

LEA Name:	Rochester City School District
BEDS Code:	261600010000

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 District Comprehensive Improvement Plan (DCIP)

Contact Name	Michele Alberti White	Title	Executive Director of School Innovation
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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent.		Barbara Deane Williams	7/31/2018
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	7/31/2018

DCIP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's DCIP was successfully implemented, overall improvement mission or

The DCIP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will

1. Rate the degree to which the District achieved the goals identified in the previous year's District Comprehensive Improvement Plan (Mark with an "X").

- | | |
|-------------------------------------|----------------------------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) Waiting for further data. |
| <input type="checkbox"/> | Major Degree (At least 90% of goals were achieved.) |

2. Rate the degree to which the District successfully implemented the activities identified in the previous year's DCIP (Mark with an "X").

- | | |
|-------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

3. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan impacted academic achievement targets for identified subgroups (Mark with an "X").

- | | |
|-------------------------------------|-----------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) Waiting for further data |
| <input type="checkbox"/> | Major Degree (All identified subgroups improved achievement.) |

4. Rate the degree to which the activities identified in the previous year's DCIP increased Parent Engagement (Mark with an "X").

- | | |
|-------------------------------------|------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Major Degree (There was a significant increase in the level of Parent Engagement.) |

5. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan received the funding necessary to achieve the corresponding goals (Mark with an "X").

- | | |
|-------------------------------------|--------------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input type="checkbox"/> | Major Degree (At least 90% of planned activities were funded.) |

6. Identify in which Tenet the district made the most growth during the previous year (Mark with an "X").

X	Tenet 1: District Leadership and Capacity
X	Tenet 2: School Leader Practices and Decisions
	Tenet 3: Curriculum Development and Support
	Tenet 4: Teacher Practices and Decisions
X	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagement

7. Identify in which Tenet identified schools made the most growth during the previous year (Mark with an "X").

	Tenet 1: District Leadership and Capacity
	Tenet 2: School Leader Practices and Decisions
	Tenet 3: Curriculum Development and Support
	Tenet 4: Teacher Practices and Decisions
X	Tenet 5: Student Social and Emotional Developmental Health
X	Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year’s plan (may include such examples as specific changes in adult behavior and/or measurable

The most significant positive impact that resulted from the previous year's plan was the implementation of District-wide professional learning of The Relationship Model of Educational Intervention. Professional Learning was provided to every staff member during one of the Superintendent's Conference Days, as well as through other tiered models with specific schools, Executive, Senior and Instructional Cabinets and monthly principal meetings. By continuing to implement this level of professional learning, the District is strengthening the common language of high expectations relating to knowing every student by face and name, offering quality education so students know who they are, and providing students with the support needed to succeed.

- Describe all mid-course corrections to the previous year’s plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Mid-course corrections include ensuring that new leadership at each level, fully understands the goals and plan for the District. With each new change in leadership there was a gap in implementation and progress monitoring at the Executive level. The Executive and Instructional teams continue to work on the implementation and progress monitoring process of the goals and activities through transitions.

In developing the CURRENT YEAR'S plan:

- List the highlights of the improvement initiatives described in the current DCIP.
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Expanded and strengthened implementation of The Relationship Model of Educational Intervention, continuing the Districtwide focus of knowing every student by face and name; Used data dashboards (ROC3D) to drive decision making; Focused on
culturally relevant curriculum and practices;
Chiefs of Schools had a laser focus on teaching and learning and building leadership capacity with Principals and their schools;
Implemented a strategic recruitment plan for a more diverse and certified staff;
Provided financial resources for intervention and Reading teachers;
Established the Office of Community Schools;
Increased the number of students and schools participating in Expanded Learning Opportunities;
Opened a Bilingual Language Academy;
Engaged over 1,000 people in the Path Forward to gather community feedback;
Expanded opportunities for student enrollment and parent support by providing pop-up registrations and satellite family enrollment centers;
Improved customer service by implementing an "At Your Service" 24 hour line available to parents and community in order to resolve issues quickly, (supporting over 400 families);
Expanded District website and created mobile applications for families and staff members to improve communication;
Relaunched Parent University supporting learning opportunities for parents and families;

• List the identified needs in the district that will be targeted for improvement in this plan.

Improve proficiency rate for 3-8 ELA and math and improve graduation rate.

• State the mission or guiding principles of the district and describe the relationship between the mission or guiding principles and the identified needs of the district.

If every student is known by face and name through a personalized multi-tiered systems of support that • Promote the well-being of the whole-child, whole-school, whole community, • Guarantee powerful learning for every student, • Build capacity to ensure comprehensive school improvement, and • Cultivate equity by design, then the District will disrupt long-standing patterns of failure by ensuring every child is reading on grade level and graduating on time.

• List the student academic achievement targets for the identified subgroups in the current plan.

There will be a decrease of students who are chronically absent by 5% measured yearly for ALL subgroups.
There will be a decrease of suspensions (duplicated and unduplicated) by 10% measured yearly for ALL subgroups.
There will be a 10% increase in New York State English Language Arts and Mathematics grades 3-8 assessments on a yearly basis for ALL subgroups.
Students are expected to have 6 credits earned by the end of their 9th grade year for ALL subgroups.
By June 2019, there will be 10% increase in the District four-year graduation rate for ALL subgroups.

• Describe how organizational structures will drive strategic implementation of the mission/guiding principles.

Executive Cabinet, consisting of the Superintendent's direct reports meets on a weekly basis. Instructional and Operational Cabinets, consisting of members of Executive Cabinet, as well as, specific departmental managers, meet on a weekly basis. Executive School Based Planning Team meets on a monthly basis and consists of members of Executive Cabinet, all four union groups, Parent Advisory Council, and Bilingual Education Council. All of these groups are nested within a system for communication. Agendas include implementation and progress monitoring opportunities for strategic implementation of the mission and guiding principles.

• List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

Consistent staff at the level of Superintendent and the Executive Cabinet now that there has been a full year of change and movement. Pending the executive level staff members remaining consistent, the District remains focused on implementing the District's plan.

• Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

District level professional learning opportunities are planned for the 18-19 school year and offered through the District professional learning management system, TrueNorth Logic. Additionally the administrative union and teachers' union provide learning opportunities through the year aligned to District goals. School professional learning plans are created aligned to the DCIP and SCEP and opportunities are provided to whole staff groups, grade level teams and other small groups.

• List all methods of dialogue that district leaders will implement to strengthen relationships with school staff and the community.

The District builds relationships across the community in a variety of ways including presentations to principals, community members, family engagement events, development of coalitions, structures and systems that address the equity and implicit bias work, Board of Education meetings, presentation at Opening Day 2018, Superintendent Kitchen Table Talks, multiple opportunities at union events, other District events, community and partner meetings, Leadership Summit 2018, school visit.

• **List all the ways in which the current plan will be made widely available to the public.**

Fully revised website that includes information on the Alignment of Strategic Framework, Path Forward and DCIP, Leadership Summit 2018 is directly aligned to the District's priorities, posting of the DCIP on District website, posting of DCIP goals in all District conference rooms, communication during District and departmental meetings, inclusion of specific goals in various presentations, release of Strategic Framework, Path Forward and DCIP to media sources and posting on Social Media. It also includes all department information, school profiles, a new school locator for family use, and all school improvement plans including Receivership schools. Also, a district wide family RCSDLINK phone app was created.

Tenet 1: District Leadership and Capacity

Tenet 1: District Leadership and Capacity	The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.
B1. Most Recent DTSDE Review Date:	May 13-14, 2015
B2. DTSDE Review Type:	IIT

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Teaching and learning teams, under the direction of School Chiefs achieved the goal to spend three days per week directly in schools supporting Principals and instructional leadership. This model, working with the Superintendent has ensured that teaching and learning is the primary focus for the district. Daily monitoring with the Superintendent, School Chiefs and other key leadership, including Special Education and Accountability occurred. Other successes were seen in the areas of social-emotional learning, the development of the Office of Community Schools, the expansion of Community Schools, the development of the RISE model, expansion of Expanded Learning Opportunities, and the development of the ROC 3D Data Dashboard.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Central Office will organize and improve to support student and school achievement through a more coherent performance management plan that is built on the alignment of departmental goals to the strategic framework. Each department will have three to five goals aligned to the District strategies that are monitored monthly. The goals will directly the following student achievement targets and District Office targets: By the end of the 2019 school year, there will be a 5% decrease in chronic absenteeism; a 10% decrease in suspensions for ALL subgroups; a 10% increase in proficiency levels for the NYS ELA and Mathematics assessments for ALL subgroups; an overall increase in the total number of students leaving 9th grade with 6 or more credits; and a 10% increase in the four year graduation rate for ALL subgroups.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student growth percentile for low income students; student average attendance; student chronic absenteeism rate; student drop out rate; student credit accruals; student completion of advanced coursework; student suspension rate (short term/long term); student discipline referrals; student truancy rate; and student performance on January Regents Exams.

E1. Start Date:	E2. End Date: Identify	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal,
Oct-18	Feb-19 (ongoing)	Use the principles of relational coordination to refine a District-wide, multi-tiered system of support teams to drive continuous improvement.
Oct-1	ongoing	Implement required new employee pre-training on equity and implicit bias prior to the start-employment date.
Oct-18	Sep-19	Implement the plan to address chronic absenteeism at identified schools.
Aug-18	Sep-20	Strengthen teacher and principal recruitment pipelines to increase effectiveness, diversity, and cultural proficiency - including a focus on expanding opportunities for current RCSD students.
July-18	ongoing	Expand the aggressive recruitment plan that builds relationships with our multicultural communities, targeting Historical Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), out-of-state diversity recruitment events, and Puerto Rico recruitment events.
July-18	ongoing	Enhance revised enrollment centers and increase pop-up registration opportunities.
Oct-18	Oct-19	Expand and strengthen the use of the RISE model.
July 2018	ongoing	Develop additional Expanded Learning Opportunities for students through additional after-school, summer and/or Expanded Learning Time schools
July 2018	ongoing	Expand the implementation of the Community Schools framework, developing new community schools and strengthening the current ones.
Sep-18	on	Plan for implementation of school based funding model
Sep-18	ongoing	Monthly monitoring of RCSD performance/project management goals, indicators and actions

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed:	SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.
B1. Most Recent DTSDE Review Date:	May 13-14, 2015
B2. DTSDE Review Type:	IIT

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The District's Theory of Action provides schools the autonomy to best meet the needs of the school in selecting and implementing guaranteed and viable curricula to personalize learning; schools require further support to ensure the monitoring of implementation toward individual school progress targets.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, each school will achieve a minimum of 80% of the school progress targets as outlined in the DCIP as evidenced by the School Chief's Quarterly Progress Report.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student growth percentile for low income students; student average attendance; student chronic absenteeism rate; student drop out rate; student credit accruals; student completion of advanced coursework; student suspension rate (short term/long term); student discipline referrals; student truancy rate; student performance on January Regents Exams; student participation in ELT opportunities; number of minutes of Expanded Learning time offered; teacher average daily attendance rate; teachers rated as "effective" and "highly effective".

E1. Start Date:	E2. End Date: Identify	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal,
Aug-18	Aug-19	Design and offer high quality professional development and job-embedded observation, coaching, and feedback support so that building leaders and their
	monthly	* Monthly principal meetings aligned to the SPED, Curriculum, assessment, instruction, implicit bias, and social emotional restorative practice.
	Aug-18; Aug-19	* Leadership Summit in August to differentiate professional development to meet school specific needs.
	bi-weekly	* Tiered support for every school including walkthroughs, coaching and feedback on at least a bi-weekly schedule determined on individual school's
	quarterly	* Analysis of formative assessment data on a quarterly basis - including data gathered from assessments, walkthroughs, student work and the ROC 3D
Aug-18	Aug-19	Improve efficiency in communicating with all stakeholders.
	weekly	* Leadership Link including the information from the instructional insights shared with all building leaders.
	twice monthly	* Increasing principal meetings to twice a month.
	monthly	* Sharing information from the DCIP to SBPT and PTA.
Sep-18	Aug-19	Expand opportunities for equitable access to multiple pathways to achieve success in the most inclusive learning environment for all students.
	by semester	* Monitor student registration in AP, honors, and the IB programme.
	Jun-19	* Monitor student enrollment of 8th grade students in HS credit bearing courses.
	quarterly	* Quarterly monitoring of number of student referrals to special education by school to help identify which schools are in need of additional support.
Sep-18	Sep-19	Implement the BOE Equity Policy.
	Aug-19	* Leadership week will include information about the BOE Equity Policy and implementation in schools.
	weekly	* <i>Leadership Link</i> will include link to the Equity Policy.
	twice monthly	* Principal's meetings include a portion of the meeting to provide principals with professional development and resources to implement and monitor

Sep-18	Sep-19	Ensure that all student performance and placement data is disaggregated and reported by raser, gender, socioeconomics, SWD and ELL.
	weekly	* Weekly meetings will utilize ROC 3D and walkthrough data to tier schools into 3 levels and identify supports needed to increase student achievement,
	quarterly	*Quarterly reports will include multiple data points to further identify strategies and supports for each subgroup.
Jan-19	ongoing	Implement individual college and career plans for all students starting in grade 6
Sep-18	Sep-19	Implement the Code of Conduct in each school to continuously improve and monitor positive school climate and safe learning environments.
	Jan-19	* Align supports to schools based on needs and data from the ROC 3D data dashboard.
	twice monthly	* Twice monthly principal meetings focus on research based practices to improve and monitor school climate and safe learning environments.
	ongoing	* Increase school site participation in Victorious Mind Academy.
Oct-18	Jun-19	School Principals will implement attendance plans for all schools, including individualized plans for students experiencing a risk for failure.
	monthly	* School support team that monitors student attendance and creates plans to address students' individual needs.
	semi monthly	* Schools will create plans to address student-learning loss bassed on multiple measures in order to keep students on track for graduation.
Aug-18	Dec-18	Implement the Special Education Strategic Plan.
Aug-18	ongoing	Expand programs for English Language Learners, including the Bilingual Language Academy.

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness
B1. Most Recent DTSDE Review Date:	May 13-14, 2015
B2. DTSDE Review Type:	IIT

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Although cognitive demand of instruction is a school and District priority, planning for student engagement strategies that provide opportunities for all students to engage in rigorous tasks embedded in standards-based, culturally and linguistically relevant curricula that foster the development of higher-order thinking skills in weekly lessons across all classes, needs improvement to disrupt patterns of failure.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Creating and implementing a standards-based culturally, linguistically, and relevant responsive curricula resulting in cognitively demanding personalized learning as measured at the end of the 18-19 school year with a 10% increase in the grades 3-8 NYS ELA and Mathematics assessments for ALL subgroups; an overall increase in the number of 9th graders accumulating 6 credits or more by the end of 9th grade; and an increase of 10% for the four-year June graduation rate for ALL subgroups.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> Student Growth Percentile for Low-Income Students Student Credit Accruals (HS Students) Student Completion of Advanced Coursework Student Suspension Rate (Short-Term / Long-Term) Student Performance on January Regents Exams Student Participation in ELT Opportunities Minutes of Expanded Learning Time (ELT) Offered Teacher Average Daily Attendance Rate Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development
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E1. Start Date:	E2. End Date: Identify	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal,
July-18	May-19	Identify and develop quality preK-12 curricula and provide instructional guidance, assessments, and resources to support and sustain culturally and linguistically responsive instruction appropriate for all students; tiered pre/post assessment; professional development/sensitivity training; and career interest surveys.
Aug-18	May-19	Design, in concert with the Rochester Teacher Center, a strategic plan for the comprehensive understanding and implementation of the preK-12 culturally responsive curricula. Professional development by school and by needs/risk assessment.
Aug-18	Mar-19	Strengthen the focus on culturally and linguistically responsive practices through the development of teacher teams, targeted walkthroughs and the collection and analysis of student work, and the increased availability of culturally inclusive classroom libraries. Audit number of classrooms having classroom libraries including culturally and linguistically inclusive texts.
Aug-18	each marking period	Develop a tiered-system of support for schools which serves to provide targeted strategies for each level of academic achievement through monitoring student progress using data and the master schedule design.
Sep-18	Nov-18	Develop and implement a social-emotional curriculum to be implemented in all district schools to strengthen communication and coherence of the District's support services.

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
B1. Most Recent DTSDE Review Date:	May 13-14, 2015
B2. DTSDE Review Type:	IIT

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The Theory of Action for the District focuses on supporting teachers and leaders to provide the highest quality instruction. A comprehensive professional development plan needs to be implemented including implicit bias.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Implementing multi-tiered systems of support with a strong focus on Tier 1/core instruction, consisting of grade level expectations and assessment for learners that ensures instruction is powerful for every student as measured at the end of the 17-18 school year with a 10% increase in the grades 3-8 NYS ELA and Mathematics assessments for ALL subgroups; an overall increase in the number of 9th graders accumulating 6 credits or more by the end of 9th grade; and an increase of 10% for the four-year June graduation rate for ALL subgroups.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> Student Growth Percentile for Low-Income Students Student Credit Accruals (HS Students) Student Completion of Advanced Coursework Student Suspension Rate (Short-Term / Long-Term) Student Performance on January Regents Exams Student Participation in ELT Opportunities Minutes of Expanded Learning Time (ELT) Offered Teacher Average Daily Attendance Rate Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development

E1. Start Date:	E2. End Date: Identify	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal,
Aug-18	Aug-18	Provide teachers instructional guidance, assessments, and resources to support and sustain culturally and linguistically responsive instruction for all students in the newly identified and developed PreK-12 curriculum.
Aug-18	Aug-19	Design a strategic plan, with the Rochester Teacher Center, for comprehensive understanding and implementation of the K-2 culturally responsive curricula.
Aug-18	Aug-19	Strengthen focus on culturally and linguistically responsive practices through the development of teacher teams, targeted walkthroughs and the collection and analysis of student work and the increased availability of culturally inclusive classroom libraries.
Aug-18	Aug-19	Develop a tiered system of support for schools which serves to provide targeted strategies for each level of academic achievement through monitoring student progress using data and the design of the master schedule.
Aug-18	Aug-19	Provide students with real-world experiences and applications for learning. and expand CTE opportunities.
Jan-19	Jun-19	Implement individual college and career plan for all students starting in grade 6.
Sep-18	ongoing	Expand and strengthen the use of the Relationship Model and the work of Joy DeGruy.

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students'
B1. Most Recent DTSDE Review Date:	May 13-14, 2015
B2. DTSDE Review Type:	IIT

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Professional learning has focused over the past several years, on social-emotional-developmental health, Restorative Practices, trauma-informed care, Code of Conduct, the Relationship Model of Educational Intervention, implicit bias, disproportionality and culturally responsive curricula has occurred, not all staff has participated in nor implemented learning resulting from professional learning related to these topics. More in-depth professional development plan must occur to improve understanding of students and better relationships.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The Rochester City School District will reduce suspensions (duplicated and unduplicated) and serious incidents by 10 percentage points through the continued implementation of professional learning focused on implicit bias, the Relationship Model of Educational Intervention, trauma responsive schools, Restorative Practices and the monitoring of Help Zone practices and continued implementation of the Code of Conduct.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Suspension Rate (Short-Term / Long-Term) by subgroup; Student Discipline Referrals by subgroup; Serious incidents by subgroup; Percentage of staff attending professional learning opportunities; School Climate Survey responses.

E1. Start Date:	E2. End Date: Identify	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal,
Oct-18	Jan-19	Create a communication and implementation plan to increase the response rate and participation on the School Climate Survey.
Oct 18	ongoing	Create a social-emotional framework and identify best practices to mitigate implicit bias and educate all staff on the effects of implicit bias and how it negatively impacts the academic and social well-being of students and families.
Aug-18	Dec-18	Expand the implementation of the Relationship Model for Educational Intervention.
Aug-18	Mar-19	Develop and implement a social-emotional curriculum to be implemented in all district schools to strengthen communication and coherence of the District's support services.

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and
B1. Most Recent DTSDE Review Date:	May 13-14, 2015
B2. DTSDE Review Type:	IIT

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Structures are in place to promote reciprocal communication between home and school, however, improved communication needs to improve at school and District level. There is an expectation that parents and community partners are engaged at every level in decision-making on school- and District-level teams.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	All schools will have a minimum of three parents actively engaged on their School Based Planning Teams by the end of the 18-19 school year. Schools and District offices will create and ensure an inclusive culture whereby the participation and decision-making of all stakeholders, including parents and community is valued and intentional (Invitational Education).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Participation rate in school surveys, qualitative results from school surveys, number of parents/guardians enrolled in Parent Connect or Parent App, participation rate in school/District events, login/access data from ROC 3D, the RCSD Link App and ParentConnect.

E1. Start Date:	E2. End Date: Identify	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal,
September 2018	November 2018	Expand the aggressive recruitment plan that builds relationships with our multicultural communities, targeting Historical Black College and Universities (HBCUs), Hispanic Serving Institutes (HSIs), out-of-state diversity recruitment events and Puerto Rico recruitment events.
September 2018	November 2018	Executive School Based Planning Team will update the guidance document to reflect the accurate number of parents who are included in the School Based Planning Team
September 2018	January 2019	Reinforce the use of a public-facing dashboard that builds transparency for community access to focus on operational metrics.
September 2018	December 2018	Improve external stakeholder leadership, including grass roots, faith-based, city, and local government officials and develop standing convening opportunities for every identified stakeholder group to partner, dialogue, share, and receive critical information.
September 2018	November 2018	Implement effective communication strategy plans and models for student and family engagement which will increase the timely flow of information to students, families, and community.
September 2018	October 2018	Implement training programs for Executive and School-Based Planning Teams to deepen their understanding of roles, instruction and district initiatives.
September 2018	June 2019	Community and Invitational Schools will create a warm, welcoming environment and intentionally develop collaborative relationships with parents of all students and members of the community as measured by the School Climate Survey.