

<b>LEA Name:</b>	Rochester City School District
<b>BEDS Code:</b>	261600010000

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2017-2018 District Comprehensive Improvement Plan (DCIP)



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**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.**

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

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the 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		Barbara Deane-Williams	7/31/2017
President, B.O.E. / Chancellor or Chancellor's		Van Henri White	7/31/2017

*FDW*

## Statement of Assurances

**By signing this document, the Local Education Agency certifies that:**

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d).
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

## District Information Sheet

District Information Sheet											
District Grade Configuration	pk-12	Total Student Enrollment	27,370	% Title I Population	81.5	% Attendance Rate	88				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	.2	% Black or African American	56.6	% Hispanic or Latino	28.9	% Asian, Native Hawaiian/Other Pacific Islander	3.7	% White	10.2	% Multi-Racial	.3

Overall State Accountability Status											
Number of Focus Schools	13	Number of Priority Schools	24	Number of Local Assistance Plan Schools	0	Number of Schools in Accountability Status	37	Number of Title I SIG 1003(a) Recipient Schools	27	Number of Title I SIG 1003(g) Recipient Schools	13

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	<b>NO</b>	Black or African American
<b>NO</b>	Hispanic or Latino	<b>NO</b>	Asian or Native Hawaiian/Other Pacific Islander
<b>NO</b>	White		Multi-Racial
<b>NO</b>	Students with Disabilities	<b>NO</b>	Limited English Proficient
<b>NO</b>	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	<b>NO</b>	Black or African American
<b>NO</b>	Hispanic or Latino	<b>NO</b>	Asian or Native Hawaiian/Other Pacific Islander
<b>NO</b>	White		Multi-Racial
<b>NO</b>	Students with Disabilities	<b>NO</b>	Limited English Proficient
<b>NO</b>	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native	<b>YES</b>	Black or African American

<b>NO</b>	Hispanic or Latino	<b>YES</b>	Asian or Native Hawaiian/Other Pacific Islander
<b>NO</b>	White		Multi-Racial
<b>YES</b>	Students with Disabilities	<b>NO</b>	Limited English Proficient
<b>NO</b>	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective</b>			
<b>NO</b>	Limited English Proficient		

## DCIP Plan Overview

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

The DCIP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

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

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

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

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

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

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

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

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

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

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)

- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

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

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

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

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

**In reflecting on the PREVIOUS YEAR'S PLAN:**

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

The most significant impact that resulted from the previous year's plan is a focus on inclusion and voice. Building Principals contributed to planning for professional learning opportunities for all principals which occurred monthly. Feedback from District and building leaders, teachers, parents, students and community members is an important component in all decision making and this is reflected in all systems and processes.

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

Mid-course corrections to the previous year's plans focused on implementing deep data cycles that occurred every five weeks. District student management systems were updated to support the five week cycles by including required and requested data. District systems were organized to align resources (both personnel and fiscal) to more directly impact students directly. Ultimately throughout the year, the District has shifted function to focus "in service" to schools.

**In developing the CURRENT YEAR'S plan:**

- List the highlights of the improvement initiatives described in the current DCIP.

Highlights include a coherent focus on professional learning, service to schools, the development of a high-quality, culturally linguistically, responsive and rigorous 21st Century curricula, and the continued implementation of a strong social-emotional framework.

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

Identified needs include a strong coherent focus on high-quality professional learning, creation of new curricula, and a shift in systems at all levels to support equity, relational capacity, innovation, coherence and accountability in all areas.

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

The RCSD's Theory of Action was developed in the early summer of 2017 from a year of feedback and focus groups:

If every student is known by face and name through a personalized multi-tiered systems of support that

- Promote the well-being of the whole-child, whole-school, whole community,
- Guarantee powerful learning for every student,
- Build capacity to ensure comprehensive school improvement, and
- Cultivate equity by design,

then the District will disrupt long-standing patterns of failure by ensuring every child is reading on grade level and graduating on time.

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

There will be a decrease of students who are chronically absent by 5% measured yearly for ALL subgroups.

There will be a decrease of suspensions (duplicated and unduplicated) by 10% measured yearly for ALL subgroups.

There will be a 10% increase in New York State English Language Arts and Mathematics grades 3-8 assessments on a yearly basis for ALL subgroups.

Students are expected to have 6 credits earned by the end of their 9th grade year for ALL subgroups.

By June 2018, there will be 10% increase in the District four-year graduation rate for ALL subgroups.

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

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

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

Consistent staff at the level of Superintendent and the Executive Cabinet now that there has been a full year of change and movement. Pending the executive level staff members remaining consistent, the District remains optimistic that the consistency in leadership and systems will support the ability to accomplish the mission and guiding principles.

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

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District level professional learning opportunities are planned for the 17-18 school year and offered through the District professional learning management system, TrueNorth Logic. Additionally the administrative union and teachers' union provide learning opportunities through the year aligned to District goals. School professional learning plans are created aligned to the DCIP and SCEP and opportunities are provided to whole staff groups, grade level teams and other small groups

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

presentation at Board of Education meetings, presentation at Opening Day 2017, Superintendent Kitchen Table Talks, multiple opportunities at union events, other District events, community and partner meetings

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

introduction of Strategic Framework, Path Forward and DCIP during the Leadership Summit August 14-18, posting of the DCIP on District website, posting of DCIP goals in all District conference rooms, communication during District and departmental meetings, inclusion of specific goals in various presentations, release of Strategic Framework, Path Forward and DCIP to media sources and posting on Social Media



## For Districts with Priority Schools: Whole School Reform Model

**1. Provide an overview of the district's overall plan and approach to district and school redesign and its desired impact on the targeted all-school group or sub-groups. In this overview, describe how the school redesign is connected to the larger district strategy and approach. In addition, provide the proposed school's vision, mission, key partnership organizations, key design elements of the educational program, other unique characteristics of the program, if any, and discussion of the district/partner(s) capacity to effectively support and oversee the proposed school(s).**

The Rochester City School District is in the final stages of development of its Strategic Framework. The Strategic Framework identifies a new vision and an updated mission for the District.

**Vision:** *Every Child by Face and Name. Every Classroom, Every School. To and Through Graduation.*

**Mission:** *The mission of the Rochester City School District is to provide a quality education that ensures our students graduate with the skills to be successful in a democratic society and the global economy.*

Within the Superintendent's Executive Cabinet, there has been a shift in the position of School Chief. The RCSD recognizes the "School Chief" position as directly supporting school leadership. For the 17-18 school year, there are five identified School Chiefs, which is an increase from the beginning of the 16-17 school year in which there were three identified. Each District school and program are divided amongst four School Chiefs. The fifth School Chief serves in an "Urgent Response" manner therefore ensuring that the School Chiefs are able to maintain their daily focus on school support visits. The four School Chiefs have an equal distribution of Good Standing, Focus and Priority schools, with the exception of the Chief of Intensive Supports and Innovation, who supports the eight Receivership Schools and one EPO School. The expectation of all District leaders is that they are physically working in schools three full days a week (M-W). Internally all meetings and professional learning opportunities happen on Thursdays and Fridays. With the level of intense focus on school level work, there are internal systems and structures designed for monitoring of every student every five weeks.

**2. The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level redesign efforts, including the provision of adequate resources and related support in order to effectively support the site-based launch, governance, and implementation of the proposed school. The district must also demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs.**

**A. Student Population and Needs.** Using statistics and descriptive language, describe the population of students that the LEA serves and any specific unique needs by sub-group such as students with disabilities, English language learners, and students from households that are eligible for free or reduced lunch. Identify the school(s) student population, including sub-groups, to be served by the school-redesign, and describe any unique needs of these populations. In addition, describe the policies for students who choose to enroll or exit the newly designed school.

The Rochester City School District (RCSD) is a large, urban school district in western New York State (NYS) that serves 27,313 students in prekindergarten through 12th grade. RCSD is identified as a Focus School District by the New York State Education Department (NYSED), with 40 of the District's 50 schools in accountability status. Approximately eighty-five (85%) of students attend one of these chronically underperforming schools. In accordance with Federal law, families are notified of their school's accountability status and made aware of the right to transfer. The limited number of schools in good standing minimizes this as a feasible option for families. The City of Rochester has the second highest poverty rate in similarly-sized cities nationwide and ranks fifth in poverty among the country's 75 largest major metropolitan areas. Rochester's child poverty rate is the second highest for U.S. cities with a population of 200,000 or more. The 2010-2014 U.S. Census Bureau data report Rochester's poverty rate at 52%, more than double that in the country (22%), New York State (22%), and Monroe County (23%).

2015-2016 NYS School Report Card data report that 58% of RCSD's students are African American, 28% are Hispanic, 4% are Asian, and 10% are White. One out of every five RCSD students (20%) is classified as a Student with Disabilities (SWD) and 13% are English Learners. All RCSD students receive free lunch under the National School Lunch and School Breakfast Program's Community Eligibility Option, with 91% of students classified as economically disadvantaged as determined by their eligibility for free or reduced-price lunch.

In 2015-2016, only 7% of RCSD students in grades 3-8 were proficient in ELA as determined by NYS English Language Arts assessments, a two-percent increase from 2014-2015, and only 7% were proficient in math. There are achievement gaps between students with disabilities and their general education peers, and between black and hispanic students and their white peers.

**B. District Systems and Structural Needs. Describe the district's approach to turning around the underperforming school(s), the theory of action guiding district efforts and the key district strategies. Describe the district's core challenges and issues related to turning around the school(s), based on data and the district's assessment of its current systems, structures, and policies for supporting underperforming schools. Identify and describe current systems and structural strengths, and weaknesses related to providing school-level site-based governance, human capital pipelines and development, education and instructional programs, school-level, site-based fiscal autonomy and management, and facilities acquisition and use.**

Beginning with the 17-18 school year staffing process, a strong emphasis was placed on providing schools with the necessary amounts of teachers to provide intense, personalized interventions to students, and a District wide push for five week data cycles at every level, hence "Every child by face and name." This push is strengthened by the newly established Theory of Action for the RCSD:

**Theory of**

**Action:**

If every student is known by face and name through a personalized multi-tiered systems of support that

- Promote the well-being of the whole-child, whole-school, whole community,
- Guarantee powerful learning for every student,
- Build capacity to ensure comprehensive school improvement, and
- Cultivate equity by design,

then the District will disrupt long-standing patterns of failure by ensuring every child is reading on grade level and graduating on time.

The Rochester City School District has identified five **Values** which are the basis in which all actions occur: Equity, Relational Capacity, Innovation, Coherence and Accountability

Through these Values, four **Pillars** were identified for the District:

1. Promote the Well-Being of the Whole Child, Whole School, Whole Community.
2. Ensure Powerful Learning for Every Student.
3. Build Capacity to Ensure Comprehensive School Improvement.
4. Cultivate Understanding, Collaboration, Partnerships and Advocacy for Equity, Justice and Achievement for All.

Each of these Pillars is supported by four **Strategies** that are echoed through the DCIP Goals and Action Steps.

The Pillars and Strategies are implemented through eight **Essential Elements**:

Professional Learning, Actionable Data and Protocols, Ubiquitous Technology Integration and Personalized Learning, Relationship Model of Intervention and Restorative Practices, Culturally and Linguistically Responsive Curriculum and Pedagogy, A Focus on Literacy and the Rigor/Relevance Framework, Expanded Learning Opportunities and Student Voice

**C. District Systems and Structures to Monitor and Support Implementation. Describe the structures or other processes to be used to support and monitor implementation of school-level redesign efforts. Describe how the district will ensure that the identified school will receive ongoing, intensive support from the district or designated external partner organization(s). Describe how the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working. Specifically, please describe how the district will provide for review of data related to implementation benchmarks and measurable annual goals. Discuss the frequency, type, and extent of monitoring activities and who will be responsible.**

Beyond the structure shared in "Section 1" of this page, teams of teachers who have been identified and trained are assigned centrally to each of the School Chiefs. These teachers serve as a "Network" team of supports for each School Chief and the schools that they support. Support visits occur on a tiered and rotating basis to all schools. Findings from these visits, as well as, findings from recent DTSDE reviews or follow-up DTSDE visits are synthesized and communicated during weekly Instructional Cabinet meetings. During the Instructional Cabinet meetings, all District departments are represented and members of Cabinet discuss results, review data and form problem-solving teams to help support school needs. All District departments and schools participate in five week data cycles to monitor and make decisions on supports needed at the school and student level. Central Office has been completely reorganized to ensure that the supports are concentrated on students and schools.



## Tenet 1: District Leadership and Capacity

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

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	The Rochester City School District is in the final stages of a year long collection of evidence focused on qualitative dialog with all District stakeholders (all staff, students, families and community partners). All evidence collected and synthesized through the process has been utilized to create a series of steps leading to the creation of the RCSD Strategic Framework. The District will be broadly communicated the new Strategic Framework this summer and it emphasizes the need for urgent and coherent work. The Strategic Framework begins with a Theory of Action which the District has been without for the last ten years. With the absence of a Theory of Action evidence reveals negligible evidence of equity and coherence across the District. RCSD has been at the bottom of New York State in terms of achievement rates on the NYS 3-8 English Language Arts and Mathematics Assessments, as well as the four year graduation rate. Current data reflects a decrease in suspensions, from 11,881 in 15-16 to 8,848 in the 16-17 school year. Internal graduation projections for the 2013 cohort suggest that the 4-year rate will remain around 50% (48-55%). Therefore, we are in need of sending a clear and strong message that a deep focus on developing powerful learning for every student and focusing on the whole child and the school as the unit of change.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	Central Office will organize and improve to support student and school achievement through redesigned professional learning, induction, mentoring and support systems to improve team performance. By the end of the 2017 school year, there will be a 5% decrease in chronic absenteeism, a 10% decrease in suspensions for ALL subgroups, and a 10% increase in proficiency levels for the NYS ELA and Mathematics assessments for ALL subgroups, an overall increase in the total number of students leaving 9th grade with 6 or more credits, as well as a 10% increase in the four year June graduation rate for ALL subgroups.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	student growth percentile for low income students, student average attendance, student chronic absenteeism rate, student drop out rate, student credit accruals, student completion of advanced coursework, student suspension rate (short term/long term), student discipline referrals, student truancy rate, student performance on January Regents Exams

<b>E1. Start Date:</b> Identify the projected start date for each	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	Jun-18	Creation of process maps focused on Relational Coordination for identified list of District process. Process maps will be published on District website.
Jul-17	Dec-17	Establish a system of high programming schools and classrooms to serve Every Student by Face and Name
Sep-17	Jun-18	Teaching and Learning teams focus on developing and disseminating innovative methods to ensure powerful learning for every student
Sep-17	Jun-18	Expand, redesign, and improve Special Education Programs and services

Sep-17	Jun-18	Expand, redesign, and improve ELL and Bilingual programs and services
Sep-17	Jun-18	Expand formal opportunities for youth leadership and student voice
Sep-17	1-Dec	Expand equitable access to high quality, well designed neighborhood early education pathways Pre-K-3
Sep-17	Jun-17	Improve student placement experience through relational coordination measured by pre and post RC surveys
Sep-17	Jun-18	Improve the professional learning system to align with best national practice for induction, mentoring, coaching and sustain professional learning for central office leaders
Aug-17	Sep-17	Expansion of the Community Schools Model to include a total of eight schools
Sep-17	Jun-18	Expanded Learning Opportunities will continue to increase as the District continues to implement summer learning and after-school opportunities
Sep-17	Jun-18	Development of the micro-credentialing and badging model for RCSD, align the professional elearning system with quality instruction,

## Tenet 2: School Leader Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	May 13-14, 2015
<b>B2. DTSDE Review Type:</b>	IIT

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	Evidence through surveys and focus groups collected during the 16-17 school year resulted in the creation of five 100 Day Reports, the building of the RCSD Strategic Framework and District goals focused on deficits in the following areas, high-quality, coherent professional learning for District and school leaders, no identified "Leadership Pipeline" in order to develop future leaders of the RCSD, and a Central Office that worked in silos and struggled to focus on support for building leaders, teachers and families. Resulting from the year long process, Central Office has been redesigned and positions have been re-developed focused on providing direct, coherent supports to schools. The School Chief is the central contact for every building leader, thus the position has been redesigned to be the lever for which all supports are aligned.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious,</b>	School Chiefs will work in service to support school leader practices and decisions to increase student learning and achievement as evidenced at the end of the 17-18 school year by a 2.5% decrease in chronic absenteeism, a 10% decrease in student suspensions for ALL subgroups, a 10% increase in proficiency scores on the grades 3-8 NYS ELA and Mathematics assessments for ALL subgroups, and a 10% increase in the four-year June graduation rate for ALL subgroups.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	student growth percentile for low income students, student average attendance, student chronic absenteeism rate, student drop out rate, student credit accruals, student completion of advanced coursework, student suspension rate (short term/long term), student discipline referrals, student truancy rate, student performance on January Regents Exams, student participation in ELT opportunities, minutes of Expanded Learning time offered, teacher average daily attendance rate, teachers rated as "effective" and "highly effective",

<b>E1. Start Date:</b> Identify the projected start date for each	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	Jun-18	Ensure master schedules provide all students with the opportunity to earn at least 1 credit by the end of 8th grade (year 1 goal, overall goal to increase to 2 credits by the end of 8th grade by year 2)
Sep-17	Jun-18	Ensure master schedules provide all students with the opportunity to earn at least 6 credits by the end of 9th grade
Sep-17	Jun-18	Ensure middle/secondary levels engage in comprehensive cohort tracking
Sep-17	Jun-18	Ensure that advanced course work is accessible, monitored and expanded
Sep-17	Jun-18	Review school performance data every five weeks through focused data-protocols/cycles
Sep-17	Jun-18	Provide intervention resources that incorporate real-time recovery
Sep-17	Jun-18	Monitor quarterly the level of real-time recovery completed
Sep-17	Jun-18	Ensure opportunities for professional learning regarding quality initial instruction, common language, academic plans, and transcripts
Sep-17	Jun-18	Monitor attendance, discipline, and academic data providing targeted recommendations for improvement.

Sep-17	Jun-18	Focused instructional walkthroughs with principals with identified high-yield instructional strategies
Sep-17	Jun-18	Monitor the implementation of "Literacy & Numeracy" Framework established by the Curriculum & Instruction
Sep-17	Jun-18	Ensure master schedules provide all students with the opportunity to earn at least 6 credits by the end of 9th grade
Sep-17	Jun-18	Ensure master schedule provides staff with opportunities for professional learning
Sep-17	Jun-18	Ensure opportunities for professional learning regarding quality initial instruction and common language
Sep-17	Jun-18	Instructional Quality Teams (IQT) will visit every school, every classroom on a quarterly basis ensuring implementation of quality curriculum and instruction
Sep-17	Jun-18	IQT's provide needed tiered support at individual schools
Sep-17	Jun-18	Ensure Rochester "Literacy & Numeracy" Framework is supported within each school
Sep-17	Jun-18	Ensure researched based urban instructional practices
Sep-17	Jun-18	Collaborate with the community committee to communicate expectations of the code of conduct, civil rights, equity and due process for all students



### Tenet 3: Curriculum Development and Support

<b>A. Statement of Practice Addressed:</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	May 13-14, 2015
<b>B2. DTSDE Review Type:</b>	IIT

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	All evidence collected and synthesized during the 16-17 school year can be articulated with three data points: students in the Rochester City School District have about a 50% chance of graduating on time and only 7% of students in grades 3-8 are proficient based on the NYS ELA and Mathematics assessments. The Rochester City School District is the lowest performing of the Big 5 school districts including Buffalo and Syracuse whose student demographics mirror the RCSD. Classroom walk-throughs that were completed daily by District and school leaders, reiterate the results of DTSDE reviews completed in all schools, highlighting the urgent need for a standards-based, culturally, linguistically and relevant responsive curricula and for professional learning opportunities to be aligned to that curricula.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	Creating and implementing a standards-based culturally, linguistically, and relevant responsive curricula resulting in cognitively demanding personalized learning as measured at the end of the 17-18 school year with a 10% increase in the grades 3-8 NYS ELA and Mathematics assessments for ALL subgroups, an overall increase in the number of 9th graders accumulating 6 credits or more by the end of 9th grade, and an increase of 10% for the four-year June graduation rate for ALL subgroups.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<ul style="list-style-type: none"> <li>Student Growth Percentile for Low-Income Students</li> <li>Student Average Daily Attendance</li> <li>Student Credit Accruals (HS Students)</li> <li>Student Completion of Advanced Coursework</li> <li>Student Suspension Rate (Short-Term / Long-Term)</li> <li>Minutes of Expanded Learning Time (ELT) Offered</li> <li>Teacher Average Daily Attendance Rate</li> <li>Teachers Rated as "Effective" and "Highly Effective"</li> <li>Teacher Attendance at Professional Development</li> </ul>
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<b>E1. Start Date:</b> Identify the projected start date for each	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	Jun-18	High quality, culturally, linguistically responsive and rigorous 21 <sup>st</sup> Century curriculum and instruction in all classrooms
Sep-17	Jun-18	Responsive, data informed, gap closing systems of teaching and learning
Sep-17	Jun-18	Strong research based pre-school and Expanded Learning Opportunities which include after-school and summer learning programs
Sep-17	Jun-18	We will create and maintain programs that support the diverse needs of all students to and through graduation.
Sep-17	Jun-18	Creation of a rigorous, inclusive, culturally and linguistically relevant digital curriculum.

### Tenet 4: Teacher Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	May 13-14, 2015
<b>B2. DTSDE Review Type:</b>	IIT

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	All evidence collected and synthesized during the 16-17 school year can be articulated with three data points: students in the Rochester City School District have about a 50% chance of graduating on time and only 7% of students in grades 3-8 are proficient based on the NYS ELA and Mathematics assessments. The Rochester City School District is the lowest performing of the Big 5 school districts including Buffalo and Syracuse whose student demographics mirror the RCSD.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	Implementing multi-tiered systems of support with a strong focus on tier 1/core instruction consisting of grade level expectations and assessment for learners ensuring instruction is powerful for every student as measured at the end of the 17-18 school year with a 10% increase in the grades 3-8 NYS ELA and Mathematics assessments for ALL subgroups, an overall increase in the number of 9th graders accumulating 6 credits or more by the end of 9th grade, and an increase of 10% for the four-year June graduation rate for ALL subgroups.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<ul style="list-style-type: none"> <li>Student Growth Percentile for Low-Income Students</li> <li>Student Credit Accruals (HS Students)</li> <li>Student Completion of Advanced Coursework</li> <li>Student Suspension Rate (Short-Term / Long-Term)</li> <li>Student Performance on January Regents Exams</li> <li>Student Participation in ELT Opportunities</li> <li>Minutes of Expanded Learning Time (ELT) Offered</li> <li>Teacher Average Daily Attendance Rate</li> <li>Teachers Rated as "Effective" and "Highly Effective"</li> <li>Teacher Attendance at Professional Development</li> </ul>
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<b>E1. Start Date:</b> Identify the projected start date for each	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	Jun-18	High Quality Professional Development and Coaching Support for teachers, principals, and Central Office
Sep-17	Jun-18	We will ensure powerful teaching and learning in every classroom for every student.
Sep-17	Jun-18	Create instructional tasks and outcomes that demonstrate mastery of grade-level expectations in the disciplines outside of Math and ELA
Sep-17	Jun-18	Monthly professional learning provided to Principals, Assistant Principals, and Teacher-Leaders and CSE chairs
Sep-17	Jun-18	Ten days of professional learning focused on curriculum and instruction for district teachers



## Tenet 5: Student Social and Emotional Developmental Health

<b>A. Statement of Practice Addressed:</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	May 13-14, 2015
<b>B2. DTSDE Review Type:</b>	IIT

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	All evidence collected during the 16-17 school year supports the need for the District to develop a coherent focus on the implementation and procedures within the Rochester City School District's Code of Conduct. . A recent survey on Adverse Childhood Experiences reveals that 87% of our students have experienced a traumatic event, and 40% have experienced multiple events. Moreover, the effects of chronic stress, including poverty and structural racism, on brain development and behavior continue to become better understood. Our suspension data shows there were 8,848 suspensions in the 16-17 school year. This is below our 15-16 school year suspension numbers of 11,881, which we attribute to the adjustments made this year through our work on restorative practices in district-wide. In addition, our school staff, parent and community members tell us loudly and clearly that we are not equipped to meet the mental health needs in our schools and that not all schools have a positive climate. Common threads in our DTSDE recommendations cite the lack of a clear systematic approach to social-emotional well-being and school culture.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	Strengthen school climate by developing a social-emotional framework consisting of the work in; restorative practices, training and ongoing support of policies, procedures, and practices contained within the code of conduct such as the guiding principles and matrix, Help Zones, the Relationship Model of Educational Intervention, Culturally Relevant Curriculum, and trauma responsive schools resulting in a reduction of suspensions (duplicated and unduplicated) and serious incidents by 10 percentage points.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Growth Percentile for Low-Income Students Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

<b>E1. Start Date:</b> Identify the projected start date for each	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	Jun-18	Creation of coherent plan of implementation support for policies, procedures, and practices contained within the Code of Conduct
Sep-17	Jun-18	Continue professional learning communities in cohort schools focused on Restorative Practice approaches
Sep-17	Jun-18	Strengthen implementation of DASA requirements across all schools through professional learning
Sep-17	Jun-18	Expand implementation and training opportunities for the Relationship Model of Educational Intervention
Sep-17	Jun-18	Development of social-emotional framework to strengthen communication and coherence of Student Support Services Initiatives
Sep-17	Jun-18	Development of social-emotional competencies by age and grade level

Sep-17	Jun-18	Leadership opportunities for students to develop agency such as Student Council, Sisters with Distinction and work through My Brother's Keeper
Sep-17	Jun-18	Ensure service delivery of social-emotional learning is culturally relevant

## Tenet 6: Family and Community Engagement

<b>A. Statement of Practice Addressed:</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	May 13-14, 2015
<b>B2. DTSDE Review Type:</b>	IIT

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	DTSDE feedback across schools continues to articulate a need for schools to listen and communicate with parents and to design experiences that will improve and increase the levels of parent engagement and involvement. These experiences will equip parents to support student success. Each school has a full-time parent liaison or home school assistant position to assist in this work; however, based on feedback from reviews, there needs to be more effective joint work with school administration and families. The recommendations point to a need to develop stronger mechanisms for not only reciprocal communication (asking parents what they need/want/are interested in) at the District and school level, but providing opportunities for parents to learn alongside the leaders and teachers. Evidence collected through the 16-17 school year also specifies a need for community partners to be included in District and school conversations, decision making and professional learning, thus resulting in more coherent, strategic relationships between the District and partners.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	Improve families and community partners' experiences and interactions with Central Office and schools by implementing improved communication structures and invitational school practices as evidenced by focus group feedback, parent attendance at workshops and parent/community partner participation in surveys.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	parent attendance at workshops, parent participation in District/school surveys

<b>E1. Start Date:</b> Identify the projected start date for each	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	Dec-17	Community partnership outcomes for every department, program and school
Sep-17	Dec-17	Student voice, choice and agency in authentic district and school work including development of Student Leadership Congress
Oct-17	Oct-17	Invitational Family-Friendly Schools training and development with Parent Advisory Council, RTA, Deputy Superintendent of Teaching and Learning and others to be identified
Sep-17	Dec-17	Realigned Office of Parent Engagement to include Placement and Enrollment
Sep-17	Dec-17	Early implementation of the parent app
Dec-17	Jun-18	Development and prototyping for student app

Sep-17	Jun-18	Deeper implementation through the design and development new services focused on the Code of Conduct implementation with the addition of a new Chief of Schools for District Response and two family advocates
Sep-17	Dec-17	Broad community involvement in Path Forward Plan

### Financial Allocation Plan - Improvement

<b>Improvement Set-Aside Budget Summary</b>		
<b>District</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for District-Level Improvement</b>
Rochester City School District improvement efforts at both District and school level will be supported by coordination of federal, state, and local resources.	<b>Focus District</b>	
<b>Name of Priority/Focus School</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for School-Level Improvement</b>
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$0</b>



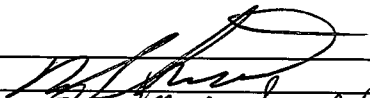
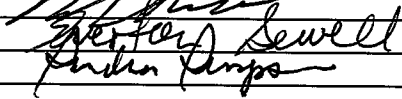
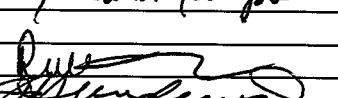
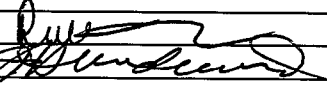
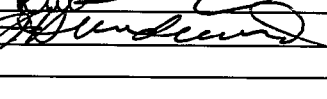
## District Leadership Team

**DISTRICT LEADERSHIP TEAM:** The DCIP 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

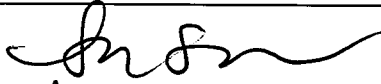

**Instructions:** List the stakeholders who participated in developing the DCIP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Location(s)	Meeting Date(s)	Location(s)
12/6/2016	Central Office	7/5/2017	Central Office
4/1/2017	Central Office	7/7/2017	Central Office
5/22/2017	Central Office	7/11/2017	Central Office
6/28/2017	Central Office	7/20/2017	Central Office
6/30/2017	Central Office	7/21/2017	Central Office

Name	Title / Organization	Signature
Michele Alberti White	Executive Director of School Innovation	<i>Michele Alberti White</i>
Michael Chan	Executive Director of Science	<i>Michael Chan</i>
Jing Che	Senior Research Analyst	<i>Jing Che</i>
Sylvia Cooksey	Executive Director of Professional Development	<i>Sylvia Cooksey</i>
Carlos Cotto	Executive Director of Physical Education, Athletics and Health	<i>Carlos Cotto</i>
Ricky Frazier	Volunteer Coordinator	<i>Ricky Frazier</i>
Carlos Garcia	Senior Communications Assistant	<i>Carlos Garcia</i>
Ray Giamartino	Chief Accountability Officer	<i>Ray Giamartino</i>
Shirley Green	Chief of Schools	<i>Shirley Green</i>
Linus Guillory	Principal/Chief of Schools	<i>Linus Guillory</i>
Robin Hooper	Executive Director of Early Childhood	<i>Robin Hooper</i>
Karl Kania	Director of External School Operations	<i>Karl Kania</i>
Harry Kennedy	Chief of Human Capital Initiatives	<i>Harry Kennedy</i>
Karl Kristoff	General Counsel	<i>Karl Kristoff</i>
Steve Lamorte	Executive Director of Social Studies	<i>Steve Lamorte</i>
Annmarie Lehner	Chief Information Officer	<i>Annmarie Lehner</i>
Kendra March	Deputy Superintendent of Teaching and Learning	<i>Kendra March</i>
Beth Mascitti-Miller	Chief of Innovation and Intensive Supports	<i>Beth Mascitti-Miller</i>
Jeff Mikols	Executive Director of Mathematics	<i>Jeff Mikols</i>
Nydia Padilla-Rodriguez	Director of Strategic Partnerships	<i>Nydia Padilla-Rodriguez</i>
Abel Perez-Pharett	Executive Director of ELL and LOTE	<i>Abel Perez-Pharett</i>
Dominic Pickard	Executive Director of Arts	<i>Dominic Pickard</i>
Kirstin Pryor	Office of School Innovation	<i>Kirstin Pryor</i>

Michael Schmidt	Chief of Operations	
Everton Sewell	Chief Financial Officer	
Sandra Simpson	Chief of Special Education and Related Services	
Eva Thomas	Principal	
Ruth Turner	Executive Director of Student Support Services	
Jerome Underwood	Director of Family Initiatives	
Parent Advisory Council and Bilingual Education Council	see attached	see attached

Amy Schiavi  
 Toyia Wilson

**Financial Allocation Plan - Parent Education**

<b>Parent Education Set-Aside Budget Summary</b>		
<b>Name of Priority/Focus School</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for Parent Education</b>
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$0</b>