KODAK PARK SCHOOL #41

I. DISTRICT-LEVEL PLAN

I.A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- *Maximizing Instructional Time* - Strategies include eliminating pull-out from the core instructional program, eliminating early dismissal days, and adding built-in supplemental time for arrival and dismissal.
- *Extended School Day* - RCSD has increased the efficiency in the provision of Supplemental Academic Services (SAS) and alignment of community-based after-school programs with school-wide instructional priorities.
- *Expanded School Day* - RCSD has piloted and scaled high-quality, research-based approaches to expanding the learning day to provide more time for differentiated supports, socio-emotional learning, and engaging enrichment opportunities.

High Quality Summer Learning - RCSD provides additional instruction, not just remedial but also accelerated and enriched learning experiences during the summer to promote authentic, engaging learning experiences and maintain a focus on reading

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

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

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

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

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

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

RCSD leadership, both in central administrative offices and schools, have participated in targeted leadership academies to develop a foundation of strong leadership for improvement in the instructional core within a context unique to Rochester. District chiefs, directors, principals, and assistant principals have gained a better understanding of the technical requirements for implementation of the Common Core State Standards through intensive workshops and executive

coaching. All leaders are learning how to manage organizational elements coherently to support the District's instructional goals and use data to inform decisions.

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

I.B. Operational Autonomies

I.B.i., Operational Autonomies in Kodak Park School #41

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

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

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

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

In April 2015, a new section was added to educational law. Section 211-f requires that Persistently Struggling Schools (i.e., schools that have been in the most severe accountability

status since school year 2006-2007), be given an initial one-year period under a Superintendent Receiver to improve student performance. Struggling Schools (i.e., schools that have been Priority Schools since school year 2012-2013), will be given an initial two-year period under a Superintendent Receiver to improve student performance. RCSD has received the designations of the schools, and Kodak Park School #41 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 Kodak Park School #41. This designation ensures that Kodak Park School #41. will have various autonomies. As the Receiver of the persistently struggling and struggling schools, the Superintendent will be vested with the Powers of a Receiver. These powers include the ability to review and make changes to the school budget, create/change school program and curriculum, supersede a decision made by the Board of Education, require all staff to reapply for their positions, implement professional development for staff, expand the school day or year, convert the school to a charter school, pursuant to the law, request changes to the collective bargaining agreement, and convert the school to a community school.

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

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

I.B.iii. Additional Evidence of Operational Autonomies

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

I.C. District Accountability and Support

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

I.C.iv. Delivery Details for Planned Interactions

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

Table 1. District Transformation Support Plan

Interaction	Frequency	Person Responsible
Performance Management Plan	Every 5 weeks	OSI Executive Director; South Zone School Chief; Chief of School Transformation; Deputies; Director of Expanded Learning; Principal; Partners
Fiscal Performance Review	Monthly	Office of School Innovation Budget Personnel Office of Professional Learning Deputy Superintendents Office of Grants
Budget Review	Biweekly	Office of School Innovation Office of Grants Senior Budget Analysts
School Visits	Biweekly (at a minimum)	School Chief; Chief of School Transformation
School-Based Planning Team	Monthly	Principal
Integrated Intervention Team (IIT) Visit	2015-2016 School Year	NYS IIT
DTSDE Review	Year-End	RCSD DTSDE Team
SCEP and Related Data Review	Quarterly (at a minimum)	Executive Cabinet & School Teams
Coaches	Daily	ELA and Math Coaches

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

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

1) Reduce the number of staff vacancies on the opening day of the 2015-2016 school year as compared to the 2014-2015 school year by 10%, with particular emphasis on high needs areas (i.e., bilingual and special education), and reduce the number of itinerant staff in 2015-2016 as compared to 2014-2015 by 5%.

2) Increase diversity by 5% over the 2014-2015 established baseline in targeted areas of need, including management, high needs areas, and new school-based hires.

3) Improve the quality of new hires and stability of new hires by 10% as measured by evaluations and staff retention rates.

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

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

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

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

Acquisition of the new AppliTrack Recruitment System supports the active management of the candidate application lifecycle, including planning, recruiting, candidate screening, hiring, and new employee on-boarding. This system allows HCI to track recruitment efforts in a more effective manner. Data is consistently available to track recruitment trends that will help to ensure the RCSD's access to High-Quality Educators. HCI uses this information to query teachers' certification type and eligibility to identify teachers for high needs areas.

I.D.ii. Altering Hiring Processes to Ensure Availability of Staff Who Can Achieve Change
The Department of Human Capital Initiatives placed advertisements to recruit for all teacher tenure areas in late February 2015 and will continue this practice annually 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 program that were

delivered in combination with consistent, intersession support from highly qualified coaches. Intensive executive coaching supplemented the formal workshop sessions. All activities were specific to the goals and objectives of the six tenets of the DTSDE. Activities with The SUPES Academy was supported through the Systemic Supports for School and District Turnaround grant from July 1, 2013 through June 2014.

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

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

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

I.D.iv. Training Programs to Build the Capacity of Leaders

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

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

In the recent past, District-wide training sessions to increase teacher effectiveness have focused on unpacking common core state learning standards, using and adapting NYS Learning Modules for ELA and Math, and increasing teacher content knowledge. 2010 - 2013 *Math and*

Science Partnership (MSP) grants focused on Mathematics and Science content. More than 300 K-12 teachers received content and pedagogical training through these MSP grants. Multiple *Teaching American History* (TAH) grants supported more than 400 K-12 teachers and increased teacher content knowledge and improved classroom pedagogy in the area American History.

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

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

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

I.d.v. RCSD-Offered Training Events in Year 1

A Chart of District-provided training is attached.

I.E. External Partner Recruitment, Screening, and Matching

I.E.i. Processes for Utilizing External Partner Organizations at Kodak Park School #41

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

RCSD's Purchasing and Procurement processes contribute by obtaining the best value for goods and services; specifically the Request for Proposal (RFP) process which identifies high-quality, cost-effective, and dependable community partners. RCSD's RFP process follows all regulations for public entities and Board policy in posting, bidding, and reviewing proposals. A committee of nine (9) District staff from five (5) departments and two (2) schools reviews all proposals. The committee assesses presentations, conducts comparative cost-analysis, and rates programs on established criteria. Criteria include cost, match with desired outcomes, quality, references, M/WBE status, and value added. The resulting list enables schools to select a viable partner.

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

Once partners are selected and services are underway, various District level staff including School Chiefs and School Ambassadors work with school-based leadership to conduct regular progress monitoring toward deliverables. Furthermore, RCSD partners are evaluated annually based on:
- Quality of services (including rigor, engagement, student/staff satisfaction, and student outcomes)
- Service delivery (including timeliness, provision of substitutes, etc.)
- Customer service
- Data-based rationale for continuation/discontinuation of services
- Cost effectiveness, including the availability of similar quality services for free or at lower cost (e.g., Service Corps, retired executives)
- Youth Program Quality Intervention (YPQI) data if available (YPQI is a continuous improvement approach to professional learning, and should not be used for evaluation purposes, but participation does reflect on the organization.)

At Expanded Learning Schools, where partners are critical, their service is monitored through a progress monitoring cycle on the National Center for Time and Learning's (NCTL) Seven Essential Elements. Partners in ELT schools are so embedded that they are a part of the overall progress monitoring visits that are conducted according to the NCTL framework.

I.E.ii. Processes That Ensure Kodak Park School #41 Has Access to Effective Partners
In anticipation of a grant award, the Office of School Innovation (OSI) and the school's leadership work together to ensure that partner selection for grant-related services aligns with school programming. A consultation process is used that includes the potential partner, the school leadership team, and a representative of OSI.

After consultation is completed and a scope of services is agreed upon, the contract is initiated with the Legal Department. If Board of Education (BOE) approval is required, the

timeline for a fully executed contract aligns with scheduled BOE meetings. However, RCSD's BOE has pre-approved, through the RFP process, a number of potential community partners, thus ensuring that Priority Schools have access to external partner support once the grant is awarded and the implementation period begins.

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

When a school needs services, they select a partner agency from the approved partner list. The match is made based on District key priorities and strategies aligned with "More and Better Learning Time, (Expanded Learning Time, or ELT), Supplemental Academic Services (SAS), the District Comprehensive Education Plan (DCIP), and the School Comprehensive Education Plan (SCEP). School leadership teams receive support from their school chief, OSI Ambassador, and Director of Expanded Learning as they identify their unique needs and assess potential partner matches. Information from the school's DTSDE review provides information for this comprehensive analysis of school priorities. The final match is made based on District key priorities and strategies and aligned with "More and Better Learning Time," (Expanded Learning Time, or ELT), Supplemental Academic Services (SAS), the District Comprehensive Education Plan (DCIP), and the School Comprehensive Education Plan (SCEP). Once selected a consultation process occurs between the partner, school, and District staff to ensure the right fit to accomplish the goals and objectives and achieve expected outcomes. Once the consultation process is completed and a partner selected, the contract is initiated and services begin once the award has been received. Evaluation criteria, metrics, and expectations are clearly articulated in each partner's contract.

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

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

I.F.i. Description of Kodak Park School #41 Enrollment Compared to Other Schools

	School #41	District
PreK enrollment(3 classes)	**36**	**2,123**
Enrollment K-6	595 (w/o UPK)	28,318 (w/o UPK)
% Black or African American	61%	60%
% Latino	20%	27%
% White	15%	10%
English Language Learners %	4%	11%
Students with Disabilities %	13%	18%
Economically Disadvantaged %	94%	87.5%
ELA 3 (2014) Assessment Proficiency	2%	5%
Math 3 (2014) Assessment Proficiency	6%	7%

2014 BEDS

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

The RCSD continually works to improve the quality of all schools and offers students an innovative portfolio of school options. All RCSD students entering kindergarten, Grade 7, and Grade 9, inclusive of ELL, SWD, and students performing below grade level, are invited to participate in the District's schools of choice selection application process. Students in all other grades can submit a school transfer application if desired.

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

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

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

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

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

I.G. District-Level Labor and Management Consultation and Collaboration

I.G.i.

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

The initial meeting was held when the Kodak Park School #41 Letter of Intent were submitted to NYSED. An overview document was shared with ASAR, RTA, and PAC regarding the focus of the grant proposal and the strategies the building-level team were implementing to gather feedback. Drafts of the programmatic narrative were sent to designated union and parent representatives for their review. A follow-up meeting was held to answer questions and respond to comments. Feedback from this meetings was incorporated into the application as agreed upon by all participants. A third and final meeting was held to secure final approval and signatures.

Throughout the grant development process, the Office of School Innovation's School Ambassador coordinated co-planning sessions with Kodak Park School #41 as described in Section II.B.ii*, Model Selection and Plan Development*.

I.G.ii.

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

II. SCHOOL-LEVEL PLAN

II.A. Needs of Kodak Park School #41 Systems, Structures, Policies, and Students

II.A.i. Description of Student Population Served

Kodak Park School # 41 was originally built to serve the children of the bustling Eastman Kodak company, located conveniently nearby. Since Kodak's demise, the school's neighborhood is primarily an industrial location.

According to preliminary BEDS data for the 2014-2015 school year, refreshed in July 2015, School 41 served 595 students in grades Pre-K through 6. These students were:

|	School #41	District
PreK enrollment(3 classes)	**36**	**2,123**
Enrollment K-6	595 (w/o UPK)	28,318 (w/o UPK)
% Black or African American	61%	60%
% Latino	20%	27%
% White	15%	10%
English Language Learners %	4%	11%
Students with Disabilities %	13%	18%
Economically Disadvantaged %	94%	87.5%
ELA 3 (2014) Assessment Proficiency	2%	5%
Math 3 (2014) Assessment Proficiency	6%	7%

BEDS 2014

School 41 has posted an average daily attendance of about 90% for most years, which is below the District target of 95%.

Academic Profile

Academic achievement is low at School 41. New York State Data for the school year 2013-2014 shows that:

- 2% of 3-6 students scored Proficient (Level 3 or 4) in ELA compared to the District's 5.5%.
- 5% did so in Math, compared to the District 7.2%.
- 7 children demonstrated proficiency in ELA and in math.
- Not one student with disabilities was deemed proficient.
- The building growth score was 12 out of 20.

The table below shows that NYS testing performance has been consistently low for the last 4 years, and the school is on the persistently struggling list, poised for Receivership, because these trends span earlier years as well.

Trends on ELA and Math Proficiency, General Ed and Students with Disabilities
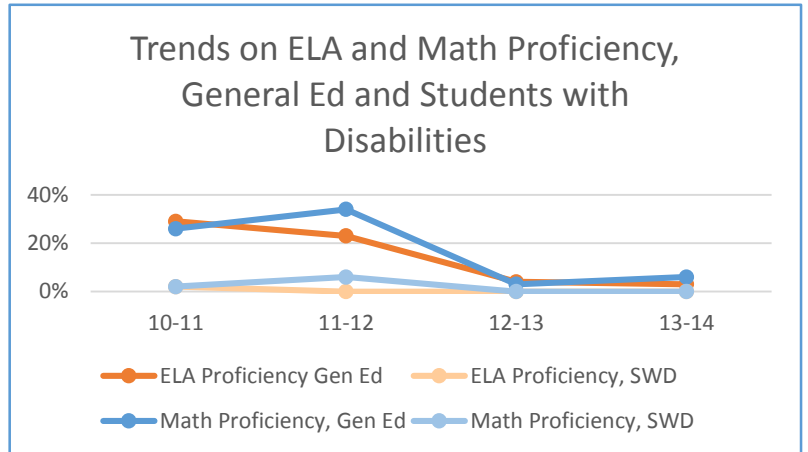
The most current measure of academic performance available at School 41 is the Northwest Evaluation Association (NWEA) assessment, last given in Spring of 2015. The graphics below present the results, showing that while School 41's program is responsible for some student growth, acceleration and achievement remain too low.

Key takeaways include:

- Rates of growth equaled the national norm rate of growth in only 6 of 12 grade/subject comparisons.
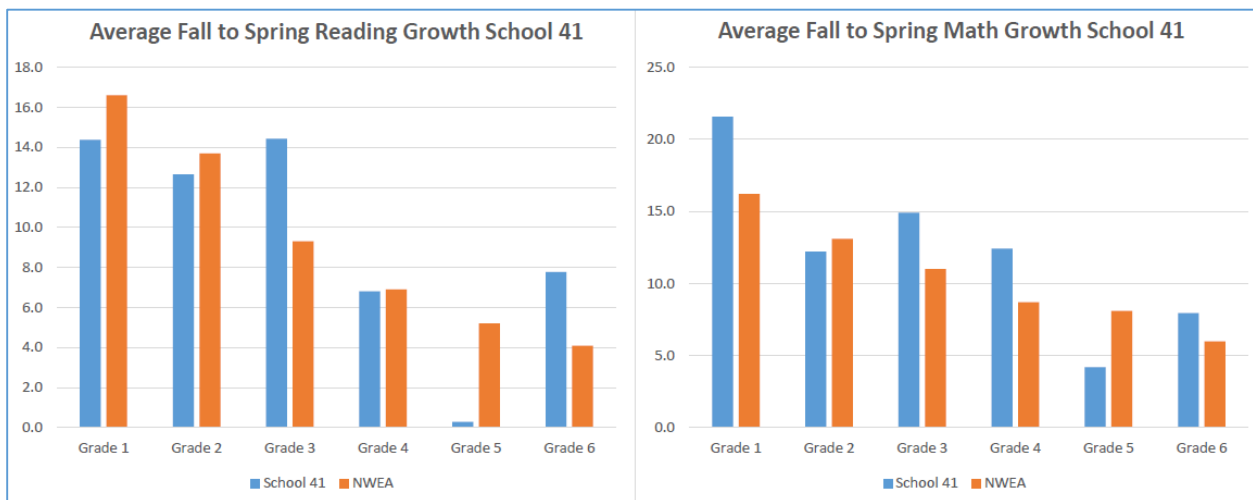
- In Reading, the gap between School 41's mean RIT score and the national norm mean shrunk after a year's instruction in only 2 of 6 grades and widened in 2 of 6.
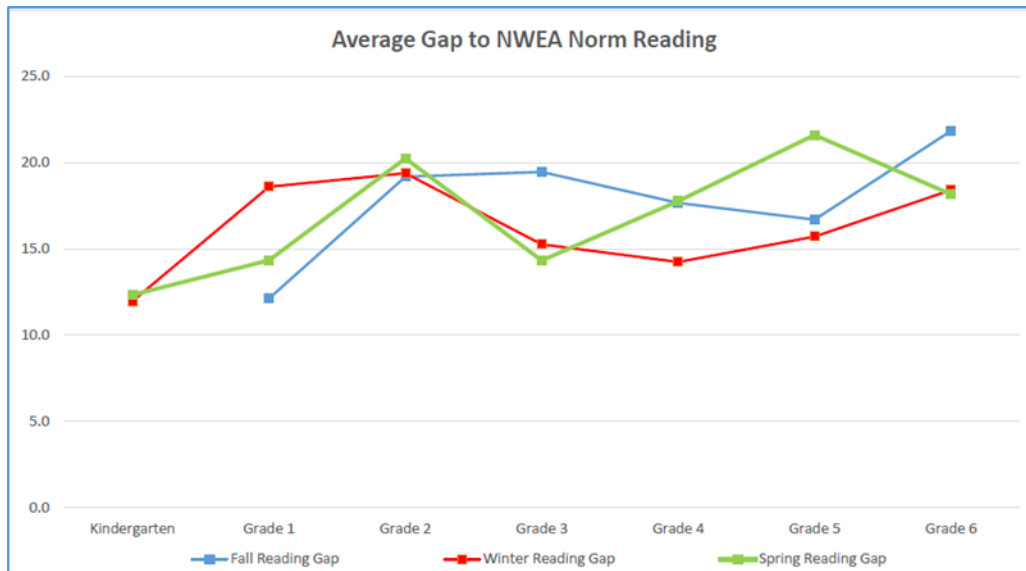
- Only 11% of all students met or exceeded the national norm mean for their grade level in Reading, and only 12% in Math.
- If NWEA projections for NYS Exam Proficiency are accurate, it is expected that proficiency rates will decline slightly to 1.5% in ELA and to 4% in Math.

Students Meeting/Exceeding National Norm Grade Mean NWEA, Spring 2015 School 41

	Math		ELA	
Grade	#	%	#	%
1	14	20%	9	13%
2	10	10%	15	15%
3	17	21%	13	16%
4	6	10%	7	11%
5	3	7%	1	3%
6	2	3%	6	9%
		12%		11%

At one time, School 41 had a strong reputation for both literacy instruction and for robust School wide Positive Behavior Supports (SWPBS) implementation. The school community has been challenged by various changes in the principals and administrators. The administration and principal's leadership team spent school year 2014-15 planning with the TIME Collaborative / National Center for Time and Learning, working hard to build enough consensus to move forward.

This spring, the staff voted to implement an Expanded Day Plan, and as both the Instructional Leadership Team and School-Based Planning Team worked with the Office of School Innovation in creating this grant application
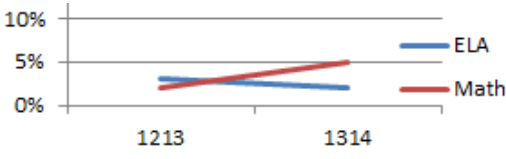
II.A.ii. Description of Diagnostic School Review

As part of New York State's Waiver in the Elementary Secondary Education Act, schools are reviewed by the Diagnostic Tool for School and District Effectiveness (DTSDE); as a Focus

District, RCSD is required to conduct annual reviews of all priority and focus schools. School 41 received a District-led with Outside Educational Expert review in February, 2015. That review included student and parent focus groups as part of the typical review process.

In addition, because School 41 has been a priority school not supported through a School Improvement Grant and associated progress monitoring cycles, the Office of School Innovation has utilized a high-level "scorecard" to assess and report out on school progress. This work complements the ongoing school review and needs assessment done by the Chief of School Transformation.

Sample Scorecard for School 41, April 2015.

Indicators	Status	Overview
NYS Proficiency 1213 to 1314SY		
Building Growth Score 1213-1314		Up from 4 to 12; 2-year SGP is 44
NWEA Fall – Winter 2015		About half of grade levels exceeded the national norm growth rate and reduced the gap to the norm; Spring scores will provide a more accurate picture.
Attendance 1213 - 1314		Remains between 90 and 91%, currently and for last several years.
Suspension Rates 1213-1314		Rates and totals increased substantially in 1314SY but are on pace to be considerably less this year.
NCTL Progress Monitoring	n/a	Participating in Planning with Cohort 3. No monitoring yet.
DTSDE Review		1314SY review had fewer Ineffective Ratings; rated Developing in every Tenet. (Discuss recommendations.)
Implementation of Key Grant Strategies		School has been unable to come to productive agreement about models and/or partnerships that would enable writing an effective SIG or SIF. Uncertain resolution on Expanded Day Plan. Eligible for SIG 6, although uncertain path forward.

II.A.iii. Results of Systematic School Review

While the scorecard above paints a picture of the school, the DTSDE Report and Recommendations are more nuanced. School 41 earned "Developing" ratings in each Tenet, with a few Statements of Practice rated as Ineffective. Overall, the Review Team found very inconsistent levels of planning and instruction, and no clear leadership system for improvement.

For example, the school identified an instructional priority around writing, but had not been successful in implementing a coherent set of practices around instruction, assessment or looking at student work. The Team cited a failure to consistently adjust curriculum and differentiate instruction based on data, and found that in too many class observations, instruction was teacher-centered and students were not required to be "minds-on" their learning. While Common Core standards, Engage NY modules and materials were being used in all classrooms, the shifts were not as evident, and allocation to time on task was often not linked to the learning target. Teacher collaboration around planning and use of student data was not participated in by all grade levels. In general, the team found that the level of planning, instruction and systems to monitor and drive improvement were developing, and were not yet leading to improved student achievement.

The review also highlighted and made a recommendation around the lack of a universal school approach to social-emotional development and supports. While there was a PBIS rubric (KODAK 5) widely known, there was no evidence of a curriculum or structures built into the schedule or a common plan of action—despite the fact that all stakeholders prioritized school climate and student behaviors as a top concern. The school leadership reported that addressing behavioral issues and putting out fires drew attention away from the instructional program; this view was validated by school staff. While the team did observe some disrespectful teacher-student and student/ student interactions, it also observed effective behavior management in the majority of classrooms visited.

In short, the recommendations were around addressing the social-emotional needs of students in a comprehensive, responsive way and around narrowing in on an instructional focus and building protocols and systems to monitor implementation. All recommendation pointed at focusing efforts on building consistent school-wide practices so that student achievement increased dramatically.

II.A.iv. Prioritizing Identified Needs for SIG Plan Implementation
The District and school prioritized the recommendations about dramatically improving school climate and culture through the creation of a comprehensive plan including curriculum, structures and supports to address social-emotional wellbeing of students. This is also in direct response to the Ineffective Rating received on SOP 5.3 which expects that: *"The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students."*

It is jointly believed that a well-supported school-wide effort to become a restorative school will enable more students to be productively engaged in their own learning and development; and that teacher energies can then turn toward more job-embedded professional development and collaboration. This work will build the foundation for more effective teacher relationships and collaboration around standards, formative assessments and student work; which Hattie's Meta-analysis finds to be one of the most impactful improvement strategies. (Hattie Ranking)

II.B. School Model and Rationale

II.B.i. Rationale for Model Selection and Unique Characteristics of the School Design
The Rochester City School District, in conjunction with School-Based Planning Team and other staff stakeholders, has chosen Transformation as the reform model for School 41.

Transformation, coupled with the two-year Receivership citation, will provide a strong opportunity to signal and support the urgent pace of necessary change. Given the impact of staffing changes as a result of the newly launched Educational Partnership Organization at East High, Turnaround was not a viable option; the District finds that Transformation will allow for new leadership, while still preserving stability. The new leader will be the fourth principal of School 41 in the last 10 years, meaning that a new leader with both a strong vision and a systems approach will be necessary to implement the Transformation.

The School 41 Transformation Plan provides the school community the opportunity to implement the following research-based systems and structures:

1. Establish a positive school culture, anchored in restorative practices, that offers a multi-tiered system of social-emotional support;
2. Strengthen literacy instruction and a system of reading intervention; and
3. Implement Expanded Day model with fidelity, including more teacher collaboration, data-driven instruction and intervention, and enrichment.

Key Strategy 1: Positive school culture, anchored in restorative practices that offers a multi-tiered system of social-emotional support.

The DTSDE recommendation, staff survey results from Spring of 2014, and the input of school and District stakeholders all prioritize this as a key aspect of the work to transform School 41. The section above outlines the rationale, and the staff survey from Spring of 2014 further supports the assessment: In a survey that generally showed few areas of consensus, two-thirds of the responding staff reported practices in the area of school environment to be "very weak."

The staff has stated both the need and the desire to have a school wide approach to culture and climate, and to have more tools and supports to meet student social-emotional needs. What started with a desire to revisit and expand the PBIS KODAK 5, then led to the school expressing an interest in the District's fledgling Restorative Practices initiative.

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

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

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

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

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

This is the service that is being proposed for the School 41 community. The SaferSanerSchools Whole-School Change implementation program provided by the International Institute for Restorative Practices Graduate School recognizes the magnitude of capacity building and careful implementation it takes, and supplies a two-year school support model to help schools move from awareness to robust implementation. Not only does the program provide for 100% staff participation and training, it also provides built-in onsite support, assessment mechanisms and a solid sustainability program to achieve organizational change.

It is important to note that for restorative practices to work effectively, schools must be focused on the proactive, positive community building aspects of the work at least 80% of the time. Routinely utilizing peace/talking circles for community-building and for academic discourse is critical to build the habits and relationship, setting the stage for the 20% of the time and effort when you need to use these tools to address wrongdoing.

At School 41, the staff has articulated and achieved widespread support for the need to have such a school-wide approach to cultural values, and has begun to assemble a team to devise lessons. Furthermore, it has "raised its hand" to be part of a newly forming District community of practice to learn more about restorative practices. However, while the need is felt by most, a wider understanding of how restorative culture can truly empower students and lead to greater levels of engagement, is not in place. Nor is an implementation plan to execute on this idea currently in existence, which is why the potential to partner with IIRP for a school-based support of the whole-school change model is so great.

This work to build **positive culture and universal curriculum for community building represents the first layer of a multi-tiered system of support** in which all students receive a

universal, positive set of experiences aimed at social-emotional development (Tier 1); those who don't respond are considered through a problem-solving team and are supported with an appropriate intervention/service/setting (Tier2); and finally, those students with the most chronic and intense need receive the intensive and individualized supports and interventions (Tier 3) necessary for them. When this tiered system in 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.

Key Strategy 2: Strengthen literacy instruction and a system of reading intervention

The data leaves no room for argument, with 2% of students Proficient in ELA and 11% meeting grade level national norm averages, School 41 must quickly establish a more effective approach to teaching reading and writing, and to providing targeted intervention to all students. Becoming an Expanded Learning Time school offers two vehicles through which to move this agenda, both of which are imperative to reaching the goal. The model adds time in an embedded model that will allow for greater differentiated supports to be provided to all students, and it also provides teachers with structured time to collaborate, which we know is central to producing student learning.

Under the guidance of the National Center on Time and Learning Framework, the school will align its model to the framework provided by the Seven Essential Elements (explained in more detail in the following strategy rationale). Three of the most relevant elements are discussed here as well.

To address core literacy instruction, School 41 will make effective use of the time devoted to job-embedded teacher development, which allows for collaboration around standards, lesson planning, differentiation and looking at student work. This work will be structured and supported through a District-supplied Instructional Coach, as well as through targeted supports deployed through the Chief of School Transformation. The school's instructional priority on writing would be a strong focus with which to start unpacking standards, designing assessments, analyzing student work and identifying effective instructional practices. Building a system to identify and monitor the most productive use of this time will be part of the new leader's charge, in conjunction with the leadership team.

Targeted Teacher Development *All teacher schedules include weekly opportunities to collaborate with peers to strengthen instruction*	• At least 60 minutes weekly grade level and/or content area collaboration for all teachers, in addition to the 60 minutes each week for data analysis • School wide protocols for collaboration • Administrators participate in and support collaboration	• Types of collaboration protocols

Simultaneously, School 41 will be implementing a newly designed intervention model, again aligned to these research-based NCTL Essential Elements. Clearly, the amount of time devoted to more strategically targeting interventions is intentional and done well, pays off.

Element	Requirement	Flexibilities
Targeted Intervention & Acceleration	• At least 120 minutes weekly	• Instructional Approach

All student schedules include academic intervention or acceleration taught primarily by certificated teachers.	• Students grouped based on data identifying academic needs	• Curriculum
Frequent Data Cycles *Systemic approach to analyzing and responding to data to improve instruction*	• At least 60 minutes of weekly collaboration for all core academic teachers to analyze and respond to data • School wide protocols for analysis • 4 to 6 interim ELA and math assessments yearly	• Types of data protocols • Types of interim assessments

The National Center for Literacy Education (NCTE) recently posted a 2014 report which speaks to why this key strategy addresses the needs at School 41. Key findings from *Remodeling Literacy Learning Together: Paths to Standards Implementation include:*

- Nationwide, teachers feel ill-prepared to help their students achieve the new literacy standards.
- Working with peers is the most valued support for standards implementation.
- Time for working together in schools is decreasing.
- Most teachers have not had a voice in determining how standards are implemented in their schools.
- Positive changes are occurring most where teachers are actively involved in the renovation
- Teachers feeling most comfortable tend to be those more frequently working with others to analyze student work, design curriculum, and create assessments.

In response to these key findings, and to its own demonstrated areas of need, School #41 will work to develop a school-wide literacy intervention approach that is co-planned by the teachers and instructional leaders in the school. Building on existing practice in some grade levels, the School will work to provide intervention through a "Walk to Skills" model at each grade level. During the scheduled time for each grade level, which would be staggered through the day, all hands on are on deck to lower the adult: student ratio for intervention. Students at each grade level will be distributed into small, skill-based groups who will work with at least the three grade level teachers plus the support staff such as Speech Language Pathologist, consultant teacher, Reading/Intervention teachers and potentially coaches. Working with the benefit of additional time, scheduling flexibilities, and additional staffing supports proposed in this Transformation Plan, such as an Intervention Teacher, Data Coach, and literacy based community partner, School 41 will be positioned to dramatically strengthen the literacy instruction and intervention.

Key Strategy 3: Implement Expanded Day model with fidelity, including more teacher collaboration, data-driven instruction and intervention, and enrichment

School 41 will do this work within the context of a new **expanded day program**, providing students almost 300 additional hours of academic and social-emotional interventions; engaging enrichment and more differentiated core instruction. This work to provide more time, more support, more opportunity to our neediest students is at the core of the District's strategic priority

on More & Better Learning Time. Expanding the learning day and year provides the opportunity to focus the district's and community's efforts on ensuring that all students have the time and support necessary to learn, while providing a well-rounded educational experience focused on college and career readiness.

School 41 has invested a year in planning its re-design and will begin to implement an evidence-based model of expanded day, based on the National Center for Time and Learning's framework which outlines the 7 essential elements listed below.

Features	Requirements
Focused School wide Priorities New school day/year driven by a small set of priorities to improve student achievement	• No more than three school wide priorities, including one school-wide instructional focus • Clear and measurable goals that monitor progress towards priorities
Rigorous Academics All student schedules include challenging ELA, math, science, and social studies courses	• Time allocated to academic instruction reflects student needs
Differentiated Supports All student schedules include academic intervention or acceleration taught primarily by certified teachers	• At least 120 minutes weekly • Students grouped based on data identifying academic needs
Frequent Data Cycles Systemic approach to analyzing and responding to data to improve instruction	• At least 60 minutes of weekly collaboration for all core academic teachers to analyze and respond to data • School wide protocols for analysis • 4 to 6 interim ELA and math assessments yearly
Targeted Teacher Development All teacher schedules include weekly opportunities to collaborate with peers to strengthen instruction	• At least 60 minutes weekly grade level and/or content area collaboration for all teachers, in addition to the 60 minutes each week for data analysis • School wide protocols for collaboration • Administrators participate in and support collaboration
Engaging Enrichment All student schedules include enrichment courses beyond traditional district offerings	• All students receive at least 90 minutes each week for enrichment • Enrichment offerings are based in part on student interests and choice, with opportunities for mastery
Enhanced School Culture School-wide plan to build a culture of high academic and behavioral expectations	• Time to recognize achievement and reinforce positive behavior at least monthly.

Chart source: Deveaney, E. American Institutes of Research (AIR) "Assessment of Progress in Implementation of Expanded Learning Time: Rochester City Schools", February 2015.

The Rochester City School District has spent the last four years in close collaboration with NCTL, The Ford Foundation, and a variety of stakeholders including policy, philanthropic, research, school and provider partners to continuously improve the model. School 41 will join the third cohort of what will be 13 schools implementing the NCTL-framework.

Internal analysis using propensity score matching shows that even after one year of implementation, the model is having a statistically significant positive impact on New York State ELA scores, and while not significant, positive effects on NYS Math.
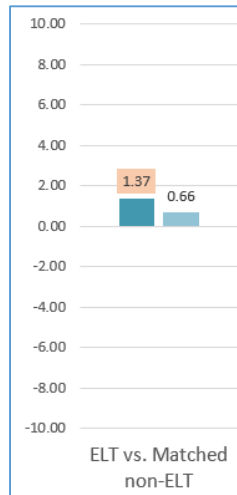
The success of this model lies in the amount of time it provides for focused teacher collaboration / job-embedded professional learning, and in the amount of targeted intervention afforded students. The teacher collaboration time will be utilized to address findings in DTSDE's review, such as a need to build consistent practices around writing and formative assessment, and about planning / adapting curriculum to respond to student need in differentiated ways and to provide more opportunities for "minds-on" work.

The Transformation Plan capitalizes on the noted strengths of the existing KODAK 5 and cultural values, and the approved Expanded Learning Time Plan.

II.B.ii. Model Selection and Plan Development

The work to engage School 41 began in the 2012-13 school year, when the school was invited to participate in planning with the Time Collaborative to be an expanded day school. Consensus could not be achieved at that point, so the school did not participate. The following year, the school was again encouraged to participate in Cohort 2, as a priority school needing action, but again, consensus could not be reached and the school withdrew in October 2013.

In late winter of 2014, the School Chief and School Innovation staff attended School-Based Planning Team and discussed the options for a whole school reform model, in the absence of a viable SIG or SIG application. Beginning in March, there were several whole staff sessions, and a faculty survey to assess perceptions of current state and ideas for moving forward. The snapshot of the results that follow support the direction of this current proposal.

When asked to rate the current effectiveness of practices in each area on a 5-point scale from very weak to very effective, **every single area scored lower than the midpoint**, as the chart illustrates.

- School Environment appears as the highest area of need, with discipline and social emotional supports rated very low; .54 and .73 respectively.

- Instructional program (1.89) and mechanisms for family engagement (1.83) received the highest ratings, although again, neither can be considered "good" ratings.

Very Weak — Very Effective (0 to 4 scale)

Area	
Leadership sets vision / goals and fosters buy-in	
Leadership utilizes resources to effectively support...	
Leadership given operational flexibilities	
Practices for reviewing/retaining /removing staff	
Practices for providing targeted & quality PD	
Additional time (before/after school, breaks, summer)	
Instructional program CCLS, rigorous & meeting...	
Data informs instruction and improvement	
Establishing safe, disciplined school environment	
Addressing social-emotional needs & supports	
Mechanisms for family engagement	
Community engagement (partnerships, community...	

Following the survey, an OSI Ambassador and School Chief worked jointly with multiple School 41 staff teams, and District support staff, to generate input and plans, which were incorporated into the "Enhanced School Comprehensive Plan" required by NYSED for Priority Schools without a SIG or SIF. That plan guided the school during the 2014-2015 school year. At the same time, with the help of the Superintendent and the head of the Rochester Teachers' Association (RTA), the school did achieve enough consensus to participate in the National Center for Time and Learning's Year of Planning.

During the 2014-2015 school year, a team has worked to learn and prepare an expanded day plan, which was accepted by NCTL, and which after several votes, the staff supported. There have been several day-long technical assistance sessions, as well as school-specific support in between to help with design and consensus building. In the Spring of 2015, there were several more full-staff sessions in which School 41 had dialogue with leaders including the Superintendent, the President of the RTA, the Chief of School Transformation and School Innovation staff. In May 2015, the Superintendent presented information about the emerging Receivership status, and informed the school of its acceptance into the Expanded Learning Time Cohort 3. In June, the full staff was informed about the intent to apply for this School Improvement Grant, and the intent to build it upon the work done to date.

During June, the Office of School Innovation staff worked via email and in person with School-based Planning Team and the Instructional Leadership Team, as well as with the Assistant Principals after the Principal retired June 30th. The draft goals, timelines and budget narrative were discussed and approved (through discussion, not a vote) at School-Based Planning Team on July 8th.

II.C. <u>Determining Goals and Objectives</u>

II.C.i. ELA Goal and Objective
<u>ELA Goals</u>: 1) 16% of students will meet or exceed the national norm grade level mean in each grade level; an increase from the current 11%; 2) Increase to 6% Proficiency on NYS ELA; 3) Fewer students at each grade level will need Tier 2/Tier 3 reading interventions in Spring, compared to Fall. 4) 60% of students will progress in writing from fall to spring.

Objectives:
- Establish school wide expectations and practices around writing instruction and common formative assessment cycles at each grade level, such that 75% of students make growth in their open-ended response prompts from fall to spring.
- Institute walk to intervention/walk to skills model at each grade level, focusing all resources to reduce group sizes. Build master schedule such that additional intervention teacher, speech, ESOL, and TA support intervention time; two days a week partners cover the time to enable teacher collaboration.
- Hire data coach by September, launch weekly data meetings to target and progress monitor interventions.
- Hire instructional coach by September and utilize weekly teacher collaboration time to conduct common formative assessment cycles around the instructional focus of writing.
- Develop leadership structures such as targeted walkthroughs to drive, monitor and strengthen implementation of intervention and writing focus

II.C.ii. Math Goal and Objective
Math Goal: Raise proficiency rates on NYS Math to 8%, and/or increase Math Performance Index to 55.5
Objectives:
- Establish school wide expectations and practices around writing instruction and common formative assessment cycles at each grade level, such that 75% of students make growth in their open-ended response prompts from fall to spring. (math assessments too)
- Hire data coach by September, launch weekly data meetings to target and progress monitor interventions.
- Hire instructional coach by September and utilize weekly teacher collaboration time to conduct common formative assessment cycles around the instructional focus of writing.
- Collaborate with District Director of Mathematics and Office of Professional Learning to target supports in this area.

II.C.iii. Additional Goals and Objectives
<u>**Goal 1:**</u> Establish a positive school culture, anchored in restorative practices, that offers a multi-tiered system of social-emotional support, such that the number of referrals/suspensions decrease and the number of students needing Tier 2/3 interventions decreases.
<u>Objectives</u>:
1.1: Secure whole school change support from International Institute for Restorative Initiatives; develop and implement workplan for the year.
1.2: Full leadership / anchor team participates in the foundational training by January.

1.3: Provide full staff with "Introduction to Restorative Practices" and "Using Circles Effectively for behavioral and academic purposes" by the end of first semester.
1.4: Provide time, the clear expectation and support structures for all staff to implement Morning Meeting in their daily schedule with students, providing the first layer of universal programming.
1.5: Create a year-long approach to bringing KODAK 5 cultural/core values to life, connecting more to the restorative framework, including lesson plans and positive ways of promoting and teaching the values.
1.6: Secure additional Social Work support and develop system to utilize expanded learning time to deliver targeted supports, with interventions being delivered by both school staff and / partners on a contracted basis.

Goal 2: Build a stronger system of literacy instruction and reading intervention, resulting in more students reading on grade level (25% of students meeting/exceeding national norm RIT on NWEA; fewer students at Tier 2/3 by the end of each year, 6% ELA proficiency) and 75% improved writing skills, including on math constructed-response answers.

Objectives
2.1: Establish school-wide expectations and practices around writing instruction and common formative assessment cycles at each grade level, such that 75% of students make growth in their open-ended response prompts from fall to spring.
2.2 Institute walk to intervention/walk to skills model at each grade level, focusing all resources to reduce group sizes. Build master schedule such that additional intervention teacher, speech, ESOL, and TA support intervention time; two days a week partners cover the time to enable teacher collaboration.
2.3 Hire data coach by September, launch weekly data meetings to target and progress monitor interventions.
2.4 Hire instructional coach by September and utilize weekly teacher collaboration time to conduct common formative assessment cycles around the instructional focus of writing.
2.5 Develop leadership structures such as targeted walkthroughs to drive, monitor and strengthen implementation of intervention and writing focus.

Goal 3: Implement Year 1 of Expanded Day model with fidelity, (including more teacher collaboration, data-driven instruction and intervention, and enrichment) evidenced by improved progress monitoring scores Fall to Spring, and by student / family satisfaction.

Objectives
3.1: Hire Expanded Learning Resource Coordinator and develop system of shared leadership teams, including partnerships that will support School 41 in achieving its instructional and climate goals. This will include developing a system of regular communication, as well as ways to monitor and improve overall program quality, so that the additional time and resources are maximized.
3.2: Provide 120 minutes of weekly teacher collaboration time at each grade level, focused on data, planning standards-based rigorous, differentiated lessons including interventions, and on the formative assessment cycles around writing.
3.3: Provide each student with at least 120 minutes of targeted intervention, through combination of grade level walk to read/skills/success and partner-provided intervention.

3.4: Provide 90 minutes per week of engaging enrichment, such that students report satisfaction/enjoyment.
3.5: Survey families and students about the program, at least twice during the year.

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.

II.D. <u>School Leadership</u>

II.D.i.
Within the context of School 41's history, and the fact that it is poised to implement major whole school change, the District has prioritized key competencies, one of which is *proven administrative experience of leading for results*. The ability to breathe life into the Transformation Plan, *to take purposeful action aligned to the vision*, will be critical. So too will creating a *supportive environment in which staff feel respected*, and in which they receive *clear direction and actionable feedback*, along with differentiated supports such as professional learning.

An ability to establish and follow protocols to *utilize cycles of data-driven instruction* will be important to executing the Transformation Plan's focus on strengthening the system of reading instruction and intervention through use of an expanded school day. Lastly, the school leader selected for School 41 must have proven ability to *create opportunities for meaningful dialogue with educators, students and families.* Being able to use these opportunities to enhance reciprocal communication, to strengthen partnerships, and to achieve identified goals is at the heart of building a restorative culture and getting to higher student outcomes.

II.D.ii. OR
II.D.iii.
The district's Department of Human Capital Initiatives is in the process of conducting a comprehensive search for a new, experienced site-based leader. The intent and focus is to access an individual with a high level of administrative experience and a record of success in leading targeted faculty professional development, increasing parent and community engagement, experience in utilizing data to guide planning and overall decision making processes, ultimately leading to increased student growth. The New York State Education Department's Qualifications for Determining (a) Priority School Leader will act as a guide in the search process. A primary barrier may be the ability to recruit a candidate possessing the necessary skills and experiences as reflective of the aforementioned qualifications.

II.D.iv.
Please see the attached job description for RCSD Assistant Principal. More specifically, School 41 needs Assistant Principals who can act as instructional leaders, and who are gifted at mobilizing staff to persevere through implementation struggles as new plans transform the school. The expanded day and the Transformation Plan outlined here will require long hours, new partners, and new ways of operating, recognizing that the traditional responsibilities of management, communication, operations and instructional leadership remain. Assistant principals must be "all in" on this role.

Beginning in the 203-2014 school year, the Rochester City School District has chosen to execute the work of a School Implementation Manager internally, through the creation of School Ambassadors who operate from the Office of School Innovation. Each School Ambassador works closely with the school leadership teams in 4-7 schools to facilitate the implementation of SIG strategies through granular, weekly support. This embedded relationship is coupled with integration into cross-functional leadership roles at the District level, to ensure that the schools receive timely, targeted supports and to troubleshoot systemic barriers to school transformation. The very active approach has allowed the District to move from compliance-based reporting structures to driving progress through active cycles of progress monitoring and problem-solving. RCSD's improvement in this area has been noted both by school leaders and by NYSED's School Turnaround Office.

II.D.v.

At the time of writing there are two assistant principals, one of whom has requested a transfer, and the District notes that making supporting leadership decisions absent the Principal selection is premature. However, the Chief of Transformation has been working to review key competencies of the existing supporting leadership team, as well as those of others who could potentially be appointed to this role. Decisions will be forthcoming very shortly so that leadership teams have time to collaborate this summer.

II.E. Instructional Staff

II.E.i. Kodak Park School #41 Instructional Staff
Fully 100% of educators with an APPR rating in the 2013-2014 school year were rated effective or highly effective, with more than two-thirds being rated highly effective.

Distribution of Educators by Rating Category (HEDI) [2013-2014]
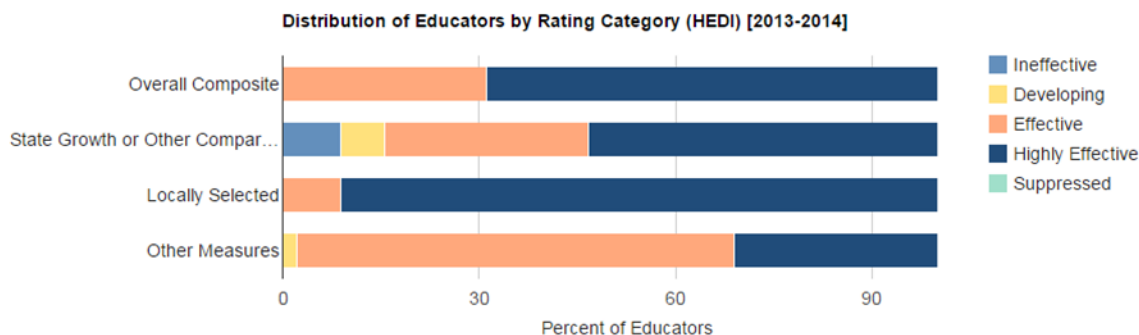
II.Eii. Kodak Park School #41 Staffing
The most immediate need is to select and appoint the Principal who will lead this Transformation. Once that decision is made, significant action steps can be taken to address staff capacity. Specific changes need to occur in terms of training a leadership team in restorative practices, so that they can anchor the work launching in the fall. This work would ideally happen in the summer, but is pending the leadership assignment and availability of funding.

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 instructional staff. The DTSDE review found inconsistently rigorous lesson planning and instruction, as well as

insufficient use of data to adjust curriculum and differentiate. Next year, structured collaboration and job-embedded professional learning on standards and key performance indicators, as well as on cycles of data-driven instruction, especially around the writing priority and reading interventions, must be in place and monitored for effectiveness. The SIG-proposed Data Coach, as well as the Whole School Change support model for Restorative Practices will both significantly help build staff capacity.

Professional learning is offered over the summer in the area of the instructional focus on writing; however, there is currently no mechanism to ensure that all staff participate in prioritized professional opportunities.

II.E.iii. Key Instructional Staff

In addition to the overall areas of improvement and key competencies outlined above, staff who will be part of this transformation plan will need to be philosophically aligned with restorative approaches, and willing to engage in structured teacher collaboration and embedded professional learning, particularly around the instructional priority. They will need to be willing to work hard, work differently and take action to implement more robust and consistent systems. Furthermore, at least some 50% of staff must be willing to work the extended hours to make the program model work most effectively and sustainably.

Beyond these characteristics necessary in all staff, the additional positions proposed in this transformation plan will be critical in meeting the needs of students at School 41.

Expanded Learning Resource Coordinator (ELRC) - The overall responsibilities of this position are to plan, implement and coordinate all Expanded Learning Programs in collaboration with the Office of School Innovation and the School Principal. The ELRC is responsible for working collaboratively with all the stakeholders in the school community to develop and deliver a program that meets the needs of children and their families. Management of partnerships, stakeholder input, staffing, scheduling, budgeting, curriculum development, continuous improvement and evaluation of the Expanded Day program all fall to this coordinator. This individual must be both strategic and detail-oriented and must be able to communicate well with student, families, staff and community partners.

Data Coach - All three key strategies guiding the improvement plan at School 41 will require a capacity to access, manipulate, track and make meaning from data. Providing frequent and targeted intervention at all grade levels, as well as using formative assessments in writing demand this skill set. This position will also provide the capacity to build an effective system of intervention and data cycles, and will be responsible for facilitating the grade level data meetings; thus setting up a sustainable school-wide structure. This person must have both the technical knowledge of various assessments such as NWEA and be able to speak the language of classroom teachers, helping them apply what the data is telling them about student progress and next steps. The data coach must also have a systems view and be able to use his/her analytic skills to help design a data system for tiered social-emotional supports as well. The Data Coach's work will be aligned with the District's data cycle protocols and with the support structure for coaches, and he/she will take full advantage of the District's 20-hour module on Differentiated Instruction. Ensuring that the coach works in concert with Districtwide efforts will aid in sustainability.

Intervention Teacher – This certified teacher will have proven ability to improve students' literacy achievement, and the primary function of this role is to deliver direct intervention services to students, especially in the area of reading. A portion of the intervention teacher's time will be spent in data meetings with each grade level to determine flexible groupings and match students to appropriate interventions. This deployment of this teacher will be determined by the school principal, in consultation with the Chief of School Transformation, the Executive Director of Reading by Third Grade, Director of ELA, and School 41's Instructional Leadership team, but will function as a complement to the District-provided Reading Teacher who serves grades K-2. This Intervention Teacher will be a prime architect and direct part of the proposed plan for School 41 to design and deliver a Walk to Intervention/Skills model at all grade levels.

Social Worker – This half-time additional position will be charged with articulating and coordinating the school's tiered system of social-emotional supports. This will be a critical emerging role as the school expands the day and has more time to provide social-emotional interventions and supports, and as it takes on the restorative framework. Working with the Center for Youth to conduct needs assessments and provide preventative supports, as well as building staff capacity to respond to trends are part of the role. Direct service delivery of Tier 2 and Tier 3 interventions will also be part of the job description, as will a commitment to engage in the whole school change process of becoming a restorative school.

Additional critical positions such as an Instructional Coach, a Teacher on Assignment to lead the Restorative Culture, a TA to support intervention in a more sustainable way, and two AmeriCorps members who can be flexibly deployed are all being funded through other District resources, demonstrating RCSD's intentions to support this Transformation Plan.

In addition to SIG-funded additional roles, the instructional staff as a whole must have the capacity to plan rigorous lessons that stimulate higher-order thinking and help scaffold students from where they are, to mastery of high standards. Teachers must be able to incorporate the Common Core shifts, and to use instructional data to make decisions about how to differentiate. Teachers must be able to establish a relationship with students that is motivating and focused on learning. In short, teachers must be effective in all four Domains of the Danielson Framework in order to drive significant increases in student achievement.

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

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

II.F. Partnerships

II.F.i.
    The International Institute for Restorative Practices (IIRP) Graduate School offers a two-year implementation support program for schools launching a whole-school change approach to restorative practices. This SaferSanerSchools model has a track record of reducing negative behaviors and suspensions and of increasing student and staff morale and engagement in urban schools with similar demographics and challenges. The consultant service is a two-year plan, including full staff training, deeper training for leadership team, onsite coaching and planning, professional materials, train-the-trainer approach to capacity building, and built-in progress monitoring tools. This partnership is the main focus of School 41's Transformation Plan.

    IIRP will work with the school leader, a "school culture leadership team" anchored by a teacher on assignment to lead the work at the school, and the School Ambassador/appropriate District staff, to develop the customized implementation plan for School 41. The plan will include:
- foundational training for the leadership team,
- full staff training in introductory restorative practices,
- a schedule of professional learning for the year,
- a schedule of monthly implementation check / coaching phone calls and periodic site visits;
- materials for teachers, staff and families to use
- a plan for progress monitoring and feedback cycles;
- a plan for how to integrate this work with the emerging District community of practice for schools who want to become restorative.

    Depending on the timing of the School Leader selection and of grant award, getting the leadership team the foundational training in restorative approaches is the critical first step, as well as engaging the full staff in the basic introductory workshops. These will likely be embedded into the school's scheduled 6sixnon-expanded days designed for full-staff collaboration.

    Center for Youth Services is a nonprofit with a long history in Rochester, and with a multitude of school-based programs that support the social-emotional well-being of young people. The Center has developed a staff position, a Prevention /Crisis Interventionist, who functions as an embedded part of the school staff. This trained professional is onsite for the full school day and will be deployed as part of the newly defined continuum of Tier 2 and Tier 3 interventions. Operating on the expanded day schedule, the school will now have more time in which students can be provided with social-emotional interventions and supports, without being pulled from core instruction. The Prevention/Crisis Interventionist is able to deliver a multitude of evidence-based programs on the prevention side, and then can also be available to intervene and de-escalate crises that emerge. This flexibility to respond to the school's needs across the emerging tiered system of supports is invaluable, especially as the school is just beginning to design and lift a significant whole school change approach which will require new systems, new practices and will likely require mid-course adaptations. The Center for Youth staff member would certainly participate in whole school trainings in restorative approaches.

School 41 will also partner with at least two community partners for enrichment and intervention programming, to execute its expanded learning time plan. These partners are not being funded through this SIG Transformation Plan, but rather through other District funding streams, at least in the first years of implementation. At the time of writing, the school is in consultation with Mercier Literacy and with the Boys and Girls Club, but has not finalized the schedules, deliverables, and curriculum/program design nor entered into contracts as of yet. Both partners are on the District approved list of ELT providers, vetted through the previously mentioned RFP, and have shown student results and customer satisfaction.

II.F.ii.
Please see Attachment C.

II.F.iii.
        Emphasis is placed on partner evaluation throughout the service delivery period. The Grant Monitor and OSI Ambassador assigned to support the school work directly with the principal and the partner, holding every partner accountable for contractually required deliverables. Selected partners, school staff, and the District examine the identified performance targets bimonthly (at a minimum) and make mid-course adjustments if needed. This ongoing progress monitoring is supplemented by a year-end review as part of the renewal decision.

II.G. <u>Organizational Plan</u>

II.G.i. Management and Team Structures and Lines of Reporting
        Please see the attached Schematic of Teams for School #41, which outlines the general leadership teams, as well as supporting teams which will support the daily operations and guide the school forward. Membership of the teams is not specified on the diagram; frequency of meetings is.

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

Two new teams with comprehensive vison and a focus on driving improvement will be launched this year, and the new leader will need to establish a system of interconnectedness between and among the new and pre-existing teams. These new global teams are:

1) <u>Instructional Leadership Team (ILT)</u> which is part of the evidence-based expanded learning model launching this year. The team has worked to plan expanded day, and is charged globally with implementation and performance management of the school's overall program for accomplishing the 7 Essential Elements. This team is typically comprised of the administration, Instructional and Data Coaches, teacher representatives from all levels, including student support services, the parent liaison and community partners.

2) A Community Engagement Team, required by the formal notification of Receivership status on 7/16/15. This team is not yet formed at the time of writing, but will operate according to the mandates.

Existing teams that function regularly are outlined in the aforementioned schematic chart, which also specifies their meeting frequency.

II.G.iii.

RCSD has an SED approved APPR Plan. All RCSD teachers give pretests and post-tests for SLO. All administrators and peer-evaluators have been trained and passed training using the Teachscape Rubric. Data is used to drive the relevant PD for struggling teachers.

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

2015-2016	Teacher APPR
June	The Teacher Evaluation Selection Process opens.
October 15	Teachers completing a PART project through APPR must complete the PART Form #1, and the form must be uploaded to ePerformance.
October 15	Teacher Goal-Setting Meeting must be completed.
November 30	First formal observation for non-tenured teachers is due.
January 12	Teachers must complete Semester 1 course SLO entry in eDoctrina.
January 19	Principals and teachers must agree and approve Semester 1 course SLOs in eDoctrina..
February 13	Teachers must complete Full Year and Semester 2 course SLO entry in eDoctrina.
February 28	Principals and teachers must agree and approve Full Year and Semester 2 course SLOs in eDoctrina.
March 27	Teachers must complete course SLOs in eDoctrina for the following courses: K-2, ESOL, Resource Room, Self-Contained, and Consultant Teachers.
April 17	Principals and teachers must agree and approve course SLOs in eDoctrina for the following courses: K-2, ESOL, Resource Room, Self-Contained, and Consultant Teachers.
April 30	Second formal observation for non-tenured teachers and formal observation for tenured teachers is due.
May 15	Non-tenured teachers' evaluation review meeting must take place.
May 21	Peer Evaluation must be completed for applicable evaluations.
May 21	Structured PART interview must take place for those teachers completing a PART project.
June 1	Teacher evaluation review meeting must take place. Unannounced observations must be completed prior to completion of teacher evaluation.
Leader APPR	
October 2	A copy of the evaluation form will be given to all administrators. Process and timelines will be discussed with the direct supervisor.
November 6	Principals will complete the Personal Goals and Objectives Form and return it to their direct supervisor.
November 20	Goals will be cooperatively established by the administrator and his/her supervisor. A meeting to discuss goals will be scheduled or a written response provided by the direct supervisor.

Ongoing	The administrator will review progress toward meeting goals throughout the year. Several informal visitations will be scheduled with the direct supervisor. When appropriate, a due process plan of action will initiated by the direct supervisor.
April 1	Evaluations of administrators with "developing" or "ineffective" will be submitted to HCI.
June 18	The administrator's Year-End Self-Assessment Form will be completed and returned to the direct supervisor. The administrator will schedule a meeting to discuss progress toward meeting the stated goals with his/her direct supervisor. If completing the tenure year, the Tenure Summary Form will be completed and returned to the direct supervisor.
August 7	The administrator and his/her supervisor will discuss the Administrative and Supervisory Personnel Performance Evaluation Form. Forms will be returned to HCI by the supervisor.

II.H. Educational Plan

II.H.i. Curriculum to be Used

Providing high-quality, highly effective instruction and equal access to academic opportunities is the most important service RCSD can provide its students. Ensuring that all students have comparable academic programming options has been a primary driver for many of the scheduling and programmatic changes from 2013-14 to 2014-15. As the district continues to build an infrastructure that better supports all schools, it will realize the promise of offering engaging instructional opportunities via rigorous curriculum and content and consistent academic programming for every child, in every classroom, every day.

Univeral PreKindergarten The RCSD recently received the Priority Full-Day Prekindergarten and Increased Half-Day Pre-k grant from NYSED. This is allowing the District to maximize full day Pre-K seats, including those at School #8, #41, and #44.

Presently the district is implementing the High Scope Preschool Curriculum developed by the High Scope Foundation, Inc. The High Scope Preschool Curriculum was initially developed in the 1960's and has been the subject of a longitudinal study of its students that has taken place over a period of forty years, the Perry Preschool Project. The most significant findings of the Perry Preschool Project included findings that indicated " the study found that adults at age 40 who had the preschool program had higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school than adults who did not have preschool." (http://www.highscope.org/Content.asp?ContentId=219). A comparative study of implementation of the High Scope Preschool Curriculum, a Nursery School approach and direct instruction concluded the High Scope group aspired to complete a higher level of education than the Direct Instruction cohort (http://www.highscope.org/Content.asp?ContentId=837).

Two district goals focus on increasing the number of students reading at grade level by third grade and increasing the four year graduation rate. In addition to the implementation of the High Scope Preschool Curriculum the district is also piloting the New York State Prekindergarten Common Core Curriculum modules in Universal Prekindergarten classrooms located in elementary schools. Pending the outcome of the pilot of the Prekindergarten Common Core Curriculum modules, the district may seek to broaden implementation of these modules next year.

The suggested daily schedule for full day prekindergarten (6 hour day) may include the following components:

Activity	Duration (6 hours total)

Greeting and Book Reading	10 minutes
Breakfast / Conversation / Clean up	20 minutes
Morning Message	10 minutes
Small Group (ELA focus) *	20 – 30 minutes Including clean up
Planning Time for Center Activities	15 minutes
Center Time (with rotations)	45 minutes
Recall Time (retelling of center activities)	10 minutes
Large Group Time (movement activities)	20 minutes
Bathroom / wash hands/ prepare for lunch	15 minutes
Lunch Time / Conversation / brush teeth	30 minutes
Small Group Time (Math focus) *	20 – 30 minutes
Plan – Do – Review (Centers)	60 minutes
Outside Time (Gross motor)	30 minutes
Closing / Goodbyes	5 minutes

Common Core Learning Standards

The Common Core Learning Standards drive the instructional outcomes at each grade level. Providing high quality, highly effective instruction and equal access to academic opportunities is the most important service we can provide our students. Ensuring that all students have comparable academic programming options has been a primary driver for many of the scheduling and programmatic changes. As the district continues to build an infrastructure that better supports all schools, we will realize the promise of offering engaging instructional opportunities via rigorous curriculum and content and consistent academic programming for every child, in every classroom, every day.

English Language Arts and Literacy Core Program

Teachers in Grades K-6, and 7-8 will continue to use *the NYS Common Core Curriculum Resources* as our core instructional program.

The English Language Arts suggested instructional diets (*in approximate instructional minutes per day*) depicted below are designed to:

1) Illustrate the requirement for dedicated instructional time in all of the key components of reading and writing (as defined in the Common Core Learning Standards),

2) Provide recommendations regarding the relative instructional time/focus for each component, and

3) Communicate key fluencies in each grade level that require instructional emphasis.

Kindergarten Instructional Diet

- Phonemic Awareness and Phonics-- Whole Group 30 minutes
- Comprehension and Vocabulary— Whole Group 30 minutes
- Additional Phonemic Awareness/Phonics, Vocabulary, Comprehension, Fluency—Small Group 40 minutes
- Writing and Language— Whole and/or Small Group 20 minutes

Grade 1 Instructional Diet

- Phonemic Awareness and Phonics- Whole Group 25 minutes
- Comprehension and Vocabulary— Whole Group 25 minutes
- Additional Phonemic Awareness/Phonics, Vocabulary, Comprehension, Fluency—Small Group 40 minutes
- Writing and Language— Whole and/or Small Group 30 minutes

*Grade 2 Instructional Die*t

- Phonics-- Whole Group 20 minutes
- Vocabulary, Fluency, Comprehension— Whole Group 25 minutes
- Phonics, Vocabulary, Fluency, Comprehension— Small Group 40 minutes
- Writing and Language— Whole and/or Small Group 35 minutes

Grades 3-6 Instructional Diet

- Common Core Lesson- 60 Minutes
- GRAIR (Guided Reading Accountable Independent Reading)Time- 30 Minutes
- Writing and Language— Whole and/or Small Group 30 minutes

Elementary Mathematics and Core Program

Teachers in Grade K-6 and 7-8 will use the Common Core Curriculum Units provided by NYSED at Enageny.org. This scope and sequence for mathematics accounts for key grade-level focus areas determined by the Common Core Learning Standards. RCSD aimed to significantly narrow and deepen the scope and content of how time and energy is spent in the math classroom. This increased focus allows each student to think, practice, and integrate each new idea into a growing structure. Each unit provides teachers with guidance about lessons, projects, or tasks to help them plan daily instruction. As teachers plan they should account for the following lesson components and instructional shifts.

The Mathematics suggested instructional diets depicted below are designed to:

1) Illustrate the requirement for dedicated instructional time in all of the key components of fluency, deep understanding and application (as defined in the Common Core Learning Standards),

2) Provide suggestions regarding the relative instructional time/focus for each component, and

3) Communicate key concepts in each grade level that require instructional emphasis.

The instructional diets below are not intended to be rigid time frames*.*
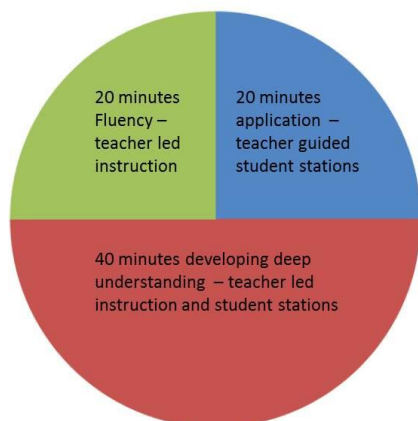
Approximate Instructional Minutes per Day

K-6:

20 minutes Fluency – teacher led instruction

40 minutes developing deep understanding - teacher led instruction and student stations

20 minutes-application

Kindergarten Instructional Diet: Key Concept: Representing and comparing whole numbers, including using sets of objects

Grade 1 Instructional Diet: Key Concepts: Developing understanding of addition and subtraction and strategies within 20, including developing understanding of place value

Grade 2 Instructional Diet: Key Concepts: Developing fluency of addition and subtraction, including extending understanding of place value

Grade 3 Instructional Diet: Key Understandings: Developing understanding of multiplication and division and strategies within 100, also developing understanding of fractions

Grade 4 Instructional Diet: Key Understanding: Developing fluency of multi-digit multiplication and developing understanding of dividing to find quotients involving multi-digit dividends, also developing understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; developing understanding of geometric properties

Grade 5 Instructional Diet: Key Understanding: Developing fluency of addition and subtraction of fractions, also developing understanding of multiplication and division of fractions, including decimals to one-hundredth

Grade 6 Instructional Diet: Key Understanding: connecting ratio and rate; using concepts of ratio and rate to solve problems; completing understanding of division of fractions and extending the notion of number to the system of rational numbers.

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

    The instructional strategies that will be used by teachers utilize both the NYS curriculum as well as existing resources to deliver instruction that is systematic and explicit, purposeful, and rigorous. For example, ELA teachers will incorporate instruction around close reading, annotating texts, research methods, and writing argumentative essays. There are six shifts that the Common Core Learning Standards (CCLS) require if the school is to be truly aligned in terms of curricular materials and classroom instruction. Continuation of training on the Common Core State Standards (CCSS) and instructional shifts combined with building-level initiatives will correlate

with District and school professional development sessions to maximize teacher capacity. Events of instruction in both required, core courses and during expanded learning opportunities will be arranged to reflect all six instructional shifts in both ELA and math by accelerating learning by means of making meaningful improvements to the quality and quantity of instruction. Teacher/leader effectiveness and building capacity to serve the ELL and SPED populations will be a specific focus to ensure all students learn by teachers who have a full toolkit of strategies.

Table 4. Common Core Learning Standards - ELA Shifts

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

Events of instruction in both required and core courses will be arranged to reflect all six instructional shifts by accelerating learning by means of making meaningful improvements to the quality and quantity of instruction. At the District level, professional development will be offered in both math and ELA regarding the implementation of CCLS. This menu of choices will add options teachers and leaders and link directly to the domains found within teacher evaluation. Hence, linking feedback loops with options for teachers to further develop their craft or enhance areas in need of improvement.

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

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

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

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

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. 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
9. All students will have access to Compass Learning and associated learning paths of need as articulated by NWEA data.

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

School 41 will become an official "Expanded Learning School" in 2015-2016, which means that it will implement the NCTL-designed framework to redesign each school day, using time more strategically to provide:

- Additional 300 hours of educational opportunities for all students
- Embedded intervention block (Differentiated Supports)
- Embedded Teacher Collaboration Time (120 minutes weekly) for all teaching staff comprised of:
  - 60 minutes weekly of Data Analysis
  - 60 minutes weekly of data-informed, collaborative lesson planning and professional learning.
- Embedded Enrichment block for all students (90 minutes weekly)

RCSD has helped pioneer this move to expand and redesign the traditional calendar, and is proud to be able to offer schools an increasing number of tools and supports as they make this transition. The schedule below outlines one option for the schedule of expanded time at School 41; multiple iterations are being prepared and discussed this summer.

Sample Master Schedule with ELT

Time	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
7:15	ARRIVAL														
7:30	MATH	MATH	MATH	MATH	ELA	ELA / ESOL 1 / Pulls	ELA	ELA	ELA	ELA	ELA	ELA / ESOL 1 / Pulls	ELA	ELA	ELA
8:10	PE1 A & C / Art-B / Music1-D	PE1 B & D / Art-A / Music1-C	PE2 A & C / Art-D / Music1-B	PE2 B & D / Art-C / Music1-A	ESOL 1 / Push In										
8:50	SUPPORTS / A,B: Data / C,D: Intervene	SUPPORTS / A,B: Data / C,D: Intervene	SUPPORTS / A,B: Data / C,D: Intervene	SUPPORTS / A,B: Data / C,D: Intervene								ESOL 1 / Push In			
9:30	MATH	MATH	MATH	MATH	$$	MATH	MATH	MATH	MATH	$$	$$	MATH	MATH	MATH	MATH
10:10	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess					Lunch Recess	Lunch Recess				
10:50	$$	$$	$$	$$	MATH	SUPPORTS / A,B: Data / C,D: Intervene	SUPPORTS / A,B: Data / C,D: Intervene	SUPPORTS / A,B: Data / C,D: Intervene	SUPPORTS / A,B: Data / C,D: Intervene	MATH	MATH	$$	$$	$$	$$
11:30	SCI	SCI	SCI	SCI		PE1 A & C / Art-B / Music1-D	PE1 B & D / Art-A / Music2-C	PE2 A & C / Art-D / Music1-B	PE2 B & D / Art-C / Music2-A			Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess
12:10	ELA	ELA	ELA	ELA	SUPPORTS / A,B: Data / C,D: Intervene	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	SUPPORTS / A,B: Data / C,D: Intervene	SUPPORTS / A,B: Data / C,D: Intervene	SCI	SCI	SCI	SCI
12:50	ELA / ESOL 1 / Pull				PE2 A & C / Art-D / Music1-B	$$	$$	$$	$$	PE1 A & C / Art-B / Music1-D	PE1 B & D / Art-A / Music1-C	SUPPORTS / A,B: Intervene / C,D: Data	SUPPORTS / A,B: Intervene / C,D: Data	SUPPORTS / A,B: Intervene / C,D: Data	SUPPORTS / A,B: Intervene / C,D: Data
1:30	ESOL 1 / Push				SCI	SCI	SCI	SCI	SCI	SCI	SCI	PE1 A & C / Art-B / Music1-D	PE1 B & D / Art-A / Music1-C	PE2 A & C / Art-D / Music1-B	PE2 B & D / Art-C / Music1-A
2:15	DIFFERENTIATED SUPPORT														
3:30															

K – 5 Guidelines for Scheduling

- Schools are encouraged to schedule language arts and math at the same consistent time each day for each grade level to support co-teaching, mainstreaming, and coaching.
- Embedded coaching is best supported by scheduling content areas across the day. For example, if primary grades have math in the morning, schedule math for intermediate grades in the afternoon.
- Teacher schedules should identify the content blocks and times they are taught.
- The whole group reading block should be scheduled prior to the small group reading block. Whenever possible, avoid interrupting either block in grades 3-5. In grades K-2 the whole group reading block can be scheduled in two blocks (45 minutes and 30 minutes) if necessary to accommodate specials or lunch schedules.
- The 45-minute small group reading block should be uninterrupted by specials/lunch.
- The math block may be broken up into a 60-minute block and a 30-minute block in order to assign specials.

Enrichment Block The additional period of time is intended to focus on language and literacy or math enrichment, foreign language(s), and providing students with middle-class opportunities. The

additional ELA and math teachers at the middle grades should be providing *acceleration and enrichment opportunities to students in those content areas*. Poetry units, performances, hands-on and long-term problem-solving activities, and math labs are examples of instructional activities in which the students may be engaged.

Structured Use of Additional Time Please refer to Attachment *Seven Essential Elements of High Quality Expanded Learning Time Schools.*

II.H.iv. Data-Driven Instruction

At School 41, the day-to-day work of applying student data to both instruction and to intervention would be led by the proposed Data Coach. Initially, the coach would work to glean meaning from the NYSED ELA and Math performance indicators, as well as from the NWEA benchmarks. The intervention model at School 41 will be newly developed to implement a "Walk to Intervention" model at all grade levels. The Data Coach will work with teachers to make better use of a variety of intervention programs, including online tools such as Compass and Lexia, which also provide progress monitoring.

Beyond intervention is the work to utilize data to make adjustments to the curriculum and planning in core instruction. Building cycles of formative assessment, including protocols for looking at student work particularly to carry out the writing priority, will be part of the weekly data meetings.

Through effective scheduling, grade level teams will have at least 60-80 minutes of collaborative time, twice a week. The first will focus on data and its application to lesson planning. The second will be more planning, standards and curriculum, Both times offer the opportunity for real job-embedded professional learning in data-driven instruction.

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

School 41 has worked over the past two years to formalize the Child Study Team to be more aligned with the intent and guidance around Response to Intervention. There is an established meeting pattern and referral process, and many students receive documented interventions such as a school-based version of Check and Connect, Corrective Reading, or additional supports. This year, more students responded to their Intervention Plan and were successfully "dismissed" from progress monitoring. However, based on the extent of student need and the lack of a universal first tier social-emotional approach, social-emotional support were an area in which the school did not feel fully equipped.

This Transformation Plan will help School 41 take several steps to build a more effective system of student supports. First, this plan funds a part-time social worker, charged with helping to operationalize and monitor a true referral and problem solving system, and especially to articulate, resource and coordinate the continuum of interventions available. Second, the plan invests significantly in building a strong universal approach to character and community building, through the SaferSanerSchools implementation of restorative practices. Third, the grant provides for the expanded time in which to provide well-matched interventions, and incorporates the flexibility to secure an additional prevention / crisis interventionist, to provide personnel and evidence-based interventions.

II.H.vi. School Climate and Discipline

The main thrust of this Transformation Plan is to fundamentally alter the climate and culture of School 41, directly addressing the staff's collective desire and observed student need. Engaging the International Institute of Restorative Practices to partner for a two-year implementation support program increases the likelihood of implementing a whole school approach with fidelity. IIRP's Whole-School Change model called SaferSanerSchools, works to transform the relationships and interactions between and among staff and students through a focus on building restorative school-wide protocols, language and discipline policies and practices. When implemented well, this approach has dramatically reduced referrals, suspensions and negative behaviors, and has increased student's ability to self-regulate and engage in learning, as well as staff morale. The two-year strategy will include:

- Deep foundational training for the leadership team;
- Training all staff that interact with students, inclusive of lunchroom, clerical, transportation and support staff;
- Development of structures and schedules for professional learning for the year;
- A schedule of monthly implementation check / coaching phone calls and periodic site visits;
- Materials for teachers, staff and families to use;
- A plan for progress monitoring and feedback cycles;
- A plan for how to integrate this work with the emerging District community of practice for schools who want to become restorative, including training and certifying up to 12 staff to build sustainable capacity.

The expectation is that School 41 staff will embrace this opportunity and integrate the current KODAK 5 into a transformed restorative culture at Kodak Park School 41, equipping the school to become fully responsive to the needs of its community members.

II.H.vii. Parent and Community Engagement

School 41 has a variety of ways it fosters home school communication and parent engagement, including utilizing a full range of modes such as RoboCalls, print, agendas, Class Dojo, website and email. It also hosts the traditional school events such as Orientations, Open Houses, conferences as well as regularly scheduled informal events such as "Muffins and Moms" and "Donuts with Dads" to build relationships, share and obtain information and input. Most events are well-attended, but the school has identified a need to engage parents more in communication and learning tied to how families can support achievement.

Building a systems approach to prioritizing what type of information and tools might be most useful to share with parents, as well as developing clear school-wide expectations for home-school communication will be important this year. In addition, the SaferSanerSchool support for restorative approaches includes resources that the school can share with parents, so that they are beginning to use the same language and approach to reflection and problem-solving at home with their children.

An additional component of parent engagement will be the Community Engagement Team, a required part of the emerging Receivership regulations. Formal notification of Receivership status was received on July 16, 2015, and the timelines for forming the team are already underway.

II.I. Training, Support, and Professional Development

II.I.i. Involvement of School Leadership and Staff in Plan Development
As outlined above, in some ways this has been a plan that has emerged over the past two years, over the course of much collaborative work to dialogue about what would improve the school. School Innovation and the School Chief have worked closely with the school leadership teams as they have revised the SCEP and participated in the year of planning for expanded day. In June, the full staff was formally informed about the intent to apply for this School Improvement Grant, and the intent to build it upon the work done to date.

During June, Office of School Innovation staff worked via email and in person with School-based Planning Team and the Instructional Leadership Team, as well as with the Assistant Principals after the Principal retired June 30th. The draft goals, timelines and budget narrative were discussed and approved (through discussion, not a vote) at School-Based Planning Team on July 8th. SBPT and school leadership are still working on a detailed PD plan.

II.I.ii. Events Scheduled During Implementation Period
Please see the attached Implementation Timeline.

I.I.iii. Evaluation and Modification of Professional Learning Plan
Ongoing monitoring and evaluation of academically oriented professional learning, in the context of student outcomes, is a key role of instructional leadership teams. Focused walkthroughs that send a signal about what is valued, and that are used to reinforce and determine professional learning, will be critical, and will be developed with the new Principal, in conjunction with building- and District-based instructional leaders.

Additionally, the coaching and progress monitoring conducted through the National Center for Time and Learning's framework on Expanded Learning Time will also provide an external eye on areas of improved practice and areas in which to provide further supports.

The work with the International Institute for Restorative Initiatives will be evaluated according to the co-developed implementation and progress monitoring plan, with the expectation that they are monitoring and adjusting as delivered.

II.J. Communication and Stakeholder Involvement/Engagement

II.J.i. Updating All Stakeholders on SIG Implementation
Once the new leader is appointed, the structures for shared decision making and regular reporting can be firmly articulated and put into place. Clearly, School-based Planning Team and the Instructional Leadership Team under the Expanded Learning Time model are existing groups comprised of stakeholders that will take a role in monitoring and communicating progress. The School Ambassador will also support the school in designing coherent and succinct

communications to the school community at large about the opportunity presented by the grant, if awarded, and periodic progress.

An additional consideration is that the Rochester City School District received formal notification from the New York State Education Department that School 41 is in Receivership on July 16, 2015. As such, the School is being prepared to assemble and launch the required Community Engagement Team, which would work to create a broad stakeholder group that will help execute on this school improvement plan. As this team is formed, it will have a required timeline and operating process, which would include regular communication.

II.K. Project Plan Narrative/Timeline

II.K.i. Key Strategies for the Year 1 Implementation Period
School 41 will improve student achievement by executing on three key strategies, developed in collaboration with multiple school stakeholders, vetted by School-Based Planning team, and grounded in research about what is likely to produce results in student achievement. The strategies are:
> 1. Establish a positive school culture, anchored in restorative practices, that offers a multi-tiered system of social-emotional support;
> 2. Strengthen literacy instruction and a system of reading intervention; and
> 3. Implement Expanded Day model with fidelity, including more teacher collaboration, data-driven instruction and intervention, and enrichment.

Please refer to the attached Year 1 Implementation Plan for further detail on how these strategies will be executed.

II.K.ii. Early Indicators of a Successful SIG Plan Implementation Period
Recognizing that school transformation takes time, and also recognizing the urgency of the dire student performance, School 41 must experience "early wins" that will visibly change the school experience for students, families and staff in Year 1. The expectation is that:
- At least 85% of the full staff will be trained in the introductory restorative workshops, and will regularly implement common community-building protocols such as Peace Circles;
- The number of referrals originating from classrooms will be reduced by 20% over the prior year;
- The suspension rate and unduplicated suspension rate per 100 students will decrease by 20%;
- Walk to Intervention/Skills will occur daily in each grade level, ensuring that all students receive targeted differentiation in small groups;
- The gap between School 41's mean RIT and the national norm mean RIT will shrink from Fall to Spring at every grade level in Reading.
- The number/share of students receiving Tier 2 and Tier 3 interventions will be reduced from Fall to Spring.
- A clearly articulated school-wide approach to the instructional priority on writing will be evident and student work will show improvement from fall to spring on selected common formative assessments at each grade level.

II.K.iii. Leading Indicators of Success

The key leading indicators that will be reviewed routinely and used to shape responsive action include:

- Student ADA, by grade;
- Number / percent of students chronically absent;
- Number of students receiving Tier 2 or Tier 3 reading interventions;
- # of disciplinary incidents and suspensions;
- NWEA fall, winter and spring data;
- Data from the common formative assessments of student progress in writing;
- Completion of implementation tasks and objectives for various strategies.

Most of this data is easily accessible through SPA, the District's internal data warehouse, which is rolling out a streamlined Principals' Dashboard this fall. The School Chief and School Ambassador will also conduct joint walkthroughs, and embedded progress monitoring related to SIG-reporting, which will regularly prioritize these leading indicators.

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

This application outlines a coherent, viable plan to transfigure Kodak Park School #41 through the Transformation model. This plan addresses each aspect of the required elements:

- A new leader will be appointed before September 1, 2015;
- The school will become an Expanded Learning Time (ELT) school, adding 300 hours of additional time to the school year on a research-based model which incorporates embedded teacher collaboration time and increases differentiated supports to students.
- As an ELT school, School 41 has access to differentiated scheduling and staffing, both through District investments and through the SIG budget, which was developed in consultation with the school.
- School 41 is required to implement the District's approved APPR process with fidelity, and will also make effective use of the Danielson rubric as a tool for improvement, not just evaluation.

Kodak Park School 41 will work diligently to become a restorative school that utilizes the expanded day framework to offer students a more responsive school—including a positive culture, a tiered system of social-emotional supports, and a solid system of reading instruction and intervention.