	UPK_Using COR Advantage to Lesson Plan	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12343	UPK_Using Informational Text to Support Science and Social Studies in PreK	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12303	UPK_Using Instruments in the UPK Classroom	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
12211	UPK_Using Program Assessment Data to Strengthen Classroom Practices	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Pre/Post COR, PQA, Brigance, and TCRS data
13534	GEN_FACS Educators Professional Development Workshop: Curriculum Development and Networking	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11636	GEN_Introduction to Differentiated Instruction	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11950	GEN_Introduction to Differentiated Instruction (Section 1)	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11951	GEN_Introduction to Differentiated Instruction (Section 2)	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11953	GEN_Introduction to Differentiated Instruction (Section 3)	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, examination of teacher and student work, portfolio reviews; formative and summative assessment

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13018	GEN_Introduction to Differentiated Instruction (Section 5)	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13019	GEN_Introduction to Differentiated Instruction (Section 6)	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13020	GEN_Introduction to Differentiated Instruction (Section 7)	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11450	GEN__Introduction to Differentiating Instruction	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12614	GEN_Leading Organizational Change: Force Field Analysis	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11656	IM&T_Excel Beginner	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
12554	IM&T_Excel Beginner for Parent Liaisons and Home School Assistants	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11657	IM&T_Excel Intermediate	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work

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11473	IM&T_SharePoint Basics	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11475	IM&T_SharePoint Lists & Libraries	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11476	IM&T_SharePoint Site Creation and Customization	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
12267	IT_Classroom Websites: Create and Maintain Your Classroom Website	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
12269	IT_Creating RCSD Classroom Websites (Open Lab)	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
12196	IT_eLearning: Google Classroom Intro	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11782	IT_FLVS: Blended Learning Model Theory	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work

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12279	IT_Intro to Lexia Core5	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11796	IT_Introduction to SMART Response System	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
12297	IT_Lexia Core5 Student Reports: Monitor Your Students in 5 Clicks	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11665	IT_Using BrainPOP in the Differentiated Classroom	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11533	IT_Webinar: Intro to Lexia Core5	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
11331	IT_Webinar: K-2 iPad - Let's Get Organized	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work

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11382	IT_Webinar: K-2 iPad - Let's Get Organized!	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work
12505	OPL_Building and Maintaining a Culture of Trust	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, review of professional learning plans and pre and post scores on SAI2 (Standards Assessment Inventory)2
12508	OPL_Creating a Professional Learning Plan that Impacts Student Achievement	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, review of professional learning plans and pre and post scores on SAI2 (Standards Assessment Inventory)3
12509	OPL_Creating a Safe and Supportive Learning Environment	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, review of professional learning plans and pre and post scores on SAI2 (Standards Assessment Inventory)4
12506	OPL_Developing Teams Focused on Teaching and Learning	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, review of professional learning plans and pre and post scores on SAI2 (Standards Assessment Inventory)5
13630	OPL_Framework for Teaching Training for Teacher Facilitators	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, review of professional learning plans and pre and post scores on SAI2 (Standards Assessment Inventory)6
12705	OPL_Instructional Coach Collaborative Forum - Content and Specialized Services	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11896	OPL_Instructional Coach Collaborative Forum - Customer Service and Content	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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11289	OPL_Instructional Coach Collaborative Forum - DI, Professional Learning Standards, C-BAM	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11591	OPL_Instructional Coach Collaborative Forum - Differentiation and Content	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12101	OPL_Instructional Coach Collaborative Forum - Differentiation Protocols and Content	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11800	OPL_Instructional Coach Collaborative Forum - Differentiation, Vertical Teaming, and Content Area Updates	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13002	OPL_Instructional Coach Collaborative Forum - Differentiation, Questioning and Content	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12218	OPL_Instructional Coach Collaborative Forum - Evaluation Rubric, Differentiation, Facilitation Skills, Content	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12217	OPL_Instructional Coach Collaborative Forum - Evaluation Rubric, Facilitation Skills, Content	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12179	OPL_Instructional Coach Collaborative Forum - Evaluation Rubric, OPL Protocols, and Content	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11709	OPL_Instructional Coach Collaborative Forum - Goal Setting, Conversation Cafe, and Content	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

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12216	OPL_Instructional Coach Collaborative Forum - IM&T Day	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
11493	OPL_Instructional Coach Collaborative Forum - NWEA, Reflection, Content	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
13612	OPL_Strengthening Student Engagement: Protocols and Strategies for the Classroom	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, coaching conversations, review of professional learning plans and pre and post scores on SAI2 (Standards Assessment Inventory)2
13601	OPL_McKay Danielson Training Cohort 3 GROUP 1	100% of RCSD supervising administrators, including directors, principals, assistant principals, coordinating administrators of special education will be trained and calibrated utilizing the Danielson Framework for Teaching as evidenced by average of 3.0 rating external evaluator rubric ratings.	Increased accuracy on teacher preperformance ratings against the <i>Framework for Teaching</i> rubric.
13609	OPL_McKay Danielson Training Cohort 3 GROUP 2	100% of RCSD supervising administrators, including directors, principals, assistant principals, coordinating administrators of special education will be trained and calibrated utilizing the Danielson Framework for Teaching as evidenced by average of 3.0 rating external evaluator rubric ratings.	Increased accuracy on teacher preperformance ratings against the <i>Framework for Teaching</i> rubric.
13610	OPL_McKay Danielson Training Cohort 3 GROUP 3	100% of RCSD supervising administrators, including directors, principals, assistant principals, coordinating administrators of special education will be trained and calibrated utilizing the Danielson Framework for Teaching as evidenced by average of 3.0 rating external evaluator rubric ratings.	Increased accuracy on teacher preperformance ratings against the <i>Framework for Teaching</i> rubric.
13611	OPL_McKay Danielson Training Cohort 3 GROUP 4	100% of RCSD supervising administrators, including directors, principals, assistant principals, coordinating administrators of special education will be trained and calibrated utilizing the Danielson Framework for Teaching as evidenced by average of 3.0 rating external evaluator rubric ratings.	Increased accuracy on teacher preperformance ratings against the <i>Framework for Teaching</i> rubric.
12440	OPL_Teachscape: Learn	100% of RCSD supervising administrators, including directors, principals, assistant principals, coordinating administrators of special education will be trained and calibrated utilizing the Danielson Framework for Teaching as evidenced by average of 3.0 rating external evaluator rubric ratings.	Increased accuracy on teacher preperformance ratings against the <i>Framework for Teaching</i> rubric.

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11436	GEN_AIMSwEB Training for Fall Benchmark Assessments	100% of grades k - 8 utilize NWEA data and common writing assessment as formative data to drive instructional decisions. 90% of 7/8 schools will utilize mathematics and ela common formative assessment cycle to drive instructional decisions	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11520	GEN_Data Team: Using NWEA-MAP Reports	100% of grades k - 8 utilize NWEA data and common writing assessment as formative data to drive instructional decisions. 90% of 7/8 schools will utilize mathematics and ela common formative assessment cycle to drive instructional decisions	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12368	GEN_Examining NWEA Data and Resources	100% of grades k - 8 utilize NWEA data and common writing assessment as formative data to drive instructional decisions. 90% of 7/8 schools will utilize mathematics and ela common formative assessment cycle to drive instructional decisions	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11439	GEN_Interpreting NWEA Reports	100% of grades k - 8 utilize NWEA data and common writing assessment as formative data to drive instructional decisions. 90% of 7/8 schools will utilize mathematics and ela common formative assessment cycle to drive instructional decisions	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12370	GEN_NWEA-MAP: Informing Instruction Using Instructional Ladders	100% of grades k - 8 utilize NWEA data and common writing assessment as formative data to drive instructional decisions. 90% of 7/8 schools will utilize mathematics and ela common formative assessment cycle to drive instructional decisions	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12369	GEN_NWEA-MAP: Student Goal Setting and Growth Overview	100% of grades k - 8 utilize NWEA data and common writing assessment as formative data to drive instructional decisions. 90% of 7/8 schools will utilize mathematics and ela common formative assessment cycle to drive instructional decisions	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11408	GEN_Closing the Attitude Gap & Motivating Black Males to Achieve	100% of certificated administrators will engage with culturally responsive training and identify best practices within each building that support student development. Reduce by 25% disproportionate suspensions for Black/African American SWD	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12589	GEN_Social Emotional Learning: The Power of Feelings in the Classroom	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment

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13323	GEN_Supporting All Learners in a Common Core Classroom: A Focus on Reasoning and Language Development in Elementary Mathematics (Grades K-5)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13321	GEN_Supporting All Learners in a Common Core Classroom: A Focus on Reasoning and Language Development in Secondary Mathematics (Grades 6-12)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12490	GEN_Supporting Language Learners in a Common Core Classroom: A Focus on Reasoning in Elementary Mathematics (Grades K-5)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13007	GEN_Supporting Language Learners in a Common Core Classroom: A Focus on Reasoning in Secondary Mathematics (Grades 6-12)	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12229	GEN_Teach Like a Pirate CLC	85% of all focus schools will implement DTSDE recommendations and SCEP activities at a level of at least "partial degree of implementation" as evidenced on comparison of 14-15 SY and 15-16 SY SCEPs self-assessment.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12233	GEN_Teaching is the Core K-2 Rochester Assessment Collaborative	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13312	GEN_Teaching Proficiency Through Reading and Storytelling (TPRS) CLC	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11263	GEN_The Brigance Early Screen Training	By May 2016, 15% of third graders will be rated proficient or higher on the NYS Common Core ELA Assessment.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12709	GEN_The Choreography of Presenting CLC	80% of buildings will redesign one professional learning opportunity with an explicit focus on impact on student outcomes as measured by increased diversity of learning designs correlated to student achievement.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment

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12469	GEN_The TEAL Writing Strategy	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12996	GEN_Total Participation Techniques CLC	By May 2016, students in RCSD will demonstrate a 5% improvement in performance on measures of ELA 3-8, Mathematics 3-8, Common Core ELA Regents, Social Studies Regents (US and GHG), and Science Regents Examinations, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12512	OPL_Using Data to Improve Learning for All: A Collaborative Inquiry Approach	By May 2016, a minimum of 75% of schools will utilize embedded Common Formative Assessments in the ELA Curriculum for grades 7-9 will be progress monitored by the district to determine student growth in meeting the CCLS and inform curricular modifications.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores
12507	OPL_Using Data to Support Student Growth	By May 2016, a minimum of 75% of schools will utilize embedded Common Formative Assessments in the ELA Curriculum for grades 7-9 will be progress monitored by the district to determine student growth in meeting the CCLS and inform curricular modifications.	Walk through, site-visits, coaching conversations, examination of teacher and student work, formative and summative assessment, Fall and Spring NWEA, NYSED, CCSS and Regents scores

I.E. External Partner Recruitment, Screening, and Matching

I.E.i. Processes for Utilizing External Partner Organizations at Lincoln Park School #44

The District's theory of action holds that it can mitigate the effects of poverty by closing the opportunity gap and providing students more and better learning time, in part through effective community partnerships. This necessitated a more efficient procurement, management, and evaluation strategy, allocating resources toward RCSD's priorities.

RCSD's Purchasing and Procurement processes contribute by obtaining the best value for goods and services; specifically the Request for Proposal (RFP) process which identifies high-quality, cost-effective, and dependable community partners. RCSD's RFP process follows all regulations for public entities and Board policy in posting, bidding, and reviewing proposals. A committee of nine (9) District staff from five (5) departments and two (2) schools reviews all proposals. The committee assesses presentations, conducts comparative cost-analysis, and rates programs on established criteria. Criteria include cost, match with desired outcomes, quality, references, M/WBE status, and value added. The resulting list enables schools to select a viable partner.

In recent years, the RFP for Expanded Learning and Supplemental Academic Service Providers has become more rigorous, including proof of organizational capacity, alignment with RCSD's priorities and with Common Core Learning Standards, and an evidence-based approach and/or track record of demonstrated success in increasing student achievement or other indicators. Using the approved list, all schools actively participate in the Consultation Process to ensure the partner's ability to support the school's plan for improvement, and to enhance the school's ability to manage partnerships.

Once partners are selected and services are underway, various District level staff including School Chiefs and School Ambassadors work with school-based leadership to conduct regular progress monitoring toward deliverables. Furthermore, RCSD partners are evaluated annually based on:

- Quality of services (including rigor, engagement, student/staff satisfaction, and student outcomes)
- Service delivery (including timeliness, provision of substitutes, etc.)
- Customer service
- Data-based rationale for continuation/discontinuation of services
- Cost effectiveness, including the availability of similar quality services for free or at lower cost (e.g., Service Corps, retired executives)
- Youth Program Quality Intervention (YPQI) data if available (YPQI is a continuous improvement approach to professional learning, and should not be used for evaluation purposes, but participation does reflect on the organization.)

At Expanded Learning Schools, where partners are critical, their service is monitored through a progress monitoring cycle on the National Center for Time and Learning's (NCTL) Seven Essential Elements. Partners are so embedded in ELT schools that they are a part of the overall progress monitoring visits that are conducted according to the NCTL framework.

I.E.ii. Processes That Ensure Lincoln Park School #44 Has Access to Effective Partners

In anticipation of a grant award, the Office of School Innovation (OSI) and the school's leadership work together to ensure that partner selection for grant-related services aligns with school programming. A consultation process is used that includes the potential partner, the school leadership team, and a representative of OSI.

After consultation is completed and a scope of services is agreed upon, the contract is initiated with the Legal Department. If Board of Education (BOE) approval is required, the timeline for a fully executed contract aligns with scheduled BOE meetings. However, RCSD's BOE has pre-approved, through the RFP process, a number of potential community partners, thus ensuring that Priority Schools have access to external partner support once the grant is awarded and the implementation period begins.

I.E.iii. Roles of the District and School Principal in Utilizing Partner Organizations

When a school needs services, they select a partner agency from the approved partner list. The match is made based on District key priorities and strategies aligned with "More and Better Learning Time, (Expanded Learning Time, or ELT), Supplemental Academic Services (SAS), the District Comprehensive Education Plan (DCIP), and the School Comprehensive Education Plan (SCEP). School leadership teams receive support from their school chief, OSI Ambassador, and Director of Expanded Learning as they identify their unique needs and assess potential partner matches. Information from the school's DTSDE review provides information for this comprehensive analysis of school priorities. The final match is made based on District key priorities and strategies and aligned with "More and Better Learning Time," (Expanded Learning Time, or ELT), Supplemental Academic Services (SAS), the District Comprehensive Education Plan (DCIP), and the School Comprehensive Education Plan (SCEP). Once selected a consultation process occurs between the partner, school, and District staff to ensure the right fit to accomplish the goals and objectives and achieve expected outcomes. Once the consultation process is completed and a partner selected, the contract is initiated and services begin once the award has been received. Evaluation criteria, metrics, and expectations are clearly articulated in each partner's contract.

Emphasis is placed on partner evaluation through the service delivery period. The Grant Monitor and OSI Ambassador assigned to support the school work directly with the partner, holding every partner accountable for contractually required deliverables. Selected partners, school staff, and the District examine the identified performance targets bimonthly (at a minimum) and make mid-course adjustments if needed.

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

I.F.i. Description of Lincoln Park School #44 Enrollment Compared to Other Schools

	School #44	District
PreK enrollment(3 classes)	54	2,123
Enrollment K-6	283 (w/o UPK)	28,318 (w/o UPK)
% Black or African American	79%	60%
% Latino	7%	27%
% White	5%	10%
English Language Learners %	7%	11%
Students with Disabilities %	11%	18%
Economically Disadvantaged %	92%	87.5%
ELA 3-8 (2014) Assessment Proficiency	2%	5%
Math 3-8 (2014) Assessment Proficiency	6%	7%

Preliminary BEDS 2014; refreshed July 2015

I.F.ii. Ensuring Access to Diverse and High Quality Programs Across RCSD

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

In December of each year, the District mails application booklets to families of students in sixth and eighth grade, and to children entering Kindergarten. This booklet describes each elementary and secondary school, including the school's unique features. Families must submit an application form that identifies the student's top five school choices by the end of January for secondary students and by March 1 for prospective Kindergarten students. Student placement is completed using a computerized lottery system. Students are placed in their first choice school whenever possible. Immediate placement is made for kindergarteners who have older siblings in a school, live within one-half mile of their first choice school, wish to attend their "home" or neighborhood school, or participate in the school's Pre-K program.

Student with Disabilities (SWD) are provided with appropriate special education in accordance with their Individual Educational Plan (IEP) and have equal access to all aspects of the District's curriculum and placement process. RCSD designed, implemented, and progress monitored SWD services, supports, and modifications to ensure maximum educational benefit.

New provisions are in place for English Language Learners (ELLs) to address the buildings that are disproportionate or serve highly mobile populations. The District created a standardized schedule that has built-in supports for all students. For Special Education or ELL students who are not proficient, the schedule allows for flexible periods that permit double blocks of ELA and math if students require ramp-up protocols.

I.F.iii. Ensuring Similar Student Populations in All RCSD Schools

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

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

I.G.i.

Full and transparent efforts to consult and collaborate with District leaders of the principals' and teachers' labor unions occurred in several phases in order to develop this SIG plan. District level leaders, including the Superintendent, Deputy Superintendent of Teaching and Learning, Deputy Superintendent of Administration, Chief of Transformation Schools, Chief of Secondary Schools, and the Executive Director of School Innovation met with the President of the principals' union, the Association of Supervisors and Administrators of Rochester (ASAR), and the President of the teachers' union, the Rochester Teachers' Association (RTA). Additionally, multiple meetings occurred with the President of the Parents' Advisory Council (PAC).

The initial meeting was held when the Lincoln Park School #44 Letter of Intent was submitted to NYSED. An overview document was shared with ASAR, RTA, and PAC regarding the focus of the grant proposal and the strategies the building-level team were implementing to gather feedback. Drafts of the programmatic narrative were sent to designated union and parent representatives for their review. A follow-up meeting was held to answer questions and respond to comments. Feedback from this meetings was incorporated into the application as agreed upon by all participants. A third and final meeting was held to secure final approval and signatures.

Throughout the grant development process, the Office of School Innovation's School Ambassador coordinated co-planning sessions with Lincoln Park School #44 as described in Section II.B.ii, *Model Selection and Plan Development*.

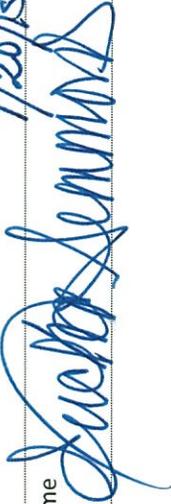
I.G.ii.

The Consultation and Collaboration Form (**Attachment A**) has been completed.

Attachment A
 Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) 	7-20-15	
Type or print name Tim Cliby		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) 	7/24/15	
Type or print name Adam Urbanski		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) 	7/20/15	
Type or print name Erica Simmons		

II SCHOOL-LEVEL PLAN

II.A. Needs of Lincoln Park School #44 Systems, Structures, Policies, and Students

II.A.i. Description of Student Population Served

Lincoln Park School 44 is a Priority school that served approximately 300 students during the 1415SY, offering Pre-K and grades 1-6. The school has seen changes to its grade configuration over the last several years, moving from a Pre-K – 8 model to the current configuration. Facilities concerns have driven some of these changes, although a strong neighborhood around the school is working with the District to find viable solutions. As a result, a Kindergarten is being brought back to the school for the coming school year.

School #44 is in one of six neighborhoods comprising the Southwest quadrant of the City of Rochester. This neighborhood is a mix of businesses and homes, built mostly in the 1910s-1930s, many of which are still single family. Chili Avenue, on which School 44 is located, is one of the principal commercial streets of the predominantly residential 19th Ward. The 19th ward has around 22,000 residents, making it the largest neighborhood in the City.

Providing a high-quality pre-school setting in the neighborhood is an asset making this District school a good choice for the Early Learning Intervention model. Lincoln Park School #44 has three Rochester Preschool Parent Program (RPPP) classes that are each full day (8:00 am to 2:00 pm). The Rochester Preschool Parent Program will be 80 years old in 2017, and has a long history of authentic parent engagement through the outreach of Parent Group Leaders/Adult Family Educators and its “open door” policy welcoming parents as volunteers in the classroom, to attend field trips, and extending learning at home through “take home learning activities”. The RPPP also has a history of high scores on the Early Childhood Environmental Rating Scales (ECERS) with scores over the past five years averaging approximately 6.0 on a scale of 1 – 7, with 7 being the highest possible score.

The High Scope Preschool Curriculum, developed by the High Scope Foundation, is the implemented curriculum in district prekindergarten classrooms. High Scope provides an instructional framework aligned with the New York State Foundation for the Prekindergarten Common Core Standards. The district has developed a scope and sequence for the High Scope Preschool Curriculum that is aligned with the New York State Prekindergarten Curriculum Map for Mathematics and the curriculum map for ELA that is used in all prekindergarten classrooms. The High Scope Curriculum provides a well-rounded developmental experience by infusing the arts, technology, movement, outdoor play, and a social-emotional component with the content areas (ELA, Mathematics, Science, and Social Studies). The RPPP is overseen and supported by the Executive Director of Early Childhood and has a District-supported framework for professional development.

In addition to highly-qualified, certified pre-school teachers, each classroom is equipped with a Parent Lending Library of children’s books and at-home activities for students and parents to borrow to read at home. Removing barriers for families is also part of the program; bus passes are provided as is access to mental and physical health care professionals and referrals.

Student Body

School 44’s student body is approximately similar to the District’s overall demographics, with a few key differences. School 44’s share of economically disadvantaged children is slightly higher than the District overall, while it serves as lower percentage of Students with Disabilities (11%) than does the District (18%). The school is predominately African-American, with small populations of Latino and English Language Learners, 7% each.

	School #44	District
PreK enrollment(3 classes)	54	2,123
Enrollment K-6	283 (w/o UPK)	328,318 (w/o UPK)
% Black or African American	79%	60%
% Latino	7%	27%
% White	5%	10%
English Language Learners %	7%	11%
Students with Disabilities %	11%	18%
Economically Disadvantaged %	92%	87.5%
ELA 3-8 (2014) Assessment Proficiency	2%	5%
Math 3-8 (2014) Assessment Proficiency	6%	7%

Preliminary 2014 BEDS data; refreshed July 2015

Student Performance

In each of the last two school years (2013 and 2014), School 44 had only 2% of its students scoring Proficient on the NYS ELA exams, both years were below the District’s 5%, and substantially below the State proficiency rates. Math fared just slightly better, with 3% proficient in 1213 and 6% in 1314, compared to the District’s 5% and 7%.

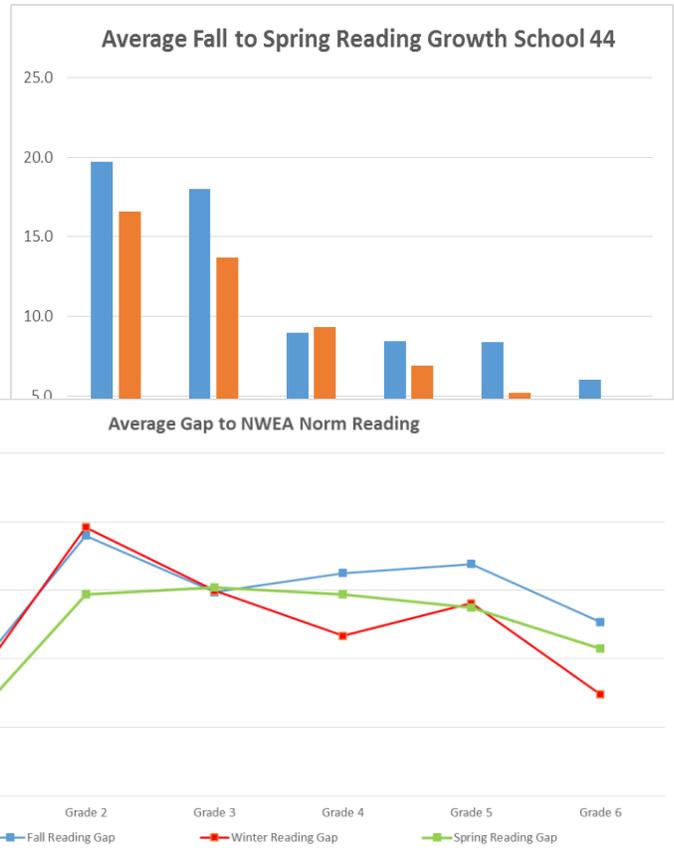
The most current measure of academic performance at School 44 is the Northwest Evaluation Association (NWEA) assessment, last given in Spring of 2015. The tables below present the results, showing that while School 44’s program is responsible for student growth, achievement is too low.

Key takeaways include:

Students Meeting/Exceeding National Norm Grade Mean NWEA, Spring 2015				
School 44				
	Math		ELA	
Grade	#	%	#	%
1	15	38%	15	38%
2	5	11%	11	25%
3	8	22%	8	21%
4	5	15%	7	20%
5	8	20%	12	29%
6	8	25%	10	32%

- In 5 of 6 tested grades, the amount of growth from Fall to Spring exceeded the national norm growth, and perhaps more importantly, the gap to the national norm shrunk.
- However, the gap remains in all grades and increases after Grade 1;
- Fewer than a third (28%) of students overall are meeting or exceeding the national norm grade level mean score in ELA; and
- 5% were projected to score proficiently on the NYS exam, based on NWEA projections; while up from 2%, this would be substantially less than the goal.

The most recent data on incoming Pre-K students, the Brigance Screener, show that 33% of students entering Pre-K at School 44 merit further evaluation, indicating a possible learning concern or lack of prior exposure to learning experiences and supports. This is slightly higher, but roughly proportionate with the overall District data, which show 29% of incoming children falling into this category. This data further documents the value that an early learning intervention model would bring to this school community.



II.A.ii. Description of Diagnostic School Review

As part of New York State’s Waiver in the Elementary Secondary Education Act, schools are reviewed by the Diagnostic Tool for School and District Effectiveness (DTSDE); as a Focus District, RCSD is required to conduct annual reviews of all priority and focus schools. School 44 received an Integrated Intervention Team review in March of 2015. That review included student and parent focus groups as part of the typical review process.

II.A.iii. Results of Systematic School Review

The Integrated Intervention Team found pockets of effective practices, but did not see school-wide consistency nor systems to monitor and adapt. In Tenets 3 and 4, the IIT review noted little evidence that the CCLS curriculum was differentiated to student need within core instruction, although it noted the daily intervention block as a strength that is showing results in moving students forward. Overall, the majority of instruction observed was not rigorous enough due to the fact that students were not routinely presented with higher-order questions or tasks, and most instruction was one-size-fits all. The Integrated Intervention Team also found that while professional learning is available, it is largely by choice and there are no instructional leadership systems in place to provide frequent feedback and monitoring of teacher practices. The major recommendation in the area of Tenet 5 was to create a tiered system of social-emotional supports,

including a universal program or structure such as morning meeting or peace circles and a system to ensure that all students are well-known by an adult in the school.

II.A.iv. Prioritizing Identified Needs for SIG Plan Implementation

This review has directly shaped the development of School 44's School Comprehensive Education Plan and this SIG plan. The school is welcoming the opportunity to build more consistent school-wide practices around the use of data to differentiate core instruction, particularly in the high-priority area of reading and math, and to improve lesson planning and instruction with an emphasis on higher-order questioning in all classrooms, including special education settings. Similarly, the opportunity to establish a multi-tiered system of social-emotional supports, including re-establishing a universal program around restorative practices and morning meetings, is welcomed and directly addresses the recommendation of the DTSDE IIT team.

II.B. School Model and Rational

II.B.i. Rationale for Model Selection and Unique Characteristics of the School Design

The Rochester City School District, in conjunction with the School-Based Planning Team (SBPT) has chosen Early Learning Intervention as the reform model most likely to produce the intended outcomes at Lincoln Park School #44. This model leverages the current assets and context of the school, as well as provides the opportunity to address the improvements required by the IIT review and the school's own needs assessment. Lincoln Park School #44, is home to the Rochester Pre-school Parent Program, and is re-introducing Kindergarten in the 1516SY, after one year of having no Kindergarten enrollment. The data on the Brigance Screener, the NWEA, and ultimately the 3rd grade NYS exams paint a clear need. This unique context provides a logical setting in which to build a **stronger intervention model that spans age 4 (Pre-K) through age 8 (3rd grade).**

The import of developing literacy in particular in early childhood, and of focusing resources on the critical threshold of having students reading on grade level by 3rd grade is well-documented in the literature. The District's strategic priority on Reading by Third Grade is solidly grounded in research showing that reading by age 8 is a predictor of academic and life outcomes; conversely, not doing so puts children at significant risk of not graduating; this effect is compounded by poverty. (Hernandez, D. J. (2011). Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. Annie E. Casey Foundation)

The research is also clear that Rochester's youngest children are at significant risk. Fully half of Rochester's children live in poverty as defined by the U.S. Census. (<http://www.actrochester.org/children-youth/key-trends>). The associated gaps in language development, as well as high levels of trauma experienced, result in almost two-thirds of students entering Pre-Kindergarten with language skills that are below the developmental average, assessed by the Brigance. Robust Pre-K and primary grades instruction that fosters rich oral language, vocabulary development and a clear progression of skills can close these gaps, especially when layered with additional expertise of a speech language pathologist. Incorporating additional social work support to support families and students at this critical time in child development, as well as to ameliorate some of the effects of the intense poverty, will further enhance the school's ability to intervene early in a student's educational trajectory.

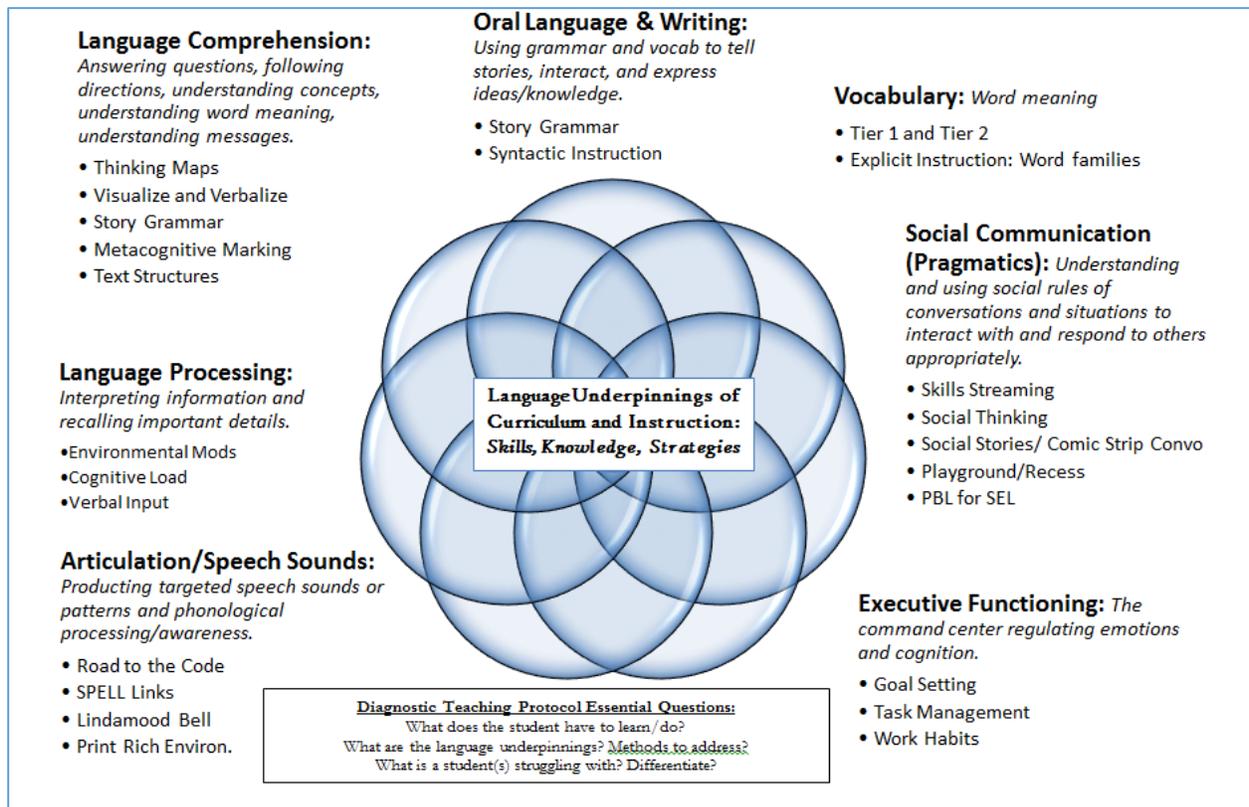
An Early Learning Intervention model will make strategic use of the additional speech language pathologist (SLP), shifting from the traditional role of provision of mandated services, toward a co-planning and co-teaching model which takes full advantage of the SLP's expertise. In this model, the SLP's ability to identify and address the language underpinnings of all the CCLS standards, and to design language-enriched instruction that targets curriculum-relevant goals is critical. Experts in the field argue that in-depth understanding of language is essential to mastering the CCLS curriculum standards. They call for redefining the role of SLPs toward one of collaboration with teachers around standards and curriculum, and around the language underpinnings of various tasks, including more co-planning and co-teaching, as well as intervention and assessment, as a recipe for student success. To fully understand the extent to which all CCLS tasks, particularly rigorous ones being taught to children who often are struggling

with literacy skills, it is helpful to review just a sample of the language and cognitive underpinnings of metacognition involved in listening, speaking, reading and writing:

- Persists in devoting cognitive energy
- Switches tasks when appropriate
- Accesses information from print and non-print sources (world knowledge and domain specific knowledge)
- Knows general labels for people, places, things, events, principles, actions and ideas
- Is aware that there is more than one way to express a thought and knows synonyms
- Identifies story grammar parts
- Recognizes descriptions of ideas in a text, and recognizes signal words for description
- Recognizes argumentation and persuasion in text
- Recalls the relevant topic or subtopic
- Notes any helpful visual aids, and surrounding words
- Recognizes similarities in situations and settings
- Applies ideas appropriately to new situations or settings
- Is aware that comprehension is a goal of reading
- Judges level of understanding for specific ideas
- Formulates statements about level of understanding (self-talk)
- Knows when a communication breakdown has occurred
- Formulates appropriate questions or statements for clarification

Being aware of—and more importantly, knowing how to explicitly teach and support—these language underpinnings is more far-reaching than the typical role that SLPs assume in our current school structures. Rather than conceptualizing of “speech services” as ways to build vocabulary or address specific articulation or processing delays, the SLP’s expertise becomes an integral part of building student’s knowledge and skills, including vocabulary, but also of their strategies, self-monitoring and ability to apply those strategies. (See graphic representation below.) A program design that will allow this expertise and perspective to be fully integrated into the primary grades on a push-in, co-teaching model through which more students can benefit from the focus on a more robust understanding of language development has the potential to dramatically improve student learning. Over time, the expectation would be for this perspective to benefit the upper elementary grades through professional development.

RCSD knows that deploying a SLP in more of a co-teaching role works, as we have built and maintained a relevant program, Speech-Language Therapy Encourages Production of Sounds (STEPS) which places a SLP in co-teaching roles at K, 1 and 2, at another elementary school. This grant does not propose that fully staffed model at this point, but will work in collaboration with the experts running STEPS to determine whether this is the design that should be the goal.



Sources: Ehren, B. "Language Underpinnings and Curriculum Standards for Older Students: Important Work for SLPs", September, 2012.

Hiley, L. "DCS/EnCompass Speech-Language Pathologist Planning for Language Enriched Integration in 2015-2016"

To be effective, this intervention and support of early literacy development must occur in a safe, nurturing and productive school environment, conducive to learning. The social-emotional development of children is increasingly being cited in school reform work as critical, because it fosters a sense of belonging, builds persistence and executive functioning skills, enabling children to be ready and main strategy developed for School 44's transformation is a focus on a building a **tiered system of social-emotional supports, anchored in restorative practices**. This is in direct response to the IIT recommendations.

The use of restorative *justice* as a productive way of repairing the harm associated with committing a crime has been demonstrated to be effective on the international scale. In recent years, a broader understanding of **restorative practices** has come to schools and districts, with large urban districts such as Oakland, Chicago, Philadelphia and Pittsburg implementing broad initiatives to overhaul disciplinary policies and practices in this way. Restorative practices is an overarching approach to building a positive school community that intentionally fosters the relationships between and among adults and students, and that designates time, space and protocols to nurture reflection, ownership and self-regulation. It places an emphasis on equipping students with the social-emotional tools to express feelings, to identify the effect of their actions, and to repair harm that they have done in order to move forward. These skills are essential to all individuals, but especially for student bodies in which rates of trauma, violence, marginalization and effects of poverty run high.

One of the most recent and comprehensive evaluations of the impact of Restorative Practices comes from the 2014 Implementation Evaluation of Oakland City School District, which shows results including:

- A 40% reduction in the number of suspensions of African-American students for defiance over one year, with a 37% decrease in the suspension rate;
- 70% of staff surveyed attributing improved school climate to restorative practices ;
- The number of student participants suspended over time dropped by half over the three years of implementation;
- Students reported improved ability to feel empathy, handle emotions and resolve conflicts;
- Classrooms and schools considered to be “high implementers” of restorative practices were significantly associated with reduced suspensions and increased graduation.

Citation: Restorative Justice in Oakland Schools Implementation and Impacts, Prepared by Data in Action, LLC for The Office Of Civil Rights U.S. Department Of Education, September 2014.

The International Institute of Restorative Practices (IIRP) has also conducted quantitative reviews of their work in schools implementing the SaferSaner Whole-School Change approach. While not randomized control trials, this work is convincingly showing when implemented well, restorative practices can significantly reduce student outcomes such as disciplinary infractions, suspensions and recidivism, and increase student engagement.

It is important to note that for restorative practices to work effectively, schools must be focused on the proactive, positive community building aspects of the work at least 80% of the time. Routinely utilizing peace/talking circles for community-building and for academic discourse is critical to build the habits and relationship, setting the stage for the 20% of the time and effort when you need to use these tools to address wrongdoing. This universal program and structure is in direct response to the IIT’s recommendation.

School 44 will do this work within the context of a new **expanded day program**, providing students almost 300 additional hours of targeted interventions, both academic and social-emotional, engaging enrichment and more differentiated core instruction. This work to provide more time, more support, more opportunity to our neediest students is at the core of the District’s strategic priority on More & Better Learning Time.

School 44 will begin to implement an evidence-based model of expanded day, based on the National Center for Time and Learning’s framework which outlines the 7 essential elements listed below.

Features	Requirements
<p>Focused School wide Priorities New school day/year driven by a small set of priorities to improve student achievement</p>	<ul style="list-style-type: none"> • No more than three school wide priorities, including one school-wide instructional focus • Clear and measurable goals that monitor progress towards priorities
<p>Rigorous Academics All student schedules include challenging ELA, math, science, and social studies courses</p>	<ul style="list-style-type: none"> • Time allocated to academic instruction reflects student needs
<p>Differentiated Supports All student schedules include academic intervention or acceleration taught primarily by certified teachers</p>	<ul style="list-style-type: none"> • At least 120 minutes weekly • Students grouped based on data identifying academic needs

<p>Frequent Data Cycles Systemic approach to analyzing and responding to data to improve instruction</p>	<ul style="list-style-type: none"> At least 60 minutes of weekly collaboration for all core academic teachers to analyze and respond to data School wide protocols for analysis 4 to 6 interim ELA and math assessments yearly
<p>Targeted Teacher Development All teacher schedules include weekly opportunities to collaborate with peers to strengthen instruction</p>	<ul style="list-style-type: none"> At least 60 minutes weekly grade level and/or content area collaboration for all teachers, in addition to the 60 minutes each week for data analysis School wide protocols for collaboration Administrators participate in and support collaboration
<p>Engaging Enrichment All student schedules include enrichment courses beyond traditional district offerings</p>	<ul style="list-style-type: none"> All students receive at least 90 minutes each week for enrichment Enrichment offerings are based in part on student interests and choice, with opportunities for mastery
<p>Enhanced School Culture School-wide plan to build a culture of high academic and behavioral expectations</p>	<ul style="list-style-type: none"> Time to recognize achievement and reinforce positive behavior at least monthly.

Chart source: Deveaney, E. American Institutes of Research (AIR) “Assessment of Progress in Implementation of Expanded Learning Time: Rochester City Schools”, February 2015.

The Rochester City School District has spent the past four years in close collaboration with NCTL, The Ford Foundation, and a variety of stakeholders including policy, philanthropic, research, school and provider partners to continuously improve the model. School 44 will join the third cohort of what will be 13 schools implementing the NCTL-framework. Internal analysis using propensity score matching shows that even after one year of implementation, the model is having a statistically significant positive impact on New York State ELA scores, and while not significant, positive effects on NYS Math.



The success of this model lies in the amount of time it provides for focused teacher collaboration / job-embedded professional learning, and in the amount of targeted intervention afforded students. The teacher collaboration time will be utilized to address findings in the IIT’s review, such as a need to raise the level of cognitive demand of tasks and questions, and to differentiate core instruction. The plan also builds on the noted strength of the daily scheduled intervention period.

Thus, the three key strategies for School Improvement at Lincoln Park School #44 are:

- 1) Strengthening early intervention systems including primary literacy instruction;
- 2) Building a tiered system of social-emotional supports, anchored in restorative practices;
- 3) Utilizing an Expanded Learning Time framework to provide data-driven instruction and interventions.

This work will be supported by an emphasis on building systems that will ensure that these improvement strategies are applied consistently and school-wide, and are sustained beyond the grant period.

II.B.ii. Model Selection and Plan Development

Since a new principal was placed at the school in August of 2014, the SBPT (comprised of all stakeholder groups) has worked through a facilitated process of writing and revising the School Comprehensive Education Plan, continuing to incorporate feedback from the State's Title 1 Office, District leadership and the IIT review. This work was supported by the Offices of School Innovation and Professional Learning in person in Summer 2014, February 2015, and Spring 2016.

The feedback and input gathered through all of these processes shaped this plan. This spring, the primary collaboration has been between the District's Office of School Innovation and the School-Based Planning Team, with input from the District's Teaching and Learning staff, including the Chief of Transformation, and the Executive Directors of Reading by Third Grade and the Executive Director of Early Learning. Three collaborative work sessions attended by a combination of SBPT, leadership and partners, with email correspondence in-between, have resulted in this plan.

The process for communication and collaboration with District-level leaders of the various stakeholder groups is outlined in the relevant section.

II.C. Determining Goals and Objectives

II.C.i. ELA Goal and Objective

ELA Goal: Increase the number and percent of students reading on grade level by the critical threshold of 3rd grade, measured by multiple assessments, through a system of early learning intervention. Increase the percentage of 3-6 students reaching proficiency to 12% next year (with increasing targets as this cohort of Kindergarteners move up).

Please note that these objectives are selected from the ones below, where we have organized all goals and objectives into a coherent outline.

- Secure additional speech teacher by September and implement push-in model to infuse language development into core instruction through co-planning and co-teaching, as well as into targeted interventions.
- Develop system to increase and layer supports such as speech, reading and social-emotional interventions to maximize the additional time in the day at the primary grades, resulting in the number of students needing Tier 2 and Tier 3 interventions in Kindergarten, First and Second Grades shrinking from fall to spring, and year over year.
- Hire data coach and build daily intervention block into schedule at all grade levels, resulting in 50% of students hitting grade level national norm (compared to 28% this year). Utilize technology based interventions that progress monitor (Compass, Lexia) at all grade levels, at least three times per week. Secure additional laptop carts and train paraprofessional to enable more frequent intervention and teacher collaboration time.
- Provide 60-120 minutes of weekly teacher collaboration time at each grade level, focused on data and on planning rigorous, differentiated lessons, utilizing more higher-order questions.
- Create staff focus on differentiation of lessons during core instruction; arranging at least 10 hours of common professional learning, and integrating into the walkthrough tool.

II.C.ii. Math Goal and Objective

Math Goal– Increase proficiency on the NYS math exam to 15% by Spring 2016; more significant increases over the next few years. Please note that these objectives are selected from the ones below, where we have organized all goals and objectives into a coherent outline.

- Hire data coach and build daily intervention block into schedule at all grade levels. Utilize technology based interventions that progress monitor (Compass, Lexia) at all grade levels, at least 3 times / week. Secure additional laptop carts and train paraprofessional to enable more frequent intervention and teacher collaboration time.
- Provide 60-120 minutes of weekly teacher collaboration time at each grade level, focused on data and on planning rigorous, differentiated lessons, utilizing more higher-order questions.
- Provide vertical teacher time to map the standards and skill progressions across grade levels, including special subject teachers at least 2 times a year.

- Create staff focus on differentiation of lessons during core instruction; arranging at least 10 hours of common professional learning, and integrating into the walkthrough tool.

II.C.iii. Additional Goals and Objectives

Goal 1: Build a system of early learning intervention, resulting in more students reading on grade level by 3rd grade (benchmarks include better PreK attendance, fewer students delayed/below on Brigance in Kindergarten, fewer students at Tier 2/3 by the end of each year in Grades 1 & 2, as measured by NWEA and NYS Common Core Skills Strand assessments).

Objective 1.1: Establish vertical collaboration time for teachers in pre-Kindergarten and Kindergarten to map standards, understand data, identify family needs, etc.

Objective 1.2: Secure additional speech teacher and implement push-in model to infuse language development into core instruction, as well as into targeted interventions.

Objective 1.3 Develop system to increase and layer supports such as speech, reading and social-emotional interventions to maximize the additional time in the day at the primary grades.

Objective 1.4 Develop an approach for additional social work personnel to deliver supportive bridge from Pre-K to K, working on Pre-K attendance, equipping parents with literacy tools and family resources, and fostering communication between families and teachers.

Objective 1.5 Design summer bridge model and recruit students for Pre-K-go-K students and families to combat summer learning loss that in Rochester has been documented as 20-30% of skills gained in Pre-K.

Goal 2: Establish a multi-tiered system of social-emotional support, anchored in restorative practices, such that the number of referrals/suspensions decrease and the number of students needing Tier 2/3 interventions decreases.

Objective 2.1: Provide at least 80% of staff with training in peace circles, wrongdoing conferencing and academic circles by the end of summer 2016.

Objective 2.2: Provide time, the clear expectation and support structures for all staff to implement Morning Meeting in their daily schedule with students, providing the first layer of universal programming.

Objective 2.3: Create a year-long approach to bringing “Panther Pride” PBIS to life, perhaps by connecting more to the restorative framework, perhaps by creating school-wide practices that celebrate learning such as regular school-wide morning meetings.

Objective 2.4: Utilize additional social work personnel to operate a formal problem-solving/student support team, with a particular emphasis on assessing the needs and building an array of Tier 2 and 3 interventions to meet the need. This system will begin with a needs assessment phase including a universal screener such as the mini-DESSA, and the results will help shape the expanded learning plan.

Objective 2.5: Utilize expanded learning time to deliver these targeted supports, with interventions being delivered by the Social Worker, the YMCA or external prevention educators / providers on a contracted basis. Assemble a team to work with the National Center for Time & Learning-affiliated coach to move toward an evidence-based model to make the most effective use of the expanded time.

Goal 3: Utilize the expanded day framework to provide more teacher collaboration, data-driven instruction, and intervention, thereby raising the number of students meeting or exceeding the national norm RIT on NWEA at each grade level to 50%, ambitious given the 28% Spring of 2015, and increasing ELA and Math proficiency rates.

Objective 3.1: Hire data coach and build daily intervention block into schedule at all grade levels. Utilize technology based interventions that progress monitor (Compass, Lexia) at all grade levels, at least 3 times / week. Secure additional laptop carts and train paraprofessional to enable more frequent intervention and teacher collaboration time.

Objective 3.2: Provide 60-120 minutes of weekly teacher collaboration time at each grade level, focused on data and on planning rigorous, differentiated lessons, utilizing more higher-order questions.

Objective 3.3: Provide vertical teacher time to map the standards and skill progressions across grade levels, including special subject teachers at least two times a year.

Objective 3.4: Create staff focus on differentiation of lessons during core instruction; arranging at least 10 hours of common professional learning, and integrating into the walkthrough tool.

Objective 3.5: Engage a teacher team of Expanded Time Liaisons who will map out grade level themes and standards and use academic and social-emotional data to better integrate and target the enrichment provided by YMCA.

Goal 4: Establish a system for instructional leadership/governance that integrates all of the strategies, sets school goals and monitors implementation and progress.

Objective 4.1: Devise ways to communicate the strategies of the plan, and progress on the plan, to multiple stakeholders including staff and families.

Objective 4.2: Work with consultant to have articulated systems and structures that will drive collective ownership and follow-through in place by the end of November 2015.

II.C.iv. School-Level Baseline Data and Target-Setting Chart

The School-Level Baseline Data and Target Setting Chart (**Attachment B**) has been completed.

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

Please Note: RCSD will resubmit in August 2015, to incorporate 1415 data and align with Receivership metrics.

SCHOOL: Lincoln Park School 44	Unit	District Average SY 13-14	Baseline Data SY 13-14 except where noted	Target for 2015-16	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20
I. Leading Indicators								
a. Number of minutes in the school year	min	74820	70320	81,900	81,900	81,900	81,900	81,900
b. Student participation in State ELA assessment	%	98%	97%	95%	95%	95%	95%	95%
c. Student participation in State Math assessment	%	97%	97%	95%	95%	95%	95%	95%
d. Drop-out rate	%	10%	N/A	N/A	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	89%	91%	93%	94%	95%	95%	95%
f. Student completion of advanced coursework: includes AP, IB, and 8 th grade HS credits	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
g. Suspension rate: rate per 100 students/BEDS enrollment: duplicated count	rate	42.7 out of 100	4.2 out of 100	4.2 out of 100	3.0 out of 100	3.0 out of 100	3.0 out of 100	3.0 out of 100
ga. Suspension rate: rate per 100 students/BEDS enrollment: un-duplicated count	rate	16.3 out of 100	4.2 out of 100	4.2 out of 100	3.0 out of 100	3.0 out of 100	3.0 out of 100	3.0 out of 100
h. Number of discipline referrals-reported as # of incidents	num	12,393	18	13.5	10.8	9.72	9.234	13.5
i. Chronic absenteeism rate- 10-19.9% absenteeism	%	17.9%	25.2%	22%	19%	16%	13%	10%
ia. Severely Chronic absenteeism rate- 20% and higher	%	14.4%	9%	8%	7%	6%	5%	4%
j. Teacher attendance rate	%	92.45%	88.3%	90%	92%	95%	95%	95%
k. Teachers rated as "effective" and "highly effective" disaggregated by category	%	42% 47%	35% 65%	To be determined as new guidance is received.				
l. Hours of professional development to improve teacher performance	num		0	Embedded 60 minutes weekly as new ELT school.				
m. Hours of professional development to improve leadership and governance	num		53	60	60	60	60	60
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		6	Embedded 60 minutes weekly as new ELT school.				
II. Academic Indicators								
a. ELA performance index	PI	36.8	29.8	55.5	55.5	55.5	55.5	55.5

II.D. School Leadership

II.D.i. AND II.D.ii

Donna Gattelarò-Andersen served the Rochester City School District in many capacities, beginning as a teacher, lead teacher, school redesign team member, and as several positions of which have been in the area of school and district administration. She earned National Board Certification, and has a depth of experience. Mrs. Gattelarò-Andersen led the district's only Montessori School where it was essential to actively engage *staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input*. She has worked with providing direct professional development supports at the district's core Young Mother's and Interim Health Academy where she developed a skillset in *providing social-emotional supports for all students while equally understanding and applying the importance of race, ethnicity, language, class and gender in the process of interacting with all the constituencies involved in the school community, seeking to provide supports in cultivating a culture of respect for all*. Donna Gattelarò-Andersen's work additionally focused on creating *a professional environment where staff feel encouraged and supported* where she focused efforts on aligning professional development with student- and site-specific performance needs in an effort to target increased rates of student performance and growth.

Donna Gattelarò-Andersen assisted in leading the closure of one of the district's lowest performing schools (School #6) four years ago. The depth of her varied experiences has been invaluable in her recent transition (2014-2015) as the new school leader of School #44, where she has established a positive school culture. She has built relationships with faculty, staff, families, and other community members to ensure that student's holistic needs were met. In this work, she also stewarded a plan, *in collaboration with key stakeholders, informed by the district's theory of action and current data, fostering opportunities for meaningful dialogue with educators, students and families*.

Overall, there are no anticipated barriers to obtaining site-based leadership buy-in, as the current principal has been actively engaged in helping reframe the school's culture since her appointment this past academic year. Direct and targeted support from the Chief of School Transformation, Office of School Innovation, Office of Professional Learning, and the Department of Teaching and Learning will remain integral to the school's transformation. Each Department works in tandem and closely with each principal and school to ensure goal-attainment, and ultimately, increased rates of student success.

II.D.iii.

Please see the attached **resume** for **Donna Gattelarò-Andersen**.

II.D.iv.

Please see the attached job description for RCSD Assistant Principal.

Beginning with the 2013-2014 school year, the Rochester City School District has chosen to execute the work of a School Implementation Manager internally, through the creation of School Ambassadors who operate from the Office of School Innovation. Each School Ambassador works closely with the school leadership teams in about five schools to facilitate the implementation of

SIG strategies through granular, weekly support. This embedded relationship is coupled with integration into cross-functional leadership roles at the District level, to ensure that the schools receive timely, targeted supports and to troubleshoot systemic barriers to school transformation. The very active approach has allowed us to move from compliance-based reporting structures to driving progress through active cycles of progress monitoring and problem-solving. Our improvement in this area has been noted both by school leaders and by the School Turnaround Office.

II.D.v.

At the time of writing, it is uncertain whether School 44 will require an assistant principal position, although there will of course, be an Instructional Leadership Team, assembled largely to design, lead and monitor the expanded day programming. Please note that under the evidence-based National Center for Time and Learning's model, the expanded day plan is essentially a framework for whole school improvement, thereby making this team a critical driving force behind School 44's Transformation Plan, based on Early Learning Intervention.

As a further resource to support leadership at School 44, this plan includes a proposed contract for professional consulting that focuses on building structure and systems to operationalize change and performance management.

DONNA M. GATTELARO-ANDERSEN

95 Hotchkiss Circle · Penfield, New York 14526
(585) 383-1777 · dga@rochester.rr.com

HIGHLIGHTS OF QUALIFICATIONS

- Experienced education professional with strong organizational, administrative, and leadership skills.
- Able to foster cooperative team environments with students, parents, colleagues, and community members.
- Innovative educator who utilizes current research and various teaching strategies to engage students and colleagues.
- Passionate, creative, reliable, and motivated leader.

EDUCATION / CERTIFICATION

Nova Southeastern University, North Miami Beach, Florida
Fischler Graduate School of Education and Human Services
National Ed. D. Doctoral Program for Educational Leaders, current

Elementary Certification, N-6, 1995
National Board Certification: Early Adolescence/Generalist, 1994

State University College at Brockport, Brockport, New York
Certificate of Advanced Studies Program, Educational Administration, 1993
School Administrator and Supervisor Certification

Nazareth College, Rochester, New York
Master of Science: Education, Reading Certification, 1979

State University College at Brockport, Brockport, New York
Bachelor of Arts: English, NYS Teacher Certification, 1977

EXPERIENCE

ROCHESTER CITY SCHOOL DISTRICT, Rochester, NY

1984 to Present

Dr. Freddie Thomas Learning Center - Comprehensive Middle School

Principal (1999-Present) - Full management and leadership of a City of Rochester middle school comprised of 1,000 students and 200 teachers, administrators, and support staff. Oversee all curriculum development, professional development, operations (security, food service, custodial), and community relations. Strong focus on building teamwork among teachers, staff, and the community to provide quality education. Actively recruit nationally recognized speakers for district-wide professional development. Selected for position due to record of excellence in middle-level education. Developed outstanding teacher relationships and a record of commitment toward improving educational standards.

Vice Principal, School-Community Liaison (1998-1999) - Participate in decision-making as member of the school's administrative team. Assist school principal in the performance of community relations activities. Community liaison responsible for promoting good school-community relations; engage community agencies and the public in a continuous dialogue about the work of the community school.

Summer School Attendance Supervisor (1998) - Working knowledge of the secondary summer school attendance policy and procedures. Administer program in absence of principal; additional duties as assigned. Supervision of attendance, coordination of instruction, enforcement of classroom discipline. Served as **Administrative Intern** of Middle School Summer Program (1996).

House Administrator (1997) - Accountable for the quality of instruction and the learning environment in the house, and for the supervision and evaluation of staff; additional general administrative responsibilities. Liaison for school, home, and community agencies; English/Reading Department Chair; member of the School-Based Planning Team.

Frederick Douglass Middle School - Comprehensive and Magnet Programs (1984 to 1996)

Acting Administrator-Coordinator of Instruction - Provided leadership and support to teachers across subject and content areas to promote the school site instructional program. (1995 to 1996).

Site Facilitator: REAC/Work-Based Curriculum Team - Coordinate team to design work-based curriculum. Plan and lead meetings; develop implementation plans; coordinate curriculum development with high school site; monitor funding. (1995 to 1996).

Program Director / Teacher Facilitator - Professional Development Site. (1988 to 1996).

Sixth Grade Teacher / Sixth Grade Instructional Coordinator (1995)

Lead Teacher: Project Facilitator/Integrated Curriculum Designer - Project FIRST CLASS (Inclusion Model). Responsible for public relations, home school communications, discipline, staff development, curriculum writing, grant writing, budget preparation and management, meeting facilitation, and daily administrative duties. (1990 to 1995).

Generalist: 6th, 7th, and 8th grades - Heterogeneous, ungraded, untracked groupings. (1988 to 1995).

English and Reading Teacher: 7th and 8th grade (1984 to 1988).

ROCHESTER CITY SCHOOL DISTRICT, Rochester, NY 1983 to 1984
East High School/Monroe High School - **English Teacher: 9th, 10th, and 11th grades**

DIOCESE OF ROCHESTER, *Holy Cross School*, Rochester, NY 1980 to 1983
English & Reading Teacher / Department Chair: 7th and 8th grades - Acting Principal as needed.

ROCHESTER INSTITUTE OF TECHNOLOGY, *Learning Development Center*, Rochester, NY 1980 to 1981
Reading Clinician: Elementary School Students

ROCHESTER CITY SCHOOL DISTRICT, Rochester, NY 1977 to 1979
Teacher - Reading Teacher: 9th, 10th, and 11th grades, *Benjamin Franklin High School*; English/Reading Teacher: 7th and 9th grades, *East High School*, English Teacher: 9th, 10th, and 12th grades, *Edison Technical and Industrial High School*; Student Teacher, *Jefferson Junior-Senior High School*

ADDITIONAL EXPERIENCE

Rochester City School District, Rochester, NY

CIAS Panel	2000 to 2001
Safe & Drug Free School Student Support Services Planning Team	1998 to Present
Chairperson, School-Based Intervention Team	1998 to Present
RCSD Middle School Wellness Center Participant	1998 to Present
Coordinator, SCSD School to Work	1998 to Present
National Center on Education and the Economy - School Leader Representative	1997 to Present
Staff Trainer	1986 to Present
Town Meeting Planning Committee, sponsored by The Public Agenda (NYC), The Institute for Educational Leadership (Washington, DC), and RCSD.	1998 to 1999
Chairperson, Student Support Services	1998 to 2000
Middle School Reading Program - Selection Committee	1998 to 1999
Team Facilitator, Partnership 2000	1998 to 2000
Leaders Institute Steering Committee (including Chair, 1999-2002)	1997 to 2002
Career In Teaching Program - Panel Member	1997 to 1999
Subject Area Council - English	1996 to 1999
Middle School Summer School Planning Team	1996 to 1999
Chairperson, English/Reading Departments	1996 to 1999

State University of NY College at Brockport, Brockport, NY

Creating Professional Learning Communities - Graduate Course	Fall 2003
Advisory Committee - Department of Education and Human Development	1996 to Present
Adjunct Instructor - Graduate Course in Classroom Management	1995 to Present
Adjunct Instructor - Graduate Course: Secondary Student Teacher Seminar	1993 to Present

National Council of Accreditation of Teacher Education (NCATE), Board of Examiners	1995 to Present
NYS Middle Level Conference, Coordinator of Vendors	1995
Rochester Educational Access Collaborative (REAC), Work-Force Preparation Team	1994 to 1997
American Federation of Teachers & Nat'l. Board for Professional Teaching Standards. Resource Team	1994 to Present
Northeast Middle School, Rochester, NY. Design Committee	1992 to 1993
Long Island University: C.W. Post Campus, Brookville, NY	1989 to 1993
NYSUT-Effective Teaching Program, Albany, NY	
Adjunct Instructor/Effective Teaching Instructor - Graduate Courses: Teacher Effectiveness and Classroom Handling, Cooperative Learning, and Keys to Motivation.	

PROFESSIONAL DEVELOPMENT

Instructional Technologies	Cooperative Learning
Total Quality Management	Peer Coaching and Collaboration
Affective Skills	Creative Conflict
Keys to Motivation	Integrative Learning
Authentic Assessment	Teacher Effectiveness and Classroom Handling
Learning Channels	

AFFILIATIONS AND MEMBERSHIPS

Phi Delta Kappa	New Standards Project (NSP)
Association for Supervision & Curriculum Development (ASCD)	Performance Assessment Collaborative for Education (PACE)
Division of Student Activities (NASSP)	Rochester Teacher Association (RTA)
National Middle School Association (NMSA)	Association of Supervisors and Administrators of Rochester (ASAR)

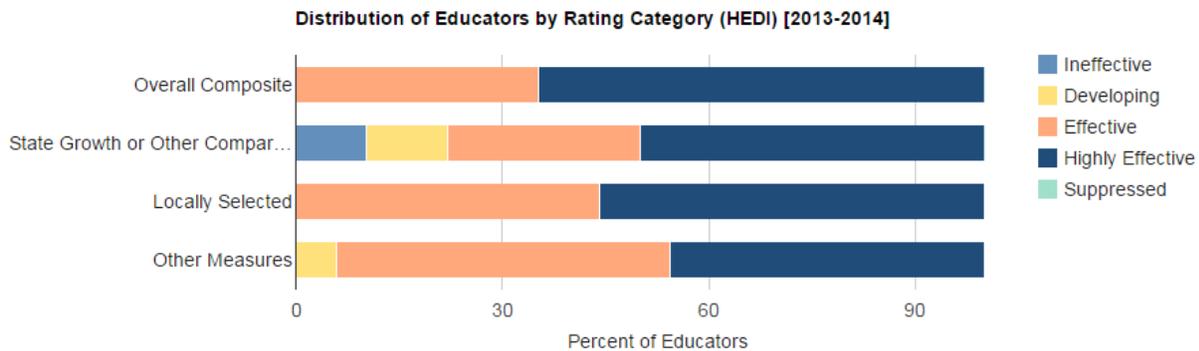
AWARDS AND HONORS

Administrator of the Year, Rochester City School District, 2000.
 Nominated to **Teacher's Hall of Fame**, 1995.
 National Board for Professional Teaching Standards,
Pioneer Award, for completion of comprehensive certification process, 1994.
 Rochester Teachers Association's Leadership for Reform Institute, **Exemplary Practice Award**, for the First Class and Professional Practice School programs, 1994.
 Nominated, SUNY Brockport **Supervising Teacher of the Year**, 1993.
 Presenter, SUNY Brockport, **Scholars' Day**, 1992.
 Nominated for Rochester City School District, **Teacher of the Year**, 1987.
 University of Rochester **Award for Excellence in the Secondary Classroom**, 1987.

REFERENCES AVAILABLE UPON REQUEST

II.E. Instructional Staff

II.E.i.



II.E.ii. Lincoln Park School #44 Staffing

There is strength to build upon in the current instructional staff at School 41, evidenced by the 2013-2014 school year building growth score of 19, which is highly effective. In addition, as shared in the relevant previous section, the Spring NWEA data shows that students are shrinking the gap to the national grade level norm.

However, the DTSDE Review conducted by the IIT found inconsistent and insufficient levels of rigorous and differentiated planning and instruction. There is a need to provide structured teacher collaboration focused on standards and key performance indicators, as well as on cycles of data-driven instruction, resulting in scaffolded and differentiated lessons during core instruction. The level of cognitive demand of tasks and questions also needs to be raised. The level of instruction provided to special education students is another area that will need to be addressed.

One change to the staff that will need to be considered prior to the start of this transformation is a review of the Rochester Parent Pre-school Program teachers, to ensure that they want to participate in the structured collaboration time with the Kindergarten and primary teachers. Because these teachers do not report to the principal, the District's Executive Director of Early Childhood, will work to ensure that teachers understand the new expectation and have the opportunity to transfer if necessary.

II.E.iii. Key Instructional Staff

In addition to the overall areas of improvement and key competencies outlined above, staff who will be part of this transformation plan will need to be philosophically aligned with restorative approaches, and willing to engage in structured teacher collaboration and embedded professional learning, particularly in the area of differentiation. They will need to be willing to work hard, work differently and take action to implement more robust and consistent systems. Furthermore, at least some 50% of staff must be willing to work the extended hours to make the program model work most effectively and sustainably.

Beyond these characteristics necessary in all staff, the additional positions proposed in this transformation plan will be critical in meeting the needs of students at School 44.

Data Coach - All three key strategies guiding the improvement plan at School 44 will require a capacity to access, manipulate, track and make meaning from data. Providing frequent and targeted intervention at all grade levels, with a new emphasis on the early grades, as well as using formative assessments to differentiate core instruction demand this skill set. This position will also provide the capacity to build an effective system of intervention and data cycles, and will be responsible for facilitating the grade level meetings; thus setting up a sustainable school wide structure. This person must have both the technical knowledge of various assessments such as NWEA, and the corresponding online intervention programs such as Lexia and Compass, and be able to speak the language of classroom teachers, helping them apply what the data is telling them about student progress and next steps. The data coach must also have a systems view and be able to use his/her analytic skills to help design a data system for tiered social-emotional supports as well. The Data Coach's work will be aligned with the District's data cycle protocols and with the support structure for coaches, and will take full advantage of the District's 20-hour module on Differentiated Instruction. Ensuring that the coach works in concert with Districtwide efforts will aid in sustainability.

Speech Language Pathologist (SLP) – The licensed speech language pathologist will bring expertise in all the language underpinnings necessary for student success in the standards and curriculum (discussed in detail in section II.H.i and ii including phonological awareness, semantic/vocabulary concepts, expressive & receptive language and pragmatic skills as aligned to the Common Core Learning Standards for literacy across all subject areas. The expectation is that this SLP function similarly to a co-teacher, engaged in planning, instruction and assessment for a wide-range of non-classified students. Using a push-in model, and largely building from both an RCSD-developed Language Enriched co-taught model and from the Core Knowledge Language Arts Listening and Learning supplemental guides, the SLP would work with Pre-K-2 teachers to integrate targeted developmental language acquisition for all students, a need demonstrated by Pre-K and Kindergarten screening data.

Social Worker – This social work position will require a unique skill set as there are two semi-distinct aspects of the role. Overall, this position will be charged with creating systems of primary prevention and secondary intervention supports that will help make the school's program more effective and efficient, but it also has a direct service component. Half of the social worker's effort will be devoted to improving the odds of success for students in the Pre-K-K span, providing coordination, case management and linkages to community resource networks. This work will have a large focus on supporting families so that Pre-K attendance is more consistent, as well as bridging the transition from Pre-K to Kindergarten. The social worker will collaborate closely with the Adult Family Educator and Pre-K Staff of the co-located Rochester Parent Pre-School Program, who can help equip families with strategies to use at home to foster language development. The social worker will be able to target families of these younger students with another layer of personalized support, working to build a strong home-school relationship and helping families solve barriers; establishing healthy and productive patterns while our students are in Pre-K and K will pay off for their entire school career.

Hourly Pay – for Expanded Day Programming. School 44 will be adding an additional 270 hours to the school year for all students, operating on a 9-5 schedule. While the lead community partner, The YMCA, will provide most of the daily enrichment, the hourly pay for a cadre of teachers will

allow that time to be better connected with the traditional school day. One teacher would be the Expanded Day Liaison for a particular grade level, and would be responsible for communicating with the partner staff on a regular basis about the themes, standards and student data and needs. The Liaisons would work with the data coach and the social worker to devise a schedule for whatever interventions may be necessary during the expanded day block. These Liaisons would also remain on-site during the enrichment block, ensuring the visible connection for students so that rituals, routines and behaviors remain consistent.

In addition to SIG-funded additional roles, the instructional staff as a whole must have the capacity to plan rigorous lessons that stimulate higher-order thinking and help scaffold students from where they are to reach high standards. Teachers must be able to incorporate the CC shifts, and to use instructional data to make decisions about how to differentiate. Teachers must be able to establish a relationship with students that is motivating and focused on learning. In short, teachers must be effective in all four Domains of the Danielson Framework in order to drive significant increases in student achievement.

II.E.iv. Mechanisms to Acquire and Assign Instructional Staff

The staffing process in the current teachers' contract provides for multiple rounds of teacher selection. The first round of this process is the "voluntary transfer" round. All eligible teachers may apply to up to ten schools within the District. Teachers are not eligible to participate in the voluntary transfer round if their performance at the mid-year is deemed to be unsatisfactory by their current supervisors. Building principals and the school-based planning team may interview and select eligible teachers who apply for voluntary transfer based upon merit. After the voluntary transfer round is complete, teachers have the ability to select vacant positions within their tenure area based upon seniority. Seniority-based transfers restrict a principal's ability to select the candidate of choice. The teacher's contract provides mechanisms for schools to become exempt from the transfer process. Such exemption allows school to select all teachers through a separate interview process. Exemption must be agreed upon by the teachers union and the District.

II.F. Partnerships

II.F.i.

The YMCA of Greater Rochester is the selected enrichment partnership for School 44. The YMCA will provide staff on-campus who will structure engaging enrichment opportunities, developed in conjunction with a team of teachers charged with ELT program design. The YMCA brings over 100 years of community service and an expertise in both wellness and youth development to the school. This Y has undergone a strategic overhaul of their programs and delivers educational programming including 9 evidence-based core components:

- 1) Tutoring and mentoring;
- 2) College and Career exploration;
- 3) 21st Century Learning;
- 4) Service Learning;
- 5) Arts Integration;
- 6) Leadership Development;
- 7) Health and Wellness;
- 8) Global Learning;
- 9) Parent & Family Engagement.

These components provide School 44 a wide range of building blocks and will both engage students and foster social-emotional health as well.

The YMCA will provide enrichment for all students, and their curriculum and staff will also be deployed as part of the tiered levels of social emotional supports. A leader in youth development and quality programming, the YMCA has been piloting the Devereaux Student Strengths Assessment (DESSA) in efforts to better understand students' social-emotional wellness and build responsive programming. The DESSA is a standardized, norm-referenced behavior rating scale that provides one "social-emotional competency" score that then allows for intervention and program modification.¹ Coupling the additional Social Worker proposed in this plan with the YMCA's diagnostic tool will provide a strong foundation upon which School 44 can build a system of supports.

While the YMCA staff will assess each child at least twice during the school year, this partnership provides an opportunity for School 44 teachers to also become familiar with the screener, and to begin to analyze the trends in student development. This knowledge will assist in the development of the content for morning meetings and the school's universal supports, as well as in targeted interventions.

¹ <http://www.centerforresilientchildren.org/wp-content/uploads/2012/08/Dessa-Comprehensive-Flyer-FINAL.pdf>

While the YMCA is also the lead partner for the school's Expanded Day model, the funding for the partnership will come through a combination of District sources and is not included in this SIG plan. This will also help ensure sustainability, which the District has worked to maintain.

Included in this grant is reserved funding for providers of social-emotional supports and interventions, after the system has been built, needs assessed and specific needs articulated.

Furthermore, there are two professional service providers, each with specific roles in this school plan. First, training in building a school-wide approach to Restorative Practices will be provided through either the MK Gandhi Institute or the Partners in Restorative Initiatives (PIRI). Both organizations function together, and if this grant is awarded, a decision about which partner is the best fit will be determined. The second consultant partner is Juanita Davies, a consultant specializing in supporting leadership teams through the building of systems and structures to manage for results in a collaborative way. This systems building will provide the foundation for the three strategies of this plan, and in fact, is the essence of an early learning intervention model. Intervention models will not work without a functional and efficient system to guide the multiple tiers, make effective decisions about efficacy and allow frequent re-adjustments in response. It is for this reason that the grant provides for a focus on capacity building and year-long supports to ensure that these systems are established and take hold.

II.F.ii.

Please see **Attachments C**, Partner Effectiveness Charts for School #44.

II.F.iii.

Emphasis is placed on partner evaluation throughout the service delivery period. The Grant Monitor and OSI Ambassador assigned to support the school work directly with the principal and the partner, holding every partner accountable for contractually required deliverables. Selected partners, school staff, and the District examine the identified performance targets bimonthly (at a minimum) and make mid-course adjustments if needed. This ongoing progress monitoring is supplemented by a year-end review as part of the renewal decision.

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
<p>Juanita Davies, President J. Davies & Associates Email: jdaviesassoc@aol.com Phone: 732-389-1986</p> <p>Provided direction and instruction to implement collaborative teams and develop Professional Learning Communities. Services included intensive planning, professional and leadership development, review of strategic plan SMART goals and executive coaching.</p>	<ol style="list-style-type: none"> Maryvale School District Implemented <i>district-wide Professional Learning Community</i> Madison-Oneida BOCES Implemented <i>Regional Professional Learning Community with teams in 9 districts</i> New York State Department of Education <i>Professional Development for state-wide STLE (Strengthening Teacher & Leader Effectiveness) districts resulting in implementation of collaborative teams and Professional Learning Communities in 14 districts</i> Webster Central School District Implemented <i>district-wide Professional Learning Community resulting in national recognition as a high performing Professional Learning Community & as the only NYS district named to the AP honor roll for 3 consecutive years.</i> Rochester City School District <i>Design and plan for school-wide collaborative teams,</i> 	<ol style="list-style-type: none"> James Maloney, Assistant Superintendent maloney@maryvaleufsd.org Peg Aldrich, Director of Curriculum & Instruction aldrich@maryvaleufsd.org Betsy DiVita, Grant Coordinator divita@maryvaleufsd.org Ed Rinaldo, Director of Staff & Curriculum Development erinaldo@moboces.org Courtney Jablonski, Office of Teacher & Leader Effectiveness Courtney.Jablonski@nysed.gov Adele Bovard, past Superintendent adele.bovard@rcsdk12.org Joe Pustulka, Webster-Schroeder High School Principal Joe_Pustulka@websterschools.org Adele Bovard, Deputy Superintendent adele.bovard@rcsdk12.org

Partner Organization	Schools the partner has successfully supported in the last three years	References / Contacts
<p>Name and Contact Information and description of type of service provided.</p> <p>Juanita Davies, President J. Davies & Associates Email: jdaviesassoc@aol.com Phone: 732-389-1986</p>	<p>Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p> <p>1. Maryvale School District Implemented <i>district-wide Professional Learning Community</i></p> <p>2. Madison-Oneida BOCES Implemented <i>Regional Professional Learning Community with teams in 9 districts</i></p> <p>3. New York State Department of Education Professional Development for state-wide STLE (Strengthening Teacher & Leader Effectiveness) districts resulting in implementation of collaborative teams and Professional Learning Communities in 14 districts</p> <p>4. Webster Central School District Implemented <i>district-wide Professional Learning Community resulting in national recognition as a high performing Professional Learning Community & as the only NYS district named to the AP honor roll for 3 consecutive years.</i></p> <p>5. Rochester City School District Design and plan for school-wide collaborative teams,</p>	<p>(Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p> <p>1. James Maloney, Assistant Superintendent maloney@maryvaleufsd.org Peg Aldrich, Director of Curriculum & Instruction aldrich@maryvaleufsd.org Betsy DiVita, Grant Coordinator divita@maryvaleufsd.org</p> <p>2. Ed Rinaldo, Director of Staff & Curriculum Development erinaldo@moboces.org</p> <p>3. Courtney Jablonski, Office of Teacher & Leader Effectiveness Courtney.Jablonski@nysed.gov</p> <p>4. Adele Bovard, past Superintendent adele.bovard@rcsdk12.org Joe Pustulka, Webster-Schroeder High School Principal Joe_Pustulka@websterschools.org</p> <p>5. Adele Bovard, Deputy Superintendent adele.bovard@rcsdk12.org</p>

review SCEP plan & provide leadership development

Kevin Klein, Integrated Arts & Technology HS Principal
Kevin.Klein@rcsdk12.org

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
<p>National Center on Time & Learning (NCTL) 24 School Street, 3rd Floor Boston, MA 02108</p> <p>Contact: Joe McKown, Vice President jmckown@timeandlearning.org 617.378.3957</p>	<p>1. McCormack Middle Washington Irving Middle <i>Boston Public Schools</i></p> <p>2. Guilmette Elementary Weatherbee K-8 Arlington Middle <i>Lawrence Public Schools</i></p>	<p>1. Diana Wogan Expanded Learning Time Project Manager Boston Public Schools 2300 Washington Street, 3rd Floor Boston, MA 02119 dwogan@bostonpublicschools.org 617-635-9695</p> <p>2. Jeff Riley Superintendent Lawrence Public Schools 233 Haverill Street Lawrence, MA 01841 Jeffrey.Riley@lawrence.k12.ma.us 978-975-5905, ext 25600</p>

Project and Services Provided:

In November 2011, Boston Public Schools (BPS) was awarded an Investing in Innovation Fund (i3) Development grant from the U.S. Department of Education (USED), to pilot the planning and implementation of the Turnaround with Increased Learning Time (TILT)¹ model in two chronically low-performing Boston middle schools. BPS partnered with NCTL for technical assistance to plan for this model, which focuses on several of the *Seven Essential Elements* of high quality expanded time schools. The model increases time for core academics and enrichment for all students by 300 hours per year and offers teachers additional time for collaboration and professional development. It also includes deeper and more integrated use of data to inform instruction and group students for interventions.

Time period:

NCTL provided planning support in winter 2011 through spring 2012, began implementation support in school year 2012-13, and continues to provide support this school year through school visits and Progress Monitoring.

Quantifiable Success Indicators:

Quantifiable success indicators associated with student performance as reflected in the MCAS assessment appear below for the two schools - the Washington Irving Middle School and the John W. McCormack Middle School. NCTL has worked with these schools since 2011. The academic outcome data for both the Irving and the McCormack after the first year (2012-13) of ELT implementation reflect the early challenges both schools faced in the initial implementation year. As shown in Figures One and Two below, for the 2012-13 school year, proficiency rates on the MCAS either dipped or remained stagnant, and students showed average growth in both ELA and Math as measured by the median student growth percentiles (SGP) for the school. By contrast, in 2013-14, students made encouraging gains in proficiency across both subjects, and the SGP for math and ELA was higher across all three grades. In particular, eighth graders at both schools showed particularly pronounced growth.

¹ The TILT model was designed based on the early success of the Clarence Edwards Middle School, in Boston, which implemented an expanded school schedule in 2006 through the Massachusetts Expanded Learning Time (ELT) Initiative with technical assistance support from NCTL.

FIGURE 1: Proficiency Rates 2012-2014
Irving and McCormack compared to Boston Public Schools

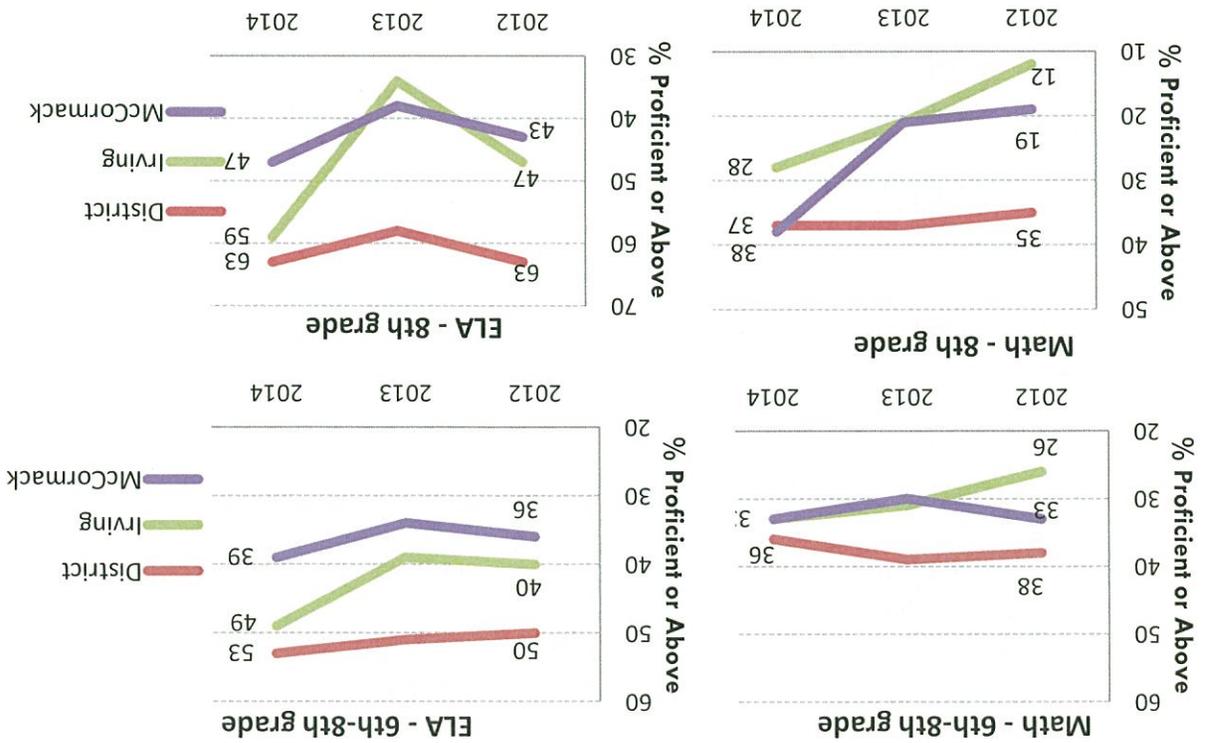
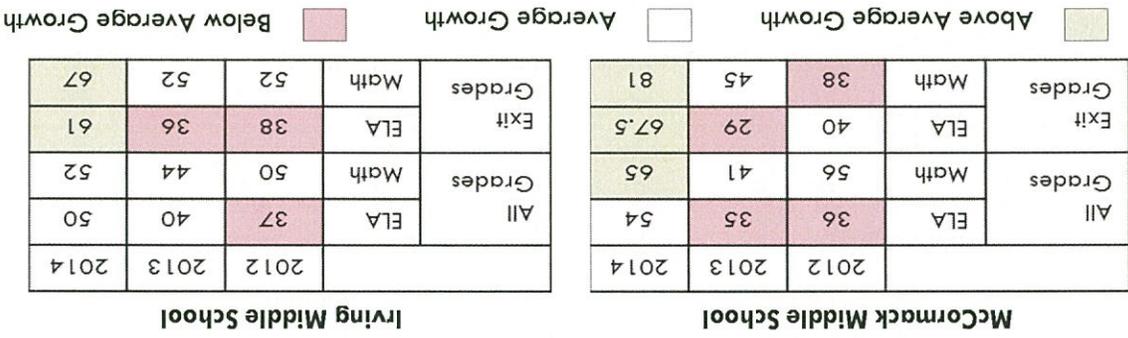


FIGURE 2: Median Student Growth Percentiles (SGP) 2012-2014



Lawrence Public Schools

Project and Services Provided:

NCTL has provided grant and fee-based services to Lawrence Public Schools since Fall 2012. Currently, four LPS schools are in their second year of ELT implementation as part of our TIME Collaborative initiative. In school year 2012-13, these schools participated in the TIME Collaborative ELT school redesign planning initiative analogous to the one in which several schools in Rochester have participated. Having provided ELT planning technical assistance (TA) to the schools, NCTL began providing ELT implementation support to the schools under the auspices of the TIME Collaborative in school year 2013-14 and continues to do so now.²

Time period:

LPS worked with NCTL on ELT planning from October 2012-May 2013. ELT implementation support has continued for the past two school years.

Quantifiable Success Indicators:

In addition to meeting the TIME Collaborative requirements, some academic performance highlights from TIME Collaborative Schools in LPS on the MCAS³ since 2012 include:

- *Guilmette K-4*: ELA proficiency growth from 35% to 46% (Closed the gap with the state by 14 percentage points); Math proficiency growth from 41% to 63% (Exceeded the state by 3 percentage points in 2014 after having trailed it by 15 points in 2012)
- *Weatherbee K-8*: ELA proficiency growth from 45% to 51% (Closed the gap with the state by 6 percentage points); Math proficiency growth from 34% to 42% (Closed the gap with the state by 7 percentage points)
- *Arlington 5-8*: Exit grade ELA proficiency growth from 48% to 54% (Closed the gap with the state by 8 percentage points); Math proficiency growth from 13% to 30% (Closed the gap with the state by 17 percentage points)

² The TIME Collaborative planning technical assistance (TA) includes six day-long ELT learning/planning/workshops led and facilitated by NCTL, monthly coaching, and baseline Progress Monitoring. The planning culminates in each school's creation and submission of a high-quality ELT implementation plan. Implementation TA also includes a series of day-long sessions and ongoing coaching, with a particular focus on instructional quality and teacher collaboration & professional development. Semi-annual (i.e., in the fall and spring) Progress Monitoring informs ongoing coaching.

³ MCAS: *Massachusetts Comprehensive Assessment System* is the annual state assessment.

II.G. Organizational Plan

II.G.i. Management and Team Structures and Lines of Reporting

Please see attached School #44 Organizational Chart. Please note that at the time of writing, the Rochester City School District received formal notification that School 44 is in two-year Receivership, which will necessitate the formation of a Community Engagement Team. This team will not have a daily operations lens, but may make recommendations which would impact this structure.

II.G.ii. Function of Management and Team Structures in Day-to-Day Operations

The new evidence-based expanded learning model will drive the formation of a formal Instructional Leadership Team (ILT) which is charged globally with implementation and performance management of the school’s program. This team is typically comprised of the administration, Instructional and Data Coaches, teacher representatives from all levels, including student support services, the parent liaison and community partners.

This team will be formed this summer, and will work with a consultant to articulate the roles, functioning and relation to other existing teams, especially to School-Based Planning Team. At this point, what is clear is that the ILT must meet weekly and would ideally set a calendar specifying which data points will be reviewed when. This team would review implementation such as assessing progress toward tactical objectives listed in this grant, as well as reviewing real-time data such as student attendance and progress monitoring data. This team would likely be a regular point of contact with the School Ambassador, participating in the bi-monthly SIG progress monitoring.

The other new team that will be assembled is an Early Intervention Team, complementing the existing SST, but explicitly focused on launching a new model of early intervention. This team will be convened by the Principal and comprised of a Pre-K teacher, primary grade teacher, District-funded primary Reading Teacher, and rounded out by the grant-funded social worker and speech language pathologist. This team would meet weekly, especially in the first semester while building protocols.

As the final Receivership notification is received, the school will also work to form a Community Engagement Team, which will operate under the required structure and function.

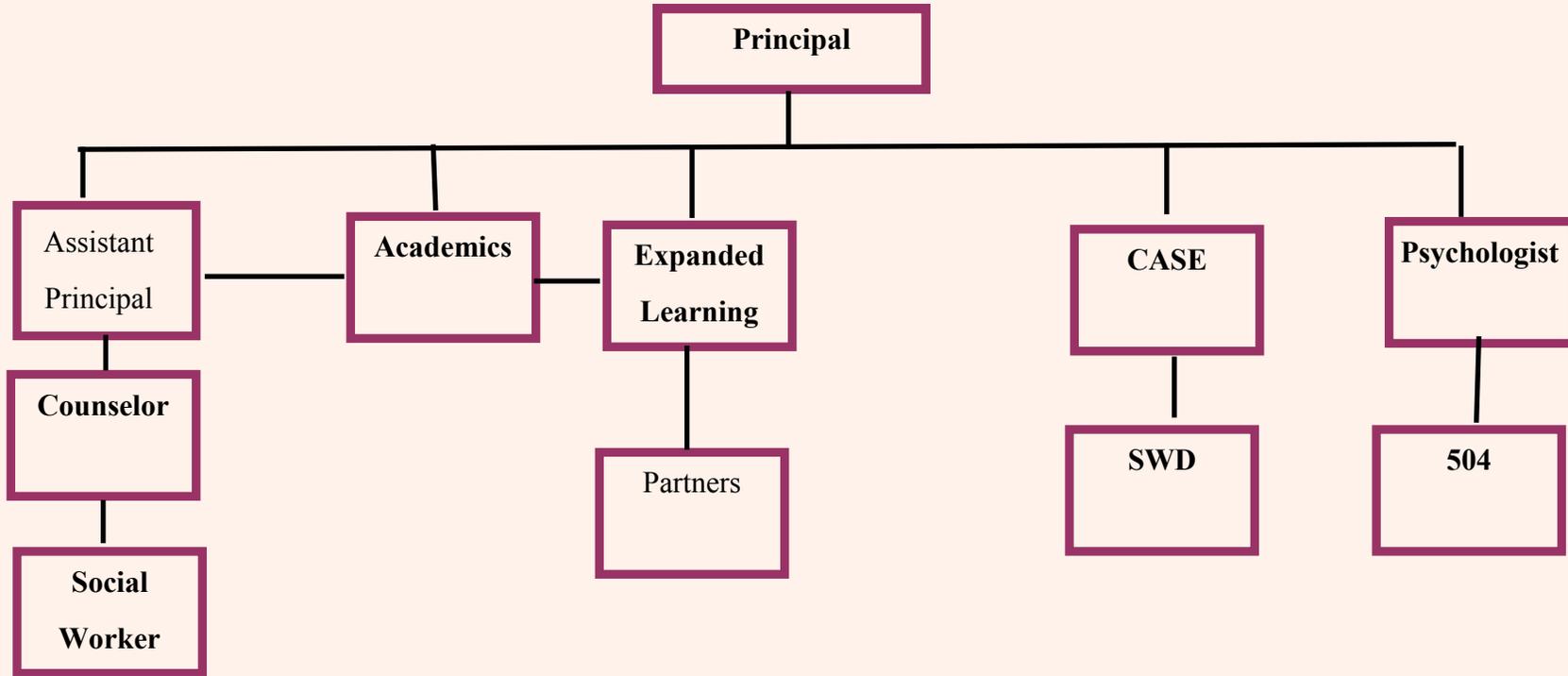
II.G.iii. Plan for Implementing APPR at Lincoln Park School #44

RCSD has an SED approved APPR Plan. All RCSD teachers give pretests and post-tests for SLO. All administrators and peer-evaluators have been trained and passed training using the Teachscape Rubric. Data is used to drive the relevant PD for struggling teachers.

II.G.iv. Calendar of Events for APPR Implementation

2016 – 2016	
Date	Task
Teacher APPR	
June	The Teacher Evaluation Selection Process opens.

October 15	Teachers completing a PART project through APPR must complete the PART Form #1, and the form must be uploaded to ePerformance.
October 15	Teacher Goal-Setting Meeting must be completed.
November 30	First formal observation for non-tenured teachers is due.
January 12	Teachers must complete Semester 1 course SLO entry in eDoctrina.
January 19	Principals and teachers must agree and approve Semester 1 course SLOs in eDoctrina..
February 13	Teachers must complete Full Year and Semester 2 course SLO entry in eDoctrina.
February 28	Principals and teachers must agree and approve Full Year and Semester 2 course SLOs in eDoctrina.
March 27	Teachers must complete course SLOs in eDoctrina for the following courses: K-2, ESOL, Resource Room, Self-Contained, and Consultant Teachers.
April 17	Principals and teachers must agree and approve course SLOs in eDoctrina for the following courses: K-2, ESOL, Resource Room, Self-Contained, and Consultant Teachers.
April 30	Second formal observation for non-tenured teachers and formal observation for tenured teachers is due.
May 15	Non-tenured teachers' evaluation review meeting must take place.
May 21	Peer Evaluation must be completed for applicable evaluations.
May 21	Structured PART interview must take place for those teachers completing a PART project.
June 1	Teacher evaluation review meeting must take place. Unannounced observations must be completed prior to completion of teacher evaluation.
Leader APPR	
October 2	A copy of the evaluation form will be given to all administrators. Process and timelines will be discussed with the direct supervisor.
November 6	Principals will complete the Personal Goals and Objectives Form and return it to their direct supervisor.
November 20	Goals will be cooperatively established by the administrator and his/her supervisor. A meeting to discuss goals will be scheduled or a written response provided by the direct supervisor.
Ongoing	The administrator will review progress toward meeting goals throughout the year. Several informal visitations will be scheduled with the direct supervisor. When appropriate, a due process plan of action will be initiated by the direct supervisor.
April 1	Evaluations of administrators with "developing" or "ineffective" will be submitted to HCI.
June 18	The administrator's Year-End Self-Assessment Form will be completed and returned to the direct supervisor. The administrator will schedule a meeting to discuss progress toward meeting the stated goals with his/her direct supervisor. If completing the tenure year, the Tenure Summary Form will be completed and returned to the direct supervisor.
August 7	The administrator and his/her supervisor will discuss the Administrative and Supervisory Personnel Performance Evaluation Form. Forms will be returned to HCI by the supervisor.



LINCOLN PARK

SCHOOL # 44

INSTRUCTIONAL TEAM

Student Support Team:	Meets Weekly
Leadership Team:	Meets Weekly
School Based Planning Team	Meets Monthly
Academic Teams	
Attendance Team	

II.G.iv. Calendar of Events for APPR Implementation Task	
Teacher APPR	
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August 7	The administrator and his/her supervisor will discuss the Administrative and Supervisory Personnel Performance Evaluation Form. Forms will be returned to HCI by the supervisor.

II.H. Educational Plan

II.H.i. Curriculum to be used

Providing high-quality, highly effective instruction and equal access to academic opportunities is the most important service the RCSD can provide its students. Ensuring that all students have comparable academic programming options has been a primary driver for many of the scheduling and programmatic changes from 2013-2014 to 2014-2015. As the district continues to build an infrastructure that better supports all schools, the District will realize the promise of offering engaging instructional opportunities via rigorous curriculum and content and consistent academic programming for every child, in every classroom, every day.

Universal Prekindergarten

The RCSD recently received the Priority Full-Day Prekindergarten and Increased Half-Day Pre-k grant from NYSED. This is allowing the District to maximize full day Pre-K seats, including those at Schools #8, #41, and #44.

Presently the district is implementing the High Scope Preschool Curriculum developed by the High Scope Foundation, Inc. The High Scope Preschool Curriculum was initially developed in the 1960's and has been the subject of a longitudinal study of its students that has taken place over a period of forty years, the Perry Preschool Project. The most significant findings of the Perry Preschool Project included findings that indicated “ the study found that adults at age 40 who had the preschool program had higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school than adults who did not have preschool.” (<http://www.highscope.org/Content.asp?ContentId=219>). A comparative study of implementation of the High Scope Preschool Curriculum, a Nursery School approach and direct instruction concluded the High Scope group aspired to complete a higher level of education than the Direct Instruction cohort (<http://www.highscope.org/Content.asp?ContentId=837>).

Two district goals focus on increasing the number of students reading at grade level by third grade and increasing the four year graduation rate. In addition to the implementation of the High Scope Preschool Curriculum the district is also piloting the New York State Prekindergarten Common Core Curriculum modules in Universal Prekindergarten classrooms located in elementary schools. Pending the outcome of the pilot of the Prekindergarten Common Core Curriculum modules, the district may seek to broaden implementation of these modules next year.

The suggested daily schedule for full day prekindergarten (6 hour day) may include the following components:

Activity	Duration (6 hours total)
Greeting and Book Reading	10 minutes
Breakfast / Conversation / Clean up	20 minutes
Morning Message	10 minutes
Small Group (ELA focus) *	20 – 30 minutes, including clean up
Planning Time for Center Activities	15 minutes
Center Time (with rotations)	45 minutes
Recall Time (retelling of center activities)	10 minutes

Large Group Time (movement activities)	20 minutes
Bathroom / wash hands/ prepare for lunch	15 minutes
Lunch Time / Conversation / brush teeth	30 minutes
Small Group Time (Math focus) *	20 – 30 minutes
Plan – Do – Review (Centers)	60 minutes
Outside Time (Gross motor)	30 minutes
Closing / Goodbyes	5 minutes

Common Core Learning Standards

The Common Core Learning Standards drive the instructional outcomes at each grade level. Providing high quality, highly effective instruction and equal access to academic opportunities is the most important service we can provide our students. Ensuring that all students have comparable academic programming options has been a primary driver for many of the scheduling and programmatic changes. As the district continues to build an infrastructure that better supports all schools, we will realize the promise of offering engaging instructional opportunities via rigorous curriculum and content and consistent academic programming for every child, in every classroom, every day.

English Language Arts and Literacy Core Program

Teachers in Grades K-6, and 7-8 will continue to use *the NYS Common Core Curriculum Resources* as our core instructional program.

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

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

Kindergarten Instructional Diet

- Phonemic Awareness and Phonics-- Whole Group 30 minutes
- Comprehension and Vocabulary— Whole Group 30 minutes
- Additional Phonemic Awareness/Phonics, Vocabulary, Comprehension, Fluency—Small Group 40 minutes
- Writing and Language— Whole and/or Small Group 20 minutes

Grade 1 Instructional Diet

- Phonemic Awareness and Phonics- Whole Group 25 minutes
- Comprehension and Vocabulary— Whole Group 25 minutes

- Additional Phonemic Awareness/Phonics, Vocabulary, Comprehension, Fluency—Small Group 40 minutes
- Writing and Language— Whole and/or Small Group 30 minutes

Grade 2 Instructional Diet

- Phonics-- Whole Group 20 minutes
- Vocabulary, Fluency, Comprehension— Whole Group 25 minutes
- Phonics, Vocabulary, Fluency, Comprehension— Small Group 40 minutes
- Writing and Language— Whole and/or Small Group 35 minutes

Grades 3-6 Instructional Diet

- Common Core Lesson- 60 Minutes
- GRAIR (Guided Reading Accountable Independent Reading)Time- 30 Minutes
- Writing and Language— Whole and/or Small Group 30 minutes

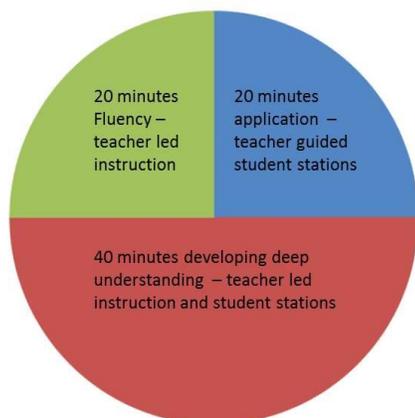
Elementary Mathematics and Core Program

Teachers in Grade K-6 and 7-8 will use the Common Core Curriculum Units provided by NYSED at Enageny.org. This scope and sequence for mathematics accounts for key grade-level focus areas determined by the Common Core Learning Standards. The aim is to significantly narrow and deepen the scope and content of how time and energy is spent in the math classroom. This increased focus allows each student to think, practice, and integrate each new idea into a growing structure. Each unit provides teachers with guidance about lessons, projects, or tasks to help them plan daily instruction. As teachers plan they should account for the following lesson components and instructional shifts.

The Mathematics suggested instructional diets depicted below are designed to:

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

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



Approximate Instructional Minutes per Day

K-6:

20 minutes Fluency – teacher led instruction

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

20 minutes-application

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

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

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

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

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

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

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

II.H.ii. Instructional Strategies to be Used in Core Courses and Common-Branch Subjects

The instructional strategies that will be used by teachers utilize both the NYS curriculum as well as existing resources to deliver instruction that is systematic and explicit, purposeful, and rigorous. For example, ELA teachers will incorporate instruction around close reading, annotating texts, research methods, and writing argumentative essays. There are six shifts that the Common Core Learning Standards (CCLS) require if the school is to be truly aligned in terms of curricular materials and classroom instruction. Continuation of training on the Common Core State Standards (CCSS) and instructional shifts combined with building-level initiatives will correlate

with District and school professional development sessions to maximize teacher capacity. Events of instruction in both required, core courses and during expanded learning opportunities will be arranged to reflect all six instructional shifts in both ELA and math by accelerating learning by means of making meaningful improvements to the quality and quantity of instruction. Teacher/leader effectiveness and building capacity to serve the ELL and SPED populations will be a specific focus to ensure all students learn by teachers who have a full toolkit of strategies.

Table 4. Common Core Learning Standards - ELA Shifts

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

Events of instruction in both required and core courses will be arranged to reflect all six instructional shifts by accelerating learning by means of making meaningful improvements to the quality and quantity of instruction. At the District level, professional development will be offered in both math and ELA regarding the implementation of CCLS. This menu of choices will add options teachers and leaders and link directly to the domains found within teacher evaluation. Hence, linking feedback loops with options for teachers to further develop their craft or enhance areas in need of improvement.

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

Vocabulary. Each time a teacher selects a text, appropriate vocabulary words should be selected based on student needs as well as on criteria for choosing Tier 2 vocabulary words. If few words are selected carefully and instruction is explicit and appropriately sequenced, students should be

able to successfully access both the vocabulary words taught through the close reading as well as vocabulary words introduced and taught during support and enrichment.

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

Teachers will incorporate the Standards for Mathematical Practice daily into their instruction to realize the necessary shifts for implementing CCLS.

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

These practices articulate what mathematically proficient students do when learning this important content. Teachers will incorporate the following specific strategies:

- a) Anticipation- Teachers in their planning will have a clear learning target set and specific instruction and tasks that students will be engaged in to access these targets. Teachers will complete tasks ahead of time and know what strengths and deficits students will bring to the tasks.
- b) Monitor-Teachers will pay close attention to student work as tasks are being completed. Teachers will use this informal assessment time to determine misconceptions students are having and exemplary approaches to completing tasks.
- c) Select- Teachers will select students to share work based on how this work supports acquisition of the learning target. Student presenters will be selected strategically with the understanding that over time, all students will contribute.
- d) Sequence-teachers will sequence student presenters and activities to maximize quality discussion related to meeting learning target.
- e) Connect- Teachers will use effective questioning and discussion techniques in conjunction with skillful crafting of assessment to ensure that learning targets are being met.
- f) Use of Feedback and Revision-Teachers will provide students with written and verbal feedback and allow students to revise work to improve its quality. Students will understand how to use rubrics and other criteria to self-assess their work and improve their metacognitive processes.
- g) Common Formative Assessment- Teachers will use common formative assessments as a vehicle to look at student work for the purpose of continuous student improvement.

Performance Level Descriptions will be used to measure the degree to which students are meeting the intent of Common Core Learning Standards.

- h) Differentiation of Lessons- teachers will use techniques in differentiation to ensure that all students are properly challenged, engaged, and supported. Teachers will use Performance Level Descriptions to target activities and approaches to be differentiated
- i) All students will have access to Compass Learning and associated learning paths of need as articulated by NWEA data.

II.H.iii. School Calendar and Daily Class Schedule

School 44 will become an official “Expanded Learning School” in 2015-2016, which means that it will implement the NCTL-designed framework to redesign each school day, using time more strategically to provide:

- Additional 300 hours of educational opportunities for all students
- Embedded intervention block (Differentiated Supports)
- Embedded Teacher Collaboration Time (120 minutes weekly) for all teaching staff comprised of:
 - 60 minutes weekly of Data Analysis
 - 60 minutes weekly of data-informed, collaborative lesson planning and professional learning.
- Embedded Enrichment block for all students (90 minutes weekly)

RCSD has helped pioneer this move to expand and redesign the traditional calendar, and is proud to be able to offer schools an increasing number of tools and supports as they make this transition. The schedule below outlines one option for the schedule of expanded time at School 44; multiple iterations are being prepared and discussed this summer.

Sample Master Schedule with ELT

7:15	ARRIVAL															
7:30	MATH	MATH	MATH	MATH	ELA	ELA ESOL 1 Pulls	ELA	ELA								
8:10	PE1 A & C Art-B Music1-D	PE1 B & D Art-A Music1-C	PE2 A & C Art-D Music1-B	PE2 B & D Art-C Music1-A		ESOL 1 Push In										
8:50	SUPPORTS A,B: Data C,D: Intervene	SUPPORTS A,B: Data C,D: Intervene	SUPPORTS A,B: Data C,D: Intervene	SUPPORTS A,B: Data C,D: Intervene									ESOL 1 Push In			
9:30	MATH	MATH	MATH	MATH	SS	MATH	MATH	MATH	MATH	SS	SS	MATH	MATH	MATH	MATH	
10:10	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess					Lunch Recess	Lunch Recess					
10:50	SS	SS	SS	SS	MATH	SUPPORTS A,B: Data C,D: Intervene	SUPPORTS A,B: Data C,D: Intervene	SUPPORTS A,B: Data C,D: Intervene	SUPPORTS A,B: Data C,D: Intervene	MATH	MATH	SS	SS	SS	SS	
11:30	SCI	SCI	SCI	SCI	PE1 A & C Art-B Music1-D	PE1 B & D Art-A Music2-C	PE2 A & C Art-D Music1-B	PE2 B & D Art-C Music2-A				Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	
12:10	ELA	ELA	ELA	ELA	SUPPORTS A,B: Data C,D: Intervene	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	SUPPORTS A,B: Data C,D: Intervene	SUPPORTS A,B: Data C,D: Intervene	SCI	SCI	SCI	SCI	
12:50	ELA ESOL 1 Pull				PE2 A & C Art-D Music1-B	SS	SS	SS	SS	PE1 A & C Art-B Music1-D	PE1 B & D Art-A Music1-C	SUPPORTS A,B: Intervene C,D: Data	SUPPORTS A,B: Intervene C,D: Data	SUPPORTS A,B: Intervene C,D: Data	SUPPORTS A,B: Intervene C,D: Data	
1:30	ESOL 1 Push				SCI	PE1 A & C Art-B Music1-D	PE1 B & D Art-A Music1-C	PE2 A & C Art-D Music1-B	PE2 B & D Art-C Music1-A							
2:10																
2:15	DIFFERENTIATED SUPPORT															
3:30																

K – 5 Guidelines for Scheduling

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

Enrichment Block The additional period of time is intended to focus on language and literacy or math enrichment, foreign language(s), and providing students with middle-class opportunities. The

additional ELA and math teachers at the middle grades should be providing *acceleration and enrichment opportunities to students in those content areas*. Poetry units, performances, hands-on and long-term problem-solving activities, and math labs are examples of instructional activities in which the students may be engaged.

Structured Use of Additional Time Please refer to Attachment *Seven Essential Elements of High Quality Expanded Learning Time Schools*.

During this first year of implementing a fully expanded school day, 9:00 – 5:00, the community partner YMCA will serve all students, providing primarily, but not exclusively enrichment. In order to better connect this time with the school day, both academically and behaviorally, there will be a team of ELT Liaisons, one teacher per grade level, who work to link the YMCA programming to the school day. They will articulate focus themes, content, and standards for the partner, so that problem-based learning opportunities can be true extensions of coursework. Furthermore, they will work with the Data Coach and the Social Worker to design interventions that can be delivered during the enrichment time. Looking carefully at the enrichment block for Kindergarten, and making sure that it meets the developmental needs of 5 year olds may also be part of the collaboration between Pre-K and K teachers in year 1.

Beyond the expanded day frame, School 44's three priorities will coalesce in a summer bridge program that will be designed for Pre-K-go-K students. In addition to fostering both literacy, numeracy and social-emotional development, this program would screen for formal intervention services, become an earlier point of access for granular family and student supports, and capitalize on the relationships built in Pre-K to transition into Kindergarten. While not reflected in this Year 1 application due to the timing of the budget, the SIG planning team believes this an important component of the early intervention model. The design and implementation of this program will be informed by a collaborative community-District pilot of Pre-K summer bridge program.

II.H.iv. Data-Driven Instruction

At School 44, the day-to-day work of applying student data to both instruction and to intervention would be led by the proposed Data Coach. Initially, the coach would work to glean meaning from the NYSED ELA and Math performance indicators, as well as from the NWEA benchmarks. The intervention model at School 44 will rely heavily on online tools such as Compass and Lexia which is linked directly to the assessment and which has built in progress monitoring capability. The Data Coach will work with teachers to make better, more consistent use of the Learning Continuum, which articulates the standards and scaffolds skills necessary for students to master them.

Beyond intervention is the work to utilize data to make adjustments to the curriculum and planning in core instruction. This work has been identified as a priority as well, and SBPT has set the District-provided 20 hour course on Differentiation as a priority for the full staff. This module will be delivered through a combination of 6 half-day early release for students, before school and/or Saturday sessions.

Both aspects of DDI will benefit from an increase in the amount of teacher collaboration time. Through effective scheduling, grade level teams will have at least 60-80 minutes of

collaborative time, twice a week. The first will focus on data and its application to lesson planning. The second will be more focused on planning, unpacking the standards and curriculum, as well as learning about new instructional techniques and strategies. Both times offer the opportunity for real job-embedded professional learning.

II.H.v. Academic, Socio-Emotional, and Student Support

In the 2014-2015 School Year, the District did ensure that every school was staffed with a full-time Social Worker in order to help coordinate the system of student supports. Currently the school has a Committee on Special Education / Intervention team that meets to consider students who are not responding to the first level of universal teaching and supports. From there, support staff such as the School Psychologist or social worker provide interventions as determined, and as feasible after mandatory services are delivered. In response to the IIT review, the school developed a Tenet 5 goal in their SCEP around piloting a new way of studying, intervening and monitoring those already identified Tier 2 and 3 students. This transformation plan provides staff resources to put this goal into action.

Academic intervention is provided through the daily master schedule at all grade levels, and heavily utilizes web-based programming to both intervene and progress monitor. Despite these practices, the fact is that there is not yet a systemic integrated approach to providing academic and social-emotional supports to the whole school population. This need was cited in the DTSDE review and is being directly addressed by this school improvement plan. The social worker, data coach and the systems consultant are all aimed at this identified need. This is the necessary missing piece that will help this school move from having “pockets” of strong practice to the ability to provide all students with a consistent productive experience that supports success.

II.H.vi. School Climate and Discipline

The DTSDE review and analysis of other data sources reveal that School 44 does have a safe and secure climate overall, and that there are a small number of students, approximately 10%, who at this point do not respond to the basic expectations and systems currently in place. However, when using the more rigorous lens of intellectual and physical safety, the IIT observed that classroom behaviors often detract from learning, and recommended an explicit focus on a school-wide program to address this need.

In response, School 44 is seizing this opportunity to revitalize their comprehensive approach to school climate, and grounding it in restorative practices. The school had used this approach several years in the past, and although staff turnover and transition has let it peter out, there are still many who know how to do this work and believe in its impact. This School Improvement Grant will provide the opportunity to:

- a) Establish a clear school-wide vision of universal pro-social practices and curriculum;
- b) Ensure that all current staff has the same basic training in restorative practices, and time to embed the protocols and practices within the school day;
- c) Incorporate time and resources to offer Tier 2 and Tier 3 interventions to those students who need them; thus reducing problem behaviors;
- d) Build a systematic way to track, intervene and monitor student progress and school trends.

The School Improvement Grant enables these activities by providing the funding for the training and for an additional social worker and data coach to develop the systems, but also by providing the additional impetus to engage the full staff in a unified direction.

II.H.vii. Parent and Community Engagement

School 44's SCEP sets a goal of increasing parent attendance at school events, as well as lays out a plan to survey parents and use their input to shape parent engagement. Working with the Parent Liaison, the school will provide more academically focused workshops and look to infuse curriculum and assessment information into other well-attended events. Having the lead partner for Expanded Learning be the YMCA also opens the potential to host family fun nights that might draw a wider crowd as well.

The early learning intervention model, and specifically the additional social worker, will be the prime vehicle to more fully support families, as part of this role is to establish strong home-school relationships while the children are very young, and then sustain the partnership as children get older. The principal would also like to create a protocol for parents to have more access to the Intervention Teams, to help in problem-solving, even without a formal school-initiated referral.

In response to official Receivership designation on July 16, 2015, School 44 will also form a Community Engagement Team, comprised of stakeholders who can help move the school transformation forward. The specifics about membership and functioning of the team are emerging almost daily; the District will support the school in launching and managing this process, and most importantly, in utilizing it to drive urgency.

II.I. Training, Support, and Professional Development

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

Since a new principal was placed at the school in August of 2014, the SBPT (comprised of all stakeholder groups) has worked through a facilitated process of writing and revising the School Comprehensive Education Plan, continuing to incorporate feedback from the State's Title 1 Office, District leadership and the IIT review. There have been three rounds of this work, occurring in Summer 2014, Winter 2015 and Spring 2015. The feedback and input gathered through all of these processes, shaped this plan. This spring, the primary collaboration has been between the District's Office of School Innovation and the School-Based Planning Team, with input from the District's Teaching and Learning staff, including the Chief of Transformation, Executive Directors of Reading by Third Grade and The Executive Director of Early of Early Childhood Education. A series of collaborative work sessions, with email correspondence in-between, have resulted in this plan.

II.I.ii. Events Scheduled During Implementation Period

Please see the attached Implementation Timeline.

II.I.iii. Evaluation and Modification of Professional Learning Plan

Professional development will be monitored and periodically assessed in response to the leadership's targeted walkthrough data and participation in common planning time. This is particularly true for the focus on higher-order questioning, which will be monitored by instructional leadership team, which will be formed as part of implementing the National Center for Time and Learning's evidence-based model of expanded learning time. At least quarterly, leadership will meet with instructional coaches formally to review the data in conjunction with progress monitoring and marking period results. Furthermore, this transformation plan includes a consultant who specializes in building systems and structures in schools to support this type of continuous monitoring and improvement.

School 44 Year 1 Implementation Timeline				
Goal 1 – Build a system of early learning intervention, resulting in more students reading on grade level by 3rd grade.				
Objectives	Fall 2015	Winter 2016	Spring 2016	Summer 2016 (Year 2)
1.1	Establish calendar of 30 hours vertical collaboration time for teachers in pre-Kindergarten and Kindergarten	Utilize 30 hours to map standards, understand data, identify family needs, adapt program, etc.		
1.2	Secure additional speech teacher and design model, including co-planning template.	Implement push-in model to infuse language development into core instruction, as well as into targeted interventions.		Assess results, adapt model accordingly.
1.3:	Develop system to increase and layer supports such as speech, reading and social-emotional interventions to maximize the additional time in the day at the primary grades.	Implement, modify as needed, continuously in first year.		
1.4:	Secure additional social worker and develop an approach for deployment.	Continue to deliver supportive bridge from Pre-K to K, working on Pre-K attendance, equipping parents with literacy tools and family resources, and fostering communication between families and teachers.		Conduct summer outreach to families.
1.5:			Design summer bridge model and recruit students for preK-go-K students and families	Implement summer bridge.
Goal 2 - Establish a multi-tiered system of social-emotional support, anchored in restorative approach, such that the number of referrals/suspensions decrease and the number of students needing Tier 2/3 interventions decreases.				
Objectives	Fall 2015	Winter 2016	Spring 2016	Summer 2016 (Year 2)
2.1	Work with Partners in Restorative Initiatives (PIRI) and/or Gandhi Institute to establish Professional Development Plan for the year.	Provide at least 80% of staff with training in peace circles, wrongdoing conferencing and academic circles		
2.2:	Provide time (master schedule), the clear expectation (August retreat) and support structures (texts, collegial circles, PD) for all staff to implement Morning Meeting in their daily schedule.	Implement and monitor Morning Meeting.		

2.3	Create a year-long approach to bringing “Panther Pride” PBIS to life, including scheduled time for regular school-wide morning meetings / celebrations. Explore curriculum development or purchase.	Implement and utilize team to manage, monitor and adapt.	
2.4	Utilize additional social work personnel to conduct, in partnership with YMCA, a needs assessment phase including a universal screener such as the mini-DESSA.	Implement a formal problem-solving/student support team, with a particular emphasis on assessing the needs and building an array of Tier 2 and 3 interventions to meet the needs.	Provide input into the expanded learning plan.
2.5	Utilize expanded learning time to deliver these targeted supports, with interventions being delivered by the Social Worker, the YMCA or external prevention educators / providers on a contracted basis.		
	Assemble a team to work with the National Center for Time & Learning-affiliated coach to move toward an evidence-based model to make the most effective use of the expanded time.		
Goal 3 – Utilize the expanded day framework to provide more teacher collaboration, data-driven instruction, and intervention, thereby raising the number of students meeting or exceeding the national norm RIT on NWEA at each grade level.			
Objectives	Fall 2015	Winter 2016	Spring 2016
3.1	Hire data coach and build daily intervention block into schedule at all grade levels.	Utilize technology based interventions that progress monitor (Compass, Lexia) at all grade levels, at least 3 times / week.	
	Secure additional laptop carts and train paraprofessional to enable more frequent intervention and teacher collaboration time.	Monitor impact and regroup or adapt model at least every 10 weeks.	
3.2	Provide 60-120 minutes of weekly teacher collaboration time at each grade level, through master schedule.	Focus collaboration time on data and on planning rigorous, differentiated lessons, utilizing more higher-order questions.	
3.3	Provide vertical teacher time to map the standards and skill progressions across grade levels, including special subject teachers	Provide vertical teacher time to map the standards and skill progressions across grade levels, including special subject teachers	
3.4	Create staff focus on differentiation of lessons during core instruction;	Integrate into classroom walkthrough tool, monitor and report out on frequency.	Incorporate into summer PD planning.

	arranging at least 10 hours of common professional learning	Adjust embedded professional learning (grade level team meetings, and half-day release) accordingly.		
3.5	Engage a teacher team of Expanded Time Liaisons / Instructional Leadership Team. Ensure first quarter runs smoothly.	Map out grade level themes and standards and use academic and social-emotional data to better integrate and target the enrichment provided by YMCA.		
Goal 4 – Establish a system for instructional leadership/governance that integrates all of the strategies, sets school goals and monitors implementation and progress.				
Objectives	Fall 2015	Winter 2016	Spring 2016	Summer 2016 (Year 2)
4.1	Communicate plan in succinct way to full staff, families. Devise ways to communicate the strategies of the plan, and progress on the plan, to multiple stakeholders including staff and families.	Assign responsibilities and implement communication structures and plan.		
4.2	Work with consultant to have articulated systems and structures that will drive collective ownership and follow-through in place by the end of November 2015.	Follow systems and structures, working with consultant to modify as needed.		Revise or build into infrastructure for next year.

II.J. Communication and Stakeholder Involvement/Engagement

II.J.i. Updating All Stakeholders on SIG Implementation

This plan proposes a consultant to work specifically with the school leadership team to design a productive system of collective ownership, delegation of work, and active performance management. The result of this work will be a clearly defined system that leaves the school functioning as a true Professional Learning Community, always focused on monitoring and driving student results. Because this system will necessarily include the various committees and groups within the school community, as well as timelines for benchmarking and progress monitoring, the results of this work will greatly inform both the timelines and modes of communication with stakeholder groups.

While the intent is to have this plan articulated by the end of the first quarter, if awarded, the commitment to communicating progress on key indicators is in place already. School-based Planning Team has already begun a discussion of how to distill the key elements of the improvement plan into succinct language for various audiences including families and staff. This information will then be included in back-to-school communications and events for families, and in late summer professional learning for staff. The goals and objectives that are included in this proposal will provide a scorecard of sorts, which School-Based Planning Team can use to monitor and push implementation. SBPT's minutes are publically available to all, and are therefore one universal method of communication. In addition, SBPT will utilize the six full-faculty days to keep full staff apprised of progress to date, and also engage the faculty in both celebration of successes and in troubleshooting or removing barrier when necessary.

The school leader will use annual events such as Open House and Town Hall Meeting to share the investment, goals and strategies, and progress with families. Gathering input from families, especially about the implementation of the expanded day program, will become a more consistent practice. The technical assistance through the National Center for Time and Learning model, will support the Parent Liaison and leadership team in gathering such input as the year progresses.

An additional consideration is the Receivership designation received on July 16, 2015. As such, the School is being prepared to assemble and launch the required Community Engagement Team, which would work to create a broad stakeholder group that will help execute on this school improvement plan. Once this team is formed, it will have a required timeline and operating process.

II.K. Project Plan Narrative/Timeline

II.K.i. Key Strategies for the Year 1 Implementation Period

School 44 will improve student achievement by executing on three key strategies, developed jointly with School-Based Planning team, responsive to the Integrated Intervention Team review, and grounded in research about what is likely to produce results in student achievement. The strategies are:

1. Early Learning Intervention: Seizing the opportunity presented by a strong RPPP Pre-K onsite and a resurgence of Kindergarten, School 44 is ripe to build a new system of bridging and integrated supports for families and very young students. This strategy hinges upon building a model that enables PreK and K teacher collaboration, provides additional embedded intervention for language development, and additional social-emotional outreach and supports for families and students at the very beginning of their school careers. Both District direction and a focus from the Mayor of Rochester to better align community systems that provide early child development, will provide a strong context in which to develop this model of early learning intervention, and District expertise in the form of the Executive Directors of Early Learning Education and of Reading by Third Grade make it affordable and sustainable to do so. For this reason, there are no associated expenses for professional learning or partnerships in this arena; rather the funds are invested in additional staff, time for collaboration and system building. Having the RPPP onsite provides a unique opportunity to connect with parents who are in the building frequently, and to build a stronger connection to the school at that point, which will ideally grow parent engagement throughout the next several years. Knowing that almost two-thirds of our students enter Pre-K below average in language development, that our children typically lose 20-30% of the skills gained in pre-K, and that NYS ELA proficiency rates in 1314SY were 2% demonstrate the rationale for why this early intervention model has potential to drive student achievement at School 44.

2. Building a tiered system of social-emotional supports, anchored in restorative practices responds directly to identified needs, and also provides an overall backdrop for the early learning intervention. As systems to intervene early are being built, the overall school systems approach to supporting all students' social-emotional health and wellbeing will be built. The additional social work support will be deployed to conduct a needs assessment / screening tool and then to develop the tiered interventions, as well as a system to identify, address and monitor student need. As the foundation, the full staff will be re-trained in restorative practices, organize a full staff read on Morning Meeting and be expected to incorporate morning meeting into their daily work with students; supported by the master schedule of expanded day. The expectation is that this proactive and universal approach, in addition to a newly developed menu of Tier 2 and Tier 3 interventions, supported by staff and expanded time, will lead to a reduction in problematic behaviors resulting in referrals and short-term suspensions.

3. Utilizing an Expanded Learning Time framework to provide data-driven instruction and intervention: The school will provide an additional 300 hours for students, and build upon identified strong practices of daily intervention, moving toward the National Center for Time and Learning's model of expanded day to ultimately strengthen the overall functioning and sustainability of School 44's ELT model.

Central to this work is providing more structured time for teacher collaboration—focused on data-driven instruction, including formative assessments and collaborative planning to delve deeply into the progression of standards and on the use of higher-order questioning and task development. Equally as critical is providing more, and more targeted intervention time for students. School 44 has devised a system of web-based interventions (Lexia and Compass) that link to the standards and also can be used for progress monitoring. This grant proposes some targeted purchase of technology, and support staff to operationalize this intervention model across all grades, as well as a Data Coach to build the system to support the technology use over the coming years.

Each of these key strategies will require a systems perspective in order to first, operationalize and then to sustain. **Please see the Attached Year 1 Implementation Plan for key actions to be taken this year.**

II.K.ii. Early Indicators of a Successful SIG Plan Implementation Period

In Year 1 implementation, much of what will serve as early wins are tactical tasks completed, and observable but not always measurable signs of awareness, buy-in and more consistent use of new structures and practices. Note too that there are no summers included in this grant period, shrinking the timeframe in which to make these early wins. Given that, the following indicators have been identified as evidence of successful SIG plan implementation:

- A plan for, and participation in, approximately 25 hours of collaborative time between Pre-K and K teachers;
- Hiring additional personnel, creating job descriptions, building systems and protocols within which they work and monitor progress;
- All K-6 classrooms implementing Morning Meeting at least 3 times a week;
- 80% of staff participate in Peace Circle Training or Academic Circle Training
- Devereaux Student Strength Assessment (mini-DESSA) administered and school baseline created;
- Establishing and consistently using a shared leadership system in which to regularly monitor student and school data, including implementation of the SIG plan, with an eye on driving progress;
- Establishing and following calendar with 6 non-expanded days, to provide full-staff job-embedded professional development time;
- Surveying students and families relevant to expanded day program will be designed, disseminated and results compiled to adapt; satisfaction is the goal, but the baseline has not been created yet;
- Increasing the number of students hitting grade level norms on Spring NWEA, in each grade level;
- Reducing the number of primary students needing Tier 2 or 3 interventions in reading from the beginning to the end of the year.

II.K.iii. Leading Indicators of Success

The key leading indicators that will be reviewed routinely and used to shape responsive action include:

- Student ADA, by grade;
- Number / percent of students chronically absent, in Pre-K and K especially;
- Number of students receiving Tier 2 interventions, especially in primary grades;
- # of disciplinary incidents and suspensions;
- NWEA fall, winter and spring data.

Most of this data is easily accessible through SPA, the District's internal data warehouse, which is rolling out a streamlined Principals' Dashboard this fall, although because of the traditional divide between Pre-K and K-6, the district may need to develop a few different reports to provide regular data access in support of the early intervention model.

School 44's leadership team, including the Social Worker and the Data Coach, after working with the systems consultant, will develop a more routine system of reviewing this data and acting upon it. The School Chief and School Ambassador will also conduct joint walkthroughs, which will regularly prioritize these leading indicators.

II.K.iv. Ensuring that Required Elements of the Selected Model Have Been Met

This application outlines a coherent, viable plan to transform Lincoln Park School #44 through the Early Learning Intervention model, which also requires satisfaction of the Transformation model criteria. This plan addresses each aspect of the required elements:

- A new leader was appointed in August of 2014;
- In 2015-2016 school year, the school will offer a full-day Kindergarten, will work to enhance the collaboration with the Rochester Pre-School Parent Program, and will explore the feasibility of opening a classroom for 3-year-olds.
- In the 2015-2016 school year, invest in designing and implementing a formal early intervention model;
- The school will become an Expanded Learning Time (ELT) school, adding 300 hours of additional time to the school year on a research-based model which incorporates embedded teacher collaboration time and increases differentiated supports to students.
- As an ELT school, School 44 has access to differentiated scheduling and staffing, both through District investments and through the SIG budget, which was developed in consultation with the school.
- School 44 is required to implement the District's approved APPR process with fidelity, and will also make effective use of the Danielson rubric as a tool for improvement, not just evaluation.

The vision of School 44 is to utilize the expanded day framework to offer students a more responsive school—building restorative culture, a tiered system of social-emotional supports, and a strong system of interventions, both at the early childhood level and for all students.

Lincoln Park School #44

G

Local Agency Information

Funding Source: Title I Section 1003(g) SIG 6

Report Prepared By: Kathleen Saville, Director of Financial Management and Grants

Agency Name: Rochester City School District

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 Report Preparer:** 585-262-8435

County: Monroe

E-mail Address: Kathleen.Saville@rcsdk12.org

Project Funding Dates: 7/1/2015 6/30/2016
 Start End

INSTRUCTIONS

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

PURCHASED SERVICES			
Subtotal - Code 40			\$80,470
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
PD on Universal Community Building including Registration for Restorative Trainings	PIRI or Gandhi Center		\$6,000
Systems Coaching	Juanita Davies		\$21,000
social-emotional supports, targeted at Tier 2 and Tier 3 interventions.	To be determined based on need; providers such as Center for Youth, Children's Institute, Mt. Hope Family Center, etc.		\$5,000
District set-aside to be used to create and facilitate structures for school leadership development; (likely to utilize Mike Murphy or Candi McKay)			\$48,470

Employee Benefits		
Subtotal - Code 80		\$119,738
Benefit		Proposed Expenditure
Social Security		\$19,680
Retirement	New York State Teachers	\$32,096
	New York State Employees	\$4,786
	Other - Pension	
Health Insurance		\$57,120
Worker's Compensation		\$4,116
Unemployment Insurance		\$1,929
Other(Identify)		
Civil Service Life Insurance		\$11

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$452,006
B.	Approved Restricted Indirect Cost Rate	3.70%
C.	Subtotal - Code 90	16724.222

For your information, maximum direct cost base = \$475,476

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

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

Attachment D - (1003g) Budget Summary Chart LINCOLN PARK SCHOOL # 44

Agency Code		2	6	1	6	0	0	1	0	0	
Agency Name		ROCHESTER CITY SCHOOL DISTRICT SCHOOL 44									
Year 1 Implementation Period (September 1, 2015 - June 30, 2016)		Year 2 Implementation Period (July 1, 2016 - June 30, 2017)		Year 3 Implementation Period (July 1, 2017 - June 30, 2018)		Year 4 Post-Implementation Period (July 1, 2018 - June 30, 2019)		Year 5 Post-Implementation Period (July 1, 2019 - June 30, 2020)		TOTAL Project Period (September 1, 2015 - June 30, 2020)	
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs
Professional Salaries	15	227,150	Professional Salaries	15	227,150	Professional Salaries	15	227,150	Professional Salaries	15	908,600
Support Staff Salaries	16	30,100	Support Staff Salaries	16	30,100	Support Staff Salaries	16	30,100	Support Staff Salaries	16	120,400
Purchased Services	40	80,470	Purchased Services	40	80,470	Purchased Services	40	80,470	Purchased Services	40	321,880
Supplies and Materials	45	17,038	Supplies and Materials	45	17,038	Supplies and Materials	45	17,038	Supplies and Materials	45	68,152
Travel Expenses	46	980	Travel Expenses	46	980	Travel Expenses	46	980	Travel Expenses	46	3,920
Employee Benefits	80	119,738	Employee Benefits	80	119,738	Employee Benefits	80	119,738	Employee Benefits	80	478,952
Indirect Cost (IC)	90	16,724	Indirect Cost (IC)	90	16,724	Indirect Cost (IC)	90	16,724	Indirect Cost (IC)	90	66,896
BOCES Service	49	7,800	BOCES Service	49	7,800	BOCES Service	49	7,800	BOCES Service	49	31,200
Minor Remodeling	30	0	Minor Remodeling	30	0	Minor Remodeling	30	0	Minor Remodeling	30	0
Equipment	20	0	Equipment	20	0	Equipment	20	0	Equipment	20	0
Total		\$500,000	Total		\$500,000	Total		\$500,000	Total		\$250,000
Total		\$250,000	Total		\$250,000	Total		\$250,000	Total		\$2,000,000

BUDGET NARRATIVE

Budget Cost	Budget Code	Year 1	Year 2	Year 3	District Sources / Sustainability / Years 4, 5 & Beyond	Explanation of Costs
<p>Key SIG Strategy & Goal: Goal 1 – Build a system of early learning intervention, resulting in more students reading on grade level by 3rd grade (benchmarks include better Pre-K attendance, fewer students delayed/below on Brigance in Kindergarten, fewer students at Tier 2/3 by the end of each year in Grades 1 & 2, as measured by NWEA and NYS Common Core Skills Strand assessments).</p>						
Social Worker (.5 to this strategy)	15	\$31,533	\$32,478	\$33,453	<ul style="list-style-type: none"> The early intervention model being built here is new and we don't yet know the impact or how resource-intensive it will be to sustain beyond the initial 3 years. Potential to leverage community resources as well. 	Social Worker will devote half time to building early intervention system, focusing on supporting families and students in Pre-K and Kindergarten, and the transition into school. Will be part of newly forming Early Intervention Team.
1.0 Speech Language Pathologist (SLP)	15	\$63,065	\$64,957	\$66,906	<ul style="list-style-type: none"> The early intervention model being built here is new and we don't yet know the impact or how resource-intensive it will be to sustain beyond the initial 3 years. As part of ELT, District provides additional per pupil funding to each school, which could be used future forward. 	SLP designs and implements language-enriched co-planning, push-in model of intervention and support to address the language underpinnings of CCLS standards and curriculum. SLP is part of newly forming Early Intervention Team, and will help shape the Pre-K and K collaboration.
Hourly pay for Collaboration Time	15	\$4,125	\$8,250	\$8,250	Invest in growing the collaboration up through primary for the next three years; by then, collaboration could be built into other structures such as PD Incentive, Superintendents' Conference Days, etc.	Provides vertical time for Pre-K and Kindergarten Teachers (5 Teachers) to collaborate for 25 hours throughout the year on standards, assessments and practices leading to student success. Informs early intervention system. (Note, Pre-K teachers do not

BUDGET NARRATIVE

Budget Cost	Budget Code	Year 1	Year 2	Year 3	District Sources / Sustainability / Years 4, 5 & Beyond	Explanation of Costs
						report to Principal or work same schedule; thus outside of school day hours are necessary.)
Supplies (may include lending libraries with activities for K families.)	45	\$3,838	\$3000	\$3000	Other funding, such as Title I will be used to continue funds related to expanded day at conclusion of SIG.	Supplies will support early intervention model, family literacy, and summer bridge being planned for incoming Ks.
Systems Coaching	40	\$21,000	\$21,000	\$0	Investing in building systems and continuous improvement cycles to follow through on actions upfront builds sustainability and will not need funding after the first two years.	Consultant to work with leadership on building systems of shared management to execute on goals.
<p>Key SIG Strategy & Goal 2: -- Establish a multi-tiered system of social-emotional support, anchored in restorative practices, such that the number of referrals/suspensions decrease and the number of students needing Tier 2/3 interventions decreases.</p>						
Social Worker (.5 devoted to this strategy)	15	\$31,533	\$32,478	\$33,453	<ul style="list-style-type: none"> This is supplemental to District provided SW. The hope is that with a well-functioning system in place, and strong positive community building and restorative culture, the additional staff would not be needed. Whether this is in Year 4, 5 or 6 remains to be seen. 	Charged with building a system of tiered social-emotional supports: creating a continuum of Tier 2 and Tier 3 interventions for the school and helping to manage and monitor them. Also part of restorative team as that represents the universal Tier 1 layer.

BUDGET NARRATIVE

Budget Cost	Budget Code	Year 1	Year 2	Year 3	District Sources / Sustainability / Years 4, 5 & Beyond	Explanation of Costs
Social-emotional supports, targeted at Tier 2 and Tier 3 interventions.	40	\$5,000	\$5,000	\$5,000	<ul style="list-style-type: none"> District funds student support services, which these will complement. Year 4 and beyond would be based on demonstrated need. Ideally the number of students needing Tier 2 and 3 interventions will shrink in response to Strategy 1 and 2. 	To be determined based on need; providers such as Center for Youth, Children's Institute, Mt. Hope Family Center, etc. could be utilized if SW and team deem necessary.
PD on Universal Community Building, including registration for Restorative trainings	40	\$6,000	\$3000	\$0	District is investing in District level supports for schools pursuing Restorative Practices. This capacity building will aid in sustainability.	Likely that Partners in Restorative Initiatives will provide trainings for leadership, faculty and staff in basic practices such as Peace Circles, Academic Circles and Conferencing.
Professional Texts	45	\$1,500	\$1000	\$0	Ideally utilize the Office of Professional Learning's online or physical library.	To support collegial circles and professional collaboration around the key strategies: restorative practices and community-building, higher-order questioning and differentiation.
<p>Key SIG Strategy & Goal 3: -- Utilize the expanded day framework to provide more teacher collaboration, data-driven instruction, and intervention, thereby raising the number of students meeting or exceeding the national norm RIT on NWEA at each grade level to 50%, ambitious given the 28% Spring of 2015.</p>						
Data Coach	15	\$67,405	\$69,010	\$71,080	<ul style="list-style-type: none"> This position supplements a District-funded Instructional Coach; the two will work to build a system that 	Facilitates weekly grade level data team meetings, providing job-embedded professional learning. Supports the common formative

BUDGET NARRATIVE

Budget Cost	Budget Code	Year 1	Year 2	Year 3	District Sources / Sustainability / Years 4, 5 & Beyond	Explanation of Costs
					<p>could be sustainable with one coach for sustainable future.</p> <ul style="list-style-type: none"> District emphasizing Data-Driven protocols and PD offerings. 	<p>assessment cycles of writing. Collaborates with leadership teams and grade levels to plan Walk to Intervention groups and select interventions.</p>
Intervention Teacher (per diem substitute)	15	\$26,520	\$26,520	\$26,520	<ul style="list-style-type: none"> Additional intervention support is required to run the ELT model, and the District is committed to funding ELT schools at a higher per pupil level. 	<p>3 days / week, push in support for</p>
Paraprofessional for Intervention	16	\$23,500	\$24,205	\$24,931	<ul style="list-style-type: none"> Additional intervention support is required to run the ELT model, and the District is committed to funding ELT schools at a higher per pupil level. Blended learning intervention is cost-effective, making it more sustainable. 	<p>This staff will support the increased use of blended learning for intervention, supporting School 44's increased use of Lexia and Compass for intervention and progress monitoring.</p>
Chromebooks	45	\$11,700	\$11,700	\$0	<ul style="list-style-type: none"> Blended learning intervention is cost-effective, making it more sustainable. District does invest in instructional technology in schools, but this increase will enable more flexible scheduling and meet increased demand due to ELT. 	<p>The additional cart of Chromebooks will enable School 44 to reach its goal of more consistent tech-based intervention and progress monitoring K-6.</p>
Hourly pay	15	\$2,970	\$6,000	\$3000	<ul style="list-style-type: none"> District committed to ELT; funds hourly pay for teachers and partners to work the hours, as well as technical assistance and progress monitoring for ELT schools. 	<p>With no ELT coordinator, this team of teachers will function as grade level liaisons, periodically co-planning with the enrichment partner, YMCA. Increased in Year 2 to allow summer.</p>

BUDGET NARRATIVE

Budget Cost	Budget Code	Year 1	Year 2	Year 3	District Sources / Sustainability / Years 4, 5 & Beyond	Explanation of Costs
Field studies / student trips	46	\$980	\$1000	\$1000	District does fund some trips, but it is a challenge. Ideally, a parent organization would be able to raise funds; otherwise, this line will not be sustained at this level.	Trips to deepen curriculum connections and/or social-emotional experiences such as Outward Bound, and/or student leadership with Restorative Practices.
Clerical	16	\$6,600	\$6,798	\$7,002	District is committed to funding ELT; staggered hours need to be utilized to contain costs.	Provides coverage for the additional expanded hours, even longer when Pre-K starts at 8 and K-6 runs 9 - 5:00.
Nursing Costs – BOCES Monroe 1	49	\$7,800	\$7,800	\$7,800	District has committed to sustaining ELT after SIG ends.	Nursing services for extended hours. Average \$45 / hour daily less non-extended and Superintendent Conference Days.
District set-aside	40	\$48,470	Max of \$50,000	Max of \$50,000	Future allocation of the set-aside is not determined as of yet.	District set-aside to be used to create and facilitate structures for school leadership development; (likely to utilize Mike Murphy or Candi McKay)
Code 80: Employee Benefits	80	\$119,738	TBD	TBD	District will fund benefits for personnel that is continued after the grant ends.	Same as salaries.
Code 90: Indirect Costs	90	\$16,724	TBD	TBD	N/A	N/A

M/WBE Documents

M/WBE Goal Calculation Worksheet Lincoln Park School #44

(This form should reflect Multi-Year Budget Summary Totals)

RFP # and Title: RFP #TA-16 1003(g) School Improvement Grant (SIG)

Applicant Name: ROCHESTER CITY SCHOOL DISTRICT

The M/WBE participation for this grant is 20% of each applicant’s total discretionary non-personal service budget over the entire term of the grant. Discretionary non-personal service budget is defined as the total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries) and fringe benefits, as well as rent, lease, utilities, and indirect costs, if these are allowable expenditures.

Please complete the following table to determine the dollar amount of the M/WBE goal for this grant application.

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1.	Total Budget		<u>\$2,000,000</u>
2.	Professional Salaries	<u>\$908,600</u>	
3.	Support Staff Salaries	<u>\$120,400</u>	
4.	Fringe Benefits	<u>\$478,952</u>	
5.	Indirect Costs	<u>\$66,896</u>	
6.	Rent/Lease/Utilities* ADJUSTMENTS (SEE BELOW)	<u>*\$341,632</u>	
7.	Sum of lines 2, 3 ,4 ,5, and 6		<u>\$1,926,480</u>
8.	Line 1 minus Line 7		<u>\$83,520</u>
9.	M/WBE Goal percentage (20%)		0.20
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		<u>\$16,704 over five years</u>

*If not included in #5

***Adjustments:**

Single/unique source purchased services: \$237,880

Single/unique source supplies & materials: \$68,152

BOCES nursing services: \$31,680

Conference specific/in district purchase travel: \$3,920

\$341,632. Line 6

Rochester City School District #44

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

Attachment A
 Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) 	7-20-15	
Type or print name Tim Cliby		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) 	7/24/15	
Type or print name Adam Urbanski		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) 	7/20/15	
Type or print name Erica Simmons		

M/WBE COVER LETTER Minority & Woman-Owned Business Enterprise Requirements

NAME OF GRANT PROGRAM ___ RFP #YA-16 1003(g) School Improvement Grant _____

NAME OF APPLICANT _____ Rochester City School District (Lincoln Park School # 44) _____

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers on this project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission:

- Full Participation – No Request for Waiver (PREFERRED)
- Partial Participation – Partial Request for Waiver
- No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.	
Bolgen Vargas, Ed.D.	
Typed or Printed Name of Authorized Representative of the Firm	
Superintendent	
Typed or Printed Title/Position of Authorized Representative of the Firm	
Signature/Date	
	7/21/15 4169

M/WBE UTILIZATION PLAN

INSTRUCTIONS: All bidders submitting responses to this procurement must complete this M/WBE Utilization Plan unless requesting a total waiver and submit it as part of their proposal. The plan must contain detailed description of the services to be provided by each Minority and/or Women-Owned Business Enterprise (M/WBE) identified by the bidder.

Bidder's Name _____ Rochester City School District _____ Telephone: _____ 585-262-8100 _____

Address _____ 131 West Broad Street _____ Federal ID No.: _____ 166002010 _____

City, State, Zip _____ Rochester, NY 14614 _____ RFP No.:

NAME	Certified M/WBE	Classification (check all applicable) NYS ESD Certified	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
J. Davies & Associates ADDRESS PO Box 296 CITY, ST, ZIP Monmouth Beach, NJ 07750 PHONE/E-MAIL 723-389-1986/ Jdaviesassoc@aol.com FEDERAL ID No. xxxxxx0928	<input type="checkbox"/> MBE _____ <input checked="" type="checkbox"/> WBE <u>X</u> <input type="checkbox"/> For Profit <input type="checkbox"/> Not -For-Profit	NYS ESD Certified MBE _____ WBE _____ <input type="checkbox"/> For Profit <input type="checkbox"/> Not -For-Profit	School #44 Professional Development SIG 1003(g)	\$ 84,000 over five years _____

PREPARED BY (Signature)  DATE 7/21/2015
SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-1, 5 NYCRR PART 143 AND THE ABOVE REFERENCE SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL DISQUALIFICATION.

NAME AND TITLE OF PREPARER: _____ Bolgen Vargas, Ed.D., Superintendent _____ DATE _____

TELEPHONE/E-MAIL _____ (print or type) _____ 585-262-8200/ Bolgen.vargas@rcsdk12.org _____ DATE _____

DATE _____ 7/21/2015 _____

M/WBE 100

REVIEWED BY _____	DATE _____
UTILIZATION PLAN APPROVED YES/NO _____	DATE _____
NOTICE OF DEFICIENCY ISSUED YES/NO _____	DATE _____
NOTICE OF ACCEPTANCE ISSUED YES/NO _____	DATE _____

**MWBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE**

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Contractor unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The bidder/contractor must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal.

Bidder Name: Rochester City School District Federal ID No.: 166002010
Address: 131 West Broad Street Phone No.: 585-262-8100
City: Rochester NY Zip Code: 14614
E-mail: bolgen.vargas@rcsdk12.org

 Bolgen Vargas, Ed.D. Superintendent
Signature of Authorized Representative of Bidder's Firm Print or Type Name and Title of Authorized Representative of Bidder's Firm
Date: 7/21/16

PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT:

Name of M/WBE: J. Davies & Associates Federal ID No.: xxxxx0928
Address: PO Box 296 Phone No.: 732-389-1986
City, State, Zip Code: Monmouth NJ 07750 E-mail: Jdavesassoc@aol.com

BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:

SIG I school 44 Professional Development Services

DESIGNATION: MBE Subcontractor WBE Subcontractor pending MBE Supplier WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).

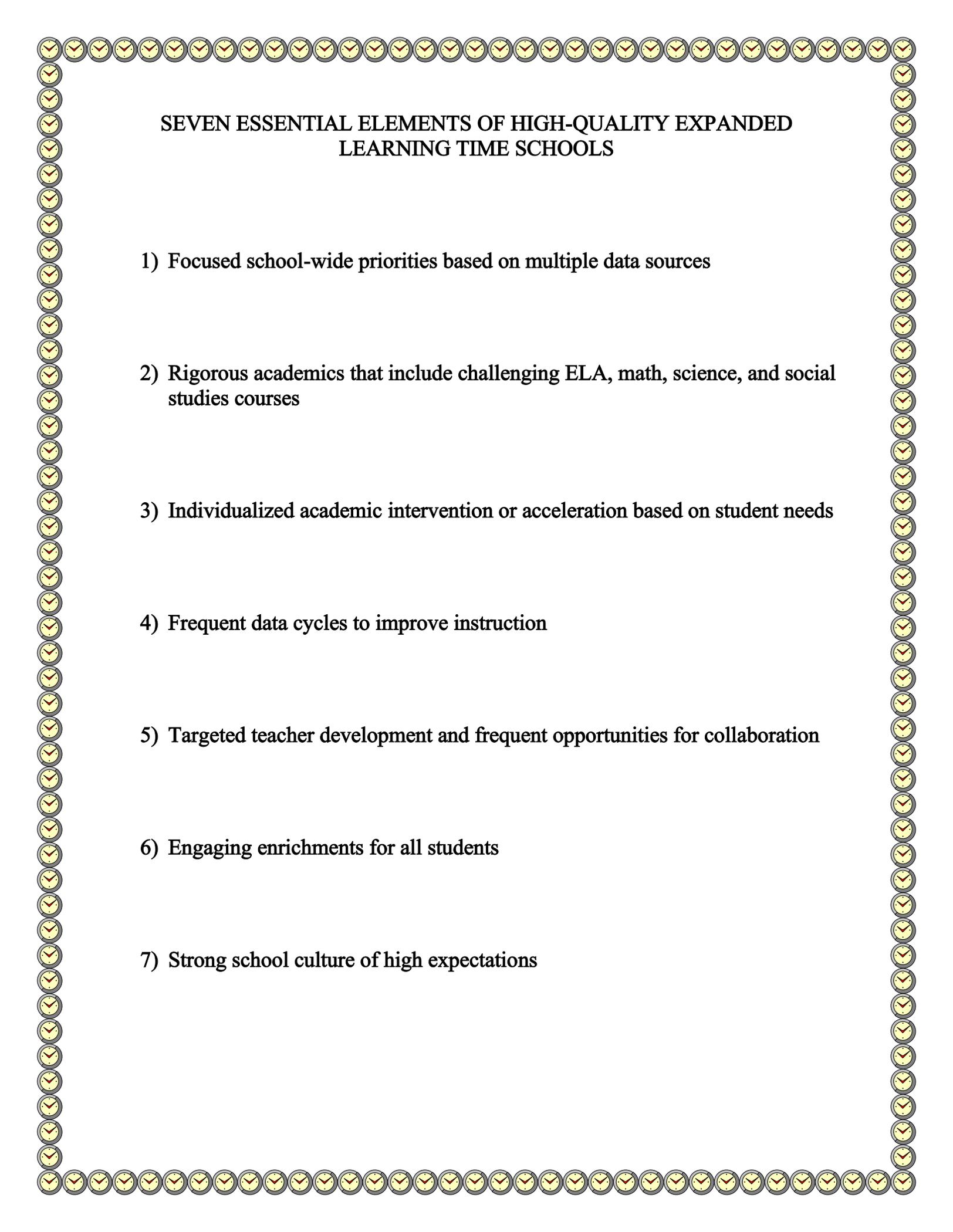
The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER CONDITIONED UPON THE BIDDER'S EXECUTION OF A CONTRACT WITH THE NEW YORK STATE EDUCATION DEPARTMENT.

The estimated dollar amount of the agreement \$ \$84,000 over five years

Date
Representative

Signature of Authorized Representative of M/WBE Firm
Juanita Davies
Printed or Typed Name and Title of Authorized



SEVEN ESSENTIAL ELEMENTS OF HIGH-QUALITY EXPANDED LEARNING TIME SCHOOLS

- 1) Focused school-wide priorities based on multiple data sources**
- 2) Rigorous academics that include challenging ELA, math, science, and social studies courses**
- 3) Individualized academic intervention or acceleration based on student needs**
- 4) Frequent data cycles to improve instruction**
- 5) Targeted teacher development and frequent opportunities for collaboration**
- 6) Engaging enrichments for all students**
- 7) Strong school culture of high expectations**