



Contract for Excellence Narrative 2024 - 2025

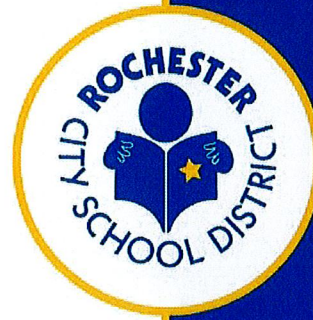


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Program Narrative

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

In 2024-25, 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.
- Social Workers and School Counselors to assist students and support improved academic performance as they fall behind academically.
- Parent Liaison and Home School Assistance to reach out to the community and ensure students are attending school and staying on track academically.
- 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 3,800 RCSD students are ELLs (18% 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. RIA ensures that students are in a space that is culturally responsive to their various social-emotional needs, so that they are able to realize their potential before they transition back to their home school.

Targeting Narrative

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

[2022 – 23 Accountability Status](#) – This is the latest publicized information brought forth by the NYS Education Department.

The building-level accountability statuses are found by the school on the NYSED Public School Report Card Site. 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, throughout the District students with disabilities are struggling to make progress. There have been significant gains for our English Language Learners consistently since 2014 in terms of graduation rate.

All RCSD schools (Local Support and Improvement (LSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), and Comprehensive Support and Improvement (CSI) are required to submit a School Comprehensive Education Plan (SCEP), which serves as a road map for continuous sustained improvement. There are currently 35 schools designated as CSI, with 10 of them designated as CSI-R (Receivership). 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 needs (especially for the ELL and Special Education populations using the ESSA regulation and measures as the basis) as its priority and provides activities to support an effective school with positive outcomes. The required elements of the CEPs are:

- Plans based on the ESSA/Demonstrable Indicators 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.

Targeting Narrative

The Rochester City School District is a high-need district, as evidenced by its overall student poverty rate of over 87% (as determined by free and reduced-price lunch eligibility). In addition, 21% of the RCSD student population are students with disabilities, and 18% 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.

Strategic Plan Goals

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 current Interim Superintendent of Schools was appointed effective July 2024, by the Board of Education. The strategic plan priorities that the current superintendent acquired expired in 2023.

However, new goals have been established for the superintendent that serve as metrics toward success. In May of 2024, our strategic plan was adopted, setting the stage from now through 2028.

Priority 1: Instructional Excellence **Preparing students for Life**

- Goal 1A: Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment from 16% to 40% by June 2028.
- Goal 1B: All students reading by third grade – increase the percentage of students proficient on 3rd grade NYS ELA from 15% to 50% by June 2028.
- Goal 1C: Increase the percentage of students in grades 3-8 who are proficient on the NYS math assessment from 14% to 40% by 2028.
- Goal 1D: Increase the number of students earning five or more credits in 9th grade from 70% to 90% by June 2028.

Priority 2: Provide Healthy, Joyful, and Inclusive School Culture & Climate

- Goal 2A: By 2028, 100% of RCSD schools will implement restorative practices with fidelity.
- Goal 2B: By 2028, the District will reduce the percentage of overall out-of-school suspensions to less than 8.5%.

- Goal 2C: By 2028, the District will reduce the current chronic absenteeism rate by 25%.
- Goal 2D: By 2028, at least 75% of District students will participate in annual student surveys (e.g., student climate survey and participatory budgeting) and identify their school community as “a place where they feel safe and belong.”

Priority 3: Recruit, Grow, and Retain

- Goal 3A: By 2028, increase the percentage of teachers identifying as BIPOC from 24% to 30%.
- Goal 3B: Increase employee engagement in professional development activities over the next three years, as evidenced by a 10% increase in participation rates and an average participant feedback rating of 3 out of 4 or higher on professional development activities.
- Goal 3C: Enhance diversity, equity, and inclusion by implementing inclusive practices and culturally responsive teaching methods, leading to a measurable increase in student engagement and satisfaction across all demographics within the next three years. Assessments will be conducted by identifying and administering a baseline survey to students and staff, followed by efforts to achieve incremental year-over-year increases.
- Goal 3D: Increase employee retention rates by 5% over the course of three years through the successful implementation of retention initiatives and employee well-being programs.

Priority 4: Strengthen School, Family, and Community Engagement

- Goal 4A: By 2028, 100% of RCSD schools will implement the community school model with fidelity.

- Goal 4B: By 2028, RCSD will strengthen the connection between School, Family, and Community by ensuring 100% of schools have representation of parents on school-based planning teams.
- Goal 4C: RCSD will provide enhanced communication channels to families to boost engagement across the District's community, as evidenced by a 30% increase in parents and students who signed up with the District's parent portal.
- Goal 4D: Increase the percentage of parents who agree or strongly agree they feel a sense of belonging to their child's school community from 59% to 75% by 2028.

Priority 5: Operational Efficiency/Excellence

- Goal 5A: Submit a balance budget to the Board of Education.
- Goal 5B: Actual General Fund revenue exceeds budget by no more than 1.0%, and actual General Fund expense is under budget by no more than 2.0%.
- Goal 5C: Develop a comprehensive long-range plan to optimize the efficient utilization of facilities and transportation services for students, aiming to reduce cost, minimize environmental impact, and enhance convenience and safety, resulting in a 15% increase in overall transportation efficiency and 10% improvement in facility utilization rates within the next three to five years.
- Goal 5D: RCSD will invest and improve facilities and resources to enhance student learning and ensure a safe school environment.



As noted earlier in this narrative document, District-wide programs include:

- **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.
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