KATHLEEN A. SAVILLE
DIRECTOR OF FINANCIAL
MANAGEMENT & GRANTS

Rochester City School District
131 West Broad Street
Rochester, New York 14614
Phone: 585-262-8435
Fax: 585-263-3292
Email: kathleen.saville@rcsdk12.org

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

2015 SIG 6 Application Cover Page

Last updated: 07/21/2015

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)

261600010008 SCHOOL 8-ROBERTO CLEMENTE

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-8

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

641

School Address (Street, City, Zip Code):

1180 St. Paul Street, Rochester, NY 14621

Status of School:

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

Priority School - previously funded SIF Cohort 1

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.

Innovation Framework - Community-Oriented School Design

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			2616 0001 0000
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**
Roberto Clemente School #8			2616 0001 0008
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
PreK-8			362475003383
Total Number of Students Served by the Priority School Identified in this Application			**School Address *(Street, City, Zip Code)***
641			1180 St. Paul Street Rochester, NY 14621

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

Turnaround	Restart	Transformation	Innovation Framework		
☐	☐	☐	☒		
Closure	**Evidence-based**	**Early Learning Intervention**	**College**	**Community**	**Career**
☐	☐	☐	☐	☒	☐

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink)	Date
Bolgen Vargas	7/21/15
Type or print the name and title of the Chief Administrative Officer	
Bolgen Vargas, Ed.D.	
DO NOT WRITE IN THIS SPACE	

SIG SUBMISSION CHECKLIST - *Turnaround*, *Restart*, *Transformation*, *Innovation Framework*, *Evidence-based* and *Early Learning Intervention* Models

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

M/WBE Documents Package (containing original signatures)

☒ Full Participation ☐ Request Partial Waiver ☐ Request Total Waiver

Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	☒	☐	☐
M/WBE 100 Utilization Plan	☒	☐	N/A
M/WBE 102 Notice of Intent to Participate	☒	☐	N/A
EEO 100 Staffing Plan and Instructions	☒	☐	☐
M/WBE 105 Contractor's Good Faith Efforts	N/A	☐	☐
M/WBE 101 Request for Waiver Form and Instructions	N/A	☐	☐

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

Reviewer: _____ **Date:** _____

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; and
- ***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;
- Recruit, develop, and retain highly effect, 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 to the implementation of New York State's *Regents Reform Agenda* and aligns resources with its three elements. Schools are centering instruction on the Common Core implementation, and improvement plans must focus on one of the identified "High Impact Key Approaches" below:

- Common formative assessment
- Differentiation of lessons, intervention, and acceleration
- Common Core Learning Standards (CCLS) and curriculum in literacy/English Language Arts (ELA) or Mathematics
- Deep application of three elements of the Danielson Framework
- More and better learning time/Expanded Day
- Environment of respect with a culture for learning in the classroom and school
- 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).

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 DTDSE at a frequency greater than mandated by NYSED for assessment.

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:

- ***Reading By Third Grade*** - Identifying instructional strategies and student supports that will increase student literacy by the pivotal third grade year.
- ***More and Better Learning Time*** - Driving efforts to add more time to the school day and school year and using the extra time effectively.
- ***Instructional Excellence*** - Coordinating the resources that will help school leaders and teachers improve the quality of teaching and learning.

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:

- ***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.
- ***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.
- ***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.
- ***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.

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:

- ***Model Teachers*** - Model teachers serve as mentors to their peers, implementing the Common Core curriculum with fidelity and demonstrating differentiated instruction.
- ***Formative Assessment and Data*** - Data is used by teachers and students to manage and adjust learning so that immediate benefits are realized.
- ***Classroom Walk-Through Tool*** - Principals use the tool to collect classroom data that will inform coaching discussions and professional learning strands.
- ***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.

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. 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, Office of 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 Districtwide improvements in planning and effectively implanting a system for differentiated instructional support for teachers and leaders.

I.B. OPERATIONAL AUTONOMIES

I.B.i. Operational Autonomies at School #8

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 SY15-16. 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 SY06-07), 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 its 14 Priority Schools, and Roberto Clemente School #8 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 School #8. This designation ensures that the school 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 Districtwide 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 language). By January l 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.

Section 24.5 (a) of the Contractual Agreement Between the Rochester City School District and the Rochester Teacher's Association

Section 24 VACANCIES AND TRANSFERS

5a. **Exempting Positions and Schools from Voluntary Transfer**

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

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 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 has 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 the 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 Grant (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 Chief 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. The 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 SY15-16 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.

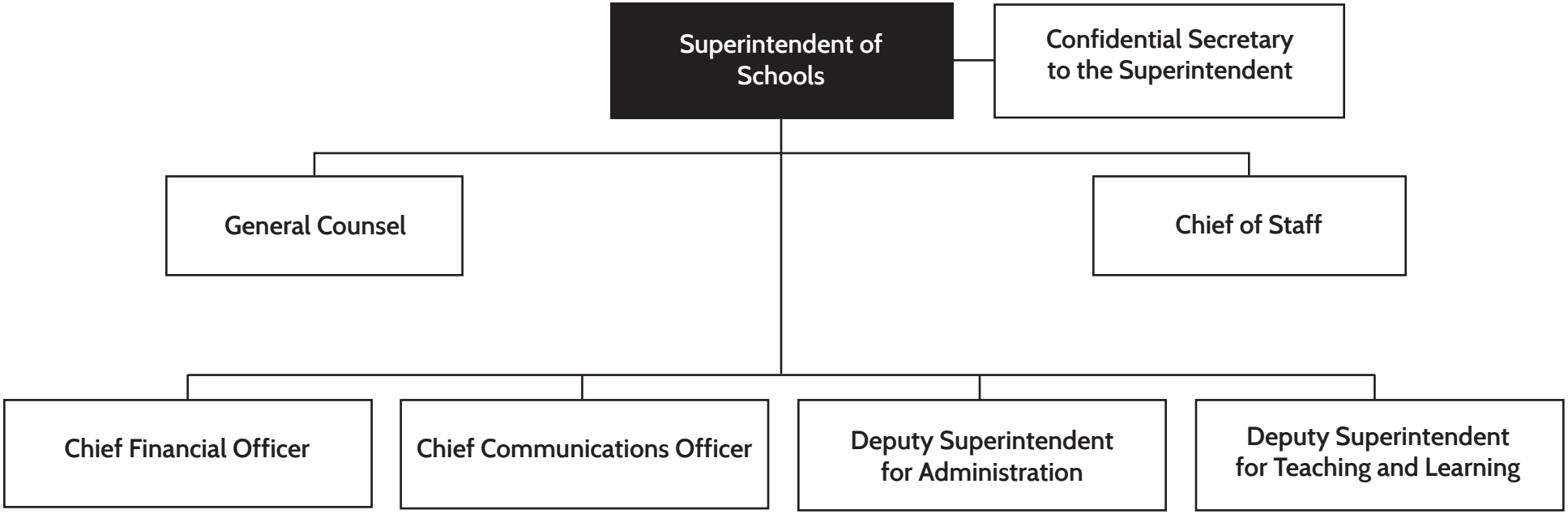
I.C.iv. Delivery Details for Planned Interactions

The Offices of School Innovation and Teaching and Learning will work collaboratively to support the implementation of the SIG plans (see details in Table 1 below).

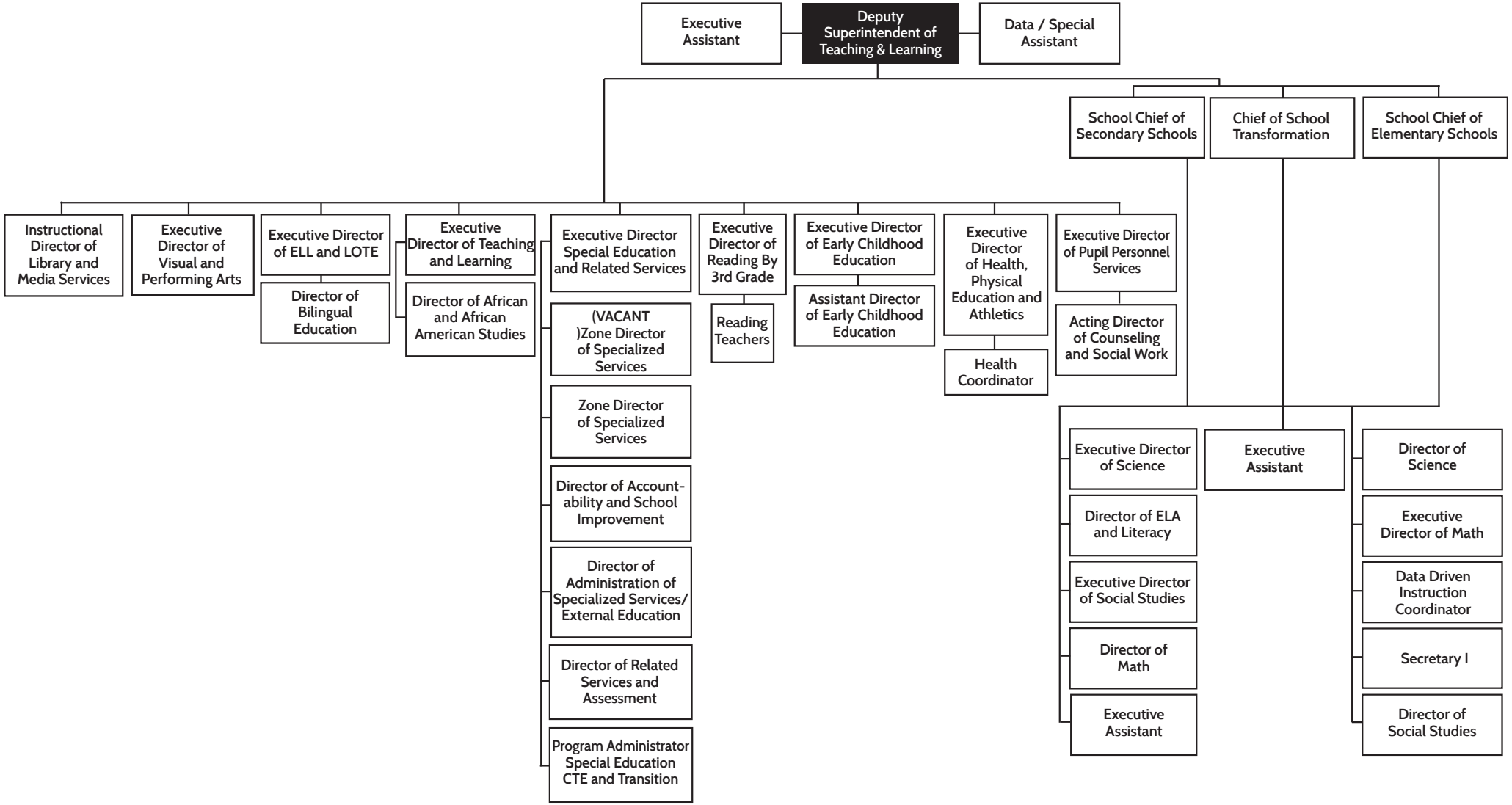
Table 1. District Transformation Support Plan

Interaction	Frequency	Person Responsible
Performance Management Plan	Every 5 weeks	OSI Executive Director; School Chief; Chief of School Transformation; Deputy Superintendents; Director of Expanded Learning; OSI Ambassador; Principals; Partners; Community Engagement Team; School-Based Planning Team
Fiscal Performance Review	Monthly	OSI; Budget Personnel; Office of Professional Learning; Deputy Superintendents; Grant Department
Budget Review	Biweekly	OSI; Grant Department; 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

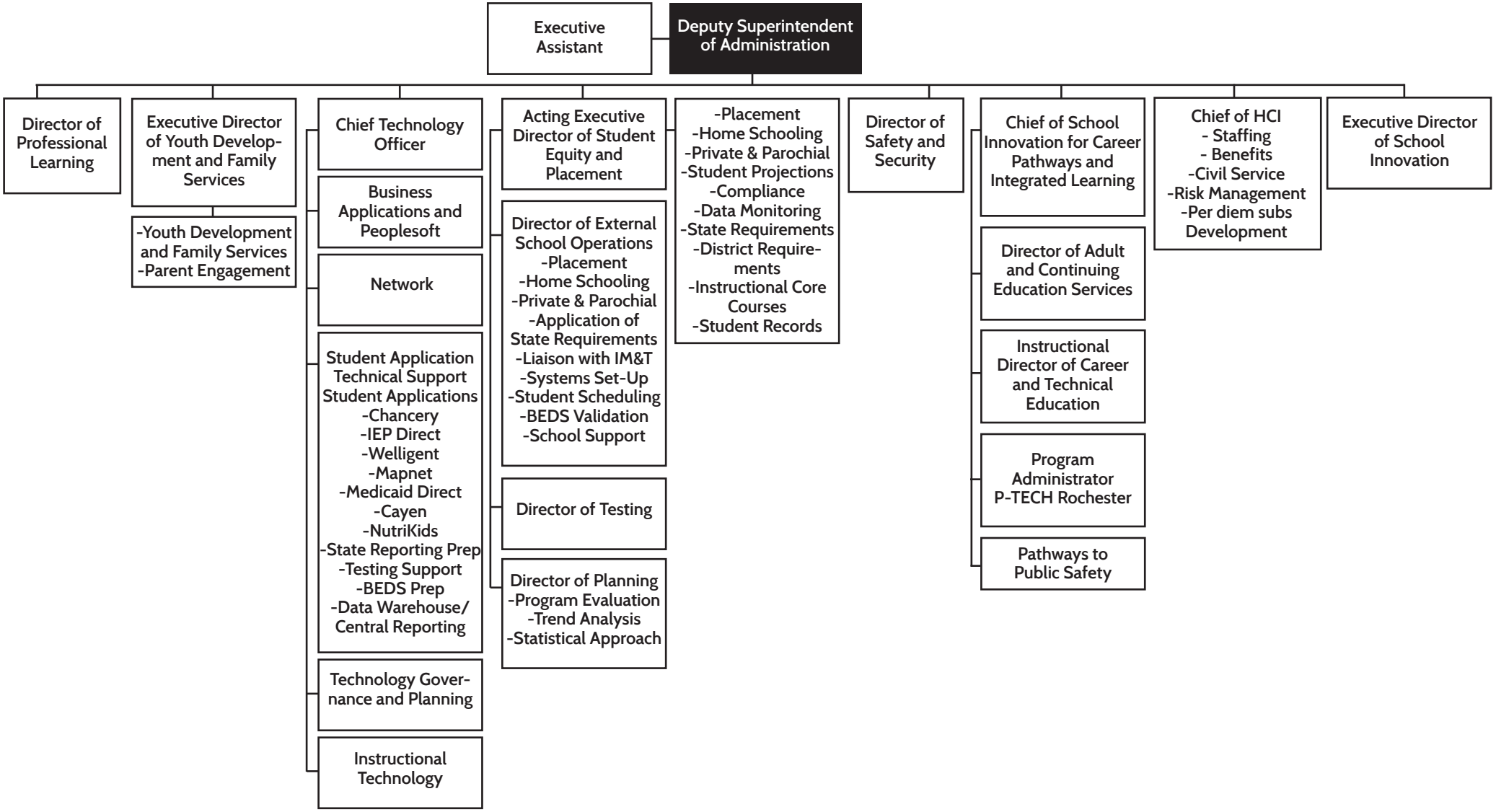
Rochester City School District - Superintendent's Cabinet



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 throughout the year, not only when vacancies occur. 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, preK, 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 Multidimentional Principal Performance Rubric (MPPR) for principal evaluation has included training for School Chiefs, principal meetings, and continued 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. 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. RCSD 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 continues to utilize a centralized master scheduling process. This process allows for the creation of consistent and compatible schedules Districtwide. Students' instructional needs drive the master schedule, which then determines staffing levels and hiring needs. These new schedules reduce the number of part-time 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 programs 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. Researchers in English Language Learners (ELLs) 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.

<u>Current</u>. 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 serves as Teacher Facilitators at each school. 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 events is included.

Rochester City School District
Office of Professional Learning

Code	Agent/Organization Responsible and Session Tile	Desired Measureabale 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

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 referals, short and long term supensions
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 referals, short and long term supensions

Rochester City School District
Office of Professional Learning

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 referals, short and long term supensions
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 referals, short and long term supensions
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 referals, short and long term supensions
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 referals, short and long term supensions
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 referals, short and long term supensions
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 referals, short and long term supensions
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 referals, short and long term supensions
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 referals, short and long term supensions
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 referals, short and long term supensions

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 referals, short and long term supensions
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 referals, short and long term supensions
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 referals, short and long term supensions
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 referals, short and long term supensions
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 referals, short and long term supensions
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 referals, short and long term supensions
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 referals, short and long term supensions
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 referals, short and long term supensions
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 referals, short and long term supensions

Rochester City School District
Office of Professional Learning

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 referals behavrioral and emotional, short and long term supensions
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 referals behavrioral and emotional, short and long term supensions
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 referals behavrioral and emotional, short and long term supensions
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 referals behavrioral and emotional, short and long term supensions
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 referals behavrioral and emotional, short and long term supensions
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 referals behavrioral and emotional, short and long term supensions
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 referals behavrioral and emotional, short and long term supensions
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 referals behavrioral and emotional, short and long term supensions
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

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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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 preerformance ratings against the *Framework for Teaching* 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

Rochester City School District
Office of Professional Learning

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

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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment

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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment

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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment

Rochester City School District
Office of Professional Learning

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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment

Rochester City School District
Office of Professional Learning

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 progess on Career Developmnet 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 progess on Career Developmnet 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 progess on Career Developmnet 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 progess on Career Developmnet 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 progess on Career Developmnet 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 progess on Career Developmnet 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 progess on Career Developmnet 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 progess on Career Developmnet and Occupational Studies (CDOS) Commencement credentials.

Rochester City School District
Office of Professional Learning

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, Algebra I Common Core.	Curriculum reviews, walk through, examination of teacher and student work, portfolio reviews, student progess on Career Developmnet 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, 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
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, 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
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, 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
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, 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
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, 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
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, 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
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, 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
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, 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

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, 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
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, 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
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, 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
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, 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
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, 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
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, 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
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, 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
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, 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
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, 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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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, 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
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, 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
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, 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
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, 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
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, 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
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, 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
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, 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
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, 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
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, 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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work

Rochester City School District
Office of Professional Learning

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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	Walk through, site-visits, increase use of technology in the classroom, examination of teacher and student work

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

Rochester City School District
Office of Professional Learning

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, 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
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, 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
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, 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
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, 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
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, 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
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, 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
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, 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
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, 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

Rochester City School District
Office of Professional Learning

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, 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
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, 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
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, 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
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, 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
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, 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
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, 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
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, 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
11412	MTH_Mathematical Modeling and NYSCCLS	By May 2016, students in RCSD will demonstrate a 5% improvement in 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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	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, Algebra I Common Core.	Walk through, site-visits, coaching, conversations, examination of teacher and student Work, lab reports, pretest/posttest, formative and summative assessment

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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

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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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_Phonic Boost and Phonic 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

Rochester City School District
Office of Professional Learning

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, 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
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, 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
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, 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
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, 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
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, 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
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, 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
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, 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
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, 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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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

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

Rochester City School District
Office of Professional Learning

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

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

Rochester City School District
Office of Professional Learning

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

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

Rochester City School District
Office of Professional Learning

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: Curriculumn 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

Rochester City School District
Office of Professional Learning

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

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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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 preerformance ratings against the *Framework for Teaching* 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 preerformance ratings against the *Framework for Teaching* 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 preerformance ratings against the *Framework for Teaching* 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 preerformance ratings against the *Framework for Teaching* 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 preerformance ratings against the *Framework for Teaching* rubric.

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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

Rochester City School District
Office of Professional Learning

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

RCSD's theory of action holds that closing the opportunity gap and providing students more and better learning time, in part through effective community partnerships, can mitigate the effects of poverty. This necessitates a more efficient procurement, management, and evaluation strategy, allocating resources toward District priorities.

The District'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 (SAS) 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.)

I.E.ii. Processes That Ensure NECP 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. School Innovation has also conducted this proactive approach for professional service contracts not governed by the RFP to ensure that services are ready to be deployed as quickly as possible after award.

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 RFP's approved partner list. The school leadership team receives support from their school chief, OSI Ambassador, and the Director of Expanded Learning as they conduct a comprehensive analysis of the school priorities, including DTSDE findings and recommendations, and assess potential partner matches. The final match is made based on a partner's ability to meet school needs, and overall alignment with the District Comprehensive Education Plan (DCIP), the School Comprehensive Education Plan (SCEP), and the parameters of funding sources.

Once selected, a more detailed consultation process occurs between the partner, school, and District staff to ensure the right services to accomplish the goals and objectives and achieve expected outcomes. This allows a detailed contract, including clearly articulated evaluation criteria, metrics, and expectations to be initiated in a timely way.

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.

I.F. ENROLLMENT AND RETENTION POLICIES, PRACTICES, AND STRATEGIES

I.F.i. Description of School #8 Enrollment Compared to Other Schools

Table 2. Roberto Clemente School #8 Student Enrollment
Source: 2014-2015 BEDS Day Enrollment Verification Report

Enrollment	School #8	Districtwide
Total School Enrollment	641	28,318
African-American	61%	59%
Hispanic	33%	27%
White	4%	10%
Economically Disadvantaged	98%	88%
Students with Disabilities	16%	18%
English Language Learners	7%	13%

Most students attending Roberto Clemente School #8 are ethnic minority and economically disadvantaged. Nearly all (96%) School #8 students live in poverty, and the number of Hispanic students at School #8 exceeds the District average. However, there are fewer Students with Disabilities and fewer English Language Learners. The student population of this school is based on school choice by parents, thus the demographics of this population at times reflect District averages and at time do not.

I.F.ii. Ensuring Access to Diverse and High Quality Programs Across RCSD

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 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 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/ COLLABORATION

I.G.i. Consultation for the Development of the SIG Plan

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). Multiple meetings also occurred with the President of the Parents' Advisory Council (PAC).

The initial meeting was held when the School #8 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 School #8 as described in Section II.B.ii, *Model Selection and Plan Development*.

I.G.ii. Consultation and Collaboration Form

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 Timothy 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)	7/21/15	
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 Ericka Simmons		

II.A. NEEDS OF SCHOOL #8 SYSTEMS, STRUCTURES, POLICIES, AND STUDENTS

Roberto Clemente School #8 faces many core challenges in addressing the needs of underperforming students. The root causes of these challenges are:

- Academic rigor is not provided consistently to ensure each student is prepared academically to be successful;
- The school schedule has historically provided fewer minutes of instruction per day than required to support students' academic needs effectively (insufficient time-on-task); and
- There is a lack of social-emotional supports for all students to create a community of learning, including safety systems and practices that are not implemented with fidelity schoolwide.

The selection of the Innovation Framework/Community-Oriented School Design aligns with School #8's current Comprehensive Education Plan, Expeditionary Learning (EL) Framework, and recent identification as a Receivership School. School #8 is supported by the District's plan for success that includes providing more instructional time, social-emotional supports, and additional services through community partners. The proposed design also aligns with the District Strategic Plan to increase the efficiency of Supplemental Academic Services (SAS) delivery and the alignment of community-based after-school programs with school-wide instructional priorities. Under "A Logic Model for Expanding School Improvement Planning,[1]" key components of the improvement model include extended learning, youth development, parent/family engagement, health and social services, and community engagement. School #8's plan uses these components to ensure a school improvement model that is supported and sustainable.

School #8 is a high poverty elementary school that serves students in grades PreK-8. It is located in Rochester's northeast quadrant, an area characterized by high poverty and increasing crime rates. The school was awarded a School Innovation Fund (SIF) grant in 2012 (Round 1) to address its challenges of low attendance and declining student achievement through innovative redesign, stimulating student motivation, and promoting rigorous learning for all students. During SIF implementation, the school laid a strong foundation for whole school transformation using the Expeditionary School Model. Civic Engagement is a part of this model that requires students to "exercise the rights and responsibilities of citizenship and promote the common good of society." (Beesley, Clark, Barker, Germeroth, & Apthorp, 2010) The concepts of Expeditionary Learning, including service learning, citizenship, and character development, support the implementation of an Innovation Framework/Community-Oriented School Design. School #8 will establish and sustain the crucial relationships necessary to become a strong and interactive community within itself and a valued member of the community-at-large. Short-term outcomes of civic engagement include improved grades and attendance at school; increased self-efficacy; and socially responsible, community-oriented attitudes (Calabrese & Schumer, 1986; Giles & Eyler,1994; Hamilton & Fenzel, 1988; Shumer, 1994).

[1] http://www.p12.nysed.gov/turnaround/documents/LawsonLogicModelCommunitySchools.pdf Retrieved July, 2015

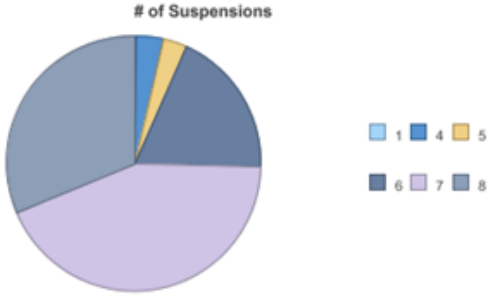
II.A.i. Description of Student Population Served

Roberto Clemente School #8 serves approximately 641 students. As reported in Table 2 in Section I.F.i, the student population at School #8 is nearly all racial minority (61% African American and 33% Hispanic) and economically disadvantaged (98%). There are fewer Students with Disabilities and English Language Learners at School #8 (16% and 7%, respectively) than Districtwide averages.

More School #8 students exhibit more poor attendance than satisfactory attendance, although improvement has been observed. In SY14-15, 27% of students were considered to have "chronic" absenteeism and 17% had "severely chronic" absence rates. Only 29% of students demonstrated "satisfactory" attendance (absence rates less than 5%). SY11-12 baseline data reported an Average Daily Attendance (ADA) of 86%, while in SY13-14, the ADA rose to 90%. Data show that students in Grades 1-5 have the best attendance, but even in these grades, the average daily attendance rate only hovers near 90%, which does not meet the SY13-14 District target of 92%. In the pre-school and kindergarten years, and again in the middle grades, average daily attendance drops into the mid-eighty percent range.

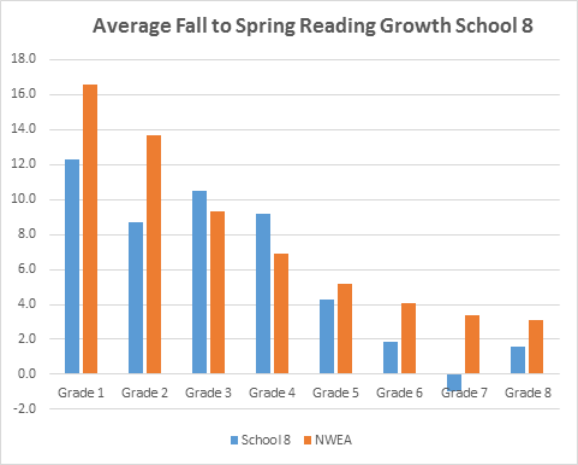
Roberto Clemente School #8's discipline profile demonstrates that in SY14-15, the number of disciplinary referrals and suspensions increased significantly. Based on an analysis of the data, grade-by-grade and student-by-student, a trend was observed in grades 6-8 that accounts for nearly all incidents and suspensions (see Figure 1 on next page). By sub-group, the number of incidents and suspensions reflects the demographics of the entire school.

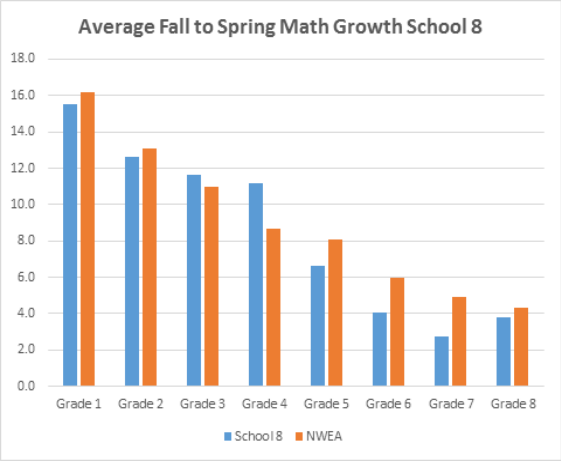
Figure 1. School #8 Current Year Suspensions by Grade Level



School #8 students have demonstrated progress on NWEA Assessments (see Figure 2) due to targeted interventions that were initiated during the SIF grant. Gaps in performance of School #8 students compared to national norms in both ELA and math are closing. Fall to Spring test results shown below demonstrate that the Districtwide focus on reading on grade level by third grade is paying off, particularly at the third and fourth grade levels. Compared to NWEA results for SY13-14, gaps have closed significantly. A continued emphasis on strong ELA and math programs, combined with EL-designed curriculum that is performance-based and aligned with CCLS, will help students close gaps and meet or exceed NWEA norms within the five-year SIG grant period.

Figure 2. NWEA Growth Scores for School #8





Parents are an important part of the School #8 TEAM. Two Parent Surveys were recently conducted at School #8. The overwhelming response is that parents feel welcome at the school and believe their children are known and cared for. However, many parents are unaware of the community activities available for students and their families. These include activities with parents and community partners around TEAM (the EL motto) and Town Hall meetings designed to initiate discussions with parents and community partners about the goals, mission, and vision of School #8 as an Expeditionary Learning School. There is room for improvement in this area, moving from superficial involvement to specific engagement in a more robust partnership that provides multiple opportunities for parents and community members to become involved in shared-governance and interact with children in academic, social. and cultural contexts are required. That is the value-add of expanding parent and community partnerships as they apply to student academic progress and development as citizens of the community.

II.A.ii. Description of Diagnostic School Review

In October 2014, Roberto Clemente School participated in an Integrated Intervention Team (IIT) Review co-led by an Outside Educational Expert and a NYSED staff member. The IIT also included a District representative and a School #8 staff member, as well as a Special Education Improvement Specialist representative. The review team visited a total of 42 classrooms and conducted focus groups with students, staff, and parents. Reviewers examined documents demonstrating implementation of each DTSDE tenet including curriculum maps, student work, teacher lesson plans, and school wide data. Results were shared with staff, parents, and community partners through the School-Based Planning Team.

II.A.iii. Results of Systematic School Review

A two-year comparison of the reviews shown in Table 3 demonstrates that School #8 is still developing and requires continued support.

Table 3. Summary of DTSDE School #8 Reviews

Type	Year	Tenet 2				Tenet 3				Tenet 4				Tenet 5				Tenet 6		
		2.2	2.3	2.4	2.5	3.2	3.3	3.4	3.5	4.2	4.3	4.4	4.5	5.2	5.3	5.4	5.5	6.2	6.3	6.4
OEE	SY12-13	I	D	E	D	D	I	D	D	I	D	D	D	E	D	D	D	D	E	D
IIT	SY14-15	D	D	D	D	D	D	D	I	D	D	I	D	D	D	D	D	D	D	D

Results from the October 2014 IIT Review are summarized below.

Recommendations for Tenet 2:
School leaders should speed up the pace of school improvement by:

- Sharply focusing teachers' attention on the data that shows the prior academic achievement of students and sets timely goals for improvement;
- Helping teachers routinely set students' assignments at each of three levels – above average, average and below average, as appropriate, with tight deadlines, measurable indicators of success, and rigorous responses to any underachievement;
- Evaluating the impact of instruction based on what the students are learning and the quality of the work they are producing;
- Providing each teacher with specific opportunities to lead teaching of "master classes." This opportunity should allow for joint instruction across the grade for the students in that grade. Other teachers and adults should work in support of groups of students of differing abilities during the "master class" and implement the learned strategies in other instruction; and
- Systematically sharing and conveying best outcomes among the staff, students, and parents.

Recommendations for Tenet 3:
School leaders, coaches, and teachers should deepen the focus on curricular planning and ensure alignment to the rigor of Common Core Learning Standards (CCLS), as well as vertical and horizontal alignment of student learning expectations by:

- Identifying and collecting anchor student work samples which demonstrate varying levels of proficiency as aligned to CCLS by grade level and school-wide. These samples should be jointly annotated by grade level teachers to illustrate alignment with learning targets. These anchor documents should be used developing vertical cohesion and shared understanding among staff;
- Continuously reviewing and revising expedition plans for improved alignment to CCLS in classroom practice and for vertical cohesion; and
- Including learning targets in daily lesson plans used by grade level teams to ensure alignment to CCLS expectations and the work the students undertake.

Recommendations for Tenet 4:
Teachers should accelerate students' progress for all groups, so that more students attain proficiency levels three and four by:

- Making students take more ownership of the presentation, maintenance, and progression of their work;

- Having consistently high expectations of the quality and quantity of work that students are required to produce;
- Creating lesson plans that reflect rigor and high expectations appropriate to students' grade levels;
- Setting students' assignments at least at three levels routinely, as appropriate (above average, average and below average) with tight deadlines, measurable indicators of success, and rigorous responses to any underachievement;
- Checking on students' understanding throughout the lesson so that those who are struggling are helped and those who understand do not waste time going over what they already know;
- Indicating clearly in feedback what the students need to do to improve, and checking that students apply the feedback effectively;
- Using time with students to make revisions to the students' work; and
- Referring students to their learning targets so that opportunities for students to practice their literacy and numeracy skills are increased.

Recommendations for Tenet 5:
School leaders, other building administrators, student support team, and all teachers should collaborate more to implement the strategic school-wide plan and vision that best serves all groups of students to promote academic achievement and social and emotional developmental health by:

- Including opportunities for student voice in each classroom to improve speaking, listening, and cooperative skills to support academic and socio-emotional growth;
- Collaborating with students more to increase student voice in school governance and in student-to-student mentorship building on the Roberto Buddy Initiative;
- Networking with community stakeholders to coordinate, develop, and implement an explicit strategic plan for social and emotional developmental health. This plan should maximize resources available in the community and online in order to consistently create a healthy learning environment for students.
- Effectively employing and adapting curricular programs and materials to craft support for the social and emotional developmental health needs of students; and
- Consistently including students and parents in the review of data to create solutions that will drive improvements in students' success.

Recommendations for Tenet 6:
The school leaders, student support staff, and the parent liaison should use current relationships with parents and agencies to build a wider and engaged network of community members and families by:

- Bringing staff, community agencies, and parents together for professional development on building home-school relationships;
- Using the enlarged network to increase parent representation and participation in the PTO;
- Creating more opportunities throughout the school year for staff and families to interact and build relationships, including school events held in the community or centralized locations;
- Collaborating with the Office of Parent Engagement and Parent University to strengthen the home-school connection by providing tangible training and resources to support parents that raise expectations and increase the use of strategies and interventions at home; and
- Consistently communicating with parents in pertinent languages.

The results of this year's DTSDE review and its recommendations have been identified as the priorities of the EL Implementation Team and support staff. This work will focus on implementation of the EL work model (in grades PreK-8) and school goals for student literacy (in grades K-6). As a key part of this proposal, the school will focus on the Tenet 5 recommendations to network with community stakeholders in order to create and maintain a healthy environment for students, and to consistently include students and parents in the review of data through quarterly student-led conferencing. Additionally, the school will focus on all Tenet 6 recommendations through the work of the Community Implementation Team to build a stronger network of internal and external resources to support School #8's learning community.

II.A.iv. Prioritizing Identified Needs for SIG Plan Implementation

School #8 will prioritize the identified needs of the aligned plan through a continuous cycle of collaboration among the EL Implementation Team, School-Based Planning Team, Community Engagement Team, teacher-led Learning Walk members. These teams share members, and will become part of a cross-functional whole-school improvement team. As required by Receivership, the Community Engagement Team will consist of:

- Community stakeholders
- Neighborhood association leaders
- Teachers and school staff
- Current and planned partners
- Parents/guardians
- Students

The School #8 SIG plan will be guided by the following priorities:

- Establishment and maintenance of a strong Expeditionary School through the development of the EL Work Plan, and inclusive of the key components of a successful community school, to provide academic and social emotional support for students. Students' lives are interconnected between schools, families, and the community. There is a strong need for partnerships that support whole-child development. Students and their families will be referred to community resources as well as have some services provided directly at the school.
- Targeted professional learning will lead to strong first instruction in ELA and math through data-driven decisions that are based on summative and formative student data and will impact instructional decisions regarding differentiation for groups and individual students.
- A school-wide culture will welcome staff, parents, and community partners as part of the TEAM to implement a system-wide strategic plan that supports the social and emotional developmental health of students and their families. The learning and developmental needs of students are best met when family, school, and community members partner with a clear articulation of the community's goals for students and to help design, implement, and evaluate activities (Blank et al., 2013, p. 22).
- The concept of community will be expanded beyond the walls of the school and into the community-at-large through service learning expeditions and involvement of community partners in the Community Engagement Team. Establishment and reinforcement of the TEAM concept will encourage all stakeholders to remember the community in which they function.

II.B. SCHOOL MODEL AND RATIONAL

II.B.i. Rationale for Model Selection and Unique Characteristics of the School Design

After meeting with the School-Based Planning Team, school and District staff strategies were discussed to continue the momentum at School #8 initiated by its SIF grant. Review of school data, student/staff/community partner feedback, EL semi-annual reviews, the school's DTSDE Report, and School #8's quarterly reviews of progress towards SCEP goals identified the need to systematize the concept of community with the school and the school as part of the larger community. In addition, community and family feedback indicated that there is a need to:

- Promote School #8 as a Community School by providing increased community resources for students and their families that support social-emotional development and support student academic goals;
- Receive input/feedback in order to improvement for and expansion of additional Expeditionary Learning offerings based on student interest that align to targeted academic needs of students; and
- Expand the concept of community outside the walls of the school by collaborating with the active neighborhood association and welcome them as part of the School #8 TEAM. As part of the community school design, School #8 will incorporate the core elements outlined by the National Center for Community Schools (2013), including 1) a strong core instructional program designed to help all students meet high academic standards; 2) expanded learning opportunities designed to enrich the learning environment for students and their families; and 3) a full range of physical health, mental health, and social services designed to promote children's well-being and remove barriers to learning. The school will provide wrap-around services to address the academic, socio-emotional, health, and wellness needs of students and families through expanded learning opportunities, and develop additional resources within the community.

The community school model is essential in addressing the high needs of students attending School #8, and the next logical step in alignment with the Expeditionary Learning Framework. As outlined by the Children's Aid Society National Center for Community Schools (2009), "Community schools increase opportunities for children to succeed in school by adding the kinds of resources known to make a difference: increased parental involvement in children's education, extra learning opportunities through educational enrichment, and consistent access to adult guidance and support." As discovered in the IIT review, there is a need to address the academic, as well as social-emotional development, learning, and behavior to create a learning-focused environment in which higher levels of student achievement can be realized. Quinn (2011) states, "Systems of community schools offer a proven vehicle for establishing the authentic educational linkages implied in the pipeline concept:

- By offering high-quality early childhood programs in elementary school buildings, community schools help young children make a smooth transition into kindergarten, ready and eager to learn.
- During the early elementary grades, community schools make sure that young children attend school regularly and are on track academically, which is significant in light of new evidence about the importance of grade-level reading at this stage of education.

- Community schools help students make a successful transition from elementary to middle school and from middle to high school, by addressing both academic and non-academic needs. These include social, emotional, and physical development and the acquisition of age-appropriate life skills, such as time management and study habits."

II.B.ii. Model Selection and Plan Development

The Innovation Framework/Community-Oriented School Design aligns with School #8's preliminary establishment as an Expeditionary School and will address the needs of the whole child by engaging the resources of the community. Stakeholder input and participation have guided the creation of this SIG plan. Steps taken to engage all stakeholders include:

<u>Spring 2015</u>
- Assignment of an Office of School Innovation Ambassador to School #8
- Weekly discussions with the Chief of School Transformation
- "All-In Meetings" where all stakeholders review school results and discuss options for improvement, including a set of SCEP workshops, NYSED SCEP Pilot Program training for school leadership, School Based Planning Team meetings (with parent representation), EL Implementation meetings, and monthly meetings with community partners

<u>Summer 2015</u>
- Notification to labor unions, RCSD's Parent Advisory Council, and community partners
- Presentation of an overview to labor unions and the PAC, as well as to the school's SBPT and community partners
- Use of parent/staff/student/community partner feedback to develop the plan
- Active involvement of teacher-led leadership team in proposal development
- Sharing of draft copies for review and comment to labor unions, PAC, and School #8 SBPT
- Sharing of the final document for final review and signatures
- Sharing of the final document with all parents during SY 14-15 orientation

II.C. DETERMINING GOALS AND OBJECTIVES

II.C.i. ELA Goal and Objectives-

Through the Community School Model, strong academics will challenge students in critical skills such as perseverance, critical thinking, and an ethic of contribution to prepare students for success in college, career, and citizenship. Goals and objectives include:

GOAL 1: Students will improve their overall literacy skills through high quality first teaching.

OBJECTIVE 1.1: Students will use authentic real world texts as a source of knowledge to explore big ideas and grapple with essential questions as demonstrated by levels of proficiency of student work aligned to CCLS.

OBJECTIVE 1.2: Students will support opinions and ideas with information gained from a variety of sources as demonstrated by informational and persuasive argument writing pieces that are written for an authentic audience.

OBJECTIVE 1.3: Students will demonstrate increasing independence while reading challenging texts as demonstrated by improved lexile levels that increase in complexity as students progress.

OBJECTIVE 1.4: Students will create high-quality products for authentic audiences via EL Expeditions and community-based service learning criteria, as evidenced by the demonstration and explanation of the product during the school Expedition Nights.

OBJECTIVE 1.5: Students will participate in Expanded Learning Time activities that provide additional academic support that enhances classroom learning through a project-based, hands-on curriculum.

Progress monitoring for overall literacy skills will be assessed via student performance on the NWEA assessments (three times per year) and common writing prompts (four times per year). Successful implementation of this goal, as defined by targets in the EL Work Plan, will involve a demonstrated closure in the gap between students' fall and spring scores in the NWEA MAP - RIT Norm Reading Growth. Within the five-year grant period, grades 1-8 will meet or exceed the norm reading growth. Kindergarten progress will be assessed by winter to spring growth. Progress monitoring/evidence for the creation of high quality products will occur via bi-monthly reviews to identify successes and areas for improvement. Each review will result in the identification of targeted actions and specific success indicators for the two-month period that follows, and determine next steps in the partnership as a five-year plan. Protocol for review of the common writing will involve the compilation of high, medium, and low portfolio pieces from grades PreK-8. Exemplars from EngageNY, rubrics and the EL Framework will guide the "Looking at Student Work" processes through carefully planned professional learning sessions and grade-level meetings.

II.C.ii. Math Goal and Objective

GOAL 2: Students will improve their overall math skills through high quality first teaching.

OBJECTIVE 2.1: Students will have demonstrate a deep understanding of math concepts as demonstrated by the ability to self-select and apply the appropriate math concepts to interpret real-world content.

OBJECTIVE 2.2: Students will demonstrate speed and accuracy (i.e. fluency) in simple calculations, as demonstrated by formative and summative assessment of student work.

OBJECTIVE 2.3: Students will be able to write and speak about their understanding of math concepts as evidenced by demonstration/explanation of the product during school Expedition Nights.

OBJECTIVE 2.4: Students will participate in Expanded Learning Time activities that provide additional academic support that enhances classroom learning through a project-based, hands-on curriculum.

Progress Monitoring for math goals will occur using mid- and end-of-module math assessments, formative assessments, and NWEA MAP in the fall, winter, and spring. Successful implementation will involve a demonstrated closure in the gap between fall to spring NWEA MAP - RIT Norm Math Growth. During the grant period, Grades 1-8 will meet or exceed the norm math growth. Kindergarten progress will be assessed via winter to spring growth.

II.C.iii. Additional Goals and Objectives

GOAL 3: Roberto Clemente School #8 will create a community and culture of continuous learning that supports the academic growth and the social, and emotional health of all students.

OBJECTIVE 3.1: Student social and emotional health will improve through tiered intervention that includes a focus on restorative practices and the Discipline Ladder to guide student expectations and behavior consistently and proactively, as evidenced by reduced disciplinary incidents and suspensions.

OBJECTIVE 3.2: Parents will be active participants of the School #8 TEAM through the EL Framework protocols that include, but are not limited to, student-led conferences that utilize Habits of Work (Perseverance, Honor/Integrity, Commitment to Quality, and Collaboration) and student-led Expedition Nights that showcase student work and achievements.

OBJECTIVE 3.3: Monthly Town Hall/Community meetings will become a common structure at School #8 with all TEAM members in order to build a culture of pride, success, and celebration of academics and positive character.

OBJECTIVE 3.4: Students will participate in Expanded Learning Time activities that provide additional enrichment opportunities that support students' social-emotional health.

GOAL 4: School #8 will engage partners in the surrounding community in two-way partnerships to identify resources to support students/families/staff as they establish a sustainable Community School Model.

OBJECTIVE 4.1: Student wrap-around services will be developed and maintained through the establishment of relationships with the active neighborhood associations and

a variety of community mental health agencies to increase the number of resources supporting student academic growth and social-emotional health.

OBJECTIVE 4.2: Student academic achievement will improve through the Learning Walks forum for staff, students, parents, and community partners (i.e., all TEAM members) that will provide targeted observational data that can be analyzed and be used to impact future instructional decisions.

OBJECTIVE 4.3: Students, staff, and community members will participate in expeditions aligned with the EL Framework in order to establish student-driven instruction through guiding questions, case studies, projects and products, fieldwork, experiences within the community, service learning, and a culminating event that features high-quality student work.

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 (see attached).

Attachment B

School-level Baseline Data and Target-Setting Chart

PLEASE NOTE:

RCSD proposes to resubmit in August, to reflect 14-15 data and Receivership metrics.

SCHOOL: Roberto Clemente School #8	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	74,820	70,320	81,900	81,900	81,900	81,900	81,900
b. Student participation in State ELA assessment	%	95%	91%	95%	95%	95%	95%	95%
c. Student participation in State Math assessment	%	97%	99%	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%	90%	93%	94%	95%	95%	95%
f. Student completion of advanced coursework: includes AP, IB, and 8th grade HS credits	%	16.8%	4%	8%	10%	12%	14%	15%
g. Suspension rate: rate per 100 students/BEDS enrollment: duplicated count	rate	42.7 out of 100	46.2 out of 100	43.9 out of 100	41.7 out of 100	39.6 out of 100	37.6 out of 100	35.7 out of 100
ga. Suspension rate: rate per 100 students/BEDS enrollment: un-duplicated count	rate	16.3 out of 100	15.4 out of 100	14.6 out of 100	13.9 out of 100	13.2 out of 100	12.5 out of 100	11.9 out of 100
h. Number of discipline referrals-reported as # of incidents	num	12,393	288	260	234	211	190	171
i. Chronic absenteeism rate- 10-19.9% absenteeism	%	17.9%	26.6%	23.94%	21.54%	19.38%	17.44%	15.7%
Ia. Severely Chronic absenteeism rate- 20% and higher	%	14.4%	17.3%	16.78%	16.28%	15.79%	15.32%	14.86%
j. Teacher attendance rate	%	92.45%	92%	93%	94%	95%	95%	95%
k. Teachers rated as "effective" and "highly effective" disaggregated by category: Target in 15-16 may be lower than baseline due to changes in APPR.	%	42% 47%	59% 38%	60% 35%	60% 40%	60% 50%	60% 40%	60% 40%
l. Hours of professional development to improve teacher performance	num	N/A	294	300	300	300	300	300
m. Hours of professional development to improve leadership and governance	num	N/A	57	60	60	60	60	60
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	N/A	45	60	60	60	60	60
II. Academic Indicators								

SCHOOL: Roberto Clemente School #8	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
a. ELA performance index	PI	36.8	20.9	55.5	60	60	60	60
b. Math performance index	PI	40.7	17.0	55.5	60	60	60	60
c. Student scoring "proficient" or higher on ELA assessment	%	5.5%	1.9%	10%	20%	30%	40%	50%
d. Students scoring "proficient" or higher on Math assessment	%	7.2%	1.7%	10%	20%	30%	40%	50%
e. Average SAT score	score	1209	N/A	N/A	N/A	N/A	N/A	N/A
f. Students taking PSAT	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
h. High school graduation rate- by cohort	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
i. Ninth graders being retained	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
j. High school graduates accepted into two or four year colleges	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

II.D. SCHOOL LEADERSHIP

II.D.i. Characteristics of the School Principal

Characteristics of the School #8 principal will be aligned with District structures and Expeditionary Learning Leadership Readiness Indicators.

The Principal has the responsibility for the overall progress of the school and its students. He/she is a member of the School-Based Planning Team that facilitates the development of School #8's instructional policies. The principal will monitor, support, and supervise all staff to ensure there is evidence of academic rigor, engagement, differentiation, and lessons aligned with CCLS. The School #8 principal will also develop and implement policies, programs, curriculum activities, and professional learning that support the educational development of each student and staff member. He/she will be responsible for setting the stage for collegial planning and coordination of all school programs that impact student growth. The School #8 principal will lead the implementation of organizational efficiencies and build the capacity of all stakeholders through formal and informal relationships with staff, students, families, and community partners.

Leading an Expeditionary Learning School in a Community School model requires an effective, engaged school leader who is ready to collaborate deeply with colleagues to raise student achievement through deep implementation of Expeditionary Learning. Expeditionary Learning, as the Educational Partnership Organization (EPO), will be part of this process of selecting a leader through input and feedback cycles. The new principal of School #8 must:

- Demonstrate an understanding of what it means to be an Expeditionary Learning Community School, including adopting the common EL Education language and practices, and supporting and protecting all aspects of the model;
- Communicate clearly with EL Education, explaining the clear vision for teaching and learning aligned to EL Education;
- Build and sustain structures that appropriately distribute leadership and decision-making with teachers and other stakeholders as members of the TEAM, including a professional culture that develops trust among all stakeholders, systemic data-driven instruction, resources necessary to sustain the model, and focused, strategic professional learning opportunities.
- Participate in ongoing leadership coaching aimed at becoming a more effective instructional leader by implementing the practices learned through interactions with EL school designers and Core Practices.

II.D.iii. Action Steps to Put New Leadership in Place

RCSD's Department of Human Capital Initiatives is in the process of conducting a comprehensive search for a new, experienced School #8 leader. The intent and focus is to access an individual with a high level of administrative experience and a record of success in leading targeted faculty professional learning and increasing parent and community engagement. He/she will possess experience in using data to guide planning and decision making processes that will lead ultimately to increased student achievement. NYSED's Qualifications for Determining a Priority School Leader will act as a guide in the search process. A primary challenge may be the ability to recruit a candidate possessing the key experiences that must drive the sustainability of current Expeditionary Learning programming – a candidate who possesses the necessary skills and experiences as reflective of the aforementioned qualifications specific to School #8.

II.D.iv. Descriptions of Supporting Leadership Positions

RCSD is in the process of selecting the appropriate leadership for School #8. The leadership team consists of the Principal, two (2) Assistant Principals (one Assistant Principal for Grades Pre K- 4 and another for Grades 5-8), one (1) Expanded Learning Resource Coordinator, and one (1) Coordinating Administrator for Special Education (CASE).

As instructional leaders, ***Assistant Principals*** ensure instructional practices and strategies are aligned to CCLS and include instructional activities that accommodate all students and provide interventions that lead to inquiry and high levels of engagement and support. Assistant principals monitor and supervise staff to ensure there is evidence of academic rigor, engagement, instructional differentiation, and CCLS-aligned lessons. They support the School-Wide SWPBS program by defining and disseminating information about school disciplinary policies and procedures to parents, students, staff ,and the community following established protocols.

The ***Expanded Learning Resource Coordinator*** is responsible for implementation of Expanded Learning Time (ELT) and leads the ELT Implementation Team. His responsibilities include master scheduling to support student instructional needs, support for staff implementing ELT, collaboration with community partners to ensure implementation of "More and Better Learning Time," management of fiscal and human resources, oversight for the quality of intervention and enrichment offerings, and implementation of school-level autonomies including student placement and scheduling.

The ***Coordinating Administrator for Special Education*** (CASE) provides support for students by coordinating the members of the multi-disciplinary student support team to ensure that compliance is maintained. The CASE oversees tiered interventions and all aspects of special education programming and compliance matters at the building level. These responsibilities include scheduling, facilitating, and documenting meetings for special education eligibility; completing program reviews for already classified Students with Disabilities; and assisting teachers and parents in the implementation of their students' Individualized Education Plans

The School #8 principal will not work alone to implement and evaluate this SIG plan. The School #8 TEAM is aligned with EL Education practices and includes EL Designers, School #8's Expeditionary Learning Implementation Team, the Expanded Learning Time Implementation Team, the School-Based Planning Team, and the Community Engagement Team. These individual school teams have committed teacher leaders as part of their membership. All members of the School #8 TEAM view themselves as responsible for student academic achievement, achieving the objectives identified in the EL Work Plan in accordance with the EL Framework, and leading the development of the community-oriented school design.

II.D.v. Current Supporting Leadership Profile

School #8's Principal has retired, and the two standing assistant principals may leave pending possible retirement and/or transfer. Current school leadership anticipated to remain include two EL School Designers, the EL Implementation Team, a Data Coach, and the EL Coach. The new principal and assistant principals (if needed) will be selected based on EL Leadership Indicators (see Section II.D.I above) and District criteria. A newly placed Expanded Learning Resource Coordinator will also permit autonomies in areas of placement and scheduling of students based on his given skill set. Redevelopment of this leadership team is key to the success of this proposal. The School-Based Planning Team will continue to serve as the

school's decision-making body whose focus is directed towards instruction, curriculum, and support for student learning. The SBPT is charged with the work of school improvement and will monitor implementation of this SIG plan.

II.E. INSTRUCTIONAL STAFF

II.E.i. APPR Data for School #8 Instructional Staff

There are 37 instructional staff at School #8. Nearly all are rated as highly effective or effective by SY13-14 APPR: 18 teachers are rated as Highly Effective, 17 teachers are rated as Effective, one teacher is rated as developing, and one teacher rating is classified as "Pending."

II.Eii. Quality of School #8 Staffing

Most School #8 staff are rated as highly effective or effective educators. There are strong support staff at the school, including Instructional Coaches, a Data Coach, an EL Coach, and EL School Designers. At School #8 teachers are committed to the Expeditionary Model/Community School Model and by self-reporting in feedback surveys. A teacher-led culture has emerged that includes:

- Teachers who meet weekly by grade level and vertically for embedded professional learning to discuss data trends, individual student needs, and identify instructional impact for group and individual student learning; and
- Teachers and leaders who participate in close analysis of student work to identify trends and patterns and set goals for improvement. By engaging in regular conversations that are tied to a consistent and stable set of attributes and grounded in evidence of student work and data, schools, such as School #8, who are in the credentialing process as EL Schools build an archive of evidence over time that enables them to reflect on the connections between changes in student work and changes in teacher practice

Teachers require further support in order to fully implement an Expeditionary School, Community model through the EL Education Work Plan. A significant foundation was laid during the SIF 1 grant, and the current needs assessment demonstrates that the culture within the school has shifted toward collaboration and collegial support. This will now allow teachers to focus more directly on the academic growth of students and practice consistent implementation of sound social-emotional supports for students and families.

II.E.iii. Key Instructional Staff

The ***Expeditionary Learning Coach*** supports implementation of Expeditionary Learning by ensuring all aspects of the school culture reflect EL practices regarding student and adult learning and sets high expectations for students and staff through an instructional coaching model and Habits of Work and Learning (HOWLS). The EL Coach contributes and supports the improvement of systems and structures regarding Data-Driven Instruction and decision making, continuous feedback, and reflection. He/she is a member of the instructional leadership team, coordinates monthly Teacher-Led Learning Walks with staff and parents, and leads professional learning that is focused and strategic to the goals of the school and its students.

The ***Data Coach*** supports implementation of this model by contributing to and supporting the improvement of systems and structures regarding Data-Driven Instruction (DDI) and decision making through the Response to Intervention process. The coach provides continuous feedback and reflection and supports the structure for teacher collaboration in the areas of Looking at Student Work using common formative writing assessments. When paired with DDI, this impacts instructional planning and strategies for differentiation. The Data Coach

is a member of the instructional leadership team and provides embedded professional development for individual teachers by modeling effective data practices.

The ***Social-Emotional Learning (SEL) Coach*** supports implementation of this plan through analysis of student attendance and behavioral data to inform decisions at the student, classroom, grade, and school level. The SEL Coach trains teachers in the use of Restorative Practices, Therapeutic Crisis Intervention, Collaborative Solving, and systematic implementation of Habits of Work and Learning in dealing with student behavior, emotional needs, and discipline. He/she facilitates strategic matching of students to differentiated supports with school and community partners to provide wrap-around services for students and their families. The coach is the point person for the attendance initiative and works collaboratively with the principal, parent-liaison, and attendance committee. This work includes facilitating re-entry of students who have been absent due to issues such as discipline, homelessness, and illness. The SEL Coach develops and maintains systems to improve student and family voice in school operations and relationships among the students, staff, families, and community partners. He/she is a member of the instructional leadership team and works with teachers in the planning and developing student emotional/behavioral supports including Classroom Management Plans, Formal Assessments of Behavior, Functional Behavior Assessments, Individual Behavior Support Plans, and Behavior Intervention plans for general and special education students.

Intervention teachers provide academic support for all students in need of Tier II and Tier III interventions by providing individual and small group instruction based on analysis of formative and summative assessment. Intervention Teachers motivate students with opportunities for academic success.

The ***Social Worker*** is a member of the multi-disciplinary Response to Intervention (RTI) Team to provide resources on an as-needed basis through one-on-one, classroom, or school-wide sessions that address issues relevant to the student population. Issues include concerns such as school attendance, illegal drug or alcohol dangers, adjustment to the social setting of the school, and help for students coping with personal and psychological issues that affect their school performance, behavior, and emotional health. The Social Worker is responsible for mandated counseling services as outlined on students' IEPs and support for teachers and administrators dealing with students to determine root causes.

The ***School Psychologist*** is a member of the multi-disciplinary RTI Team to address academic, social-emotional, and behavioral concerns of all students by providing individual, small group, and whole class counseling or skills-based groups. The Psychologist helps teachers develop goals and behavior support plans for struggling students and participates on the PBS team by studying and implementing behavioral management techniques. He/she meets with parents and teachers to discuss learning, behavioral, familial, and social concerns. The Psychologist leads workshops on social-emotional health. The Psychologist also serves as the Coordinator for the Section 504 Accommodation Team and completes all evaluations mandated by the Committee of Special Education.

School #8's ***Parent Liaison*** serves as the link between the District and the local community. Support provided includes visiting families of school age children in order to provide information on the programs and services available and to enroll the eligible students in the school. The Parent Liaison also identifies students and their families in need of supportive or special services, identifies the specific need(s), and refers them to other personnel and/or

agencies in order to address their needs. The Parent Liaison follows up on the referrals to ensure that necessary services are provided and encourages parents to participate in group discussions and school activities.

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 mechanism for schools to become exempt from the transfer process. Such exemption allows schools to select all teachers through a separate interview process. Exemption must be agreed upon by the teachers union and the District.

Staffing for vacant positions occurs based on District protocols and aligned with Bargaining Unit requirements. Hiring of additional staff that may be provided through this grant would be one of the autonomies provided to the school in partnership with the EPO in order to ensure effective implementation of the plan. As an example, an additional intervention teacher would be able focus on academic support for identified students in Grades 6-8 who are in need of Tier II and III intervention.

II.F. PARTNERSHIPS

II.F.i. Partner Organizations to Provide Critical Services

As with the other autonomous decisions, partner selection for the success of this proposal is key and will align the school's Core Instructional Program, EL Framework, and Expanded Learning Time plan with community partner resources and programs. School #8 will build upon current partnerships to implement a robust community-oriented school design. The following organizations will partner with School #8 in the implementation of the proposed SIG grant.

Expeditionary Learning (EL Education or EL) will be the Educational Partnership Organization. EL Education is a national network serving 4,500 teachers and 45,000 students in 165 schools across 31 states and Washington, D.C. EL partners with school districts and charter boards to open new schools and transform existing schools at all levels (PreK-12) and in all settings (urban, rural, and suburban). It invests in the growth of both new and veteran teachers, helping them transform their classrooms into rigorous and stimulating learning environments. The results include higher student achievement and greater engagement in school.

EL schools are characterized by:

- Active instructional practices that build academic skills and student motivation;
- Rigorous projects that meet state standards and are connected to real-world needs;
- School cultures of kindness, respect, and the responsibility for learning;
- Shared leadership for school improvement; and
- School-wide commitment to improved teaching and leadership practice.

The EL approach to transforming school and classroom practice to improve students' academic outcomes is unique. Born from a collaboration between the Harvard graduate School of Education and Outward Bound, USA, EL has forged a professional learning model based on inspiring and improving educators, both novice and veteran, through active, challenging experiences. Highly skilled and effective teachers in every classroom are the key to achieving gains in student performance. EL has pioneered a transformative method of improving instructional practice that has been recognized by the National Staff Development Council in two separate studies. EL has been shown to meet all 27 standards for high quality professional development. Its focus on high quality, job-embedded professional development builds capacity among teachers, administrators, and support staff by focusing on five core practices:

- Curriculum - academically rigorous learning expeditions will connect to the real world through the school community and community-at-large;
- Instruction - differentiated instruction will cultivate a culture of high achievement that comes alive with discovery and inquiry;
- Culture and character - students and adults will be committed to quality work and citizenship;
- Assessment - student-engaged assessment practices will focus on reaching or exceeding standards-based learning targets and drive achievement; and
- Leadership - school leaders will boldly shape school structures to meet student needs

Expeditionary Learning (EL) has had a strong presence in the Rochester City School District since 2007 and began its partnership with School #8 in 2012 under the previous SIF award. This partnership will continue to grow to support sustainable whole school improvement.

As part of this proposal, EL will offer a comprehensive suite of professional development, coaching, and online tools to strengthen curriculum design, instruction, school culture, leadership, and assessment practices. EL's content-rich institutes and school-based coaching will support schools by creating an engaging environment with all grades participating in two (2) expeditions per year. Engaging professional learning opportunities for teachers at School #8 will include access to EL National Institutes, intensive on-site coaching by staff trained in EL practices, EL Mentor Schools (including a planned Districtwide consortium where Rochester EL schools can come together to discuss best instructional practices and participate in joint professional learning), Best Practice Toolkits (including videos, coaching, facilitation guides, and curriculum maps), and ELs National Conference that will expand the concept of community even farther by delivering professional learning within the national community of EL schools.

To support the model of a community-oriented school, School #8 will implement student-led conferences beginning in the 2015-2016 school year. This structure promotes meaningful student-parent communication about academic progress, as well as habits of work and learning. Students reflect on their progress, sharing artifacts of their learning as well as their goals.

EL will continue to strengthen a strong approach to teaching and learning at Roberto Clemente School #8. All staff will participate in professional learning aligned with EL practices that includes academic engagement, data driven instruction, and differentiation, and working with parents and community partners that will help all staff to embrace the following beliefs that learning be active, challenging, meaningful, public, and collaborative.

The ***YMCA*** will be another key partner and support delivery of Expanded Learning Time based on student interest and teacher input. Programs will focus on the following nine components of curriculum: 1) tutoring/learning, 2) college and career exploration, 3) 21st century skills, 4) service learning 5) arts education, 6) leadership development, 7) health and wellness, 8) global learning, and 9) parent engagement.

Several community-based organizations will continue their partnership with School #8 on a volunteer basis. The ***Rochester Rotary*** will provide individualized student support in ELA and math through its "Reading Commandos" and "Mathamagicians" programs. The ***Lion's Club***/Youth and Justice provides books and bookshelves for all second grade students. ***St. Thomas Episcopal Church*** will continue their support of classroom instruction through the delivery of center work and reading practice.

Student Ambassadors, a program designed to instill the concept of service learning and citizenship, will participate in internship opportunities offered by the ***Rochester Police Department*** and ***Rochester Mayor's Office***. These internships will help to strengthen School #8's culture of character and learning.

The ***Children's Institute*** (CI), a Rochester-based agency, uses sound research and evaluation to promote effective prevention and early intervention programs. CI's Primary Mental Health Project helps young children in grades K-2 adjust to school through the delivery of social-emotional supports. CI will expand its work at School #8 by providing academic support for literacy development in Grades K-2 during Expanded Learning Time.

The ***Hillside Work-Scholarship Connection*** (HW-SC), part of the Hillside Family of Agencies, helps urban adolescents overcome the barriers that cause them to drop out of school. HW-SC supports city students at risk of not graduating from high school and pairs them with

paid, full-time adult mentors, called professional Youth Advocates. The Youth Advocates are located in the schools, where they work with up to 30 students at a time, providing each student a 360 degree web of individualized support. The goal is to support student academics and keep them on track for graduation. The Hillside Work-Scholarship Connection has been recognized as one of the most effective and efficient youth development programs in the nation. HW-SC will work with School #8's seventh and eighth grade students and provide mentoring and academic, social, and emotional support.

The ***SMILEmobile***, a mobile dental office provided by the University of Rochester's Eastman Dental Center, will continue its delivery of on-site dental care for School #8students.

New partnerships will also be cultivated at School #8 to support the school's new focus on community. ***Group 14621*** is the local neighborhood association. The group was established to advocate for and engage community members in collective efforts to improve the quality of life in the community near Roberto Clemente School #8. Group 14621's goals are to enhance education, employment, housing, and recreation opportunities for residents and foster personal responsibility. Work with Group 14621 will be around identification of opportunities for students to implement Expeditions within the community through service learning, such as planned the Community Garden.

Mercier Literacy for Children provides reading intervention services to students based on pre- and post-assessment data collected by coaches and teachers. Mercier Literacy is an established partner at other RCSD elementary schools and will expand its support of Rochester students through small group programs at School #8.

The ***Center for Youth*** offers comprehensive programs and services to young people. These services range from counseling to shelter and youth development opportunities. The Center for Youth will provide prevention education for School #8 students, with particular emphasis on Grades 6-8.

AmeriCorps volunteers will facilitate Tier 2 social-emotional support groups and Tier 3 intervention groups. ***FACT***, Families and Children Together, will support School #8's attendance initiative and provide a bridge to community resources for families. ***Liberty Resources*** (a human service agency), and other community-based mental health resources, will support the social-emotional health of students and their families.

II.F.ii. Evidence of Partner Effectiveness Chart

The Partner Effectiveness Chart (Attachment C) is included with this application.

II.F.iii. Accountability for Partner Performance

Table 4. Summary of Accountability Measures for Key School #8 Partners

Partner	Activity Provided	Measures for Accountability
Expeditionary Learning	• Staff professional learning • Elements of expeditions • Student-led conferences • Core practices • School designers	• Implementation mid-year and end-of-year reviews • Parent surveys • Student surveys • Community feedback

YMCA	● Provide enrichment to students as part of ELT	● Student engagement ● Student satisfaction survey ● Parent satisfaction survey ● Community satisfaction survey ● Staff satisfaction survey
Mercier Literacy for Children	● Deliver academic interventions to students ● Use data to determine need as decided in teacher data meetings	● Student performance on NWEA-MAP in reading and math ● Student performance on AIMsWeb in reading and math ● Student satisfaction survey ● Parent satisfaction survey ● Community satisfaction survey ● Staff satisfaction survey
Center for Youth	● Universal supports for students in Grades 6-8 ● Social Emotional support for “red level” students	● Student report cards ● Office discipline referral data ● Habits of Work and Learning Progress Reports ● Attendance data

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	**References / 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.)
Expeditionary Learning (EPO) Kippy Smith Regional Director, Northeast 207.232.1846 ksmith@elschools.org Direct service includes professional development and technical assistance provided by Expeditionary Learning staff that is focused on the goals and outcomes articulated in the work plan. Direct service days may also include days during which Expeditionary Learning staff accompanies a group of teachers from the school to an Expeditionary Learning professional learning event to provide further intensive work. The costs associated with direct school services also covers access to professional learning, including: 3-day EL Institutes, Leadership Cohort, and National Conference. Additionally, Network Membership will be provided for all staff members.	World of Inquiry School #58	Sheelarani Webster- Principal, Sheelarani.webster@rcsdk12.org
	Dr. Walter Cooper Academy	Camaron Clyburn- Principal, Camaron.clyburn@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.)
YMCA of Greater Rochester Sara Cole VP of Youth Development 444 East Main Street Rochester, NY 14604 585-263-3944 Sara.cole@rochesterymca.org 1. Youth Development and Academic Enrichment Services, 2. Summer Learning Loss Prevention-Literacy, 3. Social Emotional	RCSD Roberto Clemente School #8 Summer Learning Loss Prevention, SEL	Christine Caluorie-Sickles, Principal Roberto Clemente School #8 1180 St. Paul Street Rochester, New York 14621 (585) 262-8888
	RCSD John James Audubon School #33 Summer Learning Loss Prevention, SEL	Mrs. Laurel Avery-DeToy, Assistant Principal John James Audubon School 33 500 Webster Avenue Rochester, NY 14609 (585) 482-9290 ext. 6201
	RCSD Enrico Fermi School #17 Youth Development, Academic Enrichment, SEL	Dr. Ralph Spezio, Ed.D., Executive Principal Transformational Model Enrico Fermi School No.17 Rochester City School District School phone: 585-436-2560 District Cell: 585-857-8804 Abel Perez-Pherett, ELT Coordinator School No. 17 School phone: 585-436-2560
	RCSD Theodore Roosevelt School #43 Afterschool, Academic Enrichment, SEL	Mr. Rick Smith, Principal 1305Lyell Ave. Rochester, NY 14606 585-548-4200
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.)
Mercier Literacy for Children Rosanne Kulikowski Director	Charles Carroll School #46	T'Hani Pantoja- Principal, THani.Pantoja@rcsdk12.org
	The Flower City School #54	Lessie Hamilton-Rose, Principal, Lessie.Hamilton-Rose@rcsdk12.org

99 Ridgeland Rd, Suite D. Rochester, NY 14623 585.690.6285 Provides specific, targeted literacy intervention through instructional reading and writing support using 6 + 1 Writing Traits and the Lucy Calkins Curriculum, and Fountas and Pinnell LLI (Leveled Literacy Intervention)		
	Martin Luther King Jr. School #9	Patricia Seltzer- Teacher, Patricia.Seltzer@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.)
The Center for Youth Paul Clark Director of School Based Programs, 585.473.2464 pclark@centerforyouth.net Crisis Intervention/Prevention – Crisis intervention and prevention provides students with a foundation to avoid/reduce number of times learning is interrupted. The Program/Service will: • Supplement the existing school services and capitalize on academic learning for all students; • Offer a "matched intervention" for presenting social and emotional behaviors focusing on violence prevention;	Nathaniel Rochester Community School #3	Rodney Moore, Principal, (585) 454-3525, rodney.moore@rcsdk12.org
	Mary McLeod Bethune School #45	Denise Greenaway, ELT Coordinator, (585) 325-6945, denise.greenaway@rcsdk12.org
	Dr. Louis A. Cerulli School #34	Dr. Carmine Pelusa, Principal, (585) 458-3210, carmine.pelusa@rcsdk12.org
	James Monroe High School	Vicky Ramos, Principal, (585) 232-1530, Vicky.ramos@rcsdk12.org

• Respond to immediate crises: • Provide parental engagement opportunities in crisis situations as well as prevention and intervention opportunities; • Provide groups and workshops (evidence-based programs) as well as individual interventions, to youth and families; • Remain responsive to school needs as identified by the administration and teaching faculty; • Expand resources, by assisting in facilitating timely access to community resources; and • Create a prevention model that encourages a systemic environmental transformation.		

EXPEDITIONARY
LEARNING

Partnership Agreement/ Partnership Success Plan
July 2015

In order to fully implement the educational program (EL model), RCSD and EL have updated the terms of a partnership agreement, which requires committed, instructional leadership and faculty, and allows for significant site-based autonomy. Improving student achievement through the Expeditionary Learning approach requires full implementation of the EL model. The EL School Credentialing criteria indicate the specific student achievement and EL implementation indicators schools typically reach after 5 years of partnering. These results can only be realized if certain conditions for success are in place.

Conditions of the updated partnership agreement address the following:

- **Committed, Instructional Leadership**. School leadership is perhaps the most critical factor in determining overall success of an Expeditionary Learning partnership. RCSD will utilize EL Leadership Indicators during the process of appointing of a new principal. The new school leader will demonstrate commitment to the school's vision of becoming a successful EL school, will establish strong relational trust with staff, and will effectively lead change. School and district leaders will eliminate competing priorities and/or partners that dilute the school vision and capacity to fully implement the EL model. The school will establish and maintain an instructionally-oriented, shared leadership team (1 AP dedicated to Curriculum and Instruction; 2 Coaches- EL, Data)
- **Committed Faculty**. Strong faculty commitment to implementation of the EL model is a necessary condition of all Expeditionary Learning partner schools. Faculty members must demonstrate investment in the school vision as well as a "growth mindset". They must effectively collaborate with peers and be open to sharing their practice and receiving collegial feedback. The district plans to allow teachers to transfer out at the end of the 2014-2015 school year who are not committed to the school vision. Following that, the school will have autonomy from the district over the selection process of teachers.
- **Professional Development**. To participate fully in robust professional development services through EL, Roberto Clemente will have discretion in opting in or out of district professional development that is not legally mandated. The school will have adequate time reserved in the weekly schedule for faculty professional development and will continue to plan 2-4 days of on-site professional development each summer. Roberto Clemente will have the ability to participate in off-site Expeditionary Learning PD Institutes and Conferences.
- **Budget.** To the extent allowed by law, the district will unlock funding restrictions to maximize school flexibility and to adequately support both the EL program and partnership.

- **Curriculum and Instruction.** To fully implement the EL model, Roberto Clemente will have discretion in opting in or out of district scope and sequence, planning guides and curriculum frameworks, and district-adopted textbooks and materials.
- **Use of Time.** To provide more time for learning and more flexibility for extended learning, field-based learning, and intervention, Roberto Clemente School may develop its own schedule and calendar.
- **Assessment.** To fully implement EL practices in student-engaged assessment, provide tight assessment cycles for monitoring progress, re-teaching and intervening, and to implement standards-based criteria for promotion and graduation, Roberto Clemente may opt out of district assessments except as mandated by the state or required by the teacher evaluation system.
- **School Climate and Discipline.** To establish a school culture and climate consistent with EL, student discipline policies and other school rituals and structures will be adopted on site, which may serve in lieu of district-wide programs and discipline practices except as mandated by law.
- **Meeting the Needs of Unique Populations.** To support the EL commitment to inclusion and to allow SPED students and ELLs to be taught in regular ed. classrooms to the greatest extent possible, Roberto Clemente will have full access to district tools and resources but flexibility in implementing those services on site.

Expeditionary Learning and RCSD are committed to fortifying the above partnership conditions during the 2015-2016 school year by enacting a partnership success plan and collaboratively monitoring progress against a concrete set of indicators. Expeditionary Learning will provide coaching, professional development and EL resources to school/ district leaders to support the key actions outlined in the plan.

RCSD and EL will collaboratively monitor progress through structured, bi-monthly reviews to identify successes, areas for improvement, and to problem-solve together. Each review will result in the identification of targeted actions and specific success indicators for the 2-month period that follows.

Should EL and RCSD determine by the spring of 2016 that limited progress has been made towards establishing strong partnership conditions and towards partnership outcomes, either party can elect to discontinue the partnership.

Partnership Success Plan-- 2015-2016

Focus	Key Actions/ Success Indicators
School Leader Transition/ Onboarding	• Actively build background knowledge of EL model and school vision through participation in on-site and off-site EL professional development, including attendance at the National Conference, Northeast Leadership Cohort, and Leadership Induction Institute. • Actively and effectively partner with EL School Designers to create

	long-range performance benchmarks in alignment with EL School Credentialing indicators, a multi-year EL implementation roadmap, and accompanying annual work plan. ○ School leaders are responsible for leading implementation of the plan and making smart, evidence-driven adjustments as needed. ○ School leaders ensure EL services are utilized in way that maximizes impact. ○ *Progress towards annual student achievement benchmarks and annual work plan goals will be monitored and used as a concrete indicator of partnership effectiveness.* • Effectively communicate with all stakeholders Roberto Clemente's school vision and convey how full implementation of the EL model will help the school achieve its vision. • Cultivate strong relational trust with and amongst faculty, and support development of a culture of professional growth. (*Mid-Year Review Faculty Survey will be used to monitor midway through the school year.*) • Establish/ maintain instructionally-oriented shared leadership team, including a designated AP of Curriculum and Instruction, and 2 coaches to support teaching and learning: Data Coach, EL Coach. ○ School leader establishes routines, structures that maximize impact of instructional leadership roles. • Elimination of competing priorities or partners that would detract from deep, full EL implementation. ○ School leader has authority to develop extended learning program in a way that effectively aligns with school goals and EL approach.
Establishing School-based Autonomies	District and school leaders to develop or maintain (when applicable) the following autonomies by September 2015: • Adequate, weekly PD time for staff in school schedule • Daily/ weekly schedule and calendar • Curriculum scope/ sequence- particularly in middle school • District Assessments (unless mandated by law) • District Student Discipline Programs (unless mandated by law) • Approach to meeting needs of all learners District and school leaders to develop over the course of the year the following autonomies, to be implemented starting spring of 2016: • Ability for teachers who are not committed to school vision/ EL approach to transfer out at end of 15-16 school year

	• Teacher selection process • Staffing model • Summer PD (2-4 days) for all faculty • Travel funding and ability to participate in off-site PD • Adequate funding to support EL professional development and implementation of the model

Planning & Implementing School Structures to Support EL Teaching and Learning	• School leaders will develop or maintain (when applicable) the following school structures that support EL teaching and learning during the 2015-2016 school year:
	  ○ Professional learning structures, such as: grade level meetings, teacher-led learning walks, coaching cycles, faculty PD sessions
	  ○ School structures that support EL approach to teaching and learning, such as: student-led conferences, Crew/Team, Remediation/ Extension block (beyond regular class time), Celebrations of Learning

Cultivating Faculty Investment and Excellence	• Faculty members understand and feel they "own" the school goals of becoming a strong EL school (*Measured by Mid-Year Review faculty survey; periodic focus groups*) • Faculty members reflect on practice, act on feedback, revise teaching approaches, and attend all EL PD offered on site during the school year. (*80%+ attendance at all PD sessions*) • Faculty members make demonstrable progress towards the Faculty Learning Targets outlined in the annual work plan *(Measured by Learning Walks; individual observations; EL Implementation Review*) • Faculty members are aware of the option to transfer out of Roberto Clemente at the end of the year if they can no longer commit to school vision and actions required to develop strong EL practices in his/her classroom.

RCSD Representative Signature

Role: Deputy Supt

Date: 7-17-2015

EL Representative Signature

Role: Regional Director

Date: 7/16/15

II.G. ORGANIZATIONAL PLAN

II.G.i. Management and Team Structures and Lines of Reporting

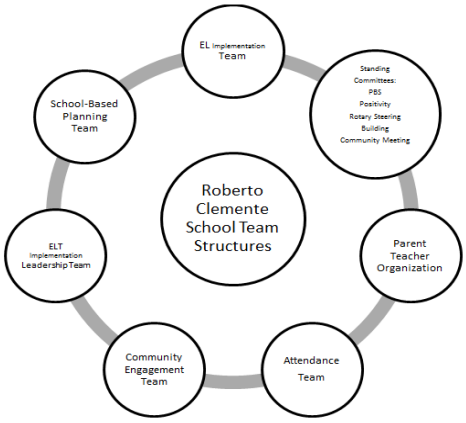
School #8's organizational plan is illustrated in Figure 2 below.

Figure 2. School #8 Organizational Plan

Principal			
Assistant Principal	Assistant Principal	Expanded Learning Resource Coordinator	CASE
Teachers Coaches Specials Teachers Teaching Assistants Paraprofessionals Support Staff	Teachers Coaches Specials Teachers Teaching Assistants Paraprofessionals Support Staff	Teachers Paraprofessionals Community Partnerships	Special Education Teachers
Expeditionary Learning (EL) Implementation Team Expanded Learning Time (ELT) Implementation Team			
Parent Liaison			
Parent Teacher Organization (PTO) Community Partnerships			

II.G.ii. Function of Management and Team Structures in Day-to-Day Operations

Figure 3. School #8 Management Structure



The teams and systems at School #8 function in an interconnected fashion as illustrated in Figure 3. The overall concept of "community" focuses the work of each team, committee, and organization that create the TEAM concept of Expeditionary Learning. The system functions through explicit transparency, with the work and products of one team visible and accessible to all the others in a deliberate attempt to further School #8's mission and vision toward achievement their common goal: Creation of a community-based culture of inquiry that promotes the highest levels of student achievement.

Most teams are cross-functional, having at least one shared member, and have representation from primary, intermediate, and secondary levels as well as special subjects and support staff. The teams are facilitated or co-facilitated by an administrator or instructional coach. Several teams have parent, student, and/or community representation, and there are plans to make this systemic in SY15-16. These factors enhance School #8's collaboration, commitment to quality, and action planning. Teams meet at least once per month and follow a preset agenda. Action items are identified and assigned, with follow-up entered onto the next agenda. Information is recorded and shared with the school community in a timely fashion via email and posted to the school's website.

II.G.iii. Plan for Implementing APPR at School #8

APPR is implemented as directed by District protocol, policy, and aligned with all Bargaining Unit requirements. All Performance Reviews are completed using a District-established timeline. The school administrative team shares the responsibility for scheduling, conducting, and reporting the results of pre/post observation conferences and classroom observations. The team meets weekly to discuss what they have seen and to set a schedule for the following week's work. A formal observation and walk-through schedule was not previously established, and the school has identified the need to create a schedule that permits all members of the team to observe all staff during walk throughs, not just the teachers they directly supervise. Administrators are assigned to direct supervision of all staff and after completing the cycle of observation, report the results in the District's Personnel Software System. Results of both formal and informal observations are discussed and inform adaptations to the planned professional learning calendar.

Per the contract with the Association of Supervisors and Administrators of Rochester (ASAR), principals receive at least two observations identified by a date with written feedback to the principal within eight school days for both unannounced and formal observations. Principals may receive more observations by a Central Office administrator designated by the Superintendent, who is also trained as a lead evaluator. One observation will be unannounced and documented with a date and written feedback reviewed face-to-face with the principal within eight school days of the unannounced observation. The formal observation will entail a pre-conference that is scheduled prior to the formal observation. Provisions for a rebuttal will be offered. Annual professional performance reviews conducted pursuant to the ASAR Agreement shall differentiate principal effectiveness using a composite effectiveness score.

RCSD has an SED approved APPR Plan. All RCSD teachers give pretests and post-tests for SLR. All administrators and peer-evaluators have been trained and passed training using the Teachscape Rubric. Data drives the relevant PD for teachers who are struggling.

II.G.iv. Calendar of Events for APPR Implementation

Table 5. Schedule of APPR Activities for Teachers and Leaders

2015 -16 Date	Task
Teacher APPR	
June	The Teacher Evaluation Selection Process opens.
Oct 15	Teachers completing a PART project through APPR must complete the PART Form #1, and the form must be uploaded to ePerformance.
Oct 15	Teacher Goal-Setting Meeting must be completed.
Nov 30	First formal observation for non-tenured teachers is due.
Jan 12	Teachers must complete Semester 1 course SLO entry.
Jan 19	Principals and teachers must agree and approve Semester 1 course SLOs.
Feb 13	Teachers must complete Full Year and Semester 2 course SLO entry.
Feb 28	Principals and teachers must agree and approve Full-Year and Semester 2 SLOs.
Mar 27	Teachers must complete course SLOs for the following courses: K-2, ESOL, Resource Room, Self-Contained, and Consultant Teachers.
Apr 17	Principals and teachers must agree and approve course SLOs for the following courses: K-2, ESOL, Resource Room, Self-Contained, and Consultant Teachers.
Apr 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 teachers completing a PART project.
Jun 1	Teacher evaluation review meeting must take place. Unannounced observations must be completed prior to completion of teacher evaluation.
Leader APPR	
Oct 2	A copy of the evaluation form will be given to all administrators. Process and timelines will be discussed with the direct supervisor.
Nov 6	Principals will complete the Personal Goals and Objectives Form and return it to their direct supervisor.
Nov 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 initiated by the direct supervisor.

Apr 1	Evaluations of administrators with “developing” or “ineffective” will be submitted to HCI.
Jun 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.
Aug 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.

Figure II.G.i. School #8 Organizational Plan

<table>
<tr><td colspan="4">Principal</td></tr>
<tr><td>Assistant Principal</td><td>Assistant Principal</td><td>Expanded Learning Resource Coordinator</td><td>CASE</td></tr>
<tr><td>Teachers
Coaches
Specials Teachers
Teaching Assistants
Paraprofessionals
Support Staff</td><td>Teachers
Coaches
Specials Teachers
Teaching Assistants
Paraprofessionals
Support Staff</td><td>Teachers
Paraprofessionals
Community Partnerships</td><td>Special Education Teachers</td></tr>
<tr><td colspan="4">Expeditionary Learning (EL) Implementation Team
Expanded Learning Time (ELT) Implementation Team</td></tr>
<tr><td colspan="4">Parent Liaison</td></tr>
<tr><td colspan="4">Parent Teacher Organization (PTO)
Community Partnerships</td></tr>
</table>

Table II.G.iv. Schedule of APPR Activities for Teachers and Leaders

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 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.

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, it realizes the need to offer engaging instructional opportunities via rigorous curriculum and content and consistent academic programming for every child, in every classroom, every day. Curriculum used at School #8 includes curriculum aligned with CCLS and includes teacher-designed Expeditionary Learning Modules. Specifically:

Pre-Kindergarten. 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.

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 report 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 NYS 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, RCSD may seek to broaden implementation of these modules next year. The suggested daily schedule for full-day prekindergarten (6 hour day) includes components of reading, ELA and math to help prepare students for the transition to kindergarten.

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 are the most important services the District can provide to its 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, it realizes 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 the core instructional program. The suggested English Language Arts (ELA) instructional diets described below, including

approximate instructional minutes per day, 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 ELA 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 ELA 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 ELA 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 ELA 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 Core Program. Teachers in Grade K-6 and 7-8 will use the Common Core Curriculum Units provided by NYSED at Engageny.org. This scope and sequence for mathematics accounts for key grade-level focus areas determined by the Common Core Learning Standards. RCSD aims 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 following suggested instructional diets for mathematics 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). Approximate instructional time per day in Grades K-6 includes 20 minutes of teacher-led instruction for fluency, 40 minutes of teacher-led instruction and student stations for developing deep understanding, and 20 minutes of application. Please note that these times are not intended to be rigid time frames. Forty-five (45) minute classes provide instruction in Grades 7-8.

Kindergarten Math Key Understanding

- Representing and comparing whole numbers, including using sets of objects

Grade 1 Math Key Understanding

- Developing understanding of addition and subtraction and strategies within 20, including developing understanding of place value

Grade 2 Math Key Understanding

- Developing fluency of addition and subtraction, including extending understanding of place value

Grade 3 Math Key Understandings

- Developing understanding of multiplication and division and strategies within 100
- Developing understanding of fractions

Grade 4 Math Key Understandings

- Developing fluency of multi-digit multiplication
- Developing understanding of dividing to find quotients involving multi-digit dividends
- 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 Math Key Understandings

- Developing fluency of addition and subtraction of fractions
- Developing understanding of multiplication and division of fractions, including decimals to one-hundredth

Grade 6 Math Key Understandings

- 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.

Grade 7 Math Key Understandings (45 minute classes daily, OnRamp every other day)]

- Developing understanding of and applying proportional relationships
- Developing understanding of operations with rational numbers and working with expressions and linear equations
- Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume
- Drawing inferences about populations based on samples.

Grade 8 Math Key Understandings (45 minute classes daily)

- Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations
- Grasping the concept of a function and using functions to describe quantitative relationships
- Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem

II.H.ii. Instructional Strategies to be Used in Core Courses and Common-Branch Subjects

RCSD's instructional strategies utilize the NYS curriculum and existing resources to deliver instruction that is systematic, explicit, purposeful, and rigorous. For example, ELA

teachers 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 School #8 is to be truly aligned in terms of curricular materials and classroom instruction. Continuation of training on the Common Core State Standards and instructional shifts, combined with building-level initiatives, will correlate with District and school professional learning sessions to maximize teacher capacity. Events of instruction in required, core courses, along with instruction during expanded learning time, must reflect all six instructional shifts in 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 Students with Disabilities and English Language Learners will be a specific focus to ensure all students learn by teachers who have a full toolkit of strategies.

Table 6. 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. Writing topics in the NYS CCLS modules have been designed to reflect the increased emphasis on writing instruction. 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.

Mathematics. Teachers will incorporate the Standards for Mathematical Practice into their daily instruction to realize the necessary CCLS shifts. Students will learn to:

- 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; and
- Look for and express regularity in repeated reasoning.

Teachers will incorporate the following specific strategies:

Anticipate - In their planning teachers will have a clear learning target with 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.

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.

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, and all students will contribute.

Sequence - Teachers will sequence student presenters and activities to maximize quality discussion related to meeting the learning target.

Connect - Teachers will use effective questioning and discussion techniques in conjunction with skillful crafting of assessment to ensure that learning targets are being met.

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.

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.

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.

II.H.iii. School Calendar and Daily Class Schedule

The SY15-16 school calendar will include 182 of instructional days. Sample master schedules for Roberto Clemente School #8 at the elementary (K provided), intermediate (Grade 4 provided), and middle school levels (Grades 7-8 are provided) are shown in Figure 4 on the next page. Red boxes seen in the master schedule samples indicate sections of Expanded Learning that will be embedded and float throughout the school day.

The implementation of Expanded Learning Time at School #8 will provide students with:

- Participation in an additional 300hours of academic and enrichment opportunities;
- Daily academic intervention/acceleration based on an analysis of progress monitoring ;
- Daily enrichment class to enhance social, emotional, and/or physical well-being; encourage better attendance; and increase positive behaviors that lead to fewer disciplinary referrals;
- Opportunities to participate in hands-on, performance-based experiences, such as EL Education Expeditions with embedded learning experiences in the Arts that make learning relevant and engaging;
- Family opportunities to provide input and feedback regarding enrichment offerings and participation, as well as evaluation opportunities after participation;
- 60 minutes each week of embedded professional learning for teachers, targeted at enhancing instructional practices through informed data-based decisions and best practices; and
- 60 minutes a week of common planning time and data meetings for teachers to make data-informed decisions for student interventions and differentiation.

II.H.iv. Data-Driven Instruction

Data provided by the EL Implementation Review, an EL requirement, combine information from students, staff, and parents. Data will be used to set measurable goals and objectives that directly impact teacher practice and student performance. The quality assurance tools provided by the EL Framework help set the conditions for effective partnership with schools and districts.

The Data Coach will gather, analyze and distribute meaningful data to impact instruction and facilitate the data cycle during embedded grade-level professional learning meetings. The school participates in data cycles in alignment with the formative assessment schedule for NWEA to inform instructional planning for student groupings three (3) times annually. Instructionally, the school participates in monthly learning walks that are teacher-led and directly aligned with SCEP goals and feedback received from assessment of learning, exit tickets, and total participation techniques.

Figure 4. School #8 Sample Schedules

Grade	Time	Kindergarten Teacher				Kindergarten Student
	40 minute blocks	A	B	C	D	ABDC
1st	9:00 - 9:40	ELA-1 TEAM	ELA-1 TEAM	ELA-1 TEAM	ELA-1 TEAM	ELA-1 TEAM
2nd	9:40 - 10:20	Math-1	Math-1	Math-1	Math-1	Math-1
3rd	10:20 - 11:00	Math-2	Math-2	Math-2	Math-2	Math-2
4th	11:00 - 11:40	Common Plan PD	Differentiated Supports Teacher	Common Plan Data Meeting	Differentiated Supports Teacher	Differentiated Supports
5th	11:40 - 12:20	Planning	Planning	Planning	Planning	Art PE 1 Music PE 1
6th	12:20 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
7th	1:00 - 1:40	Science	Science	Science	Science	Science
8th	1:40 - 2:20	ELA-2	ELA-2	ELA-2	ELA-2	ELA-2
9th	2:20 - 3:00	ELA-3	ELA-3	ELA-3	ELA-3	ELA-3
10th	3:00 - 3:40	Soc. Studies	Soc. Studies	Soc. Studies	Soc. Studies	Soc. Studies
11th	3:40 - 4:20	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports
12th	4:20 - 5:00	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports
Dismissal						

Grade	Time	Fourth Grade Teacher				Fourth Grade Student
	40 minute blocks	A	B	C	D	ABDC
1st	9:00 - 9:40	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports
2nd	9:40 - 10:20	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports
3rd	10:20 - 11:00	ELA-1 TEAM	ELA-1 TEAM	ELA-1 TEAM	ELA-1 TEAM	ELA-1 TEAM
4th	11:00 - 11:40	ELA-2	ELA-2	ELA-2	ELA-2	ELA-2
5th	11:40 - 12:20	ELA-3	ELA-3	ELA-3	ELA-3	ELA-3
6th	12:20 - 1:00	Lunch	Differentiated Supports Teacher	Lunch	Differentiate Supports Teacher	Differentiated Supports Staff 1
7th	1:00 - 1:40	Planning Common Plan PD	Lunch	Planning Common Plan Data Meeting	Lunch	Lunch
8th	1:40 - 2:20		Planning		Planning	Art PE 1 Music PE 1
9th	2:20 - 3:00	Math-1	Math-1	Math-1	Math-1	Math-1
10th	3:00 - 3:40	Math-2	Math-2	Math-2	Math-2	Math-2
11th	3:40 - 4:20	Science	Science	Science	Science	Science
12th	4:20 - 5:00	Soc. Studies	Soc. Studies	Soc. Studies	Soc. Studies	Soc. Studies
Dismissal						

Grade	Time	Seventh & Eighth Grade Teacher				Seventh Grade Student	Eighth Grade Student
	45 minute blocks	ELA	Math	Science	SS	ABCD	ABCD
1st	9:00 - 9:45	Common Plan Data Meeting PD	Common Plan Data Meeting PD	Common Plan Data Meeting PD	Common Plan Data Meeting PD	PE 1 AC Health BD	PE 3 AC Music BD
2nd	9:48 - 10:33					Tech AC Art BD	LOTE
3rd	10:36 - 11:21	7-3	8-1	7-1	7-2	Science	Math
4th	11:24 - 11:44	TEAM	TEAM	TEAM	TEAM	TEAM	TEAM
5th	11:47 - 12: 17	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
6th	12:20 - 1:05	8-2	8-3	7-2	7-1	Social Studies	TECH AC ESOL Pull Out ELA Ramp BD
7th Lunch	1:08 - 1:53	7-2	7-1	8-3	8-2	Math 2	ELA 2 ESOL 2 Push In
8th	1:56 - 2:41	8-2 ELA Ramp 8-3 ELA Ramp	7-2 Math Ramp 7-1 Math Ramp	7-3	8-1	F&CS AC Math Ramp	Social Studies
9th	2:44 - 3:29	7-1	8-2	8-1	7-3	ELA	Science
10th	3:32 - 4:17	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports
11th	4:20 - 5:00	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports
Dismissal							

II.H.v. Academic, Socio-Emotional, and Student Support

School #8 utilizes a multi-faceted approach for providing academic, social-emotional, and other student supports. At the universal (Tier I) level, the entire school community participates in daily TEAM time. TEAM is the EL component more commonly known as CREW and provides the framework for developing relationships, fostering collaboration, and improved student voice. Participation in TEAM time builds skills for speaking/listening, self-reflection, student-led collaboration, team-building, and cross-curricular writing. TEAM also provides a forum to address real-world (community) and school-wide concerns. In SY15-16 the concepts of restorative practices will be woven into the fabric of the TEAM concept as well as student-led conferences with teachers and parents.

Roberto Clemente School continues to utilize the structure of Positive Behavioral Supports (PBS) to teach both character development and habits of work and learning. The concepts of taking responsibility, expecting excellence, acting safely, and modeling respect, perseverance, honor/integrity, commitment to quality, and collaboration are taught directly via school-wide lesson plans. These concepts are practiced and recognized daily via School #8's common language, mission, and school vision.

Students who are struggling or at-risk will be identified via several overlapping and intertwined structures that reduce the risk of individual students being overlooked. These structures will target risks associated with academic, social-emotional, behavioral, health, and attendance-related factors. Access to supports will be driven by both referrals (from parents, teachers, community agencies, or student self-referrals) and data-driven (review of benchmark data, office discipline referrals, and daily attendance). Procedures for making referrals will be provided and/or described to parents, teachers, and students via multiple on-going modalities including letters home, progress reports, parent meetings, the school website, and informational workshops. Interventions will be provided to students across the Tier 1, Tier 2, and Tier 3 levels of support based on individual need and can include the following components.

Academic intervention (and enrichment opportunities) will be provided to all students on an individualized basis, made possible by the Expanded Learning Time master schedule. As part of best practices, K-2 teachers and students will follow the Learning Standard domains, and grades 3-8 teachers and students will follow the modules for Common Core Learning Standards. Teachers will effectively plan for instruction including opportunities for differentiation. Students struggling to respond will be provided with opportunity for additional intervention supports in groups of 7-10 students for Tier 2 intervention and groups of no more than five (5) students for Tier 3 intervention. Groups will provide research based intervention strategies including, but not limited to Words Their Way, Fundations, Wilson Reading, Corrective Reading, SOAR to Success, Lexia CORE 5, Compass Learning, and First in Math.

Social-emotional intervention supports will begin at the universal level with building-wide implementation of TEAM time as described above. Teachers at grades K-2 will complete classroom rating scales on all of their students in order to determine eligibility for referral to the Children's Institute's Primary Mental Health Project. Teachers, parents, and students in Grades 7-8 will have the opportunity to complete referral applications for the Hillside Work-Scholarship Connection that delivers social-emotional and academic intervention supports in order to prepare students for college and careers. Qualifying students can also apply for community-paid

internships. The business community, many in the school's neighborhood, benefit by having a mutually supportive relationship with the neighborhood school(s).

Students across all grade levels will access social-emotional intervention support as defined earlier via referral or data-driven mechanisms. Interventions include access to individual and small group counseling or skills group supports (via the school social worker, school counselor, school psychologist, or the social-emotional learning coach), check-in/check-out services, referral to the building based adult mentoring or peer buddy system, linkage to community-based mental health (or other) support services, or referral to the District's consulting pediatric psychiatrist. Open lines of communication between agency providers, families, and school staff will be facilitated by the social-emotional learning coach or other building-based providers. These supports will be available to general and special education students (in addition to their IEP mandated services).

At the universal level, all students will be supported by the PBS model along with the School Conditions Goal of the EL Work Plan. Behavior/character targets will accompany instructional learning targets that guide daily instruction. Students will access behavior intervention support as defined earlier via referral or data-driven mechanisms. Supports will include observation and analysis of existing classroom management systems, functional behavior assessments (special education) or formal assessments of behavior (general education) in order to develop individualized behavior plans or behavior support plans. These plans will be monitored and adjusted per the guidelines in the Response to Intervention handbook, IEP mandates, or as needed. Restorative practices and peace circles will be utilized to help students take responsibility and make amends for poor behavioral choices. Restorative Return Conferences will be completed following incidents resulting in alternative to suspensions, in-school suspensions, or short/long terms out of school suspensions. These conferences will include involved parties such as classmates, family members, teachers, and/or administrators. Policies and procedures surrounding bullying and DASA regulations will be monitored and recorded by the administrator in charge, and interventions supported by the social-emotional learning coach.

As described earlier, School #8 an "Attendance Team" that meets regularly with District and county level support members to review attendance patterns and implement individualized supports to students and families. At the universal level the building will continue to strive for 95% attendance via the SBPT-led attendance initiatives. Individualized interventions will include home visits, support with transportation, family conferences, and linkage to District-based or community-based supports as necessary.

In order to ensure intervention effectiveness and efficiency, intervention development and progress monitoring will occur as part of a multi-disciplinary team approach. Team meetings will be facilitated by the instructional, data, and/or social-emotional learning coaches (depending on the focus) with oversight by the school principal. Parents will be kept actively involved in progress monitoring so that they may provide feedback, make suggestions, and pursue additional supports in an informed manner.

I.H.vi. School Climate and Discipline

The Roberto Clemente School community has established the foundation for a positive school climate that is conducive to learning. The school will consistently engage in practices that lead to responsibility for academic and social choices through the expectation of excellence, respect, and safety for all, aligned with the EL Framework of TEAM. Under the Schoolwide

Positive Behavioral Systems (SWPBS), along with the culture-building structures provided by Expeditionary Learning that demonstrates shared ownership of student learning and development with the school community and linked to the community at-large, students will be provided direct and clear instruction on behavioral expectations. Through the use of specific systems and meaningful data analysis, the staff at School #8 will work collaboratively to make informed decisions that will support students and their families and foster a safe and positive learning environment. Current Office Disciplinary Referrals (ODRs) continue to indicate that there is a need for these types of systems to improve identify root causes or areas of support needed for student engagement and achievement.

School #8 has an established Building Committee that identifies operational needs that support students and staff. During SY14-15, they reaffirmed the use of the "Behavior Management Steps for Staff" (formerly known as the Disciplinary Ladder). This document describes a predictable and sequential series of steps to address student behavior that will be systemic in SY15-16. It provides for both positive/proactive strategies as well as negative/reactive strategies for adults to implement in the face of inappropriate student behavior and is derived from the RCSD's Code of Conduct. This document encourages documentation of time out of class, office discipline referrals, and intervention attempts. It also re-emphasizes the teacher's ability to make a referral to the intervention team at any time.

The social-emotional learning coach and school psychologist at School # 8 are trained as instructors of the Therapeutic Crisis Intervention for Schools model, and workshops (as well as the full certification training) will be made accessible to staff. With the support of the additional Crisis Intervention/Prevention Therapist provided by the Center for Youth, additional training for adults (staff and parents) will allow for a more effective adult response to student behavior, yielding improved school climate and student discipline. Additionally, use of Restorative Practices and peace circles, which research has linked to long-term, overall improvement in school climate and culture, will provide a complete response to student behavior.

Select students from Grades 4-8 will be identified as "Student Ambassadors" based on consistent demonstration of academic, behavioral, and character qualities outline by the TEAM matrix and the Habits of Work and Learning. These students will participate in building-wide leadership, be instrumental in obtaining and improving student voice, and serve as role models to their peers. It is the ultimate goal that these students will be considered "the cool kids" that other students actively strive to emulate in order to fit in with the positive school culture.

Students at School #8 will participate in three school climate surveys (October, January, and June) which will guide various teams and committees on targeting issues related to academic excellence, student recognition, bullying, safety, respect, and the effectiveness of student voice.

By implementing a restorative approach to student discipline it is hoped that Roberto Clemente School will begin to follow the nationwide trends of restorative practices in schools showing reduction in student suspension rates and office discipline referrals, improvement in student engagement, and subsequent improvement in student achievement.

II.H.vii. Parent and Community Engagement

Family and community engagement has been defined as any manner in which a child's adult caregiver or community partner effectively supports learning and healthy development. The school has identified this as an area of improvement based on parent feedback and DTSDE

recommendations. At Roberto Clemente School #8 parents will be considered partners and teachers the first line of communication with families. Effective parent engagement is the responsibility of the entire TEAM that includes a full-time Parent Liaison who has established significant relationships with School #8 parents. Home visits and flexible scheduling options for student/ staff/parent events will improve family participation. All Roberto Clemente School families receive copies of the mission/vision, TEAM matrix, and instructional priorities during Orientation so as to have access to the EL "language" their children speak on a daily basis while in school. Additional mechanisms for parent feedback and two-way communication have been discussed and planned as part of the school's Title I Parent Involvement Plan for SY 15-16. Communication with families begins over the summer, as teachers introduce themselves to their students and families via letter, and a meet-and-greet event is typically held in August for orientation purposes and to begin building relationships. This opportunity will be expanded upon to include a workshop for parents to encourage active parent engagement and increase the number of parents participating in the school's PTO and/or planned activities/events.

The school hosts at least one parent/community night per month, generally featuring student work, holiday-themed performances, or celebrations. Parents and community partners are also invited to attend each grade level's celebration of learning following the completion of the grade-level expedition. During SY14-15 Roberto Clemente hosted a community services fair where mental health, recreation, and community-based operations were invited to provide information to teachers and families that was extremely successful based on participation and parent feedback. The school plans to expand this opportunity during SY15-16 by providing additional workshops for parents in the areas determined by parent needs survey results.

School #8 maintains and continually updates a web-site listing current information, events, staff profiles, and links to educational, recreational, and other areas of interest resources. School #8 has a Parent Teacher Organization (PTO) which meets monthly and is facilitated by the parent liaison and assistant principal. The PTO has 10 active members and 5-10 others who support in various ways. Parent volunteers and the Rochester Rotary support all of School #8's PBS monthly reward celebrations, interacting with the entire student population.

As School #8's bilingual and refugee population increases, a possible partnership with refugee agencies to provide scheduled opportunities for parent voice/questions in native language is being developed for the 2015-2016 school year.

II.I. TRAINING, SUPPORT, AND PROFESSIONAL DEVSYELOPMENT

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

All staff participates in the development of the Professional Learning Plan, known at School #8 as the EL Work Plan. Every staff member took the EL Implementation Review Survey. Results from this survey, combined with walk-through data, formal observation data, DTSDE recommendations, and Roberto Clemente's SCEP plan were used to develop the Professional Learning Plan. Additionally, input was gathered from Instructional Coaches and staff requests, to develop a year-long plan that is aligned with the Danielson Framework Domains and focuses on key areas in need of improvement. The plan is reviewed each semester to allow for any mid-year changes based on data from the sources described above.

II.I.ii. Events Scheduled During Implementation Period

School #8's draft Professional Learning Plan for 2015-2015 is provided in Table 7. As an ELT school, School #8 will participate in six (6) District-sponsored half-day professional learning days with other ELT schools on implementing quality ELT with fidelity.

Table 7. Draft Professional Learning Plan for School #8

Embedded Professional Learning Activity	Person Responsible	Measurable Outcomes	Rationale	Embedded Analysis & Reporting
<u>Literacy: Writing</u> – Common writing tasks per grade level – Common rubrics – 6+1 Traits of Writing <u>Differentiation</u> – Multiple intelligences – Tiering tasks – Flexible groups for intervention and enrichment <u>Assessment for Learning</u> – Student engagement – Learning/Character <u>Target tracking</u> <u>Tier 1 Instruction</u> – Good first teaching – Common Core – Research-based instructional strategies <u>Arts Integration</u> – Common Core alignment – Expedition support <u>Parent & Community Engagement</u> – Partners	EL Coach ELA Instructional Coach Data Coach Parent Liaison	Interim assessment data Student achievement rates Student growth data Staff average daily attendance Student achievement rates Increase in student attendance Decrease suspension rates Student growth data Transition Data NYSED-approved assessments used to measure student growth, inform instructional practice, and identify professional development needs. School-developed and/or LEA-directed formative assessments used by the school to determine the likelihood of meeting academic achievement targets. School-developed and/or LEA-directed formative assessments used to determine the impact of instructional practice	Learning Walks SCEP needs assessment DTSDE recommendations Staff requests Data collected from 2014-2015 school year	Teacher Collaboration Meetings Data Meetings Community Meetings Town Hall Meetings

– How to engage community at large and neighborhood <u>Data</u> – DDI – Flexible groupings for intervention – Looking at Student Work		Staff average daily attendance Decrease staff turn-over rate Instructional Staff APPR ratings		

II.I.iii. Evaluation and Modification of Professional Learning Plan

The following activities will assess if practices presented in School #8's Professional Learning Plan are implemented and inform modifications needed to the plan:

- Formal Observations - observation of theory to action and practice
  - One per year for tenured teachers
  - Three per year for non-tenured teachers
- Formal/Informal Walkthrough Schedule - occurs weekly and all administrative team members will see all teachers on a rotating basis
  - Formal – one (1) required per year by the District
  - Informal - up to four (4) per year per teacher
- Teacher-Led Learning Walks - observation of theory to action and practice
  - Monthly led by teachers, including parents in SY15-16. Focus is around the SCEP and EL Work Plan goals to monitor, assess progress towards goals, and inform next action steps regarding professional learning needs.
- Data Meetings - weekly
  - Looking at Student Work - teachers, coaches, and administrative members review student work through common rubrics in order to analyze impact of professional learning concepts
  - Impact of DDI Professional learning will be observed during weekly data meetings and any corrections to the analyzation process can occur immediately if necessary and will be used to inform future embedded PD sessions.

Table II.I.ii. Draft Professional Learning Plan for School #8

Embedded Professional Learning Activity	Person Responsible	Measurable Outcomes	Rationale	Embedded Analysis & Reporting
<u>Literacy: Writing</u> – Common writing tasks per grade level – Common rubrics – 6+1 Traits of Writing <u>Differentiation</u> – Multiple intelligences – Tiering tasks – Flexible groups for intervention and enrichment <u>Assessment for Learning</u> – Student engagement – Learning/Character <u>Target tracking</u> <u>Tier 1 Instruction</u> – Good first teaching – Common Core – Research-based instructional strategies <u>Arts Integration</u> – Common Core alignment – Expedition support <u>Parent & Community Engagement</u> – Partners – How to engage community at large and neighborhood <u>Data</u> – DDI – Flexible groupings for intervention – Looking at Student Work	EL Coach ELA Instructional Coach Data Coach Parent Liaison	Interim assessment data Student achievement rates Student growth data Staff average daily attendance Student achievement rates Increase in student attendance Decrease suspension rates Student growth data Transition Data NYSED-approved assessments used to measure student growth, inform instructional practice, and identify professional development needs. School-developed and/or LEA-directed formative assessments used by the school to determine the likelihood of meeting academic achievement targets. School-developed and/or LEA-directed formative assessments used to determine the impact of instructional practice Staff average daily attendance Decrease staff turn-over rate Instructional Staff APPR ratings	Learning Walks SCEP needs assessment DTSDE recommendations Staff requests Data collected from 2014-2015 school year	Teacher Collaboration Meetings Data Meetings Community Meetings Town Hall Meetings

II.J. Communication and Stakeholder Involvement/Engagement

II.J.i. Updating All Stakeholders on SIG Implementation

Bi-monthly reviews of the SIG Implementation Plan progress reports will be shared with School-Based Planning Team members, the EL Implementation team, and the Community Implementation Team to share with all stakeholders and ensure a consistent cycle of two-way reporting and feedback. Parents will be introduced to SBPT members during Orientation and will have an understanding that their parent representative is available to inform and gather feedback on questions regarding School #8. Parents will also be invited to participate in workshops aligned to key goals of the SIG Implementation Plan related to Expeditionary Learning, ELA, and math, as part of activity nights. They will be key participants in establishing community relationships outside the school and identifying resources that will support students and families. Based on data analysis and stakeholder feedback course corrections will be made at least quarterly and then re-evaluated for future planning. Community partners within and without the school will be invited to participate in Expeditions by grade level and level of "expertise" and will culminate the work with students and staff during Expedition Nights.

II.K. PROJECT PLAN NARRATIVE/TIMELINE

II.K.i. Key Strategies for the Year 1 Implementation Period

School #8 is a 2014-2015 Priority School that was recently labeled as "Struggling" and placed in Receivership. If approved, the key strategies included in this SIG plan will become the foundation for the School #8's Receivership plan. These strategies were developed in collaboration with multiple school stakeholders and are grounded in research about what is likely to produce results in student achievement. In Year 1 of the Receivership, School #8 will:

- Implement a strong, sustainable Expeditionary Learning Community School Model that involves all stakeholders. Grade level-specific expeditions are planned for SY15-16
- Utilize consistent, effective good first teaching that includes Common Core lessons for ELA and Math, interventions that provide gap-closing education opportunities for students, and enrichment will provide well-rounded opportunities for students
- Implement Expanded Learning Time to deliver an additional 300 hours of instruction, focused on intervention, acceleration, and enrichment.
- Foster a consistent Community School learning environment within the school by reinforcing consistent TEAM language and actions by all that demonstrates the EL Mission Statement
- Create the required Community Implementation Team and align its work with the goals of establishing a Community School Model

II.K.ii. Early Indicators of a Successful SIG Plan Implementation Period

Early indicators of successful SIG plan implementation are:

- 100% of returning staff will consistently use of EL practices;
- 25% of new staff will consistently use EL practices by the end of the first year;
- ODR referrals will decrease by one-third as evidence of culture and character expectations;
- Parent involvement will increase by one-third as measured by active members at PTO meetings and parent participation in school event nights.
- 100% of returning staff will implement TEAM Time;
- 75% of new staff will implement TEAM Time;
- Severely chronic and chronic attendance will decrease by 10%;
- Staff attendance will increase to 93%; and
- At least two new community partners will join the TEAM, including Group 14621.

II.K.iii. Leading Indicators of Success

The leading indicators of success that will be assessed at least bi-monthly include data that are available to the school through the District's data dashboard and District offices. Results will be shared with the entire TEAM through SBPT meetings, posted to the schools web-site, and status up-date reports at all TEAM and parent meetings.

- Student attendance and school Average Daily Attendance;
- Teacher Attendance;
- Interim assessment data;
- Student course completion data;
- Instructional staff turnover rate and APPR ratings;
- School suspension rates by total school and sub-group;

- Chronic absenteeism rates, and
- Dropout rates.

Monthly meetings will be held with the Community Implementation Team and community partners to discuss implementation status, identify any needed support, and next action steps. The School-Based Planning Team will review the recommendations of the Community Implementation Team and monitor their implementation. At least bi-annually, the school will survey students/ staff/parents/community partners for satisfaction of deliverables and identification of continued needs or gaps that require action.

II.K.iv. Ensuring that Required Elements of the Selected Model Have Been Met

It is the role of the school TEAM to implement the proposed SIG plan. Central Office staff from the Office of School Innovation, Office of Teaching and Learning, and the School Chief of Transformation will provide on-going support to ensure the required elements of the plan are being implemented with fidelity. Required bi-monthly checkpoints and reporting create a structure that permits early identification of challenges and obstacles in plan implementation so that mid-course corrections can be made as needed to ensure success.

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

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

RCSD Fund/Subclass 2015-2016

G

Local Agency Information

Funding Source:	Title I Section 1003(g) School Improvement Grant / School #8
Report Prepared By:	Kathleen Saville, Director of Financial Management and Grants / Michele Alberti, Executive Director of School Innovation
Agency Name:	Rochester City School District
Mailing Address:	131 West Broad Street
	Street
	Rochester / NY / 14614
	City / State / Zip Code

Telephone # of Report Preparer: 585-262-8435 / 585-262-8324 **County:** Monroe

E-mail Address: kathleen.saville@rcsdk12.org / michele.alberti@rcsdk12.org

Project Funding Dates: 7/1/2015 (Start) 6/30/2016 (End)

INSTRUCTIONS

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

SALARIES FOR PROFESSIONAL STAFF			
		Subtotal - Code 15	$69,665
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Teacher Hourly Pay / Curriculum writing and alignment of EL Education expeditions with CCLS	5 tchrs x 20 hrs	$33/hr	$3,300
Teacher Hourly Pay / Planning for continuation of grant, Implementation Year 2:	5 tchrs x 20 hrs	$33/hr	$3,300
Intervention Teacher: to provide additional academic support,Tier II, III to identified students	1.00	$63,065	$63,065

SALARIES FOR SUPPORT STAFF			
		Subtotal - Code 16	$10,100
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Clerical Additional hourly pay to support ELT implementation	2 hrs x 182 days	$25/hour	$9,100
Parent Liaison Hourly Pay to support work with community partners and parents	40 hrs	$25/hour	$1,000

PURCHASED SERVICES			
		Subtotal - Code 40	$336,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Center for Youth - Crisis Prevention/ Intervention	Center for Youth	Per Contract	$55,000
El Education School Designers (2.0)- to help create classroom environments and implement an EL School Model with fidelity that includes professional development, resources, and curriculum, and inclusive of the EL National Fee for staff members	EL Education	Per Contract	$95,000
"Expert" Expedition Consultants	Various, dependent on expedition topics SY15-16	$2,000/grade level	$16,000
YMCA - ELT partner to provide YMCA Programs- 1) Tutoring/Learning 2) College/Career Exploration 3) 21st Century Skills 4) Service Learning 5) Arts Education 6) Leadership Development 7) Health and Wellness 8) Global Learning 9) Parent Engagement.	YMCA	Per Contract	$170,000

SUPPLIES AND MATERIALS			
		Subtotal - Code 45	$21,193
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Supplies and materials for ELT sessions, EL Education Expeditions, and community activities such as the Community Garden	641 students	$28.07	$17,993
Professional Books for Professional Learning: Differentiation, Literacy (writing)	60 staff	$20.00	$1,200
Custodial Supplies (additional required for expanded learning hours)	641 students, 60 staff	$2.85	$2,000

TRAVEL EXPENSES			
		Subtotal - Code 46	$12,600
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Teachers and Administrators	National EL Conference3 staff members x $1,800.	3 staff x $1,800/person	$5,400
Teacher Leaders and Administrators	Community School Conference	4 staff x $1,800/person	$7,200

Employee Benefits		
	Subtotal - Code 80	$33,706
Benefit		**Proposed Expenditure**
Social Security		$6,102
Retirement	New York State Teachers	$9,844
	New York State Employees	$1,606
	Other - Pension	
Health Insurance		$14,280
Worker's Compensation		$1,276
Unemployment Insurance		$598
Other(Identify)		
Civil Service Life Insurance		$0

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding $25,000 and any flow through funds) **Manual Entry	$238,264
B.	Approved Restricted Indirect Cost Rate	3.70%
C.	Subtotal - Code 90	$ 8,815.77

For your information, maximum direct cost base = $483,264

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

PURCHASED SERVICES WITH BOCES			
		Subtotal - Code 49	$7,920
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Nursing Services for ELT	Monroe I BOCES	176 hrs x $45/hr	$7,920

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

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	69,665
Support Staff Salaries	16	10,100
Purchased Services	40	336,000
Supplies and Materials	45	21,193
Travel Expenses	46	12,600
Employee Benefits	80	33,706
Indirect Cost	90	8,816
BOCES Services	49	7,920
Minor Remodeling	30	0
Equipment	20	0
Grand Total		500,000

GM

Agency Code: **261600010000**

Project #:

Contract #:

Agency Name: Rochester City School District

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fradulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)

7/21/15

Date Signature

Bolgen Vargas, Superintendent

itle of Chief Administrative Officer

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To

Program Approval: _____ Date: _____

Fiscal Year	First Payment	Line #

Voucher # _____ First Payment _____

Finance: Logged _____ Approved _____ MIR _____

Attachment D - (1003g) Budget Summary Chart

Agency Code	**2**	**6**	**1**	**6**	**0**	**0**	**0**	**1**	**0**	**0**	**0**
Agency Name	**Rochester City School District / Roberto Clemente School #8**										

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)		
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs
Professional Salaries	15	$69,665	Professional Salaries	15	$69,665	Professional Salaries	15	$69,665
Support Staff Salaries	16	10,100	Support Staff Salaries	16	10,100	Support Staff Salaries	16	10,100
Purchased Services	40	336,000	Purchased Services	40	336,000	Purchased Services	40	336,000
Supplies and Materials	45	21,193	Supplies and Materials	45	21,193	Supplies and Materials	45	21,193
Travel Expenses	46	12,600	Travel Expenses	46	12,600	Travel Expenses	46	12,600
Employee Benefits	80	33,706	Employee Benefits	80	33,706	Employee Benefits	80	33,706
Indirect Cost (IC)	90	8,816	Indirect Cost (IC)	90	8,816	Indirect Cost (IC)	90	8,816
BOCES Service	49	7,920	BOCES Service	49	7,920	BOCES Service	49	7,920
Minor Remodeling	30	-	Minor Remodeling	30	-	Minor Remodeling	30	-
Equipment	20	-	Equipment	20	-	Equipment	20	-
	Total	$500,000		**Total**	$500,000			$500,000

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
Professional Salaries	15	$34,832	Professional Salaries	15	$34,832	Professional Salaries	15	$278,659
Support Staff Salaries	16	5,050	Support Staff Salaries	16	5,050	Support Staff Salaries	16	40,400
Purchased Services	40	168,000	Purchased Services	40	168,000	Purchased Services	40	1,344,000
Supplies and Materials	45	10,597	Supplies and Materials	45	10,597	Supplies and Materials	45	84,773
Travel Expenses	46	6,300	Travel Expenses	46	6,300	Travel Expenses	46	50,400
Employee Benefits	80	16,853	Employee Benefits	80	16,853	Employee Benefits	80	134,824
Indirect Cost (IC)	90	4,408	Indirect Cost (IC)	90	4,408	Indirect Cost (IC)	90	35,264
BOCES Service	49	3,960	BOCES Service	49	3,960	BOCES Service	49	31,680
Minor Remodeling	30	-	Minor Remodeling	30	-	Minor Remodeling	30	-
Equipment	20	-	Equipment	20	-	Equipment	20	-
	Total	$250,000		**Total**	$250,000		$250,000	$2,000,000

BUDGET NARRATIVE

Budget Expenditure	Budget Code	Year 1	Year 2	Year 3	District Sources / Sustainability / Years 4, 5 & Beyond	Explanation of Costs
SIG GOAL AND KEY STRATEGIES: GOAL 1. Students will improve their overall literacy skills through high quality first teaching. GOAL 2. Students will improve their overall Math skills through high quality first teaching.						
Intervention Teacher	15	$63,065	$64,957	$66,906	Key strategy y- good first teaching to ensure all students receive additional instruction in strategies to be successful academically and close gaps. Sustainable with District support of Priority Schools in Receivership. Additional support from Title I as needed.	To provide additional academic support, Tier II, III to identified students, including instructional strategies that students can self-select in order to be successful in the classroom.
Teacher Hourly Pay / Curriculum Writing	15	$3,300	$1,500	$1,000	Key strategy - support for EL Implementation Work Plan Sustainable with District support of the EL Community School Model	Curriculum writing: development and alignment of EL Education expeditions with CCLS: 5 teachers, members of the EL Implementation team X 20 hours
Teacher Hourly Pay / Planning	15	$3,300	$3,208	$1,759	Key strategy - support for overall plan implementation and continuation Not required to be sustained beyond year 4. Work will be transferred to District-led SCEP planning and implementation workshops	Planning for continuation of grant, Implementation Year 2: 5 teachers, members of EL implementation team X 20 hours
Contract: Expeditionary Learning	40	$95,000	$95,000	$95,000	Key strategy - support for EL Implementation Work Plan Sustainable with District support of the EL Community School Model, and in year 4 and 5 will only require the National Fee for staff members as more School #8 become trained in model implementation practices	School Designers (2.0)- to help create classroom environments and implement an EL School Model with fidelity that includes professional development, resources, and curriculum, and inclusive of the EL National Fee for staff members
Contract(s): Consultant Expedition "Experts."	40	$16,000	$16,000	$16,000	Key Strategy - support for EL Implementation Work Plan Sustainable with District support of the EL Community School Model regarding Expedition Experts and the growth of a Community Volunteer Pool designed to work with specific grade levels	Experts provide consultancy for each grade-level Expedition, as a "human" reference for students

BUDGET NARRATIVE

Budget Expenditure	Budget Code	Year 1	Year 2	Year 3	District Sources / Sustainability / Years 4, 5 & Beyond	Explanation of Costs
SIG GOAL AND KEY STRATEGIES: Goal 3. Roberto Clemente School #8 will create a community and culture of continuous learning that supports the academic growth and the social, and emotional health of all students, Goal 4: School #8 will engage partners in the surrounding community in two-way partnerships to identify resources to support students/families/staff as they establish a sustainable Community School Model.						
Extra Hourly Pay: Clerical Support (ELT)	16	$9,100	$9,100	$9,100	Key Strategy - implementation of ELT, creating a sessions of wrap-around services, enrichments, and academic support for students Sustainable with District support of ELT Model Schools through the General Fund	Additional hourly pay to support ELT implementation: 2 hours per day X 182 days
Extra Hourly Pay: Parent Liaison:	16	$1,000	$1,000	$1,000	Key Strategy - engagement of community by establishing relationships with neighborhood partners in school events evenings, weekends, and during the summer Sustainable with District support of the Community School Model from Title I Parent Involvement Funds.	Additional hourly pay to support work with community partners and parents X 40 hours
Contract: Center for Youth	40	$55,000	$55,000	$55,000	Key Strategy - support for SWPBS plan, aligned with the District's Restorative Practices Initiative Sustainable with District support of ELT Model Schools through the General Fund	To provide a (1.0) Crisis Intervention/ Prevention Specialist who will work with students and staff to develop consistent positive behavioral supports and practices
Contract: YMCA	40	$170,000	$170,000	$170,000	Key Strategy - implementation of ELT, creating a sessions of wrap-around services, enrichments, and academic support for students Sustainable with District support of ELT Model Schools through the General Fund	ELT partner to provide YMCA Programs- 1) Tutoring/Learning 2) College/Career Exploration 3) 21st Century Skills 4) Service Learning 5) Arts Education 6) Leadership Development 7) Health and Wellness 8) Global Learning 9) Parent Engagement.
Supplies and Materials	45	$17,993	$17,993	$17,993	Key Strategy - implementation of ELT, and EL Expeditions	for ELT sessions, EL Education Expeditions, and community activities such as the Community Garden

BUDGET NARRATIVE

Budget Expenditure	Budget Code	Year 1	Year 2	Year 3	District Sources / Sustainability / Years 4, 5 & Beyond	Explanation of Costs
					Sustainable with District support of ELT Model Schools through the General Fund with a decrease in years 4 and 5	
Supplies and Materials	45	$1,200	$1,200	$1,200	Key Strategy - development of a professional learning community. Sustainable through the District's Office of Professional Learning support for the school's specific professional learning needs implemented by instructional coaches	Learning: Differentiation, Literacy (writing)
Supplies and Materials	45	$2,000	$2,000	$2,000	Key Strategy - implementation of ELT Sustainable with District support of ELT Model Schools through the General Fund	Additional custodial supplies required to implement additional hours of ELT
Travel for Teachers and Administrative Team	46	$12,600	$12,600	$12,600	Key Strategy - Implementation of Expeditionary Learning Sustainable due to decrease in years 4 and 5 once staff is trained in model implementation	Support for staff, particularly new to the building to attend the EL National Conference, Institutes, and for Implementation Team staff to attend Community School Conferences and/or travel to visit successful community schools.
Nursing Costs - BOCES, Monroe 1	49	$7920	$7,920	$7,920	Key Strategy - implementation of ELT Sustainable with District support of ELT Model Schools through the General Fund	Nursing services for extended hours.
Code 80: Employee Benefits	80	$33,706	TBD	TBD	District will fund benefits for support personnel who continue after the grant ends	Employee Benefit Costs
Code 90: Indirect Costs	90	$8,816	TBD	TBD	Indirect Cost will vary based on yearly budgets	Indirect Costs

BUDGET NARRATIVE

M/WBE COVER LETTER **Minority & Woman-Owned Business Enterprise Requirements**

NAME OF GRANT PROGRAM 1003(g) School Improvement Grant (SIG)

NAME OF APPLICANT Rochester City School District / Roberto Clemente School #8

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 of Schools
Typed or Printed Title/Position of Authorized Representative of the Firm
Signature/Date 7/21/15 BJK

M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: Rochester City School District Federal ID No.: 16-6002010

Address: 131 West Broad Street Phone No.:

City Rochester State NY Zip Code 14616 E-mail: bolgen.vargas@rcsdk12.org

Signature of Authorized Representative of Bidder/Applicant's Firm

Bolgen Vargas, Ed.D., Superintendent of Schools
Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm

Date: 7/20/15

PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:

Name of M/WBE: FM Resources / FM Office Express, Inc. Federal ID No.: 16-1478699

Address: 1 Woodbury Road Phone No.: 585-325-7696

City, State, Zip Code Rochester, NY 14804 E-mail: dmorales@fmop.com

BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:

Supplies to support Expanded Learning Time.

DESIGNATION: ____ MBE Subcontractor ____ WBE Subcontractor ✓ 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/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.

The estimated dollar amount of the agreement $2,000

Signature of Authorized Representative of M/WBE Firm

Date

Printed or Typed Name and Title of Authorized Representative

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.: 261600010000

City, State, Zip: Rochester, NY 14614

RFP No.:

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
NAME **FM RESOURCES/FM Office Express Inc.** ADDRESS 1 Woodbury Road CITY, ST, ZIP Rochester, NY 14804 PHONE/E-MAIL 585-325-7696 FEDERAL ID No. 16-1478699	NYS ESD Certified MBE ✓ WBE ____ ☑ For Profit ☐ Not –For-Profit	Supplies for Expanded Learning Time	$ 2,000
NAME ADDRESS CITY, ST, ZIP PHONE/E-MAIL FEDERAL ID No.	NYS ESD Certified MBE ____ WBE ____ ☐ For Profit ☐ Not –For-Profit		$ ____

PREPARED BY (Signature) Bolgen Vargas 8/15 DATE 07/21/2015

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.
(print or type)

TELEPHONE/E-MAIL: bolgen.vargas@rcsdk12.org

DATE: 07/21/2015

MWBE 100

REVIEWED BY ____ DATE ____

UTILIZATION PLAN APPROVED YES/NO DATE ____

NOTICE OF DEFICIENCY ISSUED YES/NO DATE ____

NOTICE OF ACCEPTANCE ISSUED YES/NO DATE ____

TO BE COMPLETED BY FM RESOURCES

EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN (Instructions on Page 2)

Applicant Name: FM Resources / FM Office Express Inc.

Telephone: 585-325-7696

Address: 1 Woodbury Road

Federal ID No.: 16-1478699

City, State, ZIP: Rochester, NY 14604

Project No:

Report includes:

☐ Work force to be utilized on this contract OR ☐

☐ Applicant's total work force ☐

Enter the total number of employees in each classification in each of the EEO-Job Categories identified.

EEO - Job Categories	Total Work Force	Race/Ethnicity - report employees in only one category																	
		Hispanic or Latino		Not-Hispanic or Latino															
				Male								Female							
		Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran
Executive/Senior Level Officials and Managers																			
First/Mid-Level Officials and Managers																			
Professionals																			
Technicians																			
Sales Workers																			
Administrative Support Workers																			
Craft Workers																			
Operatives																			
Laborers and Helpers																			
Service Workers																			
TOTAL																			

PREPARED BY (*Signature*):

DATE:

M/WBE Documents

M/WBE Goal Calculation Worksheet
(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 / Roberto Clemente School #8

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		$2,000,000
2.	Professional Salaries	$278,659	
3.	Support Staff Salaries	$40,400	
4.	Fringe Benefits	$134,824	
5.	Indirect Costs	$35,264	
6.	Rent/Lease/Utilities*	$1,502,853	
7.	Sum of lines 2, 3 ,4 ,5, and 6		$1,992,000
8.	Line 1 minus Line 7		$8,000
9.	M/WBE Goal percentage (20%)		0.20
10.	Line 8 multiplied by Line 9 =MWBE goal amount		$1,600

*Also includes other adjustments:

Single Source Purchased Services	$1,344,000
Single Source Supplies	$76,773
Single Source Conference Travel	$50,400
BOCES Purchased Nursing Services	$31,680

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 Timothy 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)	7/21/15	
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 Ericka Simmons		