



## 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 \$31,349,190 to support Title I activities for the 2023-24 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 (~\$2.1M or 9%)

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 (~\$516K)
- Nonpublic schools in which Rochester resident students are enrolled (~\$1.3M)
- Homeless reserve allocated through per pupil allocation (~\$224K)
- New York State agencies serving Rochester resident students (~\$22K)

### School Improvement Reserve (~\$4.2M or 18%)

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 Bilingual Education and World Languages (\$254K)
- School Improvement and intervention supports, including leadership, teachers, coaches, and TOAs (\$2.3M)
- Contracts for school improvement initiatives such as AVID (~\$1.0M)
- Progress monitoring tools such as i-Ready, Edulastic, PSAT/SAT, and Data Management Programmer (~\$343K)
- Elementary and Secondary summer school supports including transportation (\$274K)

### Rank and Serve (~\$15.7M or 69%)

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 (~\$2.9M)
- Instructional Technology TOAs (~\$380K)
- Virtual Academy teachers (~\$883K)
- Supplemental school-based staff and programming (~\$11.5M)

## Professional Development Reserve (~\$77K or 1%)

- Supports for Office of Bilingual Education and World Languages (~\$77K)

## Administrative Reserve (~\$582K 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 (~\$582K)

\*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 43% 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 42% 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 74% of test takers will score at Level 1 on the NYS Math 3-8 assessment and at least 11% of test takers will achieve at Level 3 or higher.
- Math Regents: At least 27% of Regents Common Core Algebra 1 test takers will achieve Level 3 or higher.
- Kindergarten Reading (iReady): Between the fall and spring administrations, there will be a 55% 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 on average 97% median progress towards annual typical growth in Reading i-Ready scores.
- K-8 Reading (iReady): In spring, less than 43% 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 59% test takers will score at Level 1 on the NYS ELA exam and at least 15% of test takers will achieve at Level 3 or higher.
- 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 3% decrease in the chronic absenteeism rate in elementary schools.
- Secondary Attendance: There will be a 3% 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.

## 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:

- 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 (~\$119K or 7%)

- Nonpublic schools in which Rochester resident students are enrolled (~\$119K)

### School Improvement Supports (~\$152K or 9%)

- 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. (~\$152K)

### Professional Learning (~\$1.2M or 69%)

- TOAs and hourly pay to support professional learning; with a focus on math and science professional development (~\$641K)
- Conference and registration fees (~\$154K)
- 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 (~\$254K)

### Human Resources (~\$220K or 12%)

- Teacher and Principal Recruitment – Applitrack application system, recruitment events, and advertising costs. (~\$174K)
- 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. (~\$37K)
- 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. (~\$9K)

### Administrative Reserve (~\$54K or 3%)

- Support for the Office of Grants and Program Accountability (~\$37K)
- Support for the Office of Financial Management (~\$17K)

## **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 70%.
- The math median progress towards annual typical growth goal in grades K-8 will exceed 70%.

## **Progress Monitoring & Evidence of Impact**

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

- 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

## **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 2023-24, the Rochester City School District (RCSD) anticipates serving approximately 3,800 English Language Learners (ELLs)/Multilingual Learners (MLs). Over one-quarter (26%) of students in the Rochester City School District speak a language other than English at home, and in 2022-2023, 17% (n=3,890) of all students were classified as English Language Learners (ELLs)/Multilingual Learners (MLs). RCSD students speak approximately 66 different languages, with 71% of the RCSD families who speak a language other than English speaking Spanish. Other languages spoken by RCSD families include Somali (6%) Arabic (6%), and Nepali (3%). Sixty (60) languages comprise the remaining 14% of languages spoken. The District's Department of Bilingual Education and World Languages (BEWL) uses the CR Part 154 Corrective Action Plan to guide its work.

### **Required Reserves (~\$1,300K)**

- Nonpublic schools in which Rochester resident students are enrolled (~\$1,300)

### **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 six 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)**

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 34% of the student population in the District. RCSD strives to incorporate culturally responsive educational practices into daily instruction and is developing a Latino studies curriculum with associated instructional materials to support student learning.

## **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. In 2022-2023, the Network helped schools examine the Toolkit's best practices and ELL shadowing tool. 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.

## **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) was initiated in the 2021-22 school year in grades K-12. 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 teachers continue to receive training to support new language instruction that will improve student achievement in a safe, supportive and affirming environment for students.

- ELL Coaches (~\$86K)
- HSAs (~\$102K)
- Translation and Interpretation Services (~\$128K)
- Parent Supports (~\$9K)
- Professional Learning (~46K)
- Software (~\$1K)
- Curricular Supplies (~\$1,700)

## **Intended Outcomes**

- The rate of ELL student drop-outs in Grades 7-12 will decrease 3%.
- Scores on the Spring administration of the Math i-Ready assessment will reflect median progress towards typical growth within 5% of 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

## **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 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 (~\$136K or 7%)

- Nonpublic schools in which Rochester resident students are enrolled (~\$136K)

### Well-Rounded Educational Opportunities (~\$826K or 39%)

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 (~\$168K)
- Teacher stipends for Districtwide Ensembles Program (~\$18K)
- Instructional supplies for Arts and Music programs (~231K)
- Instructional supports for science, technology, engineering and mathematics, including Castle Learning (~\$102K)
- PSAT/SAT resources (~\$21K)
- Civics instructional support, including Mikva and Leader in Me (~\$140K)
- Accelerated Learning Program - Dual Credit (\$45K)
- iStation Software (\$40K)
- Chrome Cart storage for in and of school time (\$80K)

### Safe and Healthy Environment for Students (~\$757K or 35%)

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)
- Center for Youth HelpZones (~\$259K)
- Gaggle Software (~\$130K)
- Keyboarding Curriculum (~\$36K)
- School Safety Officer Training (~4,500K)
- Supports for Equity, Inclusion, and Curriculum (~\$141K)

## Effective Use of Technology (~395K or 18%)

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 (~\$395K)

## Administrative Reserve (~\$24K or 1%)

- Support for the Office of Grants and Program Accountability (~\$24K)

### Intended Outcomes

#### Well-Rounded Educational Opportunities

- Students in grades K-5 will demonstrate increased iReady reading scores in all domains.

#### Safe and Healthy Environment for Students

- The total, unduplicated suspension rate will decrease 3%.
- For students who are enrolled for 20 or more days, the number of repeat suspensions (two or more) will decrease from 7.2% or lower.

### Stakeholder Feedback

Committee of Stakeholders for Federal and State Funded Programs

- Culturally relevant and responsive professional learning opportunities for staff

### 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
- Gizmos Data
- PSAT/SAT
- Castle Learning Data
- 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