

LEA Name:	Rochester City School District
BEDS Code:	21600010000

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2019-2020 District Comprehensive Improvement Plan (DCIP)

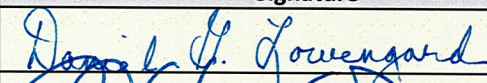
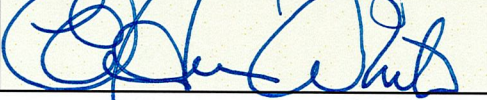
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Website for Published Plan	www.rcsdk12.org/dcip		

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 ESSA and Commissioner's Regulations 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		Daniel G. Lowengard, Interim Superintendent	6-27-19
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	6-28-19

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.

2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.

4. A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d).

5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

District Leadership Team

DISTRICT LEADERSHIP TEAM: The DCIP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations.

Instructions: List the stakeholders who participated in developing the DCIP as required by Commissioner’s Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
May 21, 2019	Parent and Community DCIP Forum	May 13, 2019	Tenet Team Meetings/District Office
June 6, 2019	Parent and Community DCIP Forum	May 21, 2019	Tenet Team Meetings/District Office
April 2, 2019	Tenet Team Meetings/District Office	May 22, 2019	Tenet Team Meetings/District Office
April 17, 2019	Tenet Team Meetings/District Office		
May 6, 2019	Tenet Team Meetings/District Office		

Name	Title / Organization	Signature
Linda Cimusz	Acting Chief of Staff	
Dr. Cecelia Griffin Golden	Deputy Superintendent of Teaching and Learning	
Dr. Elizabeth Mascitti-Miler	Deputy Superintendent of Administration and Strategic Partnerships	
Harry Kennedy	Chief of Human Resources	
Mike Schmidt	Chief of Operations	
Ruth Turner	Chief of Student Support Services	
Everton Sewell	Chief Financial Officer	
Dr. Ray Giamartino	Chief Accountability Officer	
Carlos Garcia	Chief of Communications	
Amy Schiavi	Chief of Superintendent's Receivership Schools	
Dr. Carmine Peluso	Chief of Schools	
Toyia Wilson	Chief of Schools	
Dr. Shirley Green	Chief of Schools	
Dr. Idonia Owens	Chief of Equity	

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the DCIP

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP
Teachers responsible for teaching each identified subgroup(s)	School Climate Survey, DTDSE Reviews and Teacher Focus Groups
Parents with children from each identified subgroup.	DCIP Public Meetings, Parent Advisory Council, Special Education Parent Advisory Council, and Bilingual Education Council meetings (See Below)
Secondary Schools: Students from each identified subgroup	Principal's Meetings

Additional Information
 The DCIP is aligned to the Distinguished Educator's(DE) Report. Input has been gathered over the past 6 months from internal and external stakeholders in the community. In addition, the work outlined in the DE Report will guide the development of the RCSD Management Plan to ensure all elements of the work to improve the RCSD are aligned and have input from across the system.

Stakeholder Feedback Plan (DE Report feedback aligned to DCIP)		
Date	Activity	Audience
April 2 & April 17, 2019	Formal Budget Hearings inclusive of the Distinguished Educator Report as a priority	Community
May 2019	Social Media Outreach	Community
May 6, 2019	Special Education Parent Advisory Committee Meeting	Parents
May 13, 2019	Parent Advisory Committee Meeting	Parents
May 14, 2019	Bilingual Education Council (Parent) Meeting	Parents
March, May, June 2019	Principal's Meeting	Principals
May 21, 2019	Parent and Community Forum (School Based Planning Team parents, PTO/PTA Leaders)	Parent and Community
May 22, 2019	ROC the Future Executive Committee	Community
June 6, 2019	Parent and Community Forum (School Based Planning Team parents, PTO/PTA Leaders)	Parents

Tenet 1: Systems and Organizations

A1. DTSDE Pillar			Ongoing Evaluation and Continuous Improvement
A2. DTSDE Sub-Pillar (if applicable)			Monitoring and Adjusting Practices
B1. Baseline Data: Provide the most recently available information.			As evidenced by the 2018 Distinguished Educator's report of the Rochester City School District and DTSDE review feedback there was limited evidence to show that the District has effective and coherent and accountable systems that effectively support staff and schools to improve teaching and learning and increase student achievement.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 1			By June 2020, the Central Office will improve supports to each school by completing 100% of the 2019-20 action items outlined in the response to the Distinguished Educators Report of November 2018, as monitored on a digital platform by the Performance Management Team.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed,			The District has a need for coherent systems that are designed to provide each school with the support they need to improve teaching and learning for all students, including students with disabilities and English Language Learners, and increase student achievement.
<u>E1. Action Plan - August 2019 through January 2020</u>			
<u>E2. Start Date:</u> Identify the projected start date for each activity.	<u>E3. End Date: Identify</u> the projected end date for each activity.	<u>E4. Steps to Address Areas of Need and Achieve Goal:</u> In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.	
19-Aug	20-Jun	The RCSD is working with NYSED on a Corrective Action Plan Review for ELLs.	
19-Aug	20-Jun	The RCSD currently is currently negotiating a stipulation that may result in a consent decree for Students with Disabilities.	
19-Aug	12/19/2019 On-going	The (OSC) is designed to focus and support principal development and school improvement. The OSC will build a coconstructed plan with key stakeholders that identifies and monitors school improvement. Aspects of the plan will include: Monitor progress of key Performance Indicators (Feb. Monthly/Weekly school visits); Coordinate with the NYSED reviews, for example DTSDE review; Assess the effectiveness of the instructional leadership teams using the established guidelines developed in Teaching and Learning section; Develop and monitor rigorous school improvement plans; Create opportunities for shared learning across schools during principal meetings and other coordinated chief activities.	

19-Aug	Jan-20 (weekly)	Office of the School Chiefs, District offices and departments will improve practices that support schools in a coherent and consistent manner. This process will include cross functional network teams that focus on: Targeted resource allocation; Building and facility support; Specialized instruction and services for students with disabilities and English language; Human Capital; Attendance; Transportation.
Aug-19	1/20/2019 On-going	The Performance Management Team, a cross functional central office team, will support and monitor all key implementation plans critical to the organization. The Team is designed to provide common protocols and system structures that support the efficiency of the district offices and departments including professional learning on project management. The Team will: Identify key district experts to provide the professional development sessions; Develop a digital system to monitor participation and implementation; Identify the content, frequency and audience for the sessions; Establish a calendar for training sessions to occur; Monitor participation, satisfaction and implementation; Assess the RCSD systems both qualitatively and quantitatively using measures such as the customer service survey feedback, project management on-time completion statistics, and quarterly/annual reporting.
Aug-19	Jan-20	District staff members will construct a preliminary draft District plan that will include the major recommendations from the November 2018 Distinguished Educator Report in addition to other critical District initiatives for the next 3-5 years.
F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to		Monitor progress of the Performance Management Team, progress towards goals and OSC supports through bi-annual SCEP review.
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
20-Jan	20-Jun	Continue implementation of the Performance Management Team and the respective goals and metrics and based on progress assess needs and next steps.
20-Jan	20-Jun	A draft strategic management plan (See above) will be presented to the new superintendent, who will review it with the Board of Education. Once reviewed and revised, the draft will be shared with a representative group of stakeholders to provide review and comment toward a final strategic management plan.

Tenet 2: School Leadership

A1. DTSDE Pillar			Provides high-quality instructional leadership
A2. DTSDE Sub-Pillar (if applicable)			The school leaders have established a Leadership Team that shares in decisions of substance pertaining to curriculum instruction, professional development, and family engagement.
B1. Baseline Data: Provide the most recently available information.			<p>2017-18 Elementary Middle School ELP all students and sub-populations are at Level 2 2017-18 Elementary Middle School Composite Performance and Growth Combined for ELL are at Level 2 2017-18 Elementary Middle School Core Subject Performance All Students Level 1 2017-18 High School CCCR -ELL students are at Level 1</p> <p>As evidenced by the 2018 Distinguished Educator's report of the Rochester City School District and multiple DTSDE reviews, the need for more effective professional development (PD)</p>
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 2			By June 2020, each school will achieve a minimum of 80% of the school progress targets as outlined in the DCIP as evidenced by biannual SCEP progress monitoring.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.			<p>Evidence indicates there is a need for a District-wide professional development plan or program to ensure a system that supports continuity and sustains the work through data driven decision making.</p> <p>In addition, the district needs to establish Instructional Leadership Teams (ILTs) at each school to improve instruction, support and lead teacher team meetings, and lead data-driven instruction cycles. All Schools must maintain effectively operating ILTs and guidance, direction and support will be provided via a crossfunctional, interdepartmental team comprised of T&L, Accountability, Operations, and the Office of School Innovation. The importance of well-functioning ILT's cannot be overstated as data informed decisions are essential to improvements in student and school performance.</p> <p>While the District is data rich limited evidence was found how the District routinely uses data to evaluate the effectiveness of the strategies it has implemented.</p>
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.	
July	19-Sept	In conjunction with the Performance Management Team, Office of Accountability, Teaching and Learning, and Office of School Innovation the District will develop and implement the Data-Wise process across the District.	
July	19-Sept	Ensure that the development and plan for Instructional Leadership Teams is incorporated into the Data-Wise process.	
August	19-Sept	Create a year-long professional learning plan on the implementation of the Data-Wise process beginning in the Summer Leadership Institute.	

19-Sep	19-Oct	Clear plans for individualized supports and monitoring will be co-constructed with the Team and building leaders.
19-Sep	19-Oct	Monitor progress of school improvement plans during Office of School Chiefs school visits and semester reporting to the District.
19-Sep	19-Nov	Provide on-going professional learning to the School Based Planning Teams. In addition, as part of the professional development for principals, research based strategies for school improvement will be integral to the overall building leader professional development throughout the school year.
19-Aug	19-Dec	A collaboration among key Offices and Departments will articulate a clear understanding of the Instructional Leadership Teams' (ILT) purpose, structure, and membership. RCSD will: Examine exemplars of ILT structures currently utilized in urban districts; Introduce the ILT concept and purpose to principals and SBPTs at schools that do not currently have them to Follow-up with greater detail re: use of data protocols and available data to develop teacher leadership to positively affect student learning and achievement; Establish a cycle of professional learning related to the concept, formation, protocols, data sets, operations, and documentation of ILT work which connects ILT work to goals and actions for the school improvement plan; Develop a waiver process for schools that meet certain conditions, preestablished by the Office of Accountability.
19-Jul	19-Dec	The School Chiefs, in collaboration with the Deputy Superintendents will develop a comprehensive tiered professional learning year-long plan for leadership development aligned to ISLAC standards and based on a needs assessment of principals and building administration. The principal professional development will create a community of practice that combines group study, school visits and expert coaching to enhance instructional leadership.
19-Jul	19-Dec	RCSD will support the improvement and advancement of key leaders through the development of the NYCLA ROC Urban Program to build the teacher to administrator pipeline.
F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to		% of growth toward school progress targets SCEP Biannual Review
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
20-Jan	20-Jun	Establish an online management system to allow building ILTs to maintain data sets, protocol, and document dialogue, decisions, and recommendations to share with the entire school faculty and administration, including access for members of SBPTs and School Chiefs.
20-Jan	20-Jun	Monitor progress of ILT implementation.
20-Jan	20-Jun	Monitor progress of Professional Learning Plan for Data Wise.
20-Jan	20-Jun	RCSD will support the improvement and advancement of key leaders through the development of the NYCLA ROC Urban Program to build the teacher to administrator pipeline.

Tenet 3: Curriculum

A1. DTSDE Pillar			Curriculum Coherence and Progression
A2. DTSDE Sub-Pillar (if applicable)			The school has made purposeful efforts to develop a curriculum that addresses grade level expectations and is horizontally and vertically aligned across the school.
B1. Baseline Data: Provide the most recently available information.			2017-18 All Students Grade 3-8 ELA Performance Index- 51.9 2017-18 All Students Grade 3-8 Math Performance Index- 43.9 2017-18- All Students 4 year Graduation Rate- 56.9% 2017-18- All Students 5 Year Graduation Rate- 59.2% 2017-18- All Students 6 Year Graduation Rate- 61.2% 2017-18 All Students College, Career, and Civic Readiness Index- 72.5
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3			Creating and implementing a standards-based culturally, linguistically, and relevant responsive curricula resulting in cognitively demanding personalized learning as measured at the end of the 19-20 school year by meeting the following measures of interim progress. 2019-20 All Students Grade 3-8 ELA Performance Index- 56 2019-20 All Students Grade 3-8 Math Performance Index- 55.3 2019-20- All Students 4 year Graduation Rate- 58.7% 2019-20- All Students 5 Year Graduation Rate- 63.6% 2019-20 All Students 6 Year Graduation Rate- 64.3% 2019-20 All Students College, Career, and Civic Readiness Index- 74.9
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.			As evidenced by the 2018 Distinguished Educator's report of the Rochester City School District, the District's instructional program does not give all students access to a guaranteed and viable standards-based curriculum. Curriculum programs vary across content areas and grade levels. As a result, teaching staff lack the necessary guidance about what to teach, when and how to teach it, and the best tools for assessing students' learning. Though the District may have identified instructional priorities, the link to a cohesive theory of action needs to occur.
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.	
19-Aug	19-Aug	RCSD Directors of Teaching and Learning, Chiefs of Schools, and the Office of Innovation will work in concert to develop a theory of action based on research from The Wallace Foundation and the University of Washington. (Honig) The theory of action will be developed by the department of T&L, be reviewed by the Office of School Chiefs (OSC) and Office of School Innovation (OSI), demonstrate how the instructional vision and common curriculum will improve student achievement, be shared with school principals, leaders of bargaining units, and teachers, and be a specific agenda item for the Leadership Summit.	

19-Sep	19-Sep	Analyze the recently conducted inventory of curricula utilized in all schools, the results of the K-2 Culturally Responsive* supplemental curriculum audit, and the curricula developed for the East EPO to determine possible curricula to adopt across the district. Utilize criteria including adherence to NYS standards; clear articulation of what students should know, understand, and be able to do at each grade level and discipline; common formative and summative assessments; common instructional resources; and culturally- responsive materials and strategies. Engage Curriculum Council (comprised of building administrators, teachers, and content area directors) to review findings and make recommendations on existing curricula to implement in all schools; steps to review, analyze and design/adopt K-12 curricula across all disciplines (This may require ad-hoc subgroups by discipline).
19-Sep	19-Nov	Design a process for adopting/adapting guaranteed and viable curricula by discipline and grade level to include established criteria for what constitutes a curriculum and a common format. As a precursor to curriculum development, learning outcomes have been developed that are aligned to the NYS Next Gen Standards. Vertical articulation from each grade level (Pre-K-2 and grades 3-8) to the next is embedded. The development of the curriculum will be conducted with the assistance of a publisher/consultant, an expert in vertical articulation and alignment, Pre-K and elementary school teachers and subject area directors. The product will be reviewed by school principals and the Curriculum Council for adherence to pre-established components and adherence to Next Gen standards.
19-Sep	19-Nov	Design a rubric to guide the instructional materials selection process in alignment with adopted Tier 1 curricula; select materials that are rigorous, culturally relevant, developmentally appropriate, and that include formative assessments, and research based instructional strategies
19-Aug	20-Jan	Create ENL benchmarks for ELL literacy skills and adopt a single literacy/ reading ELA and SLA (Spanish) version to ensure equity across the district with a high quality differentiated program for instruction.
19-Aug	20-Jan	RCSD has contracted BOCES to conduct an audit of the K-2 Culturally Responsive supplemental curriculum and its explicit alignment to NYS standards, grade level appropriateness, and accuracy of content. Engage the Curriculum Council to review the audit results and determine an implementation plan.
19-Sep	20-Jun	The Department is monitoring and collecting evidence that students have access to grade level content, materials, and resources through the use of a Special Education Instructional Walk-through Tool (monitoring specially designed instruction, explicit instruction, differentiated instruction and co-teaching).
August 2019	June 2019	Assess progress against strategic goals for the purpose of developing leading and lagging indicators. (Annually)

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.	Progress monitor using Winter NWEA student achievement data, end of marking period grades, progress towards credit accumulation at 9th grade, and Bi-annual SCEP reviews.
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G1. Action Plan - January 2020 through June 2020

G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
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20-Jan	20-Jun	Revise curricula for core subject areas and grade levels and a K-12 scope and sequence aligned to NYS standards. Design a materials selection process in alignment with adopted Tier 1 curricula; select materials that are rigorous, culturally relevant, developmentally appropriate, and that include formative assessments and research-based instructional strategies. Design and implement a process, including timeline and resources, to introduce selected textbooks and ancillary resources to teachers, principals, and School Chiefs and provide necessary materials for planning in advance of implementation. The textbook adoption calendar identifies ELA as the priority for adoption in 2019-20.
20-Jan	20-Jun	Design a waiver process to allow individual schools/programs to request an alternate curriculum and/or instructional materials that meet specified criteria.

Tenet 4: Instruction

A1. DTSDE Pillar			Lesson Delivery
A2. DTSDE Sub-Pillar (if applicable)			Teachers make connections between what students already know and the material being taught. Teachers find ways to connect the material to the world beyond the classroom.
B1. Baseline Data: Provide the most recently available information.			2017-18 All Students Grade 3-8 ELA Performance Index- 51.9 2017-18 All Students Grade 3-8 Math Performance Index- 43.9 2017-18- All Students 4 year Graduation Rate- 56.9% 2017-18- All Students 5 Year Graduation Rate- 59.2% 2017-18- All Students 6 Year Graduation Rate- 61.2% 2017-18 All Students College, Career, and Civic Readiness Index- 72.5
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 4			By June 2020, the district will create and implement, through professional learning and consistent feedback to teachers, in all schools an instructional framework that communicates a vision of best first instruction, including differentiation to support and enhance the learning of all students, and meet the following measures of interim progress for each of the baseline areas. 2019-20 All Students Grade 3-8 ELA Performance Index- 56 2019-20 All Students Grade 3-8 Math Performance Index- 55.3 2019-20- All Students 4 year Graduation Rate- 58.7% 2019-20- All Students 5 Year Graduation Rate- 63.6% 2019-20- All Students 6 Year Graduation Rate- 64.3% 2019-20 All Students College, Career, and Civic Readiness Index- 74.9
			Evidence indicates the District needs to focus more attention on developing a culturally responsive and rigorous common curriculum that is accessible to all students including students with disabilities and English language learners. Evidence suggests that each school has its own view of what constitutes good teaching and learning. Almost 90% of the student population in grades 3-8 require academic intervention services, attributed to a lack of a high quality Tier I instructional program where students are exposed to high-level tasks or higher-order thinking. Evidence also suggests schools should design data protocols to inform planning and incorporate it into the walk-through tool, formally identify a number of non-negotiable planning components such as (a) the goal/outcome of the lesson, (b) planned higher order questioning, (c) differentiation to increase rigor and engagement, (d) the delivery of instruction that addresses various learning styles, (e) daily planned evaluation of learning, and (f) more effective use learning targets at the beginning of the lesson including referencing them during the lesson and using them to evaluate learning at the end of every lesson.
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.	

19-Jul	19-Jul	The Deputy Superintendent and Teaching and Learning collaborators will engage all stakeholders to create an Instructional Framework that describes the District's vision for quality instruction through a Review, inventory, and analysis of the District adopted Danielson Framework for Teaching for evidence of: High expectations and rigorous instruction for all students, Non-negotiables for teaching and learning in each subject area, Instructional strategies aligned to state standards, and Culturally-responsive teaching.
19-Aug	19-Aug	Modify and strengthen the Instructional Framework for Teaching to define and illustrate known elements to accelerate student learning.
19-Aug	19-Dec	Professional learning to support the implementation of the Instructional Framework will include workshops at the July Leadership Summit, Summer Professional Learning for Teachers, a Fall 2019 in-service for parents and strategic partners, and an annual professional development plan aligned to the Instructional Framework.
19-Aug	20-Jan	Office of Teaching and Learning and the Rochester Teacher Center will agree upon its definition of "culturally responsive teaching" including indicators describing what it "looks like" in the classroom. Design a communication and implementation plan that explains how and why culturally responsive teaching supports quality instruction - Plan will include professional learning to share, build shared understanding, and discuss the definition and classroom/school/district practices associated with "culturally responsive teaching". Review lesson plans and student work for evidence of differentiated instruction and assessments reflective of "other ways of knowing". Charge principals with monitoring student work, lesson plans, the availability of culturally responsive literature for students and the classroom environment through classroom walk-throughs, explicit feedback, and through seeking feedback from students.
19-Aug	20-Jan	Develop a plan for RCSD teachers to internally score all 3-8 NYS exams for ELA and Math beginning in 2019-2020 ; RCSD centrally scores all Regents exams, LOTE A&B exams, NYSESLAT exams, and Grades 4 & 8 NYS Science exams.
F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.		
		Progress monitor using Winter NWEA student achievement data, end of marking period grades, progress towards credit accumulation at 9th grade, and Bi-annual SCEP reviews.
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
20-Jan	20-Jun	Capture exemplary practices, which include cultural responsiveness as a standard and an item for evaluation as identified in the District adopted Danielson Framework to share across schools.
20-Feb	20-Jun	School Chiefs will require that principals provide a monthly calendar of when departments/teams are meeting and the topics that align with SCEP/SIG.
20-Mar	20-Jun	Analyze school improvement plans for evidence of commitment to the research-based instructional strategies contained in the Framework.

Tenet 5: Social-Emotional Learning

Tenet 5: Social-Emotional Learning		
A1. DTSDE Pillar	Ensuring a Supportive Environment	
A2. DTSDE Sub-Pillar (if applicable)	Students feel like valued members of the school and classroom community by the ways in which teachers and school staff treat students with compassion and respect. Teachers validate, affirm, and build upon the the experiences and assets students bring.	
	2019 Climate Survey - 51% of students agree or strongly agree that students at their school are often bullied 2017-18 Chronic Absenteeism for RCSD Elementary/Middle Schools- 34% 2017-18 Chronic Absenteeism for RCSD High Schools- 54%	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 5	By June 2020, there will be an increase in the percentage of students who feel that they belong in their school in a climate survey, as well as, have a five percent decrease in chronic absenteeism, through the continued implementation of professional learning focused on implicit bias, increased student voice, trauma responsive schools, and Restorative Practices.	
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	Focus Groups indicate that “youth voice” and “physical environment” are the areas most in need of improvement for school climate. Philosophical aspects of culture and race, and of institutional racism and implicit bias, have not been recognized and/or acknowledged, and therefore do not inform District and/or school practices. Systematic and institutionalized racism as well as individual racial and social conditioning are concrete barriers to respectful relationships. There is a need for Restorative Practices to be used more consistently and for school leaders to communicate the school-wide approach to responsive classrooms.	
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.
19-Aug	20-Jan	RCSD will: Work collaboratively with officers of PAC, Bilingual Education Council, and the Special Education Parent Advisory Council to review and revise plan.
19-Aug	20-Jan	Advisory Special Committee identified 4 areas for implementation: Help Zones - Coordinate all Help Zone contracts and procedures through the Office of Student Support Services & SEL to ensure coherence and fiscal accountability. Student Voice and Agency - Student leaders will be identified from each school, through referrals from peers, parents, community members, and school personnel; Coach and train student leaders through Office of Student Support Services and the Department of Youth Engagement; Create an annual Youth Summit focusing on topics and issues as identified by students. Implicit Bias Education - Offer professional Learning four times per year through True North Logic; Focus on specific strategies to build capacity toward reducing implicit bias through monthly PLCs with representatives from the school level. SEL & Trauma Responsive Practice - Explore opportunities for SEL Coordinators aligned to each network to: Support the TIG response team and respond to traumatic events in the community; Provide trauma education district wide; Assist with curriculum development for the new Mental Health in Schools Law for K – 3.
19-Aug	20-Jan	RCSD will establish a District Community Engagement Team (DCET) based on guidance from NYSED on school level CET teams. The process will: Identify members; Co-construct mission and vision; Clearly define roles and procedures for monitoring School and District Climate indicators; In addition, DCET will provide recommendations regarding school climate quarterly to inform the DCIP.

19-Aug	20-Jan	Train administrators in Restorative discipline and practices at the Jul. 2019 Leadership Summit by the Office of Student Support Services; Develop a restorative practice leadership team to become a resource and support for their school building; Provide support throughout the school year during monthly PLCs facilitated by the Office of Student Support Services; Assess accountability for implementing restorative practices proactively and responsively through Principal and school team attendance at monthly PLCs and quarterly reporting of data that supports implementation (Ex. Mediation logs, Help Zone data, School Climate/Restorative Practice Walkthroughs; Submit school calendar of events to School Chief; Ensure master schedules include structured times for community building in classrooms through Restorative Practices framework provided by Office of Student Support Services; Identify a member of the Restorative Professional Learning Community team for each school as Restorative Practice Champion.
19-Aug	20-Jan	SD will continue to: Educate and engage school leaders in the practice of identifying, addressing, and reflecting on implicit bias observed in classrooms, curriculum, and school environment; Focus activities led by the Office of Student Support Services at operational principal meetings (Readings, videos, etc.) for leaders to practice identification of implicit bias and how they would respond to facilitate a change in behavior; Collaborate with the NYU Metro Center for Research on Equity and the Transformation of Schools Technical Assistance Center on disproportionality indicators of behavioral changes in teaching. Indicators may include: Enrollment in Advanced Placement and International Baccalaureate classes; Referrals to committee for special education; Suspensions.
19-Aug	19-Dec	District and school -based attendance team at every school. Team monitors attendance daily, tracks progress toward attendance goals, and communicates with parents and students about issue as they arise. Notify parents as early in the day as possible. Make as many personal phone calls as possible for added benefit of making notes and forming a personal connection.
F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.		% of reduced suspensions (duplicated and unduplicated) and serious incidents
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
20-Jan	20-Jun	Coordinate Office of Student Support Services and SEL to work with content area Directors to embed SEL competencies into current curricula.
20-Jan	20-Jun	Each school in the RocRestorative program will have a group of 8-25 students trained in a developmentally appropriate element of restorative practices. Students will meet bi-weekly with support to continue development of restorative skills and to plan and reflect on opportunities to use those skills. Training Sessions will include: RocRestorative Student Leaders, RocRestorative Circle Keepers, and RocRestorative Responders.
20-Jan	20-Jun	District and school -based attendance team at every school. Team monitors attendance daily, tracks progress toward attendance goals, and communicates with parents and students about issue as they arise. Notify parents as early in the day as possible. Make as many personal phone calls as possible for added benefit of making notes and forming a personal connection.

Tenet 6: Parent and Community Engagement

A1. DTSDE Pillar			Systems for Engagement and Empowerment
A2. DTSDE Sub-Pillar (if applicable)			Families are involved in school planning and decision making. The parents who participate vary on the initiative.
B1. Baseline Data: Provide the most recently available information.			Based on qualitative findings from interviews described in the Distinguished Educator's Report and DTSDE reviews, parents reported not feeling welcome in schools. Only 85%-90% of schools have three parents participate on the School Based Planning Teams.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 6			By June 2020, all schools will have a minimum of three parents actively engaged on their School Based Planning Teams as evidenced by meeting minutes posted online, verification from Parent Liaisons and Home School Assistants, and the Parent Engagement Tracking Document used by the Office of Parent Engagement.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.			The District has dedicated staff to perform outreach to parents and community members, but stakeholders are hindered by a lack of clearly stated expectations that a community should have for in schools. Many parents reported experiences which made parents feel unwelcome, resulting in their disengagement from the District and although each school has a parent liaison, the roles and responsibilities of this position varies greatly from school to school.
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.	
		RCSD has recently revised the job description for Parent Liaisons. To reinforce the expectation for how Parent Liaisons and Home School Assistants are to spend their time, the RCSD will...	
19-Sept	19-Dec	Implement a 10-week report submitted by Parent Liaisons/Home School Assistants to the Office of Parent Engagement, and share with school chiefs	
19-Sept	19-Dec	Hold school principals accountable for the appropriate use of the PL and HSA time and the outcomes of increased parental involvement and student attendance	
19-Sept	19-Dec	Each school's SCEP will include benchmarks and goals for attendance/ SCEP goals are monitored by school leadership teams and school chiefs	

19-Sept	19-Dec	The Office of School Chiefs will continue to monitor parent involvement using the following critiers: SCEP signatures, SBPT parent involvement through minutes and attendance at meetings, and parent teacher association membership.
19-Sept	19-Dec	Office of School Chiefs will hold principals accountable for the following: reviewing monthly parent liaison logs that are submitted to the Office of Parent Engagement and capture the following: phone calls, home visits, parent meetings, school events, and attendance initiatives.
19-Sept	January 2019	Develop a comprehensive parent engagement plan by:
		Work collaboratively with officers of Parent Advisory Council (PAC), Bilingual Education Council (BEC), and the Special Education Parent Advisory Council to review and revise the Parent Engagement Plan.
		The plan will be translated in all languages where there are 20 or more students that speak those languages.
		Parent meeings will be held at schools where there is a significant percentage of students who speak lgnauges other than English. The Parent Engagement Plan will be presented in their native languages.
F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.		
		Number of parents actively engaged on their School Based Planning Teams evidence of participation and decision-making of all stakeholders, including parents and community is valued and intentional.
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
20-Jan	20-June	Progress monitor and update of the Parent Engagement plan
20-Jan	20-June	Each school's SCEP will include benchmarks and goals for attendance/ SCEP goals are monitored quarterly by school leadership teams and school chiefs
20-Jan	20-June	minutes and attendance at meetings, and parent teacher association membership.

Financial Allocation Plan - Improvement
*****Awaiting 1003 Basic Distribution from NYSED*****

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-
Rochester City School District	Target District	\$142,634,753

Name of CSI/TSI School	Accountability Status	Amount of Funds Allocated for School-
Clara Barton School No. 2	TSI	\$5,381,620
Nathaniel Rochester Community School No. 3	TSI	\$7,019,506
John Williams School No. 5	TSI	\$8,316,611
Virgil L. Grissom School No. 7	CSI	\$6,073,408
Roberto Clemente School No. 8	TSI	\$8,290,198
Anna Murray-Douglas Academy School No. 12	CSI	\$10,439,482
Enrico Fermi School No. 17	TSI	\$9,550,833
Henry Lomb School No. 20	CSI	\$4,277,147
Abraham Lincoln School No. 22	TSI	\$7,928,581
Pinnacle School No. 35	TSI	\$5,812,869
Andrew J. Townsend School No. 39	TSI	\$6,162,947
Theodore Roosevelt School No. 43	CSI	\$6,104,073
Lincoln Park School No. 44	CSI	\$3,726,900
Mary McLeod Bethune School No. 45	TSI	\$8,510,244
Helen Barrett Montgomery School No. 50	TSI	\$8,443,066
Frank Fowler Dow School No. 52	TSI	\$4,353,701
The Flower City School No. 54	TSI	\$4,762,082
World of Inquiry School No. 58	TSI	\$12,013,491
Northwest Junior High at Douglass	TSI	\$10,842,430
Wilson Commencement	TSI	\$4,625,564
DISTRICT / BUILDING TOTALS		\$142,634,753

***Current numbers are entire budget with benefits at each school.