



Every student by face
and name. Every
school, every
classroom. To and
through graduation.

2019

Intensive

Supports and

Innovation

Action Plan:

Receivership

Schools



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INTRODUCTION

District Overview

The Rochester City School District (RCSD) serves approximately 29,500 students in prekindergarten (pre-K) through 12th grade with 84% of students considered economically disadvantaged as determined by their eligibility for free and reduced-price lunch. In 2018-2019, RCSD will serve approximately 4,300 English Language Learners (14%). These students speak close to 80 different languages.

The District provides residents with 66 different schools and programs. The Pre-K program is rated in the top 5% nationally on the Early Childhood Environmental Rating Scale (ECERS-R), one of the national benchmarks regarding quality early education standards.

The City of Rochester (population approximately 208,000) has areas of extremely concentrated poverty. U.S. Census data ranks Rochester first in overall poverty, childhood poverty, and extreme poverty among similar-sized cities in the country. U.S. Census Bureau data also show that Rochester's poverty rate of 50% is more than double that in the country (21%) and New York State (22%).

Current Status- statement of where we are realistically

If the District creates a structure specific to supporting schools in Receivership;

Then our district will ensure all children succeed and schools in receivership meet their demonstrable indicators.

The overarching goal and intent of Receivership is to address potential barriers to school turnaround in the following areas: • Governance • School Leadership and Staffing • Collective Bargaining Agreements • Parent and Community Engagement • Social and Emotional Developmental Health of Students (Community Schools) • District Support • Fiscal Resources.

The role of Chief of Superintendent's Receivership Schools was created in the Fall of 2016 to specifically address the needs of these schools to provide the intensive support to be successful in meeting each school's demonstrable indicators to improve student achievement and be removed from receivership status.

In addition, the district aligned all work into the Strategic Framework that guides the district in all its work based on its District Comprehensive Improvement Plan.

Receivership Law

In April 2015, Subpart E of Part EE of Chapter 56 of the Laws of 2015 created a new section of State Education Law (§211-f) pertaining to School Receivership. Based on §211-f, the Department created §100.19 of the Commissioner's Regulations and has designated current Priority Schools that have been in the most severe accountability status since the 2006-07 school year as "Persistently Struggling Schools." In addition, the Department will vest the superintendent of a district containing a "Persistently Struggling School" with the powers of an Independent Receiver.

In a district with a "Persistently Struggling School," the superintendent is given an initial one-year period to use the enhanced authority of a Receiver to make demonstrable improvement in student performance or the Commissioner will direct that the school board appoint an Independent Receiver and submit the appointment for approval by the Commissioner. Additionally, the school will be eligible for a portion of \$75 million in state aid to support and implement its turnaround efforts over a two-year period.

"Struggling Schools," have been Priority Schools since the 2012-13 school year and will be given two years under a "Superintendent Receiver" (.i.e., the superintendent of schools of the school district vested with the powers a Receiver would have under §211-f and §100.19) to improve student performance. Should the school fail to make demonstrable improvement in two years then the district will be required to appoint an Independent Receiver and submit the appointment for approval by the Commissioner. Independent Receivers are appointed for up to three school years and serve under contract with the Commissioner.

- The new section (new Educ. Law 211-f(7)(c); p. 154) states that the displaced teachers from a persistently failing school shall have no bumping rights, and are placed on a PEL, pursuant to Educ. Law 2585. The problem is that Educ. Law 2585 states that when a teacher is on a PEL, the least senior teachers are displaced by more senior teachers. They did not amend Educ. Law 2585 with the new receivership statute

Superintendent's Roles as the Receiver

Pursuant to Education Law section 211-f(1)(a) or (b) who, in accordance with Education Law section 211-f(1)(c) or (d), is vested with all the powers granted to an independent receiver appointed pursuant to Education Law section 211-f; provided that the school district superintendent receiver shall not be required to create and implement a school intervention plan or to convert a struggling or persistently struggling school to a community school; provided further that, in the case of a struggling school or persistently struggling school in which, pursuant to Education Law section 211-e, an educational partnership organization has assumed the powers and duties of the superintendent of schools for purposes of implementing the educational program of the school, such term shall mean the educational partnership organization, which shall be vested with all the powers of an independent receiver consistent with this section and further provided that the educational partnership organization may not override any decision of the board of education with respect to the contract of the educational partnership organization. Receivership Powers can include the ability to:

- Replace teachers and administrators who are not licensed or properly certified
- Remove the Principal
- Restaff the entire school's pedagogical staff, make all teachers reapply, and rehire only 50% of the current teachers (automatically excluding any teachers with 2 consecutive years of ineffective APPR ratings)
- Increase the school day and/or school year (with additional pay)

- Renegotiate certain provisions of the RTA or ASAR or RAP CBAs for a Receivership school
- Reallocate budget funds to the Receivership school
- Expand, alter or replace the curriculum and program offerings
- Offer additional pay to attract candidates

Purpose

Defined Theory of Action

The purpose of this Theory of Action plan is to provide a coherent process to improve the quality of the systems, supports, structures, services, and culture, which support principals and schools in improving student learning and meeting the required demonstrable indicators provided by the NYSED. The underpinnings of the Theory of Action plan are supported by research that indicates a coherent, single focused, integrated continuous improvement plan with explicit adult practice and student performance measures that is part of a recursive cycle: assess needs, set direction, create actions, monitor, and evaluate, helps lead to successful transformation of struggling schools. (“Leadership for Learning Improvement in Urban Schools.” Wallace Foundation, 2009.)

If the RCSD enhances principals’ instructional leadership by providing consistent and differentiated support for individual principals, actionable tools, and brokerage of resources;

Then our district will ensure all children succeed and schools in receivership meet their demonstrable indicators.

In order to focus on the enhancement of principals’ instructional leadership and build the capacity of all school faculty and staff members, support is dedicated to internalizing external expectations and developing accountable practices within the school; leading through data, and modelling what it means to learn to lead in a fully accountable way as we reshape the scope of instruction and the instructional improvement conversation. In order to do so, research supports

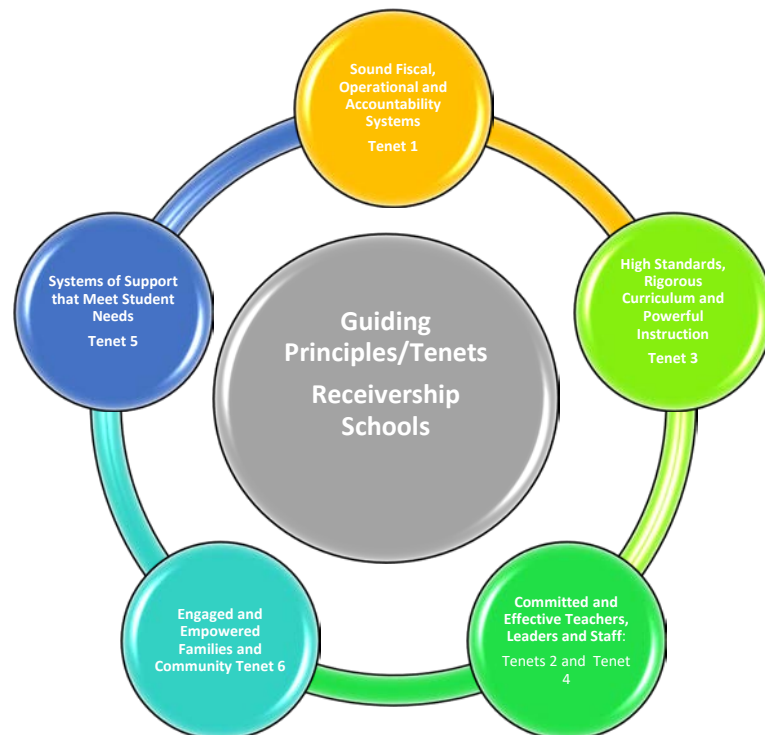
that:

- the planned, top-down approach needs to be reversed,
- schools transform the traditional role of leadership, particularly distributed leadership, by building capacity in all school staff,
- the cultural and structural differences in each school must be considered and the needs and supports styled accordingly.

Guiding Principles and Goals

If the District sets guiding principles and goals for receivership schools which are aligned to the DCIP Tenets and are grounded in effective practice and research;

Then our district will ensure all children succeed and schools in receivership meet their demonstrable indicators.



**Goals to Meet Demonstrable Indicators
Action Plan: Receivership Schools**

Guiding Principle	Goals
High Standards, Rigorous Curriculum and Powerful Instruction (Tenet 3)	Provide a rigorous, culturally responsive standards-based balanced curricula for ALL students, including diverse learners and English Learners, ensures that they will reach their full potential in early literacy.
Systems of Support that Meet Student Needs (Tenet 5)	Create a linguistically responsive, positive classroom and school climate that promotes development of social-emotional competencies and meaningful connections between home and school.
Committed and Effective Teachers, Leaders and Staff (Tenet 2 and Tenet 4)	Set high expectations for all students through empowerment of principals, staff understanding of implicit bias, the implementation of best practices, including teachers working collaboratively and engaging in reflective practice.
Engaged and Empowered Families and Community (Tenet 6)	Empower families and the community to become partners in children’s learning.
Sound Fiscal, Operational and Accountability Systems (Tenet 1)	Utilize a balanced and developmentally appropriate assessment systems that produce actionable data that informs instruction, academic supports, and resource allocation which is essential for a high quality education

District and School Actions

If key action steps for successful implementation aligned to the goals and guiding principles are set for the District and schools;

Then our district will ensure all children succeed and schools in receivership meet their demonstrable indicators.

A.) **Guiding Principle #1: High Standards, Rigorous Curriculum and Powerful Instruction**

GOAL: Provide a rigorous standards-based balanced curricula for ALL students, including diverse learners and English Learners, ensures that they will reach their full potential.

District will....	School will...
<ul style="list-style-type: none"> • Provide a guaranteed and viable curriculum • Engage in school/classroom walkthroughs bi-weekly • Provide content area specialists to support best practices in teaching and learning • Provide expertise in scheduling to maximize the length of day and instructional time and opportunities • Provide instructional technology to best meet the need of students • Ensure universally designed curricula is available in multiple languages • Create and disseminate guidance on using units and lessons to schools and teachers • Ensure newly created resources reflect interdisciplinary and culturally responsive instructional practices • Create and disseminate guidance for Full Day PreK teachers on literacy practices and small group instruction • Build in K-2 Literacy Block expectations, including focus on 	<ul style="list-style-type: none"> • Create a clear and cohesive instructional plan • Develop a clear, effective and measurable literacy plan for students K-2 • Develop a plan for an effective implementation of a literacy and numeracy block • Develop and communicate clear expectations regarding classroom rituals and routines • Ensure common language among teachers on the instructional approach used in all content areas • Develop and implement a classroom walkthrough protocol and schedule • Provide for regularly scheduled grade level meetings in the Master Schedule • Develop and schedule regular Instructional Leadership Team meetings • Ensure newly created resources reflect interdisciplinary instructional practices and are culturally appropriate and relevant

<p>language development, in professional learning opportunities</p> <ul style="list-style-type: none"> • Provide supports for on-time high school graduation for every student based on each school’s needs 	
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B.) Guiding Principle #2: Systems of Support that Meet Student Needs

GOAL: Create a language-rich, positive classroom and school climate that promotes development of social-emotional competencies and meaningful connections between home and school

District will....	School will...
<ul style="list-style-type: none"> • Engage in Data-Deep Dives (Protocol) each quarter on Demonstrable Indicators and reflect findings in NYSED quarterly reports • Create and disseminate guidance, in conjunction with Multi-Tiered Systems of Support • Provide opportunity for expanded learning time • Provide additional supports for social and emotional learning and viable evidence based curricula 	<ul style="list-style-type: none"> • <u>Know every child by face and name.</u> • Ensure every required student has an appropriate and implemented AIS plan • Develop an instructional team that meets regularly to address the individual needs at of each school • Engage with community stakeholders to provide supports to students • Develop a plan for regular review of student data • Develop plan to address chronic absenteeism

C.) Guiding Principle #3: Committed and Effective Teachers, Leaders and Staff

GOAL: Set high expectations for all students through empowerment of principals, the implementation of best practices, including teachers working collaboratively and engaging in reflective practice.

District will....	School will...
<ul style="list-style-type: none"> • Engage in Data-Deep Dives (Protocol) each quarterly on Demonstrable Indicators 	<ul style="list-style-type: none"> • Provide internal professional learning for stakeholder teams to build capacity around the implementation

<ul style="list-style-type: none"> • Establish a professional learning community with school leaders • Communicate/Meet with receivership principals as a group weekly • Provide on-going professional development for school leaders • Provide on-going professional development to teachers on common needs • Implement a Professional Learning Community to tailor a plan for receivership schools based on identified needs and urban school transformation • Provide opportunities for visitation to national model schools 	<p>of instructional blocks (ie. literacy, mathematics)</p> <ul style="list-style-type: none"> • Provide time in the schedule for grade level planning and job embedded professional development • Ensure all teachers have the materials needed for instruction
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D.) Guiding Principle #4: Engaged and Empowered Families and Community:

GOAL: Empower families and the community to become partners in children’s learning.

District will....	School will...
<ul style="list-style-type: none"> • Provide support/partnership to school and families as needed • Provide support through the Office of Parent Engagement with an identified liaison for receivership schools • Provide opportunities for positive news about schools via the Communications Department • Engage with community stakeholders to provide supports to students and families including but not limited to Community Engagement Teams. • Provide direction and support for Community School implementation through the Office of Community Schools. 	<ul style="list-style-type: none"> • Engage families in meaningful activities at the school • Establish routine communications with families by the teacher and principal • Leverage community partners to support school efforts • Ensure the SBPT is meeting on a regular basis and engaged in the improvement of the school • Implement the RCSD Community School model



Strategies and Innovations

Guiding Principle 1=High Standards, Rigorous Curriculum and Powerful Instruction 2=Systems of Support that Meet Student Needs 3=Committed and Effective Teachers, Leaders, and Staff 4=Engaged and Empowered Families and Community 5=Sound Fiscal, Operational, and Accountability Systems	Strategy	Person Responsible	Time line	Status 
5	District will negotiate on an annual basis with bargaining units: <ul style="list-style-type: none"> • Elective Work Agreement by school for RTA, BENTE and RAP • Exemption from the voluntary transfer process 	Legal		
5	Principals will be provided guided autonomy, based on the recommendation of the school chief, for all staffing at their building including but not limited to: <ul style="list-style-type: none"> • <i>Assistant Principals</i> • <i>Instructional Coaches</i> • <i>Coordinating Administrators for Special Education</i> • <i>Athletic Directors</i> • <i>Registrars</i> 	School Chief		
5	Placement: Implement the prescribed <u>Receivership RCSD Placement Plan</u> outlined in the Collective Bargaining Agreement and Exempt School status for every student needing to be placed at a receivership school if all other options have been exhausted. All placements must be approved by the superintendent or designee	Placement/ School Chief		

5	<p>Enrollment: Implement the prescribed <u>Receivership RCSD Enrollment Plan</u> in determining the capacity and enrollment of a school in receivership, including:</p> <ul style="list-style-type: none"> • No extra “sections” of grades will be added • Any changes to the continuum of services for students who need specialized services must have the Superintendent’s or designee’s approval. • Any changes to the bi-lingual programs must have the Superintendent’s or designee’s approval. • Class Size Initiative for K-2: Class size <u>not to exceed 22</u> and required training for primary grade teachers 	School Chief		
5	District School Ambassador: Each school will be provided with a central office staff member that can support the school as needed in navigating central office and remove barriers to success	OSI		
5	Each central office department will assign an identified staff member as the point of contact for all receivership schools. The chief arrange regular meetings to ensure all needs are being met	Executive Cabinet		
5	Engage with the NYSED to generate and process all required reporting; remove barriers and seek freedoms from redundancies and mandates beyond the expectations of the receivership law. (ie. Field testing, DDTSE reviews etc.)	OSI/ Accountability		
3	Establish a Professional Learning Community	Principal/ School Chief		
3	Quarterly Data Deep-Dives	Principal/ School Chief		
3	Intensive Professional development on data driven decision making	Principal/ School Chief		
3	Provide professional development on professional learning communities	Principal/ School Chief		
3	Provide organized retreats with principals, assistant principals and instructional leadership teams.	School Chief		
4	Partners.....Provide differentiated leadership professional development working with local colleges and universities	Principal/School Chief		

4	Engage with the Office of Community Schools to gather stakeholders to develop a Community School Plan	Principal		
4	Superintendent will provide a quarterly update to the board on the status of receivership schools	Supt/Deputy Supt.		
2	Develop and provide high level support teams for social-emotional learning and coordination	School Chief/Chief of Student Support Services		
1	Assess and define a guaranteed and viable curriculum for all grades in the four content areas with bounded autonomy	School Chief/ Principal/Deputies		
1	Assign certified reading teachers, ratio	School Chief		
1	Assess and define a Personalized Learning approach in instructional technology	IMT		