

SIG SUBMISSION CHECKLIST - Turnaround, Restart, Transformation, Innovation and Reform Framework, Evidence-based and Early Learning Intervention Models

Documents for Submission	Checked - applicant	Checked – SED
Application Cover Sheet (with original signatures in blue ink)		<input type="checkbox"/>
Proposal Narrative {Including District-level Plan, School-level Plan}		<input type="checkbox"/>
Attachment A Consultation and Collaboration Form (required)		<input type="checkbox"/>
Attachment B (required) School-level Baseline Data and Target Setting Chart		<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart		<input type="checkbox"/>
Attachment D Budget Summary Chart		<input type="checkbox"/>
FS-10 Form for Year-One Implementation Period. FS-10 available here: http://www.nysed.gov/cafef/forms/		<input type="checkbox"/>
		<input type="checkbox"/>
Budget Narrative		<input type="checkbox"/>
Memorandum of Understanding (required only if proposing <i>Restart</i> or <i>Innovation</i> model)	D	

M/WBE Documents Package (containing original signatures)			
Type of Form	D Full Participation	[8J Request Partial Waiver	D Request Total Waiver
M/WBE Cover Letter	D	D	D
M/WBE 100 Utilization Plan	D	D	N/A
M/WBE 102 Notice of Intent to Participate	D	D	N/A
EEO 100 Staffing Plan and Instructions	D	D	D
SED Comments Contractor's Good Faith Efforts	N/A	D	D
Has the applicant submitted all of the documents listed above?	<input type="checkbox"/> Yes <input type="checkbox"/> No	D	D
M/WBE 101 Request for Waiver Form and Instructions	N/A	D	D
Reviewer:		Date:	

New York State Education Department
 Application Cover Sheet
 School Improvement Grant (SIG) 1003[g]

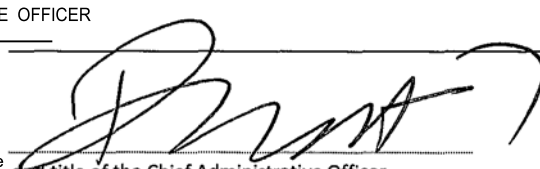
DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:
Rochester City School District			261600010000
Lead Contact (First Name, Last Name)			
Michele Alberti			
Title	Telephone	Fax Number	E-mail Address
Executive Director of School Innovation	(585) 262-8324	(585) 263-3292	michele.alberti@rcsdk12.org
Legal School Name for the Priority School Identified in this Application			School Beds Code
Charles T. Lunsford School 19			261600010019
Grade Levels Served by the Priority School Identified in this Application			School NCES#
PreK-8			362475003392
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
432			456 Seward Street, Rochester 14608

School Model Proposed to be Implemented in the Priority School Identified in this Application					
Turnaround D	Restart D	Transformation	Innovation and Reform Framework D		
Closure D	Evidence-based D	Early Learning Intervention D	College/Career D	Family and Community D	Individualized Learning D

Certification and Approval

I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, Assurances, Certifications, Appendix A, and Appendix A-IG and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER
Signature (in blue ink) 
Type or print the name and title of the Chief Administrative Officer Barbara Deane-Williams Superintendent of Schools
DONOTWRITEINTHISPACE

PROPOSAL NARRATIVE
DR. CHARLES C. LUNSFORD SCHOOL #19
I. DISTRICT-LEVEL PLAN

I.A. District Overview

I.A.i. Theory of Action Guiding RCSD Strategies to Support Lowest Achieving Schools

The Rochester City School District (RCSD) has an urgent need to improve student achievement. Poverty is a fact for most Rochester families, and too many children come to school hungry, troubled, unprepared and in need of social emotional support due to trauma. For the 2017-18 school year, 28 schools are in priority status and 13 schools are in focus status.

RCSD's *Theory of Action* is grounded in the belief that all students can succeed if every student is known by face and name, in every classroom, every school, to and through graduation. The District's focused plan for improving student success will disrupt long-standing patterns of failure ensuring every child is reading on grade level and graduating on time. The following four pillars align the District's strategies and essential elements to ensure

- Promoting the well-being of the whole-child, whole-school, whole-community.
- Guarantee powerful learning for every student
- Build capacity to ensure comprehensive school improvement
- Cultivate understanding, collaboration, partnerships and advocacy for equity, justice and achievement for all

To bring about school improvement and prepare all students for post-secondary success, RCSD continues to be committed to Next Generation Learning Standards. Schools are centering instruction on the Next Generation Learning Standards and improvement plans must focus on the identified "High Impact Key Approaches" below:

- Responsive, data informed, gap closing systems of teaching and learning and social-emotional interventions
- High quality, culturally, linguistically responsive and rigorous 21st Century curriculum and instruction in all classrooms
- Safe, supportive, trauma responsive schools and classrooms
- Positive school climate, culture and relationships
- Invitational and Community schools

I.A.ii. Actions That Support the Turnaround of Lowest Achieving Schools

RCSD's District Comprehensive Improvement Plan (DCIP) is aligned with the State's *Diagnostic Tool for School and District Effectiveness (DTSDE)* to improve student achievement and prepare students for college and careers. It outlines goals and strategies for improving schools and identifies measurable targets for graduation rate, academic performance, social emotional needs and school climate. The DCIP concentrates on the DTSDE tenets and connects concretely to all School Comprehensive Education Plans (SCEPs).

To achieve the goals of the DCIP, RCSD aligns its resources to ensure they are used where they are needed most, that is, in the classroom. Ongoing data analysis and monitoring of plan implementation provide regular opportunities to learn, reflect, and take quick, informed

actions to make progress toward improving student achievement. A shared capacity built on the DTSDE tenets informs professional learning.

Teaching and Learning Department leaders, School Chiefs, and principals actively monitor and evaluate teacher practices to ensure that instructional methods reflect the highest quality expectations for all children. School chief's primary responsibilities are to develop the leadership capacity of principals leading Priority Schools. These chiefs regularly visit the school sites to which they are assigned and coach principals on all facets of their school improvement work. The District's Principals' Advisory Group was formed in the 2016-17 school year and continues to ensure that the principal's voice is heard and valued related to school and District issues. Instructional and teacher practices are evaluated by the Charlotte Danielson Rubric for Teacher Effectiveness. The RCSD Teaching and Learning Division monitors and evaluates the extent to which the Core Instructional Program is implemented effectively.

Rochester's Superintendent places a high priority on personalized hands-on support for schools by the District's Central Office. Instructional support teams, each led by the Chief of Schools for the specific group of schools, focuses on professional learning and feedback to increase the quality of classroom instruction while at the same time expanding student supports.

I.A.iii Evidence of RCSD Readiness for System-Wide Improvement in Priority Schools

RCSD leadership, both in central administrative offices and in schools, has participated in targeted leadership academies to develop a foundation of strong leadership for improvement in the instructional core within a context unique to Rochester. District chiefs, directors, principals, and assistant principals have gained a better understanding of the technical requirements for the Next Generation Learning Standards State Standards through intensive workshops and executive coaching. All leaders are continuing to manage organizational elements coherently to support the District's instructional goals and use data to inform decisions.

District officials continue to participate in DTSDE training and are working with Outside Educational Experts and NYSED officials in conducting school reviews on a regular basis. The Office of Professional Learning, Office of School Innovation, and Executive Directors of Curriculum, along with the Secondary School Chief, are participating in the DTSDE Professional Learning Community and developing a District-level plan for utilizing the DTSDE tool to guide adult learning and District-wide improvements in planning and effectively implanting a system for differentiated instructional support for teachers and leaders.

Data analysis related to DCIP goals will occur throughout the school year to monitor the progress of the planned activities and the impact of DCIP SMART goals on student outcomes. At the conclusion of the school year, a summary of the DCIP will be used to guide the plan for the subsequent year. Areas of focus for 2016-17 address the Standards of Practice for DTSDE tenets and provide the District framework for school improvement.

I.B. Operational Autonomies

I.B.i. Operational Autonomies

In 2012, RCSD established a goal to expand the school day for students. In an effort to gain more flexibility for expanded day schools, a process for Earned Autonomy with Accountability was drafted in spring 2015 and implemented in SY15-16. The crux of the

process is to gain building-level operating flexibility in the areas of scheduling and staffing. There is flexibility for schools in the master schedule to increase teacher collaboration.

A standardized schedule within the Core Instructional Program supports students meeting all grade level and course requirements, and significant flexibility is allowed in its implementation to individualize programs at Priority Schools. Teachers complete a survey that allows the principal and leadership team to review the personal preferences of staff regarding positions and the use of time to support the expansion of the school day. The goal is to provide staff with at least one of their requested preferences. In addition, staff has been asked to identify areas in which they can offer specialized support and enrichment during the expanded learning day. Teacher schedules may be staggered, with negotiated hourly pay rates for time worked beyond the contractual working day. Expanded learning offerings are reviewed and adjusted each marking period. All priority schools, in collaboration with their School-Based Planning Teams, have autonomy to identify how the school day will be expanded to meet the Commissioner's requirement that Priority Schools add 200 or more additional student contact hours per year.

Autonomy will also be provided to schools in the selection of educational programs. Programs that address the unique needs of the school within the framework of the Core Instructional Program and reflect the needs of high ELL and SWD populations, as well as suggestions made by NYSED during the 2017-2018 DTSDE reviews, may be adopted. Community partners to support expanded learning were approved through a District-wide Request for Proposal process during the school year. Schools may review the menu of approved providers and meet with partners to individualize program offerings that support the school-wide instructional priority and focus area for expanded learning.

During the 2017-18 budget development process, each school principal met with the Chief Financial Officer, school chief and other District personnel to individually customize the school's budget. Priority schools were able to advocate for additional resources to address specific needs related to student achievement. School budgets reflect differentiated staffing based on factors such as projected school enrollment, special education student population, English as a New Language student population, teacher-student established ratios by grade level, and specialty school or program status.

I.B.ii. Adopted Board of Education Policies That Provide Evidence of Autonomies

BOE Policy 2265, School-Based Planning, recognizes the school as the essential unit of District productivity and accountability. The Board provides school staff with latitude and authority over decisions that affect student performance (e.g., selection and assignment of staff, appropriation of allocated resources, curriculum emphasis, design of instruction, placement and grouping of students, use of instructional time), based upon law, policy, contractual agreements, research, and sound educational practice. The type of improvement that the Board seeks is dependent on the energy, capability, and resourcefulness of teachers, administrators, and parents at individual sites, forming active and responsive communities that are committed to the quality of children's education and that occupy a powerful role in shaping school experience.

I.B.iii. Additional Evidence of Operational Autonomies

The language in Section 24.5(a), of the Contractual Agreement between RCSD and the Rochester Teachers Association (RTA) details how the District and RTA can agree on

schools/positions to be exempted from the voluntary transfer process (see attachment). The purposes for such exemptions shall be to enhance the District's ability to recruit new staff, provide stability, and/or support organizational change as well as develop respect for a school's culture.

The Collective Bargaining Agreement further allows schools to individualize contractual agreements through the Living Contract process pertaining to parent-teacher conferences, teacher assignments, teaching conditions, teacher facilities, flexible length of the pupil day, job sharing, and reports to parents.

As it relates to Priority Schools in Receivership status, The Superintendent Receiver and the Rochester Teachers' Association recently entered into an agreement providing greater authority to these schools in the areas of the professional day and responsibilities, District-wide professional development, vacancies and transfers, and teaching conditions. These authorities have provided principals with greater flexibility and autonomy in key areas related to staffing and teaching and learning.

I.C. District Accountability and Support

I.C.i. Fulfillment of All Federal Requirements of Intervention Model

Under the guidance of the Superintendent (Organizational Chart attached), School Chiefs and the Office of School Innovation oversee the work of improving low-achieving schools. The Office of School Innovation serves as the District's turnaround office and was created to oversee the work of improving schools. A cross-functional executive-level team that includes the Superintendent, Deputy Superintendent of Teaching and Learning, General Counsel, and the Executive Director of School Innovation has created a monthly review process to support the implementation of Receivership/Priority School plans. This progress monitoring of implementation will ensure all federal requirements of the intervention model are fulfilled. School Chiefs are onsite in schools to regularly observe plan implementation, and written reports are regularly reviewed. Principals also meet with the Superintendent to report progress and request support as needed.

I.C.ii. Coordination of RCSD Turnaround Efforts by Senior Leadership

The leadership structure that holds primary responsibility for District turnaround efforts is the Department of Teaching and Learning. The department leadership team consists of the Deputy Superintendent for Teaching and Learning, School Chiefs (4), Chief of Curriculum and Special Programs, Executive Directors of School Innovation, Specialized Services, Student Support Services, and core instructional areas. The Department of Teaching and Learning utilizes the latest educational research and methodologies to develop innovative schools, programs, and policies that increase school performance and evaluates progress on work.

The Office of School Innovation (OSI) deploys "OSI Ambassadors" that serve as liaisons for planning, implementing, and reporting School Improvement Grant (SIG) and School Innovation Fund (SIF) grant awards. OSI ensures compliance of these grant opportunities with NYSED requirements and alignment of these grant opportunities to the overall District priorities, DTSDE review findings, and the School Comprehensive Education Plan strategies. OSI also oversees Expanded Learning Opportunities, including elementary summer learning and after-school programming, and Title I academic supports, with a Director of Expanded Learning and Director of Program Accountability overseeing these two initiatives.

The Executive Director of School Innovation collaborates with RCSD's School Chiefs to conduct regular examination of school-wide data and ensure redesign/improvement efforts are progressing according to the specified plan. Each School Chief supervises a cluster of schools and reports directly to the Superintendent. The Chiefs assist their principals with daily instructional and operational responsibilities and evaluate Priority School principals in all elements of school improvement. The School Chiefs focus specifically on student growth and achievement, effective instructional practices, academic and behavioral interventions and support, and parent, family, and community engagement in Priority Schools.

The District's Deputy Superintendent for Teaching and Learning works with principals on specific issues affecting the implementation of effective school turnaround. Executive coaches, funded by various revenue streams, serve as high-level mentors, and provide guidance in a coaching capacity to ensure principal development.

I.C.iii. Organizational Structures to Ensure Accountability And Support

Each Receivership and Priority School with a SIG is assigned a District-level ambassador from the Office of School Innovation who serves as the lead party in preparing all NYSED-mandated reports related to grant funding and action planning. The Office of School Innovation and the Receivership Schools are all lead by the Chief of Superintendent's Receivership Schools and Innovation. The alignment to one Chief ensures consistency of resources and alignment of efforts.

The debriefing process for each of the DTSDE reviews involves the School Chiefs in reviewing and prioritizing review findings, creating a plan for implementation of 3-5 prioritized recommendations, and documenting progress and artifacts related to the execution of such plans. Following the review of the school, a cross-functional team, comprised of the Office of School Innovation, Office of Teaching and Learning, and the Office of Professional Learning, meets as part of a regularly scheduled progress monitoring visit. The purpose of the meeting is to review and provide additional central office support to schools related to these findings. One of the goals included in the District Comprehensive Instructional Plan for SY17-18 includes use of the DTSDE results to support principals in their instructional leadership.

Targeted school-based site visits are conducted regularly under the direction of the School Chief, school leadership team, and as needed, core curriculum directors. These visits take the form of comprehensive walk-throughs where effective instructional practices and indicators are reviewed. The three indicators include performance-based data, evidence of differentiation, school climate, and attendance. Following the walk-through, various forms of debriefing sessions take place to plan for, and then ensure, appropriate levels of subsequent action.

I.C.iv. Details for Planned Interactions

The Offices of School Innovation and Teaching and Learning work collaboratively to support the implementation of the SIG plans. Details regarding these interactions are described below.

District Transformation Support Plan

Interaction	Frequency	Person Responsible
Performance Management Plan	Every 5 weeks	Deputy Superintendent of Teaching and Learning; OSI Executive Director; School Chiefs; Director of Expanded Learning; OSI Ambassador; Principal; Partners; Community Engagement Team; School-Based Planning Team
Fiscal Performance Review	Monthly	Deputy Superintendent of Teaching and Learning; Office of School Innovation; Budget Personnel; Office of Professional Learning; Office of Grants
Budget Review	Biweekly	Deputy Superintendent of Teaching and Learning; Office of School Innovation; Office of Grants; Senior Budget Analysts
School Visits	Biweekly (at a minimum)	Deputy Superintendent of Teaching and Learning; School Chiefs
School-Based Planning Team	Monthly	Principal
Integrated Intervention Team (IIT) Visit	2015-2016 School Year	NYS IIT
DTSDE Review	Year-End	RCSD DTSDE Team
SCEP and Related Data Review	Quarterly (at a minimum)	Executive Cabinet & School Teams
Coaches	Daily	ELA and Math Coaches

I.D. Teacher and Leader Pipeline

I.D.i. Recruitment Strategies That Ensure Equal Access to High-Quality Educators

Successful recruitment efforts rely heavily on strategic efforts throughout the year. The need to promote flexibility in teaching staff reaches beyond recruitment of new teachers.

RCSD's Office of Human Capital Initiatives (HCI) has established three overarching goals to help ensure that the District has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel. This approach affords schools the ability to ensure success by addressing the needs of their community. These goals are to:

- 1) Reduce the number of staff vacancies on the opening day of the 2017-2018 school year as compared to the 2015-2016 school year by 10%, with particular emphasis on high needs areas (i.e., bilingual and special education), and reduce the number of itinerant staff in 2016-2017 as compared to 2014-2015 by 5%.
- 2) Increase diversity by 5% over the 2016-2017 established baseline in targeted areas of need, including management, and new school-based hires.
- 3) Improve the quality of new hires and stability of new hires by 10% as measured by evaluations and staff retention rates.

Actions have been taken for targeted recruitment and staffing to address quality, diversity, and high need areas. Hiring has begun for the 17-18 school year, specifically in high-needs areas.

While the level of staff retention is high compared to other urban districts, there is a concern as to the validity of this indicator and its reflection related to teacher quality. *Career in Teaching* (CIT) mentors and peer reviewers are being trained and calibrated utilizing the lead evaluator training and process, thereby developing a unified lens related to instructional quality. Alignment of professional learning across the District, inclusive of CIT, is a continued focus of improvement.

In addition, RCSD has a Master's Degree Reimbursement Program to support initial teachers as they earn their mandatory New York State professional teaching certification. Teachers with multiple certifications provide many benefits to the educational system. RCSD also has a predetermined agreement to use funds to pay for a second Master's Degree/Certification for teachers seeking additional certification in shortage areas. This tuition reimbursement incentive encourages teachers to obtain multiple certifications. The District publicizes these benefits to attract experienced, qualified teachers for high need areas.

Acquisition of the AppliTrack Recruitment System supports the active management of the candidate application lifecycle, including planning, recruiting, candidate screening, hiring, and new employee on-boarding.

I.D.ii. Altering Hiring Processes to Ensure Availability of Staff Who Will Achieve Change

The Department of Human Capital Initiatives placed advertisements to recruit for all teacher tenure areas throughout the year and will continue this practice annually. Previously, the District did not recruit candidates until true vacancies were identified, which caused substantial delay in the hiring process and loss of qualified candidates. District Career Fairs are held twice a year in Rochester. The District has also expanded its geographic area to recruit highly qualified teachers and administrators nationally. Urban areas were saturated with vacancy announcements using national search engines. All vacant positions are posted and undergo a full recruitment process prior to selection of an applicant.

RCSD continues to utilize a centralized master scheduling process. This process allows for the creation of consistent and compatible schedules throughout the District. Students' instructional needs drive the master schedule, which then determines staffing levels and hiring needs. These new schedules reduce the number of part-time and itinerant positions and increase the attractiveness of RCSD employment. Centralized master scheduling also allows the District to identify vacancies earlier in the staffing process to facilitate a more extensive search for qualified applicants.

I.D.iii. Training Programs to Build the Capacity of Leaders

History and Past Funding. Between July 2008 and June 2014, three individual initiatives - Dream Schools (Transformation Leadership Cohort); Rochester Leadership Academy; and the SUPES Academy introduced school leaders to data-driven decision-making, use of technology, and research-based instructional leadership practices. St. John Fisher College served as the lead agency for the Leadership Academy, which was funded by Title I. The SUPES Academy served 250 RCSD leaders and included executive coaching, and was funded by the Systemic Supports for School and District Turnaround grant.

More recently, RCSD benefitted from STLE Grants. RCSD applied for three STLE grants to enhance the career ladders already in place. It was recognized that the structures for

preparing, supporting and promoting individuals within the District were incomplete and required refinement to work systemically and in alignment with District goals.

Current. All certified administrators within RCSD are taking part in training on the Danielson Framework for Teaching rubric, the rubric RCSD uses to assess teacher performance as part of the currently approved APPR agreement. The intent is to engage learners so that they may understand the characteristics needed by school leaders to:

- Create and sustain improvement in teaching;
- Develop a common understanding of the Danielson Framework components and rubric and be able to identify key differences among the levels of performance in the rubric;
- Align specific examples of practice to the components in the Framework;
- Improve the quality of professional conversation that engages teachers in reflection and professional growth;
- Deepen the understanding of the components to the element level and how they are evidenced in classroom practices;
- Understand student engagement and be able to distinguish it from compliance and participation in the classroom;
- Improve reliability and consistency for collecting and scoring evidence of an observed lesson; and
- Collect, calibrate, and share observation evidence with colleagues.

Additionally, moving forward for the 2016-2017 school year, the District is in conversation with national leaders in talent management to reframe the systems for developing a pipeline for school leadership. The project is focused on the identification and development of potential building level leaders in the District. This work has been identified as a key priority as the new superintendent transitions into the District.

I.D.iv. Training Programs to Build the Capacity of Teachers

History and Past Funding. Teachers have been offered multiple opportunities to take part in District-wide training that supported their growth and development into effective and highly effective teachers. The District utilized Race to the Top Funds (RTTT) to structure supports using Network Teams. RCSD used three Network teams to support teachers, one focused on Next Generation Learning Standards State Standards (CCSS), another worked on Annual Professional Performance Review (APPR), and the third team targeted Data Driven Instruction (DDI).

Between 2013-2015, a vision for the instructional coaching model was created and a job description clearly defined the essential roles and responsibilities of a coach. Instructional Coaches applied for the position and were thoroughly screened, followed by interviews with members of the Office of Professional Learning and the Career in Teaching panel. Qualified candidates were chosen and placed into buildings. A system of reflection and accountability was also put into place. Coaches received specific professional learning (professional learning standards) on coaching, the adult learning theory and the "role" of coach. They did not serve at the discretion of the building administrator but were held accountable for carrying out their roles on a daily basis to work collaboratively with teachers, modeling, co-teaching lessons, assisting with differentiated instruction, developing materials, collecting and analyzing data, and

observing and providing feed-back to teachers. The coaches are required to submit logs, are observed, evaluated and receive feedback on a regular basis.

Current. RCSD has streamlined all instructional professional learning to support District capacity, implementation of Next Generation Learning Standards State Standards (CCSS) in English-Language Arts, implementation of CCSS in Mathematics, and Data-Driven Instruction/Inquiry. This approach aligns to current recommendations from the completed DTSDE school reviews.

Further, the Division of Teaching and Learning and the Office of Professional Learning are seeking teachers to serve as Teacher Facilitators at each school to support the work under Danielson's Framework for Teaching. Teacher Facilitators will lead training activities in their schools for their colleagues on the Framework for Teaching. They will learn all requisite knowledge and skills during the lead evaluator training. The intent is for teachers to develop their understanding of the Framework components so that they are prepared to take an active role in their own growth and learning through purposeful and meaningful observations. Most importantly, teachers will be able to use the Framework for Teaching to reflect on their own practices to engage in professional conversations with both supervisors and colleagues that will impact the quality of teaching and learning for all.

RCSD, in partnership with the Rochester Teacher Center, is writing a comprehensive, culturally relevant K-2 comprehensive curriculum. Teachers-in-residence in pilot schools will introduce the curriculum to classrooms and receive specific and immediate feedback from colleagues. Teachers will also engage in a series of courses entitled "Knowing our Students: Their Culture, Heritage, and Realities" throughout the 2016-17 school year. These courses are designed to introduce teachers to the trauma experienced by many students and how it affects their learning. It will recommend strategies on building successful relationships with students and their families. This course is based on the work of Dr. Joy DeGruy's Relationship Model.

Another featured professional development initiative tied to building a positive school climate in underperforming schools is Restorative Practices and Trauma Informed Instruction.

I.D.v. RCSD-Offered Training Events in Year 1 See Attachment

I.E. External Partner Recruitment, Screening, and Matching

I.E.i. Processes for Utilizing External Partner Organizations

RCSD's theory of action holds that closing the opportunity gap and providing students more and better learning time, in part through effective community partnerships, can mitigate the effects of poverty. This necessitates a more efficient procurement, management, and evaluation strategy, allocating resources toward District priorities.

The District's Purchasing and Procurement processes contribute by obtaining the best value for goods and services, specifically the Request for Proposal (RFP) process which identifies high-quality, cost-effective, and dependable community partners. RCSD's RFP process follows all regulations for public entities and Board policy in posting, bidding, and reviewing proposals. The resulting list enables schools to select a viable partner.

In recent years, the RFP for Expanded Learning and Supplemental Academic Service (SAS) providers has become more rigorous, including proof of organizational capacity, alignment with RCSD's priorities and with Next Generation Learning Standards Learning Standards, and an evidence-based approach and/or track record of demonstrated success in increasing student achievement or other indicators. Using the approved list, all schools actively participate in the Consultation Process to ensure the partner's ability to support the school's plan for improvement and to enhance the school's ability to manage partnerships.

Once partners are selected and services are underway, various District-level staff, including School Chiefs and School Ambassadors, work with school-based leadership to conduct regular progress monitoring toward deliverables. Furthermore, RCSD partners are evaluated annually based on:

- Quality of services (including rigor, engagement, student/staff satisfaction, and student outcomes)
- Service delivery (including timeliness, provision of substitutes, etc.)
- Customer service
- Data-based rationale for continuation/discontinuation of services
- Cost effectiveness, including the availability of similar quality services for free or at lower cost (e.g., Service Corps, retired executives)
- Youth Program Quality Intervention (YPQI) data if available (YPQI is a continuous improvement approach to professional learning, and should not be used for evaluation purposes, but participation does reflect on the organization.)

I.E.ii. Processes That Ensure Access to Effective Partners

In anticipation of a grant award, the Office of School Innovation and the school's leadership work together to ensure that partner selection for grant-related services aligns with school programming. A consultation process is used that includes the potential partner, the school leadership team, and a representative of OSI.

After consultation is completed and a scope of services is agreed upon, the contract is initiated with the Legal Department. If Board of Education (BOE) approval is required, the timeline for a fully executed contract aligns with scheduled BOE meetings. However, RCSD's BOE has pre-approved, through the RFP process, a number of potential community partners, thus ensuring that Priority Schools have access to external partner support once the grant is awarded and the implementation period begins. School Innovation has also conducted this proactive approach for professional service contracts not governed by the RFP to ensure that services are ready to be deployed as quickly as possible after award.

I.E.iii. Roles of the District and School Principal in Utilizing Partner Organizations

When a school needs services, they select a partner agency from the RFP's approved partner list. The school leadership team receives support from their school chief, OSI Ambassador, and the Director of Expanded Learning as they conduct a comprehensive analysis of the school priorities, including DTSDE findings and recommendations, and assess potential partner matches. The final match is made based on a partner's ability to meet school needs, and overall alignment with the District Comprehensive Improvement Plan (DCIP), the School Comprehensive Education Plan (SCEP), and the parameters of funding sources.

Once selected, a more detailed consultation process occurs among the partner, school, and District staff to ensure the right services are engaged to accomplish the goals and objectives and achieve expected outcomes. This allows a detailed contract, including clearly articulated evaluation criteria, metrics, and expectations to be initiated in a timely way.

Emphasis is placed on partner evaluation throughout the service delivery period. The Grant Monitor and OSI Ambassador assigned to support the school work directly with the principal and the partner, holding every partner accountable for contractually required deliverables. Selected partners, school staff, and the District examine the identified performance targets bimonthly (at a minimum) and make mid-course adjustments if needed.

I.F. Enrollment and Retention Policies, Practices, and Strategies

I.F.i. Description of School Enrollment*

School	Student Enrollment	SWD		ELL		ELA Performance Index (PI)		Math Performance Index (PI)	
		Students	Percent	Students	Percent	School	District	School	District
#19	412	110	26.7%	30	7.3%	PI 15.2	PI 42.7	PI 18.5	PI 41.3

*Data reported for 2016-2017

RCSD is a school of choice district where all K-6 and K-8 have similar demographics and programming, with the exception of School 35, which hosts a bilingual student program and School 50, which is the host of an ELL SIFE program. All RCSD high schools are by choice and are not based on feeder patterns, thus all schools have SWD continuums and services for ELL students.

I.F.ii. Ensuring Access to Diverse and High Quality Programs Districtwide

RCSD continually works to improve the quality of all schools and offers students an innovative portfolio of school options. All RCSD students entering kindergarten, Grade 7, and Grade 9, inclusive of ELL, SWD, and students performing below grade level, are invited to participate in the District's schools of choice selection application process. Students in all other grades can submit a school transfer application if desired.

In December of each year, the District mails application booklets to families of students in sixth and eighth grade, and to children entering Kindergarten. This booklet describes each elementary and secondary school, including the school's unique features. Families must submit an application form that identifies the student's top five school choices by the end of January for secondary students and by March 1 for prospective Kindergarten students. Student placement is completed using a computerized lottery system. Students are placed in their first choice school whenever possible. Immediate placement is made for kindergarteners who have older siblings in a school, live within one-half mile of their first choice school, wish to attend their "home" or neighborhood school, or participate in the school's Pre-K program.

Students With Disabilities (SWD) are provided with appropriate special education in accordance with their Individual Educational Plan (IEP) and have equal access to all aspects of the District's curriculum and placement process.

New provisions are in place for English Language Learners to address the buildings that are disproportionate or serve highly mobile populations. The District created a standardized schedule that has built-in supports for all students. For Special Education or ELL students who are not proficient, the schedule allows for flexible periods that permit double blocks of ELA and math if students require ramp-up protocols.

I.F.iii. Ensuring Similar Student Populations in All RCSD Schools

As described above, RCSD allows student selection for placement in District schools. All schools have a percentage of programs reserved for ELL and SWD students. These programs and the number of seats in each one are identified by the Department of Teaching and Learning to ensure both student and school support as designated by the master plan to provide equitable services and school opportunities. The Departments of Specialized Services and English Language Learners offer a variety of programs that provide school- and student-level support.

I.G. District-Level Labor and Management Consultation and Collaboration

I.G.i. Districtwide and School-Level Consultation and Collaboration Process

Full and transparent efforts to consult and collaborate with leaders of RCSD's teacher and administrator labor unions occurred in several phases in order to develop this SIG plan.

The Superintendent met with the Board of Education for the Rochester City School District to communicate with them that the grant opportunity had changed for the previous Restart Grant. The Chief of Superintendent's Receivership Schools and the Executive Director of School Innovation met separately with the administrators' union regarding the plans to move forward with the grant opportunities. Additionally, meetings were held to discuss the opportunities, impact and plan for collaboration with the teachers' union and the parent group.

Planning for the School Improvement Grant was all completed with the School Based Planning Team from No. 19 School. School Based Planning Teams (SBPT) which consist of administrators, teachers, other school support staff and parents, met multiple times with District staff to create this application. These SBPTs were responsible for the collaboration and writing of the grants with a School Ambassador from the RCSD Office of School Innovation.

As completed, all grant applications were shared electronically and publically with each school group of stakeholders (administrators, teachers, other school personnel and parents). Additionally, copies of each grant were sent to the administrator and teachers' unions, and also to the District-level parent group.

I.G.ii. Verification of Appropriate Stakeholder Group Consultation and Collaboration

The Consultation and Collaboration Form (Attachment A) has been completed.

II. SCHOOL-LEVEL PLAN

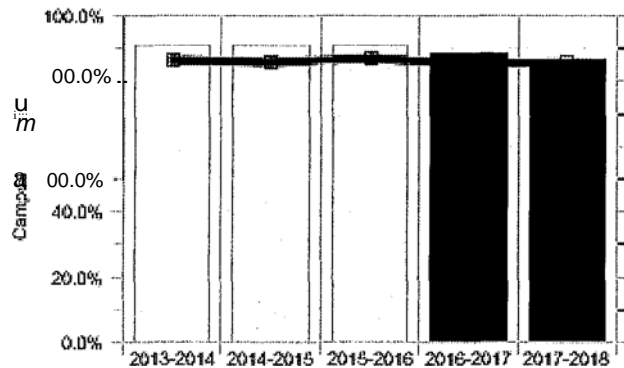
II.A. Needs of Systems, Structures, Policies, and Students

II.A.i. Description of Student Population Served

Dr. Charles T. Lunsford School 19 serves approximately 432 students in grades PreK – 8. The school is located in the Plymouth -Exchange neighborhood, a poor area of a City where more than half of children live in poverty. About 20% of students live in the immediate neighborhood, while two-thirds live in the southern zone of the district. The school is co-located with a City Recreation site. The student population is 78% African-American, 16% Hispanic, 1% Asian, and 3% White. While the Rochester City School District is deemed 100% eligible for free meals because of our high level of poverty, School 19's recorded poverty rate is 95%. The school serves a higher proportion of Students with Disabilities (26%) than the Districtwide average, but fewer English Language Learners (6%).

The school has historically posted attendance rates around 90%, several points below the District average; the 16-17SY attendance rate was just under 90%. The chronic absence rate was 24%, meaning that a quarter of students missed more than 10% (18 days) of school.

Yearly campus Avg Daily Attendance Compared to District ADA



School Year Description

31% decrease from 15-16SY) suspensions.

reducing chronic absence in primary grades,

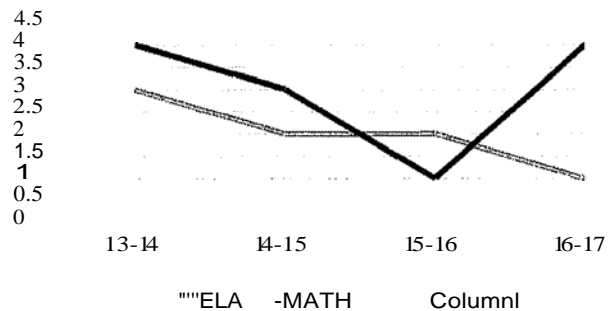
with 17% of the schools K-3 students missing more than 10% of the 1516SY. This is a significant reduction from the 26% chronic absence rate in 1415SY.

In the 16-17SY, the school had 234 behavior incident (43% fewer than in 15-16SY), which resulted in a total of 197 (a

Academic Performance

School 19's proficiency rates for 16-17SY declined over prior years and were lower than the district averages, at 1% for ELA and 3.9% in Math. While the 17-18SY results are not currently available, the Spring NWEA data projected that these rates would not show substantial improvement.

New York State Exam Proficiency Rates %



ELA All Students

Total Number Tested and % Proficiency

Item Name	2013-2014			2014-2015	
	Total Tested	Level 3-4	% 3-4	Total Tested	Level 3-4
Grade 3 ELA	43	2	5%	41	2
Grade 4 ELA	41	2	5%	31	0

2015-2016 2016-2017

Grade 5 ELA	46	2	4%	37	3	3%	28	2	7%	0	0%	
Grade 6 ELA	38		3%	33	2	6%	32	?	0	0%		
Grade 7 ELA	44	1	2%	44	0	0%		0	0	0%		
Grade 8 ELA	47	1	2%	36	0	0%	41	1	2%	25	1	4%
Total	259	9	3%	222	4	2%	214	5	2%	209	2	1%

Math - All Students

Total Number Tested and % Proficient

Item Name	2013-2014			2014-2015			2015-2016			2016-2017		
	Total Tested	Level 3-4	% 3-4	Total Tested	Level 3-4	% 3-4	Total Tested	Level 3-4	% 3-4	Total Tested	Level 3-4	% 3-4
Grade 3 Math	44	3	7%	39	2	5%	36	1	3%	34	8	24%
Grade 4 Math	41	3	7%	25	0	0%	38	1	3%	40	0	0%
Grade 5 Math	46	2	4%	29	1	3%	27	0	0%	31	0	0%
Grade 6 Math	38	1	3%	28	2	7%	23	0	0%	29	0	0%
Grade 7 Math	44	0	0%	31	0	0%	29	0	0%	38	0	0%
Grade 8 Math	48	1	2%	24	0	0%	27	0	0%	31	0	0%
Total	261	10	4%	176	5	3%	180	2	1%	203	8	4%

II.A.ii. Description of Diagnostic School Review

The school's DTSDE review was conducted by the State Education Department, with an Outside Educational Expert in November, 2015. The review followed all protocols and included visits in 45 classrooms.

II.A.iii. Community and Family Input in School Review

Parents and family members were interviewed as part of the review. There was not a survey with reliable response rates to share.

II.B.i. Rationale for Selection of SIG Model

The Rochester CSD has chosen to institute Transformation Model for Dr. Charles T. Lunsford School 19. The Transformation Model provides a unique opportunity to fundamentally alter the status quo at School 19, and opens up a viable pathway toward becoming a school that is better able to effectively meet more students' needs. The District has been responsible for driving school improvement in eight Receivership schools and 28 Priority schools (as of 2017-2018 school year). Diligent engagement in this work has directly demonstrated the significant value of long-term, embedded partnerships with institutions of Higher Education (IHE). The Board of Education has long been considering a partnership with SUNY Geneseo, and looks favorably at this partnership with School 19. The co-teaching model that SUNY Geneseo will be supporting has been germinating within the district, as has been evidenced by the implementation of the Voyage Program at School 7.

School 19 has significant challenges and the need to accelerate student achievement is clear. Also evident are the assets-numerous existing community partnerships, as well as the staff readiness shown by identifying and gaining consensus on critical priorities established in the SCEP process. Geneseo will provide on-site, embedded professional development for staff in the co-teaching model, and Geneseo students in education will complete their internship teaching at School 19, and will participate in 19's after school programs.

11B.ii. Key Design Elements of SIG Model

As a Transformation school, the key design elements are 1) the embedded expansion of the school's partnership with SUNY Geneseo to support implementation of the instructional co-teaching model; 2) fully implementing Restorative Practices as the primary element of the social, emotional, developmental health of School 19 students; and 3) Parent and Community Engagement at School 19, implementing the Community School Model.

Transforming Dr. Charles T. Lunsford School 19 under the proposed embedded, co-teaching model, led by SUNY Geneseo, would enable the district to offer the students of School 19 access to a more individualized, supportive and engaging learning environment. This Transformation Model plan is premised upon building on the assets and ideas that already exist at School 19; as the SUNY Geneseo partnership expands and grows, the plan will necessarily evolve pending funding of this SIG proposal; a preliminary intervention plan has already been developed. In this, the three key design elements of this Transformation Model plan align with School 19's and the District's current priorities, and that will place School 19 firmly on the path to producing successful learners:

1. Co-teaching rethought fosters engagement and achievement. The proposed Collaborative Co-teaching model (CCTM) fosters student engagement and achievement and teacher effectiveness. The use of an integrated classroom co-teaching model with the added support of student teachers, teacher candidates, and volunteer tutors allows teachers to plan targeted, flexible small group instruction. Data from informal and formal assessments informs grouping decisions and drives instruction. Both teachers and administrators will make explicit use of data in making decisions regarding curriculum, pedagogy, and student success. The design of this instructional model fosters 1) increased student engagement; 2) increased academic achievement for all students, including Students with Disabilities and English Language

Co-teaching IS	Co-teaching is NOT
Joint responsibility for planning, instruction delivery and classroom management	One teacher maintaining all planning and instruction
A component of a continuum of services for students with disabilities	Having a "smaller" class in a large classroom
Carefully matched professionals to ensure success for ALL students	Two professionals providing instruction to a homogenous group of students
Both professionals present in class every day	An extra set of hands in the classroom
Both professionals planning lessons to meet the needs of ALL learners	One paraprofessional and one professional instructing
Both professionals being responsible for ALL students	A special educator working only with students with disabilities

Learners, and 3) a teacher culture in which teachers hold themselves and the team accountable to a high standard of performance.

This model—a way of organizing the most valuable instructional resource of teachers—is at the heart of the Instructional Support Plan. Through structured collaboration and co-teaching, teachers are supported in delivering differentiated, engaging instruction, and in embedding assessment for learning into daily practice. All of these areas were cited as needs in the DTSDE, and all have payoffs for student learning. Additionally, teacher teams at grades 1-6 will loop in two-year cycles with their class so that students work with the same teacher team for two years. Looping saves about a month of instructional time (Hanson 1995; Mazzuchi & Brooks, 1992) and can significantly increase student gains. Ultimately, the model calls for a collaborative team of two general education teachers, one intervention teacher, (This position can be a reading teacher, an intervention teacher, or a teaching assistant) and one special education teacher working in a fluid manner for two years with one group (two blended classes) of students, sharing responsibility and meeting all students' needs in integrated way.

This instructional model was used successfully to increase academic achievement at another Rochester City School District (RCSD) elementary school, where it operated for six years at the 4th and 5th grade level. The following series of charts and data show the comparative data from the "Voyage Program" where the model was developed and implemented.

Developmental Reading Assessment (DRA) results for students who remained in the program for two years (2006-8) showed that while 54% of students entered the program significantly below grade level (at least 1 year below), only 24% exited the program significantly below. Conversely, the share of students reading within Y2 year of grade level or above had risen from 48% to 75% after the two-year loop. These results were replicated in the following loop (2008-10), when the proportion of students reading significantly below fell from 62% upon entering program to 39% after two years, because the share of students reading within 'h year of, or above grade level increased from 39% to 63%.

State scores from 2006-2008 show that Voyage students consistently outperformed District students overall, notably even for students with disabilities.

	Vova2e Pme:ram Results			RCSD Results		
	2006	2007	2008	2006	2007	2008
% Proficient NYS ELA	84%	89.80%	86%	50%	47.40%	58%
% of Classified Students Proficient NYSELA	75%	100%	80%	30%	12%	24%
% Proficient NYS Math Exam	84.60%	84.50%	100%	55%	52%	59%
% Proficient Classified Students NYSMath	80%	66.70%	100%	42%	22%	35%

	Voyager - 5th		Rest of School - 5th		District 5th		State 5th	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Level 4	0.0%	0.0%	0.0%	0.0%	0.8%	0.8%	8.5%	8.9%
Level 3	4.9%	7.3%	0.0%	0.0%	3.8%	4.7%	21.7%	21.0%
Level 2	31.7%	22.0%	24.4%	11.6%	20.7%	13.6%	35.7%	30.3%
Level	61.0%	70.7%	73.3%	88.4%	74.4%	80.9%	34.1%	39.8%

The Collaborative Co-teaching Model (CCTM) effectively decreases ratio size while the children are working in groups in approximately a 1:9 or 1:10 teacher-student ratio. This increases opportunities for relationship-building between teachers and students. Prior to the establishment of CCTM, the teacher-student ratio varied between 1:18 or 20 at the lowest to 1:25 or 30 at the highest end of the spectrum in general education classrooms and about 1:12 or 14 in Integrated Co-Teaching classrooms which had both a general education teacher and a special education teacher.

The inclusion model, afforded by the CCTM, offers special education support services to all identified students in their least restrictive environment and initiates early intervention for unclassified students exhibiting specific needs. It is designed to serve up to 12 students with IEPs

and up to 24 general education students. One general education homeroom is combined with one integrated homeroom to create the class. The model serves the needs of students currently placed as:

- > ICT room students
- > Direct and Indirect consultant classified students
- > Resource room students
- > General education students with or without identified intervention needs
- > Students who need an accelerated curriculum

This model does not replace the need for self-contained settings. However, it can work well alongside self-contained settings. It can decrease the need for students to move to more restrictive settings, as well as, decrease the need to classify students because all students receive early and continuous intervention support.

Two **Instructional Model Coaches** have been supporting the roll-out and implementation of the CCTM in grades 3 and 5 since the 2016-17 school year (through SIG funding), and will continue to support CCTM implementation for the 2018-19 school year, pending SIG funding moving forward. Both model coaches were members of the original teacher team that created the Voyage Program model at School 7, and worked in the model for its duration. Their support includes the incorporation of best instructional practices and using data to drive instruction and make student grouping decisions. It also includes coaching around the full integration of Students with Disabilities and English Language Learners with their General Education peers. The coaches will also provide professional development for the staff around implementing the Collaborative Co-teaching model with best practices.

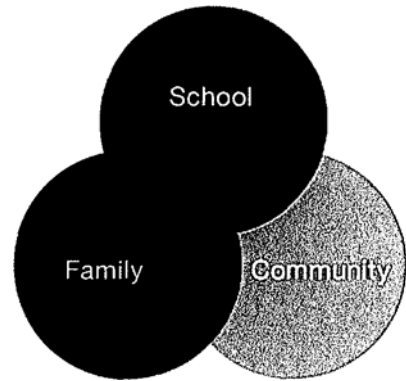
Creating a Collaborative Co-teaching model school that can be a teacher-powered school has been a part of planning since the inception of the collaboration with SUNY Geneseo. With the selection of School 19 as a site of implementation, teachers have attended, and others will be attending the Teacher-Powered Schools Conference. Research shows that professionals work more productively and creatively and avoid burnout if they have more autonomy in their jobs (Singh, De Grave, Ganhiwale, Supe, Burdick, & Van der Vleuten, 2013). This initiative, along with Collaborative Co-teaching, requires allocation of time for collaborative planning, along with embedded professional development re collaboration. Additionally, allotted time for teachers to work collaboratively through the various teacher led committees, aligned with SIG goals and data evaluation needs, will be important for achieving school improvement goals.

It is understood that a chosen teacher-powered governance structure will be evaluated and reevaluated yearly to make sure it is serving the needs of the school. The ultimate goal is a structure that distributes ownership and decision-making within a framework that is facilitated and supported by administrators, School 19 faculty and the SUNY Geneseo partnership. It is anticipated that after the five-year SIG 7 grant period is concluded (June 2021), CCTM and SUNY Geneseo partnership will continue.

2. Parent and Community Engagement at School 19/Implementing the Community School Model

School 19's school based planning team, staff, and leaders are working diligently to deepen and expand school-community partnerships to best meet the unique needs of the school's students and families. This includes implementing the Community School Model.

At School 19, parents will be considered as partners, and teachers will be considered the first line of communication between the school and home. Building on School 19 efforts to increase parent engagement, we will continue with special events and activities that connect families to the school community, and add some strategic approaches:



- > Monthly family events will be scheduled in collaboration with the parent liaison. Events that will be built upon include Father/Daughter Dance, Mother/Son Dance, Open house, Meet and Greet School Family Picnic.
 - > Town Hall Meetings and Parent Surveys will be utilized in gathering input, feedback, and addressing the needs of the families in our school community.
 - > For the 2018 school year we aim to increase the number and frequency of home visits to parents when there are serious attendance or behavioral concerns, as well as to connect these families with services that can support the family.
 - > Parents and the community will be informed about community and school-wide opportunities and events through flyers, the school website, use of the Remind App, social media, robocalls, town meetings, and PTO meetings. Parents will be encouraged to become active partners with the school to promote a healthy, active, and vital school community in order to increase student achievement.
 - > In order to increase parent engagement in their academic progress, students will be tracking their own progress in academics and behavior and encouraged to share it in student-led parent teacher conferences. During year 1 of implementation of the SIG, student led conferences were utilized in grades 3 and 5. During year 2 of implementation of the SIG, student led conferences were utilized in grades K-6. There are plans for additional roll outs in the following years. See the 2017 Fall student-led conference student/parent attendance table below.
- > **Strings for success support group for families.**
 - > **Offer parent classes on the CCTM(Collaborative Co-Teaching Model) and grade level expectation skills**
 - > **Parent/family workshops including peace circles, anger management and coping skills**
 - > **Explore and create a food pantry in conjunction with Foodlink**

2016-2017 Pilot Year of Student-Led Conferences

Grade	Percentage of Students Attended Fall 2016	Percentage of Students Attended Winter 2017	Percentage of Students Attended Spring 2017
3	90%	56%	72%
5	77%	52%	60%

2017 Grades Participating in Fall Student-Led Conferences

Grade	# of Students in class	# of Students Attended	Percentage Attended
K	18	12	67%
1	36	21	58%
2	40	20	50%
3	45	28	62%
4	33	27	82%
5	33	24	73%
6	29	11	40%
All grade levels combined	234	144	62%

School 19 is interested in implementing **aspects of** a Community School. This would further leverage the resources of the community, students, teachers and families together to support both the academic success and social well-being of the students. This is an essential component of the Transformation Model plan for addressing the high academic and socio-emotional needs that exist in the School 19 population. According to the Coalition for Community Schools (2009), full-service community schools across the nation are reporting increases in attendance, graduation rates, and improved student achievement. The Coalition for Community Schools' "Nine Essential Elements of Successful Community Schools" (2016) and the core elements outlined by the National Center for Community Schools (2013) are being used as guidelines for building a high quality community school model at School 19. The proposed model includes the core elements outlined by the National Center for Community Schools (2013): 1) a strong core instructional program designed to help all students meet high academic standards; 2) expanded learning opportunities designed to enrich the learning environment for students and their families; and 3) a full range of physical health, mental health, and social services designed to promote children's well-being and remove barriers to learning. SIG funding will enable the school to build/expand relationships and conduct the necessary needs assessment; the plan and corresponding site coordinator will unfold over the subsequent years. As an embedded on-site partner, SUNY Geneseo will assist in the needs assessment and follow-up plan development.

School 19's main school partnership proposed in this SIG application is with SUNY Geneseo. The SUNY Geneseo partnership will include the following: Acting SUNY Geneseo Liaison: Liason from SUNY Geneseo that communicates with School 19 SBPT. The Liaison will coordinate Graduate students, Practicum students, SUNY Geneseo Staff work at 19, and any training SUNY Geneseo would like to provide to School 19 teachers. They will also coordinate additional opportunities for School 19 students and families.

SUNY Geneseo Liaison who will
Communicate with the SBPT;
Coordinate Graduate Students working with grades 1 - 8
Coordinate Practicum students and additional Geneseo staff providing services at School 19 PD requested by the SBPT
Rochester Young Scholars Academy at Geneseo: SUNY Geneseo will hold 15 student spots for their 2 week summer STEM camp.

Other partners critical to the family community engagement design element of this SIG application include:

Partners in Restorative Initiatives (PIRI). Partners in Restorative Initiatives (PIRI) was founded in 1998 to introduce the restorative philosophy to the western New York area, and received 501 (3) c status in 2002. An affiliate of the International Institute for Restorative Practices, PIRI exists to build relationships, repair harm and restore communities. The largely volunteer organization is the local leader in training, facilitation and peace-making consultation services in restorative practices, and is called upon to help communities of all kinds repair harm and conflict. PIRI works to certify facilitators and trainers as well, helping to grow the practices in our region.

PIRI has supported schools in the region in promoting positive school climate, and in addressing conflict and discipline through restorative approaches. To do so, PIRI provides direct training in restorative practices such as circles and community conferences, to teachers, support staff, administrators, parents and students. They also provide mentoring support to educators as they try out their new toolkits. PIRI works with school teams to take a school-wide approach to building community and relationships, a central premise of restorative practices.

Center for Youth. The Center for Youth Services is a nonprofit with a long history in Rochester, and with a multitude of school-based programs that support the social-emotional well-being of young people. The Center has developed a staff position, Crisis Intervention /Prevention, who functions as an embedded part of the school staff, and partners with the school in creating a proactive tiered system of social-emotional supports. This trained professional is onsite for the full school day, working to help more students be ready and able to learn by:

Supplementing the existing school services and capitalize on academic learning for all students;
Providing immediate crisis response;
Offering a "matched intervention" for presenting social and emotional behaviors focusing on violence prevention;
Providing a safe environment by implementing restorative practices
Providing parental engagement opportunities in crisis situations as well as prevention and intervention opportunities;

Mentoring groups for students

Providing groups and workshops (evidence-based curriculum) as well as individual interventions, to youth and families; and
Expanding resources, by facilitating timely access to community resources.

As noted above, the emphasis of this model will be on prevention education (skill-based violence prevention and disruptive behaviors), immediate crisis response, restorative practices and information and referrals. It is essential to understand that the age and stage of development of elementary school age youth requires a connection with families. The needs of the families, particularly of the growing number of young, underserved, single-parent families, must be taken into account. The Center for Youth staffing reflects this need. The lead staff person will be a Crisis Intervention/Prevention Education Specialist, trained to deliver a variety of best-practice and research-based services (i.e., groups, workshops, curricula), with the primary focus of violence prevention. The Center is committed to using research-based curricula (Get Real About Violence (GRAV) and Life Skills) and science-based strategies to deliver both universal prevention lessons and targeted groups. All staff members are trained in restorative practices and see building relationships as a priority. With an on-site Center for Youth staff, the evolving needs of the school community will more easily be identified and responded to.

Center staff will offer teachers/staff in-services and consultation, and parent trainings utilizing research-based models focusing on Crisis as an Opportunity. Center staff come with protocols for data collection, coordination and communication.

The Center for Youth crisis interventionist will staff the **Help Zone**-a physical space and system that allows schools to manage student behavior and to address needs in a less punitive way. The Help Zone is a calm place where students can reflect and regroup and come up with a plan of action. The staff member will be trained in restorative conversations and de-escalation techniques. This room will be the first response when a student needs to be out of class, with an emphasis on returning the child to class quickly, feeling more ready to learn.

M.K. Gandhi Institute for Nonviolence. The M.K. Gandhi Institute for Nonviolence is a nonprofit that works to realize the vision of its historic namesake by helping individuals and communities create public awareness of nonviolence as knowledge critical to human thriving. The M.K. Gandhi Institute collaborates with local organizations, academic institutions, students and committed peacemakers in the following areas: nonviolence education, sustainability and environmental conservation, and the promotion of racial justice. We prioritize programming for people between the ages of 12 and 24 as well as those who serve those age groups.

The Gandhi Institute is currently serving five Rochester City Schools as part of the District's School Climate Transformation Program which strives to create healthy school climates for students, teachers, administrators, and parents. Drawing from Restorative Practices, this work stands in contrast to traditional punitive models that directly contribute to high rates of student suspension, increased security and police presence in schools, and a lack of accountability and repair when harm occurs.

Curriculum has been crafted by Gandhi Institute nonviolence educators and incorporates many different nonviolence philosophies and techniques: mindfulness and meditation, Nonviolent Communication, Dr. King's six principles of nonviolence, Civil Rights Movement history, Gandhi's history and philosophy, and ideas from the Alternatives to Violence Project workshops. Materials also are drawn from *The Yellow Book of Games and Energizers* (Jayaraja and Tielemans, 2011) and Teen Empowerment's book *Moving Beyond*

Icebreakers (Pollack and Fusoni, 2014) Curriculum engages youth on topics such as: 1) understanding violence on the internal, interpersonal, and structural levels; 2) understanding nonviolence as both a philosophy and practice; 3) transforming a negative situation into a positive one; 4) preventing and responding to bullying, and 5) creating healthy habits around self-awareness, anger, and stress management.

At School 19, the Gandhi Institute will provide an embedded youth educator / mentor, for up to 10 weeks (50 days). This person will be deployed in a way that best supports emerging need in the 7th and 8th grades. This resource will be integrated into the system of supports, and could be deployed as part of Response to Intervention.

Tools to Measure and Assess Community Engagement include:

- > Community Engagement Committee Reports
- > Attendance at family events
- > Parent Survey Results
- > School record of home visits, outcome of visits, and follow up to visit
- > Student-led Conference attendance for the 1st, 2nd, and 3rd marking period

All community partners are described further later in this application. They will report to monthly SBPT meetings to evaluate efforts and collaborate on future ways of increasing parent participation.

3. Multi-faceted approaches will inform the Social emotional development health supports at School 19. *Restorative Practices* embody an overarching approach to building a positive school community. The

approach fosters the relationships between and among adults and students, and equips students with the tools to express their feelings, identify the effect of their actions and make amends in

order to move forward. Facilitation of these skills is especially beneficial to student bodies with high rates of trauma, violence, marginalization, and poverty. Restorative Practices also lead to a

greater feeling of agency and efficacy among students and other members of the learning community. This dovetails nicely with the SUNY partnership for Collaborative Co-teaching and family and community involvement/Community School Model forming the other key design elements of this proposal.

The following strategies will be implemented:

Family Crew for all students daily and a process will be development and implemented for student to request circles for conflict resolution.

Trauma Informed and Culturally Responsive Competencies and Practices is a major District initiative, being led by the work of Dr. Joy DeGruy and the Victorious Minds Academy, which is a deeper relationship model of student-parent-family-school – an obvious fit with the Community School Model. Dr. DeGruy is leading the district's professional development via her research on multi-generational trauma, the "Relationship Model" and why history and culture are important in instruction, student development and achievement. These competencies and practices result in students thriving when they feel safe, loved and connected to their teachers and curriculum. The majority of School 19 students experience various traumatic events on a continuing basis. Professional development will begin, funded partly by SIG, partly by RCSD, and partly by leveraging other district-wide grant opportunities. SIG funding will assist in continuing the work with Dr. Joy DeGruy, Zones of Regulation, Therapeutic Crisis Intervention, and Restorative Practices.

Address and discuss the needs of the school community

Build healthy relationships between educators and students

Restorative Practices

Resolve conflict, hold individuals accountable

Reduce, prevent, and improve harmful behavior

Repair harm and restore positive relationships

Increasing the choices and schedule of *Extracurricular Activities* that complement curricular learning and respond to student requests is aimed at not only improving attendance and engagement, but also empowering student choice and opportunities within activities such as Student Government, Lego Robotics, Arts, Newspaper, Cosmetology, and Dance. This dovetails perfectly with the Geneseo Partnership, as their faculty, consultants and middle school liaisons not only provide programs (e.g. steel drum club), but facilitate The Bridge Program, collaboratively planned for all seventh and eighth graders. This is a three-day, intensive program held at the beginning of the school year emphasizing restorative practices by teaching all students the peace circle process; introducing middle school students with the middle school protocols; and an overall 'getting acquainted'.

11.B.iii. Model Selection Process

The Rochester City School District's Board of Education and District leaders have been working to cultivate a range of options for Receivership and Priority schools. A Board working group was convened in 2016, with the express purpose of developing criteria and a process to vet potential partners, and there has been a stated interest in developing an embedded elementary partnership with an Institution of Higher Education. On a parallel track, Rochester teachers have been drafting proposals for the integration of teacher-led components, based on experience and success they have had, and in conjunction with a SUNY Geneseo faculty member. A general plan had been submitted to the Board, prior to the SIG 7 funding cycle. Upon notification of the SIG 7 application, these conversations proceeded more quickly and were made specific to School 19.

The Office of School Innovation and the School Chief met with School-Based Planning Team to share the proposal to revise the SIG application that would establish a partnership with SUNY Geneseo. Using results of co-teaching components from School 7, conversations began about how to implement said components with the SUNY partnership. Because this is a Transformation Model plan with major institutional partnership, the District and Geneseo leadership have been working jointly to develop understandings of how this process will unfold, pending approval of this SIG7 proposal. Communications staff has been working with the school team to design a careful communication plan for families.

Meetings that informed the original model selection application included:

Spring 2014: RCSD teacher-led group:

began meeting with Dr. Jane Fowler Morse, Professor of Education at SUNY-Geneseo, Met three times with Paul Hetland, Rochester Teachers' Association (RTA Treasurer) to discuss the feasibility of such a project within the city system and with the express approval of the RTA.

Discussed and was encouraged by former Superintendent Dr. Bolgen Vargas and leadership team.

Sent a memo (5/23/14) to the President and the Provost of SUNY-Geneseo, and the Dean of the School of Education, formally outlining the work of the core intervention strategy based on the Voyage program and requested input from SUNY-Geneseo.

Fall of 2014 - Spring of 2016:

Core RCSD teacher group and SUNY-Geneseo Representatives (identified as SUNY-Geneseo Core Planning team in this proposal) continued to meet, plan and work

collaboratively with both the Union and the Superintendent's office to negotiate a possible route to forming a new school.

March 1, 2016: Dean of Education for SUNY-Geneseo, and both SUNY-Geneseo and RCSD core planning team members met with the Interim Superintendent and Board of Education members to discuss submitted preliminary proposal.

March 8, 2016 and April 1, 2016: Meetings to further discuss the SUNY-Geneseo proposal with members of the Board, the Superintendent, and a Union representative.

March 10, 2016: Representatives from the RCSD core teacher group met with the President of the Teachers' Union and the Union Treasurer to discuss union support and participation in the project.

Summer of 2016

July 1, 2016: District personnel met with the Acting Principal of School 19 to share the potential proposal.

July 5, 2016: District personnel met with Administration and the School-Based Planning Team (SBPT) of School 19 to discuss and decide on elements of intervention model.

July 7, 2016: A representative group of teachers from School 19 (SBPT and Instructional Leadership Team invited) met with the SUNY-Geneseo core planning team and District level personnel to discuss the project, to give input into the school plan and to discuss questions. At this meeting, ideas for both written and public event communication with the SUNY-Geneseo Faculty, School 19 staff and community were brainstormed.

July 7 -July 13, 2016: The representative group of teachers from School 19 and the SUNY-Geneseo core planning team, in consultation with District personnel, continued to work collaboratively through Google Online Documents to describe the school plan in the SIG 7 application.

July 14, 2016: A representative group of teachers from School 19 met with the SUNY-Geneseo core planning team and District personnel to review and finalize the school plan as written in the SIG 7 application.

July 18, 2016: Initial review of a letter of agreement by SUNY-Geneseo, with input from SUNY-system leadership legal representatives.

Spring, 2018

The Chief of the Superintendent's Receivership School, the Executive Director of the Office of School Innovation, the School 19 Principal (new to the school in the fall of 2017), the School-Based Planning Team, School 19 teachers, and the SUNY Geneseo core planning team, held multiple conference calls, meetings, and School Based Planning Team meetings in order to revise the SIG 7 application for School 19 from a Restart EPO to a Transformation Model plan. This application has been adjusted and refined to implement a Transformation Model Plan, distilling the SUNY Geneseo EPO partnership to an embedded on-site partnership, retaining the best elements of the originally proposed application.

11.C. Determining Goals and Objectives

11.C.i. ELA Goal and Objective

A strong and engaging academic program with a service learning project component will help students develop qualities such as perseverance, critical thinking, and an ethic of contribution. This rigor will prepare students for success in college, career, and citizenship. Goals and objectives include:

GOAL 1: Students will improve their literacy skills through strengthening the schools capacity to use data to provide more targeted instruction and intervention for students.

OBJECTIVE 1.1: Organize for collaboration around data by forming explicit teams, meeting patterns, and protocols to use. This work will begin in conjunction with the school's professional development plan. The District will provide ongoing focused professional development in vertical content and standards, and curriculum writing.

OBJECTIVE 1.2: Teams will utilize NWEA data to group students for instruction and intervention. Intervention teachers will be assigned to work with student groups accordingly, such that the number of third graders achieving the national norm mean RIT on NWEA will rise to 20%. The overall school will also rise to 12%, increasing from 9% in 2018.

OBJECTIVE 1.3: Students will demonstrate increasing independence while reading challenging texts as demonstrated by improved Lexile levels. Progress towards this objective will be measured by the percent increase in students meeting the national norm for reading fluency on the AIMSweb assessment from.

OBJECTIVE 1.4: Students will create high-quality products for authentic audiences via community-based service learning criteria, as evidenced by the demonstration and explanation of the product at the time of presentation. This is a longer-term goal; not year one.

OBJECTIVE 1.5: Students will participate in expanded learning time activities that provide additional academic support and enhance classroom learning. This is a longer-term goal; not fully achieved in year one.

11.C.ii. Math Goal and Objective

GOAL 2: Students will improve their math understanding and performance through strengthening the schools capacity to use data to provide more targeted instruction and intervention for students.

OBJECTIVE 2.1: Organize for collaboration around data by forming explicit teams, meeting patterns, and protocols to use. This work will begin in conjunction with the school's professional development plan. The District will provide ongoing, in-depth professional development in vertical content and standard, with teachers participating in writing curriculum building off content.

OBJECTIVE 2.2: Teams utilize the most recent NWEA data to group students for instruction and intervention. Intervention teachers will be assigned to work with student groups accordingly, such that the overall school will rise from 6% in 2018.

OBJECTIVE 2.3: Students will demonstrate speed and accuracy (i.e. fluency) in grade appropriate calculations, as well as developing a deep understanding of math concepts, as demonstrated by formative and summative assessment of student work. Progress towards this objective will be measured by the percent increase in students meeting the national norm for math fluency on the AIMSweb assessment. Students' progress will also be monitored through the RCSD Common Formative Assessments twice a year.

OBJECTIVE 2.4: The percentage of students in grades 3-8 meeting or exceeding the standards will increase according to the RCSD Common Formative Assessments.

OBJECTIVE 2.5: Students will participate in expanded learning time activities that provide additional academic support and enhance classroom learning. This is a longer-term goal; not fully achieved in year one.

11.C.iii. Additional Goals and Objectives

GOAL 3: Staff, teachers, administrators, students, families and the School 19 community will engage in implementing Restorative Practices which is a school community that supports the academic growth, and the social physical, and emotional health of all students.

OBJECTIVE 3.1: A 10-15% reduction in suspensions will be achieved by spring 2019 from prior year, by strengthening the system of tiered social emotional supports and interventions.

OBJECTIVE 3.2: School climate will improve, as measured by climate "dipsticks" and reduction in referrals and suspensions, through a schoolwide approach to Restorative Practices.

OBJECTIVE 3.3: Parents will be engaged in their child's learning progress through their participation in quarterly student-led conferences. Student-led conferences give students a positive opportunity to review their portfolio work with their parent(s) and discuss their accomplishments and goals for the next quarter. Grade level events will also showcase student work and achievements. (This goal will be phased on over time.)

OBJECTIVE 3.4: Students will participate in expanded learning time activities that provide additional enrichment opportunities that support students' social-emotional health and their overall engagement in the school community. (This goal will be phased in over time.)

GOAL 4: School 19 will engage partners in the surrounding community in two-way partnerships to identify resources to support students/families/staff as they establish a sustainable family and community engagement program, and work toward becoming a Community School. A needs assessment, as part of the initial Community School Model, will be organized and commenced.

OBJECTIVE 4.1: Build relationships and assess assets and needs in the community. School 19 will engage fully in getting to know the community and working to survey and connect with families. The School Based Planning Team will be responsible for identifying areas of need, facilitating the creation of additional partnerships and monitoring the effectiveness of partnerships.

OBJECTIVE 4.2: Work to establish with existing programs / grants such as the newly launching Student Support Center through the Violence Prevention Program Grant. Longer term, work to develop the school as a point of access for whatever wrap-around services necessary to reduce barriers to learning.

OBJECTIVE 4.3: Students will participate in service learning experiences that benefit the community through education, drawing the community together, and/or improving some aspect within the community. Service learning will support student-driven instruction through case studies, projects, fieldwork, experiences within the community, and a culminating event or product that features high-quality student work. (Longer term goal; not year one.)

11.C.iv. School-Level Baseline Data and Target-Setting Chart

The School-Level Baseline Data and Target Setting Chart (Attachment B) has been completed.

11.D. School Leadership

11.D.i. Characteristics of the School Principal

Moniek Silas-Lee assumed the role of principal at School 19 in the fall of 2017. She embodies all of the characteristics of District Principal as aligned with District structures and embodies the core competencies of a priority school leader. The Principal has the responsibility for the overall progress of the school and its students. She is a member of the School-Based Planning Team (SBPT) that facilitates the development of School 19's instructional policies. The Principal will monitor, support, and supervise all staff to ensure there is evidence of academic rigor, engagement, differentiation, and alignment with CCLS. The School 19 Principal will also develop and implement policies, programs, curriculum activities, and professional learning that support the educational development of each student and staff member. She is responsible for setting the stage for collaborative planning and coordination of all school programs that impact student growth. The School 19 Principal will lead the implementation of organizational efficiencies and build the capacity of all stakeholders through formal and informal relationships with staff, students, families, and community partners, including School 19 alignment with the Superintendent's four "core elements":

11.D.ii. Biography of the School Principal

The School Chief supervising School 19 has observed Principal Silas-Lee facilitating high quality grade level faculty and team meetings, hosting collegial school professional learning sessions, collaborating with problem-solving student support teams, and expanding community partnership opportunities. Principal Silas-Lee is student-centered and works to ensure culturally relevant classrooms and extracurricular learning experiences during and after school for the children. In addition, her leadership ensures the continuance of the school's commitment to Restorative Practices cultural transformation in discipline approaches for the 2015-16 school as a district pilot. Since her appointment as principal, Moniek Silas-Lee has demonstrated her commitment to the school and district working tirelessly in communicating with the school and staff representing the SUNY Geneseo.

11.D.iii. Action Steps to Put Leadership in Place

The Board of Education has duly selected and placed Moniek Silas-Lee as principal at School 19.

11.D.iv. Duties of the Assistant Principals

As instructional leaders and collaborative member of the administrative team, the Assistant Principals will ensure instructional practices and strategies are aligned to CCLS and include instructional activities that accommodate all students and provide interventions that lead to inquiry and high levels of engagement and support. The assistant principals will monitor and supervise teachers utilizing the Danielson Framework for Teaching to ensure there is evidence of academic rigor; engagement, instructional differentiation, and CCLS-aligned lessons through classroom walk-throughs and observations. The assistant principals in collaboration with teachers will apply data analysis and monitoring protocols to measure student growth and performance and making

mid-course decisions to provide interventions and enrichment for students. The assistant principals' responsibilities also include student management in discipline. With the institution of a new RCSD Code of Conduct, they will be key to its implementation in the context of Restorative Practice framework will require restructuring the mind sets for staff, students, and families. Also included in this role is supporting and/or designing professional learning sessions, facilitating discussions and dialogue during student support team problem-solving sessions, participating grade and vertical team meetings, and parent organizations community meetings.

The leadership team is currently comprised of the following four positions: Principal, two Assistant Principals, and one Coordinating Administrator for Special Education (CASE). Principal Silas-Lee will provide consistency within the leadership team to help integrate the staff's previous work into the Transformation Model.

The District will not employ a SIM; it has performed this function internally for the past several years, creating School Ambassadors who complement the supervisory role of School Chiefs.

11D.v. Supporting Leadership Profile

The Assistant Principals have been selected based on the core competencies of priority school leaders and District criteria. They have a knowledge of Restorative Practices and will be able to demonstrate the ability to use data to improve instruction and operational decisions. The SBPT will continue to serve as the school's decision-making body whose focus is directed towards instruction, curriculum, and support for student learning. The SBPT is charged with the work of school improvement and will monitor implementation of this SIG plan.

11E. Instructional Staff

11E.i. School-Based Instructional Staff Effectiveness

School 19 has 59 instructional staff. Based on the preliminary APPR data for the 15-16SY, some 94% of staff members have effective or highly effective ratings in their observations, grounded in Danielson Framework.

11Eii. School-Based Staffing

Based on the DTSDE review, teacher capacity to plan and deliver instruction that scaffolds students to high standards and high-quality work is uneven across the school. Work has begun to more deeply understand the standards and assessments; this is work that must continue to be applied in lesson design. Social-emotional support has also been a challenge; the Response to Intervention team and the support staff are taxed by the volume and intensity of need, suggesting multiple needs-for universal supports, more hands on deck, stronger systems and stronger relationships. There are several staff formally training in Restorative Practice, however there is a specific need to have more staff members trained.

11E.iii. Characteristics and Core Competencies of Key Instructional Staff

For the Transformation Model plan to be successful, all staff must see themselves as "key" members of the team. All staff must be willing to work hard, be open to different ways of operating, and be devoted to creating a new entity that will capitalize on the assets of Dr. Charles T. Lunsford

School 19 and SUNY Geneseo to create a powerful model. The District is prepared to fully support the interventions needed at School 19, provide the necessary Restorative Practices support this SIG application.. The timeline is crucial to the transformation of School 19, and several components are either in place, or poised to launch.

The Community School Site Coordinator, under the direction of the District Director of Community Schools helps to build and maintain partnerships with community agencies and facilitate effective communication and collaboration among the leadership team, specialized instructional support personnel, service providers, school personnel, parents, families and members of the community. The Site Coordinator will be supported by the centrally located position of Director of Community Schools. This position will be added to the school beginning in the 2018-2019 school year, pending a positive decision on the SIG proposal and the release of the Community School Grant RFP for 2018-2019.

The Geneseo Liaison, will maintain contact between the main partners, Geneseo and The Rochester City School District,, to assist in the organic growth of the Transformation Model proposal and plan and any developments that take place in that year, to plan for future years of the SIG, to promote the SIG as an integral plan for success at School 19 and SUNY Geneseo, and to be available for assistance and support at School 19.

11E.iv. Mechanisms to Acquire and Assign Instructional Staff

District policies and union contractual agreements govern these mechanisms.

11.F. Partnerships

11.F.i. SIG Partner Organizations

SUNY Geneseo's Institutional Capacity

Founded in 1871 as a school for teachers, SUNY Geneseo has evolved into one of the premier public liberal arts colleges in the country. For the period from 2004-2014, the College ranks 6th in the nation among master's institutions for the number of alumni who went on to earn research doctorates.

The Ella Cline Shear School of Education provides students with a diversity of perspectives and experiences, including urban and rural foci. Faculty and staff seek to develop teachers who are committed to improving the lives of their students by promoting active learning, valuing community involvement, being culturally and aesthetically responsive to their surroundings, and seeking excellence in teaching and learning. They are committed to providing ongoing support to teacher candidates and area teachers. The involvement of student teachers and other participants in classrooms at the school helps to support teachers' work with students, bringing more hands on deck in a supported way, and provides School 19 with potential new hires who have already had experience with its model. Teacher candidates who do not stay with the school will spread knowledge of this collaborative, data-informed co-teaching model to other sites. The collaboration among community members, teachers, administrators, student teachers and college faculty will contribute to the quality of the school overall.

SUNY Geneseo would also be able to provide access to research and pedagogical expertise, creating an on-site, embedded array and depth of professional development opportunities for School 19, especially in the prioritized area of deepening the application of data to instruction.

Partners in Restorative Initiatives (PIRI)

Partners in Restorative Initiatives (PIRI) was founded in 1998 to introduce the restorative philosophy to the western New York area, and received 501 (3) c status in 2002. An affiliate of the International Institute for Restorative Practices, PIRI exists to build relationships, repair harm and restore communities. The largely volunteer organization is the local leader in training, facilitation and peace-making consultation services in Restorative Practices, and is called upon to help communities of all kinds repair harm and conflict. PIRI works to certify facilitators and trainers as well, helping to grow the practices in our region.

PIRI has supported schools in the region and the District in promoting positive school climate, and in addressing conflict and discipline through Restorative Practice approaches. To do so, PIRI provides direct training in Restorative Practices such as circles and community conferences, to teachers, support staff, administrators, parents and students. They also provide mentoring support to educators as they try out their new toolkits. PIRI works with school teams to take a school-wide approach to building community and relationships, a central premise of Restorative Practices.

The Center for Youth Services

The Center for Youth is a nonprofit with a long history in Rochester, and with a multitude of school-based programs that support the social-emotional well-being of young people; importantly Restorative Practices. The Center has developed a staff position, Crisis Intervention /Prevention, who functions as an embedded part of the school staff, and partners with the school in creating a proactive tiered system of social-emotional supports. This trained professional is onsite for the full school day, working to help more students be ready and able to learn by:

- Supplementing the existing school services and capitalize on academic learning for all students;
- Providing immediate crisis response;
- Offering a "matched intervention" for presenting social and emotional behaviors focusing on violence prevention;
- Providing a safe environment by implementing Restorative Practices
- Providing parental engagement opportunities in crisis situations as well as prevention and intervention opportunities;
- Providing groups and workshops (evidence-based curriculum) as well as individual interventions, to youth and families; and
- Expanding resources, by facilitating timely access to community resources.

As noted above, the emphasis of this model will be on Restorative Practices including prevention education (skill-based violence prevention and disruptive behaviors), immediate crisis response, and information and referrals. The Center for Youth crisis interventionist will staff the Help Zone-a physical space and system that allows schools to manage student behavior and to address needs in a less punitive way. The Help Zone is a calm place where students can reflect and regroup and come up with a plan of action.

The M.K. Gandhi Institute for Nonviolence

The M.K. Gandhi Institute for Nonviolence is a nonprofit that works to realize the vision of its historic namesake by helping individuals and communities create public awareness of nonviolence as knowledge critical to human thriving. The M.K. Gandhi Institute collaborates with local organizations, academic institutions, students and committed peacemakers in the following areas: nonviolence education, sustainability and environmental conservation, and the promotion of racial justice. We prioritize programming for people between the ages of 12 and 24 as well as those who serve those age groups. This Gandhi Institute is fully described earlier in this application.

In addition to these significant partners who will play key roles in the Transformation Model Plan, School 19 has a rich array of community partnerships ranging from the Greater Rochester Health Foundation to City Rec. **The implementation of Recess in partnership with Playworks and the incorporation of Urban farming into the curriculum in partnership with GRHF.** The current list can be found here: <https://www.rcsdk12.org/19partners>

11.F.ii. Evidence of Partner Effectiveness

If the SIG proposal is funded, SUNY Geneseo will complete the necessary documents of agreement. An initial Letter of Agreement was submitted for the previously proposed EPO, in lieu of Attachment C.

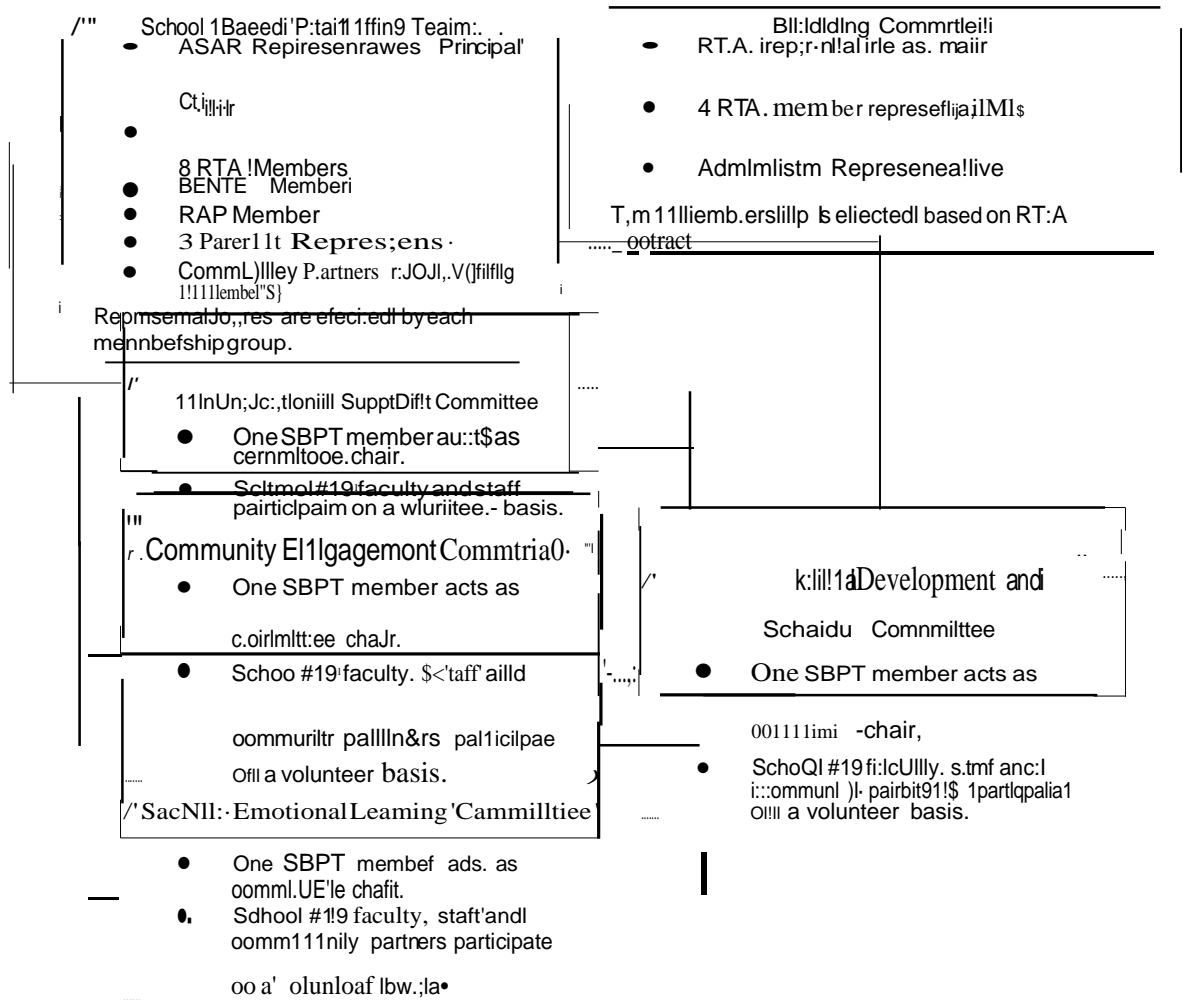
The Center for Youth Services was vetted through a District RFP to provide specific social-emotional crisis prevention and intervention services, for which they have documented success in our schools and in surrounding areas. PIRI has supported several schools, many of which have made improvements in student outcomes such as attendance, referrals and suspensions. The intent of the last two partners is to support, but not lead the overall school Transformation. The evidence outlined in the Attachment C is provided in that context.

11.F.iii. Accountability Mechanisms for Partners

Emphasis is placed on partner evaluation throughout the service delivery period. Typically, when a partnership is managed by the District, The School Ambassador and School Chief assigned to support the school work directly with the principal and the partner, holding every partner accountable for contractually required deliverables. Selected partners, school staff, and the District examine the identified performance targets bimonthly (at a minimum) and make mid-course adjustments if needed. This ongoing progress monitoring is supplemented by a year-end review as part of the renewal decision.

11.G. Organizational Plan

11.G.i. Management and Team Structures and Lines of Reporting



11.G.ii. Function of Management and Team Structures in Day-to-Day Operations

The vision for the Transformation model is for the SBPT and the committees at at School 19 to function in an interconnected fashion as illustrated above. The overall concept of "community" focuses the work of each team and committee. The system functions through explicit transparency, with the work and products of one team visible and accessible to all the others in a deliberate attempt to further open discussion and teacher engagement in decision-making at School 19.

Committees are cross-functional, having at least one shared member with SBPT, and have representation from primary, intermediate, and secondary levels as well as special subjects and support staff. The teams are facilitated - several teams have parent, student, and/or community representation. These factors enhance School 19's collaboration, commitment to quality, and action planning. Committees and SBPT meet at least once per month and follow a preset agenda. Action items are identified and assigned, with follow-up entered onto the next agenda.

The School-Based Planning Team will continue to serve as the school's decision-making body whose focus is directed towards instruction, curriculum, and support for student learning. The teacher committees that support the work of the SBPT meet at least once a month.

Additionally, once a month a SBPT meeting is held in which decisions, supported by data, are made. SBPT is comprised of the Principal and Assistant Principals, teachers, staff and parents. There is parent representation on several of the teacher work groups, as well as, at the SBPT meetings.

11.G.iii. APPR Implementation Plan

The Rochester City School District has an SED-approved APPR Plan that is currently in effect. RCSD teachers give post-tests for SLO. All administrators and evaluators have been trained and passed training using the Danielson Rubric. Observations, including information from the pre- and post-observation conferences, are tracked in the District's ePerformance (PeopleSoft) system. Principals may review the status of observations and evaluations, as well as see content, for all building-based staff. Reports on status are also provided on a weekly basis to the Principal's supervisors. Data is used to drive the relevant professional development for struggling teachers.

11.G.iv. Calendar of Events for APPR Implementation

Please see attachment.

11.H. Educational Plan

11.H.i. Curriculum to be used

The District has begun a review of curriculum, forming a Curriculum Council and outlining the regular cycle of review, professional development and implementation. For the 18-19SY, curriculum will adhere to the Next Generation Learning Standards and maintain the rigor driven by the instructional shifts, while emphasizing the teacher's role in curriculum development and the need to provide more culturally relevant curriculum. The modules on Engageny.org will provide the basic backbone, while the district will actively support teachers in making reasonable decisions as to activities, supplemental texts and/or resources that are accessible and relevant for students based on the needs of the students in their classrooms. This school year will see the pilot of a rewritten K-2 curriculum which will blend the skills strand and culturally relevant pedagogy and texts.

In order for teachers to make these reasonable adjustments, there must be a systemic investment in capacity building so that teachers can implement the "plan-teach-assess-reflect" cycle in unit/lesson plans. The District has set a goal and arranged supports such that teachers in 75% of Priority schools implemented in 2017, as evidenced by 90% participation in Understanding by Design training in these schools.

Under the leadership of the RCSD Superintendent, this work is scheduled to begin in August at School 19, with school-based opportunities in the Understanding by Design learning modules. The collaborative planning time and job-embedded professional learning will continue to support and push teacher teams in lesson design that is standards-based and responsive to ongoing assessment of student need. This focus on elevating the teachers' role in constant curriculum assessment and adjustment fits perfectly with the foundational ethos of the Geneseo.

11.H.ii. Instructional Strategies to be used in Core Courses and Common-Branch Subjects

School 19 is implementing the Co-teaching model as the instructional basis for all core courses. Two teachers on assignment will be assigned to provide full time embedded coaching in the Co-teaching model, and SUNY Geneseo will be the instructional partner with embedded on-site provision of professional development, and education student interns as additional support. The graphic below gives an excellent visual representation of the Co-teaching benefits.

Why Co-Teaching?

Co-teaching provides an excellent experience for Interns, Clinical Teachers, and P-12 Students

Interns

- Deeper understanding of curriculum through co-planning
- Increased confidence sooner during Internship
- Improved classroom management skills
- Increased teaching time
- More opportunities to ask questions

Clinical Teachers

- Time to provide consistent mentoring of Interns
- Host Interns without giving up their classroom
- Able to reach more students through small group work
- Better relationship with their Intern

Students

- Enhanced quality of learning for P-12 students
- Receive more individual attention through work in smaller groups
- Get questions answered faster and work back sooner
- Better behavior/fewer disruptions

The NYS Board of Regents adopted revised English Language Arts and Mathematics Learning Standards on September 11, 2017. The new standards have been the result of over two years of collaborative work to ensure New York State has the best learning standards for our students. Over 130 educators and parents worked together to make recommendations and revise the standards, resulting in a new set of revised English Language Arts and Mathematics Learning Standards.

The Next Generation English Language Arts (ELA) and Mathematics Implementation Roadmap is a document prepared by the State Education Department to assist educators' transition to fully implement the new Next Generation Standards. The Roadmap's goals and activities were designed by the State Education Department in collaboration with various local school districts and stakeholders to ensure that all New York State schools would be equipped to implement the Next Generation Standards. The overall timeline for the implementation of the Next Generation ELA and Mathematics is as follows:

- September 2017: Adoption of NYS Next Generation Learning Standards.
- Phase I: Raise Awareness (Winter 2018-Winter/Spring 2019): Professional development on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.
- Phase II: Build Capacity (Spring 2019-Summer 2020): Professional development continuing on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.
- Phase III Full Implementation (September 2020 -ongoing): Full implementation of the NYS Next Generation Learning Standards.
- Spring 2021: New grade 3-8 tests measuring the NYS Next Generation Learning Standards. The timeline regarding the full-implementation/assessment alignment at the high-school level has not yet been determined and will be forthcoming; however, full-implementation/assessment alignment will not be before the school year 2020-2021.

The District is also working toward building a shared understanding that higher level questioning and thinking occurs when students are actively engaged in content that is relevant and interesting to them. Whole group instruction should be brief with the purpose of posing an interesting question or topic for students to explore. Differentiating experiences for students will allow them to engage in rigorous tasks and resources through a well-designed learning plan that leads to outcomes that demonstrate higher levels of student achievement. There are many key research-based strategies forthcoming this year that will help attain this vision:

- A committed effort to training the majority of teachers in a formal Understanding by Design process to address the shortcomings in lesson design consistently noted in the

majority of DTSDE reviews over the past two years. School 19 began this work last year and will certainly continue over the summer and next year.

- :>-- Relatedly, the District has developed common formative assessments for ELA and Math in grades 3-9, which allow grade level teams to be clear about the standards, performance indicators and success criteria. These assessments are available in the online platform eDoctrina, which allows teachers' time to be spent on the application of the results rather than the analysis. These assessments are complemented by the fall-winter-spring cycle of NWEA. This initiative is grounded in Hattie's meta-analysis that finds cycles of common formative assessment to have the one of the strongest positive correlations with student achievement.
- :>-- Digital Transformation, which is a 3-year multi-phase plan that will result in one-to-one technology, but more importantly in more engaging, more personalized learning for students.
- :>-- As the formative assessment work has deepened, so too has the ability to provide better matched interventions. The options for blended learning tools, linked to NWEA or other assessments, have increased and there are a variety of web-based individualized programs available to schools; these include i-Ready, Compass and Lexia.

11.H.iii. School Calendar and Daily Class Schedule

The 2017-2018 school year calendar contains 181 instructional days. The schedule is attached. . At the current length of day 9:00 -3:30, School 19 will offer students at least 254 hours more than the State-mandated five hours in elementary, and 164 more than the required five and a half hours in secondary. This time does include many elements of expanded day-embedded time for teacher collaboration, including weekly planning time and five half days throughout the year. Furthermore it includes a daily intervention block of about 40 minutes. Under the leadership of the RCSD School Superintendent, School 19 has taken some steps in the short run to maximize the time they do have. For example, the school has moved toward block scheduling in grades 7 and 8, which both increase teacher collaboration time and make better use of instructional time for students. Please see the full schedule which is attached.

Additionally, during the 2018-2019 school year, expanded learning time will be offered in the form of tutoring provided by Geneseo Teacher Candidates during school, or after school, or on Saturdays (as the plan based on needs assessment of the School community develops). In addition, it is anticipated that School 19 students will have the opportunity to participate in a summer enrichment program. These programmatic offerings illustrate the type of resources that an embedded partnership with SUNY Geneseo can bring to School 19.

Based on the inauguration of the three key design elements of this SIG proposal, the District, SUNY Geneseo and School 19's eventual vision for expanded learning would provide students with:

- :>-- Participation in an additional 200 hours of academic and enrichment opportunities, which could be embedded into a longer day, could be coordinated with the co-located City Rec, could be delivered through a combination of extended day, winter or spring break, and summer programming.

- > Opportunities to choose from a menu of afterschool activities in areas such as art, drama, music, science programs, sports, etc. After school, Saturday school, and summer school tutoring/academic enrichment programs will be available to all students. These after-hours offerings are expected to further expand the school day for the majority of students at the school. The school will keep data on the percent of students electing to participate in the various enrichment activities offered after school hours
- > Daily academic intervention/acceleration based on monitoring progress
- > Opportunities to participate in hands-on, performance-based experiences, through service learning projects that make learning relevant and engaging
- > Family opportunities to provide input and feedback regarding enrichment offerings and participation, as well as evaluation of opportunities after participation

11.H.iv. Data-Driven Instruction within the Co-teaching Model

School 19's SCEP plan, in response to the Diagnostic Tool for School and District Effectiveness (DTSDE) review, outlines their plan to increase the effective use of data to inform instruction. Teachers will be using data notebooks and holding grade-level data team meetings to differentiate and tailor instruction to better meet the class and individual student needs. This will be accomplished by the use of a variety of data protocols to support this work. All RCSD schools, including School 19, administer the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP or MPG) in Reading and Math to students in grades K-8 each fall, winter, and spring. There is a cycle of planned conversations that occur to foster the analysis and response to this data; see graphic depiction.

The Instructional Model Coach is a central part of supporting this work. The coach will be deployed at least in large part to plan and facilitate the data team work. The conversation scripts pose "interpretation questions" focused on the results both in terms of growth and achievement, and "action questions" which ask teams to identify strategies and adjustments to address the results. The chart below shows a sample of the guidance provided to make these NWEA cycles meaningful:

2015-2016 Tri-Annual NWEA Data Conversation Schedule

	aassroom/Grade-1.evel Team Data AnalySis	Prindpal/TeKher Data Conversation Meetings	Principal/District Administration Data Conversation Meetings
	Completed by:	Completed by:	Completed by:
	Work Products: <input type="checkbox"/> Individual student goals set <input type="checkbox"/> Classroom goals set <input type="checkbox"/> Intervention plans created <input type="checkbox"/> Skill prioritization and curriculum alignment	Work Products: <input type="checkbox"/> Meetings with teachers to review goals held <input type="checkbox"/> School goals set <input type="checkbox"/> PD and support plan created based on teacher need	Work Products: <input type="checkbox"/> School plans reviewed <input type="checkbox"/> District goals set <input type="checkbox"/> Support deployed according to school need

In addition to the NWEA. interiin assessment, the District has created RCSD Colllllllon Formative .A.ssessinents, in grades 3-9 EL.A. and Math.

These formative assessinents help to triangulate student performance with other aSSeSSinents, but IllOSt

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frequent feedback on learning. In Hattie's Visible Learning Ineta-analysis, one of the practices with the largest effect size is the use of colllllllon formative assessinents, which is so powerful because it supports the co-teaching Inodel by providing/enhancing the structure for teachers to:

- work collaboratively rather than in isolation; **during school hours**
- agree on the essential learning all students Inust acquire;
- agree on how students will deionstrate their learning; and
- assess their individual and collective effectiveness on the basis of the evidence of student learning.

- **Teacher will loop with students to the next grade level in the CCTM instructional model**
- **Common language and practice implemented for instructional strategies(ex. CEA..close reading strategies)**

Tri-Annual NWEA Data Conversations Framework

Inorder to kttp au diStrict nan focused on analyzinC NWEA results and tllllinc action 10lmp0vt studnt1mln1and Khiewment, tri-annual conwnatons around NWEA tts-'ts shollldtiltpit< invtv<Vbutldinc coln<idioncwillheach assessment wind-. The tri-annual data conwnation proc.ss is intended to htllP keep OUF entirt systm focused on im9r01 linC nvdntn frmnc. Crosslncallltvtls of " " orcani:ation, the process establiShs shardt points of fOCUS to coordinatt



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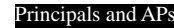
btwtwn the classroom, buil<llnc, and district ltvvtls. ./.\$ data Is interpreted and action plans art implmtnttd and rtrintd, communieltion will flow Kross orcanionalni uniU with adj\lnmnts madt and supports provided as nt<SSlFV.



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The first of the following graphics outlines the ways in which this data is useful to various stakeholders in the learning process; the second is the schedule of formative assessments.

At the same time that the district has invested in creating the system of assessments and

negotiated a contract to allow more embedded collaborative grade level time, it has also articulated a data protocol for teams to use; see diagram. School 19 is invested in the process, and is supporting further development in this area through their 2018-2019 professional development plan.

Students & Families

Students analyze data with their peers, teachers, and families to:

- ./ Set goals for student achievement and growth
- ./ Monitor progress toward student goals

Classroom Teachers

Teachers analyze and use data to:

- ./ Provide direct feedback to students about their progress
- ./ Plan differentiated lessons based on student need
- ./ Set classroom and individual student goals

Departments & Grade-Level Teams

Teachers analyze and use data with colleagues to:

- ./ Identify trends in student performance
- ./ Create short and long-term curricular plans
- ./ Plan instruction and intervention
- ./ Monitor student progress and adjust plans as needed

Principals and Building Leadership

Administrators meet with grade-level teams and departments to:

- ./ Analyze student data
- ./ Set school-wide goals and strategies
- ./ Review grade-level and classroom plans and progress
- ./ Provide PD and support

District Administration

District administrators collaborate with building staff to:

- ./ Identify trends in student achievement
- ./ Provide targeted support and professional learning
- ./ Deploy instructional coaches to support student need and school goals

Common Assessment Matrix for Mathematics

Test	Assessment Date Window	Duration
Math 3 Common Assessment 111	November 12-20	15 MC, 2 two-point, 2 three-point
Math 3 Common Assessment 112	February 4-12	20 MC, 1 two-point, 2 three-point
Math 4 Common Assessment 111	October 26-NOV 1	15 MC, 2 two-point, 2 three-point
Math 4 Common Assessment 112	March 1-CH8	20 MC, 3 two-point, 2 three-point
Math 5 Common Assessment 111	November 12-20	15 MC, 2 two-point, 2 three-point
Math 5 Common Assessment 112	February 25-March 4	20 MC, 1 two-point, 2 three-point
Math 6 Common Assessment 111	November 23-December 4	15 MC, 2 two-point, 2 three-point
Math 6 Common Assessment 112	March 10-18	20 MC, 1 two-point, 2 three-point
Math 7 Common Assessment 111	NOV 30-December 11	15 MC, 2 two-point, 2 three-point
Math 7 Common Assessment 112	March 1-6	25 MC, 2 two-point, 2 three-point
Math 8 Common Assessment 111	December 7-18	20 MC, 2 two-point, 2 three-point
Math 8 Common Assessment 112	February 22-March 4	25 MC, 3 two-point, 3 three-point
Algebra 1 Common Assessment 111	November 1-6	15 MC, 1 two-point, 1 three-point
Algebra 1 Common Assessment 112	January 19-22	15 MC, 1 two-point, 1 three-point
Algebra 1 Common Assessment 113	March 2-4	15 MC, 2 two-point, 1 three-point
Algebra 1 Common Assessment 114	April 25-27	15 MC, 2 two-point, 1 three-point

11.H.v. Academic, Socio-Emotional, and Student Support

School 19 will utilize a multi-faceted approach for providing social emotional, and other student supports that provide the framework for developing relationships, fostering collaboration, and improved student voice. School 19 continues to implement the structure of Positive Behavior Intervention and Support (PBIS) to teach both character development and habits of work and learning. These concepts are practiced and recognized daily via School 19's common language, mission, and school vision. Participation in PBIS builds skills for speaking/listening, self-reflection, student-led collaboration and team-building. PBIS also provides a framework to address whole school expectations, management, and motivation. A teacher-led committee has been developed which provides monthly incentives for students who display S.O.A.R. (Safe, On-task,

Accountable, and Respectful) behavior. School 19's additional targeted areas of effort are outlined below.

Restorative Practices throughout the district, embody an overarching approach to building a positive school community **using common restorative language**. The approach fosters the relationships between and among adults and students, and equips students with the tools to express their feelings, identify the effect of their actions and make amends in order to move forward. Facilitation of these skills is especially beneficial to student populations with high rates of trauma, violence, marginalization, and poverty. Restorative Practices also lead to a greater feeling of agency and efficacy among students and other members of the learning community. This dovetails nicely with the distributive leadership model that forms this proposal.

In the 2017-2018 school year, School 19 faculty participated in summer training in restorative practices provided by Partners in Restorative Initiatives (PIRI). The concepts of restorative practices will be woven into the culture of the school, and will require adaptation of the current systems. The partnerships with the Gandhi Institute and Partners in Restorative Initiatives will both help support the design of a more restorative schoolwide approach and system.

Students across all grade levels who are struggling or at-risk will be identified through proactive structures, such as daily mentoring groups, that reduce the risk of individual students being overlooked. These structures will address risks associated with academic, social-emotional, behavioral, and attendance-related factors. Access to supports will be driven by both referrals (from parents, teachers, community agencies, or student self-referrals) and data-driven (review of benchmark data, office discipline referrals, and daily attendance). Procedures for making referrals to the Response to Intervention Team will be provided and/or described to parents, teachers, and students via multiple ongoing modalities including letters home, progress reports, parent meetings, teacher meetings, the school website, and informational workshops. Interventions will be provided to students across the Tier 1, Tier 2, and Tier 3 levels of support based on individual need.

Access to social-emotional intervention support includes an additional school counselor role, since 2016, focused on coordinating family support services for students in crisis, access to the Help Zone, a new Student and Family Support Center, Gandhi Institute youth educator, check-in/check-out services, referral to the building-based adult mentoring (including Gandhi Institute staff) or peer buddy system, linkage to community-based mental health (or other) support services, or referral to the District's consulting pediatric psychiatrist. Effort is expended to maintain open lines of communication between agency providers, families, and school staff.

Foundational schoolwide supports will include observation and analysis of existing classroom management systems, functional behavior assessments (special education) or formal assessments of behavior (general education) in order to develop individualized behavior plans or behavior support plans. These plans will be monitored and adjusted per the guidelines in the Response to Intervention handbook, IEP mandates, or as needed. Restorative practices and peace circles will be utilized to help students take responsibility and make amends for poor behavioral choices. Restorative Return Conferences will be completed following incidents resulting in alternative to suspensions, in-school suspensions, or short/long terms out of school suspensions. These conferences will include involved parties such as classmates, family members, teachers, and/or administrators. Policies and procedures surrounding bullying and DASA regulations will be monitored and recorded by the administrator in charge, and interventions supported by the school.

Trauma Informed and culturally Informed Competencies and Practices help all students learning to thrive as they feel safe, loved and connected to their teachers and curriculum. An important District-wide initiative, led by the work of Dr. Joy DeGruy and the Victorious Minds Academy, Dr. DeGruy's research on multi-generational trauma, the "Relationship Model" emphasize the importance of history and culture in instruction, student development and achievement. Creating a loving and secure environment where students are immersed in project-based learning that is culturally responsive will prepare students for academic, personal, and career success. The majority of students at School 19 have experienced various traumatic events and continue to be exposed to trauma. Professional development opportunities afforded by the SIG monies, the District, and leveraging other district-wide grants will include: Trauma conscious pedagogy and classroom management, utilizing a trauma conscious teacher toolkit, Zones of Regulation, Therapeutic Crisis Intervention (TCI), Teaching to the Brain's Differences, Restorative practices (PIRI), Victorious Minds Academy (VMA), culturally responsive practices and mindfulness as a coping strategy. For the 2018-2019 school year SIG funds will allow to purchase sensory items to create a "multi-sensory environment" which will assist children who need to de-escalate or relieve stress and anxiety.

School 19 has an "Attendance Team" that meets regularly with District and county level support members to review attendance patterns and implement individualized supports for students and families. At the universal level the building will continue to strive for 95% attendance via the SBPT-led attendance initiatives. Individualized interventions will include home visits, support with transportation, family conferences, and linkage to District-based or community-based supports as necessary. In order to ensure intervention effectiveness and efficiency, intervention development and progress monitoring will occur as part of a multidisciplinary team approach. Team meetings will be facilitated by teacher leadership with oversight by the school Principal. Parents will be kept actively involved (with assistance from the Parent Liaison) and the team will progress monitor results so that they may provide feedback, make suggestions, and pursue additional supports in an informed manner.

Offering a set of *Extracurricular Activities* that respond to students' interests and complement curricular learning is a critical aspect of creating an engaging school climate in which students have a sense of belonging. A few afterschool programs, such as a popular Bible Study Club sponsored by Edgewood Free Methodist Church, have been offered at School 19 for a number of years, however, there is a need to greatly expand the extracurricular options available to our students. Our Middle school students especially need leadership opportunities afforded by clubs, sports, and other activities.

Geneseo Partnership is also helping School 19 to expand efforts to engage a greater number of our students in enriching, positive experiences during the summer break. Geneseo reserved twenty slots in their free, two-week residential, campus-based Rochester Young Scholars Academy at Geneseo (RYSAG) camp for School 19 scholars (6th -8th grade) in Summer 2017; seven School 19 students attended. The feedback from the students and parents about this experience was very positive, and as the program becomes more familiar to School 19 parents, more students are likely to attend. Additionally Geneseo is an active member of the Greater Rochester Summer Learning Association, which includes seven higher education institutions and several community organizations. Dean Sikka serves as a member of the GRSLA Board, and would link School 19 with existing Rochester-area summer learning programs to further expand summer options for students and parents.

11.H.vi. School Climate and Discipline

The Dr. Charles T. Lunsford School 19 community has established a foundation for a positive school climate, although stakeholders and the data reveal the need for a schoolwide approach to building relationships and positive school climate, and the need to reduce suspensions. The school's staff and students reflect the DTSDE findings in not currently observing that the school promotes a culture of taking ownership for behavior, and so will consistently engage in practices that lead to student responsibility for academic and social choices through the expectation of being safe, on-task, accountable and respectful (S.O.A.R).

School 19 in its SCEP proposed a schoolwide framework of Restorative Practices, and so this Transformation Model Plan proposed utilizing Partners in Restorative Initiatives (PIRI) to provide full staff training and devoting time in the schedule to intentionally focus on building the relationships that are integral to this work. In year 1 and 2 of this grant, the school will take steps to equip all staff with the common elements of Restorative Practices, and to build time in the schedule for morning meeting /circles, thus forming the universal approach. The school commits to benchmarking its climate 3-4 times this year, focusing on improvement. Partner M.K. Gandhi Institute will also be helpful in this work of school climate improvement.

In recent years, restorative justice has come to schools, with large urban districts such as Oakland, Los Angeles, Chicago, Philadelphia and Pittsburgh implementing broad initiatives to overhaul disciplinary policies and practices in this way. This is because of the emerging evidence that punishment and suspension have historically failed to change negative behavior, and that most urban districts, including ours, struggle with disproportionate rates of punishment. Restorative justice uses a process of a "circle" to bring students together to:

- Express emotions, reflect on, and take responsibility for their actions;
- Build understanding of how others were impacted by their actions, and build empathy;
- and
- Jointly create a way forward that remedies the harm done.

The premise behind restorative justice is that since students (or any people) have voice in designing the way to repair the harm, and since the practice prizes the building and repairing of relationships, people are more motivated to change the behavior in the future.

Restorative justice- these alternative approaches to addressing wrongdoing-are a subset of the larger umbrella "Restorative Practices. " Restorative practitioners know that when you build a positive school community by intentionally fostering the relationships between and among adults and students, everyone feels more connected to each other. They know that when a school designates time, space and protocols to nurture relationships, reflection, ownership and self-regulation, students and adults are more mindful of their behavior, and more equipped to resolve inevitable conflicts. The theory is that if this type of climate is built proactively, the formal restorative justice is more effective when you need it.

The national data is emerging, finding that schoolwide implementation of Restorative Practices reduces suspensions, increases attendance and increases both student and staff engagement and morale. More recent emerging work from Oakland, while unpublished, is also showing a link to student reading achievement scores.

The Help Zone will be staffed by partner Center for Youth, and will play a critical role in the school's approach to managing behavior and meeting student need. The Help Zone meets several needs simultaneously by:

- > Providing a rapid, non-punitive response to student behavior, and views behavior as an expression of some legitimate student need;
- > Helping to identify that need, and functions as a point of access to match students to available resources;
- > Triages student behaviors so that administrators are involved only in appropriate cases, freeing them for instructional leadership;
- > Promoting student habits of expression, reflection, problem solving/repair and return to class; and
- > Tracking usage patterns so that school leaders can proactively intervene with students and teachers as suggested by the data.

Tools to Measure and Assess Social Emotional Efforts

Some leading indicators of success that would suggest an improving social-emotional climate at School 19 include: a decrease in the number of chronic absences, an increasing Average Daily Attendance rate, an increase in the number of classrooms conducting daily peace circles/mentoring group sessions, a decrease in Disciplinary Referrals, and a decrease in the number of suspensions. Therefore, the areas below will be assessed quarterly. At SBPT's monthly meetings, there will be a set protocol for implementation status, focused on any needs and next steps to address feedback. The quarterly results will be shared with the entire School 19 staff and parent work group representatives through SBPT meetings, and posted to the school's web site.

- > School suspension rate by total school and sub-group
- > Help Zone referral data
- > School Disciplinary Referral data
- > Student attendance and school Average Daily Attendance
- > Chronic absenteeism rates
- > Classroom walkthrough data

At least twice a year, the school will survey students and parents for satisfaction of deliverables and identification of continued needs or gaps that require action.

11.H.vii. Parent and Community Engagement

Effective community and parent engagement bring together the academic and social supports needed to ensure that all students succeed by offering programs before, during and after the school day for students and their families. The programs are designed to support the school's academic program and expand the services offered within the community. Programs and services offered offer some combination of academic enrichment activities for students, adult education and English as a Second Language classes, student and adult technology training, art activities, recreation and health services.

Schools with strong family and community engagement assert a strong link between addressing students' psychosocial well-being and effective support for student learning. In particular, the improvement of student learning is linked to the accomplishment of three operational objectives:

To broaden and deepen the range of services, resources **to ensure parents have opportunities two times in the day to utilize services**, and developmental opportunities available to students, in ways that promote student well-being and attachment to school, address academic and psychosocial deficits, and promote positive development;

To address the needs of parents and families, and strengthen the parent-school relationship as an asset to student learning; and

To link classrooms and teachers to community resources and professionals in ways that support student learning.

Self-love events such as yoga and mediation

At School 19, special events already in place to connect families to the school community will be continued, including:

Activities that will be built upon include Bring Your Dad to School Day, Father/Daughter Dance, Mother/Son Dance, Open House, Meet and Greet School Family Picnic, and Walk Your Child to School Days;

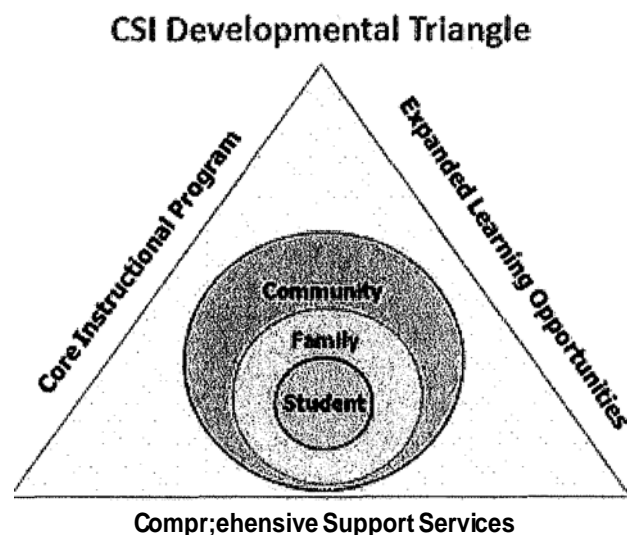
Town Meetings and Parent Surveys will be utilized in gathering input, feedback, and addressing the needs of the families in our school community; and

In order to increase parent engagement in their academic progress students will be tracking their own progress in academics and behavior and encouraged to share it in student-led parent teacher conferences. During year 1 of implementation of the SIG, student led conferences were utilized in grades 3 and 5 with additional roll outs in the following years. According to the data, from the Voyage Program implementation, approximately 90% of parents attended student led conferences.

COMMUNITY SCHOOL MODEL

The implementation of the Community School Model at School 19 will be the primary vehicle for Parent and Community Engagement.

Community Schools bring together the academic and social supports needed to ensure that all students succeed by offering programs before, during and after the school day for students and their families. The programs are designed to support the school's academic program and expand the services offered within the community. Programs and services offered at each community school vary, but most community schools offer some combination of academic enrichment



activities for students, adult education and English as a Second Language classes, student and adult technology training, art activities, recreation and health services.

Community Schools assert a strong link between addressing students' psychosocial well-being and effective support for student learning. In particular, the improvement of student learning is linked to the accomplishment of three operational objectives:

To broaden and deepen the range of services, resources, and developmental opportunities available to students, in ways that promote student well-being and attachment to school, address academic and psychosocial deficits, and promote positive development;

To address the needs of parents and families, and strengthen the parent-school relationship as an asset to student learning;

To link classrooms and teachers to community resources and professionals in ways that support student learning.

Community Schools provide targeted and comprehensive services for students and families based on the full-service CSI community school model. While services are tailored to the specific needs of each site, all schools provide programs in the following categories: (1) academic supports for students, (2) health and wellness access for students and families, (3) social/emotional health services and referrals for students and families, (4) social and cultural enrichment as well as recreational activities, and (5) adult education and family/community engagement programming.

II.I. Training, Support, and Professional Development

11.I.i. Involvement of School Leadership and Staff in Plan Development

Every staff member had the opportunity to take the Professional Development Survey in spring 2016. Results from this survey, combined with walk-through data, formal observation data, DTSDE recommendations, and School 19's SCEP plan were used to develop the Professional Learning Plan. School-based Planning Team facilitated schoolwide input into the priorities in the SCEP, and has made a commitment to focus the school's professional learning on three key priorities-Restorative Practices, family and community engagement, and the embedded partnership with SUNY Geneseo that will support the co-teaching model. The SBPT takes ownership of creating the plan, working closely with the principal and the School's Chief.

Additionally, input was gathered from Instructional Coaches and staff requests, to develop a year-long plan that is aligned with the Danielson Framework Domains and focuses on key areas in need of improvement. The plan is reviewed each semester to allow for any mid-year changes based on data from the sources described above. The SUNY Geneseo faculty and partnership augmented and helped to deliver this PD plan in year 1.

II.I.ii. Professional Learning Plan

School 19's draft Professional Learning Plan, under the supervision of the RCSD Superintendent, is provided in the table below. School 19 will participate in five (5) District-sponsored half days. School 19 will offer two (2) additional building Professional Development sessions a month that will be offered for staff to work towards professional development credits.

All three key design elements of this SIG Transformation Model Plan support and overlap each other.

During all Staff Professional Developments, the following protocols will be adhered to:

<p><u>Team Norms</u></p> <ul style="list-style-type: none"> *Begin and end meeting on time! *Stick to agenda! *Rotate roles and responsibilities *Execute responsibilities and prepare "next steps"! *No sidebar conversations!

Professional Learning Plan for School 19

Embedded Professional Learning Activity	Person Responsible	Measurable Outcomes	Rationale	Embedded Analysis & Reporting
<p><u>Co-teaching Model</u></p> <p><u>Co-teaching Elements:</u> Co-planning Co-Instructing Students Co-Assessment and Reflections Additionally LASW (Looking at Student Work) CFA (Common Formative Assessment) Analyzing Data (Student Teacher data binders) Differentiation Multiple intelligences Tiering tasks Flexible group for intervention and enrichment</p>	<p>SUNY Geneseo staff</p> <p>Teachers on Assignment as Co-teaching coaches</p> <p>SUNY Geneseo Interns</p> <p>District directors</p> <p>Administration</p>	<p>Interim assessment data</p> <p>Student growth data</p> <p>School-developed and/or LEA directed formative assessments used by the school to determine the likelihood of meeting academic achievement targets.</p> <p>Student attendance, behavior incidents</p> <p>Parent input</p>	<p>SCEP needs assessment</p> <p>DTSDE recommendations</p> <p>Co-teaching Model structure and data</p> <p>Staff requests</p> <p>Data collected</p>	<p>Co-teacher Collaboration Meetings</p> <p>Co-teacher lesson plans</p> <p>Co-teacher assessments and reflections</p> <p>Classroom observations</p> <p>Co-teacher surveys</p> <p>Data Meetings</p> <p>Community Meetings</p> <p>Parent surveys</p> <p>Student surveys</p>
<p><u>Restorative Practices and Culturally Relevant Competencies, Curriculum and Practices</u></p>	<p>Partners in Restorative Initiatives (PIRI)</p> <p>M.K. Gandhi Institute</p> <p>District Office of Professional Learning</p> <p>Dr. Joy DeGruy and Victorious Minds Academy</p> <p>District Office of Student Supports</p>	<p>Discipline referrals</p> <p>Help Zone participation</p> <p>Suspensions</p> <p>School climate survey</p> <p>Family, partner, and student buy in</p> <p>PD attendanceVictorious Minds Academy</p>	<p>SCEP needs assessment</p> <p>DTSDE recommendations</p> <p>Staff requests</p> <p>Data collected</p>	<p># of staff trained</p> <p>Use of circles for relationship building</p> <p>Help Zone data</p> <p>Stakeholder surveys</p>

<p><u>Parents and Family Engagement/Community School Model</u></p> <ul style="list-style-type: none"> ● Mental Health Continuum - preventive to intensive ● Extended learning/enrichment day ● Family Engagement ● Safety Net Services ● Coordination of Services ● Partnerships (formation of Community Engagement Team) 	<p>AFT CS liaisons Directors Parent Liaison and PTO SBPT Administration</p>	<p>Student academic growth, decrease in suspensions, increase in attendance Teacher participation Community Families PTO</p>	<p>SCEP assessment needs DTSDE recommendations CS Needs Assessment</p>	<p>TimeLine/ agenda to hold ourselves to it. Participation trends Staff, student, parent, community surveys Needs assessment updates District Data Analysis Team reports</p>
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II.I.iii. Evaluation and Modification of Professional Learning Plan

Ultimately, assessment of professional learning is applied in the classroom. Therefore, the following activities will assess if practices presented in School 19's Professional Learning Plan are implemented and inform modifications needed to the plan:

Formal Observations - observation of theory to action and practice

- o One per year for tenured teachers; two per year for non-tenured teachers

Formal/Informal Walkthroughs - occur weekly and all administrative team members will see all teachers on a rotating basis

- o Formal – one required per year by the District
- o Informal - up to four per year per teacher

Teacher-Led Learning Walks - Observation of theory to action and practice

- o Monthly, led by teachers with parent inclusion during spring walks. Focus is around the SCEP goals to monitor, assess progress towards goals, and inform next action steps regarding professional learning needs.

Grade Level/Data Meetings - weekly

- o Looking at Student Work - teachers, coaches, and administrative members review student work through common rubrics in order to analyze impact of professional learning concepts
- o Impact of co-teaching (and data driven professional learning) will be observed during weekly data meetings and any corrections to the analyzation process can occur immediately if necessary and will be used to inform future embedded PD sessions.

H.J. Communication and Stakeholder Involvement/Engagement

11J.i. Communication with All Stakeholders on SIG Implementation

Under the leadership of the RCSD Superintendent, and initial communication strategy will involve parents being introduced to the Transformation Model Plan will be shared at the Annual September School Picnic. This event has a particularly high parent participation rate. Parents will have an understanding that their parent representative is available to inform and gather feedback on questions regarding School 19.

In conjunction with the partnership with SUNY Geneseo, bi-monthly progress reviews of the SIG Transformation Model Plan are foreseen. These progress reviews will be shared with School-Based Planning Team members, and the Parent Liaison to share with all stakeholders and

ensure a consistent cycle of two-way feedback. Parents and community partners will also be invited to participate in workshops aligned to key goals of the Transformation Model Plan. They will be key participants in establishing community relationships outside the school and identifying resources that will support students and families. Based on data analysis and stakeholder feedback, course corrections will be made at least quarterly and then re-evaluated for future planning.

H.K. Project Plan Narrative timeline

11K.i. Key Strategies for the Implementation Period

These key strategies were developed in collaboration with multiple school stakeholders and are grounded in research about what is likely to produce results in student achievement. Any five year plan will very much evolve during the inauguration of partnerships. Thus far, we all commit that in Year 1 of the Transformation Model Plan, pending SIG funding and under the leadership of the RCSD Superintendent, School 19 will:

Key Action	Timeframe
Implement a stronger social-emotional program based in Restorative Practices, and additional tiered supports from the Help Zone staffed by The Center for Youth, and community partners. Support from the District Office of Student Supports, PIRI, M. K. Gandhi, and Center for Youth, will collaborate to offer full staff training in Restorative Practices. Dr. Joy DeGruy and the Victorious Minds Academy will provide opportunities for work in Culturally Relevant Competencies, Curriculum and Instruction. Modify schedule and set expectation for regular (at least weekly) time in schedule devoted to circles, and secure materials. Teachers will work toward <u>Professional development credits and/or hourly incentives*</u> Train administrative team in restorative discipline. Use survey for 3-4 climate checks. SIG funds will afford necessary supplies and materials for PD.*	Begin August Implement, assess all year
Utilize a more focused approach to professional development, setting building priority on <u>Co-teaching</u> model of instruction and Restorative Practices. This entails the PD plan, organizing the work, delivering and monitoring. SUNY Geneseo* will take the lead on the co-teaching PD, while PIRI will take the lead on restorative school climate. SIG funds will afford necessary supplies and materials for PD.*	August - June
Teachers on <u>Assignment*</u> placed to launch and model the Co-teaching <u>model</u> through coaching in grades 3 & 5 initially, adding grade levels through full school implementation, and provide school wide professional development.	August - June
Strengthen the system of interventions that provide gap-closing education opportunities for students, and complement the consistent, effective good first teaching and data informed instructional decisions that include Next Generation lessons for ELA and Math. Teachers will work toward professional development credits and/or hourly incentives.	Fall 2016 - May 2017
Begin implementation of the <u>Communiti'. School Model</u> . Initial steps, led by the Director of Community Schools, include initial formation of the Community Engagement Team, a full CS needs assessment, and developing a formal timeline for establishing a Community School -which will dovetail	Winter - Spring

seamlessly with Co-teaching and Restorative Practices. SIG funds will afford necessary supplies and materials for some of the activities.*	
Begin to cultivate opportunities for expanded learning activities by utilizing <u>SUNY Geneseo's Teacher Candidates Interns</u> as student tutors during school, after school, and/or on Saturdays. SIG funds will afford necessary supplies and materials for expanded learning opportunities.*	Fall - Spring

**reflect items in the SIG proposed budget*

11.K.ii. Early Indicators of a Successful SIG Plan Implementation Period

School 19's SBPT in conjunction with the SUNY Geneseo core team, and the District Office of Student Support Services, have identified the "early wins" that would allow the developing partnerships to know that they were on the right track, that things were progressing in a positive direction.

These include:

- Improvements in chronic absences
- Participation data and student trends from the common formative assessments;
- High levels of participation in common formative assessments
- More students meeting their growth targets and national norm on NWEA AIMS Web; progress monitoring data showing growth for Tier 2 and 3 students
- Majority of staff trained in circles, restorative conversations, restorative discipline
- Number of classrooms conducting peace circles at least once a week
- Help Zone and Student Support Center open, functioning smoothly
- Decreased referrals and suspensions compared to first quarter prior year
- Launch of weekly community-building time in 7th and 8th
- Staff and student morale improving; assessed by a to-be-developed school climate check
- Grade level teams being effectively run, and instructional walkthroughs happening regularly

11.K.iii. Leading Indicators of Success

The leading indicators of success that will be assessed at least bi-monthly include data that is available to the school through the District's data dashboard and through District offices. Results will be shared with the entire School 19 staff and parent work group representatives through SBPT meetings, and posted to the school's website.

- » Student attendance and school Average Daily Attendance
- » Chronic absenteeism rates
- » Interim assessment data
- » NWEA growth and achievement; Winter and Spring
- » Student course completion data
- » School suspension rates by total school and sub-group
- » Help Zone referral data
- » Classroom walkthrough data

At SBPT's monthly meetings, there will be a set protocol for implementation status, focused on any needs and next steps to address feedback. At least three times a year, the school

will survey students/staff/parents/community partners for satisfaction of deliverables and identification of continued needs or gaps that require action.

11.K.iv. Ensuring that Required Elements of the Selected Model Have Been Met

The SIG Transformation Model requires that an approved APPR plan be fully implemented (it is). The standards of this grant application represent a framework for bold and dramatic whole-school change which this application demonstrates by invoking a strong commitment to success in turning around School 19.

School 19 will continue to serve the student body that it currently serves.

Beyond these mandates of the model, this Transformation Model Plan meets the fundamental requirement, which is that it must be effectively aimed at improving conditions and outcomes for students at School 19, immediately. The District attests that this plan does so, putting some initial supports and practices into place in Year 1, and phasing others in as the agreement takes shape. The elements launching in 2018-19 include:

Co-teaching model and professional learning on data-based decision-making;
Full-staff training in Restorative Practices and Culturally Relevant and Responsive Curriculum and Practices; and
Establishing effective family and community engagement and launching Community School Model.

All three of these key design elements are interrelated, and the potential of their mutual strength as change agents that will leverage change at School 19 is strong.

Attachment A
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows: collective bargaining units, school leaders, teachers, parents, and community members.

The superintendent's signature below verifies that there was appropriate consultation with school stakeholder groups including collective bargaining units, school leaders, teachers, parents, and community members.



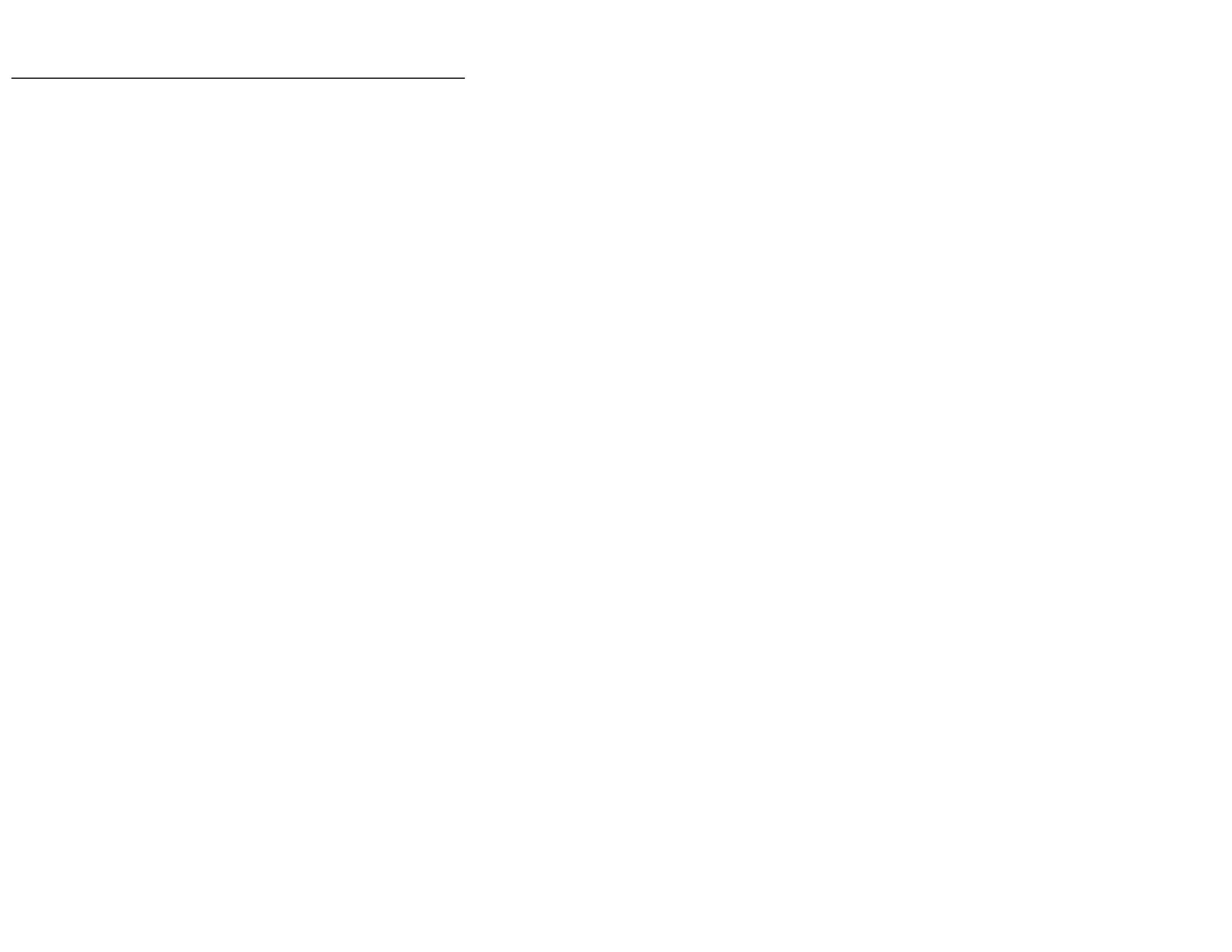
(Signature)

____ Barbara Deane-Williams

____ (Printed Name of Superintendent)

S-ftL//f"

(Date)



SCHOOL or Agency / District	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
interim assessments and data-driven action								
II.Academic Indicators								
a. ELA performance index	15	42						
b. Math performance index	16	41						
c. Student scoring "proficient" or higher on ELA assessment	1.1%	8.0%						
d. Students scoring "proficient" or higher on Math assessment	4.0%	8.0%						
e. Average SAT score	NA							
f. Students taking PSAT	NA							
g. Students receiving Regents diploma with advanced designation	NA							
h. High school graduation rate- by cohort	NA							
i. Ninth graders being retained	NA							
j. High school graduates accepted into two or four year colleges	NA							

Attachment C
 Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References /Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
<p>The Center for Youth 905 Monroe Avenue Rochester, New York 14620 Paul Clark, Director of School Based Programs- (585) 473-2464</p> <p>Services: Crisis Intervention/Prevention Services The Center services:</p> <ul style="list-style-type: none"> • offer "matched interventions" for presenting social and emotional behaviors; • provide parental engagement opportunities in crisis situations as well as prevention and intervention opportunities; • provide immediate crisis response; • provide re-entry support back into the classroom; • remain responsive to school needs as identified by the administration and teaching faculty; • provide ongoing professional development for staff with a focus on restorative practices, trauma-informed care and crisis as an opportunity; • expand resources, by assisting in facilitating timely access to community resources; and • create a prevention/intervention model that encourages a systemic environmental transformation. 	<ul style="list-style-type: none"> • Nathaniel Rochester Community School No.3 • John Williams School No.5 • Roberto Clemente School No.8 • Dr. Walter Cooper Academy School No.10 • James P.B. Duffy School No.12 • John Walton Spencer School No.16 • Enrico Fermi School No.17 • Dr. Charles T. Lunsford School No.19 • John James Audubon School No.33 • Dr. Louis A Cerulli School No.34 	<ol style="list-style-type: none"> 1. Rodney Moore, Principal- (585)454-3525 2. Joanne Wideman, Principal- (585) 325-2255 3. Laurel Avery-DeToy, Principal- (585) 262-8888 4. Camaron Clyburn, Principal- (585) 324-2010 5. Michele Liguori-Alampi- (585) 461-3280 6. Carla Roberts, Asst. Principal- (585) 235-1272 7. Caterina Leone-Mannino, Principal- (585) 436-2560 8. Eva Thomas, Principal (585) 328-7454 9. Larry Ellison, Principal- (585) 482-9290 10. Carmine Peluso, Principal- (585)458-3210

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References /Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
<p>Partners in Restorative Initiatives (PIRI) 111 Hillside Avenue Rochester, NY 14610</p> <p>Kathy Sweetland (585) 473 -0970</p> <p>PIRI provides training and direct consultation on restorative practices, including peace circles and community conferencing. They work to support school staff in implementing, and build capacity by training trainers. PIRI advocates and works with community leaders in schools and criminal justice to systemic solutions to repairing harm and reducing recidivism.</p>	<ol style="list-style-type: none"> 1. Avon Central Schools 2. Churchville-Chili Central School 3. World of Inquiry School 4. Honeoye Falls- Lima 5. Young Women's College Prep 6. Douglass Campus 7. East High School 8. Hilton Central Schools 9. Byron-Bergen High School 10. Webster Central Schools (Alternative High School) 	<ol style="list-style-type: none"> 1. Rob Lupisella, Elementary Principal 2. Dr. Pamela Kissell, Superintendent 3. Sheelarani Webster, Principal 4. Dr. Phil Burrows, Assistant Superintendent 5. J'oya Wi!son, Principal 6. Barbara Zelazny 7. Dr. Shalli Nelms, Superintendent 8. Dr. Maureen Thayer, Director of Pupil Services 9. Patrick McGee, High School Principal 10. Diane Barone, Principal
<p>M.K Gandhi Institute 929 S. Plymouth Ave Rochester, NY 14608</p>	<ol style="list-style-type: none"> 1. Northwest Junior High School 2. Emico Fermi School 17 3. Wilson Commencement High School 4. Momoe Junior -Senior High School 	<ol style="list-style-type: none"> 1. Barbara Zelazny, Principal, (585) 953-2410 2. Caterina Leone-Mannino, Principal, (585) 436-2560 3. Uma Mehta, Principal and Denise Quamina, AP (585) 328-3440 4. Bernadette Regan, Work: (585)-232-1530 X2061
<p>SUNY Geneseo Founded in 1871 as a school for teachers, SUNY Geneseo has evolved into one of the premier public liberal arts colleges in the</p>	<p>Dr. Charles T. Lunsford School 19</p>	<p>Moniek Silas-Lee, Principal (585)-328-7454</p>

<p>country. For the period from 2004-2014, the College ranks 6th in the nation among master's institutions for the number of alumni who went on to earn research doctorates.</p> <p>The Ella Cline Shear School of Education provides students with a diversity of perspectives and experiences, including urban and rural foci. Faculty and staff seek to develop teachers who are committed to improving the lives of their students by promoting active learning, valuing community involvement, being culturally and aesthetically responsive to their surroundings, and seeking excellence in teaching and learning. They are committed to providing ongoing support to teacher candidates and area teachers. The involvement of student teachers and other participants in classrooms at the school helps to support teachers' work with students, bringing more hands on deck in a supported way, and provides School 19 with potential new hires who have already had experience with its model. Teacher candidates who do not stay with the school will spread knowledge of this collaborative, data-informed co-teaching model to other sites. The collaboration among community members, teachers, administrators, student teachers and college faculty will contribute to the quality of the school overall.</p>		
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**Attachment D
 Budget Summary Chart**

Agency Code	2 6 1 6 0 0 0 0 0 0 1 9									
Agency Name	Rochester City School District / School #19									
Year 1 Implementation Period (September 1, 2016 - June 30, 2017)			Year 2 Implementation Period (July 1, 2017 - June 30, 2018)							
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs		
Professional Salaries	15	181,530	Professional Salaries	15	\$181,635	Professional Salaries	15	246,770		
Support Staff Salaries	16	6,000	Support Staff Salaries	16		Support Staff Salaries	16			
Purchased Services	40	214,743	Purchased Services	40	243,407	Purchased Services	40	126,915		
Supplies and Materials	45	4,715	Supplies and Materials	45		Supplies and Materials	45	12,407		
Travel Expenses	46		Travel Expenses	46		Travel Expenses	46	14,800		
Employee Benefits	80	80,545	Employee Benefits	80	65,173	Employee Benefits	80	82,653		
Indirect Cost (IC)	90	12,466	Indirect Cost (IC)	90	9,785	Indirect Cost (IC)	90	16,455		
BOCES Service	49		BOCES Service	49		BOCES Service	49			
Minor Remodelling	30		Minor Remodeling	30		Minor Remodeling	30			
Equipment	20		Equipment	20		Equipment	20			500,000
Total		500,000	Total		500,000	Total		500,000		

Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs
Professional Salaries	15	254,173	Professional Salaries	15	261,798	Professional Salaries	15	1,125,906
Support Staff Salaries	16		Support Staff Salaries	16		Support Staff Salaries	16	6,000
Purchased Services	40	124,915	Purchased Services	40	116,660	Purchased Services	40	826,640
Supplies and Materials	45	4,924	Supplies and Materials	45	6,400	Supplies and Materials	45	28,446
Travel Expenses	46	14,400	Travel Expenses	46	11,000	Travel Expenses	46	40,200
Employee Benefits	80	85,133	Employee Benefits	80	87,687	Employee Benefits	80	401,191
Indirect Cost (IC)	90	16,455	Indirect Cost (IC)	90	16,455	Indirect Cost (IC)	90	71,616
BOCES Service	49		BOCES Service	49		BOCES Service	49	
		500,000			500,000			2,500,000

Local Agency Information			
Funding Source:	Title I School Improvement 1003(G) - School #19		
Report Prepared	Kathleen Saville, Director of Financial Management and Grants		
Agency Name:	Rochester City School District		
Mailing Address:	131 West Broad Street		
	Street		
	Rochester	NY	14614
	City	State	Zip Code
Telephone # of Report Preparer:	585-262-8435	County: Monroe	
E-mail Address:	Kathleen.Saville@ rcsdk12.org		
Project Funding Dates:	7/1/2018 Start	6/30/2019 End	

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF

Subtotal - Code 15			\$246,770
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Teacher on Assignment - Co-Teaching Model Coach	1.00	\$83,957	\$83,957
Teacher on Assignment - Co-Teaching Model Coach	1.00	\$69,452	\$69,452
Additional hourly pay for teachers to supervise Intervention/SEDH weekly activities and clubs, i.e. technology, squash, cosmotology, chess, girl empowerment, Lego/Robotics, Wrestling, student choice driven (out of school time)	10 staff x 2 hours x 28 weeks x \$41		\$22,960
Teacher additional hourly pay team curriculum planning 40 teachers x 12 hours x \$35/hour	40 teachers x 12 hours x \$35/hour		\$16,800
Collaborative team planning time during school year once per week	40 staff x36 weeks x \$35/hour		\$50,400
Teacher additional hourly pay to gather, scrub, disseminate at monthly data meetings 4 teachersx 10 hours x \$35/hours	4 teachers x 10 hours x \$35/hour		\$1,400
Substitues for Power Teacher conference attendance	8 subs	\$225/day	\$1,800

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$0
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
			\$0

PURCHASED SERVICES			
Subtotal - Code 40			\$126,915
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Institute of Higher Education, embedded onsite partner for PD	SUNY Geneseo	contract	\$92,165
Social emotional developmental health	M. K. Gandhi Institute	contract	\$30,000
trauma informed online professional development	Alex Shevrin	contract (\$50 per participant) \$50 x 40	\$2,000
zones of regulation professional development (teach kids to identify and self regulate)	webinars for 40 people		\$2,750

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$12,407
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Additional supplies and materials to support Math, Literacy, Co-teaching, Restorative Practices, and Community School Model - texts, consumables,	various	various	\$12,407

TRAVEL EXPENSES			
			Subtotal - Code 46
			\$14,800
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Teachers, Administrator (8)	Teacher Power Confernce 2018	Registration \$350/person plus air, hotel, meals, ground transport \$1,500/person = \$1,850 per each	\$14,800

Employee Benefits		
Subtotal - Code 80		
\$82,653		
Benefit	Proposed Expenditure	
Social Security	\$18,878	
Retirement	New York State Teachers	\$27,416
	New York State Employees	\$0
	Other - Pension	
Health Insurance	\$30,560	
Worker's Compensation	\$3,948	
Unemployment Insurance	\$1,851	
Other(Identify)		
Civil Service Life Insurance	\$0	

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$411,380
B.	Approved Restricted Indirect Cost Rate	4.00%
C.	Subtotal - Code 90	16455.2

For your information, maximum direct cost base = **\$483,545**

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

PURCHASED SERVICES WITH BOCES

			Subtotal - Code 49	\$0
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure	

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	246,770
Support Staff Salaries	16	0
Purchased Services	40	126,915
Supplies and Materials	45	12,407
Travel Expenses	46	14,800
Employee Benefits	80	82,653
Indirect Cost	90	16,455
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
Grand Total		500,000

Agency Code: 2s1sooo10000

Project #: 012a191soa


Contract#: _____

Agency Name: Rochester City School District

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 372 - 0 and 3801-3812).

11
Date


Signature

Barbara Deane-Williams, Superintendent of Schools
Name and Title of Chief Administrative Officer

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

Fiscal Year	First Payment	Line #
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Voucher # _____ First Payment _____

Finance: Logged _____ Approved _____ MIR _____

BUDGET NARRATIVE

EXPLANATION AND JUSTIFICATION OF PROPOSED EXPENDITURE AND CALCULATION OF COST	GRANT TOTAL
Professional Staff (Code 15)	
<ul style="list-style-type: none"> ./ Teacher on Assignment - Collaborative Co-teaching Model Coach 1.0 @ \$83,957 ./ Teacher on Assignment - Collaborative Co-teaching Model Coach 1.0 @ \$69,452 ./ Additional Hourly Pay for teachers: supervision Intervention/SEDH weekly activities and clubs, e.g. technology, squash, cosmetology, chess, girl empowerment, LEGO/Robotics, wrestling. Out of school time/student choice. 10 staff x 2 hours week x 28 weeks x \$41/hour = \$22,960 ./ Additional Hourly Pay for Teachers: curriculum Planning. 40 teachers x 21 hours x \$35/hour = \$16,800 ./ Additional Hourly Pay for teachers: collaborative planning time once per week. 40 staff x 1 hour x 36 weeks x \$35/hour = \$50,400 ./ Additional Hourly Pay for Teachers: Gather, collate, scrub, translate, and disseminate data for monthly staff meetings. 4 teachers x 10 hours (one hour per month) x \$35/hour = \$1,400 ./ Substitutes for Power Teacher Conference attendance: 8 subs x \$225/day = \$1,800 	\$246,770
Support Staff (Code 16)	
	0
Purchased Services (Code 40)	
<ul style="list-style-type: none"> ./ Contract with Institute of Higher Education (IHE) – SUNY Geneseo – embedded onsite partner. \$92,165 ./ Contract with M.K. Gandhi Institute for social emotional developmental health services and PD. \$30,000 ./ Contract with Alex Shevrin for trauma-informed online professional development. \$50 per participant x 40 participants. \$2,000 ./ Contract for webinars for 40 staff: Zones of Regulation PD (teaching children to identify and self regulate). \$2,750 	\$126,915
Supplies & Materials (Code 45)	
<ul style="list-style-type: none"> ./ Supplemental supplies and materials to support Math, ELA, Collaborative Co-teaching, Restorative practices, and expanding family and community engagement, all design elements and objectives of SIG application. Including but not limited to texts, consumables, webinars ••. \$12,407 	\$12,407

EXPLANATION AND JUSTIFICATION OF PROPOSED EXPENDITURE AND CALCULATION OF COST	GRANT TOTAL
Travel Expenses (Code 46)	
y' Attendance at Teacher Power Conference, 2018 (site tba) for 8 teachers, administrators, including Registration (\$350/per), air travel, hotel, meals not included in conference, ground transport (\$1,500 per) = \$1,850 per person x 8	\$14,800
Employee Benefits (Code 80)	
Benefit Rate for Code 15: 21.10% Benefit Rate for Code 16: 24.30% Health Insurance per FTE: \$15,280	\$82,653
Indirect Cost (Code 90)	
Modified Direct Cost Base: \$411,380 Approved Restricted Indirect Cost Base: 4.00%	\$16,455
BOCES Services (Code 49)	
	0
Minor Remodeling (Code 30)	
	0
Equipment (Code 20)	
	0

Grant Total: \$500,000

Calendar of Events for APPR Implementation Rochester City School District

2017 2018	Task
9/20	Teachers rated Developing or Ineffective must receive a Teacher Improvement Plan (TIP) or Development Plan.
9/22	Deadline for Teachers filing an appeal.
10/15	Teacher goal-setting meeting must be completed.
10/21	Teachers must complete Quarter 1 SLOs in eDoctrina and submit for review.
10/28	District must submit teacher evaluation data to NYSED for 2015-2016 school year.
10/25	District approval of Quarter 1 SLOs in eDoctrina.
10/31 - 11/4	Q1 Post Assessment Window.
11/10	Teachers must complete Semester 1/Quarter 2/Full Year course SLO entry in eDoctrina.
11/30	First formal observation for non-tenured teachers is due.
12/9	District approval of Semester 1/Quarter 2/Full Year course SLOs in eDoctrina.
1/17 - 1/27	Semester 1/Quarter 2 post assessment window.
2/10	Teachers must complete Quarter 3/Semester 2 course SLO entry in eDoctrina.
3/3	District approval of Quarter 3/Semester 2 SLOs in eDoctrina.
3/20-3/31	Quarter 3 assessment window.
4/1	Evaluations for administrators rated ineffective or developing are due.
4/17	Quarter 4/Semester 2/Full Year Post Assessments and answer keys must be finalized and delivered to IM&T for entry into eDoctrina.
4/13	Teachers must complete Quarter 4 SLOs in eDoctrina.
4/30	Second formal observation for non-tenured teachers and formal observation for tenured teachers is due.
5/15	District approval of Q4 SLOs in eDoctrina.
5/15	Non-tenured teacher evaluation review meeting must take place. Unannounced observations must be completed prior to completion of teacher evaluation.
5/30-6/9	Secondary Semester 2/Full Year Post Assessment Window.
5/30-6/16	Elementary Semester 2/Full Year Post Assessment Window.
6/11	Teacher evaluation review meeting must take place. Unannounced observations must be completed prior to completion of teacher evaluation.
8/4	Principal evaluations due.

ROCHESTER CITY SCHOOL DISTRICT
Supporting Labor-Management Documentation

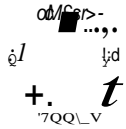
SECTION 24

VACANCIES AND TRANSFERS

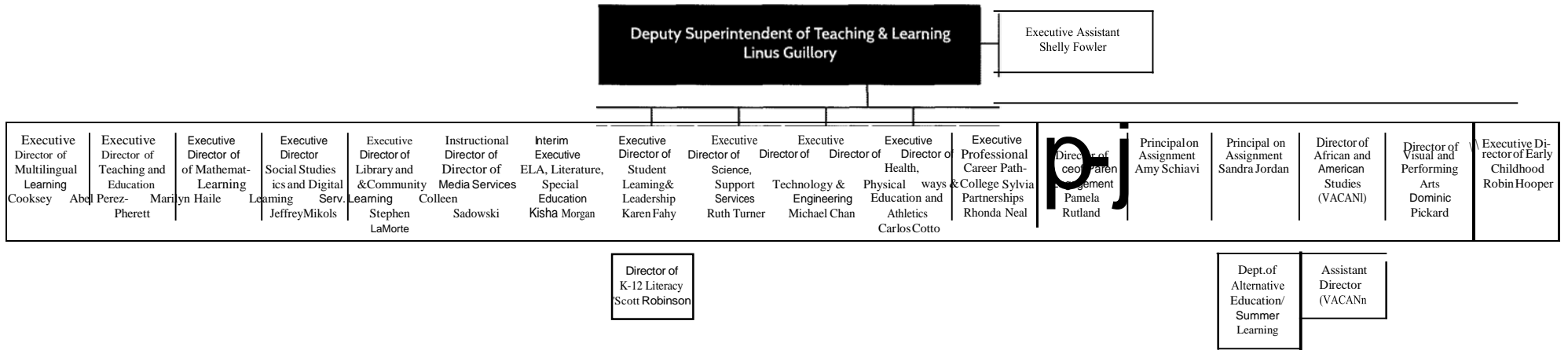
5. **Procedures** Members of the unit may file a voluntary transfer request by the last day of the first semester of each school year. Such requests must be received in the Department of Human Capital Initiatives by the above date. A separate application must be used for each school. The Association shall receive copies of all such requests. The parties agree to meet and review these provisions in October. All changes shall have the Agreement of both parties prior to implementation. Any changes to this Section shall be published in the District Bulletin Board and sent to all teachers.

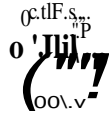
a. **Exempting Positions and Schools from Voluntary Transfer**

By January 1st of each school year the Superintendent and RTA President may identify a number of specific positions and/or schools that will be exempted from the voluntary transfer process. The purposes for such exemption shall be to enhance the District's ability to recruit new staff, provide stability, and/or support organizational change as well as respect for a school's culture. Such positions and/or schools shall be mutually agreed to by the Superintendent and the Association President.



Rochester City School District - Department of Teaching and Learning





Rochester City School District - Office of the Superintendent

