



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Rochester City School District	Dr. Lesli Myers-Small

## 2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Every child will engage with grade level content every day.
2	Every child will engage with high quality culturally responsive experiences where they are affirmed, seen, and valued.
3	Every child will share equitable experiences across the District, independent of where they live or go to school.

Priority 1

	<b>Curriculum and Instruction</b>
	<b>Professional Learning</b>
	<b>Family and Community Engagement</b>
	<b>Utilizing Data to Inform Decisions</b>
	<b>Increased Access and Opportunity</b>

## PRIORITY I

### Our Priority-

<b>What will we prioritize to extend success in 2021-22?</b>	<b>Every child will engage with grade level content every day.</b>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> </ul>	<p>The District’s Strategic Plan identifies providing students with high quality learning experiences as a priority. To ensure this, it is essential that students are working with grade level material daily.</p> <p>“Students will be returning to school with significant anxiety and likely trauma, as well as considerable unfinished learning from the past school year...All too often, unfinished learning leads to remediation or pull-out interventions that serve to further isolate students and impede their access to rigorous, engaging grade-level content—this is how something as natural as unfinished learning leads to intractable achievement and opportunity gaps.” (Addressing Unfinished Learning After COVID-19 School Closures   Council of the Great City Schools, 2020) Pursuing this course of action is in service of dismantling persistent disparities along racial lines and is completely aligned with the district practices outlined in the Culturally Responsive Sustaining Education Framework.</p>

Priority 1

- *For Districts with identified schools:*
  - *In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?*
  - *In what ways does this support the SCEP commitments of your identified school(s)?*

As stated in the “How Learning Happens” document, we understand that learning is cognitive; the ability to think, reason, and solve problems deepens student understanding and supports student growth. This commitment provides opportunities for students to think critically at higher levels and engage in a meaningful way with content.

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional Development</p>	<p>Training staff on the TNTP Accelerated Learning model, and providing them with coaching and support.</p> <p>Understanding grade level content in terms of text complexity, rigor levels, standards of mathematical practices</p> <p>Middle school math pilots to build capacity of middle school leaders</p> <p>Utilizing expertise from consultant and Community supports such as PLI and Unbound Ed, Teaching Lab Monroe 2 Boces, NSTA, PBL Works, etc.</p> <p>Diverse methods of Professional Learning will include: Collegial circles, model classrooms, PLCs,</p>	<p>Walkthroughs (Oct, Jan, April) Data analysis of walkthrough data (Oct, Jan, April)</p>	<p>Schedule, Process, People</p>

Priority 1

	remote and in-person options will be available		
Implementation of a Standards Aligned Curriculum	To effectively address unfinished learning, rather than try to teach every missed concept all at once, curriculum leaders will provide guidance to teachers on what is most important to teach within the major curricular domains at each grade level	NWEA growth scores from Fall to Winter and Fall to Spring (January and June)  Walkthrough data indicating the level of the content being taught during each visit Clearly articulated curriculum guidance documents distributed to all teachers.	Schedule, Process, People
Family and Community Engagement	Providing Caregivers with targeted information about the standards and experiences their child will be engaging in monthly.  District and Schools providing opportunities to share curriculum and teaching strategies with parents  Make accessible and readable information readily available to families in a variety of modes, including translations and accommodations for those with disabilities.  Work with cultural and community centers and organizations to identify needs and provide services to families by offering classes such as parenting, computer literacy,	Website completed (Nov) Website utilization- number of views (Jan and June)  Clear and concise mailers  Curriculum Activities for Caregivers- virtual and in-person (if applicable)	Schedule, Process, People, money

Priority 1

	understanding grade level standards or English language at the school		
<p>Utilizing consistent improvement process to analyze data and use it to inform instructional planning and accelerated teaching through the Data Wise improvement process</p>	<p>District coaches will build assessment literacy for teachers and administrators by reviewing the data reports that are available through NWEA, Common Formative Assessments, Successmaker, Castle Learning, and other local data.</p> <p>Harvard certified Data Wise coaches will provide support to all school administrators with individual monthly meetings</p> <p>District coaches will provide tailored support to schools in implementing the Data Wise process and assist school level teams as needed</p> <p>District coaches will provide embedded professional learning opportunities to teachers as well as opportunities to learn outside of the school day.</p>	<p>Master Schedules including common planning time dedicated to Data Wise (September)</p> <p>Throughline tracker for each school to indicate Learner Centered Problems, Problems of Practice, and Action Plans (Nov-June)</p> <p>Data Wise Journey Presentations (June)</p> <p>Percentage of teachers utilizing the process (June survey)</p>	<p>Schedule, Process, People, money</p>
<p>Utilizing Outside of School Time for targeted enrichment and tutoring</p>	<p>Increase the number of schools that offer After School programming for targeted enrichment and tutoring</p> <p>Utilize school breaks and weekends to provide opportunities</p>	<p>Ensuring access and system improvements such as all all programs developed into a student management system. This will be measured for the 2021-2020 school year in PowerSchool.</p> <p>All participating students for which meaningful contact has been made will</p>	<p>Schedules, available space, people, and funding,</p>

Priority 1

	<p>Students have higher levels of engagement with school and improve attendance</p>	<p>participate in at least 60 minutes per week of enrichment programming</p> <p>At least 75% of students will report satisfaction with enrichment opportunity</p> <p>All students for which meaningful contact has been made will present an Exhibition Showcase</p> <p>All schools offering After School and targeted tutoring will develop a google site to promote, encourage ease of registration for students and communicate their programs.</p>	

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

85% of students will meet growth targets in NWEA Math and ELA

85% of students are engaged in grade level content. Monthly walkthrough data will indicate that.

85% of parents will agree or strongly agree with the statement "This school sees me as a partner in my child's education."

90% of Teachers and Administrators have utilized the Data Wise improvement process



## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Every child will engage with high quality culturally responsive experiences where they are affirmed, seen, and valued.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● This commitment is centered on learning in context as noted in the “How Learning Happens” document; we understand that racial, cultural, and individual identities play an important role in social, emotional, and cognitive development; which needs to be accurately represented in the curriculum we teach and the instructional practices implemented.</li> <li>● School level student interviews as well as recent student speakers at Board of Education meetings have indicated a need for more culturally responsive pedagogy and curriculum.</li> <li>● Equity Self-Reflection documents indicated that most schools are at the integrating stage of establishing an inclusive space that encourages cultural identity development through affirming race, class, gender, sexual orientation, language, ability level, and any other differentiator.</li> </ul>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Review curriculum adoption process to ensure curriculum that includes culturally authentic learning experiences that mirror students' ways of learning, understanding, communicating, are chosen</p>	<p>Gathering the curriculum adoption process from each department, develop a timeline, secure a space, print materials needed, gathering a diverse collection of stakeholders to engage in the examination</p>	<p>Developmentally appropriate Student formative [aligned with report card dates as an opportunity for students to "grade" RCSD curriculum] and summative Surveys</p> <p>School level student interviews</p> <p>Student performance on common assessments</p> <p>Student attendance as an indicator of engagement</p>	<p>Schedule, Process, People, space,</p>
<p>Review curriculum in use to ensure it includes culturally authentic learning experiences that mirror students' ways of learning, understanding, and communicating.</p>	<p>Choosing a cross-section of curriculum, develop a timeline, secure a space, print materials needed, gathering a diverse collection of stakeholders to engage in the examination using tools such as the NYC Curriculum Scorecard</p>	<p>Developmentally appropriate Student formative [aligned with report card dates as an opportunity for students to "grade" RCSD curriculum] and summative Surveys</p> <p>School level student interviews</p> <p>Student performance on common assessments</p>	<p>Schedule, Process, People, space, money</p>

Priority 2

		Student attendance as an indicator of engagement	
Building Capacity through Equity coaches	<p>Hiring coaches, training coaches, development of protocols and processes for coaches to use as they support schools, so we can gather quantitative and qualitative data to measure impact, assignment to a network for support, development of process for schools to provide feedback about the support their schools are receiving,</p> <p>Establish training norms for cultural responsiveness, antiracism, diversity and inclusion</p>	Administration, and teacher surveys and interviews	Schedule, Process, People, space, money
Implementation of Restorative Practices	<p>Create opportunities for teachers to build relationships with students during the school day through master schedules</p> <p>Provide professional learning opportunities to staff in the area of building authentic relationships with students and caregivers</p> <p>Build capacity of the ROC Restorative team through increased student recruitment</p> <p>Provide current training to ROC Responders</p>	Decrease in Chronic Absenteeism and behavioral referrals (comparison data from 18-19 school year)	Schedule, Process, People, space, money

Priority 2

<p>Family and Community Engagement</p>	<p>Ensure that every school has an active Parent Teacher Organization</p> <p>Each school provides at least two opportunities for families to gather and celebrate the cultures and diversity of the school community</p>	<p>Increased active membership in PTOs</p> <p>Number of families and caregivers engaged with culture opportunities</p>	<p>Schedule, Process, People, space, money</p>
<p><b>Social Emotional Learning</b></p>	<p>Utilizing Second Step curriculum</p> <p>Continue building safe spaces for students</p> <p>Utilize community based organizations to provide social emotional support for students</p> <p>Increasing the use of mindfulness activities within classroom lessons</p>	<p>Decrease in chronic absenteeism</p> <p>Increase in school climate survey results</p>	<p>Schedule, Process, People, space, money</p>

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

The Rochester City School District strives to be a place where learning is rooted in the lives and experiences of students and cultivated through activities that students find meaningful. When teaching is not rooted in students' lives, student learning suffers. Perhaps worst, biases take hold and deficit perspectives become normalized throughout our schools and classrooms, structuring entire systems that blame students for failure. We will know this is happening via student interviews and surveys, classroom observations, and walkthrough data collection.

Due to heightened engagement as a result of activities that students find meaningful we will see increases in student performance (reports cards, common assessments, NWEA), students attendance, and students' positive response on the climate survey.

10% decrease in Chronic Absenteeism rates for Elementary and High School students

85% of students will meet growth targets in NWEA Math and ELA

85% of students are engaged in grade level content. Monthly walkthrough data will indicate that.

85% of parents respond agree or strongly agree with the statement "This school provides instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity, and identity."

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Every child will share equitable experiences across the District, independent of where they live or go to school.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The RCSD Equity and Excellence Board Policy states, “It is the obligation of the RCSD to embrace the diversity within our District while actively eliminating practices that perpetuate the disparities among our students so that all students have the opportunity to benefit equally. These disparities are unacceptable.”</p> <p>In addition, the RCSD Strategic Plan Vision statement reads, “Ensure all students have equitable access to a high-quality education and graduate each student as a productive member of society.”</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Facilitating equitable access to co-curricular and extra-curricular activities, social services, tutoring, and enrichment opportunities.	Data analysis: We will pull data for a variety of programs/opportunities and analyze for trends of disproportionality; examine the possible causes of such trends; develop action plans for achieving more equitable access	As data is pulled over time trends will be increasingly proportionate	Schedule, Processes, Individual
Eliminating practices that lead to the over-or under-representation of any student group compared to enrollment.	Data analysis: We will pull data for a variety of programs/opportunities and analyze for trends of disproportionality; examine the possible causes of such trends; develop action plans for achieving more equitable access	As data is pulled over time trends will be increasingly proportionate	Schedule, Processes, Individual
Creating multiple learning pathways that widen access to educational opportunities and lifelong success;	Working with schools to provide greater flexibility to design more customized learning experiences that are based on specific student learning needs or interests.	As data is pulled over time students will have participated in a more comprehensive landscape of learning opportunities in the RCSD across racial and socio-economic lines.	Schedule, Processes, Individual
Asset Mapping	Utilizing Community Engagement Teams and the Office of Community Schools to analyze the assets of the	Decrease in Chronic Absenteeism	

Priority 3

	<p>zip-codes with the highest levels of Chronic Absenteeism.</p> <p>Building relationships with community based organizations to support the specific needs of schools within the community</p>		
<p>Code of Conduct consistently utilized at all schools</p>	<p>Building consistent understanding of the Code of Conduct and how to apply to a wide spectrum of situations</p> <p>Providing professional learning sessions for all staff</p>	<p>Increased awareness and application of the Code of Conduct.</p>	<p>Schedule, Process, People, space, money</p>



## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

As a reform strategy, equitable experiences across the District, independent of where they live or go to school. are premised on the idea that all students in the RCSD should have access the quality educational experiences and the education of students does not have to be delivered exclusively by teachers or confined to traditional classrooms; learning can occur at different times and in different places.

...% of Black and Latino students enrolled in AP and IB

...% of Black and Latino students enrolled in Music and Arts programs

Proportional distribution of elementary and middle school students accepted into high demand high school programs

85% of parents respond agree or strongly agree with the statement “This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses).