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# DATA, DIALOG & DONUTS

A PRESENTATION TO OUR RCSD COMMUNITY



APRIL 1, 2017

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# **DISTRICT LEADERSHIP & CAPACITY**

PRESENTER: BARBARA DEANE-WILLIAMS



# GOAL

“...aligning district supports to strengthen school climate, data-driven instruction and intervention.”



# FIRST STEPS TAKEN

- 100 Day Listening and Learning Process
  - Communication and Engagement
  - Central Office Services
  - District Finances
  - School Climate
  - Instructional Data



# Areas of Focus that Drive Our Improvement

**PRIORITIZING EDUCATIONAL EQUITY**

**BUILDING RELATIONAL CAPACITY**

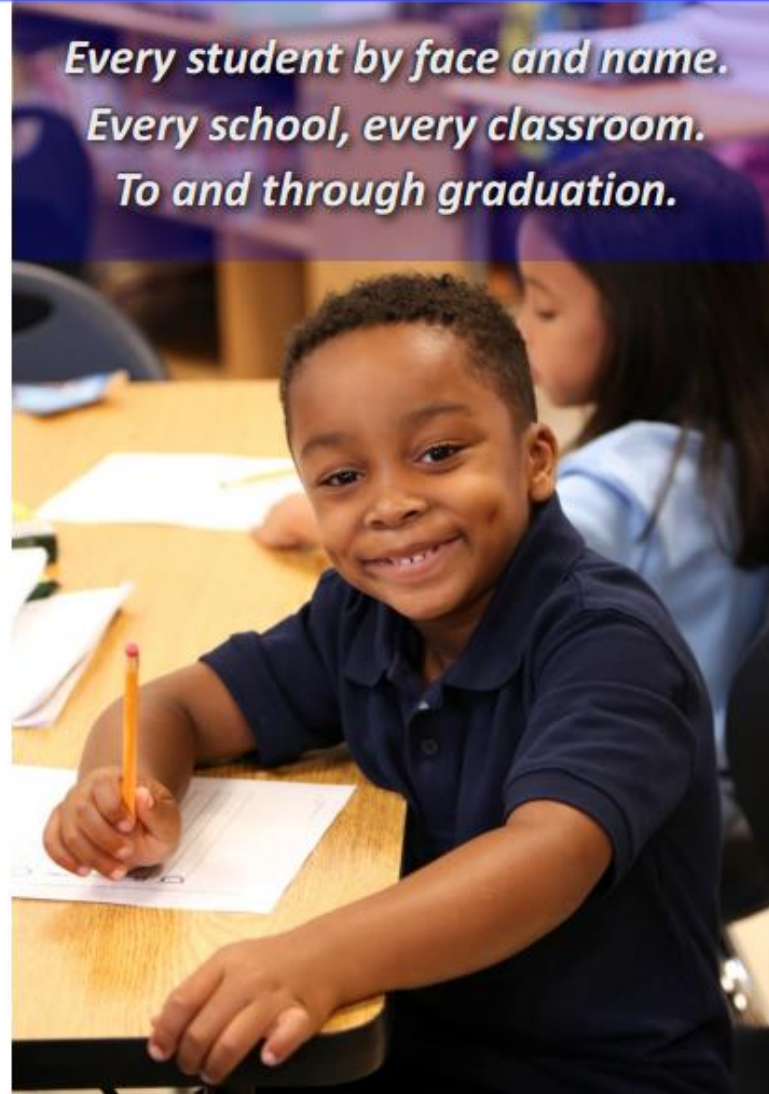
**NURTURING INNOVATION**

**CREATING COHERENCE**

**ACCOUNTABILITY FOR ACTION**

***RESULTS***

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



# WHAT OUR BUDGET NEEDS TO ACCOMPLISH

- Every student, classroom and school has the support, resources and schedule they need to improve achievement, close gaps and graduate on time, career- and college-ready
- Every employee and department has the technical support, professional learning system and organizational structure they need to lift student and school performance
  - ❖ Drive more resources to schools and students
  - ❖ Improve Teaching and Learning Support for Schools
  - ❖ Increase Learning Opportunities at Every Grade Level
  - ❖ Strengthen Partnership with Parents and Community Organizations



# BRIGHT SPOTS AND SUPPORT

- The teams, led by the School Chief who supports each school, are comprised of member educators from our Teaching and Learning Department. They will spend a minimum of four hours a day, three days a week, visiting each teacher with a goal of visiting every classroom in every school during the second semester.
- The purpose of the visits is to:
  - ❖ Highlight the bright spots that can serve as models for other schools and classrooms.
  - ❖ Speak with teachers and Principals to learn how Central Office can better support schools.
  - ❖ Strengthen partnerships between teachers, school Principals and Central Office teams, which will promote the sharing of ideas and help to improve our systems of support.





# **SCHOOL LEADER PRACTICES & DECISIONS**

PRESENTER: DR. SHIRLEY JA GREEN





# SCHOOL LEADERS PRACTICES AND DECISIONS TEAM

Focus Leader: Beverly Burrell-Moore, Shirley JA Green, Elizabeth Mascitti-Miller, Amy Schiavi

Beverly Burrell Moore  
Chief of Schools  
(Elementary/Priority)

Shirley Green, Ed. D  
Chief of Schools  
(Elementary)

Sylvia Cooksey  
Executive Director of  
Professional  
Development

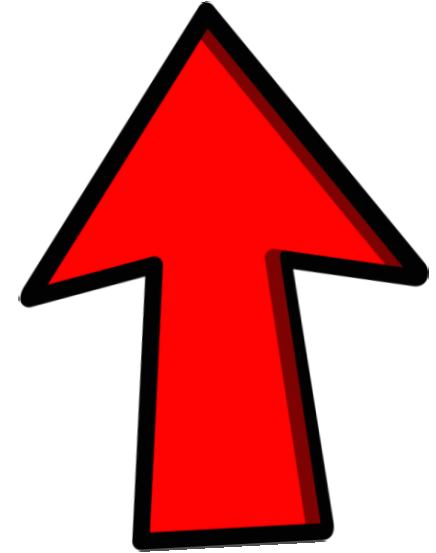
Steve Carling  
Deputy General Counsel

Elizabeth Mascitti-Miller, Ed. D  
Chief of Intensive  
Supports and Innovation

Amy Schiavi  
Chief of Schools  
(Secondary)

## SCHOOL LEADER PRACTICES & DECISIONS GOAL

- Support school leader practices and decisions in order to increase student achievement.



# SCHOOL ACCOUNTABILITY STATUS

Good Standing	Focus	Priority	Priority/ Receivership
<b>10</b>	<b>14</b>	<b>17</b>	<b>10</b>

# THE DTSDE PROCESS

- As a Focus District, the RCSD is mandated to review each Focus and Priority School EVERY year.
- Two types of reviews are conducted in focus and priority schools:
  - ❖ Integrated Intervention Team (IIT)
  - ❖ District Led-Review using DTSDE Protocol

A report is generated following each review that provides the school with action steps for improvement.

## 2016/17 DTSDE REVIEWS

- 39 total reviews scheduled for the current school year.
- 13 of those 39 are IIT reviews
- 35 of 39 are completed to date
- 4 of 39 remaining reviews will be completed in the month of April and May.

# ALIGNMENT OF SCHOOL LEADER SUPPORTS

## High Intensity Supports Include:

- Frequent school visits
- Teaching and Learning Partnership Teams
- Data dialogues
- Budget analysis and support
- District Office supports and alignments



# ACTIONS TAKEN TO DATE

## Building Teacher and Leader Capacity Monthly Principal's Meeting

- Needs assessment administered
- Shifted from operational to professional learning sessions
- Focus on Access and Equity
- Moving towards Principal-led sessions
- Principal Toolkit provided





# ACTIONS TAKEN TO DATE

## Building Teacher and Leader Capacity

First/Second Year Assistant Principal Training  
Assistant Principal Institute

- Led by Dr. Janice Barclay
- Committed partner for 3 years
- Assistant Principals participate in a professional learning community focused on evidenced based practices to improve student outcomes

# ACTIONS TAKEN TO DATE

## Building Teacher and Leader Capacity

### SLO and APPR Training and Development

- Trainings provided at Principal Meetings
- Overview provided at session in collaboration with the union (ASAR)
- SLO Target setting training provided in collaboration with principal leaders
- Developed APPR/SLO Toolkits in collaboration with the Office of Teaching and Learning

# ACTIONS TAKEN TO DATE

## Building Principal Pipeline

New York City Leadership Academy (NYCLA)  
Aspiring Principals Program



# NYC LEADERSHIP ACADEMY: WHY

- Nationally-recognized nonprofit launched in 2003
- Have worked with school systems and their partners in 26 states and 2 countries to advance student achievement by strengthening school leadership capacity.
- Specialize in training, coaching, and supporting principals who serve high-need, hard-to-staff and turnaround schools – and building partner capacity to do this work.



# NYC LEADERSHIP ACADEMY: ABOUT

NYCLA works in support of adults,  
on behalf of children.

- Research shows the clear connection between school leadership and student performance.
- Principals are uniquely able to influence student achievement over multiple years, and establish a school culture that supports improved instruction.
- Closing the persistent and growing achievement gap requires effective leadership, particularly in under-performing schools.



# Rochester City School District Aspiring Principals Program



**Develop Rochester City School District's  
leaders of tomorrow through an internal district leadership pipeline!**

- **Phase One:**

- Summer Intensive
- July 24 – August 4, 2017

- *The cohort will participate in a 16 day training that simulates the actual challenges of the principalship through interactive learning experiences.*

- **Phase Two:**

- School-Based Residency
- August 2017 – May 2018

- *Participants will engage in a ten-month job-embedded residency under the mentorship of a NYCLA-trained district principal. During this time, participants will work through job-embedded assignments and evening in-person sessions*



Every child is a work of art.  
Create a masterpiece.

# ADDITIONAL ACTIONS TAKEN TO DATE

Building Professional Learning Communities

Bank Street





# NY NETWORK RCSD AND BANK STREET EDUCATION CENTER PARTNERSHIP

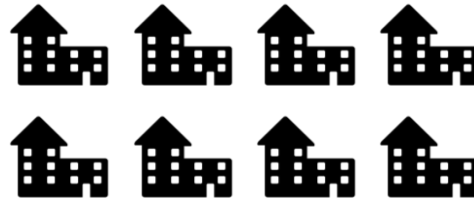
## RCSD 18-MONTH DISTRICT PLAN OVERVIEW

### PHASE I: Establish Continuous Learning Structures (CLS) in Pilot Schools



- Promotes teacher voice by working with teachers to identify a problem of practice
- Provide opportunity for participants to engage in collective analysis of student data
- Serves as a structure to support development and implementation of intervention plan/strategies to improve student outcomes
- Support and extend the work of School Chiefs and provide additional opportunities for them to develop principals through modeling, direct instruction, and coaching
- Provide an additional entry point for the Teaching and Learning team to support and advance the work of School Chiefs with teams of teachers

### PHASE II: Expand CLS Schools + Principal Development Networking Support



- Sustain Phase I pilots
- Expand number of participating schools and continuous learning structures within existing pilots

PRINCIPAL  
DEVELOPMENT +  
NETWORKING  
SUPPORT

- Principals participate in cross – school networking opportunities and serve as a resource for each other featuring strong or promising improvement practices

### SENIOR LEADERSHIP CONTINUOUS LEARNING STRUCTURE

Throughout Phase 1 and Phase 2, the core team will meet on a regular basis to reflect on and discuss ways to make their support to principals consistent and sustainable. Members may use anchored text to ground their conversations, and to inform the support that they provide to school-based continuous learning structures. Potential meeting content includes the following:

- Consistency around principal support
- Sustainability
- Collaboration
- Teacher leadership
- Networking Opportunities for Principals (across schools)



# **CURRICULUM DEVELOPMENT & SUPPORT**

PRESENTERS: BRENNAN FARRELL, JEFF MIKOLS, KISHA MORGAN



# CURRICULUM DEVELOPMENT AND SUPPORT TEAM

Focus Leader: Dr. Kendra March, Deputy Superintendent  
Supported by: Brenna Farrell-Geise, Jeff Mikols & Kisha Morgan

\*Brenna Farrel Executive Director of English  
Language Arts

\*Jeff Mikols Executive Director of  
Mathematics

\*Kisha Morgan Assistant to the Deputy  
Superintendent

Stephanie Thompson Zone Director

Sylvia Cooksey Executive Director of  
Professional Development

Sandra Galbato Director of Professional  
Learning

Latresha Fuller MSP Project Coordinator

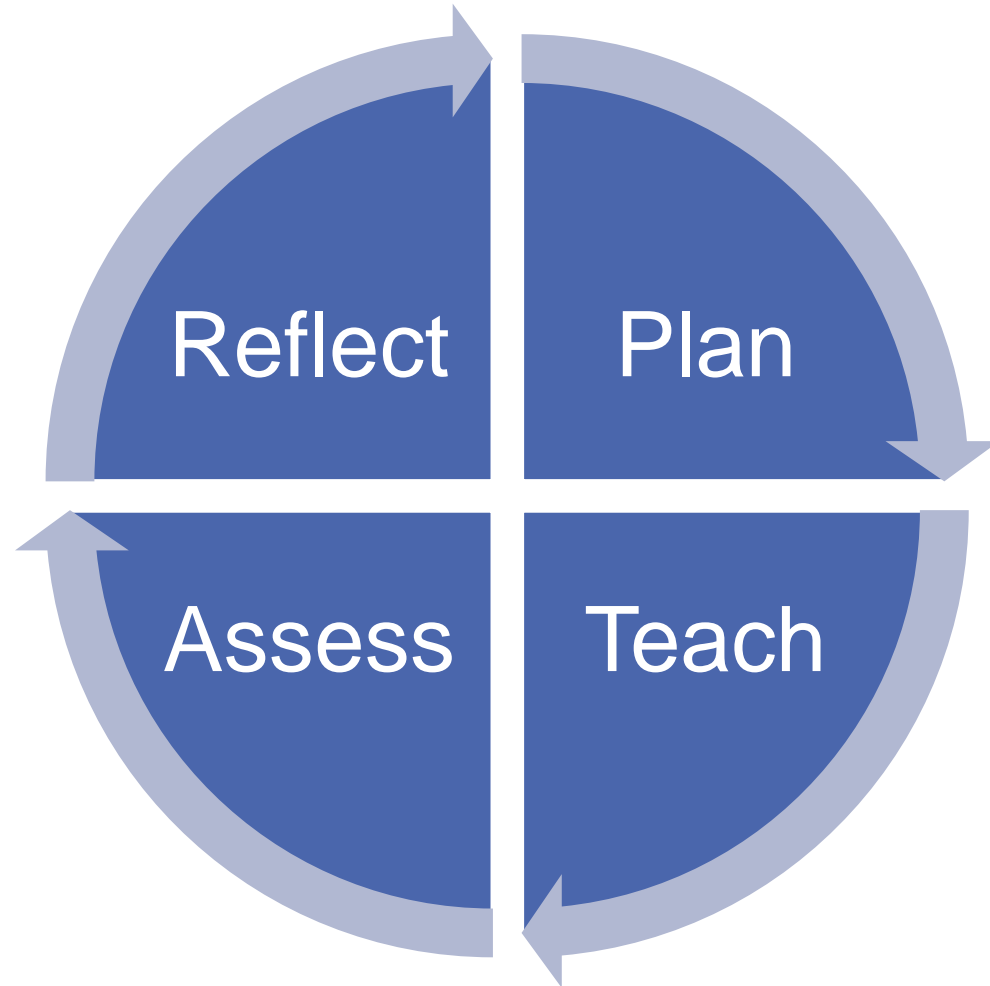
Dominic Pickard Director of Art

Robin Hooper Executive Director of Early  
Childhood Education

Susan Goodwin Rochester Teachers Center

Mike Schmidt Chief of Operations

# PLAN-TEACH-ASSESS-REFLECT



# PLAN-TEACH-ASSESS-REFLECT

## **Actions Taken to Date**

- Full year Unpacking CCLS and Modules courses established districtwide
- Approximately 12 schools using PD Kits to train teachers at their own school level

# PLAN-TEACH-ASSESS-REFLECT

## ■ Considering Design Thinking, Next Steps

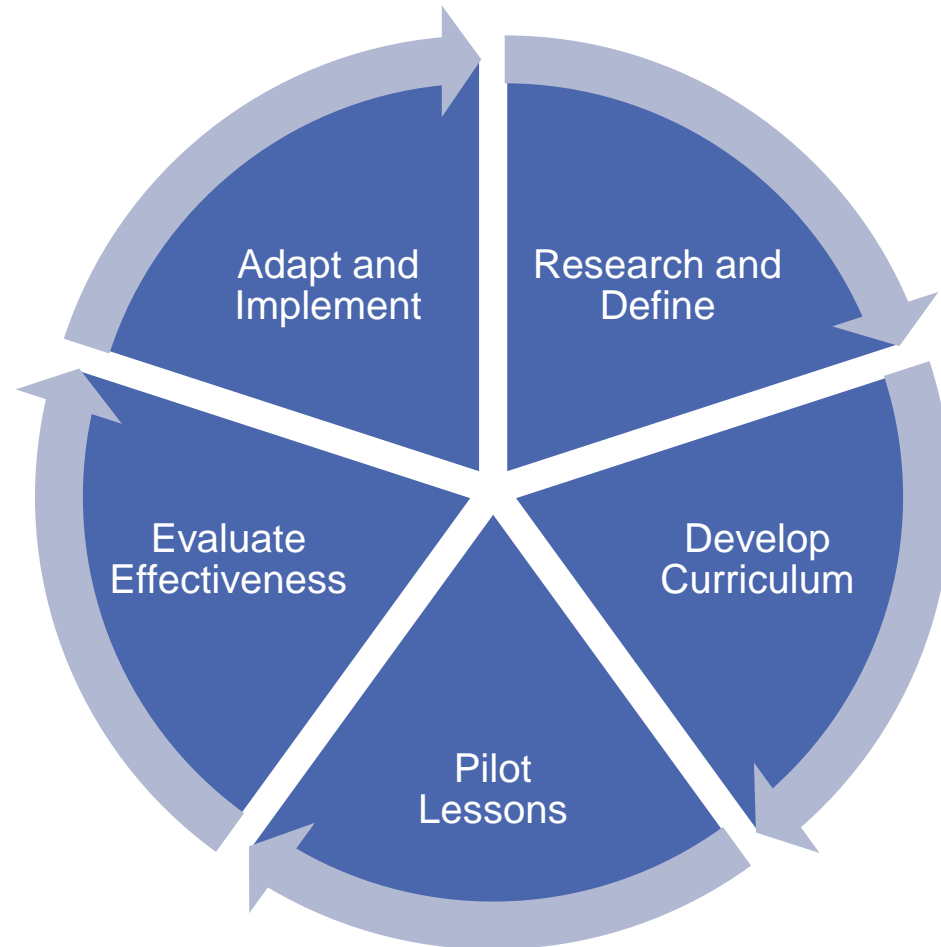
Gain input from  
principals and  
teachers by May  
2017

Complete school  
design modules  
of training by  
August 2017

Train principals  
and teachers  
by December  
2017

Implement  
January 2018

# K-2 CULTURALLY RESPONSIVE CURRICULUM





# K-2 CULTURALLY RESPONSIVE CURRICULUM

## Actions Taken to Date

- Ongoing professional development
- Forty-five (45) lessons and 18 PowerPoint books completed which include:
  - ❖ Student activities
  - ❖ Elements of cultural responsiveness
  - ❖ Imagery and graphics to reinforce reading comprehension

# K-2 CULTURALLY RESPONSIVE CURRICULUM

## ■ Next steps





# **TEACHER PRACTICES & DECISIONS**

PRESENTERS: BRENNAN FARRELL, JEFF MIKOLS, KISHA MORGAN



# TEACHER PRACTICES AND DECISIONS TEAM

Focus Leader: Dr. Kendra March, Deputy Superintendent  
Supported by: Brenna Farrell-Geise, Jeff Mikols & Kisha Morgan

*Brenna Farrel	Executive Director of English Language Arts	*Jeff Mikols	Executive Director of Mathematics
*Kisha Morgan	Assistant to the Deputy Superintendent	*Kathryn Yarlett	Executive Director of Reading by Third Grade
Stefan Cohen	Career in Teaching	Colleen Sadowski	Instructional Director of Library and Media Services
Glen Van Derwater	Executive Director of Instructional Technology	Steve LaMorte	Executive Director of Social Studies
Michael Chan	Executive Director of Science	Carlos Cotto	Executive Director of Physical Education/Athletics/Health
Kelly Bauman	Director of Expanded Learning	Nancy Eichner	Director of Testing
Abel Perez-Pherett	Executive Director of ELL and LOTE	Keith Babuszcak	Executive Director of Career Pathways

# RESPONSE TO INTERVENTION



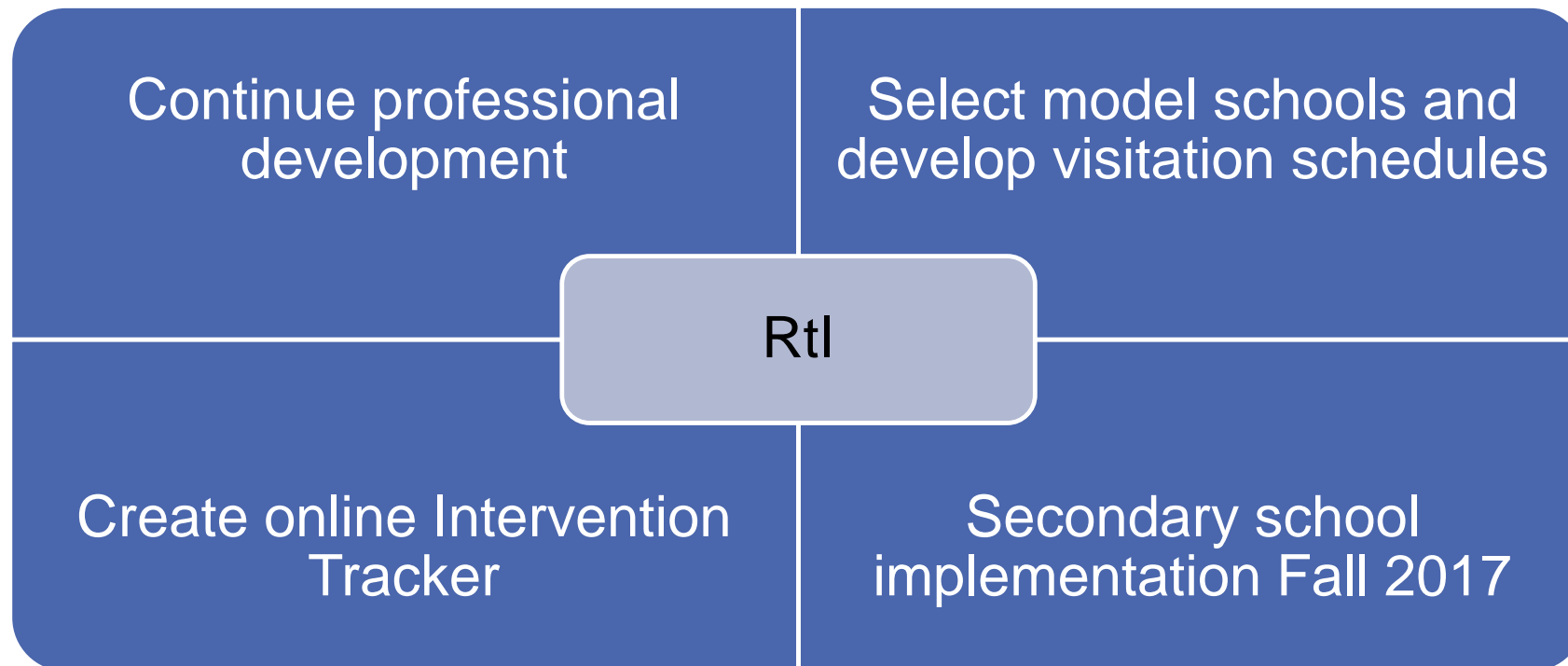
# RESPONSE TO INTERVENTION (RTI)

## Actions Taken to Date

- K-12 Rtl Guidance Document
- Master scheduling guidance
- Purchase of intervention materials/programs
- Internal Rtl Sharepoint website and District Rtl public website updated
- Mid-year Rtl status implementation survey completed March 24, 2017
- Professional development at the building level
- Leadership Summit, Principal Meetings, School Level Meetings, Taped Webinars, Updates on Leadership Link, upcoming Parent Rtl Workshop in May 2017

# RESPONSE TO INTERVENTION

## ■ Next steps



# WHAT HAS THE GREATEST IMPACT ON INCREASED STUDENT LEARNING?

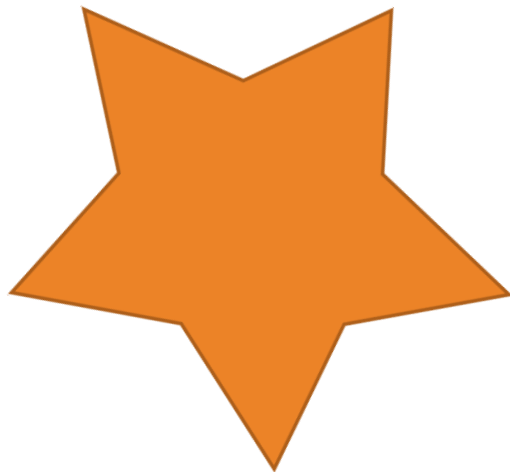
## PREDICT!

Teacher-Student Relationships	Ability Grouping (not DI)	Class Size	Retention	Feedback	Socioeconomic Status	Home Environment	Parent Involvement
<b>.72</b>	<b>.12</b>	<b>.21</b>	<b>-.16</b>	<b>.75</b>	<b>.57</b>	<b>.57</b>	<b>.51</b>



# FORMATIVE ASSESSMENTS?

PREDICT!



# COMMON FORMATIVE ASSESSMENTS (CFAS)

## Actions Taken to Date

- All Math and ELA Common Assessments in matrix have been made available on time
  - ❖ Trainings and Support
  - ❖ School level meetings
  - ❖ Individual teacher meetings
  - ❖ October Principal meeting
  - ❖ Updates on Leadership Link
- PD Toolkit
- Math and ELA Google Drive of instructional videos and materials

# COMMON FORMATIVE ASSESSMENTS (CFAS)

- **Next steps**

Collect more  
feedback on  
CFAs

Connect with  
Plan-Teach-  
Assess-  
Reflect Cycle

Continue  
professional  
development

# DIGITAL TRANSFORMATION

- By June 2017, 500 teachers in phase 1 digital transformation schools will complete the Google Ready Series of 4 classes, and 250 teachers will complete the Google SET content courses. Digital lessons aligned to the Common Core Learning Standards will be collaboratively developed with Teaching and Learning Directors relative to ELA, math, science, and social studies.

# DIGITAL TRANSFORMATION

- Division of Information Management and Technology:
- March 2017- With submissions/revisions the Smart Bond application is with the final Review Board.
- To date the four classes of the Google Ready Series are complete and currently being offered.
- Executive Directors of Teaching & Learning and members of Instructional Technology are currently reviewing digital content.

# DIGITAL TRANSFORMATION

## ■ Next Steps

Continue offering the Google Ready series through the summer and next school year.

Complete the Google Set series and begin offering in the Fall of 2017.

Teaching & Learning in collaboration with Instructional Technology will identify choices of digital curriculum to be offered district wide.



# **STUDENT SOCIAL EMOTIONAL LEARNING**

PRESENTERS: DR. KENDRA MARCH & RUTH TURNER



# STUDENT SOCIAL-EMOTIONAL & DEVELOPMENTAL HEALTH TEAM

Focus Leader: Dr. Kendra March, Deputy Superintendent  
Supported by: Ruth B. Turner

Ruth B. Turner Executive Director of Student Support Services

Jerome Underwood Director of Family Initiatives

Kirsten Pryor Office of School Innovation

Lori Baldwin Director of School Safety & Security

Sylvia Cooney Executive Director of Professional Learning

Erin Graupman Coordinator of Student Health Services

Carlos Cotto Executive Director of Physical Education/Health/Athletics

Karl Kania Director of External School Operations

Kisha Morgan Data Administrator/Special Assistant to the Deputy Superintendent

Erika Suarez Student at Northeast High School

Oscar Soto Student at Leadership Academy for Young Men

James Wey Student at World of Inquiry High School



# STUDENT SOCIAL-EMOTIONAL & DEVELOPMENTAL HEALTH

**GOAL 1:** Strengthening **School Climate** by developing a social-emotional framework.

**GOAL 2:** **Reduction of suspensions** (unduplicated & duplicated) & serious incidents by 10 percentage points.



# THE FRAMEWORK

- Restorative Practices
- Help Zones
- Code of Conduct
- Dr. Joy DeGruy – The Relationship Model for Educational Intervention



# RESTORATIVE PRACTICES

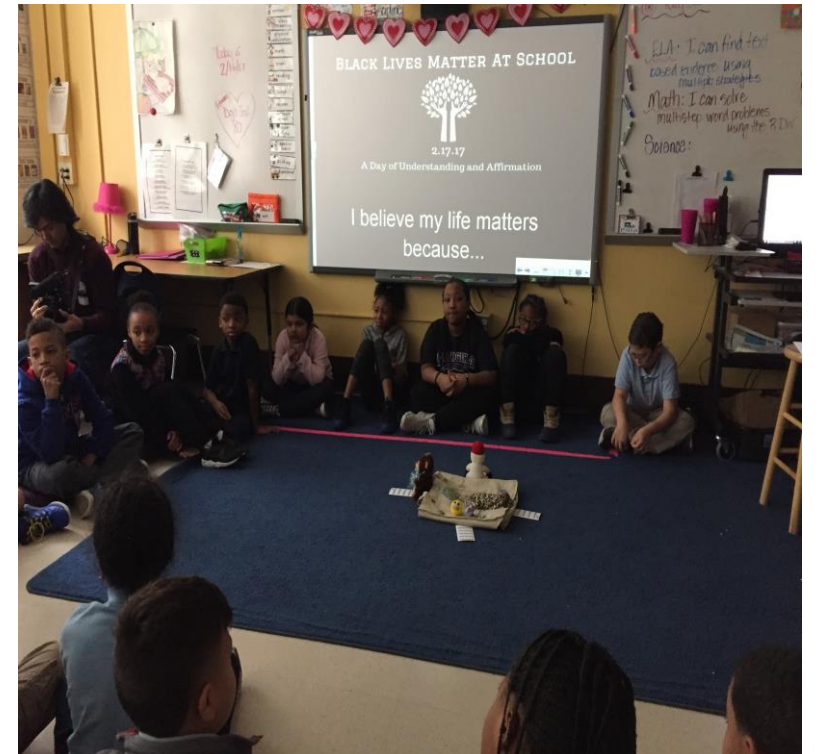
## All about *RELATIONSHIPS*

### Punitive Approach

- A School Rule is Broken
- Justice is focused on establishing guilt (WHO?)
- Accountability = Punishment
- Justice focused on offender & victim is ignored
- Rules and intent outweigh whether outcomes is positive/negative

### Restorative Approach

- People and relationships are harmed
- Justice identifies needs and responsibilities of all impacted
- Accountability = understanding impact & repairing the harm
- Victim, offender, and school community have a role in justice
- Offender responsible for behavior and repairing the harm, working toward positive outcomes



# ROC RESTORATIVE: PLANTING SEEDS & DOING WITH, NOT TO



Youth
Circle & peer mediation training
Peace Ambassadors in several schools
Summer youth employment with Gandhi Institute
Teaching youth to advocate for help
Youth voice

RCSD Capacity Building	
25 schools in monthly PLC	Training/experiences for parent liaisons, SSOs, instructional coaches, parents
Circle training and train-the-trainer teams in each PLC school, administrator PD	Two schools partnering with SaferSanerSchools
School-based PD, classroom modeling, and support	School climate survey coming Spring '17
Help Zones/Cool Down spaces and restorative systems being built	Infusing circles and restorative questions everywhere



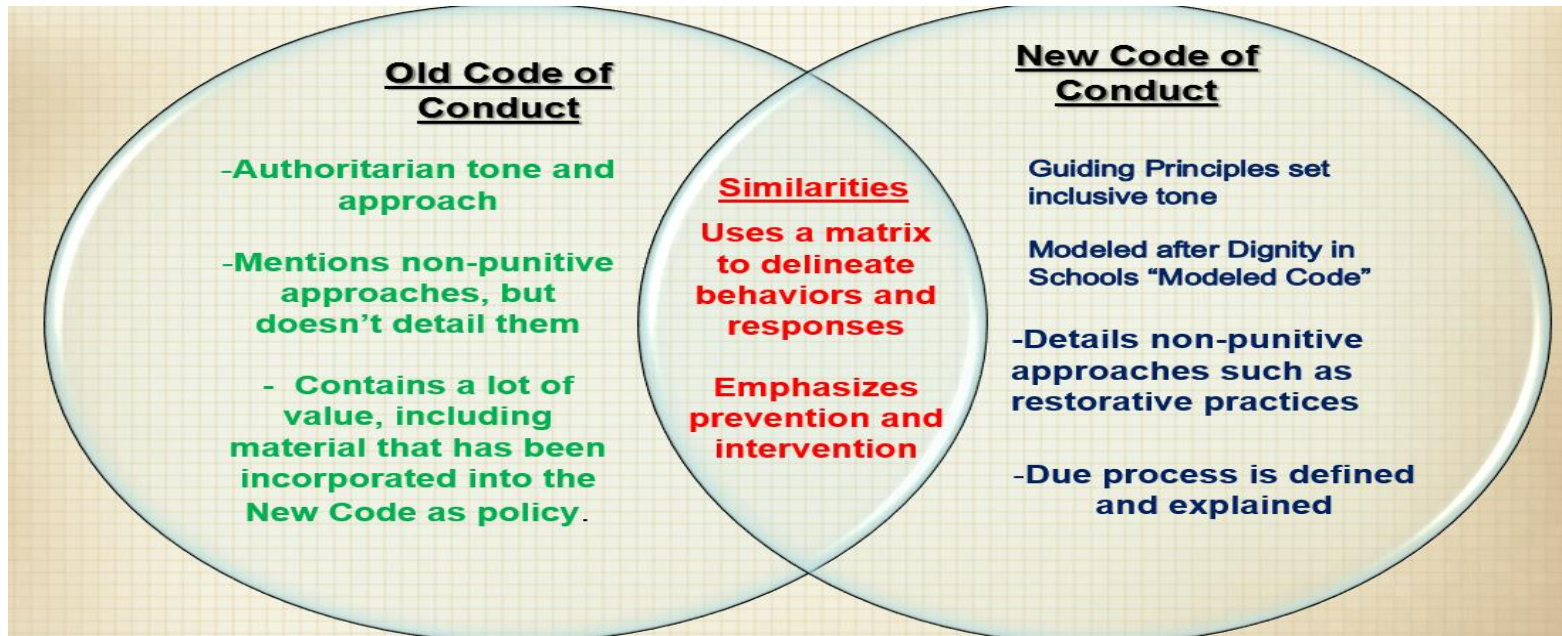
# HELP ZONES: RESPONDING TO BEHAVIORS & NEEDS NON-PUNITIVELY

## Help Zones Assist Students:

- To **regroup** using support and self-control
  - To **reflect** on choices and behaviors
  - To **repair** any damages their choices may have caused
  - To **return** to scheduled classes as quickly as possible
- Help Zones available in all K-8 & Secondary Schools (Excluding SOTA & SWW)
  - Help Zone staff trained in Restorative Practices, de-escalation skills, and Crisis as an Opportunity
  - Students have visited the Help Zones over 12,000 times, often self-referred
  - Monthly Meetings with staff in order to identify necessary ongoing supports



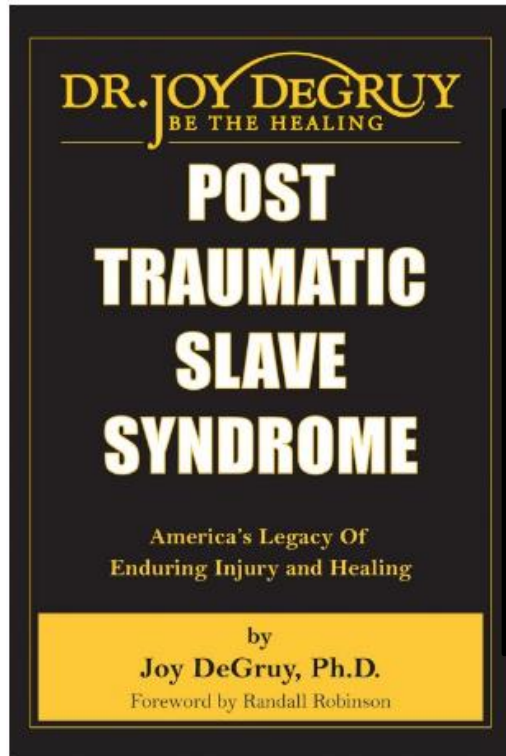
# REVISED CODE OF CONDUCT | ADOPTED JUNE 2016



The Code emphasizes shared accountability

The Code of Conduct is the product of a collaborative effort led by the Community Task Force to address the disproportionate number of students of color being suspended from school and ultimately enter the school-to-prison pipeline

# CULTURALLY RESPONSIVE: A JOURNEY ALL STAFF MUST TAKE

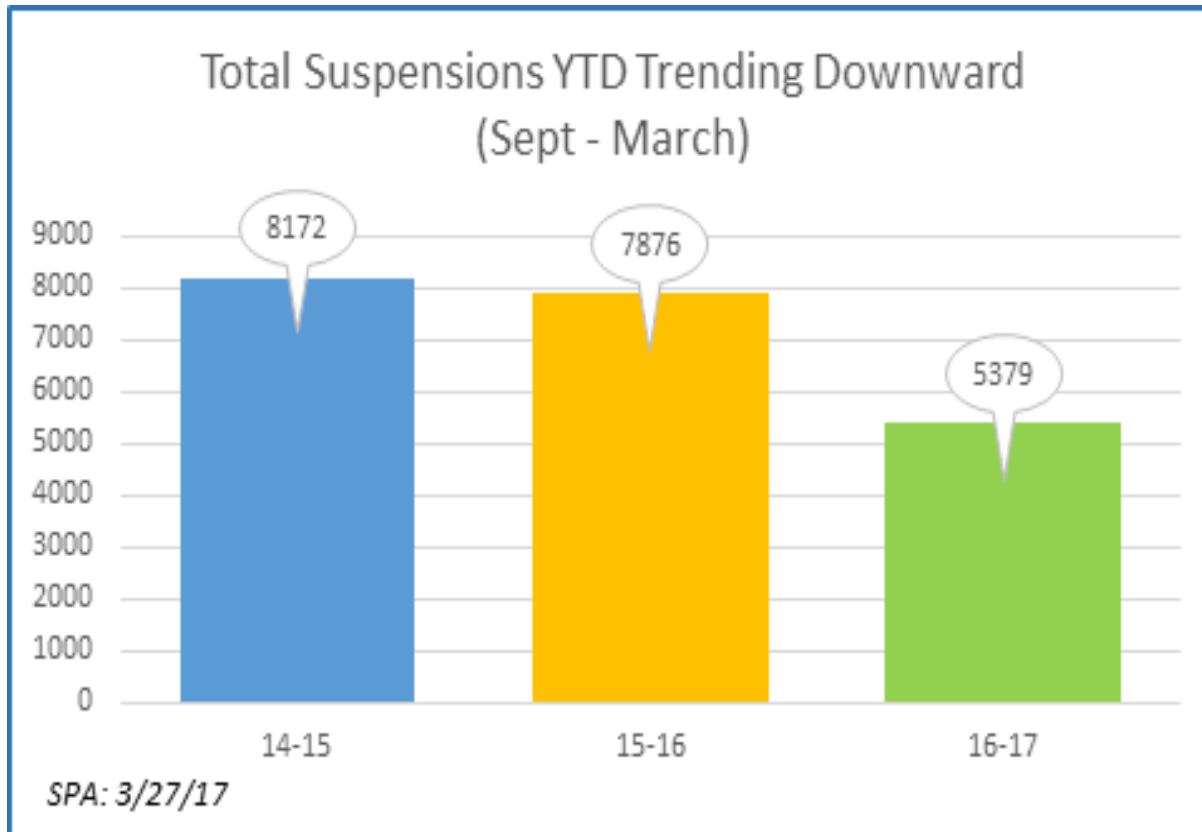


- Dr. Joy DeGruy supporting RCSD; returning April 10<sup>th</sup>
- Schools 5, 39, and School Without Walls are piloting the Relationship Model

## Educator Commitment & Capacity to work for Racial Equity

- PD, including *"I'm Not a Racist, Am I?"*
- Dialogue and reflection
- Black Lives Matter @ School
- Community partners assisting

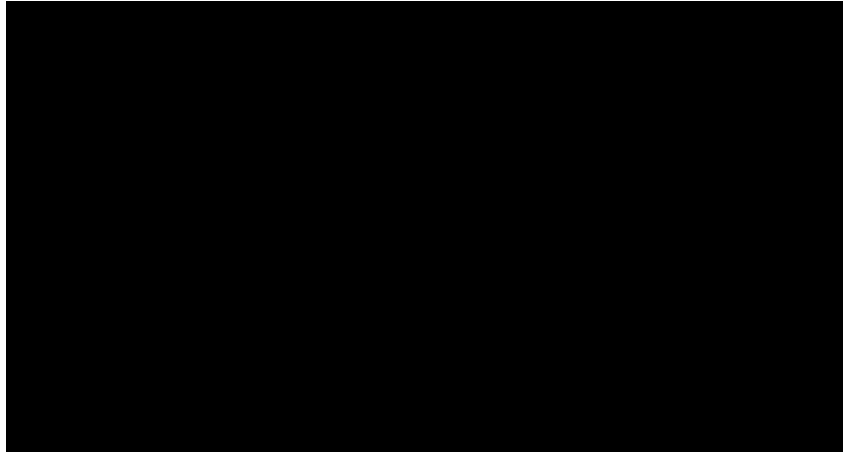
# MEASURING SOCIAL-EMOTIONAL GOAL



- To date, we are exceeding the goal of reducing TOTAL suspensions by 10%. At this point, total suspensions are on pace to be reduced by about 30%.
- However, there is still work to be done to reduce suspensions and disproportionality.
  - ❖ More data by subgroup presented at table discussion.



# IN THEIR VOICES...



**NEXT STEPS**

**STAY THE COURSE!!!**



# FAMILY & COMMUNITY ENGAGEMENT

PRESENTERS: MAKITA SALOANE AND EVA THOMAS

# FAMILY AND COMMUNITY ENGAGEMENT TEAM

Focus Leader: Dr. Kendra March, Deputy Superintendent  
Supported by: Eva Thomas & Jerome Underwood

Joe Capezzuto	Director of Placement	Chip Partner	Chief of Communications
Savaria Calloway-Downs	Director of Professional Development	Carrie Pecor	Director of Program Accountability
Maria Fisher	Parent Engagement Coordinator	Abel Perez-Pherett	Executive Director of ELL and Languages other than English
Ricky Frazier	Volunteer Coordinator	Elizabeth Reyes	Associate Director for the Homeless
Myrna Gonzalez	RCSD Bilingual Education Council President	Makita Saloane	RCSD Parent Advisory Council Chair
Elizabeth Hoffer	Director of Attendance	Ericka Simmons	RCSD Parent Advisory Council Co-Chair
Valarie Johnson	Community Member	Eva Thomas	Senior Director of Youth and Family Services
Nydia Padilla-Rodriguez	Director of Strategic Partnerships	Jerome Underwood	Director of Family Initiatives

## National Standards for Family-School Partnerships



[PTA.org/excellence](https://www.pta.org/excellence)



“It takes a village to raise a child.”

African Proverb

# FAMILY & COMMUNITY ENGAGEMENT GOALS

## Goal 1: Improving Parents' Experiences

- Improve parents' experiences at schools and Central Office by strengthening and supporting the role of the parent liaisons and home school assistants, as well as, the customer service focus on school and central office staff (measured by qualitative feedback and school based parent complaints.)

## Goal 2: Improved Communication

- Improved communication with parents via technology, through bridge building and multiple methods of communication.

## Goal 3: Welcoming School Culture

- Each school's culture should exemplify a welcoming and inviting school environment. This environment should include acknowledging parents and ensuring that parents become a part of the decision making process for issues that impact the entire school community.

# CURRENT FOCUS OF FAMILY & COMMUNITY ENGAGEMENT

A Parent Television Show

Family Friendly Certified Schools

Office of Parent Engagement Web Site

A word cloud centered around the phrase "Parent Involvement" in large red letters. Other words in various colors and orientations include: "believe", "necessary", "important", "crucial", "smart", "communicate", "reading", "counting", "must have", "volunteer", "needed", "wanted", and "vital".

## NEXT STEPS

- Tenet Team 6 will continue to meet monthly and progress monitor the goals for Tenet 6.
- The sub committees will meet weekly to solidify the 3 areas of focus.
- All Parent Liaisons and Home School Assistants will be trained over the summer in Restorative Practices.
- Parent Engagement, PAC, BEC, and a selected group of Parent Liaisons and Home School Assistants will finalize the job description for Parent Liaisons and Home School Assistants before the end of the school year.
- Parent Engagement will continue to support The Attendance Blitz and invite all family engagement staff and community partners to participate monthly.
- The Office of Parent Engagement currently has a data base to collect, monitor, and address parent concerns and complaints. It is monitored on a daily, weekly, and monthly basis.
- The Office of Parent Engagement has been invited to participate on The Advisory Board for The Refugee Center of Rochester , NY



*Together*  
MAY WE GIVE

our *children*

the —  
roots —

*grow*

AND THE

wings

to *fly*

