



Title I, Part A – Improving Basic Programs Operated by LEAs

Under ESSA, Title I, Part A provides funds to local educational agencies (LEAs) – Public School Districts, Charter Schools, and Special Act Districts – for the purpose of providing all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps among groups of students. Funds are allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state (NYSED.gov). The Rochester City School District has been allocated \$26,389,953 to support Title I activities for the 2021-2022 school year. Review of data show that Rochester students need support in two major areas, 1) academic growth and achievement and 2) social-emotional development. To increase academic growth and achievement, the District must provide:

- Out-of-school time intervention or acceleration programming
- Targeted interventions for at-risk students
- Increased access and support for digital learning
- Increased access to online recovery programs for secondary students
- Full-day kindergarten
- Supports for implementation of Next Generation Standards
- Coherence in progress monitoring of data

Required Reserves (~\$1.9M or 7%)

All LEAs that receive a Title I, Part A allocation are required to reserve funds for school-based parent and family engagement activities, nonpublic school in which Rochester resident students are enrolled, homeless students, and New York State identified agencies serving Rochester resident students. These activities include:

- 1% of the allocation is set-aside to support parent and family engagement activities at schools; plans are developed through meaningful consultation with parents and school communities (~\$280,000)
- Nonpublic schools in which Rochester resident students are enrolled (~\$1.3M)
- Homeless reserve allocated through per pupil allocation (~\$300,000)
- New York State agencies serving Rochester resident students (~\$27,000)

School Improvement Reserve (~\$5M or 18%)

A portion of the Title I, Part A allocation is directed towards the support of the District Comprehensive Improvement Plan (DCIP) commitments and School Comprehensive Education Plans (SCEPs). These activities include:

- Contracts for school improvement initiatives such as AVID and Datawise (~\$322K)
- Supports for continued implementation of Next Generation Learning Standards (~\$4.2M)
- Progress monitoring tools such as NWEA, Data Warehouse, PSAT/SAT, and Data Management Programmer (~\$332K)

Rank and Serve (~\$18.8M or 67%)

After the required reserve set-asides have been calculated, a per-pupil allocation is directed towards individual schools based on enrollment in order to operate School-wide programs that support SCEPs. Activities include:

- Kindergarten teachers to support full day kindergarten (~1.8M)
- Instructional Technology TOAs (~\$830K)
- Virtual Academy teachers (~\$1.2M)
- Provision of social emotional supports including ROC Restorative staff and supplemental social workers (~\$1.4M)
- Supplemental school-based staff and programming (~\$13.6M)

Administrative Reserve (~\$1.9M or 7%)

A portion of the Title I, Part A allocation is set-aside for the management and optimization of the use of Title I funds. Activities include:

- Supports for Office of Parent and Family Engagement (~\$260K)
- Supports for Office of Grants and Program Accountability (~\$515K)
- Supports for continued implementation of Next Generation Learning Standards (\$1.2M)

Intended Outcomes

- Increase opportunities for Parent and Family engagement
- 71% or more of all students in the current graduating cohort of seniors who entered ninth grade in fall of 2018 will graduate in June 2022.
- At least 88% of the cohort of students entering the ninth grade in fall 2021 will be on track to graduate by June 2022 as evidenced by accumulation of five or more course credits.
- At least 21% of all students will demonstrate proficiency on the NYS 3-8 ELA assessments.
- At least 52% all students will meet the ELA Mean Growth Percentile as evidence by NWEA testing.
- At least 21% of all students will demonstrate proficiency on the NYS 3-8 Math assessments.
- At least 53% of all students will meet the Math Mean Growth Percentile as evidenced by NWEA testing.
- No more than 28% of all students in grades 1-8 will be chronically absent, and no more than 47% all students in grades 9-12 will be chronically absent.
- There will be a reduction of 4% or more in the Districtwide percentage of out-of-school suspensions. *
- 88% or more of RCSD schools will be restorative practice schools.
- 51% or more of RCSD schools will be schools in “good standing.”

Alignment to District Improvement Planning

Recommendations from State Monitor Academic Plan Culture Shift Domain #s:

- 3: Complete Parent Engagement Plan

District Priorities:

- 3. Collaborate: Build a strong community
- 3.1. Create non-traditional, innovative opportunities for family engagement
- 4.1. Manage school and District resources effectively

Stakeholder Feedback

Committee of Stakeholders for ESSA-Funded Programs

- Increase parent and family engagement
- Further develop the MTSS program

Progress Monitoring & Evidence of Impact

Data sources used to track progress toward, and identify obstacles to, student achievement includes the following:

- RCSD Strategic Plan and school and district improvement goals set by the NYS Education Department (ESSA indicators)
- Northwest Evaluation Association (NWEA)
- NYSED 3-8 English Language Arts (ELA) and Math growth and achievement, including NYSESLAT (from previous school years)
- Poverty data
- Attendance data
- School climate survey data
- 4-, 5-, and 6-year graduation rates
- Credit accrual data



Title II, Part A – Supporting Effective Instruction

Under ESSA, the Title II, Part A provides funds to all NYS local education agencies (LEAs) for the purposes of:

- Increasing student achievement consistent with NYS academic standards;
- Improving the quality and effectiveness of teachers, principals, and other school leaders;
- Increasing the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools; and
- Providing low-income and minority students greater access to effective teachers, principals, and other school leaders (NYSED.gov).

Required Reserves (~\$313K or 18%)

- Nonpublic schools in which Rochester resident students are enrolled (~\$313K)

School Improvement Supports (~\$362K or 21%)

- Instructional Coaches – District schools are implementing a common reading curriculum and program in grades K-5 and revised curricula in other content areas. Instructional coaching positions have been created to support teachers in the implementation of these initiatives. (~\$362K)

Professional Learning (~\$647K or 37%)

- Next Generation Learning Standards (~\$34K)
- Culturally Relevant Pedagogy – RCSD teachers and school leaders receive support for delivering culturally relevant instruction (~\$34K)
- Datawise (~\$34K)
- Remote Learning support (~\$34K)
- Social-Emotional Learning (~\$34K)
- Presenters for staff and students (~\$28K)
- Books and Publications (\$60K)
- Operational supports for the Office of Professional Learning (~\$389K)

Human Resources (~\$241K or 14%)

- Teacher and Principal Recruitment – Applitrack application system, recruitment events, and advertising costs. The District will hire approximately 32 new teachers for the upcoming school year; nearly half of these teachers (44%) will work in subject-shortage areas. (~\$157K)
- Increasing Staff Effectiveness – Support for RCSD’s “grow your own” leadership development programs for aspiring and current leaders with an emphasis on turnaround leadership in urban education. Also included in this initiative is support for the district’s APPR process. (~\$40K)
- Bilingual Teacher Development and Recruitment – As part of a Bilingual Cohort Initiative, the District will work with current staff and substitute teachers to assist them in obtaining initial bilingual certifications or bilingual extensions to existing certifications. (~\$44K)

Administrative Reserve (~\$170K or 10%)

- Support for the Office of Grants and Program Accountability (~\$170K)

Intended Outcomes

- Improved ability to manage, monitor, and report out on usage of supplemental federal funding
- Increased capacity to respond to District financial needs

Progress Monitoring & Evidence of Impact

Data sources used to track progress toward, and identify obstacles to, student achievement includes the following:

- RCSD Strategic Plan and school and district improvement goals set by the NYS Education Department (ESSA indicators)
- Northwest Evaluation Association (NWEA)
- NYSED 3-8 English Language Arts (ELA) and Math growth and achievement, including NYSESLAT (from previous school years)
- Poverty data
- Attendance data
- School climate survey data
- 4-, 5-, and 6-year graduation rates
- Credit accrual data

Alignment to District Improvement Planning

Recommendations from State Monitor Academic Plan Systems, Resources, and Structures Domain #s:

- 2: Build capacity of Finance Department Look at Priority #4

District Priorities:

- 1. Engage: Provide high quality learning experiences
 - 1.1. Implement student-centered learning to improve academic success for all
 - 1.2. Establish a uniform, clear and transparent procedure for curriculum development and implementation
 - 1.3. Use data purposefully and collaboratively to drive decisions and to improve student outcomes
- 2. Lift Up. Ensure an inclusive, caring and safe learning environment
 - 2.1. Use restorative practices to promote inclusiveness, relationship-building and problem-solving
 - 2.2. Deliver trauma-informed practices through a culturally responsive lens to provide a safe, positive learning environment
 - 2.3. Establish training norms for cultural responsiveness, antiracism, diversity and inclusion
- 4. Lead: Foster dynamic leadership
 - 4.1. Manage school and district resources effectively
 - 4.2. Develop leaders at the school and district levels to achieve each school's targeted outcomes
 - 4.3. Highlight and communicate the great accomplishments in our schools and district
 - 4.4. Build high-performing teams to drive implementation of our strategic priorities

Stakeholder Feedback

Committee of Stakeholders for ESSA-Funded Programs High-Quality Staff:

- Recruitment and retention of a diverse staff that reflect the cultural and linguistically diverse population of students



Title III – Language Instruction for English Language Learners and Immigrant Students

In 2021-2022, the Rochester City School District (RCSD) anticipates serving approximately 3,800 English Language Learners (ELLs)/Multilingual Learners (MLs). Last year, RCSD students spoke more than 60 different languages and comprised 30% of the total District enrollment. Nearly two-thirds (62%) of the RCSD families who spoke a language other than English spoke Spanish. Somali (6%) moved up and became the next most common language, followed by Arabic (4%) and Nepali (4%). The District's Department of Multilingual Education (DOME) uses RCSD's Strategic Plan and CR Part 154 Corrective Action Plan to guide its work. The first priority of the District's Strategic Plan addresses the need to improve academic success for all Rochester students, with specific goals to increase the graduation rate and decrease the dropout rate for English Language Learners.

Required Reserves (~\$16K)

- Nonpublic schools in which Rochester resident students are enrolled (~\$16K)

Bilingual Education Programming

In order to foster bilingualism, biliteracy, and biculturalism, RCSD has bilingual education programs that offer language arts in students' home language and English, English as a New Language (ENL) instructional time, and bilingual content areas. Both Transitional Programs and Dual Language Programs (one-way and two-way) are offered. RCSD offers bilingual education programs at seven RCSD elementary and four secondary schools. RCSD continues to work in collaboration with its Regional Bilingual Education Resource Network and the City University of New York to train teachers in a CUNY Bridges curriculum for Students with Interrupted Formal Education at the secondary level.

Learning English Through Academic Program

Three (3) RCSD elementary schools offer Learning English through Academic Program (LEAP). LEAP supports the simultaneous development of English language proficiency and content area concepts through sheltered instruction in English. Several language groups combined in each LEAP class with English as the primary means of communication.

Students with Interrupted/Inconsistent Formal Education (SIFE)

Nearly 4% of RCSD ELL students are identified as Students with Interrupted/Inconsistent Formal Education. Specialized supports must be provided to these students to support their development and achievement. The Rochester International Academy (RIA) is a Newcomer Program for students in grades 7 through 12 that serves recently arrived refugee and immigrant students. RIA emphasizes the importance of social-emotional support in an academic setting, home-school connections, and community involvement. Students with Interrupted Formal Education are afforded an opportunity to attend any RCSD school that offers specific programming for SIFE Students.

Home Language Supports

RCSD families speak more than 60 different languages. It has been a consistent challenge to find teaching staff certified in Somali, Arabic, and Nepali to create bilingual programs in these languages. To serve the needs of students who speak these languages, home language support coaches (District staff with language skills in Somali, Arabic, and Nepali) provide academic assistance through their common language and help students bridge prior knowledge to new knowledge while ensuring that content is meaningful and comprehensible.

Latino Studies

Hispanic students make up 32% of the student population in the District. RCSD strives to incorporate culturally responsive educational practices into daily instruction and created a new Latino studies curriculum with associated instructional materials in 2020-2021.

Multilingual (ML) Network

Schools with the largest ELL populations (i.e., 15% or more) will help guide schools through the ML/ELL Program Quality Review and Reflective Protocol Toolkit and promote sharing of best practices. There are currently 16 schools in RCSD's ML Network and additional schools will be added as they meet the ELL eligibility threshold. Plans for the coming year include a deeper dive into the in the ML/ELL Program Quality Review and Reflective Protocol Toolkit's tenets that are focused on curriculum (Tenet III) and instruction (Tenet IV). The ML Network is designed to help evaluate ELL programs at the District-level to improve both programming and student achievement as demonstrated by increased graduation rates and decreased drop-out rates. A data dashboard will support this work.

English Language Arts (ELA) Curricular Framework with English as New Language (ENL) Embedded Scaffolding

An English Language Arts (ELA) Curricular Framework with English as New Language (ENL) Embedded Scaffolding (including associated formative assessments) will be ready for full implementation in grades K-12 by the end of Fall 2021. The framework, developed in collaboration by the Departments of Multilingual Education (including ENL and Spanish Language Arts) and English Language Arts, incorporates the Hallmarks of Literacy.

Professional Learning

Professional learning around a common Language and Literacy Development Approach and Instructional Toolkit for the evaluation of ELL programs will continue. RCSD began rollout of its professional development plan in 2020-2021 with training for principals through the Graduation Toolkit Sessions and the ML network. RCSD teachers received training on the Hallmarks of Literacy, Scaffolding for Language Development, and Culturally Responsive Pedagogy.

- ELL Coaches (~\$173K)
- HSAs (~\$189K)
- Translators (~\$95K)
- Interpretation Services (~\$51K)
- Parent Supports (~\$11K)
- Professional Learning (~\$48K)
- Software (~\$3K)
- Curricular Supplies (~\$4K)

Intended Outcomes

- 64% or more of ELLs in the cohort will graduate in four (4) years.
- 83% or more of the Grade 9 Cohort will be on track to graduate by year-end as determined by accumulation of five or more course credits by year-end.
- 23% or less of ELLs in the cohort will drop out in five (5) years.
- 18% or more of ELLs will demonstrate proficiency on the NYS 3-8 ELA assessments.
- 53% or more of ELLs will meet the ELA Mean Growth Percentile.
- 18% or more of ELLs will demonstrate proficiency on the NYS 3-8 Math assessments.
- 53% or more of ELLs will meet the Math Mean Growth Percentile.
- ELLs in grades 1-8 will reduce their chronic absence rate to 30%, and ELLs in grades 9-12 will reduce their chronic absence rate to 48%.
- Expand the ML Network and continue to increase understanding and implementation of the ML/ELL Program Quality Review and Reflective Protocol Toolkit
- Implement K-5 Biliterate Language Arts Curriculum and 6-8 Spanish Language Arts Curriculum with embedded scaffolds and teaching strategies
- Expand SIFE programming at Edison, Wilson, and East High Schools
- Expand interpretation and translation capacity within the Department of Multilingual Education

Progress Monitoring & Evidence of Impact

Data sources used to track progress toward, and identify obstacles to, student achievement includes the following:

- NYSESLAT Data
- RCSD Strategic Plan and school and district improvement goals set by the NYS Education Department (ESSA indicators)
- Northwest Evaluation Association (NWEA)
- NYSED 3-8 English Language Arts (ELA) and Math growth and achievement.
- Attendance data
- School climate survey data
- 4-, 5-, and 6-year graduation rates
- Credit accrual data

Alignment to District Improvement Planning

Recommendations from State Monitor Academic Plan Instructional Transformation Domain #s:

- 2: Evidence-based achievement acceleration strategies
- 9: Assessment program

District Priorities:

- 1. Engage: Provide high-quality learning experiences
- 1.1. Implement student-centered learning to improve academic success for all and to close the achievement gap
- 2. Lift Up: Ensure an inclusive, caring and safe learning environment

NYSED CR Part 154 Corrective Action Plan:

- Practice in Need of Improvement 2: MLL Graduation Rate

Stakeholder Feedback

Committee of Stakeholders for ESSA-Funded Programs High-Quality Learning Experiences

- Focus on social-emotional learning, restorative practices, and mental health
- Provide students with additional academic and social-emotional supports
- Increase counselors and social workers, sports, arts, clubs, and extracurricular activities



Title IV, Part A – Student Support and Academic Enrichment

The Rochester City School District (RCSD) uses multiple sources of information to identify needed focus areas for the District. These sources include the District Comprehensive Improvement Plan (DCIP) process that incorporates input from the Academic and Fiscal State Monitor appointed to the District by NYSED, a comprehensive needs assessment conducted with Deputy Superintendents and School Chiefs, and a data review at the District and school levels.

Required Reserves (~\$232K or 12%)

- Nonpublic schools in which Rochester resident students are enrolled (~\$232K)

School Improvement Supports (~\$761K or 39%)

- PreK Gaggle (Transferability to Title I) (~\$6K)
- Chromebooks (Transferability to Title I) (~\$115K)
- Roc Restorative TOAs (Transferability to Title I) (~\$640K)

Well-Rounded Education (~\$187K or 10%)

The District's Title IV programming will provide teachers with culturally relevant materials and activities to engage students. These initiatives will ensure students have access to enrichment opportunities that will promote student engagement and increase academic achievement.

- Teacher stipends for Pride of Rochester Marching Band (~\$18K)
- Online learning resources – Zearn, Dreambox, IXL (~\$88K)
- Castle Learning (~\$45K)
- PSAT/SAT resources (~\$21K)
- Learning Software and Supplies (~\$15K)

Safe and Healthy Students (~\$767K or 39%)

RCSD's Title IV programming will employ restorative practices, instructional opportunities with visiting cultural authors, a rigorous health curriculum, and engaging play activities to build relationships and promote student social and emotional health.

- Teacher stipends for PE and Health TOAs (~\$36K)
- HECAT teacher hourly pay (~\$26K)
- Playworks Contract (~\$37K)
- MTSS Contract (~\$60K)
- Gaggle Software (~\$145K)
- Visiting Cultural Author Series (~\$75K)
- Keyboarding Curriculum (~\$26K)
- Online learning resources – SAVVAS (~\$78K)
- Supports for Equity, Inclusion, and Curriculum (~\$275K)

Effective Use of Technology

RCSD has deployed personal devices to all students. The District will continue to monitor technology needs and braid funding streams to ensure technology is used effectively both in and out of school.

Administrative Reserve (~\$23K or 1%)

- Support for the Office of Grants and Program Accountability (~\$23K)

Intended Outcomes

School Readiness and Academic Success

- RCSD will implement a **Keyboarding Curriculum** for elementary students. (OUTCOME: Student efficiency in using digital devices will increase.)
- RCSD will close K-8 students' gaps in literacy achievement and proficiency using **SuccessMaker Reading** from the SAVVAS Learning Company. (OUTCOME: Increase in student achievement)
- **Visiting Cultural Author Series** to encourage students to make connections between their learning inside and outside of school. (OUTCOME: Behavior referrals and suspensions will decrease for the two-week period before and after the field trips.)

Preventing Bullying and Harassment

- The **Gaggle Electronic Safety Monitoring Tool** will monitor students' online accounts and provide proactive notification of potentially unsafe situations and harmful content. (OUTCOME: Students will use instructional technology (devices and connectivity) safely.)

Culturally Responsive Teaching and Professional Development of Implicit Bias

- The **Executive Director of Equity, Inclusion, and Curriculum Programming** will consult with external stakeholders and design professional learning to help ensure that curriculum programming is equitable, inclusive, and culturally responsive. (OUTCOME: Increase in student achievement)

Healthy and Safety Practices in School or Athletic Programs

- Health teachers will use the **Health Education Curriculum Analysis (HECAT)** tool to align the District's Health Education curriculum to NYS regulations and mandates (OUTCOME: RCSD's Health curriculum will be aligned to NYS regulations and provide students with high-quality learning opportunities.)
- Thirty-eight (38) RCSD schools will use **Playworks** to help develop students' social and emotional skills while engaging in play during recess and afterschool activities.

Alignment to District Improvement Planning

Recommendations from State Monitor Academic Plan
Talent Development Domain #s:

- 2: Talent Management Planning
- 5: Leadership Academy - Aspiring School Leaders
- 6: Turnaround School Leadership Process

District Priorities:

- 1. Engage: Provide high quality learning experiences
 - 1.1. Implement student-centered learning to improve academic success for all
 - 1.2. Establish a uniform, clear and transparent procedure for curriculum development and implementation
 - 1.3. Use data purposefully and collaboratively to drive decisions and to improve student outcomes
- 2. Lift Up. Ensure an inclusive, caring and safe learning environment
 - 2.1. Use restorative practices to promote inclusiveness, relationship-building and problem-solving
 - 2.2. Deliver trauma-informed practices through a culturally responsive lens to provide a safe, positive learning environment
 - 2.3. Establish training norms for cultural responsiveness, antiracism, diversity and inclusion
- 4. Lead: Foster dynamic leadership
 - 4.1. Manage school and district resources effectively

Stakeholder Feedback

Committee of Stakeholders for ESSA-Funded Programs

- Culturally relevant and responsive professional learning opportunities for staff

(OUTCOME: Children will increase skills in communication, play, and relationship-building.)

 **Progress Monitoring & Evidence of Impact**

Data sources used to track progress toward, and identify obstacles to, student achievement includes the following:

- Data provided by Gaggle
- Dreambox Data
- IXL Data
- Gizmos Data
- Zearn Performance Data
- PSAT/SAT
- Castle Learning Data
- RCSD Strategic Plan and school and district improvement goals set by the NYS Education Department (ESSA indicators)
- Northwest Evaluation Association (NWEA)
- NYSED 3-8 English Language Arts (ELA) and Math growth and achievement, including NYSESLAT (from previous school years)
- Poverty data
- Attendance data
- School climate survey data
- 4-, 5-, and 6-year graduation rates
- Credit accrual data