

LEA Name:	ROCHESTER CITY SCHOOL DISTRICT
School Name:	NORTHEAST COLLEGE PREP HIGH SCHOOL

2014-2015 School Comprehensive Education Plan (SCEP)


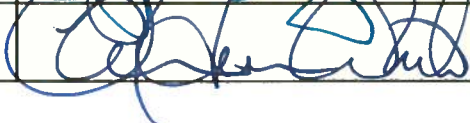
School Name	NORTHEAST COLLEGE PREP HIGH SCHOOL	Contact Name	Dr. Linus Guillory
Phone	585-324-9273	Email	linus.guillory@rcsdk12.org
Website Link for Published Plan	http://www.rcsdk12.org/2014-15_SCEP		

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 SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Bolgen Vargas, Ed. D.	8-26-14
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White, President, B.O.E.	8/26/14

LEA Name: Rochester City School District
 School Name: 261600010000

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the DCIP.

Instructions: List of stakeholders who participated in developing the SCEP as required by Commissioner’s Regulations §100.18. Provide dates, locations, agendas and supporting documentation of Local Stakeholder meetings. Boxes should be added as necessary.

Name	Title / Organization	Signature
Karen T. Steele-Avery	Teacher / SBPT	Karen T. Steele-Avery
Lynn Given	teacher / SBPT	Lynn Given
Linus Guillory	Principal	Linus Guillory
Timothy Wilson	Teacher / SBPT	Timothy Wilson
Nakia Burrows	Counselor / SBPT	Nakia Burrows
Anette Pennella	Teacher / SBPT	Anette Pennella-Martinez
Renee G. B.	Parent SBPT	Renee G. B.
Cynthia Payne	Teacher SBPT	Cynthia Payne
Williams, Yolanda	Teacher SBPT	Yolanda Williams
Debra Whaley	RAP- SBPT	Debra Whaley

Meeting Date(s)	Locations(s)	Agenda Attached	Supporting Documents Included?

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ROCHESTER CITY SCHOOL DISTRICT
NORTHEAST COLLEGE PREP HIGH SCHOOL

School Information Sheet #1

The data needed to complete the chart below can be found online at www.nysed.gov

School Information Sheet											
Grade Configuration	7-12	Total Student Enrollment	506	% Title I Population	100%	% Attendance Rate	83%	% Student Sustainability	84%		
% of Students Eligible for Free Lunch	75%	% of Students Eligible for Reduced-Price Lunch	1%	% of Limited English Proficient Students	8%	% of Students with Disabilities	22%				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	% Black or African American	67%	% Hispanic or Latino	23%	% Asian, Native Hawaiian / Other Pacific Islander	1%	% White	9%	% Multi-Racial	0%

School Personnel							
Years Principal Assigned to School	1	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers	3
% of Teachers with No Valid Teaching Certificate	0%	% of Teachers Teaching Out of Certification Area	0%	% Teaching with Fewer than 3 Years of Experience	3%	Average # of Teacher Absences	2.5 Days

Overall State Accountability Status							
Priority School	Yes	Focus School Identified by a Focus District	No	SIG(a) Recipient	Yes	SIG(g) Recipient	No
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	No	Identification for High School Graduation Rate?	No
ELA Performance at Level 3 and Level 4	3%	Math Performance at Level 3 and Level 4	3%	Science Performance at Level 3 and Level 4	88%	Four-Year Graduation Rate (HS Only)	48%
% of 1st Year Students Who Earned 10+ Credits (HS Only)	0%	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	16%	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	95%	Six-Year Graduation Rate (HS Only)	63%

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District Information Sheet #2

The data needed to complete the chart below can be found online at www.nysed.gov

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective			
	Limited English Proficient		

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SCEP Overview

In this section, the School must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the School's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the School. The Overview will serve as the at-a-glance summary of how the School will use various funding sources to improve student achievement. This Overview should be no more than five pages in length. A complete overview will address the following:

1. Using the drop-down menu, rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan.	1 = Limited Degree (Fewer than 20% of goals were achieved.)
2. Using the drop-down menu, rate the degree to which the School successfully implemented the activities identified in the previous year's School Comprehensive Education Plan.	2 = Partial Degree (Fewer than 50% of activities were carried out.)
3. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan impacted academic achievement targets for identified subgroups.	2 = Partial Degree (Some of the identified subgroups improved achievement.)
4. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan increased Parent Engagement.	1 = Limited Degree (There was no increase in the level of Parent Engagement.)
5. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan received the funding necessary to achieve the corresponding goals.	3 = Moderate Degree (At least 50% of planned activities were funded.)
6. Using the drop-down menu, identify in which Tenet the School made the most growth during the previous year.	Tenet 2: School Leader Practices and Decisions

• List the strengths of the previous year's plan.

Focused goal on ELA regents; focused goal on graduation rate. The goals were realistic and achievable with reasonable time lines. Input was garnered from all stakeholders.

• List the weaknesses of the previous year's plan.

The goals were limited in scope and were coupled with many discrete activities. Lack of follow through on identified activities that connected back to goals.

In developing the CURRENT plan:

• List the highlights of the initiatives described in the current SCEP. How are these initiatives supported through all funding sources?

Our current plan focuses on literacy, student attendance and graduation rate. Funding allocated supports these goals by increasing the capacitance of our teachers in the areas of literacy and differentiated instruction. Our aim is to increase student attendance and graduation rates by providing students more authentic experiences in school through our classrooms. Enrichment support classes (expanded learning time) will continue to be provided to students to help them recover or accelerate with course credits; campus based control of the master scheduling restored back at the building level will allow for more purity of teacher preparations and increase the number of common planning time meetings that can occur during the school day; focused professional learning that is in alignment with the NYSED Regents Reform agenda and school goals will be afforded to teachers.

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• List the timeline of events that led to the creation of the current plan.

Guided training and work session on June 21st held by Office of School Innovation as well as school based planning team meetings held at the campus; visits with NYSED office of school innovation; meetings in July with school leadership team; Meetings with RCSD School Innovation office.

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

Via the school's website; during new student orientation; during faculty meetings; during open house/curriculum nights; in targeted mailings to families. Create an executive summary sheet of goals/priorities to be made available in main office and shared with school staff; goals will be posted in student friendly language throughout the building to serve as a visual reminder to students and staff.

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

Increased focus on literacy across the curriculum; Focus on increasing student attendance to school and in class; Focused attention on graduation rate; Focused attention on improving student behavior; Creating synergy between community partners and school; Through common planning time, we will focus on student data and assessments, lesson planning, differentiation and teacher use of data to inform instruction; Increased need to focus on parental involvement and increase parental participation.

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

Northeast & Northwest College Preparatory Schools provide a unique environment where students have the freedom to succeed through education, excellence, and empowerment. The relationship between our school mission and needs are evidenced in the last three key words: education, excellence, empowerment. We aim to instill in our students strategies that will aid them in their journey to become more productive citizens.

• State the strategy and timeline to accomplish the mission or guiding principles.

The timeline to accomplish the goals and activities outlined are ongoing throughout the school year, which varies by tenet and action.

• Describe school structures that support strategic implementation of the mission/guiding principles.

Northeast is collaborating with Northwest in the effective and efficient use of the School Improvement Grant. We have added common departmental time for our four core academic areas: science, math, ELA, and social studies. Through a collaborative approach with NW, building leaders will leverage one another to support strategic alignment with focus on Regents, attendance, and behavior. Counselors will engage in providing services to cohorts, with one counselor dedicated to grade nine. Administrators will be strategically aligned to provide supports to students across grade-levels, but with specific focus on two levels (i.e. 9/11 & 10/12).

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• List anticipated barriers that may impact the ability to accomplish the mission or guiding principles.

A potential barrier is the current staffing model utilized, especially in the area of itinerant teaching staff/splitting staff between buildings. Staff are generally receptive to the goals. Staff buy-in across the board will be a concern. Rebuilding the culture and climate of the building will be a huge undertaking. Certainly, prior year's student discipline continues to be a concern for staff and students, especially in light of reducing by one school administrator.

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

Focus on raising the academic performance of all subgroups by 10% through targeted interventions and supports. Increase the cohort 2011 graduation rate to 60%.

• List the data sets that were analyzed to determine prioritized professional development.

2013 NYSED DTSDE Report. APPR. Student attendance: Student average daily attendance; attendance by grade level; cohort; Chronically absent students; Attendance by period, by course; # of students withdrawn by month; Long-term absence data (over 20 days); Regents exam pass rate; % of Students meeting college aspiration targets; student discipline data.
GRADUATION DATA: Gatekeeper Course GPA; Early Warning/My Student Watch List (RCSD SPA Data Warehouse); Graduation Rate by Cohort – 4 year, 5 year, 6 year; Credit Accumulation by Cohort (% making 5 credits, 11 credits, 16 credits); Report Card GPA; Students receiving Regents diploma with advanced designation; Instructional Time: Bell Schedule; Master Schedule, Enrichment support classes (Expanded Learning).

• List the data sets that were analyzed to determine prioritized professional development.

Same as above.

• List the professional development options that will be provided. For each option, describe the delivery method and the change(s) in practice that will be evident as a result.

Professional development will be offered during the school day in common planning time meetings for core academic subjects. Funds have been earmarked to provide full faculty professional development. Instructional Coaches will alongside building leaders will lead focused PD during the common planning blocks. RCSD has established systems of PD : RCSD/ RTA PDI (Professional Development Incentive) which allows teachers to conduct professional learning in the following methods (Collegial Circle, Action Research, Workshop, Conference, Critical Friends, Immersing in Teacher Practice, Lesson Study, Professional Book Study or College Coursework) and earn a stipend based on the number of hours completed and their years of service. Teacher Incentive Fund professional learning is available for teachers. Through focused monitoring, student and teacher performance will improve.

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

The school leader will implement and continue the following forms of communication to strengthen and continue to build relationships with school staff and community: Parent and student orientations, parent conferences, department meetings, School Newsletter, School Website, Mailings, Robo-calls, and Assemblies.

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Tier 1: List of Prioritized Activities for Improvement

Use this table to demonstrate costs associated with Tier 1 Prioritized Activities including: Systemic Planning Training, Expanded Learning Time Programs, Community Schools Programs, and Professional Development (if applicable).

Tenet: Identify the Tenet to be addressed by the selected Tier I activities.	Category: Identify the Tier 1 Prioritized Activity that will be implemented.	Activity(ies): Must detail the actions that will take place.	Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	District Cost(s): Identify the district cost associated with each fund source.	Timeline: Identify the projected start date for each activity.	Timeline: Identify the projected end date for each activity.
Tenet 2	Tier 1-4	Effectively schedule expanded learning time to enrich/support students completing courses.	Northwest SIG	\$128,020	September 1, 2014	June 30, 2015
Tenet 2	Tier 1-4	The School Leadership team meets weekly to discuss teacher unit/lesson plans, student attendance, student behavior, and walkthrough data to improve the	General Fund	\$9,525	September 1, 2014	June 30, 2015
Tenet 2	Tier 1-4	Prioritize data to be analyzed on a monthly basis.	General Fund	\$1,314	September 1, 2014	June 30, 2015
Tenet 2	Tier 1-4	School leaders will leverage ENCOMPASS, a community partner, to assist with development of the evidenced-based systems.	General Fund	\$11,826	September 1, 2014	June 30, 2015

Total Amount of Funds Reserved for Tier 1 Activities \$150,685

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	Tier 2-1	Public School Choice (Up to 20% of the LEA set-aside).
	Tier 2-2	Supplemental Educational Services (Up to 30% of the LEA set-aside).
	Tier 2-3	Costs associated with deploying on-site visit teams that will use the Diagnostic Tool for School and District Effectiveness to identify a school's or district's current position relative to desired educational practices.
	Tier 2-4	Reasonable and necessary expenses associated with appointment of a Distinguished Educator to assist the district and schools in implementing systemic, whole-school reform and effective turnaround strategies.
	Tier 2-5	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) attendance at DTSDE Institutes and in assisting the district in the development and implementation of the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plans (SCEP).
	Tier 2-6	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) 's participation in district-led DTSDE visits.
	Tier 2-7	Costs associated with participation in New York State sponsored Professional Learning Communities (PLC).
\$27,381	Tier 2-8	Costs associated with participation in professional development activities to develop and implement successful family and community engagement practices.
\$104,270	Tier 2-9	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes.
\$153,824	Tier 2-10	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement a behavior management program.
\$11,047	Tier 2-11	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement Response to Intervention (RtI) that are aligned with academic intervention services.
\$10,729	Tier 2-12	Costs associated with training/certifying teacher evaluators, instructional coaches, teacher leaders etc. in conducting evidence based observations using the District's teacher practice rubric, training in coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system.
	Tier 2-13	Costs to develop and implement local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations.
	Tier 2-14	Costs associated with the professional development of teachers (and their principals/ instructional supervisors) who will develop and implement CTE courses in which increased percentages of historically underserved students will enroll.
	Tier 2-15	Costs to purchase of equipment and other curricular materials for CTE courses used by teachers in which increased percentages of historically underserved students will enroll.
	Tier 2-16	Costs associated with the training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	Tier 2-17	Costs to provide courses and related training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	Tier 2-18	Costs to train teachers and administrators in the use of data systems, aligned course sequences, and early college and career school models, between post-secondary institutions and P-12 systems.

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	Tier 2-19	Costs to develop and implement school-based Inquiry Teams as defined in the state's RTTT application.
\$60,239	Tier 2-20	Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.
	Tier 2-21	Costs to provide supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program, to highly effective teachers providing academic intervention services in hard-to-staff subjects or specialty areas in high-needs schools who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools.
	Tier 2-22	Costs to provide supplemental compensation consistent with local collective bargaining agreements, for teachers providing academic intervention services through a career ladder program, to effective or highly effective teachers in hard-to-staff subjects or specialty areas who transfer from low- or moderate-needs schools to high-needs schools.
\$6,350	Tier 2-23	Costs associated to develop and implement one of the four school intervention models (turnaround model, restart model, school closure, or transformation model) and the Secretary's turnaround principles, consistent with the requirements of the New York State SIG application and the State's theory of action of intervening and supporting low-performing districts and schools.
	Tier 2-24	Costs related to plan for LEA and State-approved partner organization arrangements (EPO, CMO, charter school operator) activities for implementation of one of the four school intervention models or a whole-school change model aligned with the Secretary's turnaround principles in the year following school re-design.
	Tier 2-25	Costs related to providing academic intervention services as well as costs associated with creating professional development for all teachers working with English Language Learners, on research-proven strategies for those students; costs associated with hiring additional staff to develop or expand programs for English Language Learners or targeted programs for high-needs English Language Learners such as long-term ELLs, SIFE, or ELLs with disabilities; costs associated with integrating bilingual instruction into ELL programs; costs associated with materials that promote English and native language development.
	Tier 2-26	Costs of training for and/or hiring of internal/external trained evaluators to conduct teacher observations and complete the processes for HEDI documentation and recommendations for teacher professional growth as indicated.
	Tier 2-27	Costs associated with operating a preschool program for eligible children consistent with Title I requirements (see USDE's April 16, 2012 non-regulatory guidance regarding the use of Title I, Part A funds to serve preschool children).
	Tier 2-28	A school may propose an alternative activity that aligns with one or more tenet areas to be approved by the NYSED. To gain approval, a district will provide a narrative that: (1) describes the activity; (2) lists the student data that led to this decision; (3) describes the theory behind this action and the expected student outcomes; (4) describes the changes in teacher practice that will occur as a result of this activity; and (5) describes the ongoing evaluation process.

\$150,685
\$373,840
\$524,525

Total Funds Budgeted for Tier 1: Prioritized Activities (Sum of all costs listed in the "Tier 1 Prioritized Activities" tab)
Total Funds Budgeted for Tier 2: Allowable Activities for Improvement (Sum of all costs listed above)
Total Funds Budgeted for Improvement Activities

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 2.2 - The School leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Create school-wide, measurable goals and vision shared across the school community to focus on increased student achievement and improved student behavior.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of classrooms; 2. increase student average daily attendance to 85%; 3. increase the cohort 2011 graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Increased communication and progress monitoring of school goals/ focus for 2014-15 by school leader by establishing monthly reporting during SBPT meetings, posting on school website.	Improvement	Tier 2-23	General Fund	\$6,350	July 1, 2014	June 30, 2015
Goal #1	Create an infrastructure to engage all staff in progress monitoring of goals at their input levels.	Not Applicable				September 3, 2014	June 30, 2015
Goal #1	Build common planning time into the master schedule for the core subjects for the purposes of data analysis, lesson planning, and instructional/professional development.	Improvement	Tier 2-9	General Fund	\$60,239	July 1, 2014	June 30, 2015
Goal #1	Celebrations of gains such as: Honor roll celebrations, educational field trips, ice cream social (student/staff), posted Grade Point Averages for students, dances and food celebrations, meet and greet with staff, and student assemblies.	Not Applicable		General Fund	\$9,802	September 1, 2014	June 30, 2015
				Total	\$76,391		

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 2.3 - Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Develop a set of evidenced-based goals to be used by all stakeholders to support school wide practices in all mission-critical goals.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of classrooms; 2. increase student average daily attendance to 85%; 3. increase the cohort 2011 graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Effectively schedule expanded learning time to enrich/support students completing courses.	Improvement	Tier 1-4	Northwest's SIG	\$128,020	September 1, 2014	June 30, 2015
Goal #1	Build common planning time into the master schedule for the core subjects for the purposes of data analysis, lesson planning, and instructional/professional development.	Improvement	Tier 2-9		captured 2.2	August 1, 2014	June 30, 2015
Goal #1	Provide continued, embedded training on the use of the Tri-state rubric to evaluate unit and lesson plans with a focus on literacy and differentiation .	Improvement	Tier 2-9		captured 2.2	September 1, 2014	June 30, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The School Leadership team meets weekly to discuss teacher unit/lesson plans, student attendance, student behavior, and walkthrough data to improve the educational climate of the building.	Improvement	Tier 1-4	General Fund	\$9,525	September 1, 2014	June 30, 2015
Goal #1	Instructional coaches will assist in the development and review of writing effective unit and lesson plans to ensure that rigor and student target data is used in planning.	Improvement	Tier 2-9	General Fund	\$3,094	September 1, 2014	June 30, 2015
Total					\$140,639		

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 2.4 - The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.				Effective	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -							
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1							
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
				Total	\$0		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide teachers and administrators professional development based on evaluations and that is specifically related to the needs of staff and that addresses gaps in student achievement.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of classrooms; 2. increase student average daily attendance to 85%; 3. increase the cohort 2011 graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Prioritize data to be analyzed on a monthly basis.	Improvement	Tier 1-4	General Fund	\$1,314	September 1, 2014	October 31, 2014
Goal #1	School leaders will leverage ENCOMPASS, a community partner, to assist with development of the evidenced-based systems.	Improvement	Tier 1-4	General Fund	\$11,826	September 1, 2014	June 30, 2015
Goal #1	School Leaders will review Domain 2 & 3 components of teacher walkthroughs and will look for common trends or areas of improvement on monthly basis.	Improvement	Tier 2-12	General Fund	\$4,379	September 1, 2014	June 30, 2015
Goal #1	Work collaboratively with the Office of Professional Learning on designing and offering specific professional learning aligned to the needs of teaching staff.	Improvement	Tier 2-9	General Fund	\$2,126	September 1, 2014	June 30, 2015
				Total	\$19,645		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 3.2 - The school leader ensures and supports the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.		Developing	Integrated Intervention Team (IIT) Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide professional development that focuses on developing lessons that provide rigorous and coherent instruction that is aligned to CCLS and support students across all grade levels.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of classrooms; 2. increase student average daily attendance to 85%; 3. increase the cohort 2011 graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Core subject teachers will participate in weekly common planning. Common planning will be implemented 100% of the time in the master schedule by subject areas.	Improvement	Tier 2-9		captured 2.2	September 1, 2014	June 30, 2015
Goal #1	Work collaboratively with the Office of Professional Learning on designing and offering specific professional learning aligned to the needs of teaching staff.	Improvement	Tier 2-9		captured 2.5	September 1, 2014	June 30, 2015
Goal #1	Work collaboratively with campus based specialists and content directors to offer professional learning.	Improvement	Tier 2-9		captured 2.5	September 1, 2014	June 30, 2015
				Total	\$0		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 3.3 - Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.				Ineffective	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Require lesson and unit design that includes high levels of thinking, differentiation, and appropriate use of instructional practices aligned with the CCLS and the CCLS Instructional Shifts.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of classrooms; 2. increase student average daily attendance to 85%; 3. increase the cohort 2011 graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Teachers will create UNIT plans and daily lesson plans that includes high levels of thinking and differentiation.	Not Applicable				September 1, 2014	June 30, 2015
Goal #1	Use CCLS ELA/Math curriculum modules and science/social studies standards to develop differentiated lesson plans on a weekly basis.	Not Applicable				September 1, 2014	June 30, 2015
Goal #1	School based planning team and building level leadership will facilitate the development of teacher generated CCLS aligned lesson plan templates.	Improvement	Tier 2-9	General Fund	\$11,113	August 1, 2014	October 31, 2014
				Total	\$11,113		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 3.4 - The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.		Developing	Integrated Intervention Team (IIT) Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Create a structure that affords the opportunity for collaboration in vertical groups with administrative facilitation. Collaborate with all staff to create and provide staff opportunities to develop and offer interdisciplinary units in the areas of technology, the arts, and enrichment.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of classrooms; 2. increase student average daily attendance to 85%; 3. increase the cohort 2011 graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	School and teacher leaders will establish school-wide initiatives that allow and encourage cross interdisciplinary planning.	Improvement	Tier 2-9	General Fund	\$26,667	September 1, 2014	June 30, 2015
Goal #1	Literacy coaches will collaborate with departments to identify opportunities for cross-curricular/inter-disciplinary units.	Improvement	Tier 2-9	General Fund	\$1,031	September 1, 2014	June 30, 2015
				Total	\$27,698		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.		Developing	Integrated Intervention Team (IIT) Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Establish protocols for individual teacher data binders that include charts and graphs of student performance to inform instruction. Designate planning sessions for teachers to review and use data on a daily basis to chart the student progress in meetings their goals.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of classrooms; 2. increase student average daily attendance to 85%; 3. increase the cohort 2011 graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	School leaders and teachers will use data to identify patterns of student learning to design instruction.	Improvement	Tier 2-20		Captured in 2.2	September 1, 2014	June 30, 2015
Goal #1	Utilize one period of common planning time per week to engage in the use of data protocols, collaborative analysis of data, and data driven instructional planning.	Improvement	Tier 2-20	General Fund	\$60,239	September 1, 2014	June 30, 2015
Goal #1	Provide monthly professional development on the use of data to support instruction. Literacy specialists and administrators will identify data protocols for teachers to use.				captured previously	September 1, 2014	June 30, 2015
				Total	\$60,239		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 4.2 - School and teacher leaders ensure that instructional practices are organized around annual, unit, and daily lesson plans that address all student goals and needs.		Ineffective	Integrated Intervention Team (IIT) Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Establish learning and behavioral targets for students based on data and then establish learning targets. Specific practices and strategies should focus on student engagement and inquiry.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of classrooms; 2. increase student average daily attendance to 85%; 3. increase the cohort 2011 graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	School leaders and other support staff will observe teachers' classes and give them timely, action-oriented feedback on lesson, unit, and annual planning that strengths and opportunities to grow.	Improvement	Tier 2-12	General Fund	\$6,350	September 1, 2014	June 30, 2015
Goal #1	School leaders will improve teacher practice in Domain 3 of the Danielson Rubric by conducting informal walkthroughs in the four core subject areas once per month, per teacher and provide specific, actionable feedback.	Improvement	Tier 2-12		captured above	September 1, 2014	June 30, 2015
				Total	\$6,350		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.		Ineffective	Integrated Intervention Team (IIT) Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide professional development to assist teachers to incorporate CCLS based instruction that is differentiated and leads to multiple points of access for all students. Use a variety of teaching methods to help students achieve targeted goals.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of classrooms; 2. increase student average daily attendance to 85%; 3. increase the cohort 2011 graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	School leaders will work with faculty to identify professional development to be conducted during common planning time.	Improvement	Tier 2-9		captured previously	September 1, 2014	June 30, 2015
Goal #1	Teachers will collaborate with colleagues to share learnings and findings from professional development opportunities focused on CCLS-alignment during common planning time.	Improvement	Tier 2-9		captured 3.5	September 1, 2014	June 30, 2015
				Total	\$0		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 4.4 - Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide professional development on classroom management strategies and monitor of implementation of the behavioral plan.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of classrooms; 2.reduce suspensions by XX%; 3. increase the cohort 2011 graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The entire school community will engage in the development of shared expectations for how people treat each other and interact, together with expectations for how they will communicate with each other (e.g., strengths-based, solution-focused, and culturally-sensitive language). Model these behaviors for students.	Improvement	Tier 2-10	General Fund	\$132,304	August 1, 2014	June 30, 2015
Goal #1	The school community will work with Partners in Restorative Initiatives to lead professional experiences aligned to Panther PRIDE (positive behavior system).	Improvement	Tier 2-10	General Fund	\$3,308	July 1, 2014	June 30, 2015
Goal #1	Review overall school climate data, suspensions and surveys to inform PBS design and focus as part of the decision making process.	Improvement	Tier 2-10	General Fund	\$6,350	September 1, 2014	June 30, 2015
				Total	\$141,962		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 4.5 - Teachers inform planning and foster student participation in their own learning by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).		Developing	Integrated Intervention Team (IIT) Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide professional development in formative and summative assessment construction, creating rubrics, and using assessments to inform/differentiate instruction. Establish clear expectations for timely and explicit feedback to students by providing rubrics, so students can self-assess their own learning.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of the classrooms; 2. increase student average daily attendance to 85%; 3. increase the cohort 2011 graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Work collaboratively with the Office of Professional Learning on designing and offering specific professional learning aligned to the needs of teaching staff.	Improvement	Tier 2-9		captured	October 1, 2014	June 30, 2015
Goal #1	Provide professional development on the use data to support instruction. Literacy specialists and administrators will identify data protocols for teachers to use.	Improvement	Tier 2-20		Captured 3.5	August 1, 2014	June 30, 2015
				Total	\$0		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 5.2 - The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.				Effective	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -							
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1							
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 5.3 - The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.		Developing	Integrated Intervention Team (IIT) Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Regularly review and monitor trends for suspension and discipline referrals and develop measurable targets and strategies to reduce incidents. Continuously identify students that need services.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of classrooms; 2. reduce suspensions by XX%; 3. increase the cohort 2011 graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	School leaders, counselors, and social workers will review student behavioral data to provide specific supports/interventions for students in need.	Improvement	Tier 2-10	General Fund	\$7,666	August 1, 2014	June 30, 2015
Goal #1	School leaders will re-establish and reconfigure the student support center to leverage community partners in supporting the SEDH needs of students.	Improvement	Tier 2-10	General Fund	\$493	August 1, 2014	June 30, 2015
				Total	\$8,159		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 5.4 - All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.		Developing	Integrated Intervention Team (IIT) Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide follow up professional development to the entire school community of Positive Behavioral Intervention System (PBIS), and monitor and evaluate the degree to which staff implements the system.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of classrooms; 2. reduce suspensions by XX%; 3. increase the cohort 2011 graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The entire school community will engage in the development of shared expectations for how people treat each other and interact, together with expectations for how they will communicate with each other (e.g., strengths-based, solution-focused, and culturally-sensitive language). Adults will model these behaviors for students.	Improvement	Tier 2-10		captured	August 1, 2014	June 30, 2015
Goal #1	Develop, plan and provide professional development that address best practices to de-escalate students in crisis.	Improvement	Tier 2-10	General Fund	\$454	August 1, 2014	June 30, 2015
Goal #1	Develop a system to collect and review student referral data with all building stakeholders.	Improvement	Tier 2-10	General Fund	\$1,270	August 1, 2014	October 31, 2014
				Total	\$1,724		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 5.5 - The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.		Developing	Integrated Intervention Team (IIT) Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Develop a plan to use a variety of data (e.g., academic and social) for all partners to analyze, and share information of services and interventions available to support student needs.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of the classrooms; 2. increase student average daily attendance to 85%; 3. increase the graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Provide professional development to school safety officers in restorative justice, de-escalation and positive behavior support; review referral and suspension data with SSOs.	Improvement	Tier 2-10	SIG @ Northwest	\$1,979	August 1, 2014	June 30, 2015
Goal #1	Establish a student support team (SST) that meets monthly to review data and service availability.	Improvement	Tier 2-11	General Fund	\$7,739	September 3, 2014	June 30, 2015
Goal #1	Review RTI protocols with all staff and procedures to identify students appropriately for academic support as well as socio-emotional needs	Improvement	Tier 2-11	General Fund	\$3,308	August 1, 2014	June 30, 2015
				Total	\$13,026		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 6.2 - The school leader ensures that regular communication with student and families fosters their high expectations for student academic achievement.				Effective	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -							
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1							
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 6.3 - The school engages in effective planning and reciprocal communication with family and community stakeholders so that student and needs are identified and used to augment learning.		Developing	Integrated Intervention Team (IIT) Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide professional development to staff on strategies the school can use to increase the number of parents who collaborate with the school to support their student learning.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of the classrooms; 2. increase student average daily attendance to 85%; 3. increase the graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Work with the Office of Parent Engagement and campus staff to establish an active parent group; survey parents to determine their willingness to support school functions.	Parent Engagement		General Fund	\$1,586	September 3, 2014	June 30, 2015
Goal #1	Create a monthly newsletter for families to communicate celebrations as well as opportunities for families to engage with the campus.	Parent Engagement		General Fund	\$4,158	September 3, 2014	June 30, 2015
Goal #1	Provide professional development on successful parental outreach and communication techniques.	Improvement	Tier 2-8	General Fund	\$27,381	September 3, 2014	June 30, 2015
				Total	\$33,125		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 6.4 - The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.		Developing	Integrated Intervention Team (IIT) Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide professional development for all staff and workshops to parents focusing on strengthening partnerships with community agencies and more extensively sharing information with parents that can help them support their students.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of the classrooms; 2. increase student average daily attendance to 85%; 3. increase the graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Leverage school counselors and social workers to lead strategy sessions for families to understand requirements for completing high school and entering post-secondary opportunities.	Parent Engagement		General Fund	\$1,825	September 3, 2014	June 30, 2015
Goal #1	Provide professional development on successful parental outreach and communication techniques.	Improvement	Tier 2-8		Captured 6.3	September 3, 2014	June 30, 2015
				Total	\$1,825		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 6.5 - The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Develop and implement a plan to involve more parents in the understanding how to access and use data to support their students.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school leader will share school wide goals including: 1. institute a school-wide focus on literacy and differentiation in 100% of the classrooms; 2. increase student average daily attendance to 85%; 3. increase the graduation rate to 60%.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Leverage school counselors and social workers to lead strategy sessions for families to understand requirements for completing high school and entering post-secondary opportunities.	Parent Engagement			captured	September 3, 2014	June 30, 2015
Goal #1	Develop a school wide newsletter in parent friendly language, monthly.	Parent Engagement			captured	July 1, 2014	June 30, 2015
Goal #1	Leverage students in outreach efforts to increase parental attendance to school related functions; engage students in data conversations so that students have an active voice in parent teacher conferences.	Parent Engagement		General Fund	\$31,707	September 3, 2014	June 30, 2015
				Total	\$31,707		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Fiscal Summary Page

Improvement Set-Aside Budget Summary by Tenet and Statement of Practice				
Statement of Practice	Improvement Activities	Parent Engagement Activities	Other Activities	Total Amount Budgeted
Tenet 2 as a Whole				
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.	\$0	\$0	\$0	\$0
SOP 2.2 - The School leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	\$66,589	\$0	\$9,802	\$76,391
SOP 2.3 - Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	\$140,639	\$0	\$0	\$140,639
SOP 2.4 - The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	\$0	\$0	\$0	\$0
SOP 2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	\$19,645	\$0	\$0	\$19,645
Tenet 3 as a Whole				
SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.	\$0	\$0	\$0	\$0
SOP 3.2 - The school leader ensures and supports the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	\$0	\$0	\$0	\$0
SOP 3.3 - Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	\$11,113	\$0	\$0	\$11,113
SOP 3.4 - The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	\$27,698	\$0	\$0	\$27,698
SOP 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	\$60,239	\$0	\$0	\$60,239
Tenet 4 as a Whole				
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.	\$0	\$0	\$0	\$0
SOP 4.2 - School and teacher leaders ensure that instructional practices are organized around annual, unit, and daily lesson plans that address all student goals and needs.	\$6,350	\$0	\$0	\$6,350
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	\$0	\$0	\$0	\$0
SOP 4.4 - Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	\$141,962	\$0	\$0	\$141,962

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: NORTHEAST COLLEGE PREP HIGH SCHOOL

Fiscal Summary Page

Improvement Set-Aside Budget Summary by Tenet and Statement of Practice				
Statement of Practice	Improvement Activities	Parent Engagement Activities	Other Activities	Total Amount Budgeted
SOP 4.5 - Teachers inform planning and foster student participation in their own learning by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	\$0	\$0	\$0	\$0
Tenet 5 as a Whole				
SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.	\$0	\$0	\$0	\$0
SOP 5.2 - The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	\$0	\$0	\$0	\$0
SOP 5.3 - The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	\$8,159	\$0	\$0	\$8,159
SOP 5.4 - All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	\$1,724	\$0	\$0	\$1,724
SOP 5.5 - The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	\$13,026	\$0	\$0	\$13,026
Tenet 6 as a Whole				
SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.	\$0	\$0	\$0	\$0
SOP 6.2 - The school leader ensures that regular communication with student and families fosters their high expectations for student academic achievement.	\$0	\$0	\$0	\$0
SOP 6.3 - The school engages in effective planning and reciprocal communication with family and community stakeholders so that student and needs are identified and used to augment learning.	\$27,381	\$5,744	\$0	\$33,125
SOP 6.4 - The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	\$0	\$1,825	\$0	\$1,825
SOP 6.5 - The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	\$0	\$31,707	\$0	\$31,707
BUILDING TOTALS	\$524,525	\$39,276	\$9,802	\$573,603

Amount Matches Total Funds Budgeted for Improvement Activities on Tier 2 Allowable Activities Page?

Yes