

LEA Name:	ROCHESTER CITY SCHOOL DISTRICT
School Name:	SCHOOL 2 - CLARA BARTON

2014-2015 School Comprehensive Education Plan (SCEP)



School Name	SCHOOL 2 - CLARA BARTON	Contact Name	Pamela Rutland
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Website Link for Published Plan	http://www.rcsdk12.org/2014-15_SCEP		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Bolgen Vargas, Ed. D.	8-26-14
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White, President, B.O.E.	8/26/14

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: 261600010000

School Leadership Team

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

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

Name	Title / Organization	Signature
Pamela D. Rutland	Principal	<i>Pamela D. Rutland</i>
Sharon Murrell Dilbert	Assistant Principal	<i>Sharon Murrell Dilbert</i>
Denise Shinnors	Parent (grade 5)	<i>Denise Shinnors</i>
Joyce Akwaa	4th Grade Teacher	<i>Joyce Akwaa</i>
Lori Wess	Special Education Teacher	<i>Lori Wess</i>
Darcy Barrant-Rhone	Parent (grade 3)	<i>Darcy Barrant-Rhone</i>
Michelle Maxwell	School Secretary	<i>Michelle Maxwell</i>
Dwana Harell	Para	<i>Dwana Harell</i>
Kristine Elliot	Special Education Teacher	<i>Kristine Elliot</i>
Kelly Carreira	3rd Grade Teacher	<i>Kelly Carreira</i>
Candace Latimer	2nd Grade Teacher	<i>Candace Latimer</i>
Amy Tierney	Special Education Teacher	<i>Amy Tierney</i>
Laurie Passamonte	3rd Grade Teacher	<i>Laurie Passamonte</i>

Meeting Date(s)	Locations(s)	Agenda Attached	Supporting Documents Included?
June 30, 2014	Pittsford Barnes and Noble		
June 21, 2014	30 Hart Street, The Office of Professional Learning		
July 9, 2014	Pittsford Barnes and Noble		
July 18, 2014	Pittsford Barnes and Noble		

LEA Name:
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ROCHESTER CITY SCHOOL DISTRICT
261600010000

School Information Sheet #1

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

School Information Sheet											
Grade Configuration	PreK-8	Total Student Enrollment	499	% Title I Population	100%	% Attendance Rate	93%	% Student Sustainability	80%		
% of Students Eligible for Free Lunch	86%	% of Students Eligible for Reduced-Price Lunch	4%	% of Limited English Proficient Students	3%	% of Students with Disabilities	23%				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	% Black or African American	83%	% Hispanic or Latino	11%	% Asian, Native Hawaiian / Other Pacific Islander	2%	% White	4%	% Multi-Racial	0%

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

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	Yes	SIG(a) Recipient	Yes	SIG(g) Recipient	No
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	No	Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	2%	Math Performance at Level 3 and Level 4	2%	Science Performance at Level 3 and Level 4	69%	Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	

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District Information Sheet #2

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

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

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

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

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SCEP Overview

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

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

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

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

The 2013-14 CSEP identified the need to establish systems to monitor school improvement and teacher effectiveness, but stopped short of establishing a timeline for the identification and development of the system and structure to be used. In addition the need to improve communication across the entire school community was also identified. Over the course of the past school year both were critical needs and have been addressed in this year's CSEP.

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

The weaknesses in the 2013-14 CSEP were while the needs were accurately identified in the 2013-14 CSEP, a protocol for progress monitoring and accountability were not established so the overall 2013-14 CSEP had moderate success.

In developing the CURRENT plan:

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

The Student/Parent Handbook to support Communication and Parent Engagement will be funded by Parent Engagement Funds. The Afterschool Tutoring to support Systems and Structures will be funded by SAS funds.

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

The SBPT met monthly over the course of the 2013-14 school year. Elections were held in mid-June to elect new teacher leaders by the RTA. The team met in June after elections to welcome new team members and create a meeting calendar for the 2014-15 school year, including the summer months July and August to complete this work. The SBPT attended a 6 hour workshop on June 21, 2014 for the development of the CSEP. The team held three, 3 hour work sessions in the month of July which were used to review the data, identify priorities and initiatives to address the needs. The CSEP was shared and worked on collaboratively by members of the team through use of an electronic drop-box that allowed members of the team to make revisions and corrections electronically outside of the established meetings.

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

Faculty and staff will be emailed a copy of the CSEP and will have the action pages in hard copy as they are reviewed in a work session as a Jigsaw reading at the Staff and Faculty retreat in August. It will be posted on our website. The highlights will be reviewed as a part of the Town Hall meeting, and it will be reviewed at the first PTO meeting and hard copies will be available in the school library.

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

Effective Systems to: progress monitor, deliver RTI, provide timely feedback following observations and evaluations, communication & collaboration across the entire school community .

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

Mission: School #02 is a community of well-rounded individuals who live, teach and learn with a sense of purpose. The leadership team has established the following three-strands to focus on to improve student achievement across our campus: Collaboration, Communication & Parent Engagement and last but not least Systems & Structures. In a time where resources are limited and time is finite, our school community will make purposeful use of all resources. Our Comprehensive School Education Plan is a blueprint to ensure that the shared vision is uniformly seen, heard and known across the entire school community, that data is used to drive all decisions and that the school develops the capacity to support all learners with the structure to monitor and make targeted decisions to adjust, adapt, revise or discard any practices, programs or policies that are not having the desired impact on student achievement.

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

Most of the foundation is being developed this summer. The school's Leadership team is designing a two day retreat for faculty and staff to be held on August 18th and 19 at St. John Fisher Campus. The changes proposed by the School Base Planning Team, along with CSEP will guide the two day work session and discussions. The work to implement the changes and make them systemic will take place over the course of the school year.

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

In addition to an assistant principal and principal; Clara Barton School 02 has an active, functioning SBPT that represents the entire school's community. There is also an Instructional Council that meets with the administrative team monthly that is represented by each grade level in the school. The SBPT is rewriting the roles and responsibilities of the members of this team and their charge. Their expanded role will support lesson planning, data review, grade level conversations, peer to peer mentoring and alignment of professional development to the needs of our faculty and staff .

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

The priorities and goals set are realistic gains with the only barrier being time. It is critical that teachers have the time needed to plan and model the most effective practices and lessons together. In addition, the school's administrative team will need to make time in the classroom a priority. In order for both of these goals to be successful; an organizational structure, operational structure and communication structure have to be in place that support instruction, coaching, collaborating and progress monitoring as critical components for making teaching, learning and student achievement the priority.

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

The results on the 2012-13 NYS assessments in ELA and Math in grades 3-6 range from 0% to 3%. We are looking to realize a 10% increase in student achievement across all grade levels for each subgroup.

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

NYS ASSESSMENT / REPORT CARD DATA: Student participation in NYS ELA/Math Assessment, ELA/Math Performance Index (by grade level), Student Growth Percentile, Students scoring "proficient" or higher on ELA/Math. Report Card GPA, Early Warning/My Student Watch List, retentions, discipline referrals and suspensions data. **Formative Assessment Data:** Report Card GPA, NWEA, AIMSweb **Historical Data Trends** Expanded Learning Offerings, Expanded Learning Attendance, Last year's SCEP -- % of targets met, DTSDE rubric from last year and this year, including self-assessment. **Attendance:** Student average daily attendance, Attendance by grade level, Chronically absent students, # of students withdrawn by month, Long-term absence data (over 20 days).

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

Duplicate box/Question?

• List the professional development options that will be provided. For each option, describe the delivery method and the change(s) in practice that will be evident as a result.

The RCSD Office of Professional Learning provides a plethara of rich professional development offerings which faculty and staff will tap into that are aligned with the 2014-2015 goals for our school and the district. In addition, one hour of targeted professional development will be offered on the 2nd and 4th Thursday morning of each month at 8:00am (prior to the start of the instructional day. These sessions will start October 23, 2014 and end May 28, 2015. School 02's instructional focus for the 2014-2015 school year is to continue the implementation of CCLS with fidelity, differentiated to meet the needs of the individual learners in each class. In addition the school's community wants to review the Respect and Protect Program to ensure that there is a climate and culture that is conducive to learning throughout the entire school that is understood, shared and practiced by all new members of our faculty, staff, students and parents. **The Explosive Child** - presented by Stephanie Thomas, Coordinating Administrator of Special Education. This session will provided faculty and staff with additional strategies to de-escalate situations with students in the classroom and shared spaces in the school. Staff and faculty will recognize the signs and indicators to and have the tools to de-escalate potentially explosive situations in the initial stages to reduce the incidents that lead to suspensions, loss of class time and disruption instruction. Implementation of the CCLS, unpacking of the CC modules. **Differentiation, Make and Take** - preparing the necessary materials to support standards based instruction, **Test Security** and **Changes in Assessments** (NYSED assessments and - Pre-assessments/Post-assessments).

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

A new principal was appointed to Clara Barton School 02 on August 18th of 2013 and as a result of a new grade level configuration, bring in several new classes of students(families) and new faculty and staff to support them. To strengthen the relationship with school and staff and the community, the school leaders: will revise the parent student handbook as well as the faculty handbook, send parents/students a summer packet that includes a letter of greeting, a supply list, copy of the school uniform policy and an invitation to the welcome back and summer orientation events. Parents will receive a monthly newsletter. Faculty and staff will receive a weekly bulletin. Connect calls will be made at least 10 days before events, meetings and celebrations to allow parents the necessary lead time to make plans to attend. We are also creating a calendar of events that will be mailed home so that parents and community members can support us in our work. All of our events that bring parents and community members onto the campus will have multiple layers to maximize the time they spend supporting their children and the teaching and learning.

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	Tier 2-1	Public School Choice (Up to 20% of the LEA set-aside).
\$19,000	Tier 2-2	Supplemental Educational Services (Up to 30% of the LEA set-aside).
	Tier 2-3	Costs associated with deploying on-site visit teams that will use the Diagnostic Tool for School and District Effectiveness to identify a school's or district's current position relative to desired educational practices.
	Tier 2-4	Reasonable and necessary expenses associated with appointment of a Distinguished Educator to assist the district and schools in implementing systemic, whole-school reform and effective turnaround strategies.
	Tier 2-5	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) attendance at DTSDE Institutes and in assisting the district in the development and implementation of the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plans (SCEP).
	Tier 2-6	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) 's participation in district-led DTSDE visits.
	Tier 2-7	Costs associated with participation in New York State sponsored Professional Learning Communities (PLC).
\$500	Tier 2-8	Costs associated with participation in professional development activities to develop and implement successful family and community engagement practices.
\$86,400	Tier 2-9	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes.
\$9,406	Tier 2-10	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement a behavior management program.
	Tier 2-11	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement Response to Intervention (RtI) that are aligned with academic intervention services.
\$126,109	Tier 2-12	Costs associated with training/certifying teacher evaluators, instructional coaches, teacher leaders etc. in conducting evidence based observations using the District's teacher practice rubric, training in coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system.
\$6,000	Tier 2-13	Costs to develop and implement local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations.
	Tier 2-14	Costs associated with the professional development of teachers (and their principals/ instructional supervisors) who will develop and implement CTE courses in which increased percentages of historically underserved students will enroll.
	Tier 2-15	Costs to purchase of equipment and other curricular materials for CTE courses used by teachers in which increased percentages of historically underserved students will enroll.
	Tier 2-16	Costs associated with the training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	Tier 2-17	Costs to provide courses and related training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	Tier 2-18	Costs to train teachers and administrators in the use of data systems, aligned course sequences, and early college and career school models, between post-secondary institutions and P-12 systems.
	Tier 2-19	Costs to develop and implement school-based Inquiry Teams as defined in the state's RTTT application.

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	Tier 2-20	Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.
\$600	Tier 2-21	Costs to provide supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program, to highly effective teachers providing academic intervention services in hard-to-staff subjects or specialty areas in high-needs schools who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools.
	Tier 2-22	Costs to provide supplemental compensation consistent with local collective bargaining agreements, for teachers providing academic intervention services through a career ladder program, to effective or highly effective teachers in hard-to-staff subjects or specialty areas who transfer from low- or moderate-needs schools to high-needs schools.
	Tier 2-23	Costs associated to develop and implement one of the four school intervention models (turnaround model, restart model, school closure, or transformation model) and the Secretary's turnaround principles, consistent with the requirements of the New York State SIG application and the State's theory of action of intervening and supporting low-performing districts and schools.
	Tier 2-24	Costs related to plan for LEA and State-approved partner organization arrangements (EPO, CMO, charter school operator) activities for implementation of one of the four school intervention models or a whole-school change model aligned with the Secretary's turnaround principles in the year following school re-design.
	Tier 2-25	Costs related to providing academic intervention services as well as costs associated with creating professional development for all teachers working with English Language Learners, on research-proven strategies for those students; costs associated with hiring additional staff to develop or expand programs for English Language Learners or targeted programs for high-needs English Language Learners such as long-term ELLs, SIFE, or ELLs with disabilities; costs associated with integrating bilingual instruction into ELL programs; costs associated with materials that promote English and native language development.
	Tier 2-26	Costs of training for and/or hiring of internal/external trained evaluators to conduct teacher observations and complete the processes for HEDI documentation and recommendations for teacher professional growth as indicated.
	Tier 2-27	Costs associated with operating a preschool program for eligible children consistent with Title I requirements (see USDE's April 16, 2012 non-regulatory guidance regarding the use of Title I, Part A funds to serve preschool children).
	Tier 2-28	A school may propose an alternative activity that aligns with one or more tenet areas to be approved by the NYSED. To gain approval, a district will provide a narrative that: (1) describes the activity; (2) lists the student data that led to this decision; (3) describes the theory behind this action and the expected student outcomes; (4) describes the changes in teacher practice that will occur as a result of this activity; and (5) describes the ongoing evaluation process.

\$0
\$248,015
 \$248,015

Total Funds Budgeted for Tier 1: Prioritized Activities (Sum of all costs listed in the "Tier 1 Prioritized Activities" tab)
Total Funds Budgeted for Tier 2: Allowable Activities for Improvement (Sum of all costs listed above)
Total Funds Budgeted for Improvement Activities

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 2.2 - The School leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Revise the wording and focus of school goals. (Concentrate on three-five of the school priorities)						
Recommendation / Rationale #2 -	Translate goals into the language of the various constituencies. (ex: the goal of "85% of the students will meet learning targets," could be translated into: "Aim for a three.")						
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Increase stakeholder understanding of the school improvement goals by 50% as measured by survey data (baseline: Sept 2014, mid: Jan 2015, post: June 2015)						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The faculty and parent handbook will be revised before the start of the school year.	Not Applicable		General Funds	\$1,800	July 1, 2014	August 15, 2015
Goal #1	Revise the format of the parent monthly newsletter to ensure that information is relevant, aligned to improving student achievement and improves the ability of parents to support instruction and learning.	Parent Engagement		General Funds	\$750	July 1, 2014	June 30, 2015
Goal #1	Weekly faculty bulletin will contain information to promote the academic focus and school's priorities outlined in the School Comprehensive Educational Plan (SCEP).	Not Applicable		General Funds	\$350	July 1, 2014	June 30, 2015
Goal #1	Create a parent communication bulletin board showcasing Bulldog Pride and what it means in all aspects of the school environment.	Parent Engagement		General Funds	\$2,900		
Total					\$5,800		

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 2.3 - Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Use parent development funds to involve parents in understanding how the school goals relate to their child, and how they can support the school and the child in meeting these goals.						
Recommendation / Rationale #2 -	Use the districts' Office of Professional Learning, current Avatar offerings, content-area directors, and instructional coaches to further professional learning goals.						
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Increase student and parent understanding of achievement data and expectations as demonstrated by increased parent participation in student led conferences by 200% increase from 13-14 to 14-15 SY.						
Goal #2	Provide 90 hours (3 days per week x 30 weeks) of additional time for students to close achievement gaps, master grade level content and improve proficiency rates on the NTS assessments.						
Goal #3	Use Office of Professional Learning to supplement professional development to both parents and faculty to support student growth.						
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The faculty and parent handbook will be revised. Parent workshops will be held to provide parents the access to the tools and resources they need to support improving student achievement.	Parent Engagement		General Funds	\$1,800	July 1, 2014	June 30, 2015
Goal #2	Run an after school Intervention program three nights a week to provide targeted intervention, improve the number of students scoring at proficiency on the NYS assessments and to ensure that all students are reading by the end of 3rd grade	Improvement	Tier 2-2	General Funds	\$19,000	October 15, 2014	May 30, 2015
Goal #3	District Coaches will provide monthly workshops to classroom teachers focused on Common Core modules to ensure that all teachers are prepared for Instructional Shifts.	Improvement	Tier 2-9	Title II, Part A	\$10,000	October 2, 2014	June 30, 2016
Goal #3	Parent Curriculum Nights and Student led conferences	Parent Engagement		General Funds	\$30,800	Sept, 2014	June, 2015 at periodic times
				Total	\$61,600		

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 2.4 - The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.		Developing	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide specific feedback to teacher on how their instruction relates to accomplishing school goals and parallel data as a part of observations and walkthroughs						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will develop functional systems to conduct targeted and frequent observations and track progress that includes a minimum of three 10 minute walkthroughs per day.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The school administrators will supplement informal and formal observations using a 10 minute walk through tool to provide timely feedback after classroom observations and visitations. (Bi-monthly)	Improvement	Tier 2-12	General Funds	\$96,000	September 3, 2014	June 30, 2015
Goal #1	Faculty will receive a calendar of scheduled formal observations at the August retreat.	Improvement	Tier 2-12	General Funds	\$109	July 18, 2014	August 19, 2014

Total \$96,109

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: 261600010000

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).		Developing	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Use professional development and coaching during grade level meetings for one hour every other week to provide professional development on the use of evidence-based systems to monitor and adjust instruction. (Provide professional development for all teachers responsible for delivering Common Core-aligned instruction.)						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	85% of teachers at Clara Barton School 02 will participate in a minimum of 24 hours of Common-Core professional development.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	District Coaches will provide monthly workshops to classroom teachers focused on Common Core modules to ensure all teachers are prepared for Instructional Shifts.	Improvement	Tier 2-9	Title II, Part A	\$10,000	October 2, 2014	June 30, 2015
Goal #1	Pull all relevant baseline data and provide copies to the faculty and staff at the August retreat.	Improvement	Tier 2-21	General Funds	\$450	August 19, 2014	August 20, 2014
Goal #1	Agendas, sign in sheets and minutes will be collected for all grade level meetings.	Not Applicable		General Funds	\$350	September 3, 2014	June 30, 2015
Goal #1	Baseline data from 2013-2014 school year will be made available for teachers access for preliminary goal setting to determine professional development and coaching needs per grade level at the summer retreat .	Improvement	Tier 2-21	General Funds	captured above	August 19, 2014	September 31, 2014
Goal #1	Data will be reviewed monthly at one of the two grade level meetings and will be a standing agenda items at Leadership Team meetings.	Improvement	Tier 2-21	General Funds	captured in 3.3	September 3, 2014	June 30, 2015

Total \$10,800

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: 261600010000

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 3.3 - Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.		Developing	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Schedule structured time for grade level teams to meet collaboratively to monitor and plan for adaptation of CCLS modules to the needs and interests of their students.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Grade level teams will meet at least 10 times throughout the school year with 90% attendance to collaboratively monitor and plan for adaptations of CCLS modules to the needs and interests of their students through analyzing standardized data, student work, and teacher or team formative and summative assessments.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Teachers will meet on the 2nd and 4th Thursday of each month as a grade level for 1 hour after student dismissal. One of these two grade level meetings with focus on the differentiation of instruction to modify CC lessons to meet the needs of all students.	Improvement	Tier 2-9	General Fund	\$28,000	September 3, 2014	June 30, 2015
				Total	\$28,000		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
School Name: 261600010000

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
<u>Recommendation / Rationale #1 -</u>	Develop a system and mechanisms by which teachers provide feedback to students on formative and summative assessment data as it relates to their progress.						
<u>Recommendation / Rationale #2 -</u>							
<u>Recommendation / Rationale #3 -</u>							
<u>Goal #1</u>	Formative assessment and summative assessments are a regular part of classroom routines. Teachers will regularly use data to give students feedback on instructional progress using the student portfolio for student led conferences with parents.						
<u>Goal #2</u>	90% of students will have portfolios that will include individualized progress monitoring data from ELA and math that includes one work sample per month by subject.						
<u>Goal #3</u>							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Teachers will attend a work session and finalize the school's plan to implement student led conferences and the template students will use to create a portfolio for the conferences.	Improvement	Tier 2-13	General Fund	\$3,000	August 19, 2014	June 30, 2015
Total							
					\$3,000		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: 261600010000

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 4.2 - School and teacher leaders ensure that instructional practices are organized around annual, unit, and daily lesson plans that address all student goals and needs.		Developing	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Develop a format that is agreed upon by grade level teams, school leaders, and teacher leaders for long-range and mid-range planning that includes the use of data to differentiate instruction to meet the needs of all students.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Increase student achievement by 10% across all subgroups as measured by NYS Assessments grade 3-8 by improve teacher use of assessment data to drive instruction.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Grade level teams will use a standardized template for minutes and agendas for meetings. (and RTI meetings) to facilitate long-range and mid-range planning that includes the use of data to differentiate instruction.	Improvement	Tier 2-21	General Funds	\$150	September 3, 2014	June 30, 2015
Goal #1	Develop a template to share at the August Retreat for staff to review, revise and approve.	Not Applicable			\$0	August, 2014	August, 2015

Total \$150

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: 261600010000

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.		Developing	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Direct professional development to supporting teachers in the use of higher order questioning, activities that promote productive thinking, the use of data for differentiation of instruction, and strategies for enabling all students to benefit from the use of complex learning materials.						
Recommendation / Rationale #2 -	Classroom observations, formal and informal, from school leaders should focus on specific feedback to teachers on long range planning, differentiation of instruction, promotion of higher order thinking, and the use of complex learning material.						
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will develop functional systems to conduct targeted and frequent observations and track progress that includes a minimum of three 10-minute walkthroughs per day.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Teachers will utilize the updated templates for grade level team meetings and RTI meetings.	Improvement	Tier 2-9	General Funds	\$150	September 3, 2014	June 30, 2015
Goal #1	School leaders will conduct walk through observations utilizing a Walk-Through that facilitates immediate feedback.	Improvement	Tier 2-12	General Funds	\$30,000	September 3, 2014	June 30, 2015
Goal #1	District Coaches will provide monthly workshops to classroom teachers focused on Common Core modules to ensure that all teachers are taught how to incorporate higher order thinking, and the use of complex learning material.	Improvement	Tier 2-9	General Funds	\$10,000	September 3, 2014	June 30, 2015
Total					\$40,150		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: 261600010000

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 4.4 - Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.		Developing	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Focus efforts of the school leader, support staff, and teachers of 7th and 8th grade students on the general social behavior of students in the 7th and 8th grades.						
Recommendation / Rationale #2 -	Consider forming a representative group of students and parents together with school staff to brainstorm strategies as the basis for a plan to improve behavior and raise the awareness of parents.						
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Improve school climate as measured by a 10% decrease in office disciplinary referrals, and 5% decrease in out of school suspension.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The Bulldog Pride Code of Conduct and student expectations will be written in student-parent-friendly language and shared with the entire school community. They will incorporate PBIS strategies.	Improvement	Tier 2-10	General Fund	\$2,000	August 15, 2014	June 30, 2015
Goal #1	Form a student and parent advisory committee that meets once monthly to discuss school climate and PBIS.	Improvement	Tier 2-10	General Fund	\$2,406	Oct, 2014	June, 2015

Total	\$4,406
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LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: 261600010000

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 4.5 - Teachers inform planning and foster student participation in their own learning by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).		Developing	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Direct professional development and the assistance of instructional coaches to the use of assessment data to create targeted plans that provides for differentiated instruction to meet the needs of groups and individual students. (Use the district's Office of Professional Learning, current Avatar offerings, content-area directors, and instructional coaches to further professional learning goals.)						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Increase student achievement by 10% across all subgroups as measured by NYS Assessments grade 3-8 by improve teacher use of assessment data to drive instruction.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	District Coaches will provide monthly workshops to classroom teachers focused on Common Core modules to ensure that all teachers are prepared for Instructional Shifts.	Improvement	Tier 2-9	General Fund	\$10,000	October 2, 2014	June 30, 2015
Goal #1	The school will direct professional development and the assistance of instructional coaches to the use of assessment data to create targeted plans that provides for differentiated instruction to meet the needs of groups and individual students. (Use the district's Office of Professional Learning, current Avatar offerings, content-area directors, and instructional coaches to further professional learning goals.)	Improvement	Tier 2-9	General Fund	captured above	October 2, 2014	June 30, 2015

Total

\$10,000

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: 261600010000

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 5.2 - The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.				Effective	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -							
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Improve school climate as measured by a 10% decrease in office disciplinary referrals, and 5% decrease in out of school suspension.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The staff will design, develop and implement a PBIS Rubric that clarifies expected student choices, referable categories, observable behaviors, responsible staff and consequences in order to ensure consistency in expectations.	Improvement	Tier 2-10	General Fund	\$500	July 21, 2014	August 22, 2014
				Total	\$500		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: 261600010000

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 5.3 - The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.		Developing	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide professional development for teachers in strategies for modifying inappropriate behavior to increase the tools that teachers use to create a safe learning environment within the existing system.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Improve school climate as measured by a 10% decrease in office disciplinary referrals, and 5% decrease in out of school suspension.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The Respect and Protect Team along with the CASE will facilitate professional development in PBS strategies, The Explosive Child, etc. to gain tools to decrease inappropriate behavior.	Improvement	Tier 2-10	General Fund	\$3,000	August 19, 2014	June 30, 2015
Goal #1	Staff and faculty will participate in a professional development using the PBIS Based Rubric to provide additional strategies for modifying inappropriate behavior to increase the tools that teachers use to create a safe learning environment within the exis.	Improvement	Tier 2-10	General Fund	captured above	August 19, 2014	June 30, 2015

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: 261600010000

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 5.4 - All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.		Developing	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Create a behavior task force made up of parents, teachers, and students to develop strategies to improve behavior in the 7th and 8th grade. (No longer applicable).						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Improve school climate as measured by a 10% decrease in office disciplinary referrals, and 5% decrease in out of school suspension.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Teachers and Administrators will design and implement Bulldog Pride, a school-wide behavior system to promote consistency in expectations and communication among all parties involved.	Improvement	Tier 2-10	General Fund	\$1,500	July 21, 2014	June 30, 2015
Goal #1	Design, teach and implement a code of conduct policy "Bulldog Pride" to develop common rituals and routines throughout the school community to create a healthy and safe learning environment.	Improvement	Tier 2-10	General Fund	captured		

Total \$1,500

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
School Name: 261600010000

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 5.5 - The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Build connections with outside agencies and services and use student behavior data to determine students and families that would benefit from the support of outside services in the larger community.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Improve school climate as measured by a 10% decrease in office disciplinary referrals, and 5% decrease in out of school suspension.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The school will continue to use the resources from the Hillside Family of Agencies and look for opportunities to expand the school collaborations with not for profit agencies and community based agencies.	Improvement	Tier 2-10	General Fund	\$0	September 3, 2014	June 15, 2015
				Total	\$0		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: 261600010000

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 6.2 - The school leader ensures that regular communication with student and families fosters their high expectations for student academic achievement.		Developing	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide more opportunities similar to the Open House to strengthen parent participation; Consider: Student Led Conferences at report card time; student presentations on what the core curriculum means to them; and PTO meetings preceded by student performances.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Teachers will regularly use data to give students feedback on instructional progress using the P.A.W.S tool for student led conferences with parents at report card time which will include student presentations on what the core curriculum means to them as well as preceding PTO meetings.						
Goal #2	Increase student and parent understanding of achievement data and expectations as demonstrated by increased parent participation in student led conferences by 200% increase from 13-14 to 14-15 SY.						
Goal #3	Increase stakeholder understanding of the school improvement goals by 50% as measured by survey data (baseline: Sept 2014, mid: Jan 2015, post: June 2015)						
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Teachers will attend a work session and finalize the school's plan to implement student led conferences and the template students will use to create a portfolio for the conferences.	Improvement	Tier 2-13	General Fund	\$3,000	August 19, 2014	June 30, 2015
Goal #3	Development of a survey for stakeholders.	Not Applicable			\$788	Sept, 2014	Oct, 2015

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: 261600010000

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 6.3 - The school engages in effective planning and reciprocal communication with family and community stakeholders so that student and needs are identified and used to augment learning.				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Translate all communication to the Community into Spanish						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Identify peer translators for at least 20% of the non-English speaking population.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Work with parent liaison to identify families who will serve as peer translators, and develop training, networking protocols.	Parent Engagement		General Funds	\$15,000	August 1, 2014	June 1, 2015
Total					\$15,000		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: 261600010000

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 6.4 - The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.		Ineffective	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide professional development for the school staff on cultural diversity and strategies for engaging parents. (Use the districts Office of Professional Learning, current Avatar offerings, content-area directors, and instructional coaches to further professional learning goals.)						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	100% of the school staff will receive professional development from the Office of Professional Learning on cultural diversity and strategies for engaging parents.						
Goal #2	Increase student and parent understanding of achievement data and expectations as demonstrated by increased parent participation in student led conferences by 200% increase from 13-14 to 14-15 SY.						
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The school will use the Office of Professional Learning to provide professional development for the school staff on cultural diversity and strategies for engaging parents.	Improvement	Tier 2-8	General Funds	\$500	November 1, 2014	December 1, 2014
Goal #2	Teachers will finalize the school's plan to implement student led conferences and the template students will use to create a portfolio for the conferences. Implement the student led conferences.	Parent Engagement			captured	Oct, 2014	June, 2015

Total

\$500

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: 261600010000

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 6.5 - The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.		Developing	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide data and information on interpreting data to parents relative to their children at community forums.						
Recommendation / Rationale #2 -	Consider student Led conferences at report card time as a vehicle for connecting with parents.						
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school will improve parent participation and communication by providing a parent handbook and strategically schedule opportunities for parents to become informed about school, district and state curricular expectations for their children and increase understanding of school improvement goals, evidenced by survey results.						
Goal #2	Teachers will support students by facilitating student led parent-teacher conferences twice a year at report card times as a vehicle for providing student progress through the use of data and assessments; increase parental participation by 200%.						
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The faculty and parent handbook will be revised before the start of the school year.	Not Applicable		General Funds	\$1,800	July 1, 2014	August 15, 2015
Goal #2	Revise the format of the parent monthly newsletter to ensure that information is relevant, aligned to improving student achievement and improves the ability of parents to support instruction and learning.	Parent Engagement		General Funds	\$750	July 1, 2014	June 30, 2015
Goal #2	Hold student led conferences.	Parent Engagement		General Funds	Captured	October 1, 2014	June 1, 2015
Total					\$2,550		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: 261600010000

Fiscal Summary Page

Improvement Set-Aside Budget Summary by Tenet and Statement of Practice				
Statement of Practice	Improvement Activities	Parent Engagement Activities	Other Activities	Total Amount Budgeted
Tenet 2 as a Whole	\$0	\$0	\$0	\$0
SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.	\$0	\$0	\$0	\$0
SOP 2.2 - The School leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	\$0	\$3,650	\$2,150	\$5,800
SOP 2.3 - Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	\$29,000	\$32,600	\$0	\$61,600
SOP 2.4 - The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	\$96,109	\$0	\$0	\$96,109
SOP 2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	\$10,450	\$0	\$350	\$10,800
Tenet 3 as a Whole	\$0	\$0	\$0	\$0
SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.	\$0	\$0	\$0	\$0
SOP 3.2 - The school leader ensures and supports the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	\$250	\$0	\$150	\$400
SOP 3.3 - Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	\$28,000	\$0	\$0	\$28,000
SOP 3.4 - The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	\$18,000	\$0	\$0	\$18,000
SOP 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	\$3,000	\$0	\$0	\$3,000
Tenet 4 as a Whole	\$0	\$0	\$0	\$0
SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.	\$0	\$0	\$0	\$0
SOP 4.2 - School and teacher leaders ensure that instructional practices are organized around annual, unit, and daily lesson plans that address all student goals and needs.	\$150	\$0	\$0	\$150
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	\$40,150	\$0	\$0	\$40,150
SOP 4.4 - Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	\$4,406	\$0	\$0	\$4,406
SOP 4.5 - Teachers inform planning and foster student participation in their own learning by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	\$10,000	\$0	\$0	\$10,000

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: 261600010000

Fiscal Summary Page

Improvement Set-Aside Budget Summary by Tenet and Statement of Practice				
Statement of Practice	Improvement Activities	Parent Engagement Activities	Other Activities	Total Amount Budgeted
Tenet 5 as a Whole	\$0	\$0	\$0	\$0
SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.	\$0	\$0	\$0	\$0
SOP 5.2 - The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	\$500	\$0	\$0	\$500
SOP 5.3 - The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	\$3,000	\$0	\$0	\$3,000
SOP 5.4 - All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	\$1,500	\$0	\$0	\$1,500
SOP 5.5 - The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	\$0	\$0	\$0	\$0
Tenet 6 as a Whole	\$0	\$0	\$0	\$0
SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.	\$0	\$0	\$0	\$0
SOP 6.2 - The school leader ensures that regular communication with student and families fosters their high expectations for student academic achievement.	\$3,000	\$0	\$788	\$3,788
SOP 6.3 - The school engages in effective planning and reciprocal communication with family and community stakeholders so that student and needs are identified and used to augment learning.	\$0	\$15,000	\$0	\$15,000
SOP 6.4 - The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	\$500	\$0	\$0	\$500
SOP 6.5 - The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	\$0	\$750	\$1,800	\$2,550
BUILDING TOTALS	\$248,015	\$52,000	\$5,238	\$305,253

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

Yes

Tier	\$
Tier 2-10	2405.557
Tier 2-10	2000
Tier 2-10	500
Tier 2-10	3000
Tier 2-10	1500
Tier 2-10 Total	9405.557
Tier 2-12	96109
Tier 2-12	30000
Tier 2-12 Total	126109
Tier 2-13	3000
Tier 2-13	3000
Tier 2-13 Total	6000
Tier 2-2	19000
Tier 2-2 Total	19000
Tier 2-21	450
Tier 2-21	150
Tier 2-21 Total	600
Tier 2-8	500
Tier 2-8 Total	500
Tier 2-9	10000
Tier 2-9	10000
Tier 2-9	250
Tier 2-9	28000
Tier 2-9	18000
Tier 2-9	10150
Tier 2-9	10000
Tier 2-9 Total	86400
Grand Total	248014.6