LEA Name:	Rochester City School District
School Name:	261600010000

2014-2015 School Comprehensive Education Plan (SCEP)

School Name	World of Inquiry School	Contact Name	Sheelarani Webster
Phone	585-325-6170	Email	sheelarani.webster@rcsdk12.org
Website Link for Published Plan	http://rcsdk12.org/Page/32728		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Bolgen Vargas, Ed. D.	
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White, President, B.O.E.	

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School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the DCIP.

Instructions: List of stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates, locations, agendas and supporting documentation of Local Stakeholder meetings. Boxes should be added as necessary.

Name	Title / Organization	Signature
Sheelarani Webster	Principal	approved
Robert Bond	SBPT, Teacher	approved via email
Ingrid Dickson	SBPT, Teacher	approved via email
Karen Dingwall	SBPT, Teacher	approved via email
Kerry Robertson	SBPT, Teacher	approved via email
Mahreen George	SBPT, Parent	approved via email
Wendy Low	SBPT, Parent	approved via email
Mary Ellen West	SBPT, Parent	approved via email

Meeting Date(s)	Locations(s)	Agenda Attached	Supporting Documents Included?

School Information Sheet #1

The data needed to complete the chart below can be found online at www.nysed.gov

School Information Sheet											
Grade Configuration	K-12	Total Student Enrollment	707	% Title I Population	100%	% Attendance Rate	96%	% Student Sustainability	93%		
% of Students Eligible for Free Lunch	76%	% of Students Eligible for Reduced-Price Lunch	3%	% of Limited English Proficient Students	3%	% of Students with Disabilities	16%				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	% Black or African American	73%	% Hispanic or Latino	11%	% Asian, Native Hawaiian / Other Pacific Islander	3%	% White	13%	% Multi-Racial	0%

School Personnel							
Years Principal Assigned to School		# of Assistant Principals	3	# of Deans	0	# of Counselors / Social Workers	2
% of Teachers with No Valid Teaching Certificate	0%	% of Teachers Teaching Out of Certification Area	2%	% Teaching with Fewer than 3 Years of Experience	2%	Average # of Teacher Absences	1.6 Days

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	Yes	SIG(a) Recipient	Yes	SIG(g) Recipient	No
Identification for ELA?	No	Identification for Math?	Yes	Identification for Science?	No	Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	19%	Math Performance at Level 3 and Level 4	12%	Science Performance at Level 3 and Level 4	76%	Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	

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District Information Sheet #2

The data needed to complete the chart below can be found online at www.nysed.gov

	Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native			Black or African American
	Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander
	White			Multi-Racial
	Students with Disabilities			Limited English Proficient
	Economically Disadvantaged			

	Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native			Black or African American
	Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander
	White			Multi-Racial
	Students with Disabilities			Limited English Proficient
X	Economically Disadvantaged			

	Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native			Black or African American
	Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander
	White			Multi-Racial
	Students with Disabilities			Limited English Proficient
	Economically Disadvantaged			
	Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective			
	Limited English Proficient			

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School Name: 261600010000

SCEP Overview

In this section, the School must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the School's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the School. The Overview will serve as the at-a-glance summary of how the School will use various funding sources to improve student achievement. This Overview should be no more than five pages in length. A complete overview will address the following:

1. Using the drop-down menu, rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan.	3 = Moderate Degree (At least 50% of goals were achieved.)
2. Using the drop-down menu, rate the degree to which the School successfully implemented the activities identified in the previous year's School Comprehensive Education Plan.	3 = Moderate Degree (At least 50% of activities were carried out.)
3. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan impacted academic achievement targets for identified subgroups.	2 = Partial Degree (Some of the identified subgroups improved achievement.)
4. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan increased Parent Engagement.	4 = Major Degree (There was a significant increase in the level of Parent Engagement.)
5. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan received the funding necessary to achieve the corresponding goals.	3 = Moderate Degree (At least 50% of planned activities were funded.)
6. Using the drop-down menu, identify in which Tenet the School made the most growth during the previous year.	Tenet 6: Family and Community Engagement

• **List the strengths of the previous year's plan.**

1. Identifying three major components in an effort to deepen the implementation of CCLS and instructional shifts into daily practice with the overall goal of improving student achievement: Lesson Design which uses the components of Workshop 2.0; Data Driven Instructional Practices; Student Engaged Assessment Practices (Assessment for Learning). 2. Using the three common goals which connected the student achievement targets with three components of instructional practice across all tenants. 3. Using the SCEP goals and activities to develop the Expeditionary Learning Work Plan goals and activities.

• **List the weaknesses of the previous year's plan.**

The recommendations were based on a variable self-assessment process versus a State/District led review. There was a great deal of variance in the ratings applied to each tenant because the process did not include a full set of evidence based measures. The State/District review process offered descriptive feedback based on observations, discussion and review of data/materials etc. This allowed for a more accurate analysis of strengths and weaknesses in preparing the SCEP for the 2014-15 school year.

In developing the CURRENT plan:

• **List the highlights of the initiatives described in the current SCEP. How are these initiatives supported through all funding sources?**

The school will continue to implement the following: 1. Lesson Design that is aligned with implementing the CCLS and instructional shifts into daily practice. Daily lessons will include the following components: engage and grapple, discuss, focus, apply and synthesize. Formative and Student-Engaged assessment will be fully infused into the lesson design described above. Specific focus and emphasis will be placed on the strategies to expand and deepen differentiation of instruction for all students including students with disabilities. In addition, the implementation of effective discussion and questioning strategies to promote higher order thinking will also be a major focus of informal, formal observations and professional development opportunities. All funding sources will be aligned to support the deepening of daily practice in all classrooms and grade levels.

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• List the timeline of events that led to the creation of the current plan.

1. February- State/District Led Review Process; 2. February and March- Review of preliminary report received from the review team with SBPT and full-staff; 3. March and April- Review of the final report from the review team with SBPT and full staff; 4. April, May, and June- Gathering of multiple measures of pertinent data (formative, summative, anecdotal, surveys, EL Implementation Review). May and June- SBPT members and Principal worked the revision process for the SCEP plan, identified the recommendations, goals and activities for all six tenants.

• List all the ways in which the current plan will be made widely available to the public.

The 2014-15 plan will be communicated to all members for the school community through town hall meetings, curriculum nights, newsletters, staff and parent meetings, SBPT representatives and Design Task Teams, the school and parent website and visuals displayed at the school.

• List the identified needs in the school that will be targeted for improvement in this plan.

The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
All WOIS teachers will use the school wide student engaged assessment practices of cold call/opt-out, learning target trackers, exit tickets, active question and discussion protocols for 80% of instructional plans

• State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

As an Expeditionary Learning (EL) school the guiding principle of the school is to implement CCLS, instructional shifts and EL Core practices with fidelity while ensuring that students are engaged in learning that is rigorous, purposeful and relevant. The school's mission is also to continually develop structures and practices which support the growth of the whole child (scholarship, citizenship and leadership) in a safe, caring and nurturing environment.

• State the strategy and timeline to accomplish the mission or guiding principles.

The process to accomplish the mission or guiding principles call for urgent and deep attention to daily instructional planning and delivery in every classroom. This beings with the long range planning of grade level or content based expeditions, case-studies, projects and products using the CCLS and NYS instructional modules. Next, the long range planning will be scaffolded into weekly and daily instruction with clear and focused emphasis on the following components: Lesson Design/Structures, Data-Driven Instruction and Student Engaged Assessment strategies and protocols. In each of the components listed, particular attention will be paid the process of differentiation of instruction to better meet the needs of all students and implementation of questioning and discussion strategies to promote higher level thinking.

• Describe school structures that support strategic implementation of the mission/guiding principles.

1. common planning times whenever possible; 2. planning grade level expeditions, 3. use of EL trained coach to support teachers in grades K-6; 4. Weekly grade level meetings that are structured in clusters or content areas; 5. nurturing a culture of collaboration among all stakeholders; 6. continued partnership with Expeditionary Learning; 7. Community partnerships; 8. Channeling all available funding to support with deepening of daily practice, implementation of CCLS and EL core practices with fidelity and to providing students with additional time or resources for focused intervention including intervention and extended learning opportunities.

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• List anticipated barriers that may impact the ability to accomplish the mission or guiding principles.

1. training of itinerant staff members who are assigned to multiple buildings; 2. limited common planning time and resources among teachers in grades 9-12 needed to plan and implement inquiry and project based learning experiences for teachers; 3. scheduling and providing professional development opportunities that will allow for teachers K-12 to attend and interact to achieve the common goals.

• List the student academic achievement targets for the identified subgroups in the current plan.

The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.

• List the data sets that were analyzed to determine prioritized professional development.

1. formative and summative assessment results; 2. Expeditionary Learning Implementation Review; 3. Report from the State/District led review team; 4. Feedback from members of the SBPT, professional development committee, and EL school designers; 5. Data gathered through formal and informal observations.

• List the data sets that were analyzed to determine prioritized professional development.

see the box above

• List the professional development options that will be provided. For each option, describe the delivery method and the change(s) in practice that will be evident as a result.

1. Workshop Sessions each month on the topics of differentiation and strategic questioning and discussion strategies; 2. Weekly grade level meetings to examine imagine implementation of CCLS, curricula, use of data to drive instruction, formative and student engaged assessment practices; 3. Coaching Cycles for support with lesson design, use of data to drive instruction, formative and student engaged assessment strategies/practices and using the close reading protocol across grade levels and content areas; 4. Planning sessions with EL school designers to support with integrating and expanding CCLS and connected curricula to create grade level expeditions; 6. Learning Walks to engage teachers, coaches and administrators in collaborative opportunities to gather observational data, identify patterns, pose probing questions and connect further to the professional development planning process; 7. Collegial Circles to study common text such as Leaders of their Own Learning and Mindset to discuss and further the implementation of school wide practices and protocols; 8. WOIS Summer Institute for K-12 team building, planning with grade level and content area team members, review of school wide goals and expectations; creating the character traits list and corresponding rubric 9. Expeditionary Learning institutes, summits and conferences will build leadership skills for teacher leaders, school leaders and parent leaders, train new and current staff in understanding and implementing EL core practices; 10. Parent Teacher Crew meetings will include opportunities for teachers and staff to expand knowledge about the community, culture and experiences through the lens of the parent community and leadership.

• List all methods of communication that school leaders will implement to strengthen relationships with school staff and the community.

The 2014-15 plan will be communicated to all members for the school community through town hall meetings, curriculum nights, newsletters, staff and parent meetings, SBPT representatives and Design Task Teams, the school and parent website and visuals displayed at the school. School leadership will also attend parent sponsored events and meetings, attend district wide events and initiatives. School leaders will also participate in home visits, meet with community and business leaders to share the school's mission, goals, strengths and needs.

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Tier 1: List of Prioritized Activities for Improvement

Use this table to demonstrate costs associated with Tier 1 Prioritized Activities including: Systemic Planning Training, Expanded Learning Time Programs, Community Schools Programs, and Professional Development (if applicable).

Tenet: Identify the Tenet to be addressed by the selected Tier I activities.	Category: Identify the Tier 1 Prioritized Activity that will be implemented.	Activity(ies): Must detail the actions that will take place.	Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	District Cost(s): Identify the district cost associated with each fund source.	Timeline: Identify the projected start date for each activity.	Timeline: Identify the projected end date for each activity.

Total Amount of Funds Reserved for Tier 1 Activities $0

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	Tier 2-1	Public School Choice (Up to 20% of the LEA set-aside).
	Tier 2-2	Supplemental Educational Services (Up to 30% of the LEA set-aside).
	Tier 2-3	Costs associated with deploying on-site visit teams that will use the Diagnostic Tool for School and District Effectiveness to identify a school's or district's current position relative to desired educational practices.
	Tier 2-4	Reasonable and necessary expenses associated with appointment of a Distinguished Educator to assist the district and schools in implementing systemic, whole-school reform and effective turnaround strategies.
	Tier 2-5	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) attendance at DTSDE Institutes and in assisting the district in the development and implementation of the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plans (SCEP).
	Tier 2-6	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) 's participation in district-led DTSDE visits.
	Tier 2-7	Costs associated with participation in New York State sponsored Professional Learning Communities (PLC).
	Tier 2-8	Costs associated with participation in professional development activities to develop and implement successful family and community engagement practices.
$518,483	Tier 2-9	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes.
$279,087	Tier 2-10	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement a behavior management program.
$63,800	Tier 2-11	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement Response to Intervention (RtI) that are aligned with academic intervention services.
	Tier 2-12	Costs associated with training/certifying teacher evaluators, instructional coaches, teacher leaders etc. in conducting evidence based observations using the District's teacher practice rubric, training in coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system.
$146,033	Tier 2-13	Costs to develop and implement local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations.
	Tier 2-14	Costs associated with the professional development of teachers (and their principals/ instructional supervisors) who will develop and implement CTE courses in which increased percentages of historically underserved students will enroll.
	Tier 2-15	Costs to purchase of equipment and other curricular materials for CTE courses used by teachers in which increased percentages of historically underserved students will enroll.
	Tier 2-16	Costs associated with the training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	Tier 2-17	Costs to provide courses and related training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	Tier 2-18	Costs to train teachers and administrators in the use of data systems, aligned course sequences, and early college and career school models, between post-secondary institutions and P-12 systems.

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	Tier 2-19	Costs to develop and implement school-based Inquiry Teams as defined in the state's RTTT application.
$116,523	Tier 2-20	Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.
	Tier 2-21	Costs to provide supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program, to highly effective teachers providing academic intervention services in hard-to-staff subjects or specialty areas in high-needs schools who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools.
	Tier 2-22	Costs to provide supplemental compensation consistent with local collective bargaining agreements, for teachers providing academic intervention services through a career ladder program, to effective or highly effective teachers in hard-to-staff subjects or specialty areas who transfer from low- or moderate-needs schools to high-needs schools.
	Tier 2-23	Costs associated to develop and implement one of the four school intervention models (turnaround model, restart model, school closure, or transformation model) and the Secretary's turnaround principles, consistent with the requirements of the New York State SIG application and the State's theory of action of intervening and supporting low-performing districts and schools.
	Tier 2-24	Costs related to plan for LEA and State-approved partner organization arrangements (EPO, CMO, charter school operator) activities for implementation of one of the four school intervention models or a whole-school change model aligned with the Secretary's turnaround principles in the year following school re-design.
	Tier 2-25	Costs related to providing academic intervention services as well as costs associated with creating professional development for all teachers working with English Language Learners, on research-proven strategies for those students; costs associated with hiring additional staff to develop or expand programs for English Language Learners or targeted programs for high-needs English Language Learners such as long-term ELLs, SIFE, or ELLs with disabilities; costs associated with integrating bilingual instruction into ELL programs; costs associated with materials that promote English and native language development.
	Tier 2-26	Costs of training for and/or hiring of internal/external trained evaluators to conduct teacher observations and complete the processes for HEDI documentation and recommendations for teacher professional growth as indicated.
	Tier 2-27	Costs associated with operating a preschool program for eligible children consistent with Title I requirements (see USDE's April 16, 2012 non-regulatory guidance regarding the use of Title I, Part A funds to serve preschool children).
	Tier 2-28	A school may propose an alternative activity that aligns with one or more tenet areas to be approved by the NYSED. To gain approval, a district will provide a narrative that: (1) describes the activity; (2) lists the student data that led to this decision; (3) describes the theory behind this action and the expected student outcomes; (4) describes the changes in teacher practice that will occur as a result of this activity; and (5) describes the ongoing evaluation process.

$0 — **Total Funds Budgeted for Tier 1: Prioritized Activities (Sum of all costs listed in the "Tier 1 Prioritized Activities" tab)**

$1,123,926 — **Total Funds Budgeted for Tier 2: Allowable Activities for Improvement (Sum of all costs listed above)**

$1,123,926 — **Total Funds Budgeted for Improvement Activities**

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 2.2 - The School leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	The school leader will champion the implementation of data-driven mission for student achievement and well-being of a school community of stakeholders accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP and Expeditionary Learning Work Plan.
Recommendation / Rationale #2 -	
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/no opt-out, learning target trackers, exit tickets, strategic question and discussion protocols for 80% of instructional plans.

D2. Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #3	Weekly learning walks will focus on the following components of instructional practice: cold call/opt-out, learning target trackers, exit tickets, active question and discussion protocols. The data gathered will be displayed and shared through weekly newsletters, grade level/content area meetings, and posters/charts.	Improvement	Tier 2-9	General Fund	$16,535	September 1, 2014	June 1, 2015
					Total	$16,535	

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 2.3 - Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	Highly Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	School leadership will continue to collaborate with staff to create and use transparent systems and protocols that affords students and teachers the ability to fully benefit from a flexible and thoughtful program which includes a creative expanded learning program aligned to student achievement.
Recommendation / Rationale #2 -	
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/ no opt-out, learning target trackers, exit tickets, strategic question and discussion protocols for 80% of instructional plans.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1 Goal #2 Goal #3	The school will create and implement a living contract in collaboration with RTA and RCSD to ensure that Expeditionary Learning practices are implemented with fidelity in all classrooms and across content areas.	Not Applicable				September 1, 2014	June 1, 2015
						September 1, 2014	June 1, 2015
				Total	$0		

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 2.4 - The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	The school leadership team will implement the school's observation plans and providing timely, on-going and evidenced based feedback that is directly aligned to established criteria including the teaching rubric and other agreed upon evaluation instruments which encourages, supports staff to take ownership for the next stage of their development.
Recommendation / Rationale #2 -	
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments
Goal #3	All WOIS teachers will use school wide student engaged assessment practices of cold-call/ no opt-out, learning target trackers, exit tickets, strategic question/discussion protocols in 80% of all instructional plans.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #3	Regular collaborative learning walks will focus on the following components of instructional practice: cold call/opt-out, learning target trackers, exit tickets, active question and discussion protocols. The data gathered will be displayed and shared through weekly	Improvement	Tier 2-9		Cost captured 2.2	September 1, 2014	June 1, 2015
Goal #3	The school will pilot and implement student centered coaching collegial circles, teams and cycles focused on the following components: cold call/opt-out, learning target trackers, exit tickets, active question and discussion protocols.	Improvement	Tier 2-9	General Fund	$21,905	September 1, 2014	June 1, 2015
					Total	$21,905	

LEA Name: Rochester City School District
School Name: 261600010000

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	Highly Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	The school leader in collaboration with the school community will monitor systems that address practices used by staff members connected to improvement areas in the SCEP.
Recommendation / Rationale #2 -	
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/ no opt-out, learning target trackers, exit tickets, strategic question and discussion protocols for 80% of instructional plans.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #3	Weekly learning walks will focus on the following components of instructional practice: cold call/opt-out, learning target trackers, exit tickets, active question and discussion protocols. The data gathered will be displayed and shared through weekly newsletters, grade	Improvement	Tier 2-9		Captured 2.2	September 1, 2014	June 1, 2015
					Total	$0	

LEA Name: Rochester City School District
School Name: 261600010000

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 3.2 - The school leader ensures and supports the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	
Recommendation / Rationale #2 -	
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/ no opt-out, learning target trackers, exit tickets, strategic question and discussion protocols for 80% of instructional plans.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1				General Fund	$81,282		
Goal #2	Leadership will provide structure for monthly guided collaborative planning and revision of long-term and short-term plans.	Improvement	Tier 2-9				
Goal #3							
				Total	$81,282		

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 3.3 - Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	Teachers will use targeted agendas based on student student and school data to develop collaboratively unit and lessons plans to meet the demands of the CCLS and grade level DDI protocols.
Recommendation / Rationale #2 -	Teachers will use a full complement curricula tools such as pacing calendars, curriculum maps, unit and lessons plans across all grades, content areas, and classes that incorporate the progression of sequenced and scaffolded skills for all groups of students and use a variety of complex materials appropriately aligned to the CCLS.
Recommendation / Rationale #3 -	Teachers consistently monitor and adjust curricula to support the CCLS instructional shifts and NYS contents standards to ensure higher-order thinking skills are consistently present by providing necessary support and extensions for all groups of students across all content areas and grades.

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/opt-out, learning target trackers, exit tickets, active question and discussion protocols for 80% of instructional plans.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Establish a focused work and PD plan that includes the following components: lesson design (includes questioning and discussion strategies), data driven instruction, and student engaged assessment.	Improvement	Tier 2-9	General Fund	$4,471	September 1, 2014	June 1, 2015
Goal #2	Provide training for all teachers to incorporate the district/State curriculum modules with learning expeditions.	Improvement	Tier 2-9		Cost captured 3.2	September 1, 2014	June 1, 2015
Goal #3	Provide training for all teachers to deepen the implementation of Student Engaged Assessment practices: cold call/opt-out, learning target trackers, exit tickets, active question and discussion protocols.	Improvement	Tier 2-13	General Fund	$146,033	September 1, 2014	June 1, 2015
Goal #1 Goal #3	Continue training with data driven instruction in established structures such as grade level meetings to regularly review and use formative assessment data which includes the student-engaged assessment data	Improvement	Tier 2-20	General Fund	$109,525	September 1, 2014	June 1, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #3	which includes the student-engaged assessment data identified in Goal 3. Grade level meetings will included clusters and vertical alignment.						
				Total	$260,029		

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 3.4 - The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	Highly Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	Teachers will consistently collaborate within and across grades and subjects to deliver interdisciplinary curricula that incorporates the arts, technology, and other enrichment opportunities. There is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject specific curricula.
Recommendation / Rationale #2 -	Teachers will consistently collaborate within and across grades and subjects to formally reflect on the impact of the interdisciplinary curricula, take immediate action to make revisions when needed, and ensure that there is common understanding about what is taught and why it is taught.
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/opt-out, learning target trackers, exit tickets, active question and discussion protocols for 80% of instructional plans.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	All teachers in grades K-12 will design and implement lessons that include the following components: engage and grapple, discuss, focus, apply and synthesize. Formative assessment will be infused throughout the lessons.	Improvement	Tier 2-9	General Fund	$394,290	September 1, 2014	June 1, 2015
Goal #2	All expeditions, case studies and projects will be aligned and integrated with CCLS standards and instructional shifts. A variety of curricula will be utilized to ensure complexity and differenitiation to meet the needs of all student groups.	Improvement	Tier 2-9		Captured above	September 1, 2014	June 1, 2015
Goal #3	All teachers and school leaders will use the Deeper Learning Tool and Quality Work Protocols to design, and assess progress with high order thinking in daily practice.	Improvement	Tier 2-13		Captured above	September 1, 2014	June 1, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #3	Weekly learning walks will focus on the following components of instructional practice: cold call/opt-out, learning target trackers, exit tickets, active question and discussion protocols. The data gathered will be displayed and shared through weekly newsletters, grade level/content area meetings, and posters/charts.	Improvement	Tier 2-9		Captured 2.2	September 1, 2014	June 1, 2015
Goal #2	High school expeditions, case-studies and projects will be realigned to better meet the needs of students, content areas standards and Regents exams.	Improvement	Tier 2-9		Captured above	September 1, 2014	June 1, 2015
				Total	$394,290		

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Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	Teachers will have and use strategic comprehensive assessment system for using mulitple measures of data: structure and protocols for analysis, plan to track progress over time on explicitly identified targets, create/utilize pre and post unit assessments, and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement.
Recommendation / Rationale #2 -	Teachers will create and use a variety of appropriate common assessment data (including pre, post, formative, summative) across all grades, subject areas ensuring alignment between the curriculum and assessment tools.
Recommendation / Rationale #3 -	Teachers have a system for providing regular and explicit feeback to students that is based on data, facilitates student ownership of learning. This system includes student use of rubrics to complete assignments, student self-assessment, student tracking of individual progress, and student reflection upon and adjustment of individual learning strategies to address explict teacher feedback.

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/ no opt-out, learning target trackers, exit tickets, strategic question and discussion protocols for 80% of instructional plans.

D2. Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1 Goal #2	Create a data structure (wall or notebook) that will include the following: 1. School wide goals from the SCEP and work plans; link APPR goals and observational data gathered through informal and formal walkthroughs, grade level specific formative assessment data, benchmarks and baseline data on units of study, incorporate the templates and protocols shared in Leaders of Their Own Learning to build in clear structures for developing instructional plans for all students based on data.	Improvement	Tier 2-20	General Fund	$4,379	September 1, 2014	June 1, 2015
Goal #3	All classrooms will use the structures and protocols named in Leader of Their Own Learning to deepen the implementation of Student Engaged Assessment Practices.	Improvement	Tier 2-13		Captured 3.3 and 3.4	September 1, 2014	June 1, 2015
Goal #1	Teachers in grades K-8 will collaborate vertically and horizontally to create flexible groups based on student data and needs.	Improvement	Tier 2-20		Captured 3.3 and 3.4	September 1, 2014	June 1, 2015
Goal #2	All teachers will use daily classroom data and available resources to provide differentiated lessons for students. This process includes the infusion of student engaged assessment strategies and protocols including goal setting and descriptive feedback.	Improvement	Tier 2-20		Captured 3.3 and 3.4	September 1, 2014	June 1, 2015
				Total	$4,379		

LEA Name: Rochester City School District
School Name: 261600010000

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 4.2 - School and teacher leaders ensure that instructional practices are organized around annual, unit, and daily lesson plans that address all student goals and needs.	Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	School and teacher leaders ensure that teachers use daily a transparent, targeted plan that is informed by data (summative, interim, attendance, IEP's, NYSESLAT) and grade-level and school wide-goals for all groups of students.
Recommendation / Rationale #2 -	Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, ELL and other sub-groups) and provide timely and appropriate instructional interventions and extensions for all students.
Recommendation / Rationale #3 -	Teacher leaders and coaches ensure that teachers use date to establish short and long term goals with learning trajectories for groups of students based on identified and timely needs.

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/ no opt-out, learning target trackers, exit tickets, strategic question and discussion protocols for 80% of instructional plans.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	All teachers in grades K-12 will design and implement lessons that include the following components: engage and grapple, discuss, focus, apply and synthesize. Formative assessment will be infused throughout the lessons.	Improvement	Tier 2-9		Captured previously	September 1, 2014	June 1, 2015
Goal #2	Provide professional development on instructional strategies that are systemic and explicit. A product could be developed by following one or more of the learning designs: lesson structures study, student-centered coaching circle/action research, use of exemplar videos and use of critique and quality work protocols.	Improvement	Tier 2-9		Captured previously	September 1, 2014	June 1, 2015
Goal #3	All classrooms will use the strategies and protocols named in Leaders for Their Own Learning to deepen implementation of Assessment for Learning strategies and build student ownership to short and long term assessment practices as noted in Goal 3.	Improvement	Tier 2-13		Captured previously	September 1, 2014	June 1, 2015
			Total		$0		

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	Developing	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	All teachers will use instructional practices appropriately aligned to CCLS (or content based standards) lesson plans and reflective of the CCLS Shifts to instruct all groups of students.
Recommendation / Rationale #2 -	All teachers will stimulate thinking by asking questions through the use of adaptive CCLS (or content based standards) instructional materials that contain high levels of text and content complexity.
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/ no opt-out, learning target trackers, exit tickets, strategic question and discussion protocols for 80% of instructional plans.

D2. Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	All teachers in grades K-12 will design and implement lessons that include the following components: engage and grapple, discuss, focus, apply and synthesize. Formative assessment will be infused throughout the lessons. This is will serve as the basis of providing differentiated opportunities and asking stimulating questions.	Improvement	Tier 2-9		Captured Previously	September 1, 2014	June 1, 2015
Goal #2	Provide professional development on instructional techniques with specific focus on differentiation of instruction and implementation of strategies to promote higher-order questioning. All formal and informal observations will include a focus and special emphasis on higher-order questioning and differentiation.	Improvement	Tier 2-9			September 1, 2014	June 1, 2015
Goal #3	All classrooms will use the strategies and protocols named in Leaders for Their Own Learning to deepen implementation of Assessment for Learning strategies and build student ownership to short and long term assessment practices as noted in Goal 3.	Improvement	Tier 2-13			September 1, 2014	June 1, 2015
				Total	$0		

LEA Name: Rochester City School District
School Name: 261600010000

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 4.4 - Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students'' varied experiences and tailored to the strengths and needs of all students.	Highly Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	Teachers will work together with students across the school to acknowledge diversity, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience.
Recommendation / Rationale #2 -	Teachers will foster student buy-in and adapt to the changing needs of the student population and collaborate with other teachers to create thoughtful learning environments that incorporate student values and perspectives.
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/ no opt-out, learning target trackers, exit tickets, strategic question and discussion protocols for 80% of instructional plans.

D2. Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Based on the EL Design Principles, the school will establish four to five character traits or value. Rubrics which describe the traits at each grade level will be created during the summer institute and furthered during the fall to include student voice. The established character traits and rubrics will be infused into daily practice in all classrooms and crews.	Improvement	Tier 2-10	General Fund	$31,680	September 1, 2014	June 1, 2015
Goal #2	Based on the EL Design Principles, the school will establish four to five character traits or value. Rubrics which describe the traits at each grade level will be created during the summer institute and furthered during the fall to include student voice. The established character traits and rubrics will be infused into daily practice in all classrooms and crews.	Improvement	Tier 2-10	General Fund	$219,050	September 1, 2014	June 1, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Clear descriptors and expectations for "Habits of Scholarship" will be established across all grade levels. "Habits of Scholarship" will integrate research based on Mindset by Carol Dweck and Leaders of Their Own Learning by Ron Berger to deepen student ownership.	Improvement	Tier 2-10		Captured above	September 1, 2014	June 1, 2015
Goal #2	Secondary students from the student government will be included on each of the school's Design Task Teams including but not limited to PTC, SBPT, Secondary Culture to deepen student voice in the educational process.	Improvement	Tier 2-10			September 1, 2014	June 1, 2015
Goal #2	Explicit structures to create a mentorship program which includes mentorship for incoming secondary students will be established.	Improvement	Tier 2-10	General Fund	$7,592	September 1, 2014	June 1, 2015
			Total		$258,322		

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 4.5 - Teachers inform planning and foster student participation in their own learning by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	Developing	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	Teachers will use data to create targeted plans and adjust student groupings and instructional strategies for all students.
Recommendation / Rationale #2 -	Teachers will use summative and formative assessment data to inform instructional decision making, including student grouping and instructional strategies.
Recommendation / Rationale #3 -	Teachers provide frequent feedback to students based on the analysis of timely data and provide students with next steps for students to take to progress.

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/opt-out, learning target trackers, exit tickets, active question and discussion protocols for 80% of instructional plans.

D2. Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1 Goal #2	All teachers in grades K-12 will design and implement lessons that include the following components: engage and grapple, discuss, focus, apply and synthesize. Formative assessment will be infused throughout the lessons.	Improvement	Tier 2-9		Captured previously	September 1, 2014	June 1, 2015
Goal #1 Goal #2	Provide professional development on differentiation strategies and practices with special emphasis on students with disabilities. Differentiation strategies and practices will be focus for informal and formal observations.	Improvement	Tier 2-20		Captured previously	September 1, 2014	June 1, 2015
Goal #3	All classrooms will use the strategies and protocols named in Leaders for Their Own Learning to deepen implementation of Assessment for Learning (AFL) strategies and build student ownership to short and long term assessment practices as noted in Goal 3. The AFL practices will be directly connected to the implementation of differentiation strategies into daily instruction.	Improvement	Tier 2-13		Captured previously	September 1, 2014	June 1, 2015
Goal #2	The school will develop a systemic process/protocols to consistently review summative data such as State and standardized testing data.	Improvement	Tier 2-20	General Fund	$2,619	September 1, 2014	June 1, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #2	The school will work in collaboration with the district's IMT department to better integrate the use of technology to expand differentiation opportunities for students.	Improvement	Tier 2-11	General Fund	$827	September 1, 2014	June 1, 2015
Goal #1	SAS funds will be secured to purchase an intervention teacher will collaborate with elementary teachers and provide direct intervention services to students in K-6 as determined by multiple data measures. A portion of the funds secured through the Mentors Matter grant will be used to provide extended learning opportunities to students in grades 7 and 8 in partnership with First Niagara Bank and St. John Fisher College.	Improvement	Tier 2-11	Title I	$41,982	September 1, 2014	June 1, 2015
Goal #2	SAS funds will be secured to provide Regents review and preparatory sessions for students in grades 8-12 based on multiple data measures.	Improvement	Tier 2-11	Title I	$20,991	September 1, 2014	June 1, 2015
				Total	$66,419		

LEA Name: Rochester City School District
School Name: 261600010000

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 5.2 - The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	Highly Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	The school will ensure that all staff members know and use a strategic and comprehensive system for referral and support for all students that includes research-based programs and practices intended to promote academic success, family engagement and student emotional health and wellness.
Recommendation / Rationale #2 -	The school will ensure that all stakeholders strategically use data to identify areas of need, cultivate purposeful partnerships to promote student social and emotional health and academic achievement, and leverages internal and external resources to support and sustain the system.
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/ no opt-out, learning target trackers, exit tickets, strategic question and discussion protocols for 80% of instructional plans

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The school will organize crew advisors, members of the specialized services, counseling teams, Primary Project, Coping Power, Liberty Partnership, Upward Bound and Hillside Work Scholarship to create a clear referral and follow-up process.	Improvement	Tier 2-10	General Fund	$8,360	September 1, 2014	June 1, 2015
Goal #2	The school will develop a system with members of the counseling, administrative and specialized services team to support teachers and crew advisors to deepen levels and process for providing social emotional support for students.	Improvement	Tier 2-10		Captured previously	September 1, 2014	June 1, 2015
				Total	$8,360		

LEA Name: Rochester City School District
School Name: 261600010000

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source
SOP 5.3 - The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.		Highly Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	The staff will continue to receive professional development support to use the skills and behaviors that address the social and emotional developmental health needs of students and promote the school community's vision is a safe and healthy environment.
Recommendation / Rationale #2 -	
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/opt-out, learning target trackers, exit tickets, active question and discussion protocols for 80% of instructional plans.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Members of the specialized services providers group, counselors, social worker, Primary Project team, and Hillside Work Scholarship will work in collaboration with classrooms teachers and crew advisors to establish processes and protocols for developing systems that support and sustain social emotional developmental health through professional development, providing resources and in-classroom support.	Improvement	Tier 2-10		Captured previously	September 1, 2014	June 1, 2015
Goal #2	Members of the specialized services providers group, counselors, social worker, Primary Project team, and Hillside Work Scholarship will work in collaboration with classrooms teachers and crew advisors to establish processes and protocols for developing systems that support and sustain social emotional developmental health through professional development, providing resources and in-classroom support.	Improvement	Tier 2-10		Captured previously		
					Total	$0	

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source
SOP 5.4 - All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.		Highly Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	The school community will implement a system for monitoring and responding to student social and emotional developmental health needs, which ensures that adaptive measures are implemented to specific to individual student needs when growth is not actualized.
Recommendation / Rationale #2 -	
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/ no opt-out, learning target trackers, exit tickets, strategic question and discussion protocols for 80% of instructional plans.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The members of the specialized services providers group, administrators, counselors, social workers, psychologists, Primary Project, parent liaison and Hillside Work Scholarship advocates will work in collaboration with classroom teachers and crew advisors, students and parents to implement anti-bullying initiatives including professional development, mediations, peace circles, mediations and parent meetings.	Improvement	Tier 2-10		Captured previously	September 1, 2014	June 1, 2015
Goal #2	The members of the specialized services providers group, administrators, counselors, social workers, psychologists, Primary Project, parent liaison and Hillside Work Scholarship advocates will work in collaboration with classroom teachers and crew advisors, students and parents to implement anti-bullying initiatives including professional development, mediations, peace circles, mediations and parent meetings.	Improvement	Tier 2-10		Captured previously	September 1, 2014	June 1, 2015
				Total	$0		

LEA Name: Rochester City School District
School Name: 261600010000

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 5.5 - The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	The school leader in collaboration with stakeholders will create a plan with systems and structures for how to collect, analyze and use a wide variety of data to address the social and emotional developmentl health needs.
Recommendation / Rationale #2 -	The school community will create a strategic plan based on data to deliver and monitor timely services and supports to students.
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/opt-out, learning target trackers, exit tickets, active question and discussion protocols for 80% of instructional plans.

D2. Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The school will develop a system with members of the counseling, administrative and specialized services team to support teachers and crew advisors to deepen levels and processes for providing social emotional support for students.	Improvement	Tier 2-10		Captured previously	September 1, 2014	June 1, 2015
Goal #2	The school will develop a system with members of the counseling, administrative and specialized services team to support teachers and crew advisors to deepen levels and processes for providing social emotional support for students.	Improvement	Tier 2-10		Captured previously	September 1, 2014	June 1, 2015
Goal #3	Classroom teachers and crew advisors will implement and support Assessment for Learning strategies and practices which will include components for the established character traits and habits of scholarship.	Not Applicable			Captured previously	September 1, 2014	June 1, 2015
				Total	$0		

LEA Name: Rochester City School District
School Name: 261600010000

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 6.2 - The school leader ensures that regular communication with student and families fosters their high expectations for student academic achievement.	Highly Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	The school community will continue to implement proactive plans to create diverse and meaningful opportunities for engaging students, families and community stakeholders in conversation regarding high expectations for student academic achievement and uses multiple points of entry to provide tips and tools focused on student learning and development.
Recommendation / Rationale #2 -	The school community will review and assess routinely how parents respond to the efforts to build family-school partnerships to foster high expectations for student academic achievement and make timely adjustments if strategies are not working
Recommendation / Rationale #3 -	The school community in collaboration with staff will continue to ensure that staff are knowledgeable about the school's priority and plan for students to graduate from high school and complete post-secondary education with advanced competence. School staff will continue to regularly communicate this priority to students, parents, and community in ways that are appropriate for the grade level of students.

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/ no opt-out, learning target trackers, exit tickets, strategic question and discussion protocols for 80% of instructional plans.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1 Goal #2	Work collaboratively with the Office of Parent Engagement, WOIS SPBT and PTO classrooms to offer calendars, newsletters, handbooks, memos, contracts, conferences, and other regular communication systems in pertinent languages.	Parent Engagement		General Fund	$395	September 1, 2014	June 1, 2015
Goal #3	The WOIS staff and faculty will regularly host opportunities to authentically share/showcase student work and progress through exhibitions, celebrations of learning, Student Led Conferences, Outward Bound experiences, School Wide Morning Meetings, PTC sponsored events.	Parent Engagement		General Fund	$73,036	September 1, 2014	June 1, 2015
				Total	$73,431		

LEA Name: Rochester City School District
School Name: 261600010000

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 6.3 - The school engages in effective planning and reciprocal communication with family and community stakeholders so that student and needs are identified and used to augment learning.	Highly Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	The school staff will regularly monitor the effectiveness of their communication to and solicitations of family feedback in all languages concerning student achievement, needs, issues and concerns using multiple interactive communication tools and makes revisions to the plan when necessary.
Recommendation / Rationale #2 -	
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/no opt-out, learning target trackers, exit tickets, strategic question and discussion protocols for 80% of instructional plans.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1 Goal #2 Goal #3	The school will work with IMT and district leaders to expand the communication process to include documents in multiple languages, and electronic access including social media and text messaging systems.	Parent Engagement		General Fund	$745		
				Total	$745		

LEA Name: Rochester City School District
School Name: 261600010000

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 6.4 - The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	Highly Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	The school leader in collaboration with pertinent school staff, community agency partners, will continue to develop/expand plans to ensure that all staff members understand how to create and sustain high levels of family engagement by partnering with parents to deepen the collaborative effort to support student learning and growth.
Recommendation / Rationale #2 -	
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments.
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/ no opt-out, learning target trackers, exit tickets, strategic question and discussion protocols for 80% of instructional plans.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1 Goal #2	The school community will continue to assess and promote lessons/activities which promote culturally responsive practices and build equity and access for all students/families. This will be accomplished in collaboration with parent, district and community leaders.	Improvement	Tier 2-10	General Fund	$12,405		
				Total	$12,405		

LEA Name: Rochester City School District
School Name: 261600010000

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
SOP 6.5 - The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	Highly Effective	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	The school community will continue to ensure that student and other pertinent data is shared in a way that families can understand a child's learning needs and successes, proactively advocate for their children and partner with the school to provide appropriate student support.
Recommendation / Rationale #2 -	
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	The World of Inquiry School will have 80% of all students in grades K-8 will achieve proficiency levels in math and ELA as designated by formative assessment including report cards, interim assessments, NWEA, AIMS Web, and student work through the implementation of Common Core lesson structures (Workshop 2.0), data-driven instruction and student engaged assessments.
Goal #2	The World of Inquiry School will have 80% of all students in grades 3-12 will demonstrate an increase of 10% of proficiency and beyond on all NYS exams in all content areas through the implementation of Common Core lesson structures (Workshop 2.0), data driven instruction and student engaged assessments
Goal #3	All WOIS teachers will use the school wide student engaged assessment practices of cold call/ no opt-out, learning target trackers, exit tickets, strategic question and discussion protocols for 80% of instructional plans.

D2. Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1 Goal #2 Goal #3	ALL WOIS teachers will implement Student Engaged Assessment practices across all grade levels and content areas. The information will be shared regularly shared with students and families to build greater understanding and ownership to the learning and assessment processes. The school will also continue to host Student Led Conferences.	Improvement	Tier 2-13		Captured previously	September 1, 2014	June 1, 2015
				Total	$0		

LEA Name: Rochester City School District
School Name: 261600010000

Fiscal Summary Page

Improvement Set-Aside Budget Summary by Tenet and Statement of Practice				
Statement of Practice	**Improvement Activities**	**Parent Engagement Activities**	**Other Activities**	**Total Amount Budgeted**
Tenet 2 as a Whole				
SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.	$0	$0	$0	$0
SOP 2.2 - The School leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	$16,535	$0	$0	$16,535
SOP 2.3 - Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	$0	$0	$0	$0
SOP 2.4 - The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	$21,905	$0	$0	$21,905
SOP 2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	$0	$0	$0	$0
Tenet 3 as a Whole				
SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.	$0	$0	$0	$0
SOP 3.2 - The school leader ensures and supports the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	$81,282	$0	$0	$81,282
SOP 3.3 - Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	$260,029	$0	$0	$260,029
SOP 3.4 - The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	$394,290	$0	$0	$394,290
SOP 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	$4,379	$0	$0	$4,379
Tenet 4 as a Whole				
SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.	$0	$0	$0	$0
SOP 4.2 - School and teacher leaders ensure that instructional practices are organized around annual, unit, and daily lesson plans that address all student goals and needs.	$0	$0	$0	$0
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	$0	$0	$0	$0
SOP 4.4 - Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students'' varied experiences and tailored to the strengths and needs of all students.	$258,322	$0	$0	$258,322
SOP 4.5 - Teachers inform planning and foster student participation in their own learning by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	$66,419	$0	$0	$66,419

LEA Name: Rochester City School District
School Name: 261600010000

Fiscal Summary Page

Improvement Set-Aside Budget Summary by Tenet and Statement of Practice				
Statement of Practice	Improvement Activities	Parent Engagement Activities	Other Activities	Total Amount Budgeted
Tenet 5 as a Whole				
SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.	$0	$0	$0	$0
SOP 5.2 - The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	$8,360	$0	$0	$8,360
SOP 5.3 - The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	$0	$0	$0	$0
SOP 5.4 - All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	$0	$0	$0	$0
SOP 5.5 - The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	$0	$0	$0	$0
Tenet 6 as a Whole				
SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.	$0	$0	$0	$0
SOP 6.2 - The school leader ensures that regular communication with student and families fosters their high expectations for student academic achievement.	$0	$73,431	$0	$73,431
SOP 6.3 - The school engages in effective planning and reciprocal communication with family and community stakeholders so that student and needs are identified and used to augment learning.	$0	$745	$0	$745
SOP 6.4 - The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	$12,405	$0	$0	$12,405
SOP 6.5 - The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	$0	$0	$0	$0
BUILDING TOTALS	**$1,123,926**	**$74,176**	**$0**	**$1,198,102**

Amount Matches Total Funds Budgeted for Improvement Activities on Tier 2 Allowable Activities Page?   **Yes**