

PROPOSAL NARRATIVE ROBERTO CLEMENTE SCHOOL #8

I. DISTRICT-LEVEL PLAN

I.A. DISTRICT OVERVIEW

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- ***Reading By Third Grade*** - Identifying instructional strategies and student supports that will increase student literacy by the pivotal third grade year.

- **More and Better Learning Time** - Driving efforts to add more time to the school day and school year and using the extra time effectively.
- **Instructional Excellence** - Coordinating the resources that will help school leaders and teachers improve the quality of teaching and learning.

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

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

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

- **Maximizing Instructional Time** - Strategies include eliminating pull-out from the core instructional program, eliminating early dismissal days, and adding built-in supplemental time for arrival and dismissal.
- **Extended School Day** - RCSD has increased the efficiency in the provision of Supplemental Academic Services (SAS) and alignment of community-based after-school programs with school-wide instructional priorities.
- **Expanded School Day** - RCSD has piloted and scaled high-quality, research-based approaches to expanding the learning day to provide more time for differentiated supports, socio-emotional learning, and engaging enrichment opportunities.
- **High Quality Summer Learning** - RCSD provides additional instruction, not just remedial but also accelerated and enriched learning experiences, during the summer to promote authentic, engaging learning experiences and maintain a focus on reading.

RCSD draws from U.S. Department of Education and NYSED guidelines on evaluation, effective instructional practices, and high quality professional learning to improve outcomes. As part of the **Instructional Excellence Priority**, the District has identified schools to serve as

demonstration sites for instructional excellence. These schools will model effective implementation of four key strategies that will bring about improved student achievement:

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

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

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

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

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

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

I.B. OPERATIONAL AUTONOMIES

I.B.i. Operational Autonomies at School #8

In 2012, RCSD established a goal to expand the school day for students. In an effort to gain more flexibility for expanded day schools, a process for Earned Autonomy with Accountability was drafted in Spring 2015 and implemented in SY15-16. The crux of the process is to gain building-level operating flexibility in the areas of scheduling and staffing.

There is flexibility for schools in the master schedule to increase teacher collaboration. Additionally, schools have the opportunity to earn flexibility in the use of their Expanded Learning Time funding to make itinerate staffing full 1.0 positions.

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

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

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

In April 2015, a new section was added to educational law. Section 211-f requires that Persistently Struggling Schools (i.e., schools that have been in the most severe accountability status since SY06-07), be given an initial one-year period under a Superintendent Receiver to improve student performance. Struggling Schools (i.e., schools that have been Priority Schools since SY12-13), will be given an initial two-year period under a Superintendent Receiver to improve student performance. RCSD has received the designations of its 14 Priority Schools, and Roberto Clemente School #8 is designated as "struggling," therefore having two years to make demonstrable improvement. As a result of this designation, RCSD's Superintendent will become the Receiver of School #8. This designation ensures that the school will have various autonomies. As the Receiver of the persistently struggling and struggling schools, the Superintendent will be vested with the Powers of a Receiver. These powers include the ability to review and make changes to the school budget, create/change school program and curriculum, supersede a decision made by the Board of Education, require all staff to reapply for their positions, implement professional development for staff, expand the school day or year, convert the school to a charter school, pursuant to the law, request changes to the collective bargaining agreement, and convert the school to a community school.

BOE policy 1900, Parent and Family Engagement seeks to strengthen the partnership among parents/caregivers, staff, schools, the community, the Superintendent, and the Board of Education by providing for parent and family involvement in decision-making as members of School-Based Planning Teams, local parent groups, and Districtwide committees. This partnership will be further strengthened by expanding training programs that help the individual

parent support his or her child at home. Such training programs shall be offered at schools, faith institutions, community centers, and other identified locations. The policy outlines areas in which parents can participate in local school and District-wide matters, and is supplemental to rights of parents guaranteed by Board of Education policy and state and federal laws.

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

I.B.iii. Additional Evidence of Operational Autonomies

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

I.C. DISTRICT ACCOUNTABILITY AND SUPPORT

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

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

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

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

"OSI Ambassadors" serve as liaisons for planning, implementing, and reporting School Improvement Grant (SIG) and School Innovation Fund (SIF) grant awards. OSI ensures compliance of these grant opportunities with NYSED requirements and alignment of these grant

opportunities to the overall District priorities, DTSDE review findings, and the School Comprehensive Education Plan strategies. OSI also oversees the More and Better Learning Time Priority and Title I academic supports; with a Director of Expanded Learning and Associate Director of School Innovation overseeing these two initiatives respectively.

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

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

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

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

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

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

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

The Office of School Innovation has written a guidance document that was shared with all principals detailing measurable targets, both quantitative and qualitative, that demonstrates

how a school can effectively move along the rating continuum of the School Comprehensive DTSDE Rubric for Tenets 2-4. This work ensures the school vision links directly to the implementation of the Common Core Learning Standards and that delivery methods are immersed in best practice research. As a result, principals are able to better monitor their data and align specific reform efforts to the NYSED evaluation tool.

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

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

I.C.iv. Delivery Details for Planned Interactions

The Offices of School Innovation and Teaching and Learning will work collaboratively to support the implementation of the SIG plans (see details in Table 1 below).

Table 1. District Transformation Support Plan

Interaction	Frequency	Person Responsible
Performance Management Plan	Every 5 weeks	OSI Executive Director; School Chief; Chief of School Transformation; Deputy Superintendents; Director of Expanded Learning; OSI Ambassador; Principals; Partners; Community Engagement Team; School-Based Planning Team
Fiscal Performance Review	Monthly	OSI; Budget Personnel; Office of Professional Learning; Deputy Superintendents; Grant Department
Budget Review	Biweekly	OSI; Grant Department; Senior Budget Analysts
School Visits	Biweekly (at a minimum)	School Chief; Chief of School Transformation
School-Based Planning Team	Monthly	Principal
Integrated Intervention Team (IIT) Visit	2015-2016 School Year	NYS IIT

Interaction	Frequency	Person Responsible
DTSDE Review	Year-End	RCSD DTSDE Team
SCEP and Related Data Review	Quarterly (at a minimum)	Executive Cabinet & School Teams
Coaches	Daily	ELA and Math Coaches

I.D. TEACHER AND LEADER PIPELINE

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

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

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

- 1) Reduce the number of staff vacancies on the opening day of the 2015-2016 school year as compared to the 2014-2015 school year by 10%, with particular emphasis on high needs areas (i.e., bilingual and special education), and reduce the number of itinerant staff in 2015-2016 as compared to 2014-2015 by 5%.
- 2) Increase diversity by 5% over the 2014-2015 established baseline in targeted areas of need, including management, high needs areas, and new school-based hires.
- 3) Improve the quality of new hires and stability of new hires by 10% as measured by evaluations and staff retention rates.

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

A strong focus on training and calibration of the teacher evaluation and internal review process has begun. Teacher evaluation training has been strengthened by intensive training by Candi McKay Consulting on the evidence of the teaching rubric, calibrated learning walks in classrooms, and clinical review of observation reports based on rubric elements (Objectivity of Evidence, Alignment of Evidence, Preponderance of Evidence, and Accuracy of Scores). The work related to the use of the Multidimensional Principal Performance Rubric (MPPR) for principal evaluation has included training for School Chiefs, principal meetings, and continued

one-on-one principal discussions. This work needs to continue and deepen with additional support for administration, coaches, and teachers to appropriately calibrate expectations and support continuous improvement. Clearer expectations and evaluations for staff outside of the teacher and administrative unit need to be established. Deepened work related to the District's STLE-D activities and principal-led discussions for MPPR evaluation is planned to improve calibration of expectations. Support from school chiefs is essential for this work.

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

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

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

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

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

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

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

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

1. ***Dream Schools - Transformation Leadership Cohort*** provided intensive supports to six schools. Topics discussed included the change process, data-driven decision making, creating a new culture, use of technology, and instructional leadership. Through an anticipated three-year cycle, 18 schools, 54 school leaders, and 18 district office personnel would have been impacted. The Dream Schools initiative was funded from local funds from July 2008 through June 2011.
2. ***Rochester Leadership Academy*** offered professional learning opportunities to sitting administrators. The program was coordinated jointly between RCSD and St. John Fisher College, with St John Fisher College serving as the lead agency. The curriculum addressed the changing context, reforms, and role of the principal by focusing on the requisite skills, knowledge, and dispositions required for effective leadership and high performance management. RLA was funded by a Title I School Improvement Grant from April 2011 through June 2012.
3. ***The SUPES Academy*** worked collaboratively with RCSD on the development and implementation of problem-based learning academies that facilitated capacity-building across the District. Participants included leadership from school-based leadership teams up through the Superintendent's cabinet. Approximately 250 RCSD leaders participated in this training. SUPES academies were customized, case-based, and experiential learning programs that were delivered in combination with consistent, intersession support from highly qualified coaches. Intensive executive coaching supplemented the formal workshop sessions. All activities were specific to the goals and objectives of the six tenets of the DTSDE. Activities with The SUPES Academy was supported through the Systemic Supports for School and District Turnaround grant from July 1, 2013 through June 2014.

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

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

In addition to a traditional multi-day workshop series facilitated by Candi McKay Consulting, administrators will participate in small group classroom visits to apply their learning side-by-side with an external lead evaluator. Together they will assess calibration and develop the overall essential skills and understanding required for improving the quality of teaching and

learning across the District and effectively implementing SIG redesign plans. This effort is supported with a pairing of the District set-aside funds from previous SIG grants and Title IIA.

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

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

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

In the recent past, District-wide training sessions to increase teacher effectiveness have focused on unpacking Common Core State Learning Standards, using and adapting NYS Learning Modules for ELA and Math, and increasing teacher content knowledge. 2010 - 2013 *Math and Science Partnership* (MSP) grants focused on Mathematics and Science content. More than 300 K-12 teachers received content and pedagogical training through these MSP grants. Multiple *Teaching American History* (TAH) grants supported more than 400 K-12 teachers and increased teacher content knowledge and improved classroom pedagogy in the area American History.

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

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

Further, the Division of Teaching and Learning and the Office of Professional Learning are seeking teachers to serve as Teacher Facilitators at each school. Teacher Facilitators will lead training activities in their schools for their colleagues on the Framework for Teaching. They will learn all requisite knowledge and skills during their training with Candi McKay Consulting.

The intent is for teachers to develop their understanding of the Framework components so that they are prepared to take an active role in their own growth and learning through purposeful and meaningful observations. Most importantly, teachers will be able to use the Framework for Teaching to reflect on their own practices to engage in professional conversations with both supervisors and colleagues that will impact the quality of teaching and learning for all.

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

A chart of District-provided training events is included.

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

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

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

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

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

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

- Quality of services (including rigor, engagement, student/staff satisfaction, and student outcomes)
- Service delivery (including timeliness, provision of substitutes, etc.)
- Customer service
- Data-based rationale for continuation/discontinuation of services
- Cost effectiveness, including the availability of similar quality services for free or at lower cost (e.g., Service Corps, retired executives)

- Youth Program Quality Intervention (YPQI) data if available (YPQI is a continuous improvement approach to professional learning, and should not be used for evaluation purposes, but participation does reflect on the organization.)

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

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

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

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

When a school needs services, they select a partner agency from the RFP’s approved partner list. The school leadership team receives support from their school chief, OSI Ambassador, and the Director of Expanded Learning as they conduct a comprehensive analysis of the school priorities, including DTSDE findings and recommendations, and assess potential partner matches. The final match is made based on a partner’s ability to meet school needs, and overall alignment with the District Comprehensive Education Plan (DCIP), the School Comprehensive Education Plan (SCEP), and the parameters of funding sources.

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

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

I.F. ENROLLMENT AND RETENTION POLICIES, PRACTICES, AND STRATEGIES

I.F.i. Description of School #8 Enrollment Compared to Other Schools

Table 2. Roberto Clemente School #8 Student Enrollment
Source: 2014-2015 BEDS Day Enrollment Verification Report

Enrollment	School #8	Districtwide
Total School Enrollment	641	28,318
African-American	61%	59%

Hispanic	33%	27%
White	4%	10%
Economically Disadvantaged	98%	88%
Students with Disabilities	16%	18%
English Language Learners	7%	13%

Most students attending Roberto Clemente School #8 are ethnic minority and economically disadvantaged. Nearly all (96%) School #8 students live in poverty, and the number of Hispanic students at School #8 exceeds the District average. However, there are fewer Students with Disabilities and fewer English Language Learners. The student population of this school is based on school choice by parents, thus the demographics of this population at times reflect District averages and at times do not.

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

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

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

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

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

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

As described above, RCSD allows student selection for placement in District schools. All schools have a percentage of programming reserved for ELL and SWD students. These programs and the number of seats in each one are identified by the Department of Teaching and Learning to ensure student and school support as designated by the master plan of equalizing

services and school opportunities. The Departments of Specialized Services and English Language Learners offer a variety of programs that provide school- and student-level support.

I.G. DISTRICT-LEVEL LABOR AND MANAGEMENT CONSULTATION/ COLLABORATION

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

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

The initial meeting was held when the School #8 Letter of Intent was submitted to NYSED. An overview document was shared with ASAR, RTA, and PAC regarding the focus of the grant proposal and the strategies the building-level team were implementing to gather feedback. Drafts of the programmatic narrative were sent to designated union and parent representatives for their review. A follow-up meeting was held to answer questions and respond to comments. Feedback from this meetings was incorporated into the application as agreed upon by all participants. A third and final meeting was held to secure final approval and signatures.

Throughout the grant development process, the Office of School Innovation's School Ambassador coordinated co-planning sessions with School #8 as described in Section II.B.ii, *Model Selection and Plan Development*.

I.G.ii. Consultation and Collaboration Form

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

II. SCHOOL-LEVEL PLAN

II.A. NEEDS OF SCHOOL #8 SYSTEMS, STRUCTURES, POLICIES, AND STUDENTS

Roberto Clemente School #8 faces many core challenges in addressing the needs of underperforming students. The root causes of these challenges are:

- Academic rigor is not provided consistently to ensure each student is prepared academically to be successful;
- The school schedule has historically provided fewer minutes of instruction per day than required to support students' academic needs effectively (insufficient time-on-task); and
- There is a lack of social-emotional supports for all students to create a community of learning, including safety systems and practices that are not implemented with fidelity schoolwide.

The selection of the Innovation Framework/Community-Oriented School Design aligns with School #8's current Comprehensive Education Plan, Expeditionary Learning (EL) Framework, and recent identification as a Receivership School. School #8 is supported by the District's plan for success that includes providing more instructional time, social-emotional

supports, and additional services through community partners. The proposed design also aligns with the District Strategic Plan to increase the efficiency of Supplemental Academic Services (SAS) delivery and the alignment of community-based after-school programs with school-wide instructional priorities. Under “A Logic Model for Expanding School Improvement Planning,¹” key components of the improvement model include extended learning, youth development, parent/family engagement, health and social services, and community engagement. School #8’s plan uses these components to ensure a school improvement model that is supported and sustainable.

School #8 is a high poverty elementary school that serves students in grades PreK-8. It is located in Rochester’s northeast quadrant, an area characterized by high poverty and increasing crime rates. The school was awarded a School Innovation Fund (SIF) grant in 2012 (Round 1) to address its challenges of low attendance and declining student achievement through innovative redesign, stimulating student motivation, and promoting rigorous learning for all students. During SIF implementation, the school laid a strong foundation for whole school transformation using the Expeditionary School Model. Civic Engagement is a part of this model that requires students to “exercise the rights and responsibilities of citizenship and promote the common good of society.” (Beesley, Clark, Barker, Germeroth, & Apthorp, 2010) The concepts of Expeditionary Learning, including service learning, citizenship, and character development, support the implementation of an Innovation Framework/Community-Oriented School Design. School #8 will establish and sustain the crucial relationships necessary to become a strong and interactive community within itself and a valued member of the community-at-large. Short-term outcomes of civic engagement include improved grades and attendance at school; increased self-efficacy; and socially responsible, community-oriented attitudes (Calabrese & Schumer, 1986; Giles & Eyler, 1994; Hamilton & Fenzel, 1988; Shumer, 1994).

II.A.i. Description of Student Population Served

Roberto Clemente School #8 serves approximately 641 students. As reported in Table 2 in Section I.F.i, the student population at School #8 is nearly all racial minority (61% African American and 33% Hispanic) and economically disadvantaged (98%). There are fewer Students with Disabilities and English Language Learners at School #8 (16% and 7%, respectively) than Districtwide averages.

More School #8 students exhibit more poor attendance than satisfactory attendance, although improvement has been observed. In SY14-15, 27% of students were considered to have “chronic” absenteeism and 17% had “severely chronic” absence rates. Only 29% of students demonstrated “satisfactory” attendance (absence rates less than 5%). SY11-12 baseline data reported an Average Daily Attendance (ADA) of 86%, while in SY13-14, the ADA rose to 90%. Data show that students in Grades 1-5 have the best attendance, but even in these grades, the average daily attendance rate only hovers near 90%, which does not meet the SY13-14 District target of 92%. In the pre-school and kindergarten years, and again in the middle grades, average daily attendance drops into the mid-eighty percent range.

Roberto Clemente School #8’s discipline profile demonstrates that in SY14-15, the number of disciplinary referrals and suspensions increased significantly. Based on an analysis of the data, grade-by-grade and student-by-student, a trend was observed in grades 6-8 that

¹ <http://www.p12.nysed.gov/turnaround/documents/LawsonLogicModelCommunitySchools.pdf>
Retrieved July, 2015

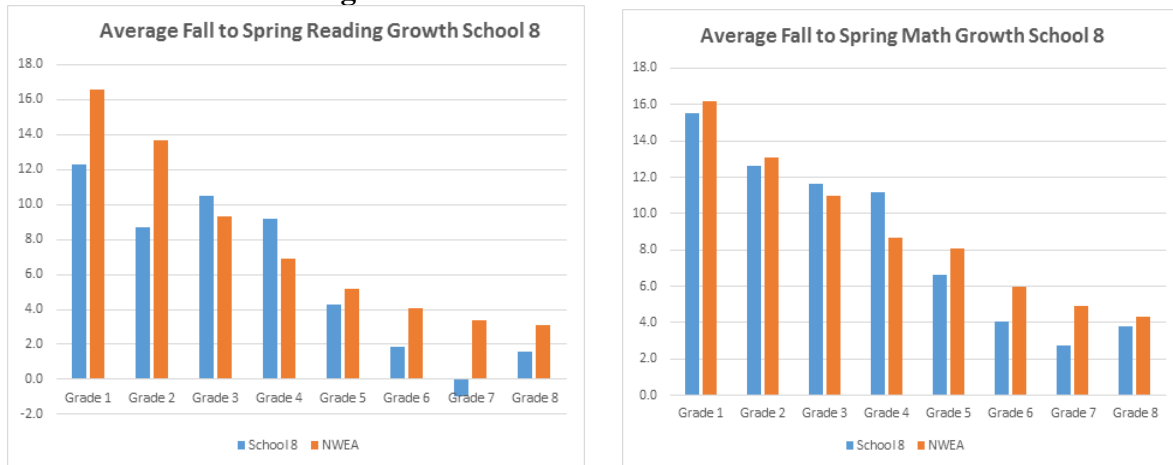
accounts for nearly all incidents and suspensions (see Figure 1 on next page). By sub-group, the number of incidents and suspensions reflects the demographics of the entire school.

Figure 1. School #8 Current Year Suspensions by Grade Level



School #8 students have demonstrated progress on NWEA Assessments (see Figure 2) due to targeted interventions that were initiated during the SIF grant. Gaps in performance of School #8 students compared to national norms in both ELA and math are closing. Fall to Spring test results shown below demonstrate that the Districtwide focus on reading on grade level by third grade is paying off, particularly at the third and fourth grade levels. Compared to NWEA results for SY13-14, gaps have closed significantly. A continued emphasis on strong ELA and math programs, combined with EL-designed curriculum that is performance-based and aligned with CCLS, will help students close gaps and meet or exceed NWEA norms within the five-year SIG grant period.

Figure 2. NWEA Growth Scores for School #8



Parents are an important part of the School #8 TEAM. Two Parent Surveys were recently conducted at School #8. The overwhelming response is that parents feel welcome at the school and believe their children are known and cared for. However, many parents are unaware of the community activities available for students and their families. These include activities with parents and community partners around TEAM (the EL motto) and Town Hall meetings designed to initiate discussions with parents and community partners about the goals, mission, and vision of School #8 as an Expeditionary Learning School. There is room for improvement in this area, moving from superficial involvement to specific engagement in a more robust partnership that provides multiple opportunities for parents and community members to become involved in shared-governance and interact with children in academic, social, and cultural

contexts are required. That is the value-add of expanding parent and community partnerships as they apply to student academic progress and development as citizens of the community.

II.A.ii. Description of Diagnostic School Review

In October 2014, Roberto Clemente School participated in an Integrated Intervention Team (IIT) Review co-led by an Outside Educational Expert and a NYSED staff member. The IIT also included a District representative and a School #8 staff member, as well as a Special Education Improvement Specialist representative. The review team visited a total of 42 classrooms and conducted focus groups with students, staff, and parents. Reviewers examined documents demonstrating implementation of each DTSDE tenet including curriculum maps, student work, teacher lesson plans, and school wide data. Results were shared with staff, parents, and community partners through the School-Based Planning Team.

II.A.iii. Results of Systematic School Review

A two-year comparison of the reviews shown in Table 3 demonstrates that School #8 is still developing and requires continued support.

Table 3. Summary of DTSDE School #8 Reviews

Type	Year	Tenet 2				Tenet 3				Tenet 4				Tenet 5				Tenet 6			
		2.2	2.3	2.4	2.5	3.2	3.3	3.4	3.5	4.2	4.3	4.4	4.5	5.2	5.3	5.4	5.5	6.2	6.3	6.4	
OEE	SY12-13	I	D	E	D	D	I	D	D	I	D	D	D	E	D	D	D	D	E	D	
IIT	SY14-15	D	D	D	D	D	D	D	I	D	D	I	D	D	D	D	D	D	D	D	D

Results from the October 2014 IIT Review are summarized below.

Recommendations for Tenet 2:

School leaders should speed up the pace of school improvement by:

- Sharply focusing teachers’ attention on the data that shows the prior academic achievement of students and sets timely goals for improvement;
- Helping teachers routinely set students’ assignments at each of three levels – above average, average and below average, as appropriate, with tight deadlines, measurable indicators of success, and rigorous responses to any underachievement;
- Evaluating the impact of instruction based on what the students are learning and the quality of the work they are producing;
- Providing each teacher with specific opportunities to lead teaching of “master classes.” This opportunity should allow for joint instruction across the grade for the students in that grade. Other teachers and adults should work in support of groups of students of differing abilities during the “master class” and implement the learned strategies in other instruction; and
- Systematically sharing and conveying best outcomes among the staff, students, and parents.

Recommendations for Tenet 3:

School leaders, coaches, and teachers should deepen the focus on curricular planning and ensure alignment to the rigor of Common Core Learning Standards (CCLS), as well as vertical and horizontal alignment of student learning expectations by:

- Identifying and collecting anchor student work samples which demonstrate varying levels of proficiency as aligned to CCLS by grade level and school-wide. These samples should be jointly annotated by grade level teachers to illustrate alignment with learning targets. These anchor documents should be used developing vertical cohesion and shared understanding among staff;
- Continuously reviewing and revising expedition plans for improved alignment to CCLS in classroom practice and for vertical cohesion; and
- Including learning targets in daily lesson plans used by grade level teams to ensure alignment to CCLS expectations and the work the students undertake.

Recommendations for Tenet 4:

Teachers should accelerate students' progress for all groups, so that more students attain proficiency levels three and four by:

- Making students take more ownership of the presentation, maintenance, and progression of their work;
- Having consistently high expectations of the quality and quantity of work that students are required to produce;
- Creating lesson plans that reflect rigor and high expectations appropriate to students' grade levels;
- Setting students' assignments at least at three levels routinely, as appropriate (above average, average and below average) with tight deadlines, measurable indicators of success, and rigorous responses to any underachievement;
- Checking on students' understanding throughout the lesson so that those who are struggling are helped and those who understand do not waste time going over what they already know;
- Indicating clearly in feedback what the students need to do to improve, and checking that students apply the feedback effectively;
- Using time with students to make revisions to the students' work; and
- Referring students to their learning targets so that opportunities for students to practice their literacy and numeracy skills are increased.

Recommendations for Tenet 5:

School leaders, other building administrators, student support team, and all teachers should collaborate more to implement the strategic school-wide plan and vision that best serves all groups of students to promote academic achievement and social and emotional developmental health by:

- Including opportunities for student voice in each classroom to improve speaking, listening, and cooperative skills to support academic and socio-emotional growth;
- Collaborating with students more to increase student voice in school governance and in student-to-student mentorship building on the Roberto Buddy Initiative;
- Networking with community stakeholders to coordinate, develop, and implement an explicit strategic plan for social and emotional developmental health. This plan should maximize resources available in the community and online in order to consistently create a healthy learning environment for students.

- Effectively employing and adapting curricular programs and materials to craft support for the social and emotional developmental health needs of students; and
- Consistently including students and parents in the review of data to create solutions that will drive improvements in students' success.

Recommendations for Tenet 6:

The school leaders, student support staff, and the parent liaison should use current relationships with parents and agencies to build a wider and engaged network of community members and families by:

- Bringing staff, community agencies, and parents together for professional development on building home-school relationships;
- Using the enlarged network to increase parent representation and participation in the PTO;
- Creating more opportunities throughout the school year for staff and families to interact and build relationships, including school events held in the community or centralized locations;
- Collaborating with the Office of Parent Engagement and Parent University to strengthen the home-school connection by providing tangible training and resources to support parents that raise expectations and increase the use of strategies and interventions at home; and
- Consistently communicating with parents in pertinent languages.

The results of this year's DTSDE review and its recommendations have been identified as the priorities of the EL Implementation Team and support staff. This work will focus on implementation of the EL work model (in grades PreK-8) and school goals for student literacy (in grades K-6). As a key part of this proposal, the school will focus on the Tenet 5 recommendations to network with community stakeholders in order to create and maintain a healthy environment for students, and to consistently include students and parents in the review of data through quarterly student-led conferencing. Additionally, the school will focus on all Tenet 6 recommendations through the work of the Community Implementation Team to build a stronger network of internal and external resources to support School #8's learning community.

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

School #8 will prioritize the identified needs of the aligned plan through a continuous cycle of collaboration among the EL Implementation Team, School-Based Planning Team, Community Engagement Team, teacher-led Learning Walk members. These teams share members, and will become part of a cross-functional whole-school improvement team. As required by Receivership, the Community Engagement Team will consist of:

- Community Stakeholders
- Neighborhood association leaders
- Teachers and school staff
- Current and planned partners
- Parents/guardians
- Students

The School #8 SIG plan will be guided by the following priorities:

- Establishment and maintenance of a strong Expeditionary School through the development of the EL Work Plan, and inclusive of the key components of a successful community school, to provide academic and social emotional support for students. Students' lives are interconnected between schools, families, and the community. There is a strong need for partnerships that support whole-child development. Students and their families will be referred to community resources as well as have some services provided directly at the school.

- Targeted professional learning will lead to strong first instruction in ELA and math through data-driven decisions that are based on summative and formative student data and will impact instructional decisions regarding differentiation for groups and individual students.
- A school-wide culture will welcome staff, parents, and community partners as part of the TEAM to implement a system-wide strategic plan that supports the social and emotional developmental health of students and their families. The learning and developmental needs of students are best met when family, school, and community members partner with a clear articulation of the community's goals for students and to help design, implement, and evaluate activities (Blank et al., 2013, p. 22).
- The concept of community will be expanded beyond the walls of the school and into the community-at-large through service learning expeditions and involvement of community partners in the Community Engagement Team. Establishment and reinforcement of the TEAM concept will encourage all stakeholders to remember the community in which they function.

II.B. SCHOOL MODEL AND RATIONAL

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

After meeting with the School-Based Planning Team, school and District staff strategies were discussed to continue the momentum at School #8 initiated by its SIF grant. Review of school data, student/staff/community partner feedback, EL semi-annual reviews, the school's DTSDE Report, and School #8's quarterly reviews of progress towards SCEP goals identified the need to systematize the concept of community with the school and the school as part of the larger community. In addition, community and family feedback indicated that there is a need to:

- Promote School #8 as a Community School by providing increased community resources for students and their families that support social-emotional development and support student academic goals;
- Receive input/feedback in order to improvement for and expansion of additional Expeditionary Learning offerings based on student interest that align to targeted academic needs of students; and
- Expand the concept of community outside the walls of the school by collaborating with the active neighborhood association and welcome them as part of the School #8 TEAM. As part of the community school design, School #8 will incorporate the core elements outlined by the National Center for Community Schools (2013), including 1) a strong core instructional program designed to help all students meet high academic standards; 2) expanded learning opportunities designed to enrich the learning environment for students and their families; and 3) a full range of physical health, mental health, and social services designed to promote children's well-being and remove barriers to learning. The school will provide wrap-around services to address the academic, socio-emotional, health, and wellness needs of students and families through expanded learning opportunities, and develop additional resources within the community.

The community school model is essential in addressing the high needs of students attending School #8, and the next logical step in alignment with the Expeditionary Learning Framework. As outlined by the Children's Aid Society National Center for Community Schools (2009), "Community schools increase opportunities for children to succeed in school by adding

the kinds of resources known to make a difference: increased parental involvement in children's education, extra learning opportunities through educational enrichment, and consistent access to adult guidance and support." As discovered in the IIT review, there is a need to address the academic, as well as social-emotional development, learning, and behavior to create a learning-focused environment in which higher levels of student achievement can be realized. Quinn (2011) states, "Systems of community schools offer a proven vehicle for establishing the authentic educational linkages implied in the pipeline concept:

- By offering high-quality early childhood programs in elementary school buildings, community schools help young children make a smooth transition into kindergarten, ready and eager to learn.
- During the early elementary grades, community schools make sure that young children attend school regularly and are on track academically, which is significant in light of new evidence about the importance of grade-level reading at this stage of education.
- Community schools help students make a successful transition from elementary to middle school and from middle to high school, by addressing both academic and non-academic needs. These include social, emotional, and physical development and the acquisition of age-appropriate life skills, such as time management and study habits."

II.B.ii. Model Selection and Plan Development

The Innovation Framework/Community-Oriented School Design aligns with School #8's preliminary establishment as an Expeditionary School and will address the needs of the whole child by engaging the resources of the community. Stakeholder input and participation have guided the creation of this SIG plan. Steps taken to engage all stakeholders include:

Spring 2015

- Assignment of an Office of School Innovation Ambassador to School #8
- Weekly discussions with the Chief of School Transformation
- "All-In Meetings" where all stakeholders review school results and discuss options for improvement, including a set of SCEP workshops, NYSED SCEP Pilot Program training for school leadership, School Based Planning Team meetings (with parent representation), EL Implementation meetings, and monthly meetings with community partners

Summer 2015

- Notification to labor unions, RCSD's Parent Advisory Council, and community partners
- Presentation of an overview to labor unions and the PAC, as well as to the school's SBPT and community partners
- Use of parent/staff/student/community partner feedback to develop the plan
- Active involvement of teacher-led leadership team in proposal development
- Sharing of draft copies for review and comment to labor unions, PAC, and School #8 SBPT
- Sharing of the final document for final review and signatures
- Sharing of the final document with all parents during SY 14-15 orientation

II.C. DETERMINING GOALS AND OBJECTIVES

II.C.i. ELA Goal and Objectives-

Through the Community School Model, strong academics will challenge students in critical skills such as perseverance, critical thinking, and an ethic of contribution to prepare students for success in college, career, and citizenship. Goals and objectives include:

GOAL 1: Students will improve their overall literacy skills through high quality first teaching.

OBJECTIVE 1.1: Students will use authentic real world texts as a source of knowledge to explore big ideas and grapple with essential questions as demonstrated by levels of proficiency of student work aligned to CCLS.

OBJECTIVE 1.2: Students will support opinions and ideas with information gained from a variety of sources as demonstrated by informational and persuasive argument writing pieces that are written for an authentic audience.

OBJECTIVE 1.3: Students will demonstrate increasing independence while reading challenging texts as demonstrated by improved lexile levels that increase in complexity as students progress.

OBJECTIVE 1.4: Students will create high-quality products for authentic audiences via EL Expeditions and community-based service learning criteria, as evidenced by the demonstration and explanation of the product during the school Expedition Nights.

OBJECTIVE 1.5: Students will participate in Expanded Learning Time activities that provide additional academic support that enhances classroom learning through a project-based, hands-on curriculum.

Progress monitoring for overall literacy skills will be assessed via student performance on the NWEA assessments (three times per year) and common writing prompts (four times per year). Successful implementation of this goal, as defined by targets in the EL Work Plan, will involve a demonstrated closure in the gap between students' fall and spring scores in the NWEA MAP - RIT Norm Reading Growth. Within the five-year grant period, grades 1-8 will meet or exceed the norm reading growth. Kindergarten progress will be assessed by winter to spring growth. Progress monitoring/evidence for the creation of high quality products will occur via bi-monthly reviews to identify successes and areas for improvement. Each review will result in the identification of targeted actions and specific success indicators for the two-month period that follows, and determine next steps in the partnership as a five-year plan. Protocol for review of the common writing will involve the compilation of high, medium, and low portfolio pieces from grades PreK-8. Exemplars from EngageNY, rubrics and the EL Framework will guide the "Looking at Student Work" processes through carefully planned professional learning sessions and grade-level meetings.

II.C.ii. Math Goal and Objective

GOAL 2: Students will improve their overall math skills through high quality first teaching.

OBJECTIVE 2.1: Students will have demonstrate a deep understanding of math concepts as demonstrated by the ability to self-select and apply the appropriate math concepts to interpret real-world content.

OBJECTIVE 2.2: Students will demonstrate speed and accuracy (i.e. fluency) in simple calculations, as demonstrated by formative and summative assessment of student work.

OBJECTIVE 2.3: Students will be able to write and speak about their understanding of math concepts as evidenced by demonstration/explanation of the product during school Expedition Nights.

OBJECTIVE 2.4: Students will participate in Expanded Learning Time activities that provide additional academic support that enhances classroom learning through a project-based, hands-on curriculum.

Progress Monitoring for math goals will occur using mid- and end-of-module math assessments, formative assessments, and NWEA MAP in the fall, winter, and spring. Successful implementation will involve a demonstrated closure in the gap between fall to spring NWEA MAP - RIT Norm Math Growth. During the grant period, Grades 1-8 will meet or exceed the norm math growth. Kindergarten progress will be assessed via winter to spring growth.

II.C.iii. Additional Goals and Objectives

GOAL 3: Roberto Clemente School #8 will create a community and culture of continuous learning that supports the academic growth and the social, and emotional health of all students.

OBJECTIVE 3.1: Student social and emotional health will improve through tiered intervention that includes a focus on restorative practices and the Discipline Ladder to guide student expectations and behavior consistently and proactively, as evidenced by reduced disciplinary incidents and suspensions.

OBJECTIVE 3.2: Parents will be active participants of the School #8 TEAM through the EL Framework protocols that include, but are not limited to, student-led conferences that utilize Habits of Work (Perseverance, Honor/Integrity, Commitment to Quality, and Collaboration) and student-led Expedition Nights that showcase student work and achievements.

OBJECTIVE 3.3: Monthly Town Hall/Community meetings will become a common structure at School #8 with all TEAM members in order to build a culture of pride, success, and celebration of academics and positive character.

OBJECTIVE 3.4: Students will participate in Expanded Learning Time activities that provide additional enrichment opportunities that support students' social-emotional health.

GOAL 4: School #8 will engage partners in the surrounding community in two-way partnerships to identify resources to support students/families/staff as they establish a sustainable Community School Model.

OBJECTIVE 4.1: Student wrap-around services will be developed and maintained through the establishment of relationships with the active neighborhood associations and a variety of community mental health agencies to increase the number of resources supporting student academic growth and social-emotional health.

OBJECTIVE 4.2: Student academic achievement will improve through the Learning Walks forum for staff, students, parents, and community partners (i.e., all TEAM members) that will provide targeted observational data that can be analyzed and be used to impact future instructional decisions.

OBJECTIVE 4.3: Students, staff, and community members will participate in expeditions aligned with the EL Framework in order to establish student-driven instruction through guiding questions, case studies, projects and products,

fieldwork, experiences within the community, service learning, and a culminating event that features high-quality student work.

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

The School-Level Baseline Data and Target Setting Chart (Attachment B) has been completed (see attached).

II.D. SCHOOL LEADERSHIP

II.D.i. Characteristics of the School Principal

Characteristics of the School #8 principal will be aligned with District structures and Expeditionary Learning Leadership Readiness Indicators.

The Principal has the responsibility for the overall progress of the school and its students. He/she is a member of the School-Based Planning Team that facilitates the development of School #8's instructional policies. The principal will monitor, support, and supervise all staff to ensure there is evidence of academic rigor, engagement, differentiation, and lessons aligned with CCLS. The School #8 principal will also develop and implement policies, programs, curriculum activities, and professional learning that support the educational development of each student and staff member. He/she will be responsible for setting the stage for collegial planning and coordination of all school programs that impact student growth. The School #8 principal will lead the implementation of organizational efficiencies and build the capacity of all stakeholders through formal and informal relationships with staff, students, families, and community partners.

Leading an Expeditionary Learning School in a Community School model requires an effective, engaged school leader who is ready to collaborate deeply with colleagues to raise student achievement through deep implementation of Expeditionary Learning. Expeditionary Learning, as the Educational Partnership Organization (EPO), will be part of this process of selecting a leader through input and feedback cycles. The new principal of School #8 must:

- Demonstrate an understanding of what it means to be an Expeditionary Learning Community School, including adopting the common EL Education language and practices, and supporting and protecting all aspects of the model;
- Communicate clearly with EL Education, explaining the clear vision for teaching and learning aligned to EL Education;
- Build and sustain structures that appropriately distribute leadership and decision-making with teachers and other stakeholders as members of the TEAM, including a professional culture that develops trust among all stakeholders, systemic data-driven instruction, resources necessary to sustain the model, and focused, strategic professional learning opportunities.
- Participate in ongoing leadership coaching aimed at becoming a more effective instructional leader by implementing the practices learned through interactions with EL school designers and Core Practices.

II.D.iii. Action Steps to Put New Leadership in Place

RCSD's Department of Human Capital Initiatives is in the process of conducting a comprehensive search for a new, experienced School #8 leader. The intent and focus is to access an individual with a high level of administrative experience and a record of success in leading targeted faculty professional learning and increasing parent and community engagement. He/she

will possess experience in using data to guide planning and decision making processes that will lead ultimately to increased student achievement. NYSED's Qualifications for Determining a Priority School Leader will act as a guide in the search process. A primary challenge may be the ability to recruit a candidate possessing the key experiences that must drive the sustainability of current Expeditionary Learning programming – a candidate who possesses the necessary skills and experiences as reflective of the aforementioned qualifications specific to School #8.

II.D.iv. Descriptions of Supporting Leadership Positions

RCSD is in the process of selecting the appropriate leadership for School #8. The leadership team consists of the Principal, two (2) Assistant Principals (one Assistant Principal for Grades Pre K- 4 and another for Grades 5-8), one (1) Expanded Learning Resource Coordinator, and one (1) Coordinating Administrator for Special Education (CASE).

As instructional leaders, *Assistant Principals* ensure instructional practices and strategies are aligned to CCLS and include instructional activities that accommodate all students and provide interventions that lead to inquiry and high levels of engagement and support. Assistant principals monitor and supervise staff to ensure there is evidence of academic rigor, engagement, instructional differentiation, and CCLS-aligned lessons. They support the School-Wide SWPBS program by defining and disseminating information about school disciplinary policies and procedures to parents, students, staff, and the community following established protocols.

The *Expanded Learning Resource Coordinator* is responsible for implementation of Expanded Learning Time (ELT) and leads the ELT Implementation Team. His responsibilities include master scheduling to support student instructional needs, support for staff implementing ELT, collaboration with community partners to ensure implementation of “More and Better Learning Time,” management of fiscal and human resources, oversight for the quality of intervention and enrichment offerings, and implementation of school-level autonomies including student placement and scheduling.

The *Coordinating Administrator for Special Education* (CASE) provides support for students by coordinating the members of the multi-disciplinary student support team to ensure that compliance is maintained. The CASE oversees tiered interventions and all aspects of special education programming and compliance matters at the building level. These responsibilities include scheduling, facilitating, and documenting meetings for special education eligibility; completing program reviews for already classified Students with Disabilities; and assisting teachers and parents in the implementation of their students' Individualized Education Plans

The School #8 principal will not work alone to implement and evaluate this SIG plan. The School #8 TEAM is aligned with EL Education practices and includes EL Designers, School #8's Expeditionary Learning Implementation Team, the Expanded Learning Time Implementation Team, the School-Based Planning Team, and the Community Engagement Team. These individual school teams have committed teacher leaders as part of their membership. All members of the School #8 TEAM view themselves as responsible for student academic achievement, achieving the objectives identified in the EL Work Plan in accordance with the EL Framework, and leading the development of the community-oriented school design.

II.D.v. Current Supporting Leadership Profile

School #8's Principal has retired, and the two standing assistant principals may leave pending possible retirement and/or transfer. Current school leadership anticipated to remain include two EL School Designers, the EL Implementation Team, a Data Coach, and the EL

Coach. The new principal and assistant principals (if needed) will be selected based on EL Leadership Indicators (see Section II.D.I above) and District criteria. A newly placed Expanded Learning Resource Coordinator will also permit autonomies in areas of placement and scheduling of students based on his given skill set. Redevelopment of this leadership team is key to the success of this proposal. The School-Based Planning Team will continue to serve as the school's decision-making body whose focus is directed towards instruction, curriculum, and support for student learning. The SBPT is charged with the work of school improvement and will monitor implementation of this SIG plan.

II.E. INSTRUCTIONAL STAFF

II.E.i. APPR Data for School #8 Instructional Staff

There are 37 instructional staff at School #8. Nearly all are rated as highly effective or effective by SY13-14 APPR: 18 teachers are rated as Highly Effective, 17 teachers are rated as Effective, one teacher is rated as developing, and one teacher rating is classified as "Pending."

II.E.ii. Quality of School #8 Staffing

Most School #8 staff are rated as highly effective or effective educators. There are strong support staff at the school, including Instructional Coaches, a Data Coach, an EL Coach, and EL School Designers. At School #8 teachers are committed to the Expeditionary Model/Community School Model and by self-reporting in feedback surveys. A teacher-led culture has emerged that includes:

- Teachers who meet weekly by grade level and vertically for embedded professional learning to discuss data trends, individual student needs, and identify instructional impact for group and individual student learning; and
- Teachers and leaders who participate in close analysis of student work to identify trends and patterns and set goals for improvement. By engaging in regular conversations that are tied to a consistent and stable set of attributes and grounded in evidence of student work and data, schools, such as School #8, who are in the credentialing process as EL Schools build an archive of evidence over time that enables them to reflect on the connections between changes in student work and changes in teacher practice

Teachers require further support in order to fully implement an Expeditionary School, Community model through the EL Education Work Plan. A significant foundation was laid during the SIF 1 grant, and the current needs assessment demonstrates that the culture within the school has shifted toward collaboration and collegial support. This will now allow teachers to focus more directly on the academic growth of students and practice consistent implementation of sound social-emotional supports for students and families.

II.E.iii. Key Instructional Staff

The *Expeditionary Learning Coach* supports implementation of Expeditionary Learning by ensuring all aspects of the school culture reflect EL practices regarding student and adult learning and sets high expectations for students and staff through an instructional coaching model and Habits of Work and Learning (HOWLS). The EL Coach contributes and supports the improvement of systems and structures regarding Data-Driven Instruction and decision making, continuous feedback, and reflection. He/she is a member of the instructional leadership team,

coordinates monthly Teacher-Led Learning Walks with staff and parents, and leads professional learning that is focused and strategic to the goals of the school and its students.

The **Data Coach** supports implementation of this model by contributing to and supporting the improvement of systems and structures regarding Data-Driven Instruction (DDI) and decision making through the Response to Intervention process. The coach provides continuous feedback and reflection and supports the structure for teacher collaboration in the areas of Looking at Student Work using common formative writing assessments. When paired with DDI, this impacts instructional planning and strategies for differentiation. The Data Coach is a member of the instructional leadership team and provides embedded professional development for individual teachers by modeling effective data practices.

The **Social-Emotional Learning (SEL) Coach** supports implementation of this plan through analysis of student attendance and behavioral data to inform decisions at the student, classroom, grade, and school level. The SEL Coach trains teachers in the use of Restorative Practices, Therapeutic Crisis Intervention, Collaborative Solving, and systematic implementation of Habits of Work and Learning in dealing with student behavior, emotional needs, and discipline. He/she facilitates strategic matching of students to differentiated supports with school and community partners to provide wrap-around services for students and their families. The coach is the point person for the attendance initiative and works collaboratively with the principal, parent-liaison, and attendance committee. This work includes facilitating re-entry of students who have been absent due to issues such as discipline, homelessness, and illness. The SEL Coach develops and maintains systems to improve student and family voice in school operations and relationships among the students, staff, families, and community partners. He/she is a member of the instructional leadership team and works with teachers in the planning and developing student emotional/behavioral supports including Classroom Management Plans, Formal Assessments of Behavior, Functional Behavior Assessments, Individual Behavior Support Plans, and Behavior Intervention plans for general and special education students.

Intervention teachers provide academic support for all students in need of Tier II and Tier III interventions by providing individual and small group instruction based on analysis of formative and summative assessment. Intervention Teachers motivate students with opportunities for academic success.

The **Social Worker** is a member of the multi-disciplinary Response to Intervention (RTI) Team to provide resources on an as-needed basis through one-on-one, classroom, or school-wide sessions that address issues relevant to the student population. Issues include concerns such as school attendance, illegal drug or alcohol dangers, adjustment to the social setting of the school, and help for students coping with personal and psychological issues that affect their school performance, behavior, and emotional health. The Social Worker is responsible for mandated counseling services as outlined on students' IEPs and support for teachers and administrators dealing with students to determine root causes.

The **School Psychologist** is a member of the multi-disciplinary RTI Team to address academic, social-emotional, and behavioral concerns of all students by providing individual, small group, and whole class counseling or skills-based groups. The Psychologist helps teachers develop goals and behavior support plans for struggling students and participates on the PBS team by studying and implementing behavioral management techniques. He/she meets with parents and teachers to discuss learning, behavioral, familial, and social concerns. The Psychologist leads workshops on social-emotional health. The Psychologist also serves as the

Coordinator for the Section 504 Accommodation Team and completes all evaluations mandated by the Committee of Special Education.

School #8's *Parent Liaison* serves as the link between the District and the local community. Support provided includes visiting families of school age children in order to provide information on the programs and services available and to enroll the eligible students in the school. The Parent Liaison also identifies students and their families in need of supportive or special services, identifies the specific need(s), and refers them to other personnel and/or agencies in order to address their needs. The Parent Liaison follows up on the referrals to ensure that necessary services are provided and encourages parents to participate in group discussions and school activities.

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

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

Staffing for vacant positions occurs based on District protocols and aligned with Bargaining Unit requirements. Hiring of additional staff that may be provided through this grant would be one of the autonomies provided to the school in partnership with the EPO in order to ensure effective implementation of the plan. As an example, an additional intervention teacher would be able focus on academic support for identified students in Grades 6-8 who are in need of Tier II and III intervention.

II.F. PARTNERSHIPS

II.F.i. Partner Organizations to Provide Critical Services

As with the other autonomous decisions, partner selection for the success of this proposal is key and will align the school's Core Instructional Program, EL Framework, and Expanded Learning Time plan with community partner resources and programs. School #8 will build upon current partnerships to implement a robust community-oriented school design. The following organizations will partner with School #8 in the implementation of the proposed SIG grant.

Expeditionary Learning (EL Education or EL) will be the Educational Partnership Organization. EL Education is a national network serving 4,500 teachers and 45,000 students in 165 schools across 31 states and Washington, D.C. EL partners with school districts and charter boards to open new schools and transform existing schools at all levels (PreK-12) and in all settings (urban, rural, and suburban). It invests in the growth of both new and veteran teachers, helping them transform their classrooms into rigorous and stimulating learning environments. The results include higher student achievement and greater engagement in school.

EL schools are characterized by:

- Active instructional practices that build academic skills and student motivation;
- Rigorous projects that meet state standards and are connected to real-world needs;
- School cultures of kindness, respect, and the responsibility for learning;
- Shared leadership for school improvement; and
- School-wide commitment to improved teaching and leadership practice.

The EL approach to transforming school and classroom practice to improve students' academic outcomes is unique. Born from a collaboration between the Harvard graduate School of Education and Outward Bound, USA, EL has forged a professional learning model based on inspiring and improving educators, both novice and veteran, through active, challenging experiences. Highly skilled and effective teachers in every classroom are the key to achieving gains in student performance. EL has pioneered a transformative method of improving instructional practice that has been recognized by the National Staff Development Council in two separate studies. EL has been shown to meet all 27 standards for high quality professional development. Its focus on high quality, job-embedded professional development builds capacity among teachers, administrators, and support staff by focusing on five core practices:

- Curriculum - academically rigorous learning expeditions will connect to the real world through the school community and community-at-large;
- Instruction - differentiated instruction will cultivate a culture of high achievement that comes alive with discovery and inquiry;
- Culture and character - students and adults will be committed to quality work and citizenship;
- Assessment - student-engaged assessment practices will focus on reaching or exceeding standards-based learning targets and drive achievement; and
- Leadership - school leaders will boldly shape school structures to meet student needs

Expeditionary Learning (EL) has had a strong presence in the Rochester City School District since 2007 and began its partnership with School #8 in 2012 under the previous SIF award. This partnership will continue to grow to support sustainable whole school improvement. As part of this proposal, EL will offer a comprehensive suite of professional development, coaching, and online tools to strengthen curriculum design, instruction, school culture, leadership, and assessment practices. EL's content-rich institutes and school-based coaching will support schools by creating an engaging environment with all grades participating in two (2) expeditions per year. Engaging professional learning opportunities for teachers at School #8 will include access to EL National Institutes, intensive on-site coaching by staff trained in EL practices, EL Mentor Schools (including a planned Districtwide consortium where Rochester EL schools can come together to discuss best instructional practices and participate in joint professional learning), Best Practice Toolkits (including videos, coaching, facilitation guides, and curriculum maps), and ELs National Conference that will expand the concept of community even farther by delivering professional learning within the national community of EL schools.

To support the model of a community-oriented school, School #8 will implement student-led conferences beginning in the 2015-2016 school year. This structure promotes meaningful student-parent communication about academic progress, as well as habits of work and learning. Students reflect on their progress, sharing artifacts of their learning as well as their goals.

EL will continue to strengthen a strong approach to teaching and learning at Roberto Clemente School #8. All staff will participate in professional learning aligned with EL practices that includes academic engagement, data driven instruction, and differentiation, and working with parents and community partners that will help all staff to embrace the following beliefs that learning be active, challenging, meaningful, public, and collaborative.

The **YMCA** will be another key partner and support delivery of Expanded Learning Time based on student interest and teacher input. Programs will focus on the following nine components of curriculum: 1) tutoring/learning, 2) college and career exploration, 3) 21st century skills, 4) service learning 5) arts education, 6) leadership development, 7) health and wellness, 8) global learning, and 9) parent engagement.

Several community-based organizations will continue their partnership with School #8 on a volunteer basis. The **Rochester Rotary** will provide individualized student support in ELA and math through its “Reading Commandos” and “Mathmagicians” programs. The **Lion’s Club/Youth and Justice** provides books and bookshelves for all second grade students. **St. Thomas Episcopal Church** will continue their support of classroom instruction through the delivery of center work and reading practice.

Student Ambassadors, a program designed to instill the concept of service learning and citizenship, will participate in internship opportunities offered by the **Rochester Police Department** and **Rochester Mayor’s Office**. These internships will help to strengthen School #8’s culture of character and learning.

The **Children’s Institute** (CI), a Rochester-based agency, uses sound research and evaluation to promote effective prevention and early intervention programs. CI’s Primary Mental Health Project helps young children in grades K-2 adjust to school through the delivery of social-emotional supports. CI will expand its work at School #8 by providing academic support for literacy development in Grades K-2 during Expanded Learning Time.

The **Hillside Work-Scholarship Connection** (HW-SC), part of the Hillside Family of Agencies, helps urban adolescents overcome the barriers that cause them to drop out of school. HW-SC supports city students at risk of not graduating from high school and pairs them with paid, full-time adult mentors, called professional Youth Advocates. The Youth Advocates are located in the schools, where they work with up to 30 students at a time, providing each student a 360 degree web of individualized support. The goal is to support student academics and keep them on track for graduation. The Hillside Work-Scholarship Connection has been recognized as one of the most effective and efficient youth development programs in the nation. HW-SC will work with School #8’s seventh and eighth grade students and provide mentoring and academic, social, and emotional support.

The **SMILEmobile**, a mobile dental office provided by the University of Rochester’s Eastman Dental Center, will continue its delivery of on-site dental care for School #8 students.

New partnerships will also be cultivated at School #8 to support the school’s new focus on community. **Group 14621** is the local neighborhood association. The group was established to advocate for and engage community members in collective efforts to improve the quality of life in the community near Roberto Clemente School #8. Group 14621’s goals are to enhance education, employment, housing, and recreation opportunities for residents and foster personal responsibility. Work with Group 14621 will be around identification of opportunities for

students to implement Expeditions within the community through service learning, such as planned the Community Garden.

Mercier Literacy for Children provides reading intervention services to students based on pre- and post-assessment data collected by coaches and teachers. Mercier Literacy is an established partner at other RCSD elementary schools and will expand its support of Rochester students through small group programs at School #8.

The **Center for Youth** offers comprehensive programs and services to young people. These services range from counseling to shelter and youth development opportunities. The Center for Youth will provide prevention education for School #8 students, with particular emphasis on Grades 6-8.

AmeriCorps volunteers will facilitate Tier 2 social-emotional support groups and Tier 3 intervention groups. **FACT**, Families and Children Together, will support School #8's attendance initiative and provide a bridge to community resources for families. **Liberty Resources** (a human service agency), and other community-based mental health resources, will support the social-emotional health of students and their families.

II.F.ii. Evidence of Partner Effectiveness Chart

The Partner Effectiveness Chart (Attachment C) is included with this application.

II.F.iii. Accountability for Partner Performance

Table 4. Summary of Accountability Measures for Key School #8 Partners

Partner	Activity Provided	Measures for Accountability
Expeditionary Learning	<ul style="list-style-type: none"> ● Staff professional learning ● Elements of expeditions ● Student-led conferences ● Core practices ● School designers 	<ul style="list-style-type: none"> ● Implementation mid-year and end-of-year reviews ● Parent surveys ● Student surveys ● Community feedback
YMCA	<ul style="list-style-type: none"> ● Provide enrichment to students as part of ELT 	<ul style="list-style-type: none"> ● Student engagement ● Student satisfaction survey ● Parent satisfaction survey ● Community satisfaction survey ● Staff satisfaction survey
Mercier Literacy for Children	<ul style="list-style-type: none"> ● Deliver academic interventions to students ● Use data to determine need as decided in teacher data meetings 	<ul style="list-style-type: none"> ● Student performance on NWEA-MAP in reading and math ● Student performance on AIMsWeb in reading and math ● Student satisfaction survey ● Parent satisfaction survey ● Community satisfaction survey ● Staff satisfaction survey
Center for Youth	<ul style="list-style-type: none"> ● Universal supports for students in Grades 6-8 	<ul style="list-style-type: none"> ● Student report cards ● Office discipline referral data

	<ul style="list-style-type: none"> • Social Emotional support for “red level” students 	<ul style="list-style-type: none"> • Habits of Work and Learning Progress Reports • Attendance data
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II.G. ORGANIZATIONAL PLAN

II.G.i. Management and Team Structures and Lines of Reporting

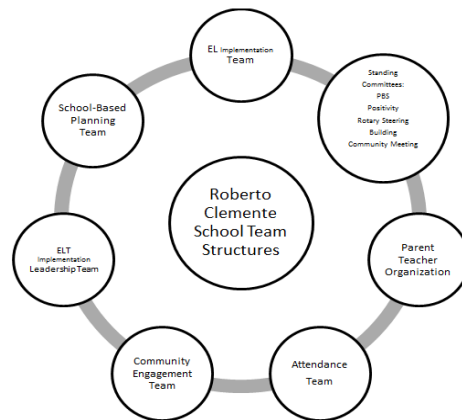
School #8’s organizational plan is illustrated in Figure 2 below.

Figure 2. School #8 Organizational Plan

Principal			
Assistant Principal	Assistant Principal	Expanded Learning Resource Coordinator	CASE
Teachers Coaches Specials Teachers Teaching Assistants Paraprofessionals Support Staff	Teachers Coaches Specials Teachers Teaching Assistants Paraprofessionals Support Staff	Teachers Paraprofessionals Community Partnerships	Special Education Teachers
Expeditionary Learning (EL) Implementation Team Expanded Learning Time (ELT) Implementation Team			
Parent Liaison			
Parent Teacher Organization (PTO) Community Partnerships			

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

Figure 3. School #8 Management Structure



The teams and systems at School #8 function in an interconnected fashion as illustrated in Figure 3. The overall concept of “community” focuses the work of each team, committee, and organization that create the TEAM concept of Expeditionary Learning. The system functions

through explicit transparency, with the work and products of one team visible and accessible to all the others in a deliberate attempt to further School #8's mission and vision toward achievement their common goal: Creation of a community-based culture of inquiry that promotes the highest levels of student achievement.

Most teams are cross-functional, having at least one shared member, and have representation from primary, intermediate, and secondary levels as well as special subjects and support staff. The teams are facilitated or co-facilitated by an administrator or instructional coach. Several teams have parent, student, and/or community representation, and there are plans to make this systemic in SY15-16. These factors enhance School #8's collaboration, commitment to quality, and action planning. Teams meet at least once per month and follow a preset agenda. Action items are identified and assigned, with follow-up entered onto the next agenda. Information is recorded and shared with the school community in a timely fashion via email and posted to the school's website.

II.G.iii. Plan for Implementing APPR at School #8

APPR is implemented as directed by District protocol, policy, and aligned with all Bargaining Unit requirements. All Performance Reviews are completed using a District-established timeline. The school administrative team shares the responsibility for scheduling, conducting, and reporting the results of pre/post observation conferences and classroom observations. The team meets weekly to discuss what they have seen and to set a schedule for the following week's work. A formal observation and walk-through schedule was not previously established, and the school has identified the need to create a schedule that permits all members of the team to observe all staff during walk throughs, not just the teachers they directly supervise. Administrators are assigned to direct supervision of all staff and after completing the cycle of observation, report the results in the District's Personnel Software System. Results of both formal and informal observations are discussed and inform adaptations to the planned professional learning calendar.

Per the contract with the Association of Supervisors and Administrators of Rochester (ASAR), principals receive at least two observations identified by a date with written feedback to the principal within eight school days for both unannounced and formal observations. Principals may receive more observations by a Central Office administrator designated by the Superintendent, who is also trained as a lead evaluator. One observation will be unannounced and documented with a date and written feedback reviewed face-to-face with the principal within eight school days of the unannounced observation. The formal observation will entail a pre-conference that is scheduled prior to the formal observation. Provisions for a rebuttal will be offered. Annual professional performance reviews conducted pursuant to the ASAR Agreement shall differentiate principal effectiveness using a composite effectiveness score.

RCSD has an SED approved APPR Plan. All RCSD teachers give pretests and post-tests for SLR. All administrators and peer-evaluators have been trained and passed training using the Teachscape Rubric. Data drives the relevant PD for teachers who are struggling.

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

Table 5. Schedule of APPR Activities for Teachers and Leaders

2015 -16 Date	Task
Teacher APPR	
June	The Teacher Evaluation Selection Process opens.
Oct 15	Teachers completing a PART project through APPR must complete the PART Form #1, and the form must be uploaded to ePerformance.
Oct 15	Teacher Goal-Setting Meeting must be completed.
Nov 30	First formal observation for non-tenured teachers is due.
Jan 12	Teachers must complete Semester 1 course SLO entry.
Jan 19	Principals and teachers must agree and approve Semester 1 course SLOs.
Feb 13	Teachers must complete Full Year and Semester 2 course SLO entry.
Feb 28	Principals and teachers must agree and approve Full-Year and Semester 2 SLOs.
Mar 27	Teachers must complete course SLOs for the following courses: K-2, ESOL, Resource Room, Self-Contained, and Consultant Teachers.
Apr 17	Principals and teachers must agree and approve course SLOs for the following courses: K-2, ESOL, Resource Room, Self-Contained, and Consultant Teachers.
Apr 30	Second formal observation for non-tenured teachers and formal observation for tenured teachers is due.
May 15	Non-tenured teachers' evaluation review meeting must take place.
May 21	Peer Evaluation must be completed for applicable evaluations.
May 21	Structured PART interview must take place for teachers completing a PART project.
Jun 1	Teacher evaluation review meeting must take place. Unannounced observations must be completed prior to completion of teacher evaluation.
Leader APPR	
Oct 2	A copy of the evaluation form will be given to all administrators. Process and timelines will be discussed with the direct supervisor.
Nov 6	Principals will complete the Personal Goals and Objectives Form and return it to their direct supervisor.
Nov 20	Goals will be cooperatively established by the administrator and his/her supervisor. A meeting to discuss goals will be scheduled or a written response provided by the direct supervisor.
Ongoing	The administrator will review progress toward meeting goals throughout the year. Several informal visitations will be scheduled with the direct supervisor. When appropriate, a due process plan of action will initiated by the direct supervisor.
Apr 1	Evaluations of administrators with "developing" or "ineffective" will be submitted to HCI.

Jun 18	The administrator’s Year-End Self-Assessment Form will be completed and returned to the direct supervisor. The administrator will schedule a meeting to discuss progress toward meeting the stated goals with his/her direct supervisor. If completing the tenure year, the Tenure Summary Form will be completed and returned to the direct supervisor.
Aug 7	The administrator and his/her supervisor will discuss the Administrative and Supervisory Personnel Performance Evaluation Form. Forms will be returned to HCI by the supervisor.

II.H. EDUCATIONAL PLAN

II.H.i. Curriculum to be Used

Providing high-quality, highly effective instruction and equal access to academic opportunities is the most important service the RCSD can provide its students. Ensuring that all students have comparable academic programming options has been a primary driver for many of the scheduling and programmatic changes from 2013-2014 to 2014-2015. As the District continues to build an infrastructure that better supports all schools, it realizes the need to offer engaging instructional opportunities via rigorous curriculum and content and consistent academic programming for every child, in every classroom, every day. Curriculum used at School #8 includes curriculum aligned with CCLS and includes teacher-designed Expeditionary Learning Modules. Specifically:

Pre-Kindergarten. RCSD recently received the Priority Full-Day Prekindergarten and Increased Half-Day Pre-K grant from NYSED. This is allowing the District to maximize full day Pre-K seats, including those at Schools #8.

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

Two District goals focus on increasing the number of students reading at grade level by third grade and increasing the four year graduation rate. In addition to the implementation of the High Scope Preschool Curriculum the District is also piloting the NYS Prekindergarten Common Core Curriculum modules in Universal Prekindergarten classrooms located in elementary schools. Pending the outcome of the pilot of the Prekindergarten Common Core Curriculum modules, RCSD may seek to broaden implementation of these modules next year. The suggested daily schedule for full-day prekindergarten (6 hour day) includes components of reading, ELA and math to help prepare students for the transition to kindergarten.

Common Core Learning Standards. The Common Core Learning Standards drive the instructional outcomes at each grade level. Providing high quality, highly effective instruction,

and equal access to academic opportunities are the most important services the District can provide to its students. Ensuring that all students have comparable academic programming options has been a primary driver for many of the scheduling and programmatic changes. As the District continues to build an infrastructure that better supports all schools, it realizes the promise of offering engaging instructional opportunities via rigorous curriculum and content and consistent academic programming for every child, in every classroom, every day.

English Language Arts and Literacy Core Program. Teachers in Grades K-6 and 7-8 will continue to use *the NYS Common Core Curriculum Resources* as the core instructional program. The suggested English Language Arts (ELA) instructional diets described below, including approximate instructional minutes per day, are designed to 1) illustrate the requirement for dedicated instructional time in all of the key components of reading and writing (as defined in the Common Core Learning Standards), 2) provide recommendations regarding the relative instructional time/focus for each component, and 3) communicate key fluencies in each grade level that require instructional emphasis.

Kindergarten ELA Instructional Diet

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

Grade 1 ELA Instructional Diet

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

Grade 2 ELA Instructional Diet

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

Grades 3-6 ELA Instructional Diet

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

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

dedicated instructional time in all of the key components of fluency, deep understanding and application (as defined in the Common Core Learning Standards). Approximate instructional time per day in Grades K-6 includes 20 minutes of teacher-led instruction for fluency, 40 minutes of teacher-led instruction and student stations for developing deep understanding, and 20 minutes of application. Please note that these times are not intended to be rigid time frames. Forty-five (45) minute classes provide instruction in Grades 7-8.

Kindergarten Math Key Understanding

- Representing and comparing whole numbers, including using sets of objects

Grade 1 Math Key Understanding

- Developing understanding of addition and subtraction and strategies within 20, including developing understanding of place value

Grade 2 Math Key Understanding

- Developing fluency of addition and subtraction, including extending understanding of place value

Grade 3 Math Key Understandings

- Developing understanding of multiplication and division and strategies within 100
- Developing understanding of fractions

Grade 4 Math Key Understandings

- Developing fluency of multi-digit multiplication
- Developing understanding of dividing to find quotients involving multi-digit dividends
- Developing understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers
- Developing understanding of geometric properties

Grade 5 Math Key Understandings

- Developing fluency of addition and subtraction of fractions
- Developing understanding of multiplication and division of fractions, including decimals to one-hundredth

Grade 6 Math Key Understandings

- Connecting ratio and rate
- Using concepts of ratio and rate to solve problems
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers.

Grade 7 Math Key Understandings (45 minute classes daily, OnRamp every other day)]

- Developing understanding of and applying proportional relationships
- Developing understanding of operations with rational numbers and working with expressions and linear equations
- Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume
- Drawing inferences about populations based on samples.

Grade 8 Math Key Understandings (45 minute classes daily)

- Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations
- Grasping the concept of a function and using functions to describe quantitative relationships
- Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem

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

RCSD’s instructional strategies utilize the NYS curriculum and existing resources to deliver instruction that is systematic, explicit, purposeful, and rigorous. For example, ELA teachers incorporate instruction around close reading, annotating texts, research methods, and writing argumentative essays. There are six shifts that the Common Core Learning Standards (CCLS) require if School #8 is to be truly aligned in terms of curricular materials and classroom instruction. Continuation of training on the Common Core State Standards and instructional shifts, combined with building-level initiatives, will correlate with District and school professional learning sessions to maximize teacher capacity. Events of instruction in required, core courses, along with instruction during expanded learning time, must reflect all six instructional shifts in ELA and math by accelerating learning by means of making meaningful improvements to the quality and quantity of instruction. Teacher/leader effectiveness and building capacity to serve Students with Disabilities and English Language Learners will be a specific focus to ensure all students learn by teachers who have a full toolkit of strategies.

Table 6. Common Core Learning Standards - ELA Shifts

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

Events of instruction in both required and core courses will be arranged to reflect all six instructional shifts by accelerating learning by means of making meaningful improvements to the quality and quantity of instruction. At the District level, professional development will be offered in both math and ELA regarding the implementation of CCLS. This menu of choices will add options teachers and leaders and link directly to the domains found within teacher

evaluation. Hence, linking feedback loops with options for teachers to further develop their craft or enhance areas in need of improvement.

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

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

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

Mathematics. Teachers will incorporate the Standards for Mathematical Practice into their daily instruction to realize the necessary CCLS shifts. Students will learn to:

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

Teachers will incorporate the following specific strategies:

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

Monitor - Teachers will pay close attention to student work as tasks are being completed.

Teachers will use this informal assessment time to determine misconceptions students are having and exemplary approaches to completing tasks.

Select - Teachers will select students to share work based on how this work supports acquisition of the learning target. Student presenters will be selected strategically with the understanding that over time, and all students will contribute.

Sequence - Teachers will sequence student presenters and activities to maximize quality discussion related to meeting the learning target.

Connect - Teachers will use effective questioning and discussion techniques in conjunction with skillful crafting of assessment to ensure that learning targets are being met.

Use of Feedback and Revision - Teachers will provide students with written and verbal feedback and allow students to revise work to improve its quality. Students will understand how to use rubrics and other criteria to self-assess their work and improve their metacognitive processes.

Common Formative Assessment - Teachers will use common formative assessments as a vehicle to look at student work for the purpose of continuous student improvement. Performance Level Descriptions will be used to measure the degree to which students are meeting the intent of Common Core Learning Standards.

Differentiation of Lessons - teachers will use techniques in differentiation to ensure that all students are properly challenged, engaged, and supported. Teachers will use Performance Level Descriptions to target activities and approaches to be differentiated.

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

The SY15-16 school calendar will include 182 of instructional days. Sample master schedules for Roberto Clemente School #8 at the elementary (K provided), intermediate (Grade 4 provided), and middle school levels (Grades 7-8 are provided) are shown in Figure 4 on the next page. Red boxes seen in the master schedule samples indicate sections of Expanded Learning that will be embedded and float throughout the school day.

The implementation of Expanded Learning Time at School #8 will provide students with:

- Participation in an additional 300hours of academic and enrichment opportunities;
- Daily academic intervention/acceleration based on an analysis of progress monitoring ;
- Daily enrichment class to enhance social, emotional, and/or physical well-being; encourage better attendance; and increase positive behaviors that lead to fewer disciplinary referrals;
- Opportunities to participate in hands-on, performance-based experiences, such as EL Education Expeditions with embedded learning experiences in the Arts that make learning relevant and engaging;
- Family opportunities to provide input and feedback regarding enrichment offerings and participation, as well as evaluation opportunities after participation;
- 60 minutes each week of embedded professional learning for teachers, targeted at enhancing instructional practices through informed data-based decisions and best practices; and
- 60 minutes a week of common planning time and data meetings for teachers to make data-informed decisions for student interventions and differentiation.

II.H.iv. Data-Driven Instruction

Data provided by the EL Implementation Review, an EL requirement, combine information from students, staff, and parents. Data will be used to set measurable goals and objectives that directly impact teacher practice and student performance. The quality assurance tools provided by the EL Framework help set the conditions for effective partnership with schools and districts.

The Data Coach will gather, analyze and distribute meaningful data to impact instruction and facilitate the data cycle during embedded grade-level professional learning meetings. The school participates in data cycles in alignment with the formative assessment schedule for NWEA to inform instructional planning for student groupings three (3) times annually.

Figure 4. School #8 Sample Schedules

Grade		Kindergarten Teacher				Kindergarten Student	Grade		Fourth Grade Teacher				Fourth Grade Student
Time	40 minute blocks	A	B	C	D	ABDC	Time	40 minute blocks	A	B	C	D	ABDC
1st	9:00 - 9:40	ELA-1 TEAM	ELA-1 TEAM	ELA-1 TEAM	ELA-1 TEAM	ELA-1 TEAM	1st	9:00 - 9:40	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports
2nd	9:40 - 10:20	Math-1	Math-1	Math-1	Math-1	Math-1	2nd	9:40 - 10:20	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports
3rd	10:20 - 11:00	Math-2	Math-2	Math-2	Math-2	Math-2	3rd	10:20 - 11:00	ELA-1 TEAM	ELA-1 TEAM	ELA-1 TEAM	ELA-1 TEAM	ELA-1 TEAM
4th	11:00 - 11:40	Common Plan PD	Differentiated Supports Teacher	Common Plan Data Meeting	Differentiated Supports Teacher	Differentiated Supports	4th	11:00 - 11:40	ELA-2	ELA-2	ELA-2	ELA-2	ELA-2
5th	11:40 - 12:20	Planning	Planning	Planning	Planning	Art PE 1 Music PE 1	5th	11:40 - 12:20	ELA-3	ELA-3	ELA-3	ELA-3	ELA-3
6th	12:20 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch	6th	12:20 - 1:00	Lunch	Differentiated Supports Teacher	Lunch	Differentiated Supports Teacher	Differentiated Supports Staff 1
7th	1:00 - 1:40	Science	Science	Science	Science	Science	7th	1:00 - 1:40	Planning	Lunch	Planning	Lunch	Lunch
8th	1:40 - 2:20	ELA-2	ELA-2	ELA-2	ELA-2	ELA-2	8th	1:40 - 2:20	Common Plan PD	Planning	Common Plan Data Meeting	Planning	Art PE 1 Music PE 1
9th	2:20 - 3:00	ELA-3	ELA-3	ELA-3	ELA-3	ELA-3	9th	2:20 - 3:00	Math-1	Math-1	Math-1	Math-1	Math-1
10th	3:00 - 3:40	Soc. Studies	Soc. Studies	Soc. Studies	Soc. Studies	Soc. Studies	10th	3:00 - 3:40	Math-2	Math-2	Math-2	Math-2	Math-2
11th	3:40 - 4:20	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	11th	3:40 - 4:20	Science	Science	Science	Science	Science
12th	4:20 - 5:00	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	12th	4:20 - 5:00	Soc. Studies	Soc. Studies	Soc. Studies	Soc. Studies	Soc. Studies
Dismissal							Dismissal						

Grade		Seventh & Eighth Grade Teacher				Seventh Grade Student	Eighth Grade Student
Time	45 minute blocks	ELA	Math	Science	SS	ABCD	ABCD
1st	9:00 - 9:45	Common Plan Data Meeting PD	Common Plan Data Meeting PD	Common Plan Data Meeting PD	Common Plan Data Meeting PD	PE 1 AC	PE 3 AC
2nd	9:48 - 10:33					Health BD	Music BD
						Tech AC	LOTE
						Art BD	
3rd	10:36 - 11:21	7-3	8-1	7-1	7-2	Science	Math
4th	11:24 - 11:44	TEAM	TEAM	TEAM	TEAM	TEAM	TEAM
5th	11:47 - 12:17	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
6th	12:20 - 1:05	8-2	8-3	7-2	7-1	Social Studies	TECH AC
							ESOL Full Out ELA Ramp BD
7th Lunch	1:08 - 1:53	7-2	7-1	8-3	8-2	Math 2	ELA 2
							ESOL 2 Push In
8th	1:56 - 2:41	8-2 ELA Ramp	7-2 Math Ramp	7-3	8-1	F&CS AC	Social Studies
		8-3 ELA Ramp	7-1 Math Ramp			Math Ramp	
9th	2:44 - 3:29	7-1	8-2	8-1	7-3	ELA	Science
10th	3:32 - 4:17	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports
11th	4:20 - 5:00	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports	Differentiated Supports
Dismissal							

Instructionally, the school participates in monthly learning walks that are teacher-led and directly aligned with SCEP goals and feedback received from assessment of learning, exit tickets, and total participation techniques.

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

School #8 utilizes a multi-faceted approach for providing academic, social-emotional, and other student supports. At the universal (Tier I) level, the entire school community participates in daily TEAM time. TEAM is the EL component more commonly known as CREW and provides the framework for developing relationships, fostering collaboration, and improved student voice. Participation in TEAM time builds skills for speaking/listening, self-reflection, student-led collaboration, team-building, and cross-curricular writing. TEAM also provides a forum to address real-world (community) and school-wide concerns. In SY15-16 the concepts of restorative practices will be woven into the fabric of the TEAM concept as well as student-led conferences with teachers and parents.

Roberto Clemente School continues to utilize the structure of Positive Behavioral Supports (PBS) to teach both character development and habits of work and learning. The concepts of taking responsibility, expecting excellence, acting safely, and modeling respect, perseverance, honor/integrity, commitment to quality, and collaboration are taught directly via school-wide lesson plans. These concepts are practiced and recognized daily via School #8's common language, mission, and school vision.

Students who are struggling or at-risk will be identified via several overlapping and intertwined structures that reduce the risk of individual students being overlooked. These structures will target risks associated with academic, social-emotional, behavioral, health, and attendance-related factors. Access to supports will be driven by both referrals (from parents, teachers, community agencies, or student self-referrals) and data-driven (review of benchmark data, office discipline referrals, and daily attendance). Procedures for making referrals will be provided and/or described to parents, teachers, and students via multiple on-going modalities including letters home, progress reports, parent meetings, the school website, and informational workshops. Interventions will be provided to students across the Tier 1, Tier 2, and Tier 3 levels of support based on individual need and can include the following components.

Academic intervention (and enrichment opportunities) will be provided to all students on an individualized basis, made possible by the Expanded Learning Time master schedule. As part of best practices, K-2 teachers and students will follow the Learning Standard domains, and grades 3-8 teachers and students will follow the modules for Common Core Learning Standards. Teachers will effectively plan for instruction including opportunities for differentiation. Students struggling to respond will be provided with opportunity for additional intervention supports in groups of 7-10 students for Tier 2 intervention and groups of no more than five (5) students for Tier 3 intervention. Groups will provide research based intervention strategies including, but not limited to Words Their Way, Foundations, Wilson Reading, Corrective Reading, SOAR to Success, Lexia CORE 5, Compass Learning, and First in Math.

Social-emotional intervention supports will begin at the universal level with building-wide implementation of TEAM time as described above. Teachers at grades K-2 will complete classroom rating scales on all of their students in order to determine eligibility for referral to the Children's Institute's Primary Mental Health Project. Teachers, parents, and students in Grades 7-8 will have the opportunity to complete referral applications for the Hillside Work-Scholarship

Connection that delivers social-emotional and academic intervention supports in order to prepare students for college and careers. Qualifying students can also apply for community-paid internships. The business community, many in the school's neighborhood, benefit by having a mutually supportive relationship with the neighborhood school(s).

Students across all grade levels will access social-emotional intervention support as defined earlier via referral or data-driven mechanisms. Interventions include access to individual and small group counseling or skills group supports (via the school social worker, school counselor, school psychologist, or the social-emotional learning coach), check-in/check-out services, referral to the building based adult mentoring or peer buddy system, linkage to community-based mental health (or other) support services, or referral to the District's consulting pediatric psychiatrist. Open lines of communication between agency providers, families, and school staff will be facilitated by the social-emotional learning coach or other building-based providers. These supports will be available to general and special education students (in addition to their IEP mandated services).

At the universal level, all students will be supported by the PBS model along with the School Conditions Goal of the EL Work Plan. Behavior/character targets will accompany instructional learning targets that guide daily instruction. Students will access behavior intervention support as defined earlier via referral or data-driven mechanisms. Supports will include observation and analysis of existing classroom management systems, functional behavior assessments (special education) or formal assessments of behavior (general education) in order to develop individualized behavior plans or behavior support plans. These plans will be monitored and adjusted per the guidelines in the Response to Intervention handbook, IEP mandates, or as needed. Restorative practices and peace circles will be utilized to help students take responsibility and make amends for poor behavioral choices. Restorative Return Conferences will be completed following incidents resulting in alternative to suspensions, in-school suspensions, or short/long terms out of school suspensions. These conferences will include involved parties such as classmates, family members, teachers, and/or administrators. Policies and procedures surrounding bullying and DASA regulations will be monitored and recorded by the administrator in charge, and interventions supported by the social-emotional learning coach.

As described earlier, School #8 an "Attendance Team" that meets regularly with District and county level support members to review attendance patterns and implement individualized supports to students and families. At the universal level the building will continue to strive for 95% attendance via the SBPT-led attendance initiatives. Individualized interventions will include home visits, support with transportation, family conferences, and linkage to District-based or community-based supports as necessary.

In order to ensure intervention effectiveness and efficiency, intervention development and progress monitoring will occur as part of a multi-disciplinary team approach. Team meetings will be facilitated by the instructional, data, and/or social-emotional learning coaches (depending on the focus) with oversight by the school principal. Parents will be kept actively involved in progress monitoring so that they may provide feedback, make suggestions, and pursue additional supports in an informed manner.

I.H.vi. School Climate and Discipline

The Roberto Clemente School community has established the foundation for a positive school climate that is conducive to learning. The school will consistently engage in practices that lead to responsibility for academic and social choices through the expectation of excellence,

respect, and safety for all, aligned with the EL Framework of TEAM. Under the Schoolwide Positive Behavioral Systems (SWPBS), along with the culture-building structures provided by Expeditionary Learning that demonstrates shared ownership of student learning and development with the school community and linked to the community at-large, students will be provided direct and clear instruction on behavioral expectations. Through the use of specific systems and meaningful data analysis, the staff at School #8 will work collaboratively to make informed decisions that will support students and their families and foster a safe and positive learning environment. Current Office Disciplinary Referrals (ODRs) continue to indicate that there is a need for these types of systems to improve identify root causes or areas of support needed for student engagement and achievement.

School #8 has an established Building Committee that identifies operational needs that support students and staff. During SY14-15, they reaffirmed the use of the “Behavior Management Steps for Staff” (formerly known as the Disciplinary Ladder). This document describes a predictable and sequential series of steps to address student behavior that will be systemic in SY15-16. It provides for both positive/proactive strategies as well as negative/reactive strategies for adults to implement in the face of inappropriate student behavior and is derived from the RCSD’s Code of Conduct. This document encourages documentation of time out of class, office discipline referrals, and intervention attempts. It also re-emphasizes the teacher’s ability to make a referral to the intervention team at any time.

The social-emotional learning coach and school psychologist at School # 8 are trained as instructors of the Therapeutic Crisis Intervention for Schools model, and workshops (as well as the full certification training) will be made accessible to staff. With the support of the additional Crisis Intervention/Prevention Therapist provided by the Center for Youth, additional training for adults (staff and parents) will allow for a more effective adult response to student behavior, yielding improved school climate and student discipline. Additionally, use of Restorative Practices and peace circles, which research has linked to long-term, overall improvement in school climate and culture, will provide a complete response to student behavior.

Select students from Grades 4-8 will be identified as “Student Ambassadors” based on consistent demonstration of academic, behavioral, and character qualities outline by the TEAM matrix and the Habits of Work and Learning. These students will participate in building-wide leadership, be instrumental in obtaining and improving student voice, and serve as role models to their peers. It is the ultimate goal that these students will be considered “the cool kids” that other students actively strive to emulate in order to fit in with the positive school culture.

Students at School #8 will participate in three school climate surveys (October, January, and June) which will guide various teams and committees on targeting issues related to academic excellence, student recognition, bullying, safety, respect, and the effectiveness of student voice.

By implementing a restorative approach to student discipline it is hoped that Roberto Clemente School will begin to follow the nationwide trends of restorative practices in schools showing reduction in student suspension rates and office discipline referrals, improvement in student engagement, and subsequent improvement in student achievement.

II.H.vii. Parent and Community Engagement

Family and community engagement has been defined as any manner in which a child’s adult caregiver or community partner effectively supports learning and healthy development. The school has identified this as an area of improvement based on parent feedback and DTSDE

recommendations. At Roberto Clemente School #8 parents will be considered partners and teachers the first line of communication with families. Effective parent engagement is the responsibility of the entire TEAM that includes a full-time Parent Liaison who has established significant relationships with School #8 parents. Home visits and flexible scheduling options for student/ staff/parent events will improve family participation. All Roberto Clemente School families receive copies of the mission/vision, TEAM matrix, and instructional priorities during Orientation so as to have access to the EL “language” their children speak on a daily basis while in school. Additional mechanisms for parent feedback and two-way communication have been discussed and planned as part of the school’s Title I Parent Involvement Plan for SY 15-16. Communication with families begins over the summer, as teachers introduce themselves to their students and families via letter, and a meet-and-greet event is typically held in August for orientation purposes and to begin building relationships. This opportunity will be expanded upon to include a workshop for parents to encourage active parent engagement and increase the number of parents participating in the school’s PTO and/or planned activities/events.

The school hosts at least one parent/community night per month, generally featuring student work, holiday-themed performances, or celebrations. Parents and community partners are also invited to attend each grade level’s celebration of learning following the completion of the grade-level expedition. During SY14-15 Roberto Clemente hosted a community services fair where mental health, recreation, and community-based operations were invited to provide information to teachers and families that was extremely successful based on participation and parent feedback. The school plans to expand this opportunity during SY15-16 by providing additional workshops for parents in the areas determined by parent needs survey results.

School #8 maintains and continually updates a web-site listing current information, events, staff profiles, and links to educational, recreational, and other areas of interest resources. School #8 has a Parent Teacher Organization (PTO) which meets monthly and is facilitated by the parent liaison and assistant principal. The PTO has 10 active members and 5-10 others who support in various ways. Parent volunteers and the Rochester Rotary support all of School #8’s PBS monthly reward celebrations, interacting with the entire student population.

As School #8’s bilingual and refugee population increases, a possible partnership with refugee agencies to provide scheduled opportunities for parent voice/questions in native language is being developed for the 2015-2016 school year.

II.I. TRAINING, SUPPORT, AND PROFESSIONAL DEVSYELOPMENT

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

All staff participates in the development of the Professional Learning Plan, known at School #8 as the EL Work Plan. Every staff member took the EL Implementation Review Survey. Results from this survey, combined with walk-through data, formal observation data, DTSDE recommendations, and Roberto Clemente’s SCEP plan were used to develop the Professional Learning Plan. Additionally, input was gathered from Instructional Coaches and staff requests, to develop a year-long plan that is aligned with the Danielson Framework Domains and focuses on key areas in need of improvement. The plan is reviewed each semester to allow for any mid-year changes based on data from the sources described above.

II.I.ii. Events Scheduled During Implementation Period

School #8’s draft Professional Learning Plan for 2015-2015 is provided in Table 7. As an ELT school, School #8 will participate in six (6) District-sponsored half-day professional learning days with other ELT schools on implementing quality ELT with fidelity.

Table 7. Draft Professional Learning Plan for School #8

Embedded Professional Learning Activity	Person Responsible	Measurable Outcomes	Rationale	Embedded Analysis & Reporting
<u>Literacy: Writing</u> – Common writing tasks per grade level – Common rubrics – 6+1 Traits of Writing <u>Differentiation</u> – Multiple intelligences – Tiering tasks – Flexible groups for intervention and enrichment <u>Assessment for Learning</u> – Student engagement – Learning/Character <u>Target tracking</u> <u>Tier 1 Instruction</u> – Good first teaching – Common Core – Research-based instructional strategies <u>Arts Integration</u> – Common Core alignment – Expedition support <u>Parent & Community Engagement</u> – Partners – How to engage community at large and neighborhood <u>Data</u> – DDI – Flexible groupings for intervention – Looking at Student Work	EL Coach ELA Instructional Coach Data Coach Parent Liaison	Interim assessment data Student achievement rates Student growth data Staff average daily attendance Student achievement rates Increase in student attendance Decrease suspension rates Student growth data Transition Data NYSED-approved assessments used to measure student growth, inform instructional practice, and identify professional development needs. School-developed and/or LEA-directed formative assessments used by the school to determine the likelihood of meeting academic achievement targets. School-developed and/or LEA-directed formative assessments used to determine the impact of instructional practice Staff average daily attendance Decrease staff turn-over rate Instructional Staff APPR ratings	Learning Walks SCEP needs assessment DTSDE recommendations Staff requests Data collected from 2014-2015 school year	Teacher Collaboration Meetings Data Meetings Community Meetings Town Hall Meetings

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

The following activities will assess if practices presented in School #8’s Professional Learning Plan are implemented and inform modifications needed to the plan:

- Formal Observations - observation of theory to action and practice
 - One per year for tenured teachers
 - Three per year for non-tenured teachers

- Formal/Informal Walkthrough Schedule - occurs weekly and all administrative team members will see all teachers on a rotating basis
 - Formal – one (1) required per year by the District
 - Informal - up to four (4) per year per teacher
- Teacher-Led Learning Walks - observation of theory to action and practice
 - Monthly led by teachers, including parents in SY15-16. Focus is around the SCEP and EL Work Plan goals to monitor, assess progress towards goals, and inform next action steps regarding professional learning needs.
- Data Meetings - weekly
 - Looking at Student Work - teachers, coaches, and administrative members review student work through common rubrics in order to analyze impact of professional learning concepts
 - Impact of DDI Professional learning will be observed during weekly data meetings and any corrections to the analyzation process can occur immediately if necessary and will be used to inform future embedded PD sessions.

II.J. Communication and Stakeholder Involvement/Engagement

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

Bi-monthly reviews of the SIG Implementation Plan progress reports will be shared with School-Based Planning Team members, the EL Implementation team, and the Community Implementation Team to share with all stakeholders and ensure a consistent cycle of two-way reporting and feedback. Parents will be introduced to SBPT members during Orientation and will have an understanding that their parent representative is available to inform and gather feedback on questions regarding School #8. Parents will also be invited to participate in workshops aligned to key goals of the SIG Implementation Plan related to Expeditionary Learning, ELA, and math, as part of activity nights. They will be key participants in establishing community relationships outside the school and identifying resources that will support students and families. Based on data analysis and stakeholder feedback course corrections will be made at least quarterly and then re-evaluated for future planning. Community partners within and without the school will be invited to participate in Expeditions by grade level and level of “expertise” and will culminate the work with students and staff during Expedition Nights.

II.K. PROJECT PLAN NARRATIVE/TIMELINE

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

School #8 is a 2014-2015 Priority School that was recently labeled as “Struggling” and placed in Receivership. If approved, the key strategies included in this SIG plan will become the foundation for the School #8’s Receivership plan. These strategies were developed in collaboration with multiple school stakeholders and are grounded in research about what is likely to produce results in student achievement. In Year 1 of the Receivership, School #8 will:

- Implement a strong, sustainable Expeditionary Learning Community School Model that involves all stakeholders. Grade level-specific expeditions are planned for SY15-16
- Utilize consistent, effective good first teaching that includes Common Core lessons for ELA and Math, interventions that provide gap-closing education opportunities for students, and enrichment will provide well-rounded opportunities for students
- Implement Expanded Learning Time to deliver an additional 300 hours of instruction, focused on intervention, acceleration, and enrichment.

- Foster a consistent Community School learning environment within the school by reinforcing consistent TEAM language and actions by all that demonstrates the EL Mission Statement
- Create the required Community Implementation Team and align its work with the goals of establishing a Community School Model

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

Early indicators of successful SIG plan implementation are:

- 100% of returning staff will consistently use of EL practices;
- 25% of new staff will consistently use EL practices by the end of the first year;
- ODR referrals will decrease by one-third as evidence of culture and character expectations;
- Parent involvement will increase by one-third as measured by active members at PTO meetings and parent participation in school event nights.
- 100% of returning staff will implement TEAM Time;
- 75% of new staff will implement TEAM Time;
- Severely chronic and chronic attendance will decrease by 10%;
- Staff attendance will increase to 93%; and
- At least two new community partners will join the TEAM, including Group 14621.

II.K.iii. Leading Indicators of Success

The leading indicators of success that will be assessed at least bi-monthly include data that are available to the school through the District's data dashboard and District offices. Results will be shared with the entire TEAM through SBPT meetings, posted to the schools web-site, and status up-date reports at all TEAM and parent meetings.

- Student attendance and school Average Daily Attendance;
- Teacher Attendance;
- Interim assessment data;
- Student course completion data;
- Instructional staff turnover rate and APPR ratings;
- School suspension rates by total school and sub-group;
- Chronic absenteeism rates, and
- Dropout rates.

Monthly meetings will be held with the Community Implementation Team and community partners to discuss implementation status, identify any needed support, and next action steps. The School-Based Planning Team will review the recommendations of the Community Implementation Team and monitor their implementation. At least bi-annually, the school will survey students/ staff/parents/community partners for satisfaction of deliverables and identification of continued needs or gaps that require action.

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

It is the role of the school TEAM to implement the proposed SIG plan. Central Office staff from the Office of School Innovation, Office of Teaching and Learning, and the School Chief of Transformation will provide on-going support to ensure the required elements of the plan are being implemented with fidelity. Required bi-monthly checkpoints and reporting create a structure that permits early identification of challenges and obstacles in plan implementation so that mid-course corrections can be made as needed to ensure success.