

LEA Name:	Rochester City School District
School Name:	261600010000

ENTER DATA INTO YELLOW CELLS. ONCE LEA AND SCHOOL NAMES ARE ENTERED, MULTIPLE DATA POINTS WILL AUTOMATICALLY PRE-POPULATE.

2014-2015 School Comprehensive Education Plan (SCEP)

School Name	James P. B. Duffy School 12	Contact Name	Michele Liguori-Alampi
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Website Link for Published Plan	http://www.rcsdk12.org/12		

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

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent			
President, B.O.E. / Chancellor or Chancellor's Designee			

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School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the DCIP.

Instructions: List of stakeholders who participated in developing the SCEP as required by Commissioner’s Regulations §100.18. Provide dates, locations, agendas and supporting documentation of Local Stakeholder meetings. Boxes should be added as necessary.

Name	Title / Organization	Signature
Michele Liguori-Alampi	Principal	
Mary Beth Ash-Jones	AP	
Lori Ayers	AP	
Marie Castaneda	Teacher	
Ann Bounds	Teacher	
Sandra Perez	Teacher	
Linda Karsten	Teacher	
Meagan Hennessey	Teacher	
Susan Young	Teacher	
Jeanne Robillard	Teacher	
Rachel Larsen	Parent	
Christine Keane	Parent	
Vicky Robertson	Parent	

Susan Allen **Para Professional**

Meeting Date(s)	Locations(s)	Agenda Attached	Supporting Documents Included?
1/28,2/25,3/12,4/22,5/6,5/20,6/3, 6/17/14	SBPT meetings at School 12 (see minutes are needed)	No	Yes
June 21, 2014	RCSD Professional Learning Building	No	Yes
June 25, 2014	School 12	No	Yes

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School Information Sheet #1

The data needed to complete the chart below can be found online at www.nysed.gov

School Information Sheet											
Grade Configuration	K-6	Total Student Enrollment	714	% Title I Population	10%	% Attendance Rate	94%	% Student Sustainability	86%		
% of Students Eligible for Free Lunch	74%	% of Students Eligible for Reduced-Price Lunch	2%	% of Limited English Proficient Students	14%	% of Students with Disabilities	14%				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	% Black or African American	53%	% Hispanic or Latino	29%	% Asian, Native Hawaiian / Other Pacific Islander	3%	% White	15%	% Multi-Racial	0%

School Personnel							
Years Principal Assigned to School		# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers	1
% of Teachers with No Valid Teaching Certificate	2%	% of Teachers Teaching Out of Certification Area	2%	% Teaching with Fewer than 3 Years of Experience	10%	Average # of Teacher Absences	2

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	Yes	SIG(a) Recipient	Yes	SIG(g) Recipient	No
Identification for ELA?	Yes	Identification for Math?	No	Identification for Science?	Yes	Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	27%	Math Performance at Level 3 and Level 4	32%	Science Performance at Level 3 and Level 4	72%	Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	

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District Information Sheet #2

The data needed to complete the chart below can be found online at www.nysed.gov

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective			
	Limited English Proficient		

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SCEP Overview

In this section, the School must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the School's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the School. The Overview will serve as the at-a-glance summary of how the School will use various funding sources to improve student achievement. This Overview should be no more than five pages in length. A complete overview will address the following:

1. Using the drop-down menu, rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan.	3 = Moderate Degree (At least 50% of goals were achieved.)
2. Using the drop-down menu, rate the degree to which the School successfully implemented the activities identified in the previous year's School Comprehensive Education Plan.	4 = Major Degree (At least 90% of activities were carried out.)
3. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan impacted academic achievement targets for identified subgroups.	3 = Moderate Degree (A majority of identified subgroups improved achievement.)
4. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan increased Parent Engagement.	4 = Major Degree (There was a significant increase in the level of Parent Engagement.)
5. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan received the funding necessary to achieve the corresponding goals.	4 = Major Degree (At least 90% of planned activities were funded.)
6. Using the drop-down menu, identify in which Tenet the School made the most growth during the previous year.	Tenet 3: Curriculum Development and Support

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• **List the strengths of the previous year's plan.**

Use of data to drive instruction and focus on learning the CCLS NYS modules for ELA and Math. Staff started differentiation to meet the needs of students that had gaps in their core knowledge. The use of SAS service providers to support tier 2 academic ELA and math interventions. Continued school wide implementation of the SWPBS program to create a positive learning environment for students parents, community members and staff. A clear mission and vision that is results oriented. On-going monitoring of the SCEP activities through the SBPT to hold ourselves accountable to fully implement the planned action items and activities. Overall, students performed better in math than in ELA (As measured by the number of students meeting or nearing the NWEA growth projections. The school was also able to implement 75% of the recommendations offered from the October, 2013 site review of the DTDSE.

• **List the weaknesses of the previous year's plan.**

We continue to look for ways to enhance teachers' knowledge of the rigorous CCSS expectations and use of DDI to drive their planning and delivery. This includes providing enough time and support for grade level and vertical teams to work together. Active student engagement is another area that is impacted by lesson planning and preparation that includes teachers use of academic data, social skills development, linguistic and cultural background, and students' interests. Teachers struggled with the time allocated for ELA in the master schedule that did not allow for in-depth GRIAR time.

In developing the CURRENT plan:

• **List the highlights of the initiatives described in the current SCEP. How are these initiatives supported through all funding sources?**

Tenet 2, 3, 6- use of SAS and Title I funds to support the purchase of additional teachers for tier 2 interventions. Use of sub funding to release teachers for data grade level meetings; this information was used for DDI and differentiation as well as intervention grouping (based upon needs). This funding was also used for parent informational events to share CCSS expectations through seeing the standards in action. Tenet 2, 3,4- coaches and administration provided a series of PD opportunities (before, during, and after school) to align the curricula with delivery. Coaches were funded centrally. The school's year long focus was on Differentiated instruction that is data driven. All PD was funded around this aim. Pedi hours were offered for all bilingual staff and ESOL teachers to design bi-literacy units to enhance units of instruction in their classrooms where there were no NYS CCSS Spanish modules.

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• List the timeline of events that led to the creation of the current plan.

At each SBPT we discussed the current plan and checked that we were fully implementing each action item and activities We reviewed in detail the DTDSE results and set about implementing the suggestions. We then completed a self-assessment, using the tri-state rubric and the rubric guidelines to complete the plan. This information was shared with the entire school and suggestions/feedback requested. The self assessment, the DTDSE results and our current data results (formative at this time as the NYS assessments have yet to be released) were used to refine the current areas in the Developing stage. We focused on tenets 3 and 4 when designing this new plan. Yet, we did not want to loose ground in the other tenets so they are also included in this plan.

• List all the ways in which the current plan will be made widely available to the public.

This plan will be posted on the school 12 website and referenced in the Parent Handbook. Overall major initiatives will be shared at the Opening Welcome Back on September 3rd and in the Town Hall meeting in November.

• List the identified needs in the school that will be targeted for improvement in this plan.

Tenet 3- planning and preparation using DDI to differentiate based upon: academic needs, special educational requirements, social emotional strengths, linguistic and cultural background as well as students' interests.
Tenet 4- Teacher delivery of the planned lessons outlined above that include: active student engagement, fully differentiated lesson delivery, and the use of teacher and students' questioning.

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• State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

The School 12 mission: James P.B. Duffy School 12 will educate in a safe, inclusive environment. Through quality programs, we will meet every students' individual need and provide a strong foundation for life-long learning. The School 12 Vision is: At James P.B. Duffy School 12, children, parents, and community members work together engaging the mind, developing the body, and capturing the heart of our students to be academically ready, socially mature, and responsible citizens. We have a School 12 Decision Making Framework that is used for all school planning. This template asks a series of questions to ensure that our decisions are student- centered. Questions include: Beliefs (How does this align with our mission, vision and beliefs?) Outcomes (What does the data say?), and Relationships (How can this help establish relationships with our students staff, and parents?). These guiding principles were used to develop the SCEP and include thoughtful conversation within all stakeholders.

• State the strategy and timeline to accomplish the mission or guiding principles.

Spring- complete the SCEP plans. Summer- Design the PD calendar to support the goals outlined. Hold the summer retreat to develop teachers' knowledge of methods to address the social emotional needs of the students and promote higher order thinking skills in students (and themselves). Fall- implement PLCS and embed PD throughout the school day. Hold data meetings and design lesson plan using the RCSD protocols for DDI planning and preparation. Support the actual delivery through on-going LASW formats and other assessment tools. Implement SBPT methods for SCEP monitoring. Spring- Complete self-assessment and refine areas in need of improvement (or did not produce student achievement gains) for the 2015-16 school year; share with he School 12 community.

• Describe school structures that support strategic implementation of the mission/guiding principles.

Administrative team/ Leadership Team/ Grade Level Teams/ SBPT teams/ Formation of PLCs . Sharing goals through written and oral communications methods. Making sure all partnerships are aligned with these goals.

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• List anticipated barriers that may impact the ability to accomplish the mission or guiding principles.

Time- availability of PD hours that are mandated for all to attend. Many teachers participate in the voluntary Professional Development Incentive Hours (PDI) but they choose what to attend. Coaching staffing- this year the coaching staff assigned to the building has been reduced to one. We will then need to access RCSD central teams to come and support DDI and differentiation team development; lack of staff interaction may impact this success. Making sure all staff participate in the PLC format that will run all year.

• List the student academic achievement targets for the identified subgroups in the current plan.

Continue to target 85% of all students meeting or exceeding the NWEA projected growth targets. 50% of all students targeted for intervention supports will reach the Rates of Improvement (ROI) as measured on the AIMSweb screening tool for ELA. A 10% reduction in all office referrals, with a concentrated focus on reducing the number of African American males removed from classroom instruction.

• List the data sets that were analyzed to determine prioritized professional development.

AIMSweb, NWEA, CCSS Math and ELA unit assessments, SAS service provider analysis, HELPS RCBM results, Office and ATS referrals, Number of Outside agency referrals for social emotional supports.

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Tier 1: List of Prioritized Activities for Improvement

Use this table to demonstrate costs associated with Tier 1 Prioritized Activities including: Systemic Planning Training, Expanded Learning Time Programs, Community Schools Programs, and Professional Development (if applicable).

Tenet: Identify the Tenet to be addressed by the selected Tier I activities.	Category: Identify the Tier 1 Prioritized Activity that will be implemented.	Activity(ies): Must detail the actions that will take place.	Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	District Cost(s): Identify the district cost associated with each fund source.	Timeline: Identify the projected start date for each activity.	Timeline: Identify the projected end date for each activity.
Tenet 3	Tier 1-2	PD committee will design a comprehensive PD plan encompassing 20 hours of PLC, 10 hours of retreat, 5 hours interest surveys, 5 hours of goal setting (based	General Fund	\$3,377		
Tenet 3	Tier 1-2	Summer retreat on DI and HOTS questioning, as well as teacher strategies to diffuse and deescalate social emotional behavioral issues in the classroom.	General Fund	\$28,969		

Total Amount of Funds Reserved for Tier 1 Activities **\$32,346**

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	Tier 2-1	Public School Choice (Up to 20% of the LEA set-aside).
\$71,060	Tier 2-2	Supplemental Educational Services (Up to 30% of the LEA set-aside).
	Tier 2-3	Costs associated with deploying on-site visit teams that will use the Diagnostic Tool for School and District Effectiveness to identify a school's or district's current position relative to desired educational practices.
	Tier 2-4	Reasonable and necessary expenses associated with appointment of a Distinguished Educator to assist the district and schools in implementing systemic, whole-school reform and effective turnaround strategies.
	Tier 2-5	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) attendance at DTSDE Institutes and in assisting the district in the development and implementation of the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plans (SCEP).
	Tier 2-6	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) 's participation in district-led DTSDE visits.
	Tier 2-7	Costs associated with participation in New York State sponsored Professional Learning Communities (PLC).
	Tier 2-8	Costs associated with participation in professional development activities to develop and implement successful family and community engagement practices.
\$134,129	Tier 2-9	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes.
\$17,183	Tier 2-10	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement a behavior management program.
\$5,957	Tier 2-11	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement Response to Intervention (RtI) that are aligned with academic intervention services.
	Tier 2-12	Costs associated with training/certifying teacher evaluators, instructional coaches, teacher leaders etc. in conducting evidence based observations using the District's teacher practice rubric, training in coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system.
	Tier 2-13	Costs to develop and implement local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations.
	Tier 2-14	Costs associated with the professional development of teachers (and their principals/ instructional supervisors) who will develop and implement CTE courses in which increased percentages of historically underserved students will enroll.
	Tier 2-15	Costs to purchase of equipment and other curricular materials for CTE courses used by teachers in which increased percentages of historically underserved students will enroll.
	Tier 2-16	Costs associated with the training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	Tier 2-17	Costs to provide courses and related training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	Tier 2-18	Costs to train teachers and administrators in the use of data systems, aligned course sequences, and early college and career school models, between post-secondary institutions and P-12 systems.

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	Tier 2-19	Costs to develop and implement school-based Inquiry Teams as defined in the state's RTTT application.
\$203,151	Tier 2-20	Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.
	Tier 2-21	Costs to provide supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program, to highly effective teachers providing academic intervention services in hard-to-staff subjects or specialty areas in high-needs schools who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools.
	Tier 2-22	Costs to provide supplemental compensation consistent with local collective bargaining agreements, for teachers providing academic intervention services through a career ladder program, to effective or highly effective teachers in hard-to-staff subjects or specialty areas who transfer from low- or moderate-needs schools to high-needs schools.
	Tier 2-23	Costs associated to develop and implement one of the four school intervention models (turnaround model, restart model, school closure, or transformation model) and the Secretary's turnaround principles, consistent with the requirements of the New York State SIG application and the State's theory of action of intervening and supporting low-performing districts and schools.
	Tier 2-24	Costs related to plan for LEA and State-approved partner organization arrangements (EPO, CMO, charter school operator) activities for implementation of one of the four school intervention models or a whole-school change model aligned with the Secretary's turnaround principles in the year following school re-design.
\$5,881	Tier 2-25	Costs related to providing academic intervention services as well as costs associated with creating professional development for all teachers working with English Language Learners, on research-proven strategies for those students; costs associated with hiring additional staff to develop or expand programs for English Language Learners or targeted programs for high-needs English Language Learners such as long-term ELLs, SIFE, or ELLs with disabilities; costs associated with integrating bilingual instruction into ELL programs; costs associated with materials that promote English and native language development.
	Tier 2-26	Costs of training for and/or hiring of internal/external trained evaluators to conduct teacher observations and complete the processes for HEDI documentation and recommendations for teacher professional growth as indicated.
	Tier 2-27	Costs associated with operating a preschool program for eligible children consistent with Title I requirements (see USDE's April 16, 2012 non-regulatory guidance regarding the use of Title I, Part A funds to serve preschool children).
	Tier 2-28	A school may propose an alternative activity that aligns with one or more tenet areas to be approved by the NYSED. To gain approval, a district will provide a narrative that: (1) describes the activity; (2) lists the student data that led to this decision; (3) describes the theory behind this action and the expected student outcomes; (4) describes the changes in teacher practice that will occur as a result of this activity; and (5) describes the ongoing evaluation process.

\$32,346

\$437,361

\$469,707

Total Funds Budgeted for Tier 1: Prioritized Activities (Sum of all costs listed in the "Tier 1 Prioritized Activities" tab)

Total Funds Budgeted for Tier 2: Allowable Activities for Improvement (Sum of all costs listed above)

Total Funds Budgeted for Improvement Activities

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Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 3.3 - Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.		Developing	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Embed systematic collaboration for unit and lesson planning into the school day and the PD plan.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Use DDI strategies to plan and develop systematic collaboration for lesson and unit plans that use DDI, DI, SDI and questioning strategies to improve student achievement; as measured by a 5% growth in NYS ELA and Math assessments (15% in ELA and 16% in Math) and an increase in observable differentiation practices from lesson plans and informal walkthroughs (baseline will be gathered in Sept-Oct, 50% by Jan-Feb, 75% by May-June).						
Goal #2	Increase the academic performance of tier 2 and 3 students by providing teachers with opportunities to plan effective reading interventions within the classroom environment by having 95% of all students that receive intervention services showing growth and 75% of students meeting ROI targets on the AIMSweb assessments.						
Goal #3	100% of staff will attend at least two professional development sessions in DDI, DI, or developing HOTS questions in students, as measured by end of the year teacher evaluations and PDI submittals.						
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Schedule horizontal team meetings (monthly) and vertical team meetings (quarterly) that use DDI protocols to differentiate instruction and go beyond grouping students. This would include: planning to close performance gaps through analysis.	Improvement	Tier 2-20	General Fund	\$46,945	Start- Sept. - One meeting per month with follow up PLC meetings.	

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #3	Develop PLC collaborative teams (Classroom Teachers (CRTS), support staff, and special subjects teachers) to align instruction to the CCLS shifts and standards. Special subject teachers will directly connect their instructional program to the kindergarten program (1st semester) and 1st grade program (2nd semester) for one aligned unit of study.	Improvement	Tier 2-9	General Fund	\$134,129	Start Sept. Monthly PD sessions Two Specials Subject connections per year	
Goal #1	Have grade level teams design units of study that go beyond CCLS for Math and ELA to include content area curricula. The lessons should be DDI, include DI strategies while focusing on HOTS questioning.	Improvement	Tier 2-20	General Fund	\$30,666	October	
Goal #2	Quarterly teacher release by grade level to complete deep data dives and design DI and SDI lessons that include tier I classroom supports as well as tier 2 and 3 interventions.	Improvement	Tier 2-20	General Fund	\$28,621	October January March	
Goal #1	PD committee will design a comprehensive PD plan encompassing 20 hours of PLC, 10 hours of retreat, 5 hours interest surveys, 5 hours of goal setting (based upon data analysis) focused on identified needs that include DDI, DI, SDI, and HOTS questioning.	Improvement	Tier 1-2	General Fund	\$3,377	July, 2014 January- SBPT target reviews	
Goal #2	Summer retreat on DI and HOTS questioning, as well as teacher strategies to diffuse and deescalate social emotional behavioral issues in the classroom.	Improvement	Tier 1-2	General Fund	\$28,969	August, 2014	
				Total	\$272,707		

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Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 3.4 - The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Schedule time for special subject teachers to collaboratively plan lessons so that the special areas teachers can align their instruction to the shifts and standards of the CCSS.						
Recommendation / Rationale #2 -	PLCs should set goals for interdisciplinary teams to develop and share interdisciplinary enrichment units. Enrichment through Supplemental Academic Services could be provided with an interdisciplinary focus.						
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Use DDI strategies to plan and develop systematic collaboration for lesson and unit plans that use DDI, DI, SDI and questioning strategies to improve student achievement; as measured by a 5% growth in NYS ELA and Math assessments (15% in ELA and 16% in Math) and an increase in observable differentiation practices from lesson plans and informal walkthroughs (baseline will be gathered in Sept-Oct, 50% by Jan-Feb, 75% by May-June).						
Goal #2	Increase the presence of CCSS shifts in the lesson plans of special subject and support staff teachers by 50%. Lesson plans should directly support the work of the classroom teachers.						
Goal #3	The SAS allocation will include one enrichment group per 6 week session; as reflected in the SAS master schedule.						
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Develop PLC collaborative teams (Classroom Teachers (CRTS), support staff, and special subjects teachers) to align instruction to the CCLS shifts and standards. Special subject teachers will directly connect their instructional program to the kindergarten program (1st semester) and 1st grade program (2nd semester) for one aligned unit of study.	Improvement	Tier 1-2		Covered in Tenet 3 (3)	Sept.	
Goal #2	Conduct peer review visits that include special subject teachers visiting grade level classrooms in order to align their programs to that of the classroom instruction., as determined by PLC, with a goal of one visit per month.	Not Applicable		General Fund	\$4,564	Second Quarter	
				General Fund	\$5,881		

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Reinstitution of the Bilingual Council monthly meetings to address the HOLA program and ELL needs for native and target language development. (9 hours)	Improvement	Tier 2-25			Monthly Starting Sept.	
Goal #3	Data Team will include the planning of one SAS provider per 6 week block to support classroom enrichment.	Improvement	Tier 2-20	General Fund	\$11,220	October, 2014	
Goal #1	Provide PD to facilitate integration of technology into interdisciplinary instruction as well a variety of data sources for use in planning.	Not Applicable		General Fund	\$1,825	Novemeber, 2014	
Goal #1	In PD forums and embedded into classroom; staff will model proficient uses of technology to solve problems, create, collaborate and communicate effectively.	Not Applicable		General Fund	\$1,825	December, 2014	
				Total	\$25,315		

LEA Name: Rochester City School District
 School Name: 261600010000

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.		Developing	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Embed question theory research into the schools PD plan to provide more use of higher order questioning. Students should be able to consistently answer and ask higher-order questioning.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	10% Increase of teachers use of HOTS questions (as measured through lesson plans reviews, teacher peer observation, and/or administrative walk throughs)						
Goal #2	10% increase in active students participation rates during instructional questioning, as measured by teacher peer observations, administrative walk throughs, and/or students survey results.						
Goal #3	Teachers will fully implement DDI, DI, and HOTS in 50% of all lessons to meet the needs of individual students; as measured by: reflection upon practice methods, teacher and peer walk throughs, formal evaluation processes, and PLC and grade level minutes when LASW.						
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Summer retreat to develop teacher's knowledge of use of higher order thinking questions in students.	Improvement	Tier 1-2		Covered in Tenet 3 (3)		
Goal #2	PLCs will complete deep dives into the use of LASW and other DDI instructional strategies that assess effective of teacher and students questioning. (this includes use of the exit tickets and student developed questions or increase students questioning and methods for answering questioning) PLCs will use the RCSD DDI protocols for format, content , and documentation purposes.	Improvement	Tier 2-20		Covered in Tenet 3 (3)		

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #3	Administration to complete walk throughs on Danielson domain and questioning strategies (1e and 3b) providing feedback to SBPT, classroom teachers, and PLCs for planning purposes.	Not Applicable		General Fund	\$119,064		
				Total	\$119,064		

LEA Name: Rochester City School District
 School Name: 261600010000

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 4.5 - Teachers inform planning and foster student participation in their own learning by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Create a forum embedded within the school schedule with teachers and students with a focus on collaborative planning of instruction for the upcoming months based on summative and formative assessment results. This forum should look for strategies that permit students to make informed decisions about their own learning on a daily basis based on a variety of data available.						
Recommendation / Rationale #2 -	The school should provide PD on DI and SDI.						
Recommendation / Rationale #3 -	PD on explicit instruction should be provide to special education teachers. Special education teachers should refer directly to IEP goals when planning instruction for their children.						
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Special education teachers' lesson plans will include reference to explicit instruction and IEP goals for 50% of the subjects weekly.						
Goal #2	50% of teachers will use students' academic or behavioral target setting on a regular basis. Another 25% will use monthly; as measured by grade level and PLC team meeting minutes.						
Goal #3	Hold two staff and student forums (Fall/Spring) to identify strategies that help them learn best; as measured by student participation in forum and performance on units developed.						
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #2	Teachers will present formative data to students on a weekly basis for targeted goal setting purposes (behavior data, NWEA reports, AIMSweb Progress monitoring, unit assessments, exit tickets, and data walls are options).	Improvement	Tier 2-20	General Fund	\$79,862	Oct	June
Goal #2	SAS service providers (4 per diem subs) and classroom teachers will use formative data to group students for interventions/ enrichment based upon their needs. Students will be a part of reviewing growth and target setting to create more buy-in and monitor student growth rates/ success. Sessions will run 4 x 30 minutes a week for 6 week blocks.	Improvement	Tier 2-2	Title I	\$71,060	Sept.	May

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #3	School leaders and teachers will work with RCSD Professional Learning Team to create students forums that permit students to make informed decisions on their own learning using formative and summative assessment data. Parents will be a part of this decision.	Improvement	Tier 2-20	General Fund	\$5,837	Nov	Feb
Goal #2	Grade level teams will review student target setting protocols used in classrooms and share the results on a quarterly basis.	Improvement	Tier 2-20		Covered in Tenet 3 (3)	Oct	May
Goal #1	Leadership team, RCSD coaches, and special education support staff will provide special education opportunities for release time to focus on explicit instruction and the use of the IEP goals when planning lessons.	Improvement	Tier 2-11	General Fund	\$1,993		
Goal #1	Special Education teachers will receive PD support to ensure Specially Designed Instruction (SDI): A method of instruction that is required through regulation that has teachers adapting or modifying the curriculum based on the unique needs of the student. It is important to provide the student with access to the general curriculum	Improvement	Tier 2-11	General Fund	\$1,993	Oct	June
				Total	\$160,745		

LEA Name: Rochester City School District
 School Name: 261600010000

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 5.3 - The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.				Effective	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	None						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Increase the time spent on task in classrooms by reducing the number of office referrals by 10%						
Goal #2	Increase the level of social emotional supports offered for students identified with tier 2 and 3 level needs (N=40 tier 2 and 20 tier 3) , as measured by the end of the year reports from the SWPBS team.						
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #2	Explore community partnerships to support the social emotional needs of students in need of tier 2 and 3 supports to work 4 days a week in conjunction with the social worker	Improvement	Tier 2-11	General Fund	\$1,971	Sept.	May
Goal #2	Explore community partnership to behavioral provider will work with families as a case manager to address the tier 2 and 3 social emotional needs of identified children.	Parent Engagement		General Fund	\$1,971	Sept.	May
Goal #1	Leadership team will provide social emotional training on deescalating and defusing issues within the classroom. This includes PD during the summer retreat (with support from the RCSD Behavioral Specialist team) and follow up PD sessions throughout the school year	Improvement	Tier 2-10	General Fund	\$4,881	August	Dec.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Leadership Team and the SWPBS will design two school wide campaigns to enhance the school climate, build relationships and focus on positive relationships and interactions.	Improvement	Tier 2-10	General Fund	\$12,302	Nov.	April
Goal #1	The social worker will provide PD to staff on self-help for emotional health and well being.	Not Applicable		General Fund	\$2,943	On-going	
				Total	\$24,068		

LEA Name: Rochester City School District
 School Name: 261600010000

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 6.2 - The school leader ensures that regular communication with student and families fosters their high expectations for student academic achievement.				Effective	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	None						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	40% of School 12 families engage in one or more school events/activities, as measured by compilation of sign in sheets and teacher records by the end of the school year.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Grade level events (with student representation) will focus on academic program and age appropriate social expectations that includes interactive students and parental participation; they will run in conjunction to monthly PTA events.	Parent Engagement		General Fund	\$11,062	Oct	May
Goal #1	School (with student representation) will hold 5 school/program wide events to celebrate students' accomplishments and inform parents of academic expectations. These events include: Hispanic Heritage Night, HOLA Info. Night. ELLS Family Night, Math & Science Night, and Arts Fest (combined with a staff talent show).	Parent Engagement		General Fund	\$2,391	Oct	June
Goal #1	The schools at the Jefferson campus (School 12 and RIA), with students' representation will combine to hold a Diversity event to celebrate the various cultural and ethnic backgrounds of the school communities.	Parent Engagement		General Fund	\$776	March	March
				Total	\$14,229		

LEA Name: Rochester City School District
 School Name: 261600010000

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 6.3 - The school engages in effective planning and reciprocal communication with family and community stakeholders so that student and needs are identified and used to augment learning.				Effective	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	None						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	95% of all entering kindergarten students and their families will participate in K welcome and assessment procedures on the opening day of school.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	K teachers will plan a welcome back day on the first day of school that includes: informational session for parents on K expectations and individual screening for best student instructional planning and grouping. Also includes a parental survey of speech/language and developmental milestones to screen for additional services needs.	Parent Engagement		General Fund	\$5,520	Sept	Sept
Goal #1	School provides bus tokens to parents by request (option shared in parent letter) to meet transportation needs for Opening Day screening.	Parent Engagement		Title I	\$250	Sept.	Sept
				Total	\$5,770		

LEA Name: Rochester City School District
 School Name: 261600010000

Fiscal Summary Page

Improvement Set-Aside Budget Summary by Tenet and Statement of Practice				
Statement of Practice	Improvement Activities	Parent Engagement Activities	Other Activities	Total Amount Budgeted
Tenet 2 as a Whole				
SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.	\$0	\$0	\$0	\$0
SOP 2.2 - The School leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	\$0	\$0	\$0	\$0
SOP 2.3 - Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	\$0	\$0	\$0	\$0
SOP 2.4 - The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	\$0	\$0	\$0	\$0
SOP 2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	\$0	\$0	\$0	\$0
Tenet 3 as a Whole				
SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.	\$0	\$0	\$0	\$0
SOP 3.2 - The school leader ensures and supports the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	\$0	\$0	\$0	\$0
SOP 3.3 - Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	\$272,707	\$0	\$0	\$272,707
SOP 3.4 - The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	\$17,101	\$0	\$8,214	\$25,315
SOP 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	\$0	\$0	\$0	\$0
Tenet 4 as a Whole				
SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.	\$0	\$0	\$0	\$0
SOP 4.2 - School and teacher leaders ensure that instructional practices are organized around annual, unit, and daily lesson plans that address all student goals and needs.	\$0	\$0	\$0	\$0
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	\$0	\$0	\$119,064	\$119,064
SOP 4.4 - Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	\$0	\$0	\$13,691	\$13,691

LEA Name: Rochester City School District
 School Name: 261600010000

Fiscal Summary Page

Improvement Set-Aside Budget Summary by Tenet and Statement of Practice				
Statement of Practice	Improvement Activities	Parent Engagement Activities	Other Activities	Total Amount Budgeted
SOP 4.5 - Teachers inform planning and foster student participation in their own learning by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	\$160,745	\$0	\$0	\$160,745
Tenet 5 as a Whole				
SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.	\$0	\$0	\$0	\$0
SOP 5.2 - The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	\$0	\$0	\$0	\$0
SOP 5.3 - The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	\$19,154	\$1,971	\$2,943	\$24,068
SOP 5.4 - All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	\$0	\$0	\$0	\$0
SOP 5.5 - The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	\$0	\$0	\$0	\$0
Tenet 6 as a Whole				
SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.	\$0	\$0	\$0	\$0
SOP 6.2 - The school leader ensures that regular communication with student and families fosters their high expectations for student academic achievement.	\$0	\$14,229	\$0	\$14,229
SOP 6.3 - The school engages in effective planning and reciprocal communication with family and community stakeholders so that student and needs are identified and used to augment learning.	\$0	\$5,770	\$0	\$5,770
SOP 6.4 - The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	\$0	\$0	\$0	\$0
SOP 6.5 - The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	\$0	\$0	\$0	\$0
BUILDING TOTALS	\$469,707	\$21,970	\$143,912	\$635,589

Amount Matches Total Funds Budgeted for Improvement Activities on Tier 2 Allowable Activities Page?

Yes