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. The Rochester City School District has been allocated $31,948,814 to support Title I activities for the 2022-23 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 (~$2.2M or 10%)

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

- At least 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 (~$506K)
- Nonpublic schools in which Rochester resident students are enrolled (~$1.5M)
- Homeless reserve allocated through per pupil allocation (~$269K)
- New York State agencies serving Rochester resident students (~$31K)

School Improvement Reserve (~$4.4M or 20%)

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

- Supports for the Department of Multilingual Education ($195K)
- School Improvement and intervention supports, including leadership, teachers, coaches, and TOAs ($3.1M)
- Contracts for school improvement initiatives such as AVID and Datawise (~$165K)
- Progress monitoring tools such as i-Ready, Data Warehouse, PSAT/SAT, and Data Management Programmer (~$359K)
- Elementary and Secondary summer school supports including transportation and staffing ($426K)

Rank and Serve (~$15.3M or 66%)

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 (~$2.7M)
- Instructional Technology TOAs (~$368K)
- Virtual Academy teachers (~$850K)
- Supplemental school-based staff and programming (~$11.4M)

Professional Development Reserve (~$84K or 1%)
- Supports for Office of Bilingual Education (~$84K)

Administrative Reserve (~$750K or 3%)
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 Grants and Program Accountability (~$750K)

*The costs associated with Title I allocations do not include benefits or applicable indirect costs.

🎯 Intended Outcomes

- Kindergarten Math (iReady): Between the fall and spring administrations, there will be a 20% increase in kindergartener students on grade level or above (i.e., Tier 1) as reported by Math i-Ready placement.
- K-8 Math (iReady): Students scoring two or more grade levels below their current grade (i.e., Tier 3) will achieve increased median progress towards annual typical growth in Math i-Ready scores.
- K-8 Math (iReady): In spring, less than 50% of all Math i-Ready test takers will score two or more grade levels below their current grade (i.e., Tier 3).
- 3-8 Math (NYS Assessments): No more than 70% of test takers will score at Level 1 on the NYS Math 3-8 assessment and at least 12% of test takers will achieve at Level 3 or higher.
- HS Math: At least 45% of students attempting a high school-level math course who receive a letter grade for that course will receive course credit.
- Math Regents: At least 29% of Regents Common Core Algebra 1 test takers will achieve Level 3 or higher.
- Math Regents: At least 15% of Regents Common Core Geometry test takers will achieve Level 3 or higher.
- SAT Math: The number of RCSD students meeting SAT Math benchmarks will increase.
- Kindergarten Reading (iReady): Between the fall and spring administrations, there will be a 30% increase in kindergartener students on grade level or above (i.e., Tier 1) as reported by Reading i-Ready placement.
- K-8 Reading (iReady): Students scoring two or more grade levels below their current grade

- (i.e., Tier 3) will achieve increased median progress towards annual typical growth in Reading i-Ready scores.
- K-8 Reading (iReady): In spring, less than 50% of all Reading i-Ready test takers will score two or more grade levels below their current grade (i.e., Tier 3).
- 3-8 ELA (NYS Assessments): No more than 51% test takers will score at Level 1 on the NYS ELA exam and at least 20% of test takers will achieve at Level 3 or higher.
- HS ELA: At least 50% of students attempting a high school-level ELA course who receive a letter grade for that course will receive course credit.
- ELA Regents: A minimum of 50% of Regents Common Core ELA test takers will achieve Level 3 or higher.
- SAT Reading/Writing: The number of RCSD students meeting SAT ERW (Evidence-Based Reading and Writing) benchmarks will increase.
- Math Regents: At least 15% of Regents Common Core Geometry test takers will achieve Level 3 or higher.
- SAT Math: The number of RCSD students meeting SAT Math benchmarks will increase.
- Elementary Attendance: There will be a 7.7% decrease in the chronic absenteeism rate in elementary schools.
- Secondary Attendance: There will be a 4.0% decrease in the chronic absenteeism rate in secondary schools.
- Student Suspensions: There will be a 5% decrease in the total unduplicated suspension rate from the previous school year.

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 Federal and State 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)
- i-Ready Formative Assessment
- NYS Regents Exam scores
- 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 (~$172K or 8%)

- Nonpublic schools in which Rochester resident students are enrolled (~$172K)

School Improvement Supports (~$545K or 25%)

- 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. (~$545K)

Professional Learning (~$1.2M or 55%)

- TOAs and hourly pay to support professional learning (~$637K)
- Conference and registration fees (~$151K)
- Computer Software such as TrueNorth Logic, Teachscape, etc. (~$85K)
- Presenters for staff and students (~$70K)
- Books and Publications ($3K)
- Operational supports for the Office of Professional Learning (~$127K)

Human Resources (~$204K or 9%)

- Teacher and Principal Recruitment – Applitrack application system, recruitment events, and advertising costs. (~$145K)
- 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. (~$41K)
- 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. (~$27K)

Administrative Reserve (~$65K or 3%)

- Support for the Office of Grants and Program Accountability (~$97K)
- Support for the Office of Professional Learning (~$83K)

🎯 Intended Outcomes

- 29% or more of Regents Common Core Algebra 1 exam takers will achieve a level three or higher.
- 15% or more of Regents Common Core Geometry exam takers will achieve a level three or higher.
- 50% or more of Regents Common Core ELA exam takers will achieve a level three or higher.
- 46% or more of Regents Global History exam takers will achieve a level three or higher.
- 36% or more of Living Environment exam takers will achieve a level three or higher.
- 29% or more of Physical Setting/Earth Science exam takers will achieve a level three or higher.
- The reading median progress towards annual typical growth goal in grades K-8 will exceed 55%.
- The math median progress towards annual typical growth goal in grades K-8 will exceed 58%.

💡 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)
- i-Ready Formative Assessment
- NYS Regents Exam scores
- 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 Federal and State 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 2022-23, the Rochester City School District (RCSD) anticipates serving approximately 3,800 English Language Learners (ELLs)/Multilingual Learners (MLs). Nearly one-quarter (23%) of students in the Rochester City School District speak a language other than English at home, and in 2021-2022, 15% (n=3,642) of all students were classified as English Language Learners (ELLs)/Multilingual Learners (MLs). RCSD students speak approximately 60 different languages, with nearly three-quarters (72%) of the RCSD families who speak a language other than English speaking Spanish. Other languages spoken by RCSD families include Somali (7%) Arabic (5%), and Nepali (4%). Fifty-five (55) languages comprise the remaining 12% of languages spoken. 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 (~$3,400K)
- Nonpublic schools in which Rochester resident students are enrolled (~$3,400)

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)
Approximately 3% of RCSD ELL students are identified as Students with Interrupted/Inconsistent Formal Education. Specialized support 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. Edison CT High School, Joseph C. Wilson Commencement, Rochester International Academy, and East High School offer 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 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 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 the 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 (~$130K)
- HSAs (~$98K)
- Translation and Interpretation Services (~$111K)
- Parent Supports (~$9,500)
- Professional Learning (~$1K)
- Software (~$1K)
- Curricular Supplies (~$1,700)

Intended Outcomes

- The rate of ELL student drop-outs in Grades 7-12 will remain at or below 6%.
- Scores on the Spring administration of the Math i-Ready assessment will reflect median progress towards typical growth that is in line with non-ELL students in grades K-8.

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)
- i-Ready Formative Assessment
- NYS Regents Exam Scores
- 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 Federal and State 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 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. RCSD identified the following key areas for improvement to increase students' access to well-rounded educational opportunities, learning conditions that cultivate a safe and healthy environment for students, and effective use of technology.

Required Reserves (~$130K or 7%)
- Nonpublic schools in which Rochester resident students are enrolled (~$130K)

Well-Rounded Educational Opportunities (~$780K or 49%)
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.
- Roc Restorative TOAs (~$289K)
- Teacher stipends for Districtwide Ensembles Program (~$6K)
- Instructional supplies for Arts and Music programs (~211K)
- Instructional supports for science, technology, engineering and mathematics, including Castle Learning (~$102K)
- PSAT/SAT resources (~$21K)
- Civics instructional support (~$9K)
- Accelerated Learning Program - Dual Credit ($144K)

Safe and Healthy Environment for Students (~$456K or 28%)
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.
- HECAT teacher hourly pay (~$30K)
- MTSS (~97K)
- Playworks Contract (~$58K)
- Gaggle Software (~$125K)
- Keyboarding Curriculum (~$36K)
- School Safety Officer Training (~4,500K)
- Supports for Equity, Inclusion, and Curriculum (~$103K)

Effective Use of Technology (~221K or 14%)
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.
- Teachers on Assignment to support instructional technology (~$221K)

Administrative Reserve (~$28K or 2%)

- Support for the Office of Grants and Program Accountability (~$28K)

🎯 Intended Outcomes

Well-Rounded Educational Opportunities

- Students in grades K-5 will demonstrate increased iReady reading scores in comprehension, informational texts, literature, and vocabulary

Safe and Healthy Environment for Students

- The total, unduplicated suspension rate will decrease 5% from 2021-22.
- For students who are enrolled for 20 or more days, the number of repeat suspensions (two or more) will decrease from 7.5% to 6% or lower.
- The number of total disciplinary incidents will decrease by 3% from 2021-22.

💡 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)
- i-Ready Formative Assessment
- NYS Regents Exam Scores
- 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 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 Federal and State Funded Programs

- Culturally relevant and responsive professional learning opportunities for staff