

LEA Name:	Rochester City School District
School Name:	261600010000

ENTER DATA INTO YELLOW CELLS. ONCE LEA AND SCHOOL NAMES ARE ENTERED, MULTIPLE DATA POINTS WILL AUTOMATICALLY PRE-POPULATE.

2014-2015 School Comprehensive Education Plan (SCEP)

School Name	Leadership Academy For Young Men	Contact Name	Wakili Moore
Phone	585-324-7760	Email	wakili.moore@rcsdk12.org
Website Link for Published Plan			

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Dr Bolgen Vargas	
President, B.O.E. / Chancellor or Chancellor's Designee			

LEA Name: Rochester City School District
School Name: 261600010000

School Leadership Team

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

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

Name	Title / Organization	Signature
Wakili Moore	Principal / LAFYM	
Leandrew Wingo	Assistant Principal / LAFYM	

Meeting Date(s)	Locations(s)	Agenda Attached	Supporting Documents Included?
July 8, 2014	30 Hart Street	Yes	Yes
July 10, 2014	30 Hart Street	Yes	Yes

LEA Name: Rochester City School District
 School Name: 261600010000

School Leadership Team

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

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

Name	Title / Organization	Signature
Wakili Moore	Principal / LAFYM	<i>Wakili Moore</i>
Leandrew Wingo	Assistant Principal / LAFYM	<i>L Wingo</i>
<i>Noelva Alvarado</i>	<i>School Secretary</i>	<i>Noelva Alvarado</i>
<i>Daniel Brown</i>	<i>Teacher</i>	<i>Daniel Brown</i>
<i>Jason Short</i>	<i>Teacher</i>	<i>Jason Short</i>
<i>Brian Cardilli</i>	<i>Teacher</i>	<i>Brian Cardilli</i>
<i>Elizabeth Cox</i>	<i>Parent</i>	<i>Elizabeth Cox</i>
<i>Deidre Irkine</i>	<i>Parent</i>	<i>Deidre Irkine</i>
<i>Yenny Villar</i>	<i>Parent</i>	<i>Yenny Villar</i>
<i>Stephanie Dilbert</i>	<i>Parent</i>	<i>Stephanie Dilbert</i>

Meeting Date(s)	Locations(s)	Agenda Attached	Supporting Documents Included?
July 8, 2014	30 Hart Street	Yes	Yes
July 10, 2014	30 Hart Street	Yes	Yes

SCHOOL-BASED PLANNING TEAM

Date: Monday, September 15, 2014
Leadership Main Office
4:00 p.m.

Attendees: W. Moore, D. Jarzabek, B. Cardilli, E. Casey, K. Hayes, P. Lampe
Parent Reps: Deidre Irvine-Wiggins, Yenny Villar

Agenda Items:

Barb Heinz is interested in becoming a parent representative. She will replace our new 7th grade Social Studies teacher. Ms. Irvine-Wiggins will reach out to Ms. Heinz.

2014-15 Meeting Dates:

Tuesday, October 14, 2014
Wednesday, October 12, 2014
Monday, December 8, 2014
Monday, January 12, 2015
Monday, February 9, 2015
Monday, March 9, 2015
Monday, April 13, 2015
Monday, May 4, 2015
Monday, June 8, 2015

Instructional Council

Teachers volunteer to serve on the Instructional Council with the minimum of having one teacher from each department. Dr. Lampe will send an email out to staff for interested people. The first meeting will be held during the week of September 22nd. We're looking into possible PD credit for committed members.

PD Credit Approval

Ms. Andler has submitted for PBIS PD hours. All members approved.

Clubs

Mr. Moore will look into monies available for clubs. Ms. Casey will be the yearbook adviser. For example: Poetry/Mr. O, Gaming/Mr. Brown. Club forms will be printed and available in the main office (Ms. Casey). Emphasis should be given to be sure there aren't conflicts after school (there will be a prompt on the form to choose a specific day of the year).

Title I Parent Involvement Plan - Mr. Moore as well as Ms. Irvine-Wiggins and Ms. Villar

Parent Math Night- (Iacchetta to work on this)

Open House

Senior Dinner

Junior Dinner

Top Scholar - each semester

Family Bowling

Mother/Son Dance

Meeting minutes will be an attachment to the Monthly Newsletter.

Fund Raising

Friday, October 10, 2014-- Sneaker day..... \$1/day

November 25, 2014 -- Dress down day \$2/day

Spirit Week Tentatively for the week of the Basketball Home Opener..... includes the Football Team...

JV and Varsity. Introduce during halftime? Pep rally.....

Ask for teachers for support/ideas....

LEA Name: Rochester City School District
 School Name: 261600010000

School Information Sheet #1

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

School Information Sheet											
Grade Configuration	7-11	Total Student Enrollment	332	% Title I Population	100%	% Attendance Rate	85%	% Student Sustainability	92%		
% of Students Eligible for Free Lunch	77%	% of Students Eligible for Reduced-Price Lunch	2%	% of Limited English Proficient Students	5%	% of Students with Disabilities	18%				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	% Black or African American	73%	% Hispanic or Latino	18%	% Asian, Native Hawaiian / Other Pacific Islander	1%	% White	8%	% Multi-Racial	0%

School Personnel							
Years Principal Assigned to School		# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	3
% of Teachers with No Valid Teaching Certificate	0%	% of Teachers Teaching Out of Certification Area	0%	% Teaching with Fewer than 3 Years of Experience	7%	Average # of Teacher Absences	2 Days

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	No	SIG(a) Recipient	No	SIG(g) Recipient	No
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	Yes	Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	3%	Math Performance at Level 3 and Level 4	5%	Science Performance at Level 3 and Level 4	25%	Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)	0%	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	14%	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	98%	Six-Year Graduation Rate (HS Only)	

LEA Name: Rochester City School District
 School Name: 261600010000

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			
X	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		

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

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

LEA Name: Rochester City School District
School Name: 261600010000

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.	2 = Partial Degree (Some of the identified subgroups improved achievement.)
4. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan increased Parent Engagement.	1 = Limited Degree (There was no increase in the level of Parent Engagement.)
5. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan received the funding necessary to achieve the corresponding goals.	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 5: Student Social and Emotional Developmental Health

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

Tenet 6 - Parent and Family Engagement, Tenet 5 - Student Social and Emotional Development

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

Tenet 3 - Curriculum Development and Support and Tenet 4 - Teacher Practices and Decisions

LEA Name: Rochester City School District
School Name: 261600010000

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?

Differentiated instruction, lesson plan creation, PBIS, and identifying a referral process for the RTI team. The RCSD budget provides funding for teaching staff to perform these duties.

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

We reviewed the 2013-14 SCEP and the results, and created the 2014-15 SCEP with the school SCEP team.

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

Parent Orientation, Open House, School Website

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

Tenet 2.5 - School - wide practices including teacher practice and student achievement. 3.2 - Systematic Plan for coherent curricula aliigned to commom core learning standards. 3.3 Formulized lesson plan for the building. 3.4 - Elective teachers coordinate and plan with core teachers to implement a unit lesson. 3.5 - A plan to identify students' short and long term goals. 4.2 - See 3.3. 4.3/4.4/4.5 - see lesson plan improvement. 5.3 - System that promotes social and emotional development. 6.4 - Improving community partners. 6.5 - Improving with sharing data among parents, students, and community partners.

- 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 is: 100% of our young men will be college/and or career ready. By addressing lesson plans, community partners, and our developing of curricula will help improve our graduation rate which will in turn lead us to more of our young men being college and or career ready.

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

LEA Name: Rochester City School District
School Name: 261600010000

The timeline will be throughout the SY 14-15. The strategy will be to develop teams that will oversee the systems that are in place to accomplish our goals. We also need continuous assessment of our teams and their progress towards meeting our goals.

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

We will be developing committees that will oversee and drive the implementation of the strategies for improvement.

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

Time in the day and school year. Commitment of the committees. Request of resources from Central Office denied.

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

We need to continue to improve our Regents passing rate by an additional 10% for all student subgroups; Target xxx % graduation rate for students who are still active and attending LAFYM campus; Increase overall attendance from 88% to 91% in the 14-15 SY;

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

Informal observations, staff surveys, and individual teacher needs based on collegial conversations.

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

After reviewing our June 2014 Regents results, we determined a need for professional development in the areas of lesson plans, differentiated instruction, format for referrals for the RTI team, and positive behavior intervention systems.

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

Professional development will be provided in differentiated instruction, community partnerships, school-wide expectations, questioning techniques, and understanding the adolescent male.

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

We will continue to communicate via email, letters, newsletters, and staff meetings.

LEA Name: Rochester City School District
 School Name: 261600010000

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.

Total Amount of Funds Reserved for Tier 1 Activities \$0

LEA Name: Rochester City School District
School Name: 261600010000

Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	Tier 2-1	Public School Choice (Up to 20% of the LEA set-aside).
	Tier 2-2	Supplemental Educational Services (Up to 30% of the LEA set-aside).
	Tier 2-3	Costs associated with deploying on-site visit teams that will use the Diagnostic Tool for School and District Effectiveness to identify a school's or district's current position relative to desired educational practices.
	Tier 2-4	Reasonable and necessary expenses associated with appointment of a Distinguished Educator to assist the district and schools in implementing systemic, whole-school reform and effective turnaround strategies.
	Tier 2-5	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) attendance at DTSDE Institutes and in assisting the district in the development and implementation of the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plans (SCEP).
	Tier 2-6	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) 's participation in district-led DTSDE visits.
	Tier 2-7	Costs associated with participation in New York State sponsored Professional Learning Communities (PLC).
	Tier 2-8	Costs associated with participation in professional development activities to develop and implement successful family and community engagement practices.
	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.
	Tier 2-10	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement a behavior management program.
	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.
	Tier 2-12	Costs associated with training/certifying teacher evaluators, instructional coaches, teacher leaders etc. in conducting evidence based observations using the District's teacher practice rubric, training in coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system.
	Tier 2-13	Costs to develop and implement local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations.
	Tier 2-14	Costs associated with the professional development of teachers (and their principals/ instructional supervisors) who will develop and implement CTE courses in which increased percentages of historically underserved students will enroll.
	Tier 2-15	Costs to purchase of equipment and other curricular materials for CTE courses used by teachers in which increased percentages of historically underserved students will enroll.
	Tier 2-16	Costs associated with the training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	Tier 2-17	Costs to provide courses and related training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	Tier 2-18	Costs to train teachers and administrators in the use of data systems, aligned course sequences, and early college and career school models, between post-secondary institutions and P-12 systems.
	Tier 2-19	Costs to develop and implement school-based Inquiry Teams as defined in the state's RTTT application.
	Tier 2-20	Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.

LEA Name: Rochester City School District
 School Name: 261600010000

Tier 2: List of Allowable Activities for Improvement

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

\$0 Total Funds Budgeted for Tier 1: Prioritized Activities (Sum of all costs listed in the "Tier 1 Prioritized Activities" tab)
 \$0 Total Funds Budgeted for Tier 2: Allowable Activities for Improvement (Sum of all costs listed above)
 \$0 Total Funds Budgeted for Improvement Activities

LEA Name: Rochester City School District
 School Name: 261600010000

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Set a systems targets around behavior management (including tardiness to class) based on data, and experiment with systems to meet these goals over the course of a reasonable amount of time						
Recommendation / Rationale #2 -	Set a systems target around planning for instruction and differentiation of instruction based on data						
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	Continue to improve school wide behavior management plan, incorporating Positive Behavioral Intervention Systems Materials and Rules and Procedures for daily attendance and tardiness to class, to decrease incidences of tardiness and noncompliance to behavioral expectations by 15% from the beginning to the end of SY 2014-2015.						
Goal #2	See Tenet 3.3						
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	1. Positive Behavior System Team Meetings 8/11-8/15; 2. LAFYM Sept. Staff Meeting - Roll Out & Review; Ongoing/Monthly - track and keep records of specific students and behavioral incidences	Improvement			5 teachers x 10 hours		
	Administrators and teachers will utilize SharePoint data base to record disciplinary records on a daily basis.				0.5 hours x 3 admin, 31 teachers		
	Postive Behavior Support Team will meet monthly to review behavior data, system supports, and student referrals to support agencies.				Included above		
	Positive Behavior Support Team will meet to develop school-wide behavioral expectations during Summer Retreat. Will be shared with all staff members on Supt. Conference Day.				Included above		

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.
	Utilize one weekly department and staff meeting per month to provide updates and refreshers related to PBS support and data.				3 admin, 31 teachers, 0.67 minutes		
	Utilize a case management approach led by school counselors to formalize the referral process for student support for behavior to include student, parents, and all related staff. Student support leadership meetings will be scheduled on weekly basis to provide proactive planning and follow up support for students that are referred..				2 counselors x 1hour		
				Total	\$0		

LEA Name: Rochester City School District
 School Name: 261600010000

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	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Monitor curriculum implementation in collegial fashion through the vehicle of department meetings.						
Recommendation / Rationale #2 -	Create adjustable pacing calendars.						
Recommendation / Rationale #3 -	Become cognizant of the skills needed on Regents exams and backfill the content and skills so that students are appropriately prepared though the pacing of instruction						
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	Increase by 10% the passing on all Regents exams for all subgroups of students.						
Goal #2	Increase the alignment of classroom instruction with the pacing calendars to 70% for all staff as evidenced by classroom observations, informal walkthroughs, lesson plan reviews, department meetings, and joint observation with curriculum directors.						
Goal #3	Increase administrator classroom presence to three, 10 minute informal walkthroughs per day to ensure that all classrooms are visited at least once bi-weekly.						
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.
	1. LAFYM Sept Staff Meeting - Meet and Vote for Department Leaders (English, Math, Social Studies, Science, Electives); 2. Create Schedule of Meetings (Dates and Times); 3. Meet with Departments Once Monthly to review and record pacing.				31 teachers, 3 admin x 1 hour		
	Within once-monthly department meetings, using district-wide pacing calendars, district leaders will monitor and record where teachers are in terms of specific pacing calendars.				9 hours x 31 teachers, 3 admin		
	Each administrator will conduct three, 10 minute walkthroughs per day to ensure that all classrooms are observed once bi-weekly.				3 admin x .5 x 180 days		
	Review formats and structures for documenting informal observations to inform professional development and coaching support.				3 admin x 1 hour		
Total					\$0		

LEA Name: Rochester City School District
 School Name: 261600010000

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	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Collaborate through the School Based Planning Team (SBPT) to come up with lesson plan formats which are flexible but which meet the requirements of the DTSDE (Diagnostic Tool for School and District Effectiveness) rubric to achieve quality written plans. Do this in as collaborative a fashion as the design and size of the school allows.						
Recommendation / Rationale #2 -	Allow co-teachers to come up with a single collaborative, but detailed and differentiated plan, for each class.						
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	In collaboration with the SBPT, LAFYM will create a lesson plan format that 70% of LAFYM teachers utilize by January 2015, and 100% of LAFYM teachers utilize by the end of the 2014-2015 school year.						
Goal #2	Increase administrator classroom presence to three, 10 minute informal walkthroughs per day to ensure that all classrooms are visited at least once bi-weekly.						
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	1. September 2014 SBPT Meeting - Lesson Plan Format Creation; 2. October 2014 Staff Meeting - Review LP Format and Vote; 3. November 2014 Staff Meeting - Roll Out and Data Collection; 4. January 2014 Staff Meeting - Reconnect and Data Collection	Improvement			Included in Tenet 3.2		
	Allow co-teachers to come up with a single collaborative, but detailed and differentiated plan, for each class.				31 teachers x 10 hours		
	Administrators will review lesson plans during informal walkthroughs to examine evidence of planning for differentiation.				Included in Tenet 3.2		
	Coaches will provide focused support for improving differentiation and pacing in core classrooms utilizing 6 week collaborative coaching cycles.				2 coaches, 31 teachers x 2 hours		
				Total	\$0		

LEA Name: Rochester City School District
 School Name: 261600010000

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.				Ineffective	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Begin, when feasible, to take initial steps to involve the art, music, technology and Jr. ROTC instructor in planning time for projects done with core teachers and which grow out of the Modules and NYS Content Standards in Social Studies and Science. Provide common planning time several times a year to do this work.						
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	Within once-monthly department meetings, Electives Department will work collaboratively with Core Subject Departments to plan and implement multi-disciplinary lessons and activities, creating one mini-unit with each core subject department during SY 2014-2015.						
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	1. Have electives department choose which Core departments to meet with;	Improvement			8 teachers x .67 hours x 40 weeks		
	2. Electives Department would create a mini-unit aligned with core subject content;				Included above		
	3. Electives Department would implement mini-unit (one-per-quarter);				Included above		
	4. D.I./Collaboration Team will assist and offer resources				Included above		
				Total	\$0		

LEA Name: Rochester City School District
 School Name: 261600010000

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Undertake tracking in written plans student short and long term goals; log evidence of their progress towards their achievements of these goals and include documentation of the assessments utilized in the written documents						
Recommendation / Rationale #2 -	The district needs to support access to the incoming students' AIMSweb data from the various elementary schools						
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	100% of students in grades 7, 8, and Cohort 2014 grade 9 will set individualized goals for learning that will be monitored every 5 weeks.						
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	1. Data team creates document to be used; 2. Data team informs staff and reviews document with staff; 3. First assessment to be given before the end of September; 4. Second assessment to be given at the end of November; 5. Third assessment to be given at the end of February.	Improvement			3 admin, 7 teachers, 2 coaches x 20 hours		
Goal #2	1. Complete Assessment with students; 2. Compile and review results within grade-level meeting; 3. Review results of assessment with students; 4. Complete second assessment with students; REPEAT Process	Improvement			31 teachers x 3 times, .67 hours		
	Data team will create a school-wide document that can be used by all teachers during advisory period to monitor and track student long and short term goals.				Included above		

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.
	Track student progress toward short and long term goals through the use of progress document during advisory periods every quarter.				Included above		
	Create a school wide data bulletin board highlighting students meeting their achievement goals; update quarterly.				3 admin x 4 hours		
				Total	\$0		

LEA Name: Rochester City School District
 School Name: 261600010000

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	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Begin differentiation of instruction with one class of students as a teacher learning process. Provide whole group instruction for approximately 20 minutes, then break the class into three groups with three different activities. The lowest groups should have the greatest degree of scaffolding provided for the target, and the top group the appropriate level of extension, an additional amount and variety of practice, hands-on tasks, or writing assignments based on the learning objective. Make adjustments as needed.						
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	Increase differentiation in classroom instruction by 25% from September to June 2015 as measured by informal walkthrough data.						
Goal #2	In collaboration with the SBPT, LAFYM will create a lesson plan format that 70% of LAFYM teachers utilize by January 2015, and 100% of LAFYM teachers utilize by the end of the 2014-2015 school year.						
Goal #3	Increase administrator classroom presence to three, 10 minute informal walkthroughs per day to ensure that all classrooms are visited at least once bi-weekly.						
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	Begin differentiation of instruction with one class of students as a teacher learning process.				31 teachers x 0.75 hours x 180 days		
	Provide whole group instruction for approximately 20 minutes, then break the class into three groups with three different activities.				Included above		
	The lowest groups should have the greatest degree of scaffolding provided for the target, and the top group the appropriate level of extension, an additional amount and variety of practice, hands-on tasks, or writing assignments based on the learning objective. Make adjustments as needed.				Included above		
				Total	\$0		

LEA Name: Rochester City School District
 School Name: 261600010000

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	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Coaches and leaders need to encourage more teacher observation of classes where shifts and instructional practices and tools are or approach a skillful use level. Instructional leaders need to support initial attempts to incorporate these practices through feedback. Activities need to be varied every 12-15 minutes or so, given the attention span of some of the students in these classes.						
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	In collaboration with the SBPT, lesson plan format will reflect Differentiated Instruction that 70% of LAFYM teachers utilize by January 2015, and 100% of LAFYM teachers utilize by the end of the 2014-2015 school year.						
Goal #2	LAFYM will have 70% of teachers engage in peer observations by the end of the SY 2014-2015.						
Goal #3	Increase administrator classroom presence to three, 10 minute informal walkthroughs per day to ensure that all classrooms are visited at least once bi-weekly.						
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	1. Introduce peer observations to staff and encourage one observation per semester of SY 2014-2015. 2. Have Data-Analysis team monitor teachers' use of peer observations; 3. Share information with staff at faculty meeting in January and continue encouraging peer observations; 4. Data-Analysis team will monitor progress.	Improvement			31 teachers x 1.5 hours		
	Teachers will be encouraged to participate in and document two peer-observations throughout SY 2014-2015 and information/data/statistics of observations will be collected and recorded by data-analysis team.				Included above		
	LAFYM will provide Professional Development on Differentiated instruction during the course of the SY 2014-2015 .				32 teachers, 3 admin x2 hours		
				Total	\$0		

LEA Name: Rochester City School District
 School Name: 261600010000

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	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Enlist the help of student leaders (in each room) to change the current accepted culture of off-task behavior and lost instructional time. Run one bell for on-time to class. Have teachers and others assist with hallway sweeps of students to reduce tardiness to class. Adopt a school-wide behavior management system and ensure its implementation.						
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	Before the start of SY 2014-2015, school administrations will clarify the beginning and ending of class period/transition times.						
Goal #2	As per tenet 2.5, school-wide behavior management system will incorporate processes regarding tardiness and off-task behaviors in class.						
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	1. Contact bell-systems operator (Matt Seger) to adjust current bell system and have system changed in August, 2014.	Improvement			1 admin x 1 hour		
Goal #2	Before the start of SY 2014-2015, school administration will alter existing bell/timing system to run one bell for on-time to class.	Improvement			Included above		
	LAFYM will administer a bell schedule to all Staff, Students, and Parents				Included above		
	See activities for 2.5				Included above		
	Students, Teaching Staff, SSO, and Parents will agree to a classroom entry procedure that will be forced uniformly across the school program				31 teachers, 3 admin x .5 hour		
	JROTC will provide PD to staff for expectations for the Leadership Academy JROTC students.				31 teachers x 1 hour		

Total \$0

LEA Name: Rochester City School District
 School Name: 261600010000

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	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Begin with grades who are about to take a Regents exam, and create data lists for each student on skills and information they need to Master before taking the examination. Pair them with students who have perhaps some mastery of these topics to support the learning or the appropriate expanded learning time opportunity.						
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	100% of students who are taking a Regents Exam will know all the skills and knowledge necessary to pass the Exam.						
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	1. Counselors will identify students in need of additional academic services utilizing established Criteria and Protocol, Developed by the RTI team.	Improvement			1 admin, 4 teachers x 20 hours		
Goal #1	Once students are identified for additional intervention services LAFYM, SAS providers and data analysis team will aid students in the development of skills and knowledge necessary for Mastery on Regents Exams.	Parent Engagement		Title I SAS	\$53,000		
	Fallsview Academy Tutoring will inform parents of student involved in the extra academic service program.			Title I SAS	Included above		
				Total	\$53,000		

LEA Name: Rochester City School District
 School Name: 261600010000

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	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide PD on Control Theory, particularly in the educational setting (or a similar program). Teachers would profit from sessions about what drives behavior in adolescents in order to understand why students deviate from the school's strongly worded vision and expectations for them, and the obvious ramifications of their negative behavior for self and others. Understanding how those motivations might be channeled in a more productive manner for many students would help achieve the school's goals for the 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	Continue to improve school wide behavior management plan, incorporating Positive Behavioral Intervention Systems Materials and Rules and Procedures for daily attendance and tardiness to class, to decrease incidences of tardiness and noncompliance to behavioral expectations by 15% from the beginning to the end of SY 2014-2015.						
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	1. Administration will contact office of PD to create a schedule of professional development activities.	Improvement			1 admin x 0.5 hours		
	Specific times will be scheduled during the school year for PD's on Understanding adolescent male behavior.				Included above		
	See Activities from 2.5				Included in Tenet 2.5		
	Continue to reach out and develop mentor partnerships with community agencies.				3 admin x 80 hours		
				Total	\$0		

LEA Name: Rochester City School District
 School Name: 261600010000

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	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -							
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1							
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
				Total	\$0		

LEA Name: Rochester City School District
 School Name: 261600010000

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	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Think about a parent survey and what effective two-way communication might look like in terms of requesting thoughts and feedbacks through email, a short written response returned with a student or by phone on several issues each year.						
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	Increase school and parent communication for the 2014-2015 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	Have the office of Parent Engagment provide a workshop for LAFYM Parents and Teachers on effective two way communication.	Parent Engagement			1 parent liaison x 4 hrs x 180 days		
	Home-School Assistant will work with parents to develop and organize Parent / Coffee & Principal hour to develop two-way communication addressing parents' thoughts and feedback, email communications, and short written responses from parents once-monthly during SY 2014-2015.				Included above		
	Home-School assistant will create, develop, and organize once-monthly meetings; 2. Dates/Times will be shared with teachers and parents via School Newsletter				Included above		
	LAFYM will provide a Parent Workshop during the Summer Program for the incoming 7th and 9th grade parents.				Included above		
	LAFYM will provide a College Night for the 7th and 8th grade students.				Included above		
				Total	\$0		

LEA Name: Rochester City School District
 School Name: 261600010000

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 6.5 - The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	When feasible, look at programs which other Rochester schools have implemented to assist with family needs such as eye glass programs and referrals to agencies which connect those in need to appropriate services, although this is often difficult to discover.						
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	LAFYM will plan to become a school based medical center for the up coming 2015-2016 school year.						
Goal #2	LAFYM will provide an opportunity for student support staff to become proficient in their knowledge of community support services for children.						
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.
	Home-School Assistant, School Social Worker, and School Counselors will research and investigate resources (such as eye glass programs and agency referrals) to connect students in need of services with available local and community programs during SY 2014-2015.				Included in Te net 6.4		
	LAFYM will provide brochures and community outreach materials for parents and students to encourage access and utilization of those services.				Included in Te net 6.4		
	LAFYM will contact outside agencies to Provide PD for all of the school support staff.				Included in Te net 6.4		
				Total	\$0		

LEA Name: Rochester City School District

School Name: 261600010000

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
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
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).				\$0
SOP 2.3 - Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.				\$0
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
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).				\$0
Tenet 3 as a Whole				\$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
SOP 3.2 - The school leader ensures and supports the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.				\$0
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.				\$0
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.				\$0
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.				\$0
Tenet 4 as a Whole				\$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
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.				\$0
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.				\$0
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
SOP 4.5 - Teachers inform planning and foster student participation in their own learning by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).				\$0

LEA Name: Rochester City School District

School Name: 261600010000

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
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
SOP 5.2 - The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.				\$0
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.				\$0
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.				\$0
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.				\$0
Tenet 6 as a Whole				\$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
SOP 6.2 - The school leader ensures that regular communication with student and families fosters their high expectations for student academic achievement.	Mailing short and long term progress reports with their reports cards	Parent meetings with identified students		#VALUE!
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
SOP 6.4 - The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.				\$0
SOP 6.5 - The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.				\$0
BUILDING TOTALS	\$0	\$0	\$0	\$0

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

Yes