

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

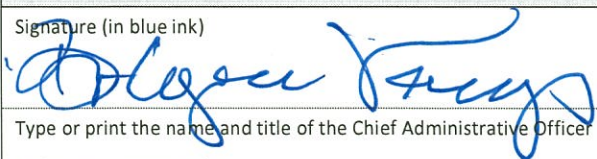
DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

<b>District (LEA)</b>		<b>LEA Beds Code:</b>	
Rochester City School District		2616 0001 0000	
<b>Lead Contact (First Name, Last Name)</b>			
Michele Alberti			
<b>Title</b>	<b>Telephone</b>	<b>Fax Number</b>	<b>E-mail Address</b>
Executive Director of School Innovation	(585) 262-8324	(585) 263-3292	michele.alberti@rcsdk12.org
<b>Legal School Name for the Priority School Identified in this Application</b>		<b>School Beds Code</b>	
Northeast College Preparatory High School		2616 0001 0073	
<b>Grade Levels Served by the Priority School Identified in this Application</b>		<b>School NCES #</b>	
9-12		362475005856	
<b>Total Number of Students Served by the Priority School Identified in this Application</b>		<b>School Address (Street, City, Zip Code)</b>	
669		94 Fernwood Park Rochester, NY 14609	

School Model Proposed to be Implemented in the Priority School Identified in this Application					
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Innovation Framework <input type="checkbox"/>		
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College <input type="checkbox"/>	Community <input type="checkbox"/>	Career <input type="checkbox"/>

**Certification and Approval**

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

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

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

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

M/WBE Documents Package (containing original signatures)			
<input type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input type="checkbox"/>	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor’s Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
<b>SED Comments:</b> Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

## PROPOSAL NARRATIVE NORTHEAST COLLEGE PREPARATORY HIGH SCHOOL

### I. DISTRICT-LEVEL PLAN

#### I.A. DISTRICT OVERVIEW

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

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

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

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

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

- Ensure that each student is prepared academically to succeed in college, life, and the global economy;
- Create safe, engaging, and nurturing school environments that enable student success;
- Recruit, develop, and retain highly effective, diverse people dedicated to students' success;
- Use world-class operational standards and practices to continuously improve how student success is supported; and
- Create a culture in which adults are held accountable for student success.

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

- Common formative assessment
- Differentiation of lessons, intervention, and acceleration
- Common Core Learning Standards (CCLS) and curriculum in literacy/English Language Arts (ELA) or Mathematics
- Deep application of the Danielson Framework More and better learning time/Expanded Day
- Environment of respect and rapport with a culture for learning in the classroom and school
- Specific model/NYS-approved focus (e.g., SIG, SIF, Expeditionary Learning, International Baccalaureate)

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

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

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

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

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

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

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

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

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

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

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

- **Maximizing Instructional Time** - Strategies include eliminating pull-out from the core instructional program, eliminating early dismissal days, and adding built-in supplemental time for arrival and dismissal.
- **Extended School Day** - RCSD has increased the efficiency in the provision of Supplemental Academic Services (SAS) and alignment of community-based after-school programs with school-wide instructional priorities.

- **Expanded School Day** - RCSD has piloted and scaled high-quality, research-based approaches to expanding the learning day to provide more time for differentiated supports, socio-emotional learning, and engaging enrichment opportunities.
- **High Quality Summer Learning** - RCSD provides additional instruction, not just remedial but also accelerated and enriched learning experiences, during the summer to promote authentic, engaging learning experiences and maintain a focus on reading.

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

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

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

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

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

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

District officials have participated in DTSDE training and are working with Outside Educational Experts and NYSED officials in conducting school reviews on a regular basis. The Office of Professional Learning, Office of School Innovation, and Executive Directors of Curriculum, along with the Secondary School Chief, are participating in the Regents Reform Agenda DTSDE Professional Learning Community and developing a District-level plan for

utilizing the DTSDE tool to guide adult learning and Districtwide improvements in planning and effectively implanting a system for differentiated instructional support for teachers and leaders.

## **I.B. OPERATIONAL AUTONOMIES**

### **I.B.i. Operational Autonomies at Northeast College Preparatory HS**

In 2012, RCSD established a goal to expand the school day for students. In an effort to gain more flexibility for expanded day schools, a process for Earned Autonomy with Accountability was drafted in Spring 2015 and implemented in SY15-16. The crux of the process is to gain building-level operating flexibility in the areas of scheduling and staffing. There is flexibility for schools in the master schedule to increase teacher collaboration. Additionally, schools have the opportunity to earn flexibility in the use of their Expanded Learning Time funding to make itinerate staffing full 1.0 positions.

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

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

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

In April 2015, a new section was added to educational law. Section 211-f requires that Persistently Struggling Schools (i.e., schools that have been in the most severe accountability status since SY06-07), be given an initial one-year period under a Superintendent Receiver to improve student performance. Struggling Schools (i.e., schools that have been Priority Schools since SY12-13), will be given an initial two-year period under a Superintendent Receiver to improve student performance. RCSD has received the designations of its 14 Priority Schools, and Northeast College Preparatory High School is designated as "struggling," therefore having two years to make demonstrable improvement. As a result of this designation, RCSD's Superintendent will become the Receiver of Northeast. This designation ensures that the school will have various autonomies. As the Receiver of the persistently struggling and struggling schools, the Superintendent will be vested with the Powers of a Receiver. These powers include

the ability to review and make changes to the school budget, create/change school program and curriculum, supersede a decision made by the Board of Education, require all staff to reapply for their positions, implement professional development for staff, expand the school day or year, convert the school to a charter school, pursuant to the law, request changes to the collective bargaining agreement, and convert the school to a community school.

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

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

### **I.B.iii. Additional Evidence of Operational Autonomies**

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

## **I.C. DISTRICT ACCOUNTABILITY AND SUPPORT**

### **I.C.i. Manner by which All Federal Requirements of Intervention Model are Fulfilled**

RCSD's Executive Director of School Innovation oversees the work of improving low-achieving schools and opening new, high-quality schools. The Office of School Innovation serves as the District's turnaround office and was created to oversee the work of improving schools. A cross-functional executive-level team that includes the Superintendent, Deputy Superintendent of Administration, Deputy Superintendent of Teaching and Learning, Chief Counsel, and the Executive Director of School Innovation has created a monthly review process to support the implementation of Receivership/Priority School plans. This progress monitoring of implementation will ensure all federal requirements of the intervention model are fulfilled.



### **I.C.ii. Senior Leadership Who Will Direct RCSD's Turnaround Efforts**

The Office of School Innovation (OSI) was created to oversee the work of improving schools and opening new, high-quality schools. The school design principles of rigor and personalization guide the work, and intermediary partners provide expertise in effective practices. OSI utilizes the latest in educational research and methodologies to develop innovative schools, programs, and policies that increase school performance and evaluates progress on work to date.

“OSI Ambassadors” serve as liaisons for planning, implementing, and reporting School Improvement Grant (SIG) and School Innovation Fund (SIF) grant awards. OSI ensures compliance of these grant opportunities with NYSED requirements and alignment of these grant opportunities to the overall District priorities, DTSDE review findings, and the School Comprehensive Education Plan strategies. OSI also oversees the More and Better Learning Time Priority and Title I academic supports; with a Director of Expanded Learning and Associate Director of School Innovation overseeing these two initiatives respectively.

The Executive Director of School Innovation collaborates with RCSD's School Chiefs to conduct regular examination of school-wide data and ensure redesign/improvement efforts are progressing according to the specified plan. Each School Chief supervises a cluster of schools and reports directly to RCSD's Deputy Superintendent of Teaching and Learning. The Chiefs assist their principals with daily instructional and operational responsibilities and evaluate Priority School principals in all elements of school improvement.

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

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

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

An organizational chart for RCSD’s management structure is attached.

**I.C.iii. Coordination of Organizational Structures to Ensure Accountability And Support**

Each Priority School is assigned a District-level ambassador from the Office of School Innovation who serves as the lead party in preparing all NYSED-mandated reports related to grant funding and action planning. The Office of School Innovation works with the School Chiefs, Deputy Superintendent of Administration, Deputy Superintendent of Teaching and Learning, Chief of School Transformation, Principal, Director of Expanded Learning, and all School Innovation partners to guarantee there is agreement in the elements of the SIG plan and a structured timeline is in place. Scheduled meetings monitor the Performance Management Plan.

The Office of School Innovation has written a guidance document that was shared with all principals detailing measurable targets, both quantitative and qualitative, that demonstrates how a school can effectively move along the rating continuum of the School Comprehensive DTSDE Rubric for Tenets 2-4. This work ensures the school vision links directly to the implementation of the Common Core Learning Standards and that delivery methods are immersed in best practice research. As a result, principals are able to better monitor their data and align specific reform efforts to the NYSED evaluation tool.

The debriefing process for each of the DTSDE reviews involves the School Chiefs in reviewing and prioritizing review findings, creating a plan for implementation of 3-5 prioritized recommendations, and documenting progress and artifacts related to the execution of such a plan. Following the review of the school, a cross-functional team, comprised of the Office of School Innovation, Office of Teaching and Learning, Office of Administration, and the Office of Professional Learning, meets as part of a regularly scheduled progress monitoring visit. The purpose of the meetings is to review and provide additional central office support to schools related to these findings. One of the goals included in the District Comprehensive Instructional Plan for SY15-16 includes using the DTSDE results to support principals in their instructional leadership and playing an essential role in the support of instruction improvement in the quest for improving student achievement.

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

**I.C.iv. Delivery Details for Planned Interactions**

The Offices of School Innovation and Teaching and Learning will work collaboratively to support the implementation of the SIG plans. Details regarding these interaction are included in Table 1 below.

**Table 1. District Transformation Support Plan**

Interaction	Frequency	Person Responsible
Performance Management Plan	Every 5 weeks	OSI Executive Director; School Chief;

Interaction	Frequency	Person Responsible
		Chief of School Transformation; Deputy Superintendents; Director of Expanded Learning; OSI Ambassador; Principal; Partners; Community Engagement Team; School-Based Planning Team
Fiscal Performance Review	Monthly	Office of School Innovation Budget Personnel Office of Professional Learning Deputy Superintendents Office of Grants
Budget Review	Biweekly	Office of School Innovation Office of Grants Senior Budget Analysts
School Visits	Biweekly (at a minimum)	School Chief; Chief of School Transformation
School-Based Planning Team	Monthly	Principal
Integrated Intervention Team (IIT) Visit	2015-2016 School Year	NYS IIT
DTSDE Review	Year-End	RCSD DTSDE Team
SCEP and Related Data Review	Quarterly (at a minimum)	Executive Cabinet & School Teams
Coaches	Daily	ELA and Math Coaches

**I.D. TEACHER AND LEADER PIPELINE**

**I.D.i. Recruitment Strategies That Ensure Equal Access to High-Quality Educators**

Successful recruitment efforts rely heavily on strategic efforts throughout the year, not only when vacancies occur. The need to promote flexibility in teaching staff reaches beyond recruitment of new teachers. Teachers with multiple certifications provide many benefits to the educational system. Each year, RCSD is faced with displacement or elimination of teachers and/or administrators who are critical to programs within schools due to statutory and contractual requirements. The District has an urgent need to develop both depth and breadth in programs so that changes in personnel will not negatively affect student learning.

RCSD’s Division of Human Capital Initiatives (HCI) has established three overarching goals to help ensure that the district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel. This approach affords schools the ability to ensure success by addressing the needs of their community. These goals are to:

- 1) Reduce the number of staff vacancies on the opening day of the 2015-2016 school year as compared to the 2014-2015 school year by 10%, with particular emphasis on

high needs areas (i.e., bilingual and special education), and reduce the number of itinerant staff in 2015-2016 as compared to 2014-2015 by 5%.

- 2) Increase diversity by 5% over the 2014-2015 established baseline in targeted areas of need, including management, high needs areas, and new school-based hires.
- 3) Improve the quality of new hires and stability of new hires by 10% as measured by evaluations and staff retention rates.

RCSD has acknowledged issues related to a delayed staffing timeline and has made adjustments to the timeline. Actions are being taken for targeted recruitment and staffing to address quality, diversity, and high needs areas. Evaluation data have been utilized to drive tenure decisions and professional learning plans and supports. Additional consideration to cross-functional operational practices and timelines (i.e., staffing, scheduling, budgeting, and educational programmatic detail including specialized services, preK, and bilingual) is required to ensure a synchronized and sequenced system for high quality staffing. Leadership development is an area of need to ensure a high-quality administrative pipeline.

A strong focus on training and calibration of the teacher evaluation and internal review process has begun. Teacher evaluation training has been strengthened by intensive training by Candi McKay Consulting on the evidence of the teaching rubric, calibrated learning walks in classrooms, and clinical review of observation reports based on rubric elements (Objectivity of Evidence, Alignment of Evidence, Preponderance of Evidence, and Accuracy of Scores). The work related to the use of the Multi-dimensional Principal Performance Rubric (MPPR) for principal evaluation has included training for School Chiefs, principal meetings, and continued one-on-one principal discussions. This work needs to continue and deepen with additional support for administration, coaches, and teachers to appropriately calibrate expectations and support continuous improvement. Clearer expectations and evaluations for staff outside of the teacher and administrative unit need to be established. Deepened work related to the District's STLE-D activities and principal-led discussions for MPPR evaluation is planned to improve calibration of expectations. Support from school chiefs is essential for this work.

While the level of staff retention is high compared to other urban districts, there is a concern as to the validity of this measure and its reflection related to teacher quality. *Career in Teaching* (CIT) mentors and peer reviewers will be trained and calibrated utilizing the McKay framework and process, thereby developing a unified lens related to instructional quality. Alignment of professional learning across the District, inclusive of CIT, is a continued focus of improvement.

In addition, RCSD has a Master's Degree Reimbursement Program to support initial teachers as they earn their mandatory New York State professional teaching certification. RCSD also has a predetermined agreement to use funds to pay for a second Master's Degree/Certification for teachers seeking additional certification in shortage areas. This tuition reimbursement incentive encourages teachers to obtain multiple certifications. The District publicizes these benefits to attract experienced, qualified teachers for high need areas.

Acquisition of the new AppliTrack Recruitment System supports the active management of the candidate application lifecycle, including planning, recruiting, candidate screening, hiring, and new employee on-boarding. This system allows HCI to track recruitment efforts in a more effective manner. Data is consistently available to track recruitment trends that will help to

ensure the RCSD's access to High-Quality Educators. HCI uses this information to query teachers' certification type and eligibility to identify teachers for high needs areas.

#### **I.D.ii. Altering Hiring Processes to Ensure Availability of Staff Who Can Achieve Change**

The Department of Human Capital Initiatives placed advertisements to recruit for all teacher tenure areas in late February 2015 and will continue this practice annually each February. Previously, the District did not recruit candidates until true vacancies were identified, which caused substantial delay in the hiring process and loss of qualified candidates. The District has also expanded its geographic area to recruit highly qualified teachers and administrators nationally. Urban areas were saturated with vacancy announcements using national search engines. All vacant positions are posted and undergo a full recruitment process prior to selection of an applicant.

RCSD continues to utilize a centralized master scheduling process. This process allows for the creation of consistent and compatible schedules throughout the District. Students' instructional needs drive the master schedule, which then determines staffing levels and hiring needs. These new schedules reduce the number of part-time and itinerant positions and increase the attractiveness of RCSD employment. Centralized master scheduling also allows the District to identify vacancies earlier in the staffing process to facilitate a more extensive search for qualified applicants.

#### **I.D.iii. Training Programs to Build the Capacity of Leaders**

History and Past Funding. In efforts to increase leadership capacity for school leaders, RCSD took part in the three comprehensive approaches described below prior to its current work in strengthening instructional leadership in partnership with Candi McKay Consulting.

- 1. *Dream Schools - Transformation Leadership Cohort*** provided intensive supports to six schools. Topics discussed included the change process, data-driven decision making, creating a new culture, use of technology, and instructional leadership. Through an anticipated three-year cycle, 18 schools, 54 school leaders, and 18 district office personnel would have been impacted. The Dream Schools initiative was funded from local funds from July 2008 through June 2011.
- 2. *Rochester Leadership Academy*** offered professional learning opportunities to sitting administrators. The program was coordinated jointly between RCSD and St. John Fisher College, with St John Fisher College serving as the lead agency. The curriculum addressed the changing context, reforms, and role of the principal by focusing on the requisite skills, knowledge, and dispositions required for effective leadership and high performance management. RLA was funded by a Title I School Improvement Grant from April 2011 through June 2012.
- 3. *The SUPES Academy*** worked collaboratively with RCSD on the development and implementation of problem-based learning academies that facilitated capacity-building across the District. Participants included leadership from school-based leadership teams up through the Superintendent's cabinet. Approximately 250 RCSD leaders participated in this training. SUPES academies were customized, case-based, and experiential learning programs that were delivered in combination with consistent, intersession support from highly qualified coaches. Intensive executive coaching supplemented the formal workshop sessions. All activities were specific to the goals and objectives of the six tenets of the

DTSDE. Activities with The SUPES Academy was supported through the Systemic Supports for School and District Turnaround grant from July 1, 2013 through June 2014.

Current. All certified administrators within RCSD are taking part in training on the Danielson Framework for Teaching rubric, the rubric RCSD uses to assess teacher performance as part of the currently approved APPR agreement. The intent is to engage learners so that they may understand the characteristics needed by school leaders to:

- Create and sustain improvement in teaching;
- Develop a common understanding of the Danielson Framework components and rubric and be able to identify key differences among the levels of performance in the rubric;
- Align specific examples of practice to the components in the Framework;
- Improve the quality of professional conversation that engages teachers in reflection and professional growth;
- Deepen the understanding of the components to the element level and how they evidenced in classroom practices;
- Understand student engagement and be able to distinguish it from compliance and participation in the classroom;
- Improve reliability and consistency for collecting and scoring evidence of an observed lesson; and
- Collect, calibrate, and share observation evidence with colleagues.

In addition to a traditional multi-day workshop series facilitated by Candi McKay Consulting, administrators will participate in small group classroom visits to apply their learning side-by-side with an external lead evaluator. Together they will assess calibration and develop the overall essential skills and understanding required for improving the quality of teaching and learning across the District and effectively implementing SIG redesign plans. This effort is supported with a pairing of the District set-aside funds from previous SIG grants and Title IIA.

#### **LD.iv. Training Programs to Build the Capacity of Teachers**

History and Past Funding. Teachers were offered multiple opportunities to take part in District-wide training that supported their growth and development into effective and highly effective teachers. The District utilized Race to the Top Funds (RTTT) to structure supports using Network Teams. RDSD used three Network teams to support teachers, one focused on Common Core State Standards (CCSS), another worked on Annual Professional Performance Review (APPR), and the third team targeted Data Driven Instruction (DDI).

Dream Schools - Transformation Leadership Cohort provided focused training on Data Teams and Decision Making for Results (DMR) to increase teacher effectiveness in low-achieving schools. This 12-hour training provided school teams with protocols and strategic questioning techniques to guide their work of using data to drive collective decision-making. Follow-up support came from a Central Office liaison and Executive Coaches.

In the recent past, District-wide training sessions to increase teacher effectiveness have focused on unpacking Common Core State Learning Standards, using and adapting NYS Learning Modules for ELA and Math, and increasing teacher content knowledge. 2010 - 2013 *Math and Science Partnership* (MSP) grants focused on Mathematics and Science content. More than 300 K-12 teachers received content and pedagogical training through these MSP grants.

Multiple *Teaching American History* (TAH) grants supported more than 400 K-12 teachers and increased teacher content knowledge and improved classroom pedagogy in the area American History.

To address the District's priority on improving literacy and math scores, RCSD is training all certified ELA and Math teachers in grades 7-12 who were selected to teach *Ramp-Up Literacy* and *onRamp to Algebra*. *Ramp-Up Literacy* and *onRamp to Algebra* are designed specifically to address the needs of students who enter middle school or high school two to three years behind their peers. Researchers in English Language Learners (ELLs) participated fully in the design of both courses, making them highly responsive to the needs of ELLs. The flexible curriculum and instructional materials have been adapted for students with special needs. This adaption 'know how' is taught within the high-quality professional development training for both novice and veteran teachers with support and guidance in classroom teaching. A Longitudinal Study of the Impact of America's Choice on Student Performance in Rochester, New York, 1998-2003 reports the local success of these proven instructional programs.

Current. RCSD has streamlined all instructional professional learning to support District capacity, implementation of Common Core State Standards (CCSS) in English-Language Arts, implementation of CCSS in Mathematics, and Data-Driven Instruction/Inquiry. This approach aligns to current recommendations from the completed DTSDE school reviews as well. These trainings are taught within the context of providing additional supports through Instructional Coaches who support schools. Instructional Coaches are centrally deployed and both directed and supervised by the Office of Professional Learning.

Further, the Division of Teaching and Learning and the Office of Professional Learning are seeking teachers to serve as Teacher Facilitators at each school. Teacher Facilitators will lead training activities in their schools for their colleagues on the Framework for Teaching. They will learn all requisite knowledge and skills during their training with Candi McKay Consulting. The intent is for teachers to develop their understanding of the Framework components so that they are prepared to take an active role in their own growth and learning through purposeful and meaningful observations. Most importantly, teachers will be able to use the Framework for Teaching to reflect on their own practices to engage in professional conversations with both supervisors and colleagues that will impact the quality of teaching and learning for all.

#### **I.D.v. RCSD-Offered Training Events in Year 1**

A chart of District-provided training events is included.

### **I.E. EXTERNAL PARTNER RECRUITMENT, SCREENING, AND MATCHING**

#### **I.E.i. Processes for Utilizing External Partner Organizations**

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

The District's Purchasing and Procurement processes contribute by obtaining the best value for goods and services, specifically the Request for Proposal (RFP) process which identifies high-quality, cost-effective, and dependable community partners. RCSD's RFP process follows all regulations for public entities and Board policy in posting, bidding, and

reviewing proposals. A committee of nine (9) District staff from five (5) departments and two (2) schools reviews all proposals. The committee assesses presentations, conducts comparative cost-analysis, and rates programs on established criteria. Criteria include cost, match with desired outcomes, quality, references, M/WBE status, and value added. The resulting list enables schools to select a viable partner.

In recent years, the RFP for Expanded Learning and Supplemental Academic Service (SAS) providers has become more rigorous, including proof of organizational capacity, alignment with RCSD's priorities and with Common Core Learning Standards, and an evidence-based approach and/or track record of demonstrated success in increasing student achievement or other indicators. Using the approved list, all schools actively participate in the Consultation Process to ensure the partner's ability to support the school's plan for improvement and to enhance the school's ability to manage partnerships.

Once partners are selected and services are underway, various District-level staff, including School Chiefs and School Ambassadors, work with school-based leadership to conduct regular progress monitoring toward deliverables. Furthermore, RCSD partners are evaluated annually based on:

- Quality of services (including rigor, engagement, student/staff satisfaction, and student outcomes)
- Service delivery (including timeliness, provision of substitutes, etc.)
- Customer service
- Data-based rationale for continuation/discontinuation of services
- Cost effectiveness, including the availability of similar quality services for free or at lower cost (e.g., Service Corps, retired executives)
- Youth Program Quality Intervention (YPQI) data if available (YPQI is a continuous improvement approach to professional learning, and should not be used for evaluation purposes, but participation does reflect on the organization.)

#### **I.E.ii. Processes That Ensure NECP Has Access to Effective Partners**

In anticipation of a grant award, the Office of School Innovation (OSI) and the school's leadership work together to ensure that partner selection for grant-related services aligns with school programming. A consultation process is used that includes the potential partner, the school leadership team, and a representative of OSI.

After consultation is completed and a scope of services is agreed upon, the contract is initiated with the Legal Department. If Board of Education (BOE) approval is required, the timeline for a fully executed contract aligns with scheduled BOE meetings. However, RCSD's BOE has pre-approved, through the RFP process, a number of potential community partners, thus ensuring that Priority Schools have access to external partner support once the grant is awarded and the implementation period begins. School Innovation has also conducted this proactive approach for professional service contracts not governed by the RFP to ensure that services are ready to be deployed as quickly as possible after award.

#### **I.E.iii. Roles of the District and School Principal in Utilizing Partner Organizations**

When a school needs services, they select a partner agency from the RFP's approved partner list. The school leadership team receives support from their school chief, OSI Ambassador, and the Director of Expanded Learning as they conduct a comprehensive analysis



of the school priorities, including DTSDE findings and recommendations, and assess potential partner matches. The final match is made based on a partner’s ability to meet school needs, and overall alignment with the District Comprehensive Education Plan (DCIP), the School Comprehensive Education Plan (SCEP), and the parameters of funding sources.

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

Emphasis is placed on partner evaluation throughout the service delivery period. The Grant Monitor and OSI Ambassador assigned to support the school work directly with the principal and the partner, holding every partner accountable for contractually required deliverables. Selected partners, school staff, and the District examine the identified performance targets bimonthly (at a minimum) and make mid-course adjustments if needed.

**I.F. Enrollment and Retention Policies, Practices, and Strategies**

**I.F.i. Description of NECP Enrollment Compared to Other Schools**

**Table 2. Northeast College Preparatory High School Student Enrollment**

*Source: 2014-2015 BEDS Day Enrollment Verification Report*

	<b>Northeast HS</b>	<b>Districtwide</b>
Total School Enrollment	699	28,318
African American	68%	59%
Hispanic	22%	27%
White	8%	10%
Economically Disadvantaged	87%	88%
Students with Disabilities	25%	18%
English Language Learners	7%	13%

As reported in Table 2, Northeast’s study body is largely representative of the District as a whole, but it does serve a smaller share of English Language Learners and a higher share of Students With Disabilities. This is a result of a few factors including not being a school in high demand and therefore having open spaces, as well as District decisions about the placement of specialized programs. This is being actively reviewed in Summer 2015 and there will be a more articulated, strategic plan for placement and service of Students with Disabilities, both at the school- and District-levels.

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

RCSD continually works to improve the quality of all schools and offers students an innovative portfolio of school options. All RCSD students entering kindergarten, Grade 7, and Grade 9, inclusive of ELL, SWD, and students performing below grade level, are invited to

participate in the District's schools of choice selection application process. Students in all other grades can submit a school transfer application if desired.

In December of each year, the District mails application booklets to families of students in sixth and eighth grade, and to children entering Kindergarten. This booklet describes each elementary and secondary school, including the school's unique features. Families must submit an application form that identifies the student's top five school choices by the end of January for secondary students and by March 1 for prospective Kindergarten students. Student placement is completed using a computerized lottery system. Students are placed in their first choice school whenever possible. Immediate placement is made for kindergarteners who have older siblings in a school, live within one-half mile of their first choice school, wish to attend their "home" or neighborhood school, or participate in the school's Pre-K program.

Student With Disabilities (SWD) are provided with appropriate special education in accordance with their Individual Educational Plan (IEP) and have equal access to all aspects of the District's curriculum and placement process. RCSD designed, implemented, and progress monitored SWD services, supports, and modifications to ensure maximum educational benefit.

New provisions are in place for English Language Learners to address the buildings that are disproportionate or serve highly mobile populations. The District created a standardized schedule that has built-in supports for all students. For Special Education or ELL students who are not proficient, the schedule allows for flexible periods that permit double blocks of ELA and math if students require ramp-up protocols.

#### **I.F.iii. Ensuring Similar Student Populations in All RCSD Schools**

As described above, RCSD allows student selection for placement in District schools. All schools have a percentage of programming reserved for ELL and SWD students. These programs and the number of seats in each one are identified by the Department of Teaching and Learning to ensure both student and school support as designated by the master plan of equalizing services and school opportunities. The Departments of Specialized Services and English Language Learners offer a variety of programs that provide school- and student-level support.

### **I.G. DISTRICT-LEVEL LABOR AND MANAGEMENT CONSULTATION AND COLLABORATION**

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

Full and transparent efforts to consult and collaborate with District leaders of the principals' and teachers' labor unions occurred in several phases in order to develop this SIG plan. District-level leaders, including the Superintendent, Deputy Superintendent of Teaching and Learning, Deputy Superintendent of Administration, Chief of Transformation Schools, Chief of Secondary Schools, and the Executive Director of School Innovation met with the President of the principals' union, the Association of Supervisors and Administrators of Rochester (ASAR), and the President of the teachers' union, the Rochester Teachers' Association (RTA). Additionally, multiple meetings occurred with the President of the Parents' Advisory Council (PAC).

The initial meeting was held when the Northeast College Preparatory High School's Letter of Intent was submitted to NYSED. An overview document was shared with ASAR,

RTA, and PAC regarding the focus of the grant proposal and the strategies the building-level team was implementing to gather feedback. Drafts of the programmatic narrative were sent to designated union and parent representatives for their review. A follow-up meeting was held to answer questions and respond to comments. Feedback from this meetings was incorporated into the application as agreed upon by all participants. A third and final meeting was held to secure final approval and signatures.

Throughout the grant development process, the Office of School Innovation's School Ambassador coordinated co-planning sessions with Northeast as described in Section II.B.ii, *Model Selection and Plan Development*.

#### **I.G.ii. Consultation and Collaboration Form**

The Consultation and Collaboration Form (Attachment A) has been completed.

## **II. SCHOOL-LEVEL PLAN**

### **II.A. NEEDS OF NECP SYSTEMS, STRUCTURES, POLICIES, AND STUDENTS**

#### **II.A.i. Description of Student Population Served**

Northeast College Preparatory High School is one of two secondary schools housed on the Frederick Douglass campus. Northeast HS serves 699 students in Grades 9-12, while its sister school, Northwest College Preparatory High School, serves middle school students in Grades 7-8. The schools share a common school building, yet operate as separate schools with different leadership and instructional teams.

The Douglass campus is located in a Rochester neighborhood that continually faces a high concentration of poverty and faces the resulting multifaceted challenges. The Frederick Douglass school building originally opened as a junior high school, but was redesigned as two Grade 7-12 secondary schools that were both affiliated with the College Board. As leadership changed and fidelity of implementation eroded, ultimately severing the College Board partnership, student outcomes dropped and the schools fell into poor accountability status. An ambitious plan in 2012 to expand the school day from 7:00 am to 7:00 pm, largely staffed with community and business volunteers and partners, was laudable but not realistic. The result was an often chaotic school, demoralized staff and students, and continued poor outcomes.

In 2013, Northwest was awarded a School Improvement Grant (SIG 4.2), while Northeast was not. This drove more change in leadership and staff, and an inability to foster a unified team approach. During SY13-14, NYSED's School Turnaround Office supported RCSD in raising a red flag about the situation of the campus, finding that the foundational operations of the schools were so broken that the grant could not be implemented as originally designed.

In response to the citations and feedback from NYS's Integrated Intervention Team, the grade configuration of each school was changed in 2014-2015 to the current middle school/high school design. Northeast's current principal, Dr. Linus Guillory, was appointed in March 2014. Since his appointment, and in collaboration with the new principal at Northwest, who began in August 2014, significant improvement in the culture and climate of the campus has occurred. These improvements have been noted by the NYSED School Turnaround Office.

This background is critical to understanding the school's functioning and the school improvement strategy. It has also created particular challenges in assessing trends over time. To illustrate, during SY13-14 students were enrolled in their original Grade 7-12 schools, although they were physically attending the newly configured middle/high school. Northeast and Northwest both posted graduation rates, while in reality all seniors attended Northeast. Furthermore, because NYSED data lags, the School Report cards still reflect Northeast as having 8th graders and still report NYS 3-8 data for the school. For this section, more current data is included that provide a more accurate picture of the school landscape.

This SIG 6 application builds on the progress initiated at Northwest through its SIG 4.2 grant. Because Northeast and Northwest share a physical site, many of Northwest's grant initiatives have "rolled over" to Northeast, demonstrating their viability in initiating school transformation at the high school level. Through the support of a SIG 6 grant, Northeast College Preparatory High School will be able to focus on its own unique, high school needs, expanding upon successful initiatives started at the middle school level and adapting them to meet the many needs of Northeast's high school students. The result will be a sustainable, campus-wide system of academic and social-emotional supports for students from seventh grade through graduation.

Student Enrollment. As reported in Table 2 (Section I.F.i), the 699 students at Northeast are primarily African-American (68%) and Hispanic (22%), and 87% are economically disadvantaged. The school far exceeds the District's proportion of Students with Disabilities (25% to the District's 18%) and its enrollment includes 7% English Language Learners.

Northeast is not a school in high demand by families. Students are often placed there, rather than selecting the school, and it has become a school that serves a large number of disengaged youth. In SY14-15, there were 161 first-time ninth graders and 115 over-age, under-credited ninth graders. This difference is critical because the needs of the two groups are starkly different. An almost "two-pronged approach" is needed to serve entering Northeast students.

In addition, 12% of Northeast students are dually enrolled in a program school, meaning they have transitioned into programs that specifically serve the needs of young mothers, students involved with the legal system, or students with severe emotional or behavioral needs. This is important because students demonstrate these intense needs during the significant amount of time they often spend at Northeast before they are placed in the alternative programs. In fact, some students are caught in a revolving door, making several transitions in and out of these programs within the span of one year.

Attendance at Northeast has been declining over the last several years, with the Average Daily Attendance (ADA) remaining in the 70s this school year. Period-by-period attendance is even lower, ranging from 56% - 62%. More than half of students (56%) are considered chronically absent (defined as missing more than 10% of the school year). The impact of the overage ninth graders is clear on attendance data as well. At the end of SY13-14, the 2014 Cohort posted an ADA of 81%, while the ninth grade ADA was only 62%.

Discipline data show a suspension rate at Northeast that is nearly double that observed in other RCSD high schools. In SY14-15, Northeast had 30.72 unduplicated suspensions per 100 students compared to the Districtwide secondary rate of 16.6 suspensions per 100 students.

Academic Achievement of Students. Over the last couple of years, the entering ninth grade class has been markedly underprepared for high school. Upwards of 95% of incoming

ninth graders have scored at Level 1 or 2 on their NYS ELA and Math assessments. During these same years, fewer than one-third of students have graduated on time.

NYS School Report Card data in Table 3 below demonstrate that the impact of four (4) years of instruction on English and Math Regents results is significantly less for students at Northeast, than for their counterparts in RCSD and Statewide.

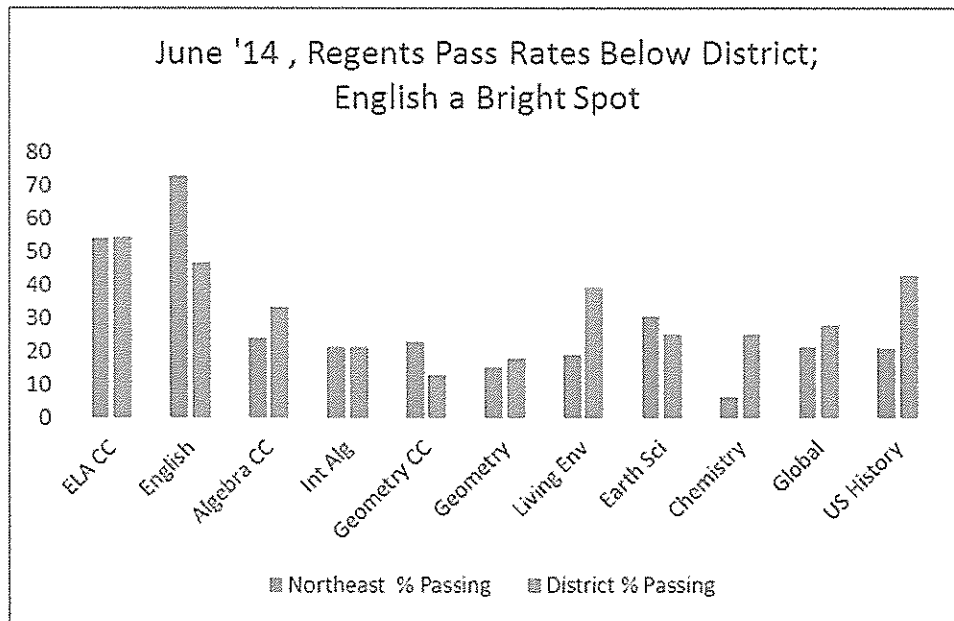
**Table 3. ELA and Math Achievement for 2010 Cohort after Four Years of Instruction**

Source: NYS Report Card

	ELA Performance Percentage of Students Scoring Level 3 and 4	Math Performance Percentage of Students Scoring Level 3 and 4
Northeast College Preparatory HS	36	44
RCSD	56	59
NYS	82	84

June 2014 Regents exams reveal that pass rates at Northeast are below District rates, which are not high enough in and of themselves. The English exams are one bright spot, while Algebra and Living Environment in particular merit special attention in this SIG plan.

**Figure 1. 2014 Northeast College Preparatory HS Regents Pass Rates**



In order to achieve its vision of returning to a solid, comprehensive high school that offers students a full complement of advanced coursework and a caring, positive high school experience, Northeast must focus on instruction.

**II.A.ii. Description of Diagnostic School Review**

As part of New York State’s ESEA Waiver, schools are reviewed by the *Diagnostic Tool for School and District Effectiveness* (DTSDE). Because RCSD is a Focus District, it is required to conduct annual reviews of all priority and focus schools. Northeast received a NYS Integrated Intervention Team review in February 2013. This report was used to inform the grade-level reconfiguration of the Douglass campus, replace school leadership, and begin school

improvement efforts in SY14-15. This review also included student and parent focus groups, as well as review of available student surveys.

Northeast also conducted a School-Led with District oversight review in February 2015. This type of review was selected after consideration of the new school leadership and the frequency of recent State and District monitoring activities.

As a SIG 4.2 school, Northwest is subject to bi-monthly in-depth progress monitoring visits and reporting. This cycle is complemented by onsite monitoring visits from the NYSED School Turnaround Office several times a year. While Northwest is the primary focus of these visits, the new school leadership structures function as a team. As a result of the shared vision, both schools were subject to review and received ongoing feedback.

### **II.A.iii. Results of Systematic School Review**

The 2013 IIT review focused on the lack of rigorous curriculum, differentiation, and engaging instruction. It also called for more data-driven and coordinated systems to improve instruction, to integrate resources to support students.

The February 2015 School-Led Review with District Oversight focused only on those Statements of Practice most tightly linked to curriculum and instruction. The review identified the current state of curriculum and instruction as developing because there was no evidence of strong school-wide practices that resulted in differentiated, standards-based lessons. The Common Core Learning Standards, NYS curriculum modules, and complex texts were evident; however, the level of rigor, engagement, and questioning ranged widely across classes, as did the degree to which students received feedback and monitored their own progress. Attendance was low in classrooms, and yet students did not receive individual opportunities for “minds-on” work. Some departments had developed a practice of analyzing formative assessment data in order to differentiate lessons, while others had not. Overall, student data was not consistently used to provide differentiated lessons and/or interventions. The review did find some strengths to build upon, including fledgling structures such as common departmental planning time, participation in school-based professional learning on the Danielson Framework, and recent work to adapt Algebra curriculum mid-year in response to student grades.

Key recommendations were that the campus focus on strategic, job-embedded professional learning targeted at building rigorous and coherent curricula across all subjects and that the building leader develop systems to ensure that instructional practices address the need for all students to experience high levels of engagement, thinking, and achievement.

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

A thorough needs analyses of the Douglass campus identified several key priorities:

1. Establishing a school culture predicated on caring relationships,
2. Stabilizing the both the learning and physical environments,
3. Building systems to respond to student need, and
4. Providing more differentiated and engaging instruction.

The work to address these priorities began in SY13-14. While the leaders at both schools are unifying the culture and building a shared approach, the work has progressed further at Northwest (Grades 7-8) because of the school’s SIG 4.2 award. Strategically, the District has fashioned this proposal to build upon this initial work and expand efforts to the high school level

by designing and implementing sustainable practices and systems that address the different needs of older students. Investing in systems that outlive the length of the grant will ensure that Northeast builds momentum toward achieving its ultimate transformation goals.

Northeast will address Priorities 1-3 above by developing protocols and tracking systems that shift fledgling responsive structures into proactive, preventative systems. A Progress Room will be staffed by personnel trained in restorative climate work and flexibly deployed so that they are responsive to student needs.

Year-long professional learning will help Northeast address all priority areas. Big Picture Learning, known for personalizing learning environments and creating alternative settings to meet the needs of student who are not succeeding in traditional school settings, will facilitate professional learning opportunities and the design process. As a result of this engagement, Northeast will have an action plan and supportive tools and systems that will directly address all four priorities above.

Embedded professional learning for teachers around CCLS and data-driven instruction and the strategic, targeted use of expanded learning time for students will help keep students on track to graduation (Priority 4).

## **II.B. SCHOOL MODEL AND RATIONALE**

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

The Transformation model has been selected for Northeast because it best positions the school to capitalize on the early progress made in the last 12 months, under indirect support from a SIG 4.2 award to its 7-8 feeder school (Northwest). This model will provide the necessary supports and points of leverage, but do so in a less disruptive way than the other options. The District deems this stability crucial after several years of churn and change.

Northeast's vision and improvement plan are predicated upon a three-pronged approach including the following research-based design elements:

1. Restorative practices and community building
2. Tiered systems of social emotional supports and alternative settings
3. Strengthening the Academic Program:
  - a. Job-embedded Professional Learning Communities (PLC)
  - b. Danielson Framework for Teaching and Instructional Leadership practices
  - c. Formative assessment cycles (focus on standards, student data and curriculum)
  - d. Systems for monitoring student progress and intervening quickly to keep students on-track for graduation (including strategic use of expanded learning time for all students)

These design elements respond directly to the identified needs of the largely under-prepared and under-engaged student body described in previous sections, the recommendations made by the last two DTSDE reviews, and the ongoing and direct feedback provided by the NYS School Turnaround Office. They build upon the school community's strengths and stated direction as evidenced by feedback from a succession of workgroups, survey responses, ongoing dialogue, and rounds of School Comprehensive Education Plan creation. Critically, these key design elements build upon promising structures and practices that have just begun and have the potential to reap significant results for students. These are the next logical and best steps

Northeast should take to execute a path toward improved student outcomes. There will be no delay required by “gearing up” to launch major new initiatives. In short, these design elements are all viable and pragmatic, making them a good investment.

The rationale for each element of the work is outlined below:

### 1. Restorative Practices

The use of *restorative justice* as a productive way of repairing the harm associated with committing a crime has been demonstrated to be effective on the international scale. In recent years, a broader understanding of *restorative practices* has come to schools and districts, with large urban districts such as Oakland, Chicago, Philadelphia, and Pittsburg implementing broad initiatives to overhaul disciplinary policies and practices in this way. Restorative practices is an overarching approach to building a positive school community that intentionally fosters the relationships between and among adults and students, and that designates time, space and protocols to nurture reflection, ownership and self-regulation. It places an emphasis on equipping students with the social-emotional tools to express feelings, identify the effect of their actions, and repair harm that they have done in order to move forward. These skills are essential to all individuals, but especially for student bodies in which rates of trauma, violence, marginalization, and effects of poverty run high.

One of the most recent and comprehensive evaluations of the impact of Restorative Practices comes from the 2014 Implementation Evaluation of Oakland City School District, which shows results including:

- A 40% reduction in the number of suspensions of African-American students for defiance over one year, with a 37% decrease in the suspension rate;
- 70% of staff surveyed attributing improved school climate to restorative practices;
- The number of student participants suspended over time dropped by half over the three years of implementation;
- Students reported improved ability to feel empathy, handle emotions, and resolve conflicts; and
- Classrooms and schools considered to be “high implementers” of restorative practices were significantly associated with reduced suspensions and increased graduation.

*Citation: Restorative Justice in Oakland Schools Implementation and Impacts, Prepared by Data in Action, LLC for The Office Of Civil Rights U.S. Department Of Education, September 2014.*

The International Institute of Restorative Initiatives (IIRI) has also conducted quantitative reviews of their work in schools implementing the SaferSaner Whole-School Change approach. While not randomized control trials, this work is showing convincingly that restorative practices, when well implemented, can significantly reduce student outcomes such as disciplinary infractions, suspensions, and recidivism, and increase student engagement.

It is important to note that for restorative practices to work effectively, schools must focus 80% of the time on the proactive, positive community building aspects of the work. Routinely utilizing peace/talking circles for community-building and for academic discourse is critical to build the habits and relationship, setting the stage to use these tools to address wrongdoing for 20% of the time. This universal program and structure is in direct response to the IIT’s 2013 recommendation.

### 2. Tiered Systems of Social-Emotional Supports and Alternative Settings



Applying the restorative mindset to the problematic behaviors at Northeast that result in poor class attendance, frequent conflicts, disengaged learners, and poor achievement, required school leaders to look at understanding the function and root cause of these behaviors. More importantly, they needed to begin to respond differently to students who exhibit different social-emotional needs. The need is to build a multi-tiered system of support. All students receive a universal, positive set of experiences aimed at social-emotional development (Tier 1). Students who don't respond are considered through a problem-solving team and are supported with an appropriate intervention/service/setting (Tier2). Finally, students with the most chronic and intense need receive the intensive and individualized supports and interventions necessary for them (Tier 3). When this tiered system is functioning well, and when the full array of interventions and supports are developed, students can be successful because schools are able to individualize their program. The work to build this system and the tiered interventions/settings is emerging on the Douglass campus, driven by the Northwest SIG and the deployment of supplemental SIG-funded staff at Northeast to develop and meet the high direct service need, and also model the system for all current staff so that it becomes sustainable is critical to success.

### 3. Strengthening the Academic Program

A transformation model demands building the capacity of existing staff, growing existing strong practices into consistent school-wide practices, and building systems to monitor and intervene so that students routinely access quality instruction and appropriate supports to progress. This work will include:

#### a. Job-embedded Professional Learning Communities

Research on professional learning is clear. Changes in professional practice do not come from stand-alone trainings, and changes to school-wide practice do not come when professional development is scattershot and optional. Professional learning must be differentiated to each teacher and student needs, relevant, practical, and job-embedded. It must build upon Standards for Professional Learning, and be informed by the learning designs that have been proven effective. Northeast's school leader has identified Professional Learning Communities as a primary learning design and is committed to building structures such as embedded and facilitated common planning time to implement. Targeted release time for small teams of teachers teaching the same content is also part of this model. Time will be spent working on standards and student data from frequent common assessments to plan lessons/adapt curriculum.

#### b. Danielson Framework for Teaching and Instructional Leadership

Making the Danielson rubric a priority focus will help build a common lens and language around instruction and teacher practices, enable more effective reflection and conversation to drive improved practices, and anchor the District-level emphasis on the Danielson rubric at the school level. Northeast will offer on-site professional learning opportunities for teachers to deepen and apply their understanding of the rubric, while the leadership team will work to calibrate their lens and practices as they use Danielson for instructional leadership including professional dialogue and feedback.

#### c. Formative Assessment cycles; focus on standards, student data and curriculum

John Hattie's meta-analysis of the effect size of educational interventions is clear that common formative assessment cycles have a significant pay-off, with an effect size of 0.91. For this to be a high-leverage practice, teachers must engage in regular, structured collaboration on: 1) the standards to be taught; 2) how students will demonstrate learning those standards; 3) analysis of student work/evidence of that learning; and 4) what happens next as a result. The

result of professional learning communities that collaborate in this manner will be more adaptive, targeted and engaging curriculum, instruction, and interventions. Building in time and structures, as well as the collegial trust for this to happen, must occur.

#### d. Systems to Monitor and Intervene

National and RCSD data are clear that remaining “on-track” in ninth grade (defined by the District as earning five credits and passing at least one Regents) is critical for on-time graduation and to afford students the opportunity for advanced coursework and/or work-based learning experiences. The predictive nature of remaining on-track is so strong, that waiting until year-end to remediate is not an option. Instead, the school must build systems to monitor marking period grades and formative assessments and to respond swiftly with interventions such as break-week Algebra Institutes to help students recoup credit and master missed skills. More strategic use of the expanded day which adds an hour a day for all students, as well as break week and summer programming for many, are also part of building this system.

### **II.B.ii. Model Selection and Plan Development**

As noted in previous sections, this specific set of improvement strategies, which determined the selection of the model, have grown out of the work collaboratively developed by the Northeast and Northwest leaders, in conjunction with District staff. Therefore, this model has emerged out of the ongoing improvement work as the best fit to provide more momentum and chance of sustainability, rather than out of a discrete process of writing this plan.

Over the last several years there have been a number of rounds of stakeholder work groups, outreach, and planning teams as the school has been through several initiatives, leadership changes, and stages of regrouping. In addition, the School-Based Planning Team (comprised of all stakeholder groups) has worked annually through a facilitated process of writing the School Comprehensive Education Plan. The feedback and input gathered through all of these processes, as well as a full staff survey conducted in early spring 2014, shaped this plan. This spring, the primary collaboration has been with the school leadership and Northeast’s SBPT. During the course of the year, the school leaders have engaged faculty and smaller working groups in the emerging improvement strategies.

## **II.C. DETERMINING GOALS AND OBJECTIVES**

### **II.C.i. ELA Goal and Objective**

The following ELA goal will be achieved through a series of objectives that will keep the Northeast team on course.

**GOAL 1 (ELA):** Working toward raising the graduation rate, increase the Common Core English/English Regents pass rate from 53% in 2014-2015 to 63% by the end of Year 1 and to 85% by the end of the five-year grant period.

**OBJECTIVE 1.1:** The school leader will 1) develop a master schedule that provides weekly common planning time for teams of teachers teaching the same course; 2) provide associated supports to develop Professional Learning Communities focused on standards, student data, and formative assessment and planning; and 3) develop instructional leadership systems to monitor, provide feedback and promote application of professional learning.

- OBJECTIVE 1.2:** Coaches will facilitate, teachers will participate and, SBPT will prioritize Professional learning on Danielson framework, such that the understanding of Domains 1 and 3 will deepen, as evidenced by focused walkthroughs and evaluation data.
- OBJECTIVE 1.3:** Teacher teams will work with literacy coaches and reading teachers to infuse literacy skills, strategies and writing into the content areas.
- OBJECTIVE 1.4:** A more targeted partnership with Encompass will support students who are not responding to core instruction.
- OBJECTIVE 1.5:** School leader will collaborate with the District's Director of English Language Arts, 4-12 to establish a set schedule of instructional walkthroughs and feedback loops.

### II.C.ii. Math Goals and Objectives

- GOAL 2A (MATH):** Working toward raising the graduation rate, increase the pass rate for students on the Common Core Algebra Regents from 23.94% in 2014-2015 to 34% in Year 1.
- GOAL 2B (MATH):** Increase the number of ninth graders earning Algebra I credit in their ninth grade year through additional time on task with Algebra I materials and content.
- OBJECTIVE 2.1:** The school leader will 1) develop a master schedule that provides weekly common planning time for teams of teachers teaching the same course; 2) provide associated supports to develop Professional Learning Communities focused on standards, student data, formative assessment and planning; and 3) develop instructional leadership systems to monitor, provide feedback and promote application of professional learning.
- OBJECTIVE 2.2:** Coaches will facilitate, teachers will participate and, SBPT will prioritize Professional learning on Danielson framework, such that the understanding of Domains 1 and 3 will deepen, as evidenced by focused walkthroughs and evaluation data.
- OBJECTIVE 2.3:** Algebra teachers will be provided targeted release time to work with student data to develop tiered lessons and interventions, including the Algebra Institutes.
- OBJECTIVE 2.4:** Provide students with additional, differentiated time to master complex math skills and concepts during Algebra Institutes offered Regents and break weeks, as well as through targeted use of the Encompass partnership.
- OBJECTIVE 2.5:** School leader will collaborate with the District's Director of Mathematics to establish a set schedule of instructional walkthroughs and feedback loops.

### II.C.iii. Additional Goals and Objectives

All work at Northeast is aimed at serving each student more effectively, with graduation and college and/or career success as the ultimate goals.

- GOAL 3:** Establish restorative culture such that attendance increases and suspensions decrease.
- OBJECTIVE 3.1:** Train the entire administrative team in restorative discipline.

- OBJECTIVE 3.2:** Provide opportunities for student leaders trained in restorative practices to integrate into Student Government, capitalizing on student leadership to drive culture and climate change.
- OBJECTIVE 3.3:** Increase the use of conferences to resolve conflicts and to transition students back from suspension by hiring a full-time staff devoted to restorative practices and increasing the number of staff members and students who have been trained by PiRI by the end of the year.
- OBJECTIVE 3.4:** Participate in newly launching District community of practice, supporting implementation at 14 schools.
- OBJECTIVE 3.5:** Establish and staff the Progress Room and develop protocols for effective use, as well as tracking system.
- GOAL 4:** Develop a comprehensive framework (articulation, structures, and systems) of individualized social-emotional supports and pathways, including alternative education settings.
- OBJECTIVE 4.1:** Refine and sustain the Bridges program with provides transitional wrap-around supports to a small number of Tier 3 students.
- OBJECTIVE 4.2:** Establish a PLC focused on alternative education and personalization structures, with a year-long workplan with Big Picture and Eagle Rock created by end of first quarter.
- OBJECTIVE 4.3:** Have an articulated plan by the end of Year 1 for the personalization structures (such as Advisory, individual learning plans) Northeast will pursue, as well as what continuum of settings will be necessary.
- OBJECTIVE 4.4:** Work with the District’s Department of Specialized Services to design and implement a more effective and flexible continuum of services for Students with Disabilities.
- GOAL 5:** Raise the graduation rate, by strengthening the academic program.
- OBJECTIVE 5.1:** Increase the percentage of the 2015 cohort who earn five credits and pass at least one Regents by August, 2016 by establishing a new system of quarterly progress monitoring and more targeted interventions and a proactive cohort tracking system.
- OBJECTIVE 5.2:** Achieve ELA Goal 1 through the objectives listed above.
- OBJECTIVE 5.3:** Achieve Math Goal 2 through the objectives listed above.
- OBJECTIVE 5.4:** Adapt curriculum for literacy academic intervention classes to be focused on scientific literacy (vocabulary development, informational reading and writing strategies, etc.) in order to support students in passing Living Environment in ninth grade.

#### **II.C.iv. School-Level Baseline Data and Target-Setting Chart**

The School-Level Baseline Data and Target Setting Chart (Attachment B) has been completed. Please note that Northeast’s historical trend data is confounded because of the two-school reconfiguration as described in Section II.A.i.

### **II.D. SCHOOL LEADERSHIP**

#### **II.D.i. Characteristics of the School Principal**

Northeast's leader must display a fierce belief that all students can and will learn, and accept the responsibility for creating a school that does everything it can to be responsive to whatever needs our students bring. The principal must be able to establish and communicate a compelling vision, and to develop an associated cohesive plan that is informed by current data, evidence of promising practice, and an articulated theory of action.

Once the plan is developed, the leader must be able to work collaboratively to set out measurable goals and milestones, and be purposeful and creative in mobilizing all resources (including people) toward the actions that will realize the vision. Also important are the development of systems and structures that monitor and drive progress.

The leader must be an instructional leader, setting high expectations, using the Danielson Framework for dialogue and improvement, conducting frequent observations and walkthroughs and providing actionable feedback. The leader must understand and shape teacher decisions around curriculum, formative assessment, and classroom instruction, ensuring alignment to the Common Core standards and shifts, and responsiveness to students.

The school leader at Northeast must be able to understand the diverse constituencies, communicate effectively with each, and foster a sense of collective responsibility for dramatically improving student outcomes. The leader must couple passion with strategy, vision with hard work, aspirational plans with concrete structures and data-driven systems to accomplish this transformation.

#### **II.D.ii. Biography of School Principal**

Dr. Linus Guillory was appointed to lead Northeast High School in March 2014, selected at an urgent time in the school's history, when his calm, competent and collaborative leadership style was much needed. So too was his unwavering commitment to equity, to providing high-quality opportunities to all children, and especially to those who have been marginalized or disenfranchised. Dr. Guillory's educational background was earned in Texas, and his 15-year career has included central office administration, principal, assistant principal, adjunct professor, classroom teaching, professional development training, program management, education product development, and educational program development at NASA. His work in schools is especially relevant because he has always served in low-performing schools and been an active participant in assisting with the lift of moving the schools from low-performing to academically acceptable or higher. Please see Dr. Guillory's resume included with this application.

Dr. Guillory has gained understanding of the work entailed in school transformation, both from the teacher and leader perspectives. He began teaching science at a low-performing middle school in Houston, Texas where he saw firsthand that constant analysis of state standards, coupled with aligned formative assessments and frequent feedback to students pays off, because that school moved from low performing to "recognized" in two years. Later serving as an Assistant Principal and Principal at low performing schools in Texas and in New York, he gained experience with instructional leadership, again focused on quality feedback to staff, the Common Core implementation and common assessments. Both of these schools posted improved student outcomes. These experiences shaped an appreciation of the level of commitment that moving the instruction agenda requires from teachers, and of the leadership practices that help lead, manage and sustain school improvement.

#### **II.D.iv. Descriptions of Supporting Leadership Positions**

The Assistant Principals at Northeast will assist in organizing, administering, supervising, and evaluating all phases of the educational program. They will also assist the principal in the total administration, organization, and supervision of the educational program in the school. While the general job descriptions of supporting leadership positions remain the same, the leadership structure, deployment, and practices on the campus will continue being refined in SY15-16 with greater emphasis on building systems of support and academics. There are two assistant principals assigned to Northeast, and both will continue to take on greater academic roles as they support teachers and students. The leadership team will work to deepen application of the Danielson rubric and calibrate the lens on instruction and professional feedback.

Changes this year include deploying Assistant Principals in terms of specific cohorts along with a counselor, instead of to grade levels or strictly based on operations. Administrators will continue to have departmental oversight with specific emphasis on one of the five gatekeeper Regents exams. Implementation of the new five-week cohort tracking meetings will enable leaders to keep their fingers on the pulse of what each of their respective students need. Lastly, administrative offices will include an assistant principal, social worker and counselor, so that each office functions as a resource center.

As outlined in the RCSD job description, the Northeast Assistant Principals will:

- Organize, administer, supervise, and evaluate of all educational and support programs within the building;
- Assume responsibility for the instructional program within the building including class organization, student placement, scheduling, monitoring pupil progress, standardized testing, and providing instructional materials;
- Inspire, develop, and maintain wholesome school-community relations;
- Implement disciplinary policies through pupil, parent and staff conferences;
- Conference with teachers, paraprofessionals, parents, school social workers, psychologists, nurses, agency personnel, safety officers, and law enforcement officials on matters relating to the guidance and welfare of the individual child;
- Provide leadership and plans for participation in in-service meetings, instructional meetings, and all school programs. Serves on citywide and other professional committees. Cooperates in planning parent meetings and community campaigns.
- Direct, supervise, and evaluate teachers, clerical staff and paraprofessionals;
- Develop harmonious staff relationships within the building;
- Develop and maintains procedures which provide for the safety and security of staff and students; and
- Monitor student participation, attendance, grades, behavior, and performance.

Beginning in SY13-14, RCSD has chosen to execute the work of a School Implementation Manager internally, through the creation of School Ambassadors who operate from the Office of School Innovation (OSI). Each OSI Ambassador works closely with the school leadership teams in 4-7 schools to facilitate the implementation of SIG and SIF strategies through granular, weekly support. This embedded relationship is coupled with integration into cross-functional leadership roles at the District level, to ensure that the schools receive timely, targeted supports and to troubleshoot systemic barriers to school transformation. The very active approach has allowed the District to move from compliance-based reporting structures to driving

progress through active cycles of progress monitoring and problem-solving. RCSD improvement in this area has been noted both by school leaders and by the School Turnaround Office.

**II.D.v. Current Supporting Leadership Profile**

The current supporting leadership team brings some of the necessary competencies, and perhaps more critically, is willing to engage in multi-year work to rise to new expectations, to engage in learning opportunities, and to be deployed and operate in new systems. The principal at Northeast, in collaboration with his counterpart at the middle school, has already developed a summer administrative retreat during which much of this work will begin in earnest.

Joint training in restorative discipline for the administrative team is scheduled for this summer and the administrative team will work to re-norm some of their basic expectations, procedures and build capacity for restorative conversations and conferencing.

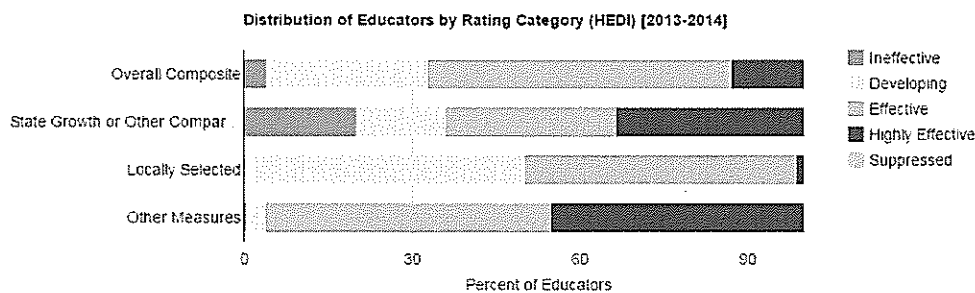
On the academic side, Dr. Guillory is working to continually deepen all of the leadership team’s understanding of Danielson, and on creating time for joint walkthroughs to calibrate their lens. At the time of writing, it is uncertain which specific individuals will remain in supporting leadership roles on campus; the decision is being considered in light of the urgency on campus and a review of complementary skill sets and competencies.

**II.E. INSTRUCTIONAL STAFF**

**II.E.i. Northeast College Preparatory HS Instructional Staff**

Based on the District’s approved APPR system, SY13-14 NYSED Report Card data (presented Figure 3 below) show that out of 190 total staff evaluated under APPR at Northeast that year, about two-thirds were rated Effective or Highly Effective. A more precise picture of the 45 instructional staff currently at Northeast at the end of SY14-15, who had APPR scores in SY13-14, reveals that 60% were deemed Effective and 40% were rated Developing.

**Figure 2. APPR Data for Northeast Teachers**



**II.Eii. Northeast College Preparatory HS Staffing**

Given the poor student outcomes and observations of daily instruction and professional practices, there is certainly a need to build the capacity of a large number of staff. The theory of action held by leadership is that simultaneously addressing a more stable, organized school operations and climate will also maximize the current strengths staff do possess. Overall, the principal has taken ownership and sees building staff capacity as the primary function of his job. SY15-16 will approach this work through a grounding in the Danielson Framework and

granularly scheduling common planning time with facilitated PLCs to work on standards, curriculum, and differentiated instruction to drive engagement and student progress. Continued work to use existing structures of classroom walkthroughs and teacher evaluation tools is also part of this work to improve instruction across the school.

Transforming into a nurturing two-school campus which attracts students to Northwest in seventh grade and provides individualized supports to ensure student success as they transition into high school at Northeast and ultimately continue to post-secondary plans, does require additional, flexible staff with unique expertise and ability. A few of these key positions and their function in lifting the three key design elements outlined previously are summarized below:

#### Teachers-on-Assignment and a Paraprofessional Devoted to Restorative Practices

These positions will enable the school to give legs to the restorative work, at the same time helping the District build a broader system and community of practice to launch this work at the systems level. Feedback from both the school and District levels will inform the work and anchor it at both levels to yield long-term sustainability and improve immediate implementation. One teacher-on-assignment will be full-time at Northeast, while the other will work centrally and support other priority schools launching a more restorative approach. The plan is to certify some of the teacher leads, building a train-the-trainer capacity for future years.

The Northeast-based position will be largely responsible for developing a multi-year plan, including the necessary sequence of training, student leadership opportunities, as well as for coordinating the efforts and communication structures. This person would also be responsible for modeling and conducting restorative conferences to meet the high needs of students at this early stage of implementation. Having a paraprofessional trained in restorative practices will make it possible for the school to staff the Progress Room, which provides a non-punitive space where student conflict and/or needs can be addressed in a restorative manner. Staffing this room with a paraprofessional, and a combination of AmeriCorps members and partnership staff from the Gandhi Institute, is part of the approach to using complementary funding streams and keeping costs manageable over the longer haul.

#### Hourly Pay for Staff to Work Expanded Day and Algebra Institutes

These funds allow the school to appropriately staff the additional period of each day, ensuring that students have full schedules that meet requirements, engage them in a wider array of electives and receive the necessary academic supports. This includes pay for instructional staff, but also for civil service and support staff.

#### EnCompass Resources Staffing

While not District staff, EnCompass provides certified teachers in the areas the school requests, based on student data. These staff will be dedicated, embedded members of the Northeast community and be on-site with a scheduled load of students. EnCompass can be deployed strategically to assist in Expanded Day implementation and targeted at support in specific Regents, as well as in building executive functioning skills in students.

#### Required Staff (not funded by this grant)

The work to improve the academic program requires intensive additional support personnel, which then must be used both for student services, but also to model key practices and develop systems that will outlive them. This work began in SY13-14 using Northwest's SIG funding. Because of the critical nature of continuing these positions, most of them continue to be



budgeted in the Northwest SIG 4.2 grant, but do provide some support to Northeast as well, particularly the Counselor and Literacy Specialist.

### **II.E.iii. Key Instructional Staff**

Staff for the critical positions in Restorative Practices, EnCompass, and teachers involved in curriculum design and teaching of expanded day classes, have already been identified, because the school and District leadership have been developing and articulating the roles and core competencies all year in preparation for this application opportunity. Across positions, the key characteristic is a fierce willingness to establish positive relationships with all students and to be professionally diligent in adapting to student needs. These positions require self-directed team players who reflect, work hard, challenge themselves to learn and change practice, and actively champion the new student-focused expectations and systems. The teacher-on-assignment positions have additional requirements that the staff be trained by Partners in Restorative Initiatives on Peace Circles and Restorative Discipline. Similarly, the literacy specialists and counselors, already hired because they are funded through the Northwest Continuation Plan for SIG 4.2, demonstrated specific professional experiences and attributes.

The faculty and staff will remain largely the same at Northeast, and leadership has accepted responsibility for becoming a learning organization in which all professionals improve their practice.

### **II.E.iv. Mechanisms to Acquire and Assign Instructional Staff**

The staffing process in the current teachers' contract provides for multiple rounds of teacher selection. The first round of this process is the "Voluntary transfer" round. All eligible teachers may apply to up to ten school within the District. Teachers are not eligible to participate in the voluntary transfer round if their performance at the mid-year is deemed to be unsatisfactory by their current supervisors. Building principals and the School-Based Planning Team may interview and select eligible teachers who apply for voluntary transfer based upon merit. After the voluntary transfer round is complete, teachers have the ability to select vacant positions within their tenure area based upon seniority. Seniority-based transfers restrict a principal's ability to select the candidate of choice. The teacher's contract provides mechanism for schools to become exempt from the transfer process. Such exemption allows schools to select all teacher through a separate interview process. Exemption must be agreed upon by the teachers union and the District.

## **II.F. PARTNERSHIPS**

### **II.F.i. Partner Organizations**

In an effort to be more strategic about utilizing all resources effectively, Northeast is more carefully targeting the way in which partners support students and improvement efforts. The current selected partners funded through the School Improvement Grant are discussed below, one aimed at direct student services and the other a professional consultancy partner.

*EnCompass Resources for Learning* is a 501c(3) offering value-added academic enrichment services to youth in the City of Rochester and surrounding communities. EnCompass serves children and young adults in pre-kindergarten through higher education who struggle with the social and academic aspects of today's underperforming schools in school and community-based programs employing certified teachers and using data-driven and evidence-based

programming. The goal of the EnCompass programs is to promote academic (literacy, language, cognition, social-emotional) achievement and student success across developmental domains. The EnCompass mission and values privilege individualized opportunities and instruction with recognition of the whole child development across social/community and learning contexts. Specifically, the mission of EnCompass services and programs is: “EnCompass, an organization focused on evidence-based educational services and support, improves academic outcomes for diverse students of all ages.” EnCompass has a history of partnering with various school and community-based organization with the shared and collective purpose of serving youth through informed and aligned program efforts. Over the past 8 years, EnCompass has partnered with the Rochester City School District, Dansville Central School District, Monroe County Department of Human Services, Hillside-Work Scholarship Connection, Hillside Children’s Center, Rochester Public Library, Discovery Charter School and various organizations to implement programming before, during and after school at school-based locations and throughout the community.

In the 1516SY, at Northeast, EnCompass will provide 3-5 full-time certified teachers who will be part of Northeast’s increasingly targeted approach to expanded day programming. As a result of a more rigorous and routine system to review student progress at least every 5 weeks, students will be scheduled into appropriate Regents support classes. Additionally, one EnCompass coordinator will design and operate a very structured “resource room” which builds students’ executive functioning skills; this can be a Tier 2 intervention strategically assigned to students. EnCompass is an effective partner, demonstrated by student performance data across many sites, and is also a viable partner for the future in that they contribute their own funding (philanthropic and public) to keep District costs lower and provide more staffing than actually paid for by the District.

The mission of **Big Picture Learning** ([www.bigpicturelearning.org](http://www.bigpicturelearning.org)) is the education of a nation, one student at a time. As a non-profit organization dedicated to a fundamental redesign of education in the United States, Big Picture Learning’s vision is to catalyze vital changes in K-Adult education by generating and sustaining innovative, personalized learning environments that work in tandem with the real world of their greater community. At the core of Big Picture Learning’s mission is a commitment to equity for all students, especially underserved urban students, and the expectation that these students can achieve success. Big Picture Learning designs innovative learning environments, researches and replicates new models for learning, and trains educators to serve as leaders in their schools and communities. In order to create and influence the education of the future, Big Picture Learning must continually reflect on and improve its practice and research to provide the results to leverage its influence in policy decisions and educational systems at the state, national, and international levels.

Big Picture Learning proposes to support Northeast High School in a year-long design process at aimed at articulating and implementing a continuum of student support structures, ranging from a more personalized and positive school culture to alternative settings. Big Picture Learning will:

- Facilitate the professional development/capacity building of a stakeholder team;
- Arrange site visits and other learning opportunities to Big Picture schools;
- Deliver 20 days of onsite support;
- Provide telephone, Skype, and email coaching and feedback for leadership, teachers and staff; and

- Ensure access to Big Picture Learning materials such as Advisor and Principal training materials, network webinars, and the Big Picture Learning Knowledge Exchange website

This engagement will expand Northeast’s capacity to provide more individualized supports, including alternative settings, to its students who are not thriving in the current design. The school has begun a fledgling “Bridges” program to serve students who are either returning from long-term or just beginning to re-engage in school. The program is showing promising signs, and there is an opportunity to learn more about such settings and practices in order to build a system of sustainable programming on campus.

*Eagle Rock Professional Development Center* works with educators from around the country who wish to study how to re-engage, retain, and graduate students. Using an assets-based approach, Eagle Rock facilitates educational change that matches local schools’ priorities, values, and unique circumstances. Eagle Rock provides consulting services at school sites and hosts educators who study and learn from Eagle Rock practices. Eagle Rock is a Corporate Social Responsibility initiative of American Honda Motor Co., Inc. and therefore provides services pro bono.

Eagle Rock will support the Professional Learning Community that will form to study and develop the continuum of personalized supports and alternative settings by facilitating the action planning process and aiding in successful implementation. This will include surfacing examples of strong current practice such as “Bridges,” supporting the PLC in planning and taking effective action steps to build students’ sense of belonging, and facilitating the professional learning and capacity building for continuous improvement work.

#### **II.F.ii. Evidence of Partner Effectiveness Chart**

The Evidence of Partner Effectiveness Chart (Attachment C) is included.

#### **II.F.iii. Accountability for Partner Performance**

Northeast’s contracted partners will be held accountable through ongoing engagement of the School Leaders, the OSI Ambassador, and as appropriate, the School Chief. At a minimum, bi-monthly reviews of the deliverables and student progress will occur, but in reality the points of connection are much more frequent. The OSI Ambassador will participate in much of the work of with partners, particularly in the design work with Big Picture and Eagle Rock, in order to link school and District decision-making.

<b>II.G. ORGANIZATIONAL PLAN</b>
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#### **II.G.i. Management and Team Structures and Lines of Reporting**

An organizational chart for Northeast College Preparatory High School is included.

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

Northeast is working to build systems and structures that help propel the school forward, and to build teams that operate with necessary data to make decisions. The new cohort-tracking system launching this year is a prime example. Please see the attached organizational chart which outlines the various teams that will meet, many weekly, to more actively monitor and drive improvement.

Please note that at the time of writing, RCSD received formal notification that Northeast is in two-year Receivership, which will necessitate the formation of a Community Engagement Team. This team will not have a daily operations lens, but may make recommendations which would impact this structure.

**II.G.iii. Plan for Implementing APPR at Northeast College Preparatory HS**

RCSD uses its State-approved APPR to improve instructional practices, focus on student achievement, promote professional learning and collaboration, and secure timely feedback for educators. APPR is implemented as directed by District protocol, policy, and aligned with all Bargaining Unit requirements. Teacher set SLOs which administrators approve, providing opportunity for dialogue. All administrators and peer-evaluators have been trained and passed training using the Teachscape Rubric. All Performance Reviews are completed using a District-established timeline. The school administrative team shares the responsibility for scheduling, conducting, and reporting the results of pre/post observation conferences and classroom observations. Administrators are assigned to direct supervision of all staff and after completing the cycle of observation, report the results in the District’s Personnel Software System. Results of both formal and informal observations are discussed and inform adaptations to the planned professional learning calendar.

Per the contract with the Association of Supervisors and Administrators of Rochester (ASAR), principals receive at least two observations identified by a date with written feedback to the principal within eight school days for both unannounced and formal observations. The formal observation will entail a pre-conference that is scheduled prior to the formal observation. Provisions for a rebuttal will be offered. Annual professional performance reviews conducted pursuant to the ASAR Agreement shall differentiate principal effectiveness using a composite effectiveness score.

In addition to the required schedule of APPR events and timelines, Northeast’s leadership has created a more prioritized focus on Danielson Elements 2b (Establishing a Culture for Learning), 3b (Using Questioning and Discussion Techniques) and 3c (Engaging Students in Learning) for the year. These will guide focused walkthroughs and shape the professional development offered through the year.

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

**Table 4. Schedule of APPR Activities for Teachers and Leaders**

2016 – 2016 Date	Task
<b>Teacher APPR</b>	
June	The Teacher Evaluation Selection Process opens.
October 15	Teachers completing a PART project through APPR must complete the PART Form #1, and the form must be uploaded to ePerformance.
October 15	Teacher Goal-Setting Meeting must be completed.
November 30	First formal observation for non-tenured teachers is due.
January 12	Teachers must complete Semester 1 course SLO entry in eDoctrina.

January 19	Principals and teachers must agree and approve Semester 1 course SLOs in eDoctrina.
February 13	Teachers must complete Full Year and Semester 2 course SLO entry in eDoctrina.
February 28	Principals and teachers must agree and approve Full Year and Semester 2 course SLOs in eDoctrina.
March 27	Teachers must complete course SLOs in eDoctrina for the following courses: K-2, ESOL, Resource Room, Self-Contained, and Consultant Teachers.
April 17	Principals and teachers must agree and approve course SLOs in eDoctrina for the following courses: K-2, ESOL, Resource Room, Self-Contained, and Consultant Teachers.
April 30	Second formal observation for non-tenured teachers and formal observation for tenured teachers is due.
May 15	Non-tenured teachers' evaluation review meeting must take place.
May 21	Peer Evaluation must be completed for applicable evaluations.
May 21	Structured PART interview must take place for those teachers completing a PART project.
June 1	Teacher evaluation review meeting must take place. Unannounced observations must be completed prior to completion of teacher evaluation.
<b>Leader APPR</b>	
October 2	A copy of the evaluation form will be given to all administrators. Process and timelines will be discussed with the direct supervisor.
November 6	Principals will complete the Personal Goals and Objectives Form and return it to their direct supervisor.
November 20	Goals will be cooperatively established by the administrator and his/her supervisor. A meeting to discuss goals will be scheduled or a written response provided by the direct supervisor.
Ongoing	The administrator will review progress toward meeting goals throughout the year. Several informal visitations will be scheduled with the direct supervisor. When appropriate, a due process plan of action will initiated by the direct supervisor.
April 1	Evaluations of administrators with "developing" or "ineffective" will be submitted to HCI.
June 18	The administrator's Year-End Self-Assessment Form will be completed and returned to the direct supervisor. The administrator will schedule a meeting to discuss progress toward meeting the stated goals with his/her direct supervisor. If completing the tenure year, the Tenure Summary Form will be completed and returned to the direct supervisor.
August 7	The administrator and his/her supervisor will discuss the Administrative and Supervisory Personnel Performance Evaluation Form. Forms will be returned to HCI by the supervisor.

## II.H. EDUCATIONAL PLAN

### II.H.i. Curriculum to be Used

Dr. Guillory has expertise in curriculum development. He is engaging small teams of teachers within key disciplines, and even more granularly, within each course, to adapt the curriculum to the needs of Northeast students based on Common Core Learning Standards, performance indicators, and item analysis. One example of the kind of curriculum development and alignment work that will be in place next year is the overhaul of the Academic Intervention Services literacy curriculum. It will be better aligned with the content and processes required for success on the Living Environment Regents and course.

While the enrollment is not currently supporting a robust Advanced Placement program, the school firmly believes that offering these courses, even with resource-intensive small classes, will pay off in terms of bringing high academic standards and scholarship back to the campus.

This fine-tuned work to adapt curriculum in responsive ways occurs against the backdrop described below.

English Language Arts. The ELA curriculum will include an integration of NYS Common Core learning modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Curriculum modules will sequence and scaffold content that is aligned to the CCLS for ELA and Literacy. Modules may include several units and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. Curriculum for Grade 9, Grade 10, Grade 11, and Grade 11 will consist of the EngageNY Modules written by the Public Consulting Group. The core instructional program for mathematics accounts for key grade-level focus areas determined by the CCSS. Teachers will continue to implement the Common Core using RCSD developed units and incorporating the NYS Common Core curriculum modules as they become available. Instruction will significantly narrow and deepen the scope and content of how time and energy is spent in the math classroom. The Social Studies core program integrates the CCLS for literacy in Social Studies, the NYS Social Studies framework and the Social Studies Practices to articulate skills necessary for college and career readiness. For grades 9-12, core courses include Global History and Geography I and II, U.S. History and Participation in Government and Economics. Science curriculum will incorporate the Next Generation Science Standards with the CCLS for literacy in Science. The core courses for grades 9-12 include Living Environment, Earth Science, Chemistry and Physics.

In compliance with regulations for ESL services, and cognizant of the needs of the language learner and their proficiency levels, ELL students will be given access to all grade-level core instructional content instruction. Additionally, students with disabilities will have equal access to all aspects of the RCSD curriculum. The services, supports, and modifications will be designed, implemented, and progress monitored to ensure maximum educational benefit.

Mathematics. The core instructional program for mathematics accounts for key grade-level focus areas determined by the CCSS. Teachers will continue to implement the NYS Common Core curriculum modules. Instruction will significantly narrow and deepen the scope and content of how time and energy is spent in the math classroom. Students enrolled in Algebra 1 for the first time will have instruction in this important class 45 minutes per day, every day. Additionally, most will be enrolled in Algebra 1 Math Lab every other day for 45 minutes to

support thorough understanding of mathematical modeling and higher level problem-solving skills. Students who have not been successful in Algebra 1 will be enrolled in Algebra-Geometry Blend, which will allow students to have the benefit of expert direct instruction from a certified math teacher in addition to being enrolled in an online platform that will provide targeted work in areas of known deficits. Students in Geometry and Algebra 2 will have both Regents and non-regents level options for coursework.

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

The instructional strategies that will be used by Northeast teachers utilize both the NYS curriculum as well as existing resources to deliver instruction that is systematic and explicit, purposeful, and rigorous. For example, ELA teachers will incorporate instruction around close reading, annotating texts, research methods, and writing argumentative essays. There are six shifts that the Common Core Learning Standards (CCLS) require of NECP HS if it is to be truly aligned in terms of curricular materials and classroom instruction. Continuation of training on the Common Core State Standards (CCSS) and instructional shifts combined with building-level initiatives will correlate with District and school professional development sessions to maximize teacher capacity. Events of instruction in both required, core courses and during expanded learning opportunities will be arranged to reflect all six instructional shifts in both ELA and math by accelerating learning by means of making meaningful improvements to the quality and quantity of instruction. Teacher/leader effectiveness and building capacity to serve the ELL and SPED populations at NECP will be a specific focus to ensure all students learn by teachers who have a full toolkit of strategies.

**Table 5. Common Core Learning Standards - ELA Shifts**

Shift 1	Balancing information and literacy text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the disciplines	Students build knowledge about the world (domains/content areas) through TEXT rather than the teacher or activities.
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers plan and incorporate more time and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Events of instruction in both required and core courses will be arranged to reflect all six instructional shifts by accelerating learning by means of making meaningful improvements to the quality and quantity of instruction. At the District level, professional development will be

offered in both math and ELA regarding the implementation of CCLS. This menu of choices will add options for NECP's teachers and leaders and link directly to the domains found within teacher evaluation. Hence, linking feedback loops with options for teachers to further develop their craft or enhance areas in need of improvement.

Reading Instruction. The time that is typically spent using textbooks will now incorporate the CCLS Modules for English/Language Arts. The reading modules that have been developed will guide students through the higher order comprehension skills highlighted in the CCLS. Within each module, the reading standards and skills have been broken down into teaching points. These teaching points will be taught through close reading and evidence based text dependent responses. Students will gather information on a concept and/or content and then be provided time to apply this information and work with it to deepen their comprehension. Students and teachers will then work together to critique their work and further solidify the student learning for concepts and content taught. The commitment to daily comprehension instruction via close reading of the text ensures that all students have opportunities to meet the demands of the CCLS.

Vocabulary. Each time a teacher selects a text, appropriate vocabulary words should be selected based on student needs as well as on criteria for choosing Tier 2 vocabulary words. If few words are selected carefully and instruction is explicit and appropriately sequenced, students should be able to successfully access both the vocabulary words taught through the close reading as well as vocabulary words introduced and taught during support and enrichment.

Writing. The writing topics in the NYS CCLS modules have been designed to reflect the increased emphasis on writing instruction evident in the CCLS. Research opportunities will correspond to the module lessons, continuing throughout the year. Students will have an opportunity to complete both short and more sustained research projects depending on the content. Writing will also cross content areas, with specific emphasis on the use of text to support claims.

Teachers will incorporate the Standards for Mathematical Practice into their daily instruction to realize the necessary shifts for implementing CCLS.

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

These practices articulate what mathematically proficient students do when learning this important content. Teachers will incorporate the following specific strategies:

1. Anticipation- Teachers in their planning will have a clear learning target set and specific instruction and tasks that students will be engaged in to access these targets. Teachers will complete tasks ahead of time and know what strengths and deficits students will bring to the tasks.



2. Monitor-Teachers will pay close attention to student work as tasks are being completed. Teachers will use this informal assessment time to determine misconceptions students are having and exemplary approaches to completing tasks.
3. Select- Teachers will select students to share work based on how this work supports acquisition of the learning target. Student presenters will be selected strategically with the understanding that over time, all students will contribute.
4. Sequence-teachers will sequence student presenters and activities to maximize quality discussion related to meeting learning target.
5. Connect- Teachers will use effective questioning and discussion techniques in conjunction with skillful crafting of assessment to ensure that learning targets are being met.
6. Use of Feedback and Revision-Teachers will provide students with written and verbal feedback and allow students to revise work to improve its quality. Students will understand how to use rubrics and other criteria to self-assess their work and improve their metacognitive processes.
7. Common Formative Assessment- Teachers will use common formative assessments as a vehicle to look at student work for the purpose of continuous student improvement. Performance Level Descriptions will be used to measure the degree to which students are meeting the intent of Common Core Learning Standards.
8. Differentiation of Lessons- teachers will use techniques in differentiation to ensure that all students are properly challenged, engaged, and supported. Teachers will use Performance Level Descriptions to target activities and approaches to be differentiated

**Table 6. Common Core Learning Standards - Math Shifts**

Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy are spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Administrators and teachers connect the skills and strategies within and across core classes so that students can build new understandings.
Shift 3	Fluency	Teachers use data to determine student needs in calculations and structures class time and/or homework for students to practice core functions.
Shift 4	Deep Understanding	Students deeply understand and can articulate this understanding through oral and written expression.
Shift 5	Application	Students can use their understanding by choosing the appropriate concept for application.
Shift 6	Dual Intensity	Students are practicing and understanding. There is balance between deep understanding and application to real world issues and problems.

Fluency: The CCLS explicitly call for fast and accurate computation, procedural skill, number sense, and structures.

Conceptual Understanding. The heart of the CCLS is that teachers must support the development of deep conceptual understanding, not just algorithms and answer-getting. Class time should be structured to support students' ability to access concepts from a number of

perspectives. Teachers are encouraged to use a variety of instructional strategies to build math knowledge so that students see math as more than just a set of discrete procedures.

Application. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations. Teachers must devote time for students to use math and choose the appropriate procedure for application without prompting. There should be a connection established between math and the real world.

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

Northeast will offer an expanded school day for all students, through an additional 45 minute period each day, with school running from 7:30-3:00. This schedule offers all students 1.5 hours beyond the mandated requirement of 5.5 hours for secondary students. It is built into schedules as an additional period which can include electives, advanced course work, or targeted supports. This current model is the result of a few years on a steep implementation learning curve. Northeast was one of the first two pilot schools at which the District sought to significantly expand the day, with the partnership of a local employer, volunteers and numerous community providers. During SY12-13, the school ran from 7-7 for all students, enrolling students in many courses run by partners and volunteers. The model was not sustainable and the following year, the hours were reduced to 7:30-3:30, offering all students an additional hour and a half, still with many community partners providing enrichment courses at the end of the day. All stakeholders realized it was not a well-developed model, and in the 14-15 SY, scaled back to one additional period scheduled throughout the day as much as possible, with fewer partnership classes.

This has been the schedule for SY14-15 and will continue for SY15-16. In addition, the school operates Algebra Institutes during Regents and Break weeks, as well as offering a summer program tailored to student need in ELA, Math, and social-emotional /school culture. During this summer, the program serves only incoming Northeast ninth graders, partially reflecting an intense focus to have the 2015 cohort be on-track, but also because it is partially funded through the Northwest SIG, although summer learning is available to students through the District offerings as well.

This school year, the leadership team will continue to adapt the schedule, inclusive of an additional 200 hours for all students. The team's intent is to continue the path started to seamlessly integrate the time into the school day, so that it becomes "just" another resource they use to address emerging student needs in individualized ways. Thus, Northeast will continue to:

- Create structured support blocks within the school day for students who require additional support to manage class and home work;
- Increase electives such as chorus, band and the arts that engage students and help them accrue credits;
- Offer creative opportunities such as the Algebra Institutes during testing and break weeks, that allow students to recoup lost instructional time and complete assignments;
- Design effective curriculum, scheduling, and staffing for academic interventions and summer programming;
- Explore school design options that would incorporate personalization structures such as advisory.

Integrating the additional time into the school year in this way reduces the staffing costs associated with both additional pay for teachers and to external services providers.

#### **II.H.iv. Data-Driven Instruction**

Use of item analysis and performance level indicators from NYS exams will continue to be supported by the instructional coach and District Curriculum Directors. Within the newly forming Professional Learning Communities approach to common planning time, conversations about student work will occur, and a more routinized structure around common formative assessment is part of the 3-year plan. Moreover, the application of the student data to planning of instruction will be a critical element of the work outlined previously.

On a larger scale, building systems and habits of routine and holistic examination of student data to make decisions about individualized supports is a hallmark of the school's emerging vision. The additional counselor (funded through Northwest's grant) will be deployed in a way to utilize the cohort tracking system, and also to help organize and model regular periodic protocols and systems to use the data that exists to be responsive to student need in timely ways. This will enable more flexible and timely responses such as scheduling into appropriate classes, credit recovery options, targeted Regents or support classes offered by EnCompass, break Algebra Institutes, etc.

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

Building systems and habits of routine and holistic examination of student progress to make decisions about individualized supports is a hallmark of the school's emerging vision. Formalizing the expectations for a strong Student Support Team was just begun this year, and the strategic use of SIG-funded positions such as the counselor (in Northwest's 4.2 award) and the teacher on assignment for restorative practices to model, coupled with a redeployment of the counseling staff will enable the school to create the systems necessary to coordinate increasingly personalized supports for students. Instead of simply reducing the caseload of counselors, the additional position will be utilized to run the Student Support Team and then to provide additional support to the 9<sup>th</sup> grade counselor, to build the culture of strong, proactive, individualized support from counseling staff. These decisions reflect the leader's ability to maximize the impact of SIG-funding while building systems and practices that will outlive the funds.

Two prime examples of the type of responsive structures that Northeast knows how to build, but needs SIG-funding to operationalize and sustain, are 1) the Progress Room, a space that enables triage and restorative reflection, and 2) Bridges, an alternative setting with wrap-around supports. Both settings were cobbled together midyear at Northeast, served a need effectively, and with funding, will be firmly established with tracking systems in place by the end of the first quarter this year.

Understanding how these structures emerged during the 1415SY illustrates the approach to building a system of tiered supports. The school leaders of both Northeast and Northwest identified where the systems were broken, and the most productive entry points to address the intensity and volume of student need. Rather than purely reactive "band-aids" they are grounded in a strong foundational belief in restorative approaches and a recognition that systems to foster these practices and to address individual needs must be built and operationalized.

The fledgling *Progress Room* at Northeast illustrates the strategic work to build a systemic response to student need. Early in the year, instruction and school climate were severely hampered by too many students in the hallways, not attending classes. Students were continuously referred to administrators, who spent inordinate amounts of time putting out these fires. There was no effective process to contain students, to resolve whatever issue caused them to be in the hallway, and to create a productive pathway back to class for the rest of the day.

Sorting this observed problematic behavior into a few common scenarios revealed several large “buckets”: 1) students who were being thrown out of class; 2) students who chose to leave/not attend class for whatever reason; and 3) students with substantial and chronic social-emotional needs. Each of these demanded a different response, and the school needed a systematic approach to delivery.

Dr. Guillory created the Progress Room and protocols for how students access what is essentially a triage space that builds in restorative practices. Students are either escorted to the Progress Room when a teacher excludes them, or when they self-exit, and students can also make a formal request to speak to staff. The Progress Room tracks the students, the teachers involved and the types of needs presenting; engages the student in a reflective exercise on the incident and next steps to repair the harm; links the student to other resources which will be deployed later; and critically, sends the student back to class as soon as possible (either that period or the next, depending upon the infraction).

This effective triage has vastly reduced the hallway traffic, has met student needs in a more proactive way, and has helped to identify the students who need more intensive supports.

At that point, the intensive Tier 3 support and alternative setting of *Bridges* was developed. It is aimed at supporting students with severe social-emotional needs that result in not attending school or classes or in suspension, and is recouping lost instructional time for these most-vulnerable students. School leadership was able to use Northwest’s SIG-funded staff flexibly enough to staff 3 2-hour blocks of time, and schedule students into these sessions. This enables these students to receive a solid 2-4 hours of focused instruction in a 1-to-1 or very small setting, and it enables other students to access instruction that is no longer interrupted by these students. Critically, the attention and wrap-around supports provided during the Bridge are enabling these students to transition back into classes in a more structured way that has a chance of successfully changing the problem behaviors. Now that the structures have been developed, the bulk of the work in the 15-16 SY will be to build effective tracking and communication systems to coordinate these and other existing structures and supports. Refining the use of the expanded learning time is also related to a more robust system of student supports.

This work to provide alternative settings that support students in transitioning from suspension, chronic absence and a variety of other situations that demand a more specialized level of both academic and social-emotional supports, is what is driving the proposed inquiry and design process, facilitated by Big Picture Learning, around individualization and alternative education.

#### **II.H.vi. School Climate and Discipline**

This year has seen tremendous improvement in stabilizing the daily climate enough to establish the foundation for a true transformation of the culture of the building. The restorative tone has been set by leadership and emerging structures outlined in previous sections are

beginning to gain traction, but there remains a lot of work to do before the restorative culture will become firmly rooted and sustained.

The projected School Violence Index shows a positive reduction; however, not all the data will not show stark improvements across the board yet, and all parties agree that there have been too many suspensions. This is an indication of the remaining need, and a contributor to low attendance rates. There simply have not been enough hands on deck with this focus to meet the intensity and volume of student need, a situation we are attempting to address in this plan.

In the 1516SY, Northeast will train an increasing number of staff and students in formal restorative practices such as peace circles and conferencing, and continue with a concerted approach to positive community and relationship building. This will be promoted through investment in the less-tangible, but very important, school spirit events, activities and celebrations have fallen to the wayside in recent years. It will also be an aspect of inquiry and capacity building in the Big Picture engagement.

Building staff understanding and capacity for using restorative practices with integrity will occur within the context of a newly forming District Professional Learning Community which will support leadership teams in 14 schools in thoughtful implementation. On campus, Northeast will continue to momentum to utilize more restorative practices by building administrative team understanding and utilizing the newly created Teachers-on-assignment devoted to restorative work / student supports. This work will not only include the development of systems to organize the work, and direct provision of conferencing with students, but will also focus on building student leadership as mediators and main architects of the restorative climate. Connecting this work to the District Initiative and building a support network across the 14 schools will improve implementation and sustainability.

#### **II.H.vii. Parent and Community Engagement**

Northeast has worked to restore what might be considered “traditional” approaches to parent engagement, including a series of after-school and evening events, including infusing more recent parent workshops on graduation requirements, and culminating in an honor roll celebration that garnered the highest attendance in years. There is a new home-school assistant, and she has worked to organize truancy blitzes for chronically absent students.

The parent leadership roles and organizations need to be re-kindled; this work was not fully addressed this year, but the school is better equipped to act in this area moving into this year. The work to engage parents will of course include traditional and routine forms such as teacher contacts, holding events, newsletters, and robo-calls. In addition, the school believes that the more school spirit generated, the more families will participate. The launch of a sports booster club to support the new modified football and cheerleading teams at the middle school is one such example, which will “grow up” to the high school at Northeast. Summer Institutes and orientations for incoming 9<sup>th</sup> graders will also introduce parents early to the new culture.

The school’s SCEP also includes plans to leverage the counselor and social worker (partially funded through Northwest’s SIG) to lead strategy sessions for families to understand requirements for completing high school and post-secondary opportunities. In addition, it will work with the parent liaison to support teachers in building more effective strategies to engage families, and perhaps most effectively, it has plans for how to leverage students in outreach to parents. This is connected to improving the academic program in that one plan for engaging

parents is to better equip students in monitoring their own learning progress so that they can take a more active role in conferences.

The school will certainly track attendance at events, and additionally, the District's customer services initiative will also help to assess how well the school is doing at welcoming and communicating with parents. The District can also provide survey tools to assess satisfaction and home-school communication.

## **II.I. TRAINING, SUPPORT, AND PROFESSIONAL DEVELOPMENT**

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

As noted in previous sections, this specific set of improvement strategies, which determined the selection of the model, have grown out of the work collaboratively developed by the Northeast and Northwest leaders and staff, in conjunction with District staff. Therefore, this model has emerged out of the ongoing improvement work as the best fit to provide more momentum and chance of sustainability, rather than out of a discrete process of writing this plan.

Over the last several years there have been a number of rounds of stakeholder work groups, outreach and planning teams, as the school has been through several initiatives, leadership changes and stages of regrouping. In addition, the SBPT (comprised of all stakeholder groups) has worked annually through a facilitated process of writing the School Comprehensive Education Plan. The feedback and input gathered through all of these processes, as well as a full staff survey conducted in early spring of 2014, shaped this plan. This spring, the primary collaboration has been with the school leadership and Northeast's SBPT, and this plan reflects the school's SCEP. During the course of the year, the school leaders have engaged faculty and smaller working groups in the emerging improvement strategies.

The specifics of the professional learning plan were developed by the school leadership, School-based Planning Team, instructional coaches, School Ambassador and key partners.

### **II.I.ii. Professional Learning Events Scheduled During Implementation Period**

While not funded through this grant, it is important to share that Northeast's summer of 2015 is well-planned and well-utilized for professional learning that will set the 1516SY up for success. An investment was made in an administrative retreat, focused on building a team approach to instructional leadership anchored in Danielson as well as a deeper understanding/explicit training on restorative practices. Teachers are also being provided training in restorative practices including circles, conferencing and academic circles. Furthermore, there are teams of teachers working with instructional coaches to adapt curriculum, tailoring it to student data and planning for more engaging instruction in key content areas.

The professional learning approach for the school year is very much embedded and engages teachers in doing the work, not just attending workshops or trainings. The leadership team will be reviewing the impact and implementation of each strand of work, so plans will adapt as the year progresses. The plan is outlined in Table 7.

**Table 7. Professional Learning Timeline for Northeast College Preparatory High School**

<b>Dates</b>	<b>Activity, Participants, and Intent</b>	<b>Provider</b>	<b>Measurable Outcome / How Assessed</b>
Aug / Sept	Share expectation, norms and schedule for common planning time with teachers during full faculty time.	Principal and Instructional Coaches	Each team will function as a productive PLC all year, admin and coach observations; teacher report; student results.
Sept – June, weekly	Facilitate job-embedded PLCs during common planning time (focus: data analysis, lesson planning, Danielson 3b and 3c; and common formative assessment cycles in math).	Instructional Coaches facilitate, teacher leaders have roles	Each team will function as a productive PLC all year, admin and coach observations; teacher report; student results.
Fall – Spring, 2 cycles	Instructional staff attend campus-based PD focusing on components 2b, 3b, 3c of the Danielson Rubric. At least 2 10-20 week cycles, provided after-school, SBPT approved.	Literacy Specialist/Instructional Coach	Ultimately, scores on these elements should rise. In the interim, teacher assessment and reflection on learning.
Oct - June	Administrative team will provide support and timely feedback on targeted components of the Danielson Rubric based on walkthrough data.	Administrators	Ultimately, scores on these elements should rise. In interim, the frequency of effective practice in these elements should increase during walkthroughs.
Nov - May	Reflective pairs of teachers will be provided the opportunity to visit best practice classrooms where engagement strategies are widely established and successful; followed by a co-planning session to implement observed strategies.	Teachers, coaches facilitate	Ultimately, scores on these elements should rise. In interim, the frequency of effective practice in these elements should increase during walkthroughs.
Oct – June	Instructional coaches will collaborate with departments to facilitate ongoing progress monitoring of student knowledge acquisition and teacher practices.	Teachers, coaches	Student results improve; intermediate measures would be more frequent differentiation observed in walkthroughs and more timely interventions provided.
Nov, Jan, March	Structured release time for teachers adjusting AIS curriculum in response to marking period data.	Reading teachers and literacy specialists	Living Environment grades at end of each quarter; then in spring.
Fall	The entire school community will engage in the development	School leaders, counselors,	A more restorative culture, evidenced by stakeholder

Dates	Activity, Participants, and Intent	Provider	Measurable Outcome / How Assessed
	of shared expectations for how people treat each other and interact together (e.g., strengths-based, solution-focused, and culturally-sensitive language).	social workers, strategic staff	lived experience, fewer disciplinary incidents and higher ratings on 2b and increased class attendance.
Aug - June	PLC formed on alternative settings and tiered supports, meets at least monthly, facilitated by Big Pic and Eagle Rock	Big Picture Learning, Eagle Rock	An articulated continuum of personalization structures and alternative settings; an action plan to operationalize
Aug - June	Individuals and pairs sent periodically through the year. Restorative lead team participates in the newly launching District PLC for 14 schools.	Partners in Restorative Initiatives, District lead staff	A more restorative culture, evidenced by stakeholder lived experience, fewer disciplinary incidents, higher ratings on 2b, and increased class attendance.

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

The professional development linked to Key Strategy # 3 (Academic Program) will be monitored and periodically assessed in response to the leadership’s walkthrough data and participation in common planning time. At least quarterly, leadership will meet with instructional coaches formally to review the data in conjunction with marking period results. The work on Key Strategy #1 (Restorative Culture) will have an implementation and progress monitoring timeline associated with participation in the District-level learning community; this is not developed yet. Key Strategy #2 (Tiered social-emotional supports) will have a similar schedule created by Eagle Rock, in conjunction with the full PLC, in early fall.

**II.J. COMMUNICATION AND STAKEHOLDER INVOLVEMENT/ENGAGEMENT**

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

Please see the previously referenced organization chart, which outlines key reporting and communication structures such as the Leadership Team and the School-based Planning Team, which coordinate the work of all the various work-related teams. Of particular note is the re-framing of the Student Support Team and staff to be more comprehensive and inclusive of restorative practices and structures, as well as the cohort-tracking team. While the frequency of meetings are outlined in the chart, implementation may require mid-course adjustments along the way.

An additional consideration is that on July 16, 2015, the Rochester City School District received notification from the New York State Education Department as to Receivership status. As such, the school is preparing to assemble and launch the required Community Engagement Team, which would work to create a broad stakeholder group that will help execute on this school improvement plan. As this team is formed, it will have a required timeline and operating process, approved by the Superintendent and the Commissioner of Education.



## **II.K. PROJECT PLAN NARRATIVE/TIMELINE**

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

The transformational work just beginning at Northeast is about weaving a tapestry of coherent and mutually reinforcing practices and mindsets, rather than working on disparate strategies or discrete timelines. As discussed in section II.B.i, and outlined in the attached timeline for Year One Implementation, the three key strategies for sustainable improvement at Northeast are:

1. Restorative practices and community building
2. Tiered systems of social emotional supports and alternative settings
3. Strengthening the Academic Program:
  - a. Job-embedded Professional Learning Communities (PLC)
  - b. Danielson Framework for Teaching and Instructional Leadership practices
  - c. Formative assessment cycles; focus on standards, student data and curriculum
  - d. Systems for monitoring student progress and intervening quickly to keep students on-track for graduation; includes strategic use of expanded learning time for 100% of students

Each of these strategies are complementary and aimed at creating a school environment that engages students and has the ability to meet their individual needs, nurturing them to become increasingly responsible for their own learning and success.

The Northeast SIG implementation plan, including key actions and objectives, for Year 1 is shown in Table 8 on the next page.

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

The following early wins are achievable yet significant; they would signal a true shift in the culture and level of service the school provides and would position the school for sustainable change. Please note that targets are set in Attachment B, and will be firmly adjusted in August after more current data is verified and available.

- Reduction of at least 20% in the number of short-term suspensions;
- Improved attendance, at least 5-10 percentage point increase in ADA and period attendance;
- Increased ability to offer students very individualized plans, settings and supports;
- Increase in number of student leaders in restorative work;
- Strengthening school-wide practices in Danielson's Domain 2;
- Establishment of cohort-tracking system and associated protocols; overhaul of way counseling personnel owns this responsibility;
- Improved course and Regents passing rates, raising ELA to 63% and CC Algebra to 34%, and Living Environment to 28%.
- More 9th graders on-track to graduation, having earned 5 credits and passed at least 1 Regents exam; baseline not firmly set as of yet.

**Table 8. Northeast Year 1 Implementation Timeline**

Goal 1 – Establish restorative culture such that attendance increases and suspensions decrease.			
Objectives	Fall 2015	Winter 2016	Spring 2016 Summer 2016 (Year 2)
1.1	Train the entire administrative team in restorative discipline. (July - Sept)		
1.2	Provide opportunities for student leaders trained in restorative practices to integrate into Student Government, capitalizing on student leadership to drive culture and climate change.		
1.3: Increase the use of conferences to resolve conflicts and to transition students back from suspension by:	Hiring a full-time staff devoted to restorative practices	Increasing the number of staff members and students who have been trained by PiRI by the end of the year.	
1.4:	Participate in newly launching District community of practice, supporting implementation at 14 schools.		
1.5:	Establish and staff the Progress Room and develop protocols for effective use and tracking system.		
Goal 2 – Develop a comprehensive framework (articulation, structures, and systems) of tiered social-emotional supports and pathways, including alternative education settings.			
Objectives	Fall 2015	Winter 2016	Spring 2016 Summer 2016 (Year 2)
2.1	Refine and sustain the Bridges program with provides transitional wrap-around supports to a small number of Tier 3 students.		
2.2	Establish a PLC focused on alternative education and personalization structures; create a year-long workplan with Big Picture Learning and Eagle Rock by end of first quarter.	Follow workplan, including traveling to other alternative sites and participation in Big Picture PD.	Follow workplan, including traveling to other alternative sites and participation in Big Picture PD.
2.3			Complete articulated plan for personalization structures (such as Advisory, individual learning plans)

				<p>Northwest will pursue, as well as what continuum of settings will be necessary.</p> <p>Assess and plan for next year.</p>	
2.4	Work with the District's Department of Specialized Services to design and implement a more effective and flexible continuum of services for SWD				
<p><b>Goal 3 - Raise the graduation rate, by strengthening the academic program.</b></p>					
<b>Objectives</b>	<b>Fall 2015</b>	<b>Winter 2016</b>	<b>Spring 2016</b>	<b>Summer 2016 (Year 2)</b>	
3.1 Increase the percentage of the 2015 cohort who earn 5 credits and at least 1 Regents by August, 2016.	Establish a new system of quarterly progress monitoring and more targeted interventions, and a proactive cohort tracking system	Conduct quarterly progress monitoring and more targeted interventions	Conduct quarterly progress monitoring and more targeted interventions		
3.2: Achieve ELA goal by	School leader develop a master schedule that provides weekly common planning time for teams of teachers teaching the same course.				
3.3: Achieve Math goal by	Provide associated supports to develop Professional Learning Communities focused on standards, student data, and formative assessment and planning, and 3) develop instructional leadership systems to monitor, provide feedback and promote application of professional learning.				
	Coaches facilitate, teachers participate and, SBPT prioritize Professional learning on Danielson framework, such that the understanding of Domains 1 and 3 will deepen, as evidenced by focused walkthroughs and evaluation data.				
	Algebra teachers participate in targeted release time to work with student data from common formative assessments, and to develop tiered lessons and interventions, including the Algebra Institutes.				
	Teacher teams work with literacy coaches and reading teachers to infuse literacy skills, strategies and writing into the content areas.				
	Provide students with additional, differentiated time to master math skills and concepts during Regents and break weeks, as well as through targeted use of the Encompass partnership.				
	School leader collaborate with the District's Directors of English Language Arts, 4-12 and of Mathematics to establish and follow a set schedule of instructional walkthroughs and feedback loops.				

### **II.K.iii. Leading Indicators of Success**

Key leading indicators that will be reviewed routinely at Northeast and used to shape responsive action include:

- Student attendance, including Average Daily Attendance, the number/percent of students chronically absent, and period-by-period attendance
- Progress reports and marking period course failure rates
- Number of disciplinary incidents and suspensions
- Number of students accessing Progress Room

The leadership team, in conjunction with the Teacher-on-Assignment for Restorative Practices and in collaboration with support staff, will develop a routine system of reviewing these data. Data will be reviewed in at least in five-week increments, although some measures will be reviewed more frequently. The data are easily accessible through RCSD's internal data warehouse (SPA). A streamlined Principals' Dashboard will be rolled out this fall. The School Chief and OSI Ambassador will also conduct joint walkthroughs, which will prioritize these leading indicators regularly.

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

The transformational model requires the District to replace the leader, assure a rigorous and State-approved APPR system, and demonstrate the ability to substantially improve student achievement over the course of the grant. Because Dr. Guillory was appointed to begin the transformation in Spring 2014, he will continue as the principal of Northeast. Dr. Guillory will continue his instructional leadership to build capacity and implement systems that will increase student achievement. The key strategies selected for Northeast represent an evidence-based approach to school improvement and this proposed plan presents a logically sequenced and thoughtful approach to implementing the work. This grant award will allow Northeast College Preparatory High School to build upon fragile successes begun last year by investing in personnel, training, structures and systems that will build a sustainable model school - Northeast High School at the Douglass Campus.

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

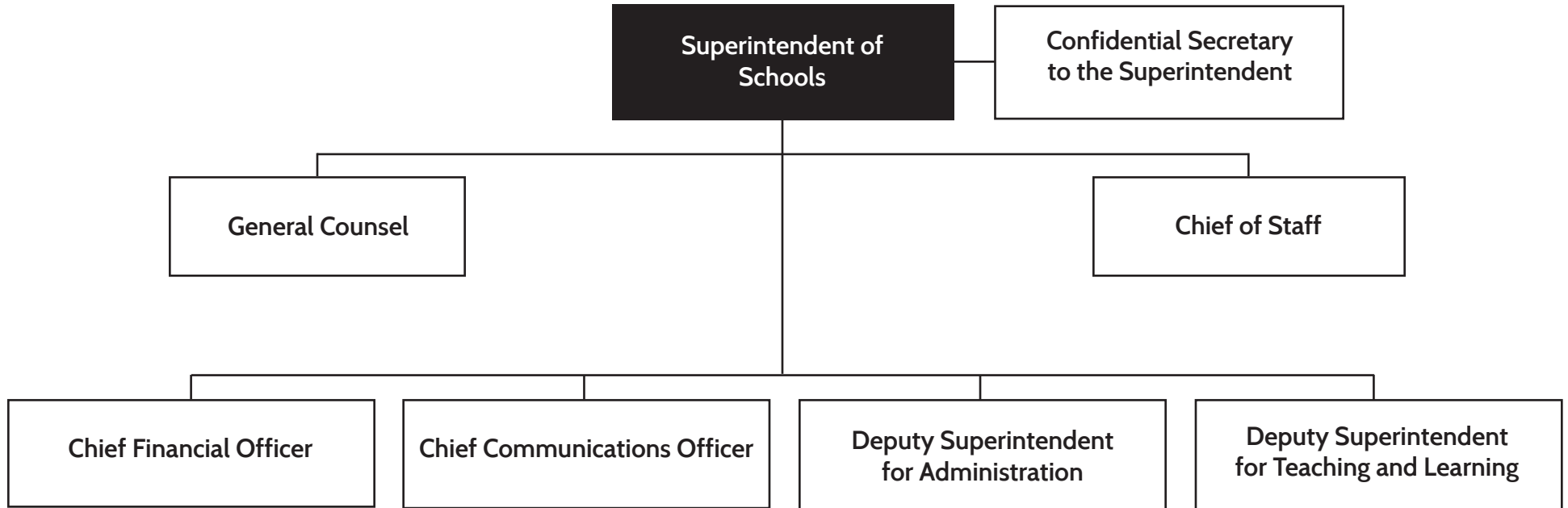
**Section 24 VACANCIES AND TRANSFERS**

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

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

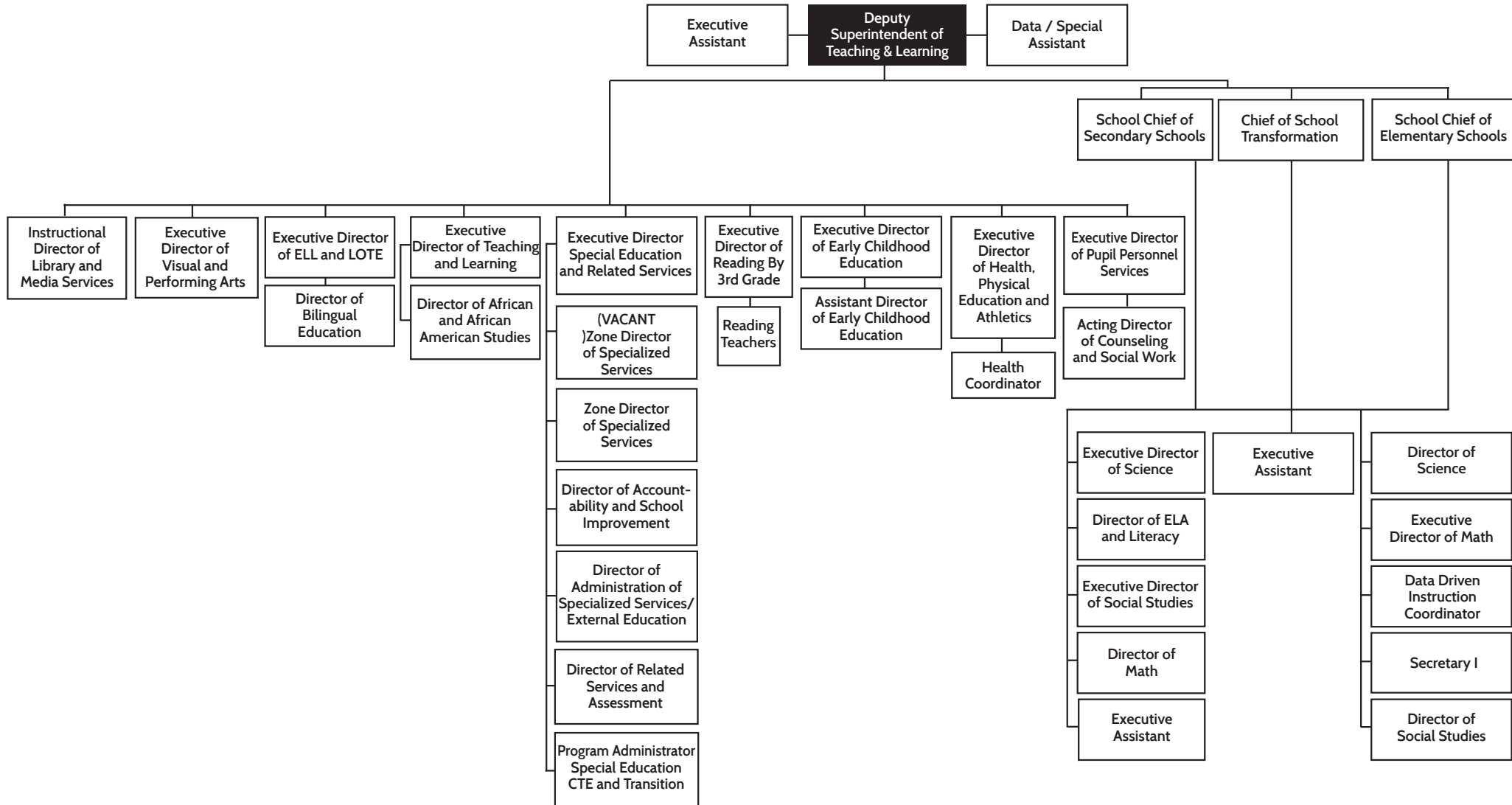


## Rochester City School District - Superintendent's Cabinet



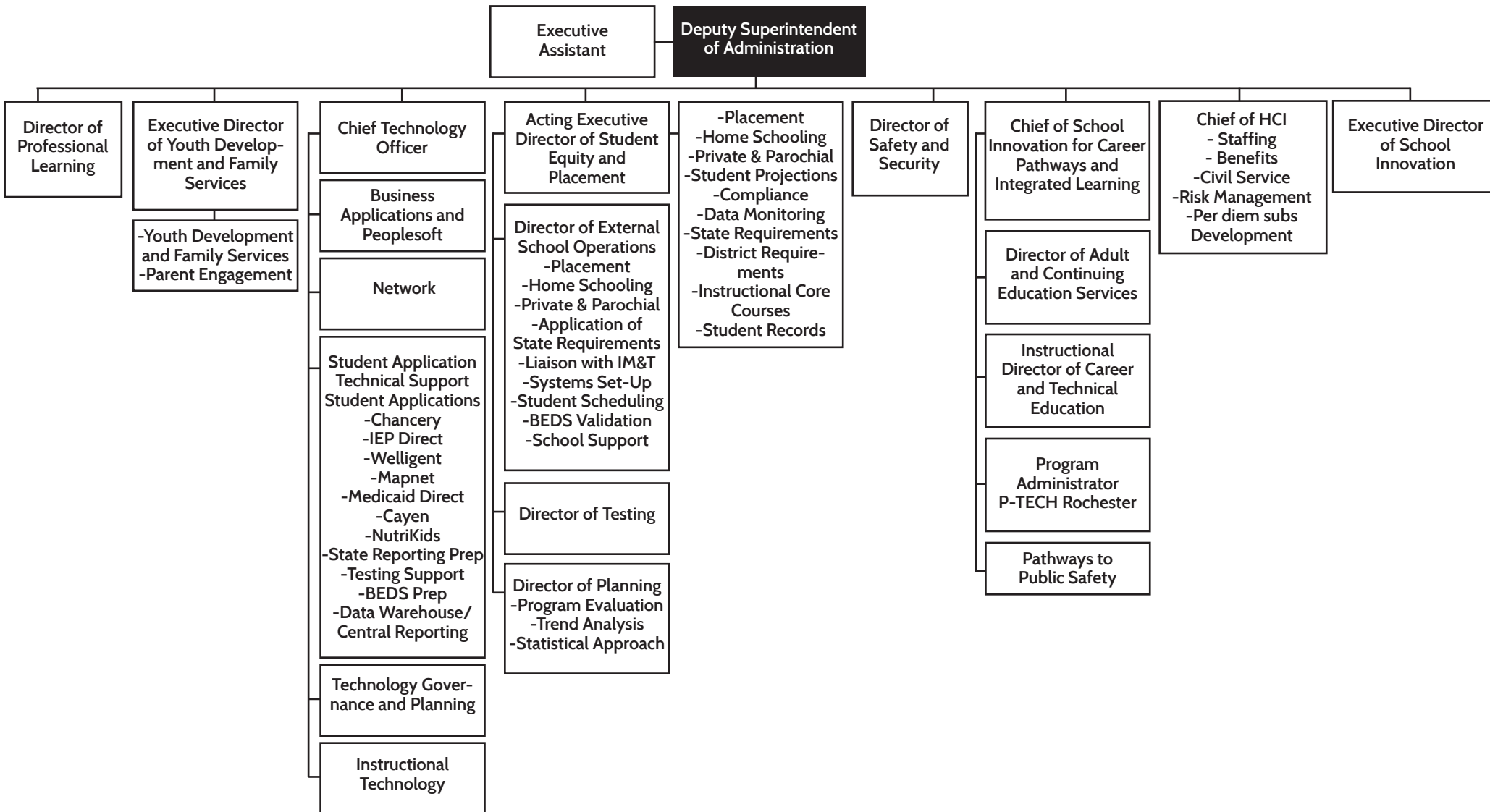


# Rochester City School District - Department of Teaching and Learning





# Rochester City School District - Department of Administration





Rochester City School District  
Office of Professional Learning

Code	Agent/Organization Responsible and Session Title	Desired Measureable Outcomes (DCIP Goal Alignment)	Method for Analysis and Reporting
12238	GEN_Coping Power	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
11565	GEN_Overcoming the Effects of Poverty on the Brain	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13399	GEN_Overcoming the Effects of Poverty on the Brain (Section 1)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13400	GEN_Overcoming the Effects of Poverty on the Brain (Section 2)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13401	GEN_Overcoming the Effects of Poverty on the Brain (Section 3)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
12223	GEN_Proactive Classroom Systems	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13597	GEN_Professional Learning Providers Training	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment
13315	GEN_Refugee and SIFE Students from a School Counseling and Social Work Perspective (Section 1)	Student's social and emotional development will be supported by changing the frame of discipline from punitive to developmentally supportive. Measure will be a decrease of suspensions categorized as "nonviolent disruptions" by 25%.	Walk through, site-visits, examination of teacher and student work, portfolio reviews, formative and summative assessment

# LINUS J. GUILLORY JR., PHD

Linus.Guillory@rcsdk12.org ♦ Cell: 585-489-9523

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## CURRENT POSITION: *EDUCATIONAL ADMINISTRATOR ~ PRINCIPAL*

Highly qualified, dynamic and energetic Educational Professional with more than 15-years of experience that includes central office administration, principal, assistant principal, adjunct professor, classroom teaching, professional development training, program management, education product development, and educational program development. Advocate for implementing continuous improvement in programs focused on raising academic levels of students, ensuring student success, enhancing educators teaching skills, and encouraging instructional technology integration. Outstanding leadership skills, knowledge of school curriculum and teaching practices; encourages open communication and collaboration with colleagues, students, and community members.

*Expertise includes:*

- Instructional Technology Integration
- Training & Development Programs
- Curriculum Development
- Influential Presentations
- Project Management
- Program Design & Development
- Strong Science Background
- Consensus Building
- Mentoring & Coaching
- Student Management
- Program Evaluation
- Collaborating with stakeholders
- Professional Development
- Innovative Leadership
- Science Curriculum Expertise

*'Create an environment where all team members impact decisions and actions that affect instruction and student learning'*

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## EDUCATIONAL BACKGROUND

**PhD in Environmental Science**

OKLAHOMA STATE UNIVERSITY – Stillwater, Oklahoma

**Rice Educational Entrepreneurship Program – Business Certificate**

RICE UNIVERSITY – Houston, Texas

**Master of Education in Administration & Supervision**

PRAIRIE VIEW A&M UNIVERSITY – Prairie View, Texas

**Bachelor of Arts in Biology; Minor in Chemistry**

TEXAS A&M UNIVERSITY – College Station, Texas

## *Certifications:*

Superintendent-TX • School Building Leader-NY • Secondary Biology-TX • Principal-TX • Professional Development/Pedagogy-TX

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## PROFESSIONAL EXPERIENCE

**ROCHESTER CITY SCHOOL DISTRICT – Rochester, NY**

**Northeast High School - Principal**

8/2014 – Present

**Northeast High School - Acting Principal**

3/2014-8/2014

Provide effective instructional leadership for the building and manage the activities that contribute to the effectiveness of the total educational program.

- Assist in the selection and assignment of personnel based on knowledge of ability, qualifications, past performance and school needs
- Demonstrate a knowledge of Common Core Learning Standards and instructional shifts
- Lead curriculum development activities providing opportunities and encouragement for increased staff expertise and involvement
- Administer systematic and effective methods of objectively monitoring student progress
- Demonstrate knowledge of multiple measures of data (demographic, perception, school process and student learning) analysis and how to use the information to improve teaching and learning to obtain positive results
- Utilize test results in analyzing program effectiveness and identifying areas needing improvement
- Demonstrate continued personal growth through participation in professional activities and organizations
- Evaluate progress toward instructional goals and objectives and make needed adjustments
- Provide leadership in identifying and solving issues and problems facing the profession
- Effectively supervise the instructional performance of the professional staff through frequent and ongoing observation and evaluation
- Provide assistance to the professional staff in building an effective community of student learners that promote citizenship

- Act as role model for expected staff behavior by demonstrating leadership, management, and instructional skills

## LINUS J. GUILLORY, JR. — PAGE TWO

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- Orient newly assigned personnel
- Demonstrate prudent risk taking and vision in the interest of school improvement
- Administer school budgets in accordance with system regulations and board policies and legal requirements
- Establish and clearly communicate program of teacher evaluation
- Develop and implement administrative procedures consistent with federal law, state school law, state board of education and local school board policy
- Make informed/data-driven/research-based decisions
- Promote the incorporation of community resources in the school programs
- Provide for the maintenance of accurate and current personnel, student, and fiscal records
- Establish and/or maintain safety and security arrangements for school plant facilities and equipment
- Supervise health, guidance, and attendance services to insure respectful treatment of all students
- Supervise the preparation of accurate budgets and effectively monitor expenditures
- Ensure the accurate and efficient preparation of required district reports and requisitions
- Monitor and audit student activity accounts
- Develop and maintain positive staff morale
- Engage in an ongoing, courageous, and honest process of self-critique and self-awareness to identify and examine their own patterns and others' patterns of unintentional and intentional social biases
- Personally interact with parent groups to promote positive school-community relations
- Encourage parent visits and involvement in school activities
- Provide appropriate orientation and induction programs for teachers and staff members
- Establish high expectations for student achievement that are directly communicated to students
- Maintain adequate student discipline through the implementation of a fair and effective discipline code
- Provide for adequate supervision and acceptable student behavior at all sanctioned and sponsored events
- Encourage and allow students and student organizations to give meaningful and appropriate input to the operation of the school
- Demonstrate an understanding of students and the diversity of their needs
- Define, articulate and promote the internalization of a school's philosophy
- Implement an effective method of reporting student progress
- Communicate effectively both orally and in writing with various elements of the school community
- Effectively communicate and support the management team decisions and school board policies
- Provide for systematic, two-way communication with teachers, staff and the community
- Ensure the student and teacher schedules are developed which promote school objectives and minimize conflict
- Establish clear rules and expectations for the use of time allocated to instruction
- Complete assigned tasks on time

### Director of Science, K-6

8/2013-3/2014

Provide the overall instructional and curricular support to schools in the area of science and the connection between content area study and other disciplines for the elementary and secondary level.

- Meet with teachers and principals in schools on a daily basis
- Provide implementation support to reform models adopted by schools
- Continuously assess the effectiveness of course offerings and recommend changes as appropriate
- Ensure effective school implementation of New York State Common Core content and performance standards
- Provide support to schools in setting goals and targets for continuous improvement in student achievement
- Provide classroom modeling, coaching, and other necessary forms of instructional support for teachers
- Support school leadership teams to develop instructional plans for science by assessing classroom instruction, analyzing assessment data, and identifying the instructional needs of the schools
- Convene and facilitate subject area councils of representative teachers and administrators
- Design, plan and conduct new teacher orientation and mentoring
- Provide leadership for science in the selection of instructional materials
- Work cooperatively with the Human Capital Initiatives Department to facilitate the staffing process
- Actively seek qualified and exceptional candidates for science teacher positions
- Observes and formally evaluates classroom teaching/learning at the request of building administrators or teachers
- Coordinate the assignment of student teachers with building administrators, classroom teachers, and area colleges

- Have a working knowledge of and the ability to implement effective, research-based classroom practices
- Develop and/or revise citywide assessments in collaboration with district teachers

## **LINUS J. GUILLORY, JR. — PAGE THREE**

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- Analyze data pertaining to student achievement and teacher practice, and make recommendations and develop action plans for improvements
- Implement department goals and objectives annually and perform related duties as assigned by the school Chiefs
- Participate in the development and evaluation of educational programs and student achievement
- Encourage and support development of instructional programs. Promote the use of achievement data and the use of technology in the teaching/learning process
- Communicate effectively with staff, students, and parents

### **ITHACA CITY SCHOOL DISTRICT – Ithaca, NY**

**2012 – 2013**

#### **Principal-Beverly J. Martin Elementary**

- Support the Vision and Mission of ICSD
- Build a community of educators devoted to instructional best practices
- Support inclusive classrooms and professional learning communities
- Ensure faculty adhere to district teaching frameworks
- Encourage and support development of instructional programs
- Promote the use of achievement data and the use of technology in the teaching/learning process
- Promote a positive, caring climate for learning
- Communicate effectively with staff, students, parents, and community
- Demonstrate a high level of personal integrity, a collaborative leadership style and high ethical standards
- Manage campus budget
- Supervise and appraise teaching and support staff (102 members)
- Exhibit and encourage high professional and ethical standards
- Manage a safe, orderly school environment
- Ensure the social/emotional needs of students are met
- Recruit/select qualified and exceptional staff

### **SPRING BRANCH ISD – Houston, TX**

**2008 – 2012**

#### **Assistant Principal-Spring Woods Middle School**

- Participate in the development and evaluation of educational programs and student achievement
- Encourage and support development of instructional programs. Promote the use of achievement data and the use of technology in the teaching/learning process
- Promote a positive, caring climate for learning; support SWMS mentor program
- Communicate effectively with staff, students, and parents
- Participate in the development of campus improvement plans with staff, parents and community members
- Assist Principal in the evaluation of instructional and support personnel. Observe employee performance, record observations, and conduct evaluation conferences ~ approximately 35 faculty and staff members
- Assist Principal in interviewing, selecting, and orienting new staff
- Demonstrate a high level of personal integrity, a collaborative leadership style and high ethical standards
- Maintain 260K textbook inventory/budget; Manage 151K Title 1 budget
- Promote the continuing professional development of staff members; assist in designing and delivering staff development
- Exhibit and encourage high professional and ethical standards
- Participate in professional development

### **NASA JOHNSON SPACE CENTER – Houston, TX**

**2004 – 2008**

#### **Education Specialist**

Managed reduced gravity flight program for the Network of Educator Astronaut Teachers; led development of education plan and website for STS-119 Educator Astronauts Joe Acaba and Ricky Arnold. Led development of education plan and website for the first space flight of Educator Astronaut Barbara Morgan. Managed International Space Station education downlinks; reviewed school proposals, interfaced with clients, negotiated time slots, trained astronauts and evaluated program success. Trained astronauts on current education trends and products. Managed Johnson Space Center Pre-Service Teacher Institute; managed 60K budget, developed program goals and objectives, established week-long curriculum, identified and secured teaching faculty, recruited college education majors from TX, NM & OK to attend, managed team of eight individuals, and evaluated institute effectiveness.

- Oversaw International Space Station education downlinks that have directly and indirectly impacted over 1 million students worldwide

- Frequently provided astronauts with strategies and teaching aides for school visits

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## LINUS J. GUILLORY, JR. – PAGE FOUR

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- Impacted student learning in 11 schools in the US and South America by allowing the students to propose and fly experiments on NASA's reduced gravity aircraft
- Excelled in working with groups with diverse opinions; able to unite groups and generate consensus
- Impacted approximately 10k educators and 1 million students with NASA Engineering Design Challenge; laid the foundation and development of the STS-118 Engineering Design Challenge
- Identified education activities, led the creation of videos, and web page centered around spacesuits for STS-119

### NASA JOHNSON SPACE CENTER – Houston, TX

2002 – 2004

#### Aerospace Education Specialist

Assess and determine teacher training needs; plan and organize professional development programs/activities, and support and model integration of technology in the classroom. Design and develop curriculum and training materials using both text and visual images. Team with teachers on curriculum projects to aid in integrating programs. Spearhead professional development programs/workshops at all instructional levels and curriculum topics. Interact extensively with field services and technicians; conduct level-1 troubleshooting and maintenance of technology equipment and software. Supervise and coordinate technical team. Managed Pre-Service Teacher Program-Curriculum.

- Trained over 5,000 educators on utilizing NASA education products; enabled teachers to improve and enhance student learning
- Collaborated with teaching personnel in order to provide appropriate instructional experiences that increased and improved student technology skills; utilized various web resources including NASA, images, NOAA, WeatherBug, and Discovery Channel
- Integrated technology into instruction; implemented instructional technology and technology training within the school environment
- Introduced innovative instructional techniques and strategies to classrooms
- Increased awareness of NASA and NASA Education within an eight state region: CO, TX, OK, NM, KS, NE, SD, ND
- Met with state-level and school supervisors to align NASA resources to education objectives and curricula; customizing lessons and trainings to meet specified needs
- Designed curriculum development projects that integrated instructional technology and distance learning
- Created staff development and lecture-demonstration programs for students and teachers
- Conducted science education workshops at Texas Educational Regional Service Centers

### ALDINE ISD – Houston, TX

1999 – 2002

#### Teacher

Instructed middle students in chemistry, space science, earth science, and biology. Assumed a leadership role as team lead of Team Rockets. Taught in an academic team consisting of science, math, history, reading, and English. Integrated technology into course; actively participated in various training workshops and professional organizations in order to enhance skill set and knowledge. Facilitated staff development programs on workshops attended. Taught adult computer literacy courses. Mentored junior colleagues.

- Integrated technology and adapted various instructional strategies in order to accommodate student and adult learners, which encouraged class participation
- Used a variety of instructional strategies to instruct students on different learning levels
- Developed formal and informal strategies of assessment to successfully determine levels of achievement and proficiency
- Selected to develop and review district benchmark science exams
- Annenberg grant reviewer
- Served as Academic Team Lead. Responsibilities included preparing weekly meeting agendas, disseminating information and duties as prescribed by administration, engaging parents in school and ensuring students' academic and social success

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### SPECIAL SERVICE/PROFESSIONAL MEMBERSHIPS (PAST/PRESENT)

Houston Enriches Rice Education (HERE) Project • The Spring Branch Plan, 2012-2017  
 Association for Middle Level Education (AMLE) • Association of Supervision & Curriculum Development (ASCD)  
 Council for the Advancement of Science Teachers (CAST) • International Society for Technology Education (ISTE)  
 National Science Teacher's Association (NSTA) • Phi Delta Kappan

***Technical Proficiencies***

ActivClassroom, MS Word, Excel, PowerPoint, Photoshop, Adobe Acrobat, Blackboard, WebEx, WebCt, Video Conferencing Equipment

**LINUS J. GUILLORY, JR. — PAGE FIVE**

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***Skill Set***

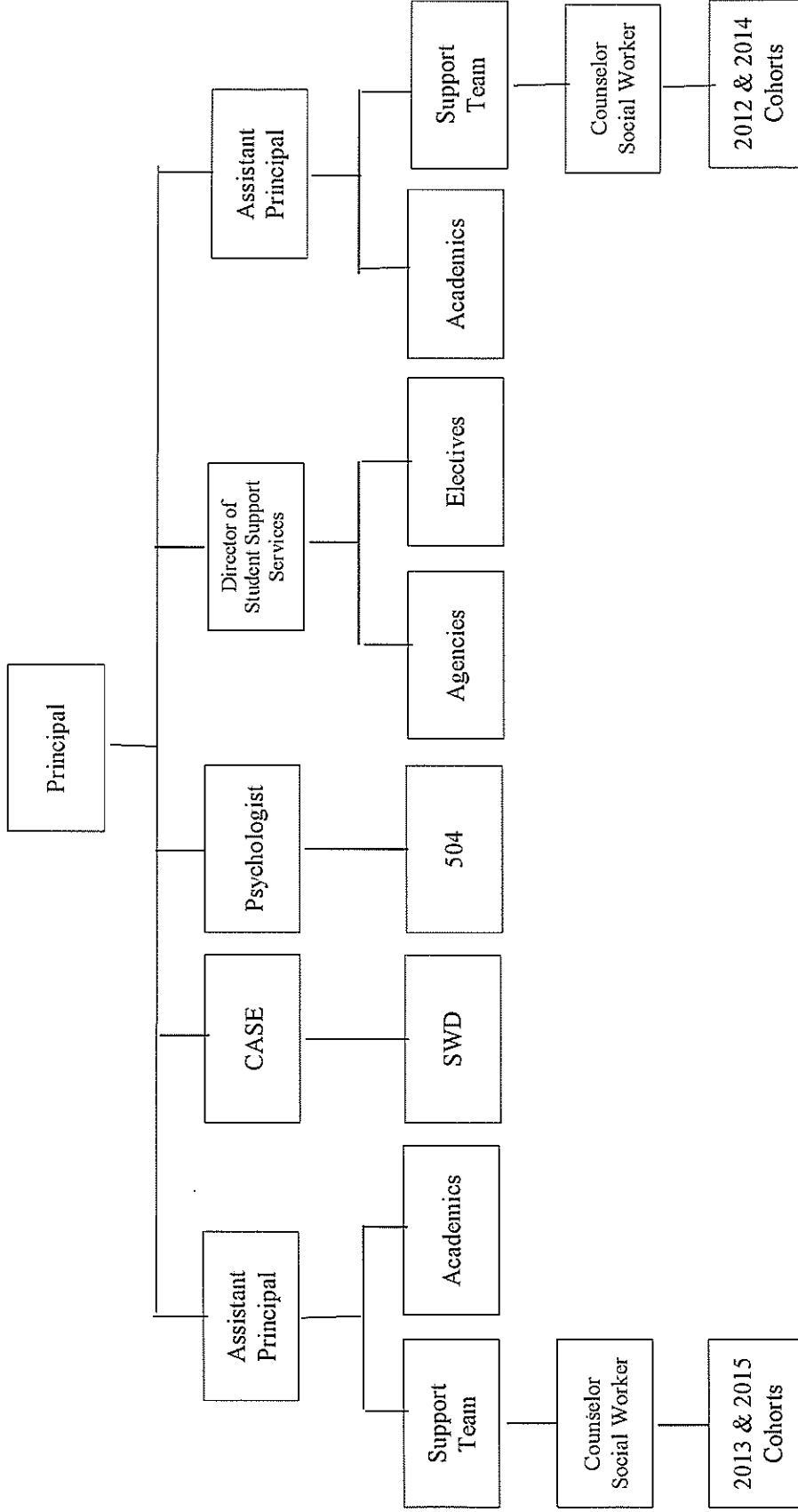
Curriculum Review and Development, PC and Mac computers, excellent time management, *Writing That Works*  
Excellent interpersonal skills, able to manage politically charged items  
Ability to lead groups, experienced in project management, adapt quickly to changing environments

***Languages: Novice level Spanish***

***Awards: NASA Group Achievement Awards: Expedition 12 and STS-118***

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**II.G.i. Northeast College Preparatory High School Organizational Chart**



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

<b>2016 – 2016 Date</b>	<b>Task</b>
<b>Teacher APPR</b>	
June	The Teacher Evaluation Selection Process opens.
October 15	Teachers completing a PART project through APPR must complete the PART Form #1, and the form must be uploaded to ePerformance.
October 15	Teacher Goal-Setting Meeting must be completed.
November 30	First formal observation for non-tenured teachers is due.
January 12	Teachers must complete Semester 1 course SLO entry in eDoctrina.
January 19	Principals and teachers must agree and approve Semester 1 course SLOs in eDoctrina.
February 13	Teachers must complete Full Year and Semester 2 course SLO entry in eDoctrina.
February 28	Principals and teachers must agree and approve Full Year and Semester 2 course SLOs in eDoctrina.
March 27	Teachers must complete course SLOs in eDoctrina for the following courses: K-2, ESOL, Resource Room, Self-Contained, and Consultant Teachers.
April 17	Principals and teachers must agree and approve course SLOs in eDoctrina for the following courses: K-2, ESOL, Resource Room, Self-Contained, and Consultant Teachers.
April 30	Second formal observation for non-tenured teachers and formal observation for tenured teachers is due.
May 15	Non-tenured teachers' evaluation review meeting must take place.
May 21	Peer Evaluation must be completed for applicable evaluations.
May 21	Structured PART interview must take place for those teachers completing a PART project.
June 1	Teacher evaluation review meeting must take place. Unannounced observations must be completed prior to completion of teacher evaluation.
<b>Leader APPR</b>	
October 2	A copy of the evaluation form will be given to all administrators. Process and timelines will be discussed with the direct supervisor.
November 6	Principals will complete the Personal Goals and Objectives Form and return it to their direct supervisor.
November 20	Goals will be cooperatively established by the administrator and his/her supervisor. A meeting to discuss goals will be scheduled or a written response provided by the direct supervisor.
Ongoing	The administrator will review progress toward meeting goals throughout the year. Several informal visitations will be scheduled with the direct supervisor. When appropriate, a due process plan of action will initiated by the direct supervisor.



April 1	Evaluations of administrators with “developing” or “ineffective” will be submitted to HCI.
June 18	The administrator’s Year-End Self-Assessment Form will be completed and returned to the direct supervisor. The administrator will schedule a meeting to discuss progress toward meeting the stated goals with his/her direct supervisor. If completing the tenure year, the Tenure Summary Form will be completed and returned to the direct supervisor.
August 7	The administrator and his/her supervisor will discuss the Administrative and Supervisory Personnel Performance Evaluation Form. Forms will be returned to HCI by the supervisor.

**Table II.I.ii. Professional Learning Timeline for Northeast College Preparatory High School**




<b>Dates</b>	<b>Activity, Participants, and Intent</b>	<b>Provider</b>	<b>Measurable Outcome / How Assessed</b>
Aug / Sept	Share expectation, norms and schedule for common planning time with teachers during full faculty time.	Principal and Instructional Coaches	Each team will function as a productive PLC all year, admin and coach observations; teacher report; student results.
Sept – June, weekly	Facilitate job-embedded PLCs during common planning time (focus: data analysis, lesson planning, Danielson 3b and 3c; and common formative assessment cycles in math).	Instructional Coaches facilitate, teacher leaders have roles	Each team will function as a productive PLC all year, admin and coach observations; teacher report; student results.
Fall – Spring, 2 cycles	Instructional staff attend campus-based PD focusing on components 2b, 3b, 3c of the Danielson Rubric. At least 2 10-20 week cycles, provided after-school, SBPT approved.	Literacy Specialist/Instructional Coach	Ultimately, scores on these elements should rise. In the interim, teacher assessment and reflection on learning.
Oct - June	Administrative team will provide support and timely feedback on targeted components of the Danielson Rubric based on walkthrough data.	Administrators	Ultimately, scores on these elements should rise. In interim, the frequency of effective practice in these elements should increase during walkthroughs.
Nov - May	Reflective pairs of teachers will be provided the opportunity to visit best practice classrooms where engagement strategies are widely established and successful; followed by a co-planning session to implement observed strategies.	Teachers, coaches facilitate	Ultimately, scores on these elements should rise. In interim, the frequency of effective practice in these elements should increase during walkthroughs.
Oct – June	Instructional coaches will collaborate with departments to facilitate ongoing progress monitoring of student knowledge acquisition and teacher practices.	Teachers, coaches	Student results improve; intermediate measures would be more frequent differentiation observed in walkthroughs and more timely interventions provided.
Nov, Jan, March	Structured release time for teachers adjusting AIS curriculum in response to marking period data.	Reading teachers and literacy specialists	Living Environment grades at end of each quarter; then in spring.

Dates	Activity, Participants, and Intent	Provider	Measurable Outcome / How Assessed
Fall	The entire school community will engage in the development of shared expectations for how people treat each other and interact together (e.g., strengths-based, solution-focused, and culturally-sensitive language).	School leaders, counselors, social workers, strategic staff	A more restorative culture, evidenced by stakeholder lived experience, fewer disciplinary incidents and higher ratings on 2b and increased class attendance.
Aug - June	PLC formed on alternative settings and tiered supports, meets at least monthly, facilitated by Big Pic and Eagle Rock	Big Picture Learning, Eagle Rock	An articulated continuum of personalization structures and alternative settings; an action plan to operationalize
Aug - June	Individuals and pairs sent periodically through the year. Restorative lead team participates in the newly launching District PLC for 14 schools.	Partners in Restorative Initiatives, District lead staff	A more restorative culture, evidenced by stakeholder lived experience, fewer disciplinary incidents, higher ratings on 2b, and increased class attendance.

Attachment A  
 Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature does not indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable if the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) 	7-20-15	
Type or print name Timothy Cliby		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable if the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) 	7/21/15	
Type or print name Adam Urbanski		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable if the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) 	7/20/15	
Type or print name Ericka Simmons		

**Attachment B**  
**School-level Baseline Data and Target-Setting Chart**

**PLEASE NOTE:**

- 1) 13-14SY Data for NECP is reflective of BEDS data, not the actual grade configuration.**  
**2) RCSD proposed to resubmit in August, to reflect 14-15 data and Receivership metrics.**

SCHOOL: Northeast College Preparatory HS	Unit	District Average SY 13-14	Baseline Data SY 13-14 except where noted	Target for 2015-16	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20
<b>I. Leading Indicators</b>								
a. Number of minutes in the school year	min	74,820	88,800	86,864	86,864	86,864	86,864	86,864
b. Student participation in State ELA assessment	%	98%	99%	>95%	>95%	>95%	>95%	>95%
c. Student participation in State Math assessment	%	99%	96%	>95%	>95%	>95%	>95%	>95%
d. Drop-out rate	%	7%	35%	25%	20%	15%	10%	10%
e. Student average daily attendance <i>*actual was closer to 75%</i>	%	77%	89%*	85%	85%	90%	92%	95%
f. Student completion of advanced coursework: includes AP, IB, and 8 <sup>th</sup> grade HS credits	%	16.8%	10%	10%	10%	15%	20%	25%
g. Suspension rate: rate per 100 students/BEDS enrollment: duplicated count	rate	42.7 out of 100	133.0 out of 100	89 out of 100	67 out of 100	50 out of 100	45 out of 100	45 out of 100
h. Number of discipline referrals-reported as # of incidents	num	12,393	734	587	528	502	477	429
i. Chronic absenteeism rate- 10-19.9% absenteeism	%	17.9%	16%	14%	12%	10%	9%	8%
la. Severely Chronic absenteeism rate- 20% and higher	%	14.4%	37.3%	30%	25%	20%	15%	15%
j. Teacher attendance rate	%	92.45%	92.8%	93%	94%	95%	95%	95%
k. Teachers rated as "effective" and "highly effective" disaggregated by category	%	42% 47%	54% 13%	Will be determined as new guidance is implemented; focus on Danielson may decrease scores at first.				
l. Hours of professional development to improve teacher performance	num	n/a	612	Job-embedded during common planning time; will not all be counted through same system.				
m. Hours of professional development to improve leadership and governance	num	n/a	64	64	70	70	70	70
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	n/a	0	Job-embedded during common planning time; will not all be counted through same system.				
<b>II. Academic Indicators</b>								
a. ELA performance index	PI	101.8	67.3	116	116	116	116	116
b. Math performance index	PI	87.7	65.5	116	116	116	116	116

SCHOOL: Northeast College Preparatory HS	Unit	District Average SY 13-14	Baseline Data SY 13-14 except where noted	Target for 2015-16	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20
c. Student scoring "proficient" or higher on ELA assessment	%	57.4%	38.0%	53%	63%	73%	80%	85%
d. Students scoring "proficient" or higher on Math assessment	%	37.3%	35.4% (23.93% '14)	34%	45%	50%	55%	65%
e. Average SAT score	score	1190	1209	1176	1167	1159	1151	1142
f. Students taking PSAT	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	4.9%	0%	5%	5%	12%	15%	15%
h. High school graduation rate- by cohort	%	51.0%	27.1%	49%	60%	65%	75%	80%
i. Ninth graders being retained- reported by cohort	%	31.9%	41.2%	33%	25%	15%	10%	10%
j. High school graduates accepted into two or four year colleges: (source: NSC)	%	20.6%	20.7%	25%	30%	35%	45%	60%

Attachment C  
 Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
<p><b>Big Picture Learning</b></p> <p>M.R. Brezler                      COO/CRO                      325 Public Street                      Providence, RI 02905                      mrbrezler@bigpicturelearning.org                      (401) 447-5062</p> <p>Big Picture Learning's (BPL) www.bigpicturelearning.org mission is the education of a nation, one student at a time. As a non-profit organization dedicated to a fundamental redesign of education in the United States, BPL's vision is to catalyze vital changes in K-Adult education by generating and sustaining innovative, personalized learning environments that work in tandem with the real world of their greater community. At the core of BPL's mission is a commitment to equity for all students, especially underserved urban students, and the expectation that these students</p>	<p>San Diego Met High School (San Diego, CA)</p> <p>MetEast High School(Camden, NJ)</p> <p>MetWest High School (Oakland, CA)</p>	<p>Mildred Phillips, Director of Secondary School Redesign                      mphilipps@sandi.net                      (619) 725-7289</p> <p>Tim Jenkins, Principal                      tjjenkins@camdenk12.nj.us                      (856) 655-4924</p> <p>Charlie Plant, Principal                      charlie.plant@metwest.org                      (401) 471-8954</p>

<p>can achieve success. BPL designs innovative learning environments, researches and replicates new models for learning, and trains educators to serve as leaders in their schools and communities. In order to create and influence the education of the future, BPL must continually reflect on and improve our practice and research to provide the results to leverage our influence in policy decisions and educational systems at the state, national, and international levels.</p>		
<p><b>Partner Organization Name and Contact Information and description of type of service provided.</b></p>	<p><b>Schools the partner has successfully supported in the last three years</b>                  (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p>	<p><b>References / Contacts</b>                  (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p>
<p><b>EnCompass: Resources for Learning</b></p> <p>Lisa Hiley, Ph.D.                  Director of Education                  133 Hoover Drive                  Rochester, NY  <a href="mailto:lhiley@encompassresources.org">lhiley@encompassresources.org</a>                  (585) 266-7277</p> <p>Encompass is a 501c(3) offering value-added academic enrichment services to youth in the City of Rochester and surrounding communities. EnCompass serves children and young adults grades pre-K through higher education</p>	<p>RCSD Dr. Charles T. Lunsford #19</p> <p>RCSD Audubon School #33</p> <p>RCSD Dr. Louis A. Cerulli School #34</p> <p>RCSD Andrew J. Townson School #39</p> <p>Northeast/Northwest College Preparatory HS</p> <p>RCSD Franklin Campus (Vanguard, IAT)</p> <p>RCSD LyncX Academy</p>	<p>Eva Thomas, Principal  <a href="mailto:Eva.Thomas@RCSDK12.org">Eva.Thomas@RCSDK12.org</a></p> <p>Dr. Larry Ellison, Principal  <a href="mailto:Larry.Ellison@RCSDK12.org">Larry.Ellison@RCSDK12.org</a></p> <p>Dr. Carmine Pelusa, Principal  <a href="mailto:Carmine.Peluso@RCSDK12.org">Carmine.Peluso@RCSDK12.org</a></p> <p>Jacque Cox, Principal  <a href="mailto:Jacque.Cox@RCSDK12.org">Jacque.Cox@RCSDK12.org</a></p> <p>Barbara Zelazny, MS Principal  <a href="mailto:Barbara.Zelazny@RCSDK12.org">Barbara.Zelazny@RCSDK12.org</a></p> <p>Linus Guillory, HS Principal  <a href="mailto:Linus.Guillory@RCSDK12.org">Linus.Guillory@RCSDK12.org</a></p> <p>Carol Jones, Principal (Former) &amp; Kevin Klein, Principal  <a href="mailto:Kevin.Klein@RCSDK12.org">Kevin.Klein@RCSDK12.org</a></p> <p>Walter Larkin, Principal  <a href="mailto:Walter.Larkin@RCSDK12.org">Walter.Larkin@RCSDK12.org</a></p>



<p>struggling with the social and academic aspects of today's underperforming school in school and community-based programs. EnCompass employs certified teachers and uses data-driven and evidence-based programming. The goal of EnCompass programs is to promote academic achievement (literacy, language, cognition, social-emotional) and student success across developmental domains. The EnCompass mission and values privilege individualized opportunities and instruction with recognition of the whole child development across social/community and learning contexts.</p>	<p>Discovery Charter School                   Dansville Elementary and Middle School                   Rochester Career Mentoring Charter School</p>	<p>Joe Saia, Director  <a href="mailto:jsaia@rochesterdiscovey.com">jsaia@rochesterdiscovey.com</a>                   Dr. Paul Alioto, Superintendent  <a href="mailto:aliotop@dansvillecsd.org">aliotop@dansvillecsd.org</a>                   Maria Velickovic, Principal  <a href="mailto:mvelickovic@rcmcs.org">mvelickovic@rcmcs.org</a></p>
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Attachment D - (1003g) Budget Summary Chart

Agency Code	2	6	1	6	0	0	0	1	0	0	0
<b>Rochester City School District / Northeast College Preparatory High School</b>											
<b>Year 1 Implementation Period (September 1, 2015 - June 30, 2016)</b>											
Categories	Code	Costs									
Professional Salaries	15	\$165,250									
Support Staff Salaries	16	38,401									
Purchased Services	40	175,000									
Supplies and Materials	45	3,000									
Travel Expenses	46	4,660									
Employee Benefits	80	92,672									
Indirect Cost (IC)	90	13,097									
BOCES Service	49	7,920									
Minor Remodeling	30	-									
Equipment	20	-									
<b>Total</b>		<b>\$500,000</b>									
<b>Year 2 Implementation Period (July 1, 2016 - June 30, 2017)</b>											
Categories	Code	Costs									
Professional Salaries	15	\$185,700									
Support Staff Salaries	16	39,103									
Purchased Services	40	150,000									
Supplies and Materials	45	3,000									
Travel Expenses	46	2,500									
Employee Benefits	80	97,788									
Indirect Cost (IC)	90	13,989									
BOCES Service	49	7,920									
Minor Remodeling	30	-									
Equipment	20	-									
<b>Total</b>		<b>\$500,000</b>									
<b>Year 3 Implementation Period (July 1, 2017 - June 30, 2018)</b>											
Categories	Code	Costs									
Professional Salaries	15	\$206,717									
Support Staff Salaries	16	39,826									
Purchased Services	40	125,000									
Supplies and Materials	45	3,000									
Travel Expenses	46	500									
Employee Benefits	80	103,048									
Indirect Cost (IC)	90	13,989									
BOCES Service	49	7,920									
Minor Remodeling	30	-									
Equipment	20	-									
<b>Total</b>		<b>\$500,000</b>									
<b>Year 4 Post-Implementation Period (July 1, 2018 - June 30, 2019)</b>											
Categories	Code	Costs									
Professional Salaries	15	\$70,414									
Support Staff Salaries	16	40,571									
Purchased Services	40	50,000									
Supplies and Materials	45	3,000									
Travel Expenses	46	-									
Employee Benefits	80	70,350									
Indirect Cost (IC)	90	7,745									
BOCES Service	49	7,920									
Minor Remodeling	30	-									
Equipment	20	-									
<b>Total</b>		<b>\$250,000</b>									
<b>Year 5 Post-Implementation Period (July 1, 2019 - June 30, 2020)</b>											
Categories	Code	Costs									
Professional Salaries	15	\$69,636									
Support Staff Salaries	16	41,338									
Purchased Services	40	50,000									
Supplies and Materials	45	3,000									
Travel Expenses	46	-									
Employee Benefits	80	70,361									
Indirect Cost (IC)	90	7,745									
BOCES Service	49	7,920									
Minor Remodeling	30	-									
Equipment	20	-									
<b>Total</b>		<b>\$250,000</b>									
<b>TOTAL Project Period (September 1, 2015 - June 30, 2020)</b>											
Categories	Code	Costs									
Professional Salaries	15	\$697,717									
Support Staff Salaries	16	199,239									
Purchased Services	40	550,000									
Supplies and Materials	45	15,000									
Travel Expenses	46	7,660									
Employee Benefits	80	434,217									
Indirect Cost (IC)	90	56,567									
BOCES Service	49	39,600									
Minor Remodeling	30	-									
Equipment	20	-									
<b>Total</b>		<b>\$2,000,000</b>									

**Local Agency Information**

**Funding Source:** Title I Section 1003(g) School Improvement Grant / Northeast

**Report Prepared By:** Kathleen Saville, Director of Financial Management and Grants /  
 Michele Alberti, Executive Director of School Innovation

**Agency Name:** Rochester City School District

**Mailing Address:** 131 West Broad Street

Street

Rochester NY 14614

City State Zip Code

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

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

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

**INSTRUCTIONS**

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

<b>SALARIES FOR PROFESSIONAL STAFF</b>			
Subtotal - Code 15			<b>\$165,250</b>
<b>Specific Position Title</b>	<b>Full-Time Equivalent</b>	<b>Annualized Rate of Pay</b>	<b>Project Salary</b>
Teacher-on-Assignment - Restorative Practices	1.00	\$63,065	\$63,065
Teacher-on-Assignment - Restorative Initiative / District-Level	0.50	\$63,065	\$31,533
Teacher-on-Assignment - Restorative Initiative / Northeast Anchor to District Initiative	0.50	\$63,065	\$31,533
Hourly Pay / Expanded Learning Time (ELT) <i>Please note, offset by \$10,000 from Title 1 Funds for Supplemental Academic Services</i>	8 tchrs x 45 min/day x 174 days	\$37 / hour	\$28,628
Hourly Pay / Additional ELT during break weeks, such as Algebra Institutes	6 tchrs x 36 hours	\$37 / hour	\$7,992
Per Diem Substitutes to provide flexible supports and occasional targeted teacher team curriculum and data work	2 subs x 5 days	\$250/day	\$2,500

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$38,401
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
SSO and additional civil service hours to support ELT offerings	600 hours	\$25/hr	\$ 15,000
Paraprofessional - Restorative Practices and alternative supports	1.00	\$23,401/yr	\$23,401

PURCHASED SERVICES			
Subtotal - Code 40			\$175,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Professional learning and facilitation of year-long design process aimed at creating continuum of individualized supports	Big Picture Learning		\$50,000
Direct academic and executive function development supports to students, focused on Regents preparation.	Encompass Resources for Learning		\$125,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$3,000
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Supplies to support additional ELT time and settings			\$3,000

TRAVEL EXPENSES			
Subtotal - Code 46			\$4,660
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Leadership Team	Big Picture Schools (conference or site visits) to build District community of practice around restorative work		\$4,160
Student & Family Transportation	Bus passes to remove barriers for high-risk students and families, especially for ELT offerings and students with flexible schedules	250 Students/Parents x \$2/pass	\$500



Employee Benefits			
		Subtotal - Code 80	\$92,671
Benefit		Proposed Expenditure	
Social Security			\$15,579
Retirement	New York State Teachers		\$23,350
	New York State Employees		\$6,106
	Other - Pension		
Health Insurance			\$42,840
Worker's Compensation			\$3,258
Unemployment Insurance			\$1,527
Other(Identify)			
Civil Service Life Insurance			\$11

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$353,982
B.	Approved Restricted Indirect Cost Rate	3.70%
C.	Subtotal - Code 90	13097.334

For your information, maximum direct cost base = \$478,982

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

PURCHASED SERVICES WITH BOCES			
Subtotal - Code 49			\$7,920
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Nursing Services for Additional ELT hours	Monroe 1 BOCES	176 hrs x \$45/hr	\$7,920

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

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

**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	165,250
Support Staff Salaries	16	38,401
Purchased Services	40	175,000
Supplies and Materials	45	3,000
Travel Expenses	46	4,660
Employee Benefits	80	92,671
Indirect Cost	90	13,097
BOCES Services	49	7,920
Minor Remodeling	30	0
Equipment	20	0
Grand Total		500,000 <i>Am</i>

Agency Code:

Project #:

Contract #:

Agency Name:

**CHIEF ADMINISTRATOR'S CERTIFICATION**

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

7/21/15   
 Date Signature  
**Bolgen Vargas, Superintendent**  
 Title of Chief Administrative Officer

**FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Voucher # \_\_\_\_\_ First Payment \_\_\_\_\_

Finance: Logged \_\_\_\_\_ Approved \_\_\_\_\_ MIR \_\_\_\_\_

BUDGET NARRATIVE

Budget Cost	Budget Code	Year 1	Year 2	Year 3	District Sources / Sustainability / Years 4, 5 & Beyond	Explanation of Costs
<b>SIG GOAL AND KEY STRATEGY:</b>						
<b>Goal 1. Establish restorative culture such that attendance increases and suspensions decrease.</b>						
Teacher-on-Assignment – Restorative Practices	15	\$63,065	\$64,957	\$66,906	<ul style="list-style-type: none"> <li>As practices are built into the systems and proactive “Tier 1” culture at Northeast, personnel needs will decline.</li> </ul>	Lead restorative efforts, partners, and student support system at Northeast. 3% cost-of-living increase included.
Teacher on Assignment – Restorative Initiative / District-Level	15	\$31,533	\$32,478	\$33,453	<ul style="list-style-type: none"> <li>District-level capacity building includes train-the-trainers and building network support for future capacity.</li> <li>Potential to leverage community resources.</li> </ul>	Help organize, launch, and resource a District learning network for 14 schools implementing Restorative Approaches. 3% cost-of-living increase included.
Teacher on Assignment – Restorative Initiative / Northeast Anchor to District Initiative	15	\$31,533	\$32,478	\$33,453	<ul style="list-style-type: none"> <li>Potential to reduce this position in future, certainly to redeploy to other schools if data support promise of approach</li> <li>District currently writing grants to support Restorative work, making a concerted investment.</li> </ul>	Serve as a direct link to NECP to anchor the work and invest in sustaining the network across schools, helping build a workable system, and to evaluate results. 3% cost-of-living increase included.
Paraprofessional - restorative and alternative supports	16	\$23,401	\$24,103	\$24,826	As Tier 1 universal supports increase, the volume of student need may decrease; however, this role provides a lower cost support that may need to be sustained.	Additional, flexibly deployed personnel to provide conferencing, staff the Progress Room, and provide direct student supports. 3% cost-of-living increase included.
<b>SIG GOAL AND KEY STRATEGY:</b>						
<b>Goal 2. Develop a comprehensive framework (articulation, structures, and systems) of tiered social-emotional supports and pathways, including alternative education settings.</b>						
Big Picture Learning, Inc. (BLP)	40	\$50,000	\$25,000	\$0	<ul style="list-style-type: none"> <li>Secured Eagle Rock pro bono to implement, evaluate, and anchor to District work; will help sustain product. Invested in BPL for District-level re-design of programs; leveraging school and District level.</li> </ul>	Professional development and facilitation of year-long design process aimed at creating continuum of individualized supports.

**BUDGET NARRATIVE**

Budget Cost	Budget Code	Year 1	Year 2	Year 3	District Sources / Sustainability / Years 4, 5 & Beyond	Explanation of Costs
Leadership Team Travel to conferences/trainings, or site visits to alternative / personalized / restorative schools.	46	\$4,160	\$2000	\$0	<ul style="list-style-type: none"> <li>East EPO contract is reserving some slots in Alternative School for students from Northeast</li> <li>SIG 4.2 funds at Northwest provide staffing for Bridges Program.</li> </ul>	
Student/Family Transportation (Bus Passes)	46	\$500	\$500	\$500	<ul style="list-style-type: none"> <li>Not to be sustained with SIG funds. Other grant opportunities to support Restorative Practices/personalization at the District-level will be pursued; one application is pending.</li> <li>If the model proves success at raising attendance and academic achievement, District would fund.</li> </ul>	<p>This will allow the team that is working with Big Picture to develop capacity to see structures and settings in action.</p> <p>Availability of bus passes allows the school to remove barriers for high-risk students and families, especially to ELT offerings and flexibly scheduled alternative settings.</p>
<b>SIG GOAL AND KEY STRATEGY:</b>						
Goal 3. Raise the graduation rate, by strengthening the academic program.						
Hourly Pay / Expanded Learning Time (ELT)	15	\$28,628	\$28,628	\$28,628	<ul style="list-style-type: none"> <li>The remainder of the additional 200 hours for all students is funded through increased elective staffing, SIG 4.2, and Title 1 Funds for Supplemental Academic Services. More &amp; Better Learning is one of top District Priorities, so will be sustained.</li> </ul>	8 Teachers X 174 days X 45 minutes X \$37
Hourly Pay / Additional ELT During Break Weeks	15	\$7,992	\$7,992	\$7,992	<ul style="list-style-type: none"> <li>Pending results, should be continued; Title 1 SAS could fund moving forward.</li> </ul>	For additional ELT such as Algebra Institutes, during Break Weeks.
Per Diem Substitutes	15	\$2,500	\$2,500	\$0	<ul style="list-style-type: none"> <li>As core instruction improves, this need will decline.</li> </ul>	To provide flexible supports and occasional targeted teacher team curriculum and data work.



**BUDGET NARRATIVE**

Budget Cost	Budget Code	Year 1	Year 2	Year 3	District Sources / Sustainability / Years 4, 5 & Beyond	Explanation of Costs
SSO and additional civil service hours	16	\$15,000	\$15,500	\$16,000	<ul style="list-style-type: none"> <li>Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG.</li> </ul>	Support staff position needed to support implementation of the expanded learning model.
EnCompass Resources for Learning	40	\$125,000	\$125,000	\$125,000	<ul style="list-style-type: none"> <li>This service could be funded through Title 1 SAS, or the need may decrease as the school builds the strength of core instruction and keeps more students on-track with credits and Regents.</li> <li>EnCompass leverages philanthropic and other funding sources to this.</li> </ul>	Direct academic and executive function development supports to students, focused on Regents preparation, embedded as part of Expanded Learning Time.
Supplies for Expanded Learning	45	\$3,000	\$3,000	\$3,000	<ul style="list-style-type: none"> <li>Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG</li> </ul>	Supplies will support the implementation of the expanded learning model and provide students with any needed supplemental materials.
Nursing Costs - BOCES, Monroe 1	49	\$7920	\$7,920	\$7,920	<ul style="list-style-type: none"> <li>District has committed to sustaining ELT after SIG ends.</li> </ul>	Nursing services for expanded hours.
<b>Other Costs</b>						
Code 80: Employee Benefits	80	\$92,671	TBD	TBD	<ul style="list-style-type: none"> <li>District will fund benefits for personnel that are continued after the grant ends.</li> </ul>	Certificated benefits calculated @ 24.13%; Non-Certificated @ 25.90%. Health Insurance \$14,280/1.0 FTE.
Code 90: Indirect Costs	90	\$13,097	TBD	TBD	TBD	Calculated at the restricted, approved rate of 3.7%.

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


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

**NAME OF APPLICANT** Rochester City School District / Northeast College Preparatory HS

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers on this project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission:

- Full Participation – No Request for Waiver (PREFERRED)
- Partial Participation – Partial Request for Waiver
- No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.	
Bolgen Vargas, Ed.D.	
Typed or Printed Name of Authorized Representative of the Firm	
Superintendent of Schools	
Typed or Printed Title/Position of Authorized Representative of the Firm	
AK	
Signature/Date	
	7/21/15

**M/WBE UTILIZATION PLAN**

**INSTRUCTIONS:** All bidders submitting responses to this procurement must complete this M/WBE Utilization Plan unless requesting a total waiver and submit it as part of their proposal. The plan must contain detailed description of the services to be provided by each Minority and/or Women-Owned Business Enterprise (M/WBE) identified by the bidder.

Bidder's Name Rochester City School District Telephone: 585-262-8100  
 Address 131 West Broad Street Federal ID No.: 261600010000  
 City, State, Zip Rochester, NY 14614 RFP No.: \_\_\_\_\_

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
<b>NAME</b> <b>FM RESOURCES/FM Office Express Inc.</b>  <b>ADDRESS</b> 1 Woodbury Road  <b>CITY, ST, ZIP</b> Rochester, NY 14804  <b>PHONE/E-MAIL</b> 585-325-7696  <b>FEDERAL ID No.</b> 16-1478699	NYS ESD Certified  MBE <input checked="" type="checkbox"/> WBE _____ <input checked="" type="checkbox"/> For Profit <input type="checkbox"/> Not -For-Profit	Supplies for Expanded Learning Time	\$ 3,000
<b>NAME</b>  <b>ADDRESS</b>  <b>CITY, ST, ZIP</b>  <b>PHONE/E-MAIL</b>  <b>FEDERAL ID No.</b>	NYS ESD Certified  MBE _____ WBE _____ <input type="checkbox"/> For Profit <input type="checkbox"/> Not -For-Profit		\$ _____

PREPARED BY (Signature)  DATE 07/21/2015

**SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-1.5 NYCRR PART 143 AND THE ABOVE REFERENCE SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL DISQUALIFICATION.**

NAME AND TITLE OF PREPARER: Bolgen Vargas, Ed.D.  
 (print or type)  
 TELEPHONE/E-MAIL bolgen.vargas@rcsdk12.org  
 DATE 07/21/2015

REVIEWED BY _____	DATE _____
UTILIZATION PLAN APPROVED _____	YES/NO DATE _____
NOTICE OF DEFICIENCY ISSUED _____	YES/NO DATE _____
NOTICE OF ACCEPTANCE ISSUED _____	YES/NO DATE _____

**M/WBE SUBCONTRACTORS AND SUPPLIERS  
NOTICE OF INTENT TO PARTICIPATE**

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

Bidder/Applicant Name: Rochester City School District

Federal ID No.: 16-6002010

Address: 131 West Broad Street

Phone No.:

City: Rochester State: NY Zip Code: 14616

E-mail: bolgen.vargas@rcsdk12.org

Signature of Authorized Representative of Bidder/Applicant's Firm  


Bolgen Vargas, Ed.D., Superintendent of Schools

Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm

Date: 7/21/16

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

Name of M/WBE: FM Resources / FM Office Express, Inc.

Federal ID No.: 16-1478699

Address: 1 Woodbury Road

Phone No.: 585-325-7696

City, State, Zip Code: Rochester, NY 14804

E-mail: dmorales@fmop.com

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

Instructional supplies to support Expanded Learning Time.

DESIGNATION:  MBE Subcontractor  WBE Subcontractor  MBE Supplier  WBE Supplier

**PART C - CERTIFICATION STATUS (CHECK ONE):**

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).

The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

**THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.**

The estimated dollar amount of the agreement \$3,000

Signature of Authorized Representative of M/WBE Firm

Date

Printed or Typed Name and Title of Authorized Representative

RFP # GT-24 STRENGTHENING TEACHER AND LEADER EFFECTIVENESS DISSEMINATION GRANT: PRINCIPAL LEADERSHIP  
**TO BE COMPLETED BY FM RESOURCES**

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

Applicant Name: FM Resources / FM Office Express Inc. Telephone: 585-325-7696

Address: 1 Woodbury Road Federal ID No.: 16-1478699

City, State, ZIP: Rochester, NY 14604 Project No: \_\_\_\_\_

Report includes:  
 Work force to be utilized on this contract OR  
 Applicant's total work force

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

EEO - Job Categories	Race/Ethnicity - report employees in only one category																		
	Hispanic or Latino		Male						Female										
	Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	
Total Work Force																			
Executive/Senior Level Officials and Managers																			
First/Mid-Level Officials and Managers																			
Professionals																			
Technicians																			
Sales Workers																			
Administrative Support Workers																			
Craft Workers																			
Operatives																			
Laborers and Helpers																			
Service Workers																			
TOTAL																			

PREPARED BY (Signature): \_\_\_\_\_ DATE: \_\_\_\_\_

## M/WBE Documents

### M/WBE Goal Calculation Worksheet Northeast (This form should reflect Multi-Year Budget Summary Totals)

**RFP # and Title:** RFP #TA-16 / 1003(g) School Improvement Grant (SIG)  
**Applicant Name:** Rochester City School District / Northeast College Preparatory High School

The M/WBE participation for this grant is 20% of each applicant's total discretionary non-personal service budget over the entire term of the grant. Discretionary non-personal service budget is defined as the total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries) and fringe benefits, as well as rent, lease, utilities, and indirect costs, if these are allowable expenditures.

Please complete the following table to determine the dollar amount of the M/WBE goal for this grant application.

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1.	Total Budget		\$2,000,000
2.	Professional Salaries	\$697,717	
3.	Support Staff Salaries	\$199,239	
4.	Fringe Benefits	\$434,217	
5.	Indirect Costs	\$56,567	
6.	Rent/Lease/Utilities*	\$597,260	
7.	Sum of lines 2, 3, 4, 5, and 6		\$1,985,000
8.	Line 1 minus Line 7		\$15,000
9.	M/WBE Goal percentage (20%)		20%
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		\$3,000

\* Also includes other adjustments::

Single Source Purchased Services	\$550,000
Single Source RGRTA Single Source Bus Passes	\$1,500
Single Source Conference Travel	\$6,160
BOCES/Purchased Nursing Services	\$39,600