

LEA Name:	Rochester City School District
BEDS Code:	261600010000

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 District Comprehensive Improvement Plan (DCIP)



Contact Name	Linda Cimusz	Title	Interim Superintendent
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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
Interim Superintendent		Linda Cimusz	7/28/2016
President, B.O.E. / Chancellor or Chancellor's		Van Henri White	7/28/2016

District Leadership Team

DISTRICT LEADERSHIP TEAM: The DCIP 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's school improvement initiatives, such as community organizations or institutes of higher education should be invited. By signing below, stakeholders certify that, although they may not agree with all components of the plan, they have actively participated in the

Instructions: List the stakeholders who participated in developing the DCIP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
5/31	CO-3a	7/5	CO-3a
6/7	CO-3a	7/12	CO-3a
6/14	CO-3a	7/19	CO-3a
6/21	CO-3a	7/26	CO-3a
6/28	CO-3a	8/2/16	CO-3a

Name	Title / Organization	Signature
Michele Alberti-White	Executive Director of School Innovation	<i>Michele Alberti-White</i>
Keith Babuszcak	Chief of Schools	<i>Keith Babuszcak</i>
Lori Baldwin	Director of Security Operations	<i>Lori Baldwin</i>
Beverly Burrell-Moore	Chief of Elementary Schools	<i>Beverly Burrell-Moore</i>
Steven Carling	Acting General Counsel	<i>Steven Carling</i>
Michael Chan	Executive Director of Science	<i>Michael Chan</i>
Carlos Cotto	Executive Director of PE, Athletics and Health	<i>Carlos Cotto</i>
Brenna Farrell-Geise	Director of English Language Arts	<i>Brenna Farrell-Geise</i>
Brendan Gallivan	Executive Director of ELL and LOTE	<i>Brendan Gallivan</i>
Ray Giamartino	Chief of School Transformation	<i>Ray Giamartino</i>
Elizabeth Hanan	Director of Art	<i>Elizabeth Hanan</i>
Harry Kennedy	Chief of Human Capital	<i>Harry Kennedy</i>
Anmarie Lehner	Chief Technology Officer	<i>Anmarie Lehner</i>
Jeff Mikols	Executive Director of Mathematics	<i>Jeff Mikols</i>
Mayra Ortiz	Director of Bilingual Education	<i>Mayra Ortiz</i>
Christiana Otuwa	Deputy Superintendent for Teaching and Learning	<i>Christiana Otuwa</i>
Chip Partner	Chief Communication Officer	<i>Chip Partner</i>
Lauren Poehlman	Chief Financial Officer	<i>Lauren Poehlman</i>
Kirstin Pryor	School Innovation	<i>Kirstin Pryor</i>
Kathy Saville	Director of Grants	<i>Kathy Saville</i>
Michael Schmidt	Chief of Operations	<i>Michael Schmidt</i>
Everton Sewell	Director of Budget	<i>Everton Sewell</i>
Djinga St. Louis	Director of African/African-American Studies	<i>Djinga St. Louis</i>
Christopher Suriano	Executive Director of Specialized Services	<i>Christopher Suriano</i>
Eva Thomas	Senior Director of Parent Engagement	<i>Eva Thomas</i>
Ruth Turner	Executive Director of Student Support Services	<i>Ruth Turner</i>
Robert Ulliman	School Operations	<i>Robert Ulliman</i>
Jerome Underwood	Senior Director of Youth and Family Services	<i>Jerome Underwood</i>
Kathryn Yarlett	Executive Director of Reading by Third Grade	<i>Kathryn Yarlett</i>

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.

2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.

4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.

5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

District Information Sheet

District Information Sheet (14-15 NYS report card)											
District Grade Configuration	pk-12	Total Student Enrollment	28,316	% Title I Population	86	% Attendance Rate					

Racial/Ethnic Origin of District Student Population (14-15 NYS report card)											
% American Indian or Alaska Native	<1	% Black or African American	60	% Hispanic or Latino	27	% Asian, Native Hawaiian/Other Pacific	4	% White	10	% Multi-Racial	<1

Overall State Accountability Status (as of July 2016)											
Number of Focus Schools	13	Number of Priority Schools	28	Number of Local Assistance Plan Schools	0	Number of Schools in Accountability Status	31	Number of Title I SIG 1003(a) Recipient Schools		Number of Title I SIG 1003(g) Recipient Schools	9

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
na	American Indian or Alaska Native	No	Black or African American
No	Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander
No	White	na	Multi-Racial
No	Students with Disabilities	No	Limited English Proficient
No	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
na	American Indian or Alaska Native	No	Black or African American
No	Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander
No	White	na	Multi-Racial
No	Students with Disabilities	No	Limited English Proficient
No	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
na	American Indian or Alaska Native	No	Black or African American
Yes	Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander
Yes	White	na	Multi-Racial
Yes	Students with Disabilities	Yes	Limited English Proficient
No	Economically Disadvantaged		

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

DCIP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's DCIP 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 DCIP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The DCIP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the District achieved the goals identified in the previous year's District Comprehensive Improvement Plan (Mark with an "X").

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the District successfully implemented the activities identified in the previous year's DCIP (Mark with an "X").

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan impacted academic achievement targets for identified subgroups (Mark with an "X").

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's DCIP increased Parent Engagement (Mark with an "X").

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan received the funding necessary to achieve the corresponding goals (Mark with an "X").

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)

Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the district made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

7. Identify in which Tenet identified schools made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

*100% of all administrators that were in the role during the 15-16 school year were trained in Danielson framework, participating in inter-rater calibration to norm our instructional feedback lens;
*creation of common formative assessments in ELA and Math in grades 6 - 9
*There was an overall decrease of 3% for total suspensions during the 15-16 school year

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

There have been countless mid-year adjustments at the school level, and in terms of supporting the Receivership schools as a group, including a recently negotiated separate collective bargaining agreement. We have also worked to address emerging recommendations such as the consistent DTSDE findings on lesson planning, again through systems approaches like contracts and the focus of collaborative planning time in schools. A project management approach was a mid-year investment in Teaching & Learning, in response to the fact that we were not making as much progress in executing on our goals around curriculum, instruction and the emerging focus on social-emotional supports. This mid-year adjustment has helped achieve DCIP goals and we want to apply the frameworks more globally to the DCIP process and checkpoints in the upcoming year.

In developing the CURRENT YEAR'S plan:

• List the highlights of the improvement initiatives described in the current DCIP.

- *Emphasis on SEL, relationships, school climate and culture, culturally specific curriculum and pedagogy
- *Continued work on the "plan-teach-assess-reflect" cycle both for universal lesson design that meets differentiated student needs and in terms of the Response to Intervention process at each school.
- * Improve attendance / reduce chronic absenteeism
- *Improve Priority and Receivership schools

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

- *Increased numbers of priority schools; currently 28 identified (including Upper and Lower East High Schools).
- *Using NWEA Spring data in the absence of NYS exams shows that 35% of students met their growth target in reading, while 19% met the national norm median, and 6% are projected to score proficiently on NYS exam. The largest achievement gap appears in SWDs.
- * There were a total of 11,461 suspensions in the 15-16 school year.

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

At the time of writing, we are within weeks of a leadership transition; and any updates will be emerging over the next few months. For the past several years, the mission has been to treat each child like one of your own, closing the opportunity gap through provision of More & Better Learning Time (expanded day, summer), a focus on Reading by Third Grade, and providing Instructional Excellence in all classrooms. To support these there has been an emphasis on improving management systems and guiding investments to fund the priorities.

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

There will be an increase of 6 percentage points in both the ELA and Math 3-8 NYS Assessment for students scoring a level 2 and above. There will be an increase of 4 percentage points in both ELA and Math 3-8 NYS Assessments for proficiency. Students in grades K-8 will also work

• Describe how organizational structures will drive strategic implementation of the mission/guiding principles.

There have been some shifts to the organizational structure during this year, in efforts to streamline and integrate, particularly the work of school improvement. Additionally, Cabinet has been reframed to include a slightly wider group in an effort to provide better perspective and leverage for decision making. As noted, a new Superintendent will begin in August, which may bring changes to the organizational structure.

• List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

Change in leadership brings opportunity, and will also help define the mission and organizational structure; the only barrier to this is the time that must be devoted to transition and any associated turnover of leadership positions.

• Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

RCSD has always offered a plethora of professional development opportunities to teachers; in fact, narrowing the options to agreed-upon priorities is part of the work for this year. There is a concerted effort to prioritize professional learning on the "plan-teach-assess" lesson design cycle, which includes the use of data and common formative assessment to differentiate, and which addresses DTSDE patterns. Providing learning opportunities that promote social-emotional wellbeing and school positive climate is another priority as we build capacity in restorative practices such as relationship-building, the use of circles, trauma-responsiveness, and Dr. Joy DeGruy's work on post-traumatic slave syndrome and the relationship model. All of these support our emphasis on improving school climate and relationships so that our students are able to stay in school, thrive and learn. Formats vary--from after-school courses offered Districtwide, to the inclusion in the new contract of 5 half-days for schools to focus on PD, to job-embedded mechanisms such as common planning time and on-site coaches in all priority buildings. The District is currently re-assessing its professional learning approach for school leaders, working to better address the DTSDE findings, input from principals and adult learning theory. The Districtwide PD Plan is being worked on, under the leadership of the newly appointed Director of the Office of Professional Learning.

• List all methods of dialogue that district leaders will implement to strengthen relationships with school staff and the community.

Given the imminent change in leadership, it is premature to commit to a specific plan in this arena. However, there is recognized need for real dialogue, particularly as the Code of Conduct is implemented. In addition to emails, there are monthly principals' meetings and parent Coffee & Conversation sessions, and structures such as Executive School-Based Planning Team and Parent Advisory Council. Receivership schools all have a Community Engagement Team, which provides an opportunity for ongoing dialogue, in addition to School-Based Planning Teams. District staff do often participate in these teams, especially when focused on the work of implementing SED-approved improvement plans.

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

The DCIP will be posted on the District's website, linked from the home / landing page. Where applicable, it will also be referenced as context in various settings throughout the year.

For Districts with Priority Schools: Whole School Reform Model

1. Provide an overview of the district's overall plan and approach to district and school redesign and its desired impact on the targeted all-school group or sub-groups. In this overview, describe how the school redesign is connected to the larger district strategy and approach. In addition, provide the proposed school's vision, mission, key partnership organizations, key design elements of the educational program, other unique characteristics of the program, if any, and discussion of the district/partner(s) capacity to effectively support and oversee the proposed school(s).

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 percent (80%) of RCSD schools are in accountability status: 28 Priority Schools and 13 Focus Schools. This includes 10 schools currently in Receivership; one will close next year, 2 of these operate under the East Educational Partnership Organization with the University of Rochester, and 4 are scheduled to be released on June 30, based on improved February accountability status.

Furthermore, the Board of Education has announced a new Superintendent who will begin work on August 8th; therefore articulation of detailed theory of change and action will be emerging for the District. As of now:

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, increased instructional time, social-emotional supports, better technology in the classroom, and additional services through community partners;

Provide high quality instructional experiences and enrichment opportunities that include rigorous curricula, access to materials that help students access and meet NYSCC Learning Standards, textbooks, excellent instruction, Career and Technical Education (CTE) programs, and positive engagement in arts, music, sports, extracurricular activities, and Advanced Placement courses;

Reduce suspensions and learning disruptions including misbehavior, truancy, retention, and dropout; reduce special education referrals through improved effectiveness in tier 1 instruction and tier 2 interventions;

Improve outcomes such as achievement scores, graduation rates, and college and career readiness; and
Stabilize finances by stemming enrollment loss, reducing charter expansion, and attracting new families.

Additionally, the district continues to emphasize three key priorities:

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.

2. The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level redesign efforts, including the provision of adequate resources and related support in order to effectively support the site-based launch, governance, and implementation of the proposed school. The district must also demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement

A. Student Population and Needs. Using statistics and descriptive language, describe the population of students that the LEA serves and any specific unique needs by sub-group such as students with disabilities, English language learners, and students from households that are eligible for free or reduced lunch. Identify the school(s) student population, including sub-groups, to be served by the school-redesign, and describe any unique needs of these populations. In addition, describe the policies for students who choose to enroll or exit the newly designed school.

The Rochester City School District (RCSD) is a large, urban school district in western New York State (NYS) that serves 29,700 students in prekindergarten through 12th grade. RCSD is identified as a Focus School District by the New York State Education Department (NYSED), with 41 of the District's 51 schools in accountability status. Eighty-six percent (86%) of students attend one of these chronically underperforming schools. In accordance with Federal law, families are notified of their school's accountability status and made aware of the right to transfer. The limited number of schools in good standing minimizes this as a feasible option for families.

The City of Rochester has the second highest poverty rate in similarly-sized cities nationwide and ranks fifth in poverty among the country's 75 largest major metropolitan areas. Rochester's child poverty rate is the second highest for U.S. cities with a population of 200,000 or more. The 2010-2014 U.S. Census Bureau data report Rochester's poverty rate at 52%, more than double that in the country (22%), New York State (22%), and Monroe County (23%).

2014-2015 NYS School Report Card data report that 59% of RCSD's students are African American, 27% are Hispanic, 4% are Asian, and 10% are White. Nearly one out of every five RCSD students (19%) is classified as a Student with Disabilities (SWD) and 13% are English Learners. All RCSD students receive free lunch under the National School Lunch and School Breakfast Program's Community Eligibility Option, with 91% of students classified as economically disadvantaged as determined by their eligibility for free or reduced-price lunch.

In 2014-2015, only 5% of RCSD students in grades 3-8 were proficient in ELA as determined by NYS English Language Arts assessments, and only 7% were proficient in math. These proficiency rates remained unchanged from 2013-2014. There are achievement gaps between students with disabilities and their general education peers, and between black and hispanic students and their white peers.

B. District Systems and Structural Needs. Describe the district's approach to turning around the underperforming school(s), the theory of action guiding district efforts and the key district strategies. Describe the district's core challenges and issues related to turning around the school(s), based on data and the district's assessment of its current systems, structures, and policies for supporting underperforming schools. Identify and describe current systems and structural strengths, and weaknesses related to providing school-level site-based governance, human capital pipelines and development, education and instructional programs, school-level, site-based fiscal autonomy and management, and facilities acquisition and use.

Given our imminent Superintendent transition and our increased number of priority schools, this is an area to which we are, and will continue to be, devoting much time and attention. Key priority areas that are likely to continue are More and Better Learning Time, Reading by 3rd Grade and INstructional Excellence. Within this context, the areas of focus for turning around schools have been aligned with the turnaround research and have in all schools, and a focus on school leadership; collaborative, job-embedded professional learning on data-driven instruction and engaging instruction; and longer days to include intervention and enrichment. Some schools have partnered with proven organizations such as Expeditionary Learning and other Community Based Organizations (CBOs), or taken on a defining approach such as arts integration or STEM education. The attempt has been to match a school's strengths and interest with research-based approaches. Over the recent cycle of school improvement grants, we have devoted more resources and efforts to supporting the work of implementing the improvement plans. We are seeking to provide a more direct action-oriented link between District and school leadership, more strategic use of SIG funds, and integrated supports on some of the foundational aspects of school improvement such as building positive school climate and improving chronic absence. We continue to create and adjust structures that allow Priority and Receivership schools more streamlined access to systems, as we struggle with the tensions inherent in balancing the school's individual needs with equity for all students Districtwide.

C. District Systems and Structures to Monitor and Support Implementation. Describe the structures or other processes to be used to support and monitor implementation of school-level redesign efforts. Describe how the district will ensure that the identified school will receive ongoing, intensive support from the district or designated external partner organization(s). Describe how the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working. Specifically, please describe how the district will provide for review of data related to implementation benchmarks and measurable annual goals. Discuss the frequency, type, and extent of monitoring activities and who will be responsible.

Currently there is a focused improvement plan in the beginning stages of creation for the monitoring and implementation of the DCIP and its goals. This plan consists of seven teams; a District Committee of Stakeholders (DCS) and six Tenet Teams. The Tenet Teams will consist of a Tenet Lead or Leads and a representative group of stakeholders from the Board of Education, Central Office leadership, building level leadership, teachers, other professional school staff, parents, students, and community members. These teams will meet on a regular basis and monitor progress made towards achieving the DCIP goals. The Tenet Lead for each tenet will also be responsible for articulating the progress made to the District Committee of Stakeholders (DCS). The DCS consists of each Tenet Lead, as well as, the Superintendent, Deputy Superintendent, representatives from four unions (ASAR, RTA, BENTE and RAP) and representatives from the Parent Advisory Council. The DCS will be responsible for recommendations that directly impact district priorities, budget and grant decisions, the development of the future DCIP and school SCEPs.

The Office of School Innovation (OSI) was created to oversee aspects of the work of improving schools and of opening new, high-quality schools. The school design principles of rigor and personalization guide its work, and intermediary partners provide expertise in effective practices. OSI utilizes the latest in educational research and methodologies to develop innovative schools, programs, and policies that increase school performance and evaluates progress on work to date. Over the past several years, the emphasis has shifted school improvement strategies and plans. Thus, “OSI School Ambassadors” serve as liaisons for planning, implementing, and reporting School Improvement Grants (SIG) and School Innovation Fund (SIF) grant awards. This office works closely with the School Chiefs, the Deputy Superintendent of Teaching and Learning, the Principal, and other areas of District functioning under the Deputy Superintendent of Teaching & Learning to guarantee that there is consensus on the SIG plan and a structured timeline for implementation. OSI ensures compliance with NYSED requirements and alignment of these grants with overall district priorities, DTSDE review findings and the School Comprehensive Education Plan strategies. OSI oversees the More and Better Learning Time Priority and Title I academic supports and works with a team to ensure that these resources are integrated into overall school improvement efforts. In 15-16SY, this office has been the lead Receivership liaison for schools, the Superintendent Receiver and SED. School Innovation seeks to collaborate with the School Chiefs through quarterly formal progress monitoring cycles and continuous informal dialogue/problem solving.

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

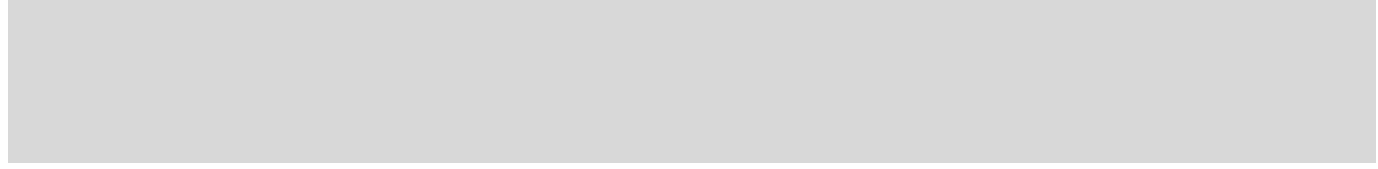
Chief of School Transformation focuses specifically on student growth and achievement, effective instructional practices, academic and behavioral interventions and supports; and parent, family, community engagement in Priority Schools. In 2015-2016, the Superintendent created an additional chief position, Chief of Curriculum and School Programs, to oversee ongoing evaluation and program effectiveness. The Chief of Curriculum and School Programs brings an evaluation framework to the Core Instructional Program. Cycles of review and evaluation provide assurances that the curriculum is implemented with fidelity and truly leads to shifts in teacher practice and student achievement gains.

RCSD's Department of Teaching and Learning is responsible for the academic and instructional needs of the District. The department includes managing directors of content areas as well as Intervention Services, Special Education, and English Language Learners. The Deputy Superintendent for Teaching and Learning designs and implements "best practice" instructional systems and works to ensure the alignment of curriculum, instruction, research, assessment, and supporting resources. The focus is to ensure the alignment of curriculum to the NYS Standards so that all students are prepared for graduation and post-secondary plans.

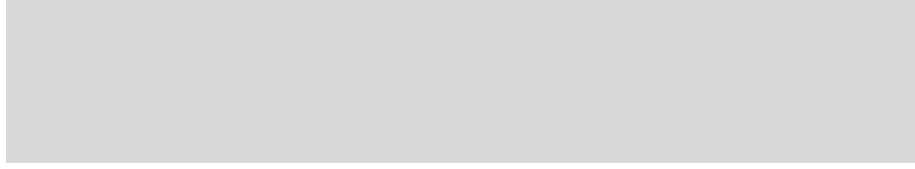
The District's Deputy Superintendent for Teaching and Learning and Deputy Superintendent for Administration work with principals on specific issues affecting the implementation of effective school turnaround as they arise. Executive coaches, funded by TIF and other revenue streams, serve as high-level mentors, providing guidance in a coaching capacity to ensure principal development. A new, cross-departmental Office of Professional Learning provides instructional coaches in English Language Arts (ELA) and Mathematics to teachers at all Priority Schools to support consistent implementation of the Common Core Curriculum across the District.

The debriefing process for each of the DTSDE reviews involves the School Chiefs in reviewing and prioritizing review findings, creating a plan for implementation of 3-5 prioritized recommendations, and documenting progress and artifacts related to the execution of such a plan. Following the review of the school, a cross-functional team comprised of the Office of School Innovation, Office of Teaching and Learning, Office of Administration and the Office of Professional Learning meets as part of a regularly scheduled progress monitoring visit. The purpose of the meetings is to review and provide additional central office support to schools related to these findings. One of the goals included in the District Comprehensive Instructional Plan for school year 2015-2016 includes using the DTSDE results to support principals in their instructional leadership and playing an essential role in the support of instruction improvement in the quest for improving student achievement.

Targeted school-based site visits are conducted regularly under the direction of the School Chief, school leadership team, and as needed, core curriculum directors. These visits take the form of comprehensive walk-throughs where effective instructional practices and indicators are reviewed, including performance-based data, evidence of differentiation, school climate, and attendance. Following the walk-through, various forms of debriefing sessions take place to plan for, and then ensure, appropriate levels of subsequent action.









Tenet 1: District Leadership and Capacity

Tenet 1: District Leadership and Capacity	The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.	
B1. Most Recent DTSDE Review Date:	May 13-14, 2015	
B2. DTSDE Review Type:	IIT	
<u>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</u>	The DTSDE review, confirmed by District leaders' assessment, is that our theory of change does not translate into actions at all levels of the organization. This is the foundation for all other decisions the district makes, and an opportunity to make our priorities very clear. Furthermore, we did execute many of our goals in 1.1, 1.3, 1.4 and 1.5, supporting our identification of 1.2 as the largest area of need for us. Our data reveal that school culture and climate as well as instruction that results in student growth are areas of need. The fact that we have 11,169 suspensions through June 12th, and that school climate has been established as a community-wide priority support the need to support schools in building a positive school climate to facilitate teaching and learning. Our preliminary Spring NWEA data revealed that only 35% of student achieved their growth target and 19% met the grade level national norm. Internal graduation projections for the 2012 cohort suggest that the 4-year rate will remain around 50% (48-55%). Therefore, we are in need of sending a clear and strong message that a deep focus on the use of formative assessment for instruction and intervention, within a nurturing school climate will result in increased student achievement.	
<u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</u>	The District will align supports around strengthening school climate and data-driven instruction and intervention such that by Spring 2017, there will be a 2.5% decrease in chronic absenteeism at elementary schools and a 3.0% reduction of chronic absenteeism at high schools, there will be an overall decrease of 10% for student behavior areas (duplicated and unduplicated suspensions, and incidents); NWEA scores will increase by 10% more students meeting or exceeding growth goals; 10% more students achieving grade level norm; XX% graduation.	
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>	NWEA benchmarks, school climate survey measures, incident and suspension data, monitoring on-off track credits and Regents, attendance data,	
<u>E1. Start Date: Identify the projected start date for each</u>	<u>E2. End Date: Identify the projected end date for each activity.</u>	<u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u>
6/1/2016		Determination of critical expectations at the district and school levels. (Full implementation of curriculum, use of formative assessments, and a plan to differentiate instruction; use of common planning time to consider data and make instructional decisions; outreach to parents; reduction of suspensions and arrests; building structures to support students and social-emotional development.)

8/15/2016	8/19/2016	Leadership Summit builds coherence and capacity in these key priority areas; agenda is implemented by a variety of District staff including Instructional Directors, Chiefs, other key Central Office Administrators, and Principals.
		District leadership will review school metrics on attendance, behavior/school climate, NWEA results, common formative assessment participation and progress towards graduation three times a year, and adjust accordingly through conversations and/or supports with schools.
7/1/2016	9/1/2016	The Instructional Directors are creating and executing an action plan to continue to build capacity and use of the NWEA data cycle; this will be infused into the "plan-teach-assess-reflect" lesson design professional development modules that are being developed by Teaching & Learning (see Tenet 3 and 4).
5/1/2016	6/30/2017	School Chiefs & School Ambassadors will ensure that there is a stated focus on teacher collaboration around common formative assessments and data to shape intervention and instruction particularly in Priority/Receivership schools. This will occur through the writing and monitoring of the plans, through resource allocation such as coaching supports, and through an emphasis during school walkthroughs and site visits.
7/1/2016	6/30/2017	Please see action/workplans for a tiered social emotional plan, including the development and launch of Help Zones in each school serving grades 7 and up, and schools that are beginning to implement restorative approaches. These plans are under the guidance and oversight of the Department of Student Support, in conjunction with multiple stakeholders.
7/1/2016	10/1/2016	Organize system supports for four community schools launching
7/1/2016	Jun-17	Please see emerging Implementation Plan for the detailed work surrounding the implementation of the Code of Conduct
Jul-16	Jun-17	Please see emerging implementation plan for Leadership Pipeline which focuses on the enhancement of our current workforce and creating an internal group of candidates for future leadership positions
Jul-16	Jun-17	For additional information regarding district practices, please see HCI Action Plan focused on the recruitment, retainment and placement of staff, the Finance Department yearly action plan, the Professional Learning Calendar and plan, and the RCSD Operational Calendar
Aug-16	Jun-17	Implement the DCIP Monitoring Plan for District Committee of Stakeholders and Tenet Teams
Aug-16	Jun-17	Monitor and revise plan for more and better learning time, including summer learning opportunities

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed:	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.
B1. Most Recent DTSDE Review Date:	May 13-14, 2015
B2. DTSDE Review Type:	IIT

<u>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</u>	The findings on our District review in 1415SY, the trends in ratings and recommendations across school reviews, and our achievement data, including the increase in number of priority schools all reveal that the District has not yet been successful in equipping school leaders to create an effective school environment, in most schools. We have achieved last year's DCIP goals on Danielson training and calibration, but one of the most common recommendations is for our school leaders to have and effectively utilize structures such as regular instructional walkthroughs to drive improvement. Another cross-cutting finding is that a majority of schools are found to be lacking systems that regularly set and monitor practices and outcomes--for instruction, for attendance, for social-emotional supports, and/or for parent engagement. The feedback from our school leaders and school Chiefs indicates that we have a continued need to provide more meaningful and effective professional learning experiences for all principals and assistant principals, tailored to their school and personal development. Principals request collegial "thoughtpartner" type of supports.
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<u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</u>	By June 30, 2017 the Department of Teaching and Learning and the School Chiefs will work in collaboration to support school leader practices and decisions in order to increase student achievement as evidenced by all of the schools that were rated Stage 1 in Tenet 2 in the 2015-2016 DTSDE Report (District-led or SED) will receive an overall composite rating of at least a Stage 2. Additionally, 35% of schools that were rated Stage 2 in Tenet 2 in the 2015-2016 DTSDE Report (District-led and/or SED) will receive an overall composite rating of at least a Stage 2 and the District overall rating of Tenet 2 will move from Stage 1 to Stage 2 by June 2016.
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>	SCEP quarterly monitoring reports. Articulated, co-planned, with Deputy Superintendent and ASAR, professional learning experiences for administrators. Evidence of walk-throughs following an established protocol. Feedback loop to Deputy Superintendent regarding support systems effectiveness. Established monitoring systems in schools to meet attendance, behavior, achievement and parent engagement goals.

<u>E1. Start Date: Identify the projected start date for each</u>	<u>E2. End Date: Identify the projected end date for each activity.</u>	<u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u>
Aug-16	Jun-16	Professional development provided to building level administrators around observation, evaluation, data analysis, and the use of common planning time.
Aug-16	Jun-16	Continue development of school chiefs to improve their ability to evaluate, support and coach principals.
Aug-16	Oct-16	Establish the use of eDoctrina evaluation tool for walk throughs (piloted at elementary schools) and dates of observation cycle; documented and review walk-throughs.

Aug-16	Oct-16	Establish a Principals' Advisory Committee that meets regularly with the Superintendent and Deputy Superintendent to solve problems of practice and plan for meaningful professional learning experiences.
Aug-16	Jun-16	Use problem of practice / collegial protocols to develop instructional leadership, including during principals' meetings, providing more opportunities for principals to learn from and with each other, to shadow each other, to support each other in implementing practices in their buildings.
Sep-16	Jun-16	Provide project management support for principals--either trainings, onsite, etc. (This can begin with the SCEP process)
Aug-16	Oct-16	Establish monitoring systems at district levels to meet attendance, behavior, achievement, student and parent engagement goals.
Sep-16	Nov-16	Support schools in the development of a monitoring system to meet attendance, behavior, achievement, student and parent engagement goals.
Aug-16	Oct-16	Office of School Innovation, in conjunction with Teaching & Learning will support at least four schools (9, 17, 22, and 45) in implementing their community school plan, conducting their needs assessment, and securing their site coordinators.
Aug-16	Jun-17	Restructure and customize Summer Learning based on previous years' experience and data to maximize the effectiveness of summer opportunities for our students.
Aug-16	Jun-17	Implement the DCIP Monitoring Plan for District Committee of Stakeholders and Tenet Teams

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	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.
B1. Most Recent DTSDE Review Date:	May 13-14, 2015
B2. DTSDE Review Type:	IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	<p>School review data on 37 of 43 DTSDE Reviews of Tenet 3, during the 15-16 school year, indicate developing ratings for alignment of unit/lesson plans to the Common Core Learning Standards and a lack of planning to meet individual student needs. Recommendations from the 15-16 DTSDE reviews included a need for schoolwide expectations on lesson planning and for collaborative planning utilizing data protocols. This is corroborated by observations of teaching and learning directors, school visit data, and department focus on curricular evaluation. School review data reveals a need for a reliable curriculum and cites a need for regular cycles of review and adjustment of lesson and unit planning and design. As a first step, in the 15-16 school year, Mathematics and ELA Departments created Understanding by Design (UBD) professional learning modules that were conducted with 500 teachers. Furthermore, the district has received feedback from stakeholders regarding lack of cultural relevancy in the Core Knowledge ELA K-2 curriculum. An RCSD curriculum aligned to CCLS is needed.</p>
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	<p>Goal 1: 75% of priority schools will be implementing the "plan-teach-assess-reflect" cycle in unit/lesson plans by the 3rd quarter of 2017, as evidenced by 90% participation in Understanding by Design training in these schools and improved schoolwide ratings on Danielson's elements of 1E by June 2017.</p> <p>Goal 2: By June 2017, the RCSD will provide resources to review, evaluate, and pilot a primary literacy development curriculum in 5 schools, with the plan to implement the new curriculum in all elementary schools in 17/18. All K-2 teachers at these 5 buildings will participate in Professional Learning Communities to develop CCLS aligned interdisciplinary, culturally-centered, and relevant curricular units of study during the 16/17 school year. Participants in the PLC will develop, implement, evaluate, and adapt the aligned lesson plans, which will be the basis for implementation of the new curriculum in all schools in 17/18.</p>
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Include 5 schools working on CCLS aligned K-2 curriculum development prototype; # schools PD plans implemented to include the Understanding By Design Framework; # schools progress monitoring the ratings of 1D Danielson

E1. Start Date: Identify the projected start date for each	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/1/2016	8/31/2016	The Instructional Directors will develop the Plan-Teach-Assess-Reflect PD Module and Share at Principal and Assistant Principal meetings

8/31/2016	11/30/2016	Implement Plan-Teach-Assess-Reflect PD Delivered through Sups. Day and as possible in the five half days at schools
7/1/2016	9/30/2016	Primary Grades PLC Forms and Culturally Relevant Curriculum Development Institute Kicks off
12/1/2016	2/28/2017	Primary Grades PLC Reveals Fall Results from unit development and data from lesson pilots
3/1/2017	1-Apr	Primary Grades District-Wide PD offerings begin for K-2 Curriculum Transformation
3/1/2017	4/1/2017	Plan-Teach-Assess-Reflect Cycle Evidence Check Point 2: Review Tenet 1 Evaluation Results from Observation data.
5/1/2017	6/1/2017	Primary Grades PLC- Shares results of Winter/Spring Lesson Development and Pilots with district and school stakeholders
6/1/2017	7/12017	Primary Grades Curricular Transformation PD for 100% of district primary staff complete
7/1/2017	8/31/2017	Primary Grades Curricular Transformation PD for 100% of NEW PRIMARY staff complete
7/1/2016	6/30/2017	Establish a guaranteed and viable curriculum for every discipline and course for grades PreK-12 based on NYS Standards and College and Career Readiness indicators
Aug-16	Jun-17	Implement the DCIP Monitoring Plan for District Committee of Stakeholders and Tenet Teams
Aug-16	Jun-17	Focus on implementing increased structures to support dual language and additional supports for bilingual students building on work done during the 15-16 school year
Aug-16	Jun-17	Continue work on enhancing summer and expanded/extended learning opportunities for students to increase the availability of quality programming and wrap-around services

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:		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.
B1. Most Recent DTSDE Review Date:		May 13-14, 2015
B2. DTSDE Review Type:		IIT
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.		School reviews (#) in 15/16 rated as "developing" in the area of providing differentiated supports to students and clearly articulating response to intervention processes. State, District and School Leader observations of teacher practice in accordance with the Danielson Framework, Domain 3, demonstrated a lack of student engagement and little variation in the work assigned to students. School DTSDE Recommendations to ___ schools cite lack of effective, long-range unit planning which impacts short-term lesson quality, individualized instruction, and cohesive instruction.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		<p>Goal 1: By the end of June 2017, 80% of K-6 and K-8 building leaders will have a Response to Intervention Framework in place with access to and knowledge of resources that support effective implementation through mandatory professional development so that 100% of students identified through the RtI process are provided appropriate Tier II and/or III services to meet their needs. This will result in an increase in the number of students meeting or exceeding NWEA growth targets in Reading and Math by 10% (as compared to 15-16 Fall to Spring results for all students, SWD, and ELL groupings) and a decrease of 10% in student suspensions and serious incidents.</p> <p>Goal 2: By May 2017, a minimum of 50% of schools (80% of teachers in applicable grade levels within the school) will administer the full series of Common Formative Assessments available in Math and ELA in grades 3-9.</p> <p>Goal 3: By June 2017, 500 teachers in phase 1 digital transformation schools will complete the Google Ready Series of 4 classes, and 250 teachers will complete the Google SET content courses. Digital lessons aligned to the Common Core Learning Standards will be collaboratively developed with Teaching and Learning Directors relative to ELA, math, science, and social studies.</p>
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		eDoctrina reports showing number of teachers administering Common Assessments; district-wide NWEA results showing student growth; number of teachers participating in RtI professional development and Google PD series.
E1. Start Date: Identify the projected start date for each	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Aug	27-Aug	RtI series of professional learning (Office of Professional Learning) and presentation at Leadership Summit

1-Aug	1-Sep	Update communication plan and begin implementation for the new Response to Intervention: A Multi-Tiered System of Supports Guidance Document
1-Aug	30-Oct	eDoctrina training (Teaching and Learning Directors)
1-Nov	30-Jun	Work with grade level teams at school buildings to implement and analyze common assessments (T&L Directors and Coaches)
1-Nov	30-Jun	Rtl liaisons and principals coordinate building-level Rtl processes and communication with central office staff and School Chief.
3/1/2016	6/30/2016	By June, 2016 the IT PD course template will be created in alignment with quality assurance standards for best practices in online learning and that captures RCSD's instructional values and beliefs (course template, key performance metrics, level of rigor, and assessment requirements.)
6/1/2016	8/31/2016	By August, 2016 all Level 1 courses will be online and ready for use and will be developed by the Instructional Technology Department. This first level will be a series of online courses, beginning with 'Digital Transformation 101', to set the stage for RCSD's digital shift and to address the overarching question: "Why are we doing this?" Additional Level 1 courses will focus on using Google Drive and Google Classroom. Once teachers successfully complete this three part series of courses, they will earn a Google Ready designation and be eligible to receive new Smart Schools funded devices for their classrooms.
9/1/2016	12/31/2016	By December, 2016 all Level 2 courses will be online and ready for use. The three online courses offered at this level will be content and grade level specific and will be developed by the Instructional Technology Department in collaboration with Curriculum and Instruction Department content area specialists. The grade level distinctions for these courses will be: Primary, Intermediate and Secondary. The overarching question for this series of courses will be: "What should I be doing digitally to improve my instruction?" Once teachers successfully complete this three part series of courses they will earn a Google Set designation.
9/1/2016	6/30/2017	Google "Ready" or Level 1 courses will be opened for teacher registration
1/1/2017	6/30/2017	Google "Set" or Level 2 courses will be opened for teacher registration
Aug-16	Jun-17	Implement the DCIP Monitoring Plan for District Committee of Stakeholders and Tenet Teams
Jul-16	Jun-17	Focus on implementing increased structures to support dual language and additional supports for bilingual students building on work done during the 15-16 school year
Jul-16	Jun-17	Continue work on enhancing summer and expanded/extended learning opportunities for students to increase the availability of quality programming and wrap-around services

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	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.
B1. Most Recent DTSDE Review Date:	May 13-14, 2015
B2. DTSDE Review Type:	IIT

<p><u>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</u></p>	<p>All data support the need for the District to create and implement a new framework, with associated supports, to nurture the social-emotional developmental health of all our students. A recent survey on Adverse Childhood Experiences reveals that 87% of our students have experienced a traumatic event, and 40% have experienced multiple events. Moreover, the effects of chronic stress, including poverty and structural racism, on brain development and behavior continue to become better understood. Our suspension data show at the time of writing, there have been 9082 suspensions thus far in 15-16, resulting in 56,761 days lost to suspension. This is slightly below our 14-15SY pace, which we attribute to the adjustments made this year through our work with the Community Task Force and introducing restorative practices in 15 schools. In addition, our school staff, parent and community members tell us loudly and clearly that we are not equipped to meet the mental health needs in our schools and that not all schools have a positive climate. Common threads in our DTSDE recommendations cite the lack of a clear systematic approach to social-emotional well-being and school culture.</p>
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<p><u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</u></p>	<p>Strengthen school climate by developing a social-emotional framework consisting of the work in; restorative practices, Code of Conduct, Help Zones, the Relationship Model (Knowing our Students, Their Culture, Heritage and Realities), and Culturally Relevant Curriculum resulting in a reduction of suspensions (duplicated and unduplicated) and serious incidents by 10 percentage points.</p>
<p><u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u></p>	<p>numbers of referrals, suspensions, and severe incidents (VADIR) implementation checks on milestones in work plans for Help Zones, restorative practices and RTI. Chronic absenteeism rates, average daily attendance</p>

<p><u>E1. Start Date: Identify the projected start date for each</u></p>	<p><u>E2. End Date: Identify the projected end date for each activity.</u></p>	<p><u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u></p>
		<p>Department of Student Support Services will oversee the launch of Help Zone in all buildings serving 7th grade and up (less SOTA and SWW). This department will follow the workplan to support schools; key milestones are below.</p>
Jun-16	1-Aug-16	<p>RFP process will be finalized to select community agency to staff the Help Zones, and contract will be executed, pending Board approval.</p>

Jul-16	1-Aug-16	Student Support Services will meet with each Principal to review the implementation binder, evaluate the space, and set up the room to ensure restorative practices can be implemented.
July, 16	Aug, 16	All staff hired in Help Zones will be trained in 3-day circle training, Crisis as an Opportunity, and de-escalation skills.
Sept / October '16	May, 2017	Student Support Services will meet with each school-based team every other month to review tracking / usage and implementation of the Help Zones.
Jun-16	15-Jul-17	An action plan to support ROCRestorative schools in defining, expanding and systematizing their work to become more restorative. The action plan will be developed by the ROCRestorative team leaders and the principals.
Jul-16	1-Aug-16	Hire and orient 3 Lead Teachers On Assignment to support schools in implementing restorative practices. This includes the current ROCRestorative schools and the tentative new schools. (23, IATHS, 5, 8, 12, 57, 54, Lynx, Northstar)
Jun-16	30-Aug-16	Devote resources and differentiate facilitation to the ROCRestorative schools in their summer work to build staff capacity and buy-in.
June, 2016	6-Aug-16	School Innovation will support the implementation at The Gandhi Institute and monitor the pilot summer youth apprenticeship in restorative/nonviolent practices. These efforts will guide youth leaders to help anchor the work in their high schools during the next school year.
18-Jun-16	30-Jun-17	Opportunities for parents to receive the introductory one-day circle training will be offered, and will be built into the 16-17 school year Parent University programming.
Jun-16	Jun-17	Student Support Services will partner with the District RTI workgroup to ensure that the behavioral side of the RTI pyramid is addressed; see workplan. Participate in weekly work sessions.
Jun-16	Jun-17	Analysis of school wide systems specifically focused on responses to B.A.S.E (behavioral, academic, social & emotional) needs of individuals.
Jul-16	Jun-17	Please see implementation plan for additional steps regarding the rollout of the Code of Conduct
Jul-16	Jun-17	Please see implementation plan for the action steps necessary to implement the (Relationship Model) Knowing our Students, Their Culture, Heritage and Realities.
Aug-16	Jun-17	Implement the DCIP Monitoring Plan for District Committee of Stakeholders and Tenet Teams

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:	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.
B1. Most Recent DTSDE Review Date:	May 13-14, 2015
B2. DTSDE Review Type:	IIT

<p><u>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</u></p>	<p>DTSDE feedback across schools articulates a need for schools to listen and communicate with parents and to design experiences that will improve and increase the levels of parent engagement and involvement. These experiences will equip more parents to support student success. Each school has a full-time parent liaison or home school assistant position to assist in this work; however, based on feedback from reviews, there needs to be more effective joint work with school administration and families. The recommendations point to a need to develop stronger mechanisms for asking parents what they need/want/are interested in.</p> <p>There is also a need to develop mediation and conflict resolution skills at the school level. This will reduce reliance on the Office of Parent Engagement but more importantly build the capability at each school. Feedback from parents indicates that too many schools do not have a welcoming environment / positive climate. The Community Task Force on school climate is currently conducting focus groups in a number of schools. These are intended to strengthen parent engagement and community partnerships. Focus group and other parent involvement/engagement activities should be ongoing at each school so that the dialogue between parents, community and school is continuous. Parents should be an integral part in planning these activities.</p> <p>District leadership, in conjunction with the Community Task Force, has taken on the work of recognizing and combatting the role that implicit bias and a lack of culturally specific understandings play in our poor achievement and parental relationships. Within this system context, we have four schools undergoing a transformation to adopt the community school model as an improvement strategy, under their Receivership/SIG and/or SIF plans. This work is predicated upon establishing very close relationships and understandings of family/community needs and assets, and continuously responding in strategic ways that reduce barriers to learning and strengthen communities. Currently, our Receivership rubric and other assessment tools show that three of the schools are in early stages of development along the continuum, while the fourth is farther, but still emerging.</p>
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<p>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>1. Improve parents' experience at schools and Central Office by strengthening and supporting the role of the parent liaison and home school assistant, as well as, the customer service focus of school and central office staff(measured by qualitative feedback and school-based parent complaints).</p> <p>2. Improve communication with parents via technology, through bridge building and multiple methods of communication.</p> <p>3. Each school's culture should exemplify a welcoming and inviting school environment. This environment should include acknowledging parents and ensuring that parents become a part of the decision-making process for issues that impact the entire school community.</p>
<p><u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u></p>	<p>Number of parents who have signed up to participate with each schools "Power of 2" parent groups, number of parent/community forums held during the school year, parent feedback regarding school climate, chronic absence at each school (compared to prior year), severely chronic absence rate, and the average daily attendance rate. Number of parent complaints obtained by the Office of Parent Engagement, Office of School Chiefs, Deputy Superintendents and the Superintendent's Office.</p>

<p>E1. Start Date: Identify the projected start date for each</p>	<p>E2. End Date: Identify the projected end date for each activity.</p>	<p>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</p>
June 2016	August 2016	Office of Parent Engagement will finalize a draft of the revised job descriptions for parent liaisons, to include clear expectations for working on chronic absenteeism and on strengthening relationships and handling conflict peaceably.
Aug-16	Nov-16	Office of Parent Engagement, Student Support Services and School Innovation will collaborate to design and deliver sessions on "Restorative Practices 101" for parent liaisons.
Aug-16	Jun-17	Under the leadership of the Sr. Director of Youth Development & Family Service, continue to drive the Every Minute Matters work reduce chronic absenteeism especially in grades K-3 at target schools. The monthly attendance blitzes, partnering community volunteers and district staff, will continue.
Sep-16	Jun-17	With the support of Principals, teachers and school administrators, Parent Liaisons will gathers names of parents who will participate in the "Power of 2" concept of increasing the level and quality of parent engagement/involvement at each school. The Office of Parent Engagement will accumulate the data from all schools for reporting on a monthly basis.
Jul-16	Jun-17	Office of School Innovation, in conjunction with Teaching & Learning colleauges, will facilitate at least four schools (9, 17, 22, and 45) in articulating their community school plan, conducting their needs assessment, and securing their site coordinators. A huge part of this role is in authentic assessment of family needs and desires, and in taking an asset-based approach to building home-school-community relationships.
Jul-16	Sep-16	School Innovation, Director of Expanded Learning will organize professional learning strand for the site coordinators and school leadership teams, as well as a community advisory group. This work will seek to connect to community-based initiatives such as the Rochester-Monroe-Anti-Poverty-Initiative.
Aug-16	Oct-16	Develop a process for collecting, monitoring and addressing parent concerns and complaints.
Aug-16	Jun-17	Implement the DCIP Monitoring Plan for District Committee of Stakeholders and Tenet Teams
