

LEA Name:	ROCHESTER CITY SCHOOL DISTRICT
School Name:	SCHOOL 33 - AUDUBON

2014-2015 School Comprehensive Education Plan (SCEP)



School Name	SCHOOL 33 - AUDUBON	Contact Name	Larry Ellison
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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: John James Audubon School #33

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
Larry Ellison	Principal	Larry Ellison
Joan Arthur	Assistant Principal	Joan M. Arthur
Cathy Stanes	Assistant Principal	Cathleen M. Stanes
Laurel Avery-DeToy	Assistant principal	Laurel Avery-DeToy
Rose Marie Urzetta	Program Administrator	Rose Marie Urzetta
Stephanie Smith	Academic Coach	Stephanie Smith
Michelle Fayett	Teacher	Michelle Fayett
Elizabeth Pasquarella	Teacher	Elizabeth Pasquarella
Jennifer Boyle	Teacher	Jennifer Boyle
Charles Staropoli	Teacher	Charles Staropoli
Ivelisse Cosme	Clerical	Ivelisse Cosme
Loretta Cross	Parent	Loretta Cross
Robert Moses	Community	Robert Moses

Meeting Date(s)	Locations(s)	Agenda Attached	Supporting Documents Included?
September 15, 2014	Community Room		
October 6, 2014	Community Room		
November 10, 2014	Community Room		
December 15, 2014	Community Room		
January 12, 2014	Community Room		

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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				% Title I Population		% Attendance Rate		% Student Sustainability			
% of Students Eligible for Free Lunch		% of Students Eligible for Reduced-Price Lunch		% of Limited English Proficient Students		% of Students with Disabilities					

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

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

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District		SIG(a) Recipient		SIG(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4		Math Performance at Level 3 and Level 4		Science Performance at Level 3 and Level 4		Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	

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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	X	Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	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) 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.	3 = Moderate Degree (At least 50% 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.	3 = Moderate Degree (At least 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.	3 = Moderate Degree (A majority of 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.	3 = Moderate Degree (There was modest 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.	2 = Partial Degree (Fewer than 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.

Plan detailed several goals; Goals were partially measureable; System in place to conduct informal and formal observations that aligns with the Annual Professional Performance Review (APPR). Implementation of the CCLS. Implementation of the SWPBS model. School viewed as a safe place. Implementation of the referral process for social, emotional and academic supports for students. There is a strong presence and voice in the school by the parent (PTA) and community (partnerships) groups.

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

Regular monitoring system that addresses student learning during the school year needs to be in place that is understood and embraced across the grade levels. Differentiated instruction and high order questions can be improved.

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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?

Implementation of the CCLS and curriculum; Support of the Reading by third grade initiative through the summer reading program and summer school. Implementation of the SWPBS initiative; Support the implementation of the intervention RTI through SAS funds; Implementation of parent activities through the Title I Parent Allocation Funds.

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

May 2014-SBPT discussed attending training session to begin the development of the SCEP plan; June 2014-SBPT representatives attend SCEP training session; July 2014-SCEP written as a living working document; September 2014-SCEP plan to be emailed/distributed to school staff, parents and community leaders. September 2014-June 2015-SCEP plan will be used as a living working document that will be revised during the school year.

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

SCEP plan will be: 1) emailed to the school staff, parent and community representatives; 2) posted on the school webpage; and 3) copies will be made and given to parents and community members.

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

School needs to be: 1) staffed with appropriate human resources; 2) provided with adequate funds for instructional resources; 3) allotted time for professional development to address differentiated instruction and higher order questioning.

• 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.

The mission of the school is to educate all students to their highest levels of performance, in effectively managed learning environments that are safe, productive, inclusive, and student-centered, in collaboration with families and community partners. The relationship between the mission and the needs of the school as both seek to have quality learners in this life long journey.

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

July 2014-Complete the SCEP plan; September 2014-Distribute SCEP plan to all constituencies; September 2104-Implement the CCC; September 2014-October 2014-Conduct baseline assessments (reading/mathematics) for students. September 2014-May 2015-Conduct extended day academic programs; September 2014-June 2015-Monitor student progress quarterly.

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

School structures that are in place that support strategic implementation of the mission are: SBPT, Leadership Team, Grade Level Teams, Administrative Team, Dual language Council, Health and Wellness Team, SWPBS Team, Parent-Teacher Organization, and Community Partners.

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

School staffing in a timely manner, Adequate funds for curriculum, supplies and other resources; Proving professional development.

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

Reduce the number of students in Level 1 and Level 2 by 20% across each grade level (grades 3-6) in reading and mathematics.

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

1) Classroom walk-throughs, 2) Results from ELA/Mathematics NYS tests.

• 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.

Contractually, professional development is not mandatory. Professional development for reading and mathematics will be offered twice a month in the mornings. In addition, teachers will be provided with an incentive to attend district-wide professional development offerings.

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

1) Staff meetings; 2) SBPT meetings; 3) PTA meetings; 4) Community meeting Meetings; 5) Weekly bulletin; 5) School webpage; 6)Robo calls; 7) School conferences; 8) Home visits; 9) School assemblies; 10) Correspondence to parents

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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	Principal will seek out funding for activities such as extended day programs or resources, such as school supplies, holiday outreach etc.	Local Funds	\$90,000	September 3, 2014	May 1, 2014

Total Amount of Funds Reserved for Tier 1 Activities \$90,000

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
\$0	Tier 2-1	Public School Choice (Up to 20% of the LEA set-aside).
\$41,000	Tier 2-2	Supplemental Educational Services (Up to 30% of the LEA set-aside).
\$0	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.
\$0	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.
\$0	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).
\$0	Tier 2-6	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) 's participation in district-led DTSDE visits.
\$0	Tier 2-7	Costs associated with participation in New York State sponsored Professional Learning Communities (PLC).
\$972	Tier 2-8	Costs associated with participation in professional development activities to develop and implement successful family and community engagement practices.
\$1,229,605	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.
\$146,433	Tier 2-10	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement a behavior management program.
\$58,441	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.
\$0	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.
\$7,748	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.
\$0	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.
\$0	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.
\$0	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.
\$0	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.
\$0	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
\$0	Tier 2-19	Costs to develop and implement school-based Inquiry Teams as defined in the state's RTTT application.
\$106,673	Tier 2-20	Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.
\$0	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.
\$0	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.
\$0	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.
\$0	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.
\$0	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.
\$0	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.
\$0	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).
\$0	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.

\$90,000
\$1,590,872
 \$1,680,872

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	School-Led Review with District Oversight				
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.							
<u>Recommendation / Rationale #1 -</u>	As outlined in our School Quality Review, knowledge of the school's mission and vision needs to be universal among all stakeholders.						
<u>Recommendation / Rationale #2 -</u>	As outlined in our School Quality Review, the school needs to develop smart goals that are specific, measureable, results-oriented, and timely.						
<u>Recommendation / Rationale #3 -</u>							
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.							
<u>Goal #1</u>	As measured by NWEA, 75% of all K-6 grade level cohorts of students will meet NWEA projected growth targets by June, 2015.						
<u>Goal #2</u>	As measured by NYS ELA and Math tests, students in grades 3-6 will increase by 10% in overall achievement levels by June 2015.						
<u>Goal #3</u>	As measured by vision/mission pre and post survey, there will be an increase of 25% for each stakeholder group demonstrating their knowledge of the school's vision and mission by June 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	Establish a data-driven culture by embedding the cycle of assessment, analysis and action into our instructional practice:	Improvement	Tier 2-20	NA	No cost	September 3, 2014	June 25, 2015
Goal #1	Schedule weekly grade level meetings to share and analyze data using a school-wide protocol.	Improvement	Tier 2-20	General Fund	\$12,621	September 3, 2014	June 25, 2015
Goal #1	Schedule embedded PD on data analysis every quarter at the midpoint of the marking period.	Improvement	Tier 2-20	General Fund	\$1,413	September 22, 2014	March 23, 2015
Goal #1	Schedule weekly grade level meetings, weekly leadership team meetings, weekly administrative team meetings and monthly School Based Planning Team meetings to align instructional practices to content and CCLS.	Improvement	Tier 2-20	General Fund	\$37,876	September 3, 2014	June 22, 2015
Goal #3	Post vision throughout the school and create a campaign schedule to share our vision via monthly correspondence with parents, school website and at PTA meetings.	Not Applicable		General Fund	\$200	September 3, 2014	October 31, 2014
				Total	\$52,110		

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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.		Effective	School-Led Review w			
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 shall identify the need within the plan and provide a strong rationale explaining why the need is being addressed.						
Recommendation / Rationale #1 -	As outlined in our School Quality Review, the school leader needs to ensure that the appropriate staff is assigned to the school and sustains personnel that enable the school to meet the academic and social needs of the school.					
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	As measured by the school budget report (13302), 100% of SAS funds will be used to hire personnel that will meet the academic and social needs of the students.					
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.
Goal #1	Establish a data-driven culture by embedding the cycle of assessment, analysis and action into our Operations Meetings.	Improvement	Tier 2-20	General Fund	Included in Tenet 2.2	September 3, 2014
Goal #1	Establish a data-driven culture facilitated by our data team by embedding the cycle of assessment, analysis and action into our grade level meetings.	Improvement	Tier 2-20	General Fund	Included in Tenet 2.2	September 15, 2014
Goal #1	Establish a data-driven culture by embedding the cycle of assessment, analysis and action into our briefings with administrative and leadership team meetings.	Improvement	Tier 2-20	General Fund	Included in Tenet 2.2	September 3, 2014

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.
Goal #1	Establish a data-driven culture by embedding the cycle of assessment, analysis and action into our Work Group Meetings	Improvement	Tier 2-20	General Fund	Included in Tenet 2.2	September 3, 2014
Goal #1	Principal will seek out funding for activities such as extended day programs or resources, such as school supplies, holiday outreach etc.	Improvement	Tier 1-4	Local Funds	\$90,000	September 3, 2014
Goal #1	SAS fund to purchase additional instructional support staff (intervention and classroom supports to differentiate during ELA blocks) and inform parents of CCLS expectations in ELA and Math.	Improvement	Tier 2-2	Title 1 - SAS Funds	\$41,000	September 1, 2014
Goal #1	Title 1 funds to support 3 parental involvement activities focused on the CCLS and increased ELA and Math performance (Back to School Night, PTO Meeting, Parent/Teacher Conferences)	Parent Engagement		Title 1 - Parent Allocation Funds	\$10,000	September 1, 2014
				Total	\$141,000	

with District Oversight
ould address the
of the students and
K2. Timeline: Identify the projected end date for each activity.
June 22, 2015
June 22, 2015
June 22, 2015

K2. Timeline: Identify the projected end date for each activity.

June 22, 2015
May 1, 2014
June 16, 2015
March 27, 2015

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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	School-Led Review w	
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 need within the plan and provide a strong rationale explaining why the need is being addressed.						
Recommendation / Rationale #1 -	As outlined in our School Quality Review, the school leader and other school administrators need to develop and implement a system for frequently observing targeted teacher practices throughout the school year that feedback and teacher improvement plans.					
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	As measured by ePerformance documentation, 100% of teachers' unannounced and formal observations, and evaluations will be completed by June 2015.					
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.
Goal #1	Principal (designee) will create a timeline for observations (pre-observation, post meetings/follow-up).	Not Applicable		General Fund	\$361	September 3, 2014
Goal #1	Principal (designee) will observe teacher instruction, daily, via classroom walks to monitor APPR with fidelity, and support teachers by providing feedback and strategies /resources to help them improve practice.	Not Applicable		General Fund	\$7,357	September 15, 2014
Goal #1	Principal (designee) will use evidence from formal/informal observations for year-end APPR evaluations.	Not Applicable		General Fund	\$54,628	May 1, 2015
				Total	\$62,346	

with District Oversight
and address the identified
result in relevant
K2. Timeline: Identify the projected end date for each activity.
October 30, 2014
June 15, 2015
June 30, 2015

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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).				Ineffective	School-Led Review with District Oversight		
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 -	As outlined in our School Quality Review, the school leader needs to encourage the staff to use systems that lead to the collection and analysis of outcomes.						
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	As measured by team/committee minutes, at least 85% of all meetings will focus on student achievement, curriculum and teacher practices; leadership development; community/family engagement; and/or student social and emotional developmental health by June 2015.						
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	Establish and implement system for walk throughs embedding an effective feedback loop.	Improvement	Tier 2-12	General Fund	Included in Tenet 2.4	September 8, 2014	June 15, 2015
Goal #1	Establish and implement system for informal and formal observations embedding an effective feedback loop.	Improvement	Tier 2-12	General Fund	Included in Tenet 2.4	September 8, 2014	June 15, 2015
Goal #1	Agreement on collection of formative assessments, administer assessments on an agreed schedule, use data protocol in grade level meetings to determine strengths and needs...	Improvement	Tier 2-13	General Fund	\$7,748	September 8, 2014	June 15, 2015
	use of data notebook	Improvement	Tier 2-13	NA	No Cost	September 8, 2014	June 15, 2015
				Total	\$7,748		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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	School-Led Review with District Oversight		
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 -	As outlined in our School Quality Review, the school needs to use curricula that consider standards and what students need to know.						
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	As measured by teachers' lesson plans, at least 85% of the staff will use CCLS that will include clear, descriptive units of studies appropriately aligned to standards and consider what students need to know across all grades by June 2015.						
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	Coaches will lead PD sessions to turnkey train information regarding the use of NYS curricula and the RCSD Instructional Core program for K-5 and 6-12, for ELA and Math at all grade levels.	Improvement	Tier 2-9	General Fund	\$88,376	September 15, 2014	June 15, 2015
Goal #1	Leadership Team will design a comprehensive Professional Development Plan including PD calendar and embedded classroom supports to ensure alignment with curricula and delivery.	Improvement	Tier 2-9	General Fund	\$4,097	September 3, 2014	October 6, 2014
	Lesson plans are observed during walk-throughs, collected monthly or as needed.	Improvement	Tier 2-9	General Fund	Included in Tenet 2.4	September 8, 2014	June 15, 2015
	Creation of formal schedule which includes collection and review of lesson plans.	Improvement	Tier 2-9	General Fund	\$613		
				Total	\$93,086		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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.				Developing	School-Led Review with District Oversight		
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 -	As outlined in our School Quality Review, teachers need to formally participate in grade-level or other meeting opportunities to discuss unit plans across their grade/subject areas.						
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	As measured by grade level meeting minutes, 100% of teachers will participate in grade-level meetings to collaboratively create and examine coherent CCLS-appropriately aligned curriculum unit plans across their grade/subject by June 2015.						
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	During common planning and grade level meeting times, teachers will examine and analyze the CCLS and how they align to curriculum, as supported by the instructional coaches.	Improvement	Tier 2-9	General Fund	Included in Tenet 2.2	September 8, 2014	June 15, 2015
Goal #1	Formal and informal observations will endeavor to provide feedback on all elements within Domains 2 & 3 with a focus on inquiry, engagement, and differentiation.	Improvement	Tier 2-9	General Fund	Included in Tenet 2.4	September 3, 2014	May 15, 2015
Goal #1	Training in CCLS content and compatible instructional techniques will be available at city-wides, through webinars and at building-based PD sessions provided by the instructional coaches and during grade level meetings.	Improvement	Tier 2-9	General Fund	\$118,714	September 15, 2014	June 15, 2015
				Total	\$118,714		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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	School-Led Review with District Oversight				
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 -	As outlined in our School Quality Review, the school leader and teachers need to ensure that students are exposed to a standards-based aligned curriculum that enables students to discover, create and communicate information using the arts, technology and other enrichment areas.						
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	As measured by grade level interdisciplinary plan, 100% of teaching staff will develop a comprehensive plan to integrate the arts, technology and other enrichment areas by June 2015.						
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	Special area teachers will align to grade levels to integrate arts, technology and other enrichment activities into the CCLS.	Improvement	Tier 2-9	General Fund	\$11,865	September 8, 2014	June 19, 2015
Goal #1	Family Consumer Science and Technology teachers will teach sixth grade classes thereby creating and communicating information using technology and other enrichment areas.	Not Applicable		General Fund	\$38,525	September 3, 2014	June 25, 2015
Goal #1	During planning, grade level teams will communicate with special subject area teachers to integrate cross-disciplinary units as evidence during lesson plan review.	Improvement	Tier 2-9	General Fund	Included above (Tenet 2.2)	September 3, 2014	June 25, 2015

Total \$50,390

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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.				Ineffective	School-Led Review with District Oversight		
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 -	As outlined in our School Quality Review, the school leader and teachers' analysis of data needs to lead to an adaptation of instructional plans based on the performance of specific students while maintaining the alignment of instruction for other 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	As measured by formative and summative data, 100% of administration and teachers will analyze collected data, leading to the development of instructional plans for groups of students that capture current levels of student achievement and map out a clear and timely path for progress and growth throughout the 2014-15 school year.						
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 modify curriculum implementation strategies to meet the needs of students through targeted planning (long range and daily plans – differentiated and modifications for special needs students) as determined through data.	Improvement	Tier 2-9	General Fund	\$385,254	September 3, 2014	June 25, 2015
Goal #1	Teachers will independently review individualized documented intervention plans monthly, as well as with an administrator quarterly.	Improvement	Tier 2-11	General Fund	\$33,916	September 3, 2014	June 15, 2015
Goal #1	Building level PD and weekly grade level meetings will be used to discuss data and target students' strengths and needs to inform and adapt instruction.	Improvement	Tier 2-20	General Fund	Included in Tenet 2.2	September 8, 2014	June 15, 2015
				Total	\$419,170		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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.				Developing	School-Led Review w	
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 s identified need within the plan and provide a strong rationale explaining why the need is being addressed.						
Recommendation / Rationale #1 -	As outlined in our School Quality Review, teachers need to use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs learners/limited English proficient students and provide instructional interventions to students that lead to inquiry and engagement.					
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	As measured by the teacher plan book, at least 85% of teachers' instructional practices will be organized around annual, unit, and daily lesson plans that address student goals and needs for the 2014-15 school year					
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.
Goal #1	Administrators will review teacher lesson plans and student intervention plans.	Improvement	Tier 2-11	General Fund	\$24,525	September 8, 2014
Goal #1	Teachers will use data to target instructional planning and promote high levels of student engagement and inquiry for all students.	Improvement	Tier 2-9	General Fund	Included in Tenet 2.2	September 8, 2014
Goal #1	Teachers will create daily and long range plans including the CCS and promote high levels of student engagement and inquiry for all students.	Improvement	Tier 2-9	General Fund	Included in Tenet 2.2	September 3, 2014
				Total	\$24,525	

with District Oversight
ould address the
s of English language
K2. Timeline: Identify the projected end date for each activity.
June 15, 2015
June 15, 2015
June 15, 2015

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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.		Developing	School-Led Review w			
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 provide a strong rationale explaining why the need is being addressed.						
Recommendation / Rationale #1 -	As outlined in our School Quality Review, teachers need to use instructional practices that are aligned to standards and lead to increased 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	As measured by the teacher plan book, at least 85% of teachers will have aligned CCLS for multiple points of access for all students by January 2015.					
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.
Goal #1	Conduct walk throughs to provide feedback on inquiry based lessons, engagement of students and differentiated based upon subgroups needs (SWD, ELLs) and look for evidence of lesson plan delivery. Administration will meet monthly to review walk through summary reports and discuss findings a school, grade and classroom levels.	Improvement	Tier 2-12	General Fund	Included in Tenet 2.4	September 8, 2014
Goal #1	Conduct grade level meetings to focus on each identified area and use of data walls to show instructional effectiveness and CCSS curricular supports (as evidenced in teacher peer-classroom visits and administrative walk throughs. - embedded in the PD Planning Guide.	Improvement	Tier 2-20	General Fund	Included in Tenet 2.2	September 8, 2014
Goal #1	Provide embedded coaching in the classroom that focuses on the implementation of engagement and differentiation.	Improvement	Tier 2-9	General Fund	\$620,686	September 8, 2014
				Total	\$620,686	

with District Oversight
within the plan and
K2. Timeline: Identify the projected end date for each activity.
June 15, 2015
June 15, 2015
June 15, 2015

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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	School-Led Review w			
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 idea plan and provide a strong rationale explaining why the need is being addressed.						
<u>Recommendation / Rationale #1 -</u>	As outlined in our School Quality Review, teachers need to stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity for the 2014-15 school year.					
<u>Recommendation / Rationale #2 -</u>						
<u>Recommendation / Rationale #3 -</u>						
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.						
<u>Goal #1</u>	As measured by walk through logs (Danielson Rubric-Domain 2), at least 85% of teachers will create a responsive student learning environment by November 2015.					
<u>Goal #2</u>						
<u>Goal #3</u>						
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.
Goal #1	PD sessions for K-2, 3-6 teachers will use best instructional practices and strategies to implement new CCSS skills strand.	Improvement	Tier 2-9	General Fund	Included in Tenet 3.2	September 6, 2014
Goal #1	Use the APPR data to guide professional development with relation to higher order thinking and questioning skills.	Improvement	Tier 2-9	General Fund	Included in Tenet 2.2	September 6, 2014
				Total	\$0	

with District Oversight
Identified need within the
K2. Timeline: Identify the projected end date for each activity.
June 15, 2015
June 15, 2015

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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	School-Led Review with District Oversight		
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 -	As outlined in our School Quality Review, teachers need to have action plans for adjusting student groupings. The plans need to be specific and provide for targeted intervention for students requiring additional support.						
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	As measured by summative and formative assessments, at least 85% of teachers will foster student participation by using summative and formative data (progress monitoring) for the 2014-15 school year.						
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 use NWEA, DRA, AIMweb data to group students for RTI.	Improvement	Tier 2-11	General Fund	Included in Tenet 2.2	September 8, 2014	June 15, 2015
Goal #1	PD sessions for K-2, 3-6 teachers will use best instructional practices and strategies to implement new CCSS skills strand.	Improvement	Tier 2-9	General Fund	Included in Tenet 3.2	September 8, 2014	June 22, 2015
Goal #1	Teachers will discuss data quarterly (NYS assessments, NWEA) with students so they are aware of their performance.	Improvement	Tier 2-20	General Fund	\$54,763	October 1, 2014	May 1, 2015
Goal #1	Teachers will quarterly analyze student's work and provide meaningful feedback, time and space for students to reflect, adjust, and assess their own progress.	Improvement	Tier 2-20	General Fund	Included above in data discussion with students	September 8, 2014	June 15, 2015
				Total	\$54,763		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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	School-Led Review with District Oversight		
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 -	As outlined in our School Quality Review, the school needs to develop a system of referral and support that addresses the social and emotional developmental health and academic success of 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	As measured by school climate survey, at least 85% of teacher will demonstrate an understanding of how to support and sustain student social and emotional developmental health and academic success by June 2015.						
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	SWPBS committee will hold a welcome back briefing where SWPBS expectations are shared with school staff.	Improvement	Tier 2-10	General Fund	\$685	September 3, 2014	September 15, 2014
Goal #1	Students will be trained in all SWPBS school wide expectations through the use of booster activities at Briefing. Incentives, such as shout outs, will be awarded to grade –level families that model the expectations.	Not Applicable		General Fund	\$1,597	September 3, 2014	September 30, 2014
				Total	\$2,282		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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	School-Led Review with District Oversight		
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 -	As outlined in our School Quality Review, the school needs to develop an understanding of the skills and behaviors connected to social and emotional developmental health and how those behaviors are linked to academic success.						
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	As measured by school climate survey, at least 85% of school constituents will articulate a vision for social and emotional developmental health that provides for a safe and healthy school environment for families, teachers, and students by June 2015.						
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	During September teachers will actively teach rituals and routines and remind students what expected behavior looks like in the classroom, hallway and cafeteria.	Improvement	Tier 2-10	General Fund	Included in Tenet 5.2	September 3, 2014	September 30, 2014
Goal #1	Staff will continue implementation of the SWPBS model. The school's SOAR matrix for behavior will be posted in classrooms, hallway and cafeteria.	Improvement	Tier 2-10	General Fund	Included in Tenet 5.2	September 3, 2014	June 22, 2015
Goal #1	Primary project will continually be implemented.	Improvement	Tier 2-10	Primary Project Grant	\$35,936	September 15, 2014	June 15, 2015
Goal #1	Provide professional development quarterly that focuses on student management.	Improvement	Tier 2-10	General Fund	Included in Tenet 5.2	September 8, 2014	June 15, 2015

Total \$35,936

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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.				Effective	School-Led Review w	
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 need within the plan and provide a strong rationale explaining why the need is being addressed.						
Recommendation / Rationale #1 -	As outlined in our School Quality Review, stakeholders need to be able to articulate that the school community is safe and conducive to learning that leads to 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	As measured by school climate survey, at least 85% of stakeholders will articulate that the school community is safe and conducive to learning that leads to student achievement by June 2015.					
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.
Goal #1	Through SWPBS assemblies and monthly activities, staff, students, and families will be able to recite our school wide SOAR expectations. Students will cash in SOAR tickets to attend quarterly events.	Improvement	Tier 2-10	General Fund	\$12,778	September 8, 2014
Goal #1	Conduct parent-teacher conferences and Town meeting.	Not Applicable		General Fund	\$25,556	October 1, 2014
				Total	\$38,334	

with District Oversight
and address the identified
K2. Timeline: Identify the projected end date for each activity.
June 22, 2015
May 15, 2015

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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	School-Led Review with District Oversight		
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 -	As outlined in our School Quality Review, the school leader and student support staff need to work with teachers to develop an understanding of how to use data to address students' social and emotional developmental health needs that align to academic and social success.						
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	As measured by the office disciplinary referral report, there will be at least a 10% decrease in disciplinary referrals by June 2015.						
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 Elementary Student Support (ESS) Team will maintain a rolling list of students to watch so that their classroom teachers are scheduled to report on progress and problem-solve/plan with team input.	Improvement	Tier 2-10	General Fund	\$93,968	September 15, 2014	June 15, 2015
Goal #1	Teachers will use strategies provided by the SWPBS team and other sources to collect and analyze data for targeted students' social and emotional development.	Improvement	Tier 2-10	General Fund	Included above	September 3, 2014	June 15, 2015
Goal #1	Referral data will be analyzed for patterns and trends and specific interventions offered to teachers	Improvement	Tier 2-10	General Fund	\$3,066	September 15, 2014	June 15, 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.
	and specific interventions offered to teachers.						
Goal #1	Conduct professional development that will focus on managing student behaviors.	Improvement	Tier 2-10	General Fund	Included above	September 8, 2014	June 15, 2015
	Articulate the opportunity for referral to the health center system.	Improvement	Tier 2-10	General Fund	Included above	September 8, 2014	June 15, 2015
				Total	\$97,034		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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	School-Led Review with District Oversight				
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 -	As outlined in our School Quality Review, the school community needs to continue to build and promote a trusting and respectful relationship with families and community stakeholders to foster high expectations for student academic 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	As measured by the school parent contact log, at least 85% of teachers will communicate with students' families high expectations for student academic achievement by June 2015.						
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	Create parent-contact log to submit monthly.	Parent Engagement		General Fund	\$31,945	September 3, 2014	June 15, 2015
Goal #1	Conduct PTA/SBPT meetings to keep the parent and community stakeholders informed of student academic achievement.	Parent Engagement		Title 1 Funds - Parent Engagement	\$10,000	September 15, 2014	June 15, 2015

Total \$41,945

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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.				Effective	School-Led Review with District Oversight		
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 -	As outlined in our School Quality Review, the school staff needs to send communications out to families and provides translations upon request.						
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	As measured by SBPT minutes, parents/community leaders will participate in SBPT decision making at a rate of at least 85% by June 2015.						
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	PTA and NEAD will identify at least 4 representative to serve the interest of parents and community on the SBPT.	Parent Engagement		NA	No cost	September 3, 2014	September 30, 2014
Goal #1	Conduct robo calls in English & Spanish (other languages as needed) to parents regarding school related events.	Parent Engagement		General Fund	\$227	September 3, 2014	June 22, 2015
Goal #1	Obtain interpreters to translate for parents with a language need during parent meetings and school related events.	Parent Engagement		General Fund	\$500	September 15, 2014	June 22, 2015
				Total	\$727		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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	School-Led Review with District Oversight		
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 -	As outlined in our School Quality Review, the school makes connections between families and the community to support student learning and growth.						
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	As measured by the school's partnership log, the school will maintain at least 5 partnerships and create opportunities that link and engage families with the community to support student learning and growth by June 2015.						
Goal #2	add in the school climate survey						
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	Establish and maintain partnerships with Rochester General Hospital, North East Area Development, Browncroft Community Church, EnCompass, the City of Rochester, and local colleges.	Not Applicable		General Fund	\$55,180	September 3, 2014	June 30, 2015
Goal #1	Provide professional development orientation to all staff with a focus on how to engage school and community partnerships as documented in the PD calendar.	Improvement	Tier 2-8	General Fund	\$153	September 8, 2014	June 22, 2015
				Total	\$55,333		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT
 School Name: SCHOOL 33 - AUDUBON

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.				Effective	School-Led Review with District Oversight		
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 -	As outlined in our School Quality Review, the school community needs to share data so that families can access it to understand student learning needs and successes.						
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	As measured by the school parent contact log, at least 90% of teachers will make contact (in-school, home visits, telephone, email, webpage, home-school notebook) with at least 85% of the parents of the students in their classrooms by June 2015.						
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	Create parent contact log to monitor the school/home communication with students' parents/guardians.	Parent Engagement		General Fund	Included in Tenet 6.2	September 3, 2014	June 22, 2015
Goal #1	School maintains current methods of communicating with parents (robo calls, letters, phone calls, parent-teacher conferences).	Parent Engagement		General Fund	Included in Tenet 6.3	September 3, 2014	June 22, 2015
Goal #1	School send correspondence to parents' dominate language, and obtain interpreters as needed.	Parent Engagement		General Fund	Included in Tenet 6.3	September 3, 2014	June 22, 2015
Goal #1	Provide professional development for staff with the focus on parental engagement.	Improvement	Tier 2-8	General Fund	Included in Tenet 6.4	September 8, 2014	June 22, 2015
	Pre-conferencing with parents at the 5 week mark.	Parent Engagement		General Fund	\$25,556	September 3, 2014	June 22, 2015
	Town Hall Meetings, Open House, Curriculum Night, parent teacher conferences, and Showcase of Learning.	Parent Engagement		General Fund	\$57,501	September 3, 2014	June 22, 2015
	Rely on staff experts to support all teachers in learning how to share data with parents	Improvement	Tier 2-8	General Fund	\$819	September 3, 2014	June 22, 2015
				Total	\$83,876		

LEA Name: ROCHESTER CITY SCHOOL DISTRICT

School Name: SCHOOL 33 - AUDUBON

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	\$0	\$0	\$0	\$0
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).	\$51,910	\$0	\$200	\$52,110
SOP 2.3 - Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	\$131,000	\$10,000	\$0	\$141,000
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	\$62,346	\$62,346
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).	\$7,748	\$0	\$0	\$7,748
Tenet 3 as a Whole	\$0	\$0	\$0	\$0
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.	\$93,086	\$0	\$0	\$93,086
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.	\$118,714	\$0	\$0	\$118,714
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.	\$11,865	\$0	\$38,525	\$50,390
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.	\$419,170	\$0	\$0	\$419,170
Tenet 4 as a Whole	\$0	\$0	\$0	\$0
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.	\$24,525	\$0	\$0	\$24,525
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.	\$620,686	\$0	\$0	\$620,686
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.	\$0	\$0	\$0	\$0
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).	\$54,763	\$0	\$0	\$54,763

LEA Name: ROCHESTER CITY SCHOOL DISTRICT

School Name: SCHOOL 33 - AUDUBON

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 5 as a Whole	\$0	\$0	\$0	\$0
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.	\$685	\$0	\$1,597	\$2,282
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.	\$35,936	\$0	\$0	\$35,936
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.	\$12,778	\$0	\$25,556	\$38,334
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.	\$97,034	\$0	\$0	\$97,034
Tenet 6 as a Whole	\$0	\$0	\$0	\$0
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	\$41,945	\$0	\$41,945
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.	\$0	\$727	\$0	\$727
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.	\$153	\$0	\$55,180	\$55,333
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.	\$819	\$83,057	\$0	\$83,876
BUILDING TOTALS	\$1,680,872	\$135,729	\$183,404	\$2,000,005

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

Yes