

2021-22 Contract for Excellence Narratives

Program Narrative - Please address changes in your existing C4E programs, including any redesign or reallocation. Also, describe how activities support the Regents Reform Agenda.

In 2021-22, the Rochester City School District (RCSD) will continue many Contract for Excellence (C4E) initiatives that support the Regents Reform Agenda. The following C4E-funded activities will help students to meet ELA and Math standards as well as increase the college and career readiness of students:

In-School Suspension (ISS) keeps students who receive a suspension at school in a learning environment. An identified "ISS Room" provides continued instruction and maintains engagement in the educational setting and process.

The LyncX program promotes a personalized learning environment in which students who are placed on long-term suspension can continue their academic program. Students experience ongoing relationships with caring adults, a safe place with structured activities, and access to services that promote healthy life styles, including physical and mental health.

English Language Learners educational needs are supported by bilingual and ESOL (English for Speakers of Other Languages) teachers and support staff, and activities in the Department of ELL. More than 3,000 RCSD students are ELLs (15% of the total District enrollment) and speak more than 70 languages.

All City High is focused on providing extensive choices to learners through an expanded learning approach that embeds multiple pathways into the school's organization. The scheduling includes non-traditional days and clustered teams. The program is organized into small learning communities with class sizes of no more than 25 students. In addition the program has a low student/counselor ratio with individual graduation mapping and post-graduation planning to ensure success.

Rochester International Academy (RIA) provides new immigrant students with an instructional program that simultaneously develops English language proficiency while facilitating their acquisition of content knowledge. RIA also emphasizes parental and community involvement to not only enrich the school community, but to begin the transition of the families into their new school, city, and country.

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Targeting Narrative - Please address both student educational need and building-level accountability status as reflected in the attached Targeting Matrix. Explain how the district and school Comprehensive Plan supports the program.

See 2018-19 Accountability Status: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>

The building level accountability statuses in the targeting matrix reflect the accountability citation as of the 2019-2020 school year based on 2018-19 performance. The need throughout the District is high. The majority of schools have an economically disadvantaged subgroup of 30 or more students. Performance for each subgroup of need varies from school to school; however, students with disabilities systemically are struggling to make progress.

All RCSD schools, that are designated “Targeted Support and Improvement (TSI)” or “Comprehensive Support and Improvement (CSI)”, write a School Comprehensive Educational Plan (SCEP), School Improvement Grant (SIG), or a Receivership plan, that is based on their citation and updated annually. Professional development for principals and school representatives is conducted throughout the year, and school teams are required to implement the appropriate improvement plan. The ultimate goal is to develop an improvement plan that addresses academic need (especially for the ELL and Special Education populations using the ESSA regulation and measures as the basis) as its first priority and provides activities to support an effective functioning total school. The required elements of the CEPs are:

- Plans based on the ESSA accountability measures and building level needs-assessment
- Data-driven plans that are aligned with the identified needs of the building and related specifically to English Language Arts (Literacy in the Content Area), Math, and graduation rates;
- Action steps toward correction of the cited area;
- Root cause analysis of cited area;
- Disaggregated data; and
- Integration and implementation of district benchmark.

The Rochester City School District is a high-need district, as evidenced by its overall student poverty rate in excess of 80% (as determined by free and reduced-price lunch eligibility). In addition, 20.5% of the RCSD student population are students with disabilities, and 15% are English Language Learners. As such, any program at any RCSD school will serve a large proportion of targeted C4E students. The District’s Contract for Excellence targets more than 75% of its funds at students with the greatest needs as measured by the 75/50 Rule (i.e., 75% of C4E funds must support the 50% of schools with the greatest student needs as measured by the C4E targeted populations of poverty, students with disabilities, English Language Learners, and students with low achievement.) This requirement will be addressed in the District’s Contract through a combination of direct programs at schools and other funds used to support the Comprehensive District Planning Process.

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Performance Narrative - Describe the district's expected performance targets for the accountability criteria and disaggregated groups for those schools within the district not in good standing.

The Strategic Plan was developed to guide decision-making and resource allocation in response to a very dynamic and changing education landscape. The Rochester City School District is being asked by state and community constituents and government agencies to provide evidence of quality; increased access, graduation and retention rates; and higher student and school performance than at any time in history.

2020-23 Strategic Plan Priorities

Engage: Provide high-quality learning experiences

- Implement student-centered learning to improve academic success for all and to close the achievement gap of our students with disabilities, economically disadvantaged students, and Black, Latino and English language learners.
- Establish a uniform, clear and transparent procedure for curriculum development and implementation.
- Use data purposefully and collaboratively to drive decisions and to improve student outcomes.

Lift Up: Ensure an inclusive, caring and safe learning environment

- Use restorative practices to promote inclusiveness, relationship-building and problem-solving.
- Deliver trauma-informed practices through a culturally responsive lens to provide a safe, positive learning environment.
- Establish training norms for cultural responsiveness, antiracism, diversity and inclusion.

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Performance Narrative - Continued

Collaborate: Build strong community

- Create non-traditional, innovative opportunities for family engagement.
- Partner with businesses, higher education and other community organizations.

Lead: Foster dynamic leadership

- Manage school and district resources effectively.
- Develop leaders at the school and district levels to achieve each school's targeted outcomes.
- Highlight and communicate the great accomplishments in our schools and district.
- Build high-performing teams to drive implementation of our strategic priorities.

The strategic plan contains District-wide annual targets and individual school targets in support of the strategy objectives listed below. Please note, one of the priority areas is the increase the percentage of schools in Good Standing.

Priorities to Meet Overall District Strategy

- *Deliver remote learning for district students.*
- *Improve Graduation Rate.*
- *Increase ELA Proficiency.*
- *Increase Math Proficiency.*
- *Reduce Chronic Absence.*
- *Out of School Suspension Reduction.*
- *Increase % of SWD in Least Restrictive Environment (LRE) \geq 80% of time.*
- *Increase % of RCSD Schools in "Good Standing".*
- *Improve % of Restorative Practices Schools.*
- *Improve RCSD English Language Learner performance.*

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Experimental or District-wide Programs Narrative - If applicable.

District-wide programs include:

- LyncX program - A personalized learning environment where students who are placed on long-term suspension can continue their academic programs and experience on-going relationships with caring adults, a safe place with structured activities, and access to services that promote healthy life styles, including physical and mental health. LyncX also has a component to help students who have been involved in the criminal justice system to re-integrate into the academic program as well as the larger community.
- All City High is focused on providing extensive choices to learners through an expanded learning approach that embeds multiple pathways into the school's organization. The scheduling includes non-traditional days and clustered teams. The program is organized into small learning communities with class sizes of no more than 25 students. In addition the program has a low student/counselor ratio with individual graduation mapping and post-graduation planning to ensure success.
- Rochester International Academy (RIA) provides new immigrant students with an instructional program that simultaneously develops English language proficiency while facilitating their acquisition of content knowledge. RIA also emphasizes parental and community involvement to not only enrich the school community, but to begin the transition of the families into their new school, city, and country.