

LEA Name:	Rochester City School District
BEDS Code:	

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2017-2018 District Comprehensive Improvement Plan (DCIP)

Contact Name		Title	
Phone		Email	
Website for Published Plan			

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			
President, B.O.E. / Chancellor or Chancellor's Designee			

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
2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school
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
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.

[Redacted]

[Redacted]

[Redacted]

Tenet 2: School Leader Practices and Decisions

B1. Most Recent DTSDE Review Date:	June 3-4, 2015; June 16, 2017	
B2. DTSDE Review Type:	DTSDE District-level IIT Review; DTSDE District DCIP Planning Document/Review	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Through the District Focus Team’s completion of the DTSDE District DCIP Planning Document and the outcomes of Innovation Middle School and Hurley Elementary District-Led Reviews in March, it was determined that although the district had established a system for collecting leading indicator data for each SMART goal, quarterly review was focused on determining whether the actions in the action plan were being implemented as planned rather than examining leading indicator data to determine if there was progress toward achieving the SMART goal.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, each school will achieve a minimum of 80% of the goals outlined in the DCIP as evidenced by the school leaders’ quarterly progress reports and year-end summary report provided to the district leader.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly Informal Classroom Visit Data Quarterly student engagement lesson planning look-for data Quarterly student “feeling-safe-in-school” school focus group data Quarterly reciprocal communications data	
E1. Start Date: Identify	E2. End Date: Identify	E3. Action Plan: Detail each action that will take place in order to
3-Nov-17	11-Jun-18	School leaders will collate leading indicator data quarterly so that the data is in a format that can be reviewed and analyzed by the leaders and School Focus Teams so that they may determine progress toward achieving the DCIP goals. (Nov 3, 2017; Jan 26, 2018; Apr 2, 2018; June 11, 1018)

6-Nov-17	12-Jun-18	The school leaders and the School Focus Teams will meet quarterly to review leading indicator data and DCIP actions so that they may monitor the progress of the DCIP SMART goal achievement. (Nov 6, 2017; Jan 30, 2018; Apr 6, 2018; June 12, 1018)
8-Nov-17	14-Jun-18	The school leaders and the School Focus Teams will provide school staff
15-Nov-17	20-Jun-18	During quarterly cabinet meetings, school leaders will provide the superintendent with an update regarding each school's progress towards SMART goal achievement and any adjustments made to action steps if progress isn't going as planned. (Nov 15, 2017; Feb 7, 2018; Apr 25, 2018; June 20, 2018)
16-Nov-17	25-Jun-18	During quarterly meetings, the DWSIC will review progress toward DCIP goal achievement and recommend adjustments if progress isn't going as planned. (Nov 16, 2017; Feb 8, 2018; Apr 26, 2018, June 25, 2018)

Tenet 3: Curriculum Development and Support

B1. Most Recent DTSDE Review Date:	June 3-4, 2015; June 16, 2017
B2. DTSDE Review Type:	DTSDE District-level IIT Review; DTSDE District DCIP Planning Document/Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Through the District Focus Team’s completion of the DTSDE District DCIP Planning Document, the outcomes of Innovation Middle School and Hurley Elementary District-Led Reviews in March, and a review of 2016-17 leading indicator data collected, it was determined that although student engagement was a district and school priority, planning for student engagement strategies that provide opportunities for all students to engage in responding to complex tasks that foster the development of higher-order thinking skills (i.e., group processing strategies, all student response tools, and randomized response strategies) in weekly lessons across all classes was infrequent.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, a minimum of 80% of teacher lesson plans will include student engagement strategies that support students responding to higher-order thinking questions (i.e., group processing strategies, all student response tools, and randomized response strategies) as evidenced by student engagement lesson plan look-fors collected by department/grade level coordinators.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly student engagement lesson planning look-for data

E1. Start Date: Identify	E2. End Date: Identify	E3. Action Plan: Detail each action that will take place in order to achieve the
1-Jul-17	15-Aug-17	During the summer of 2017, the DWISC Committee will identify priority student
1-Jul-17	15-Aug-17	The DWISC Committee will select a framework for reflecting planning for
5-Sep-17	6-Sep-17	School leaders will present the lesson planning expectations to teachers on the
9-Sep-17	22-Jan-18	During the first semester, an external consultant (John Harmon) will provide
1-Nov-17	22-Jun-18	Quarterly, grade level or department coordinators (depending on the school)
3-Nov-17	11-Jun-18	School leaders will collate leading indicator data quarterly so that the data is in
6-Nov-17	12-Jun-18	The school leaders and the School Focus Teams will meet quarterly to review
8-Nov-17	14-Jun-18	The school leaders and the School Focus Teams will provide school staff with
15-Nov-17	20-Jun-18	During quarterly cabinet meetings, school leaders will provide the
16-Nov-17	25-Jun-18	During quarterly meetings, the DWSIC will review progress toward DCIP goal

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:	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.
B1. Most Recent DTSDE Review Date:	June 3-4, 2015; June 16, 2017
B2. DTSDE Review Type:	DTSDE District-level IIT Review; DTSDE District DCIP Planning Document/Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Through the District Focus Team's completion of the DTSDE District DCIP Planning Document, the outcomes of Innovation Middle School and Hurley Elementary District-Led Reviews in March, and a review of 2016-17 leading indicator data collected, it was determined that although student engagement was a district and school priority, implementation of student engagement strategies that provide opportunities for all students to engage in responding to complex tasks that foster the development of higher-order thinking skills (i.e., group processing strategies, all student response tools, and randomized response strategies) in daily lessons across all classes was infrequent. As a result, not all students have are able to respond to complex tasks.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, teachers will provide targeted and written feedback to 100% of students on both formative and summative assessments in order to drive higher order thinking and questioning on a minimum of 80% of assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly Informal Classroom Visit Data

E1. Start Date: Identify	E2. End Date: Identify	E3. Action Plan: Detail each action that will take place in order to achieve the
1-Jul-17	15-Aug-17	During the summer of 2017, the IT Coordinator will revise the Google-based
1-Jul-17	15-Aug-17	During the summer of 2017, the RSE-TASC SESIS and the IT Coordinator will
1-Jul-17	15-Aug-17	During the summer 2017, members of the DWSIC Committee and the SESIS will
5-Sep-17	6-Sep-17	On the Superintendent Conference Days in September, the school leaders will
1-Jul-17	30-Aug-17	School leaders in each school will create an informal classroom visit schedule for
11-Sep-17	15-Oct-17	School leaders in each school and the SESIS will conduct a minimum of five
11-Sep-17	22-Jun-18	School leaders will conduct informal classroom visits to each teacher's classroom
3-Nov-17	11-Jun-18	School leaders will collate leading indicator data quarterly so that the data is in a
6-Nov-17	12-Jun-18	The school leaders and the School Focus Teams will meet quarterly to review
8-Nov-17	14-Jun-18	The school leaders and the School Focus Teams will provide school staff with
15-Nov-17	20-Jun-18	During quarterly cabinet meetings, school leaders will provide the

16-Nov-17

25-Jun-18

During quarterly meetings, the DWSIC will review progress toward DCIP goal

Tenet 5: Student Social and Emotional Developmental Health

B1. Most Recent DTSDE Review Date:	June 3-4, 2015; June 16, 2017
B2. DTSDE Review Type:	DTSDE District-level IIT Review; DTSDE District DCIP Planning Document/Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Through the District Focus Team’s completion of the DTSDE District DCIP Planning Document, the outcomes of Innovation Middle School and Hurley Elementary District-Led Reviews in March, and a review of 2016-17 leading indicator data collected, it was determined that because there had not been a district-wide focus on professional development for social/emotional programming and implementation of social/emotional programs was inconsistent among teachers and schools, the percentage of students responding that they feel safe in school was lower than the district desired.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018 there will be an increase in the percentage of students responding they feel safe in school from 81% to 85% as evidenced by student response to the annual DTSDE student survey.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly student “feeling-safe-in-school” school focus group data

E1. Start Date: Identify	E2. End Date: Identify	E3. Action Plan: Detail each action that will take place in order to achieve the
12-Jul-17	12-Jul-17	Top 20 Program consultants will meet with the district and school leaders on
5-Sep-17	5-Sep-17	Top 20 Program consultants will provide school staff with follow-up PD on
9-Sep-17	20-Sep-17	The High School Transition Coordinator will facilitate a meeting of school
1-Oct-17	31-Oct-17	The school counselor(s) in each school will present to teachers during an
3-Nov-17	11-Jun-18	School leaders will collate leading indicator data quarterly so that the data is in
6-Nov-17	12-Jun-18	The school leaders and the School Focus Teams will meet quarterly to review
8-Nov-17	14-Jun-18	The school leaders and the School Focus Teams will provide school staff with
15-Nov-17	20-Jun-18	During quarterly cabinet meetings, school leaders will provide the
16-Nov-17	25-Jun-18	During quarterly meetings, the DWSIC will review progress toward DCIP goal

Tenet 6: Family and Community Engagement

B1. Most Recent DTSDE Review Date:	June 3-4, 2015; June 16, 2017
B2. DTSDE Review Type:	DTSDE District-level IIT Review; DTSDE District DCIP Planning Document/Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Through the District Focus Team’s completion of the DTSDE District DCIP Planning Document, the outcomes of Innovation Middle School and Hurley Elementary District-Led Reviews in March, and a review of 2016-17 leading indicator data collected, it was determined that although reciprocal communication with parents has been a district-wide initiative, implementation, particularly at the secondary level, is complex and is inconsistent across schools, resulting in fewer families engage than desired.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, between 35% and 40% of families will have engaged reciprocally with teacher teams at each grade level two or more times as evidenced by communication data logs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly reciprocal communications data

E1. Start Date: Identify	E2. End Date: Identify	E3. Action Plan: Detail each action that will take place in order to achieve the
5-Sep-17	6-Sep-17	The school leaders will present to school staff what is meant by reciprocal
7-Sep-17	13-Sep-17	Classroom teachers at the elementary level and homeroom teachers at the
7-Sep-17	22-Jun-18	Between September and June, teachers will initiate reciprocal communication
7-Sep-17	22-Jun-18	Teachers will maintain a record of communications with parents in the district’s
3-Nov-17	11-Jun-18	School leaders will collate leading indicator data quarterly so that the data is in
6-Nov-17	12-Jun-18	The school leaders and the School Focus Teams will meet quarterly to review
8-Nov-17	14-Jun-18	The school leaders and the School Focus Teams will provide school staff with
15-Nov-17	20-Jun-18	During quarterly cabinet meetings, school leaders will provide the
16-Nov-17	25-Jun-18	During quarterly meetings, the DWSIC will review progress toward DCIP goal