

LEA Name:	ROCHESTER CITY SCHOOL DISTRICT
School Name:	SCHOOL 25 - NATHANIEL HAWTHORNE

2014-2015 School Comprehensive Education Plan (SCEP)



School Name	SCHOOL 25 - NATHANIEL HAWTHORNE	Contact Name	Deborah Lazio
Phone	585-288-3654	Email	deborah.lazio@rcsdk12.org
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
Renee Fendt	RTA Teacher Grade 1	<i>Renee Fendt</i>
Kristin Henry	RTA Teacher Special Ed Resource Room	<i>Kristin Henry</i>
Jeff Passalugo	RTA Teacher Special Ed Grade 4	<i>Jeff Passalugo</i>
Karen Guerand	RTA Teacher Speech Therapy	<i>Karen Guerand</i>
Joanna Rowe	RTA Teacher Special Ed. Grade 5	<i>Joanna Rowe</i>
Sharon Leigh	ASAR Assistant Principal	<i>Sharon Leigh</i>
Yvette Smothers	RAP Parent Liaison	<i>Yvette Smothers</i>
Cliff Billins	Parent	<i>Cliff Billins</i>
Deborah Lazio	ASAR Principal	<i>Deborah Lazio</i>

Meeting Date(s)	Locations(s)	Agenda Attached	Supporting Documents Included?
<i>5/27/14</i>	<i>School 25 965 N. Goodman St. Rochester, NY</i>	<i>Filed in office</i>	
<i>6/24/14</i>	<i>School 25 " "</i>	<i>Filed in office</i>	
<i>7/8/14 and 7/10/14</i>	<i>Professional Learning Center/Hart Street</i>	<i>Filed in office</i>	

LEA Name:
School Name:

ROCHESTER CITY SCHOOL DISTRICT
SCHOOL 25 - NATHANIEL HAWTHORNE

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	Pre-K-6	Total Student Enrollment	327	% Title I Population	100%	% Attendance Rate	91%	% Student Sustainability	79%		
% of Students Eligible for Free Lunch	89%	% of Students Eligible for Reduced-Price Lunch	3%	% of Limited English Proficient Students	8%	% of Students with Disabilities	31%				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	% Black or African American	57%	% Hispanic or Latino	33%	% Asian, Native Hawaiian / Other Pacific Islander	1%	% White	9%	% Multi-Racial	

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

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	5%	Math Performance at Level 3 and Level 4	17%	Science Performance at Level 3 and Level 4	34%	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)	

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 25 - NATHANIEL HAWTHORNE

District Information Sheet #2

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

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

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	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) 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		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
School Name: SCHOOL 25 - NATHANIEL HAWTHORNE
 a

SCEP Overview

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

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

1. Using the drop-down menu, rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan.	3 = Moderate Degree (At least 50% of goals were achieved.)
2. Using the drop-down menu, rate the degree to which the School successfully implemented the activities identified in the previous year's School Comprehensive Education Plan.	4 = Major Degree (At least 90% of activities were carried out.)
3. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan impacted academic achievement targets for identified subgroups.	3 = Moderate Degree (A majority of identified subgroups improved achievement.)
4. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan increased Parent Engagement.	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.	1 = Limited Degree (Fewer than 20% 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 6: Family and Community Engagement

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

The strengths of the SCEP were the PBS Goals and Activities. The Student Social-Emotional Development was strong. Support of administrator with having weekly grade level meetings to discuss data was strong. Holding grade level meetings after school worked out well so support teachers could attend. Observations and evaluations were completed on time.

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

Providing feedback through walkthrough forms was not thorough enough. Differentiation although evident was not indicated in daily lesson plans. Need to develop data driven instruction protocols. Increase the use of formative assessments during instruction.

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?

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
School Name: SCHOOL 25 - NATHANIEL HAWTHORNE
a

The highlights of the current plan are the behavioral and emotional portion of tenet 5. School No. 25 performed well in this area. Fundraising and teacher-support supported PBS-initiatives in the school. The RCSD and grants supported the student support center and PATHS initiative in the school.

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

The timelines that led to the creation of the current plan were: May 2014-SBPT met to review the DTSDE and plan areas for HEDI. July 2014-SBPT attended training and wrote the SCEP for 2014-15. July/August 2014 Administrator worked with CO staff during Right Foot Week to finish plan.

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

Town Meeting for parents and Post plan on school web site. Plan will be available in school office and Parent liaison's office.

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

The needs are: Resources-both personnel and material to support reading comprehension/math problem solving/professional development including common core and differentiated instruction.

• 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.

Providing a safe and positive learning environment, with student-led focused instruction. School No. 25 encourages and invites parents to be active in their child's learning environment. Provide tiered lessons using the multiple intelligences to help students think critically and reach their individual potential.

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

The strategy is to provide professional development for teachers so then can provide differentiated instruction in daily lesson plans to support students' abilities. The professional development will begin August 2014 with a 3-day session. The PD sessions will occur 2 times a month until June 2015. Teachers can sign up on AVATAR for RCSD PD. Differentiated instruction will be introduced in September and will be built on monthly.

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

School No. 25 is a model school. 8 teachers have been trained in differentiated instruction. They will be turn-key training the staff. PBS a school structure already successfully implemented at School No. 25. The structure has contributed to the strength in tenet 5 and that School No. 25 has an overall rating of effective in this area.

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

Resources may impact the ability to accomplish the mission. School No. 25 was reduced the ISS TA and a break aid this year. This TA provided intervention when there were no students assigned to ISS. The break aid provided intervention in 2013-14 and will no longer be able to do intervention in 2014-15.

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

The student academic achievement targets for the identified subgroups in the current plan are for Students with Disabilities and Limited English Proficient students to make the same growth as all students. School No. 25 is aiming for 50% of the students to meet or exceed standards in ELA and Math. Data will be collected from the following assessments: COR, NWEA, NYS Grade 3-6 ELA/Math, and AIMSweb.

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
School Name: SCHOOL 25 - NATHANIEL HAWTHORNE
a

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

The data sets analyzed to determine prioritized professional development were teacher surveys, the DTDSE results, NYS ELA/ Math assessment results, NWEA/AIMSweb results, Observation/evaluation/walkthrough data, and teachers' reflections and feedback.

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

The data sets analyzed to determine prioritized professional development were teacher surveys, the DTDSE results, NYS ELA/ Math assessment results, NWEA/AIMSweb results, Observation/evaluation/walkthrough data, and teachers' reflections and feedback.

• 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 PD options that will be provided are: 1. Grade Level Meetings-data driven instruction will be discussed and delivered after meeting with teachers and the principal 2. Coaching-embedded best practices will be modeled and practiced in classrooms 3. Communities of practice-teachers will engage in shared inquiry and learning with each other through collegial circles and action research groups 4. Reflective supervision-administrators will observe/walk through classrooms and complete evaluations while using a process of inquiry that encourages teachers to understand and articulate the rationale for their practice 5. Mentoring-refinement of some teacher's practice by providing and recommending structured opportunities for reflection and observation. Opportunities for teachers' to take classes offered by RCSD will be available on AVATAR.

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

Some of the methods that the administrators will use are showing integrity and being honest in all interactions with staff and families. We will show that we care about our school community by modeling this in our daily interactions with the students. We will be accessible to the families and staff and encourage open communication by modeling open and effective communication. We will involve staff and parents in decision-making and value other's opinions. We will ensure that teachers have the basic resources needed in their classrooms. Teachers will receive weekly bulletins and targeted professional development.

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 25 - NATHANIEL HAWTHORNE

Tier 1: List of Prioritized Activities for Improvement

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

Tenet: Identify the Tenet to be addressed by the selected Tier I activities.	Category: Identify the Tier 1 Prioritized Activity that will be implemented.	Activity(ies): Must detail the actions that will take place.	Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	District Cost(s): Identify the district cost associated with each fund source.	Timeline: Identify the projected start date for each activity.	Timeline: Identify the projected end date for each activity.
Tenet 2	Tier 1-2	Share the walk through form with teachers that RCSD created	General Fund	\$13,961	August 12, 2014	August 12, 2014
Tenet 2	Tier 1-2	Provide embedded professional development reflective of walkthrough data bi-weekly during grade level team meetings.	General Fund	\$69,804	September 14, 2014	June 15, 2014

Total Amount of Funds Reserved for Tier 1 Activities \$83,765

LEA Name:
School Name:

ROCHESTER CITY SCHOOL DISTRICT
SCHOOL 25 - NATHANIEL HAWTHORNE

Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
\$0	Tier 2-1	Public School Choice (Up to 20% of the LEA set-aside).
\$0	Tier 2-2	Supplemental Educational Services (Up to 30% of the LEA set-aside).
\$0	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.
\$0	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.
\$0	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).
\$0	Tier 2-6	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) 's participation in district-led DTSDE visits.
\$0	Tier 2-7	Costs associated with participation in New York State sponsored Professional Learning Communities (PLC).
\$0	Tier 2-8	Costs associated with participation in professional development activities to develop and implement successful family and community engagement practices.
\$46,767	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.
\$0	Tier 2-10	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement a behavior management program.
\$34,902	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.
\$0	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.
\$0	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.
\$0	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.
\$0	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.
\$0	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.
\$0	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.
\$1,095	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.

LEA Name:
School Name:

ROCHESTER CITY SCHOOL DISTRICT
SCHOOL 25 - NATHANIEL HAWTHORNE

Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
\$0	Tier 2-19	Costs to develop and implement school-based Inquiry Teams as defined in the state's RTTT application.
\$9,674	Tier 2-20	Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.
\$0	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.
\$0	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.
\$0	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.
\$0	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.
\$0	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.
\$0	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.
\$0	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).
\$0	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.

\$83,765
\$92,438
\$176,203

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

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 25 - NATHANIEL HAWTHORNE

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 -	Make the formats for the walk-through forms for both school leaders identical to simplify comparisons between principal and AP feedback						
Recommendation / Rationale #2 -	Survey teachers about whether the current-walk-through document gives them enough information to change practice						
Recommendation / Rationale #3 -	Provide more actionable feedback to teachers in the walk-through feedback forms to inform them about changes in practice						
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 timely actionable feedback to teachers by conducting 10 informal walkthroughs per week from September 2014 to June 2015 utilizing the RCSD walkthrough tool.						
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	Share the walk through form with teachers that RCSD created	Improvement	Tier 1-2	General Fund	\$13,961	August 12, 2014	August 12, 2014
Goal #1	Create a survey monkey form for January for staff to gain stakeholder feedback as to the informal walkthrough structure and feedback.	Not Applicable		General Fund	\$547	January 1, 2015	February 1, 2015
Goal #1	Instructional Leadership Team will review walkthrough data monthly to plan for professional learning opportunities.	Improvement	Tier 2-20	General Fund	\$8,579	September 14, 2014	June 30, 2015
Goal #1	Provide embedded professional development reflective of walkthrough data bi-weekly during grade level team meetings.	Improvement	Tier 1-2	General Fund	\$69,804	September 14, 2014	June 15, 2014
				Total	\$92,891		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 25 - NATHANIEL HAWTHORNE

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 -	Develop a written list of Data Driven Instruction (DDI) protocols for use whenever data is discussed and analyzed						
Recommendation / Rationale #2 -	The SBPT should develop a common lesson plan format for approval by staff						
Recommendation / Rationale #3 -	Lesson plan format should be designed around the Tri-State Rubrics for ELA and math (available on the EngageNY website)						
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 teachers use of differentiated instruction effectiveness by 50% from September 2014 to June 2015 (monitored monthly) as measured by teacher lesson plans, informal walkthrough data, and teacher evaluation feedback.						
Goal #2	Utilize a data driven instructional protocol during bi-weekly grade level team meetings throughout the 2014-15 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	Identify Data Driven Instruction (DDI) protocols for use whenever data is discussed and analyzed. Protocols should include questions that teachers should be asking during data work, their interpretation of the data, and next steps they will take in response to the data	Improvement	Tier 2-20	General Fund	\$1,095	September 1, 2014	June 30, 2015
Goal #1	The SBPT should develop a common lesson plan format for approval by staff designed around the Tri-State Rubric for ELA and Math.	Improvement	Tier 2-9	General Fund	\$9,127	September 1, 2014	June 30, 2015
Goal #3	Schedule bi-weekly grade level team meetings; reflecting Response to Intervention/ DDI and CCLS curricular planning alternatively.	Improvement	Tier 2-11	General Fund	\$34,902	September 1, 2014	June 30, 2015
Total					\$45,124		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 25 - NATHANIEL HAWTHORNE

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 3.4 - The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Schedule formal opportunities for teachers to partner within and across grade levels to create interdisciplinary units with special subject teachers in attendance., in addition to the special area teachers' efforts to link their activities to the common core.						
Recommendation / Rationale #2 -	Link Special subject teachers' activities to the common core.						
Recommendation / Rationale #3 -	Teach Interdisciplinary units involving innovative strategies to connect their curricula with subject-specific curricula and the common core						
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 interdisciplinary units involving special subject teachers by 80% as measured by administrators' observations/walk throughs/evaluations						
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	Schedule formal opportunities for teachers to partner within and across grade levels to create interdisciplinary units with special subject teachers in attendance. in addition to the special area teachers' efforts to link their activities to the common core.	Improvement	Tier 2-9	General Fund	\$2,738	September 1, 2014	June 30, 2015
Goal #1	utilize grade level team planning time to map common core themes by month, communicate the calendar with special subject teachers and parents. Special subject teachers' activities to the common core.	Improvement	Tier 2-9	General Fund	Included in Tenet 3.3	September 1, 2014	June 30, 2015
Goal #1	Develop and implement Interdisciplinary units involving innovative strategies to connect their curricula with subject-specific curricula and the common core	Improvement	Tier 2-9	General Fund	Included above	September 1, 2014	June 30, 2015
Goal #1	Special subject teachers will meet with principal bi-monthly to review interdisciplinary curricular units.	Improvement	Tier 2-9	General Fund	\$17,451	September 1, 2014	June 30, 2015
Total				\$20,189			

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 25 - NATHANIEL HAWTHORNE

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 -	Describe in the identified lesson plan format how all students will be presented with multiple points of access						
Recommendation / Rationale #2 -	Describe in lesson plan format how instruction should be delivered						
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 teachers use of differentiated instruction effectiveness by 50% from September 2014 to June 2015 as measured by teachers' lesson plans, informal walkthroughs, and teacher evaluation, and student work.						
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	Describe in the identified lesson plan format how all students will be presented with multiple points of access	Improvement	Tier 2-9	General Fund	\$17,451	September 1, 2014	June 30, 2015
Goal #1	Describe in lesson plan format how instruction should be delivered	Improvement	Tier 2-9	General Fund	Included above	September 1, 2014	June 30, 2015
Goal #1	Identify Data Driven Instruction (DDI) protocols for use whenever data is discussed and analyzed. Protocols should include questions that teachers should be asking during data work, their interpretation of the data, and next steps they will take in response to the data	Improvement	Tier 2-20	General Fund	Cost captured in other tenets	September 1, 2014	June 30, 2015
Goal #1	The SBPT should develop a common lesson plan format for approval by staff designed around the Tri-State Rubric for ELA and Math.	Improvement	Tier 2-9	General Fund	Included in Tenet 3.3	September 1, 2014	June 30, 2015
Goal #1	Schedule bi-weekly grade level team meetings; reflecting Response to Intervention/ DDI and CCLS curricular planning alternatively.	Improvement	Tier 2-9	General Fund	Included in Tenet 3.3	September 1, 2014	June 30, 2015

Total \$17,451

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 25 - NATHANIEL HAWTHORNE

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).							
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 -	Increase the use of formative assessments during classroom instruction and develop a plan for sharing this data with students both individually and whole-group.						
Recommendation / Rationale #2 -	Share and include next steps that students should take to progress.						
Recommendation / Rationale #3 -	Include descriptions in plans of how students are grouped and how their instruction is differentiated to meet evidence-based group needs.						
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 teachers use of differentiated instruction effectiveness by 50% from September 2014 to June 2015 as measured by teachers' lesson plans, informal walkthroughs, and teacher evaluation, and student work.						
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	Increase the use of formative assessments during classroom instruction and develop a plan for sharing this data with students both individually and whole-group.	Improvement	Tier 2-18	General Fund	\$1,095	September 1, 2014	June 30, 2015
Goal #1	Share and include next steps that students should take to progress.	Not Applicable		General Fund	Cost captured in other tenets	September 1, 2014	June 30, 2015
Goal #1	Include descriptions in plans of how students are grouped and how their instruction is differentiated to meet evidence-based group needs.	Not Applicable		General Fund	Cost captured in other tenets	September 1, 2014	June 30, 2015
Goal #1	Identify Data Driven Instruction (DDI) protocols for use whenever data is discussed and analyzed. Protocols should include questions that teachers should be asking during data work, their interpretation of the data, and next steps they will take in response to the data	Improvement	Tier 2-20	General Fund	Included in Tenet 3.3	September 1, 2014	June 30, 2015
Goal #1	The SBPT should develop a common lesson plan format for approval by staff designed around the Tri-State Rubric for ELA and Math.	Improvement	Tier 2-9	General Fund	Included in Tenet 3.3	September 1, 2014	June 30, 2015
Goal #1	Schedule bi-weekly grade level team meetings; reflecting Response to Intervention/ DDI and CCLS curricular planning alternatively.	Improvement	Tier 2-20	General Fund	Included in Tenet 3.3	September 1, 2014	June 30, 2015

Total \$1,095

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 25 - NATHANIEL HAWTHORNE

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 -	Communicate the school's current SMART goal priorities to parents and plan an event to advise parents how to work with their children to achieve these goals.						
Recommendation / Rationale #2 -	The Parent Liaison, along with appropriate staff, should Identify or create a parent survey that measures such things as the effectiveness of school communications, how to improve the communication process, and how to increase parent involvement strategies.						
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Increase the accessibility of sharing of school goals with 50% of parents as measured by parent participation sign in sheets and stakeholder survey (Fall v. Spring).						
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	Communicate the school's current SMART goal priorities to parents and plan an event to advise parents how to work with their children to achieve these goals.	Parent Engagement		General Fund	\$200	September 1, 2014	June 30, 2015
Goal #1	The Parent Liaison, along with appropriate staff, should Identify or create a parent survey that measures such things as the effectiveness of school communications, how to improve the communication process, and how to increase parent involvement strategies	Parent Engagement		General Fund	\$870	September 1, 2014	June 30, 2015
Goal #1	Develop and conduct a stakeholder survey regarding school wide goals; administer in Fall and Spring.	Parent Engagement		General Fund	\$4,379	September 1, 2014	June 30, 2015
Goal #1	Communicate the school's progress toward current SMART goal priorities to parents in monthly newsletters and staff bulletin.	Parent Engagement		General Fund	\$200	September 1, 2014	June 30, 2015
				Total	\$5,649		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 25 - NATHANIEL HAWTHORNE

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	\$0	\$0	\$0
SOP 2.3 - Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	\$0	\$0	\$0	\$0
SOP 2.4 - The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	\$92,344	\$0	\$547	\$92,891
SOP 2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	\$0	\$0	\$0	\$0
Tenet 3 as a Whole	\$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.	\$0	\$0	\$0	\$0
SOP 3.3 - Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	\$45,124	\$0	\$0	\$45,124
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.	\$20,189	\$0	\$0	\$20,189
SOP 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	\$0	\$0	\$0	\$0
Tenet 4 as a Whole	\$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.	\$0	\$0	\$0	\$0
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	\$17,451	\$0	\$0	\$17,451
SOP 4.4 - Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	\$0	\$0	\$0	\$0
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).	\$1,095	\$0	\$0	\$1,095

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 25 - NATHANIEL HAWTHORNE

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.	\$0	\$0	\$0	\$0
SOP 5.3 - The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	\$0	\$0	\$0	\$0
SOP 5.4 - All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	\$0	\$0	\$0	\$0
SOP 5.5 - The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	\$0	\$0	\$0	\$0
Tenet 6 as a Whole	\$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.	\$0	\$5,649	\$0	\$5,649
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	\$0	\$0	\$0
SOP 6.4 - The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	\$0	\$1,500	\$0	\$1,500
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	\$0	\$0	\$0
BUILDING TOTALS	\$176,203	\$7,149	\$547	\$183,899

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

Yes