

APPENDIX 9:
The Path Forward Summary Reports



THE PATH FORWARD

Summary Reports



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Overview of the Path Forward Process

In response to parent interests, the need for equitable access to (high) quality programs that provide educational opportunities for all learners, the community's interest in greater engagement in our schools and Leadership's commitment to our Community, the Rochester City School District (RCSD) Board of Education requested a comprehensive analysis regarding student assignment and school improvement. The District developed the Path Forward to study enrollment trends, demographics, managed choice, feeder patterns, placement zones, neighborhood schools, and regional schools.

A team comprised of executive staff from all areas of the District and partners from the City of Rochester set out to develop a ten-year Educational and Facilities Master Plan for the RCSD.

The Path Forward is a dynamic and strategic process to ensure coherence and equity between educational programs in the schools, grade-level configurations, grade-level enrollments, twenty-first century school facilities, and long-range planning.

The Path Forward is an opportunity to reimagine how Rochester students learn. This includes the creation of a strategic framework for facilities investments and instructional reforms that are aligned with the District's educational vision.

The Path Forward addresses three major questions:

- How do we make every school a high quality school?
- What do our graduates need to prepare for future careers and success?
- How should we organize our schools, feeder patterns, academic programs and services to reduce transitions and build coherence?

Six subcommittees of the Path Forward Team were established to address the above. They are as follows:

- Educational Planning
- School Design
- Demographics/Assignment/Data
- Finance
- Community Engagement
- Communications

The Path Forward work processes were framed in four phases:

- Phase 1: Summer 2017 – Involve comprehensive data gathering: enrollment and demographic trend analysis, current facilities and seat capacity review, academic overview, special education and bilingual programs and services assessments.
- Phase 2: Fall 2017 – Concentrate on District community engagement: This includes neighborhood, community and school conversations and public engagement activities across zones and constituencies.
- Phase 3: Early winter 2017 – Communicate preliminary findings – Path Forward Team will outline and report findings and begin to generate options for the community and Board of Education consideration.
- Phase 4: Winter/Spring 2018 – Disseminate associated recommendations and announcements related to Path Forward decision points. Early implementation begins with a focused, forward-facing time line.

Demographics Report

In July 2017, a Demographics Work Team of Rochester City School District (RCSD) and City of Rochester personnel was established with the express intent of examining comprehensive demographic and enrollment trend data from both the RCSD and City of Rochester. The resulting Demographic Report is intended to strategically inform the Path Forward Plan's comprehensive efforts. The Report examines key factors that influence District enrollment that include: the population/age/race in enroll. Some of these factors include the population/age/race structure of Rochester's overall population, the number of District students classified as Students with Disabilities (SWD), and English Language Learner (ELL), projected PreK seat needs, and the impact of charter school growth. Important data sets used in this Report include census information, District enrollment, neighborhood boundaries, student placement zones/geocodes; City of Rochester Vacant Properties, Crime and Population data sets.

Demographic Report Findings

- Charter schools draw significant numbers of school-age children away from District schools;
- Despite the expansion of PreK program availability and parallel seat capacity, overall enrollment has declined as a result of significant drops in middle- and high-school enrollment, likely reflecting a pattern of families exiting the City or leaving District schools once children complete elementary grades;
- Reduced birth rates, shrinking City population and changing age structures are slowing the natural growth of student enrollment;
- Student residence shows visible racial segregation between Black and Latino students and White students;
- Demand for ELL programs and services continues to grow due to the increase in Hispanic population and new immigrant students;
- The number of SWD students as well as self-contained specialized services sections has increased proportionally and in absolute terms, which has necessitated an increase in classroom space needed, thus directly impacting school seat and program availability;
- School placement boundaries (geocodes and zones) are not well-aligned with corresponding school building locations and seat capacity;
- The number of schools available in each of the four city quadrants does not seem to align well with the concentration of student population (needs) in respective areas, especially in the northwest quadrant;
- Public libraries and city recreation centers are not well positioned to serve the areas where RCSD students are most heavily concentrated, particularly in the city's northeast and southeast quadrants;
- There is a marked difference between the demographic makeup of the City of Rochester and that of the District's school-aged children;
- Rochester's population continues to decline, including within the age groups that impact PreK-12 enrollment.
- RCSD student homeless population has quadrupled over the past 8 years.

Demographic Findings by City Quadrants

The City of Rochester, a key partner in this work, provided the following demographic findings by the four quadrants in the city. This analysis sheds light on the characteristics and classification status of enrolled students and subgroups such as information on students' immigration status, SWD status, free

and reduced price lunch status, ELL status, attendance, and NYS test performances, by city quadrants.

The city's northeast and northwest quadrants have seen a higher concentration of District students than the southeast and southwest quadrants. However, the number of schools available in each of the four city quadrants does not align well with the concentration of student population in respective areas, especially in the northwest quadrant. There is clearly a heavy concentration of District students in the city's northwest quadrant, and yet there are only 8 elementary or PreK-8 schools (including one citywide school) available for students residing in this quadrant. Similarly, the southeast quadrant has a much lower concentration of District students than the northwest quadrant, yet the number and choice of elementary or K-8 schools available are comparable to those in the northwest quadrant. Public libraries and city recreation centers are not well positioned to serve the areas where RCSD students are most heavily concentrated, particularly in the city's northeast and southeast quadrants. The 8,426 students residing in the northeast quadrant share one public library and three recreation centers; whereas, the 4,376 students living in the southeast quadrant can access four different libraries and nine recreation centers. In order for the District's community school model to work, supporting services such as libraries and recreation centers should be included.

Projections of District Enrollment

A key result of the demographic report are projections for overall student population, with a special focus on subgroups such as ELL and SWD. Enrollment projections are estimates of future registrants based on historical trend data and other applicable information. It is important to note that information contained in this report is point-in-time, and as a result, consistent review and updating are necessary for decision points. District enrollment projections are prepared annually in an effort to adjust for changes in demographic trends and educational programming. Projections are made for the following school year to help guide in budget, staffing, program development, and facility planning. Long-term projections are also developed to assess the impact of major demographic changes and growth on programs and facilities.

Projections in this report have been developed using the Cohort Survival Analysis Method. This method calculates the growth or decline of registrant trends between grade levels over a period of three years based on the ratio of students who attend each of the subsequent years, or the "progression rate." This ratio is then applied to the incoming class to calculate the trends in that class as it "moves" or graduates through the (school) system. Table 1 represents the models actions of projected population for each grade level. Note that in the case of kindergarten and first grade, a multiplier rate is applied to the number of live births five and six years previous, to project the enrollment. Pre-kindergarten enrollments are projected at a constant number based on anticipated state and local funding. Both the methodology and format are those prescribed by the New York State Education Department. Adjustments for charter school impact are added after applying the cohort survival analysis.

Based on historical enrollment patterns, progression rates have been developed to project likely enrollment for future years. The Progression Rate takes into account the number of students passing a grade and progressing into the next grade level. Also included are new students entering the District, students leaving the District, students being retained in the same grade, and major demographic trends. This makes the Progression Rate methodology comprehensive and accurate. Progression rates are adjusted annually in an effort to track changes and trends. For the examination of the ratio of live-births-to-kindergarten enrollment, live birth data for the past 15 years and kindergarten enrollment for the past ten years has been used. For example, a child born in 1990 would enroll in kindergarten at the age of five in 1995. Therefore, in this analysis, a review and comparison of how many children are enrolled in kindergarten as compared to the number of children born in the area five years prior to a particular

school year is conducted to guide the projection process.

The report predicts that the overall student population of the District will decrease steadily over the next ten years, noting that the rate decrease varies by grade level. SWD and ELL enrollments are projected to increase in absolute terms and as a percentage of total enrollment.

Rochester City School District												
2017-2018 to 2026-2027 Enrollment Projections												
Grade	2016-2017	Progression	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	Enrollment	rates yr avg. ³	{LB 2012}	{LB 2013}	{LB 2014}	{LB 2015}	{LB 2016}	{LB 2017}	{LB 2018}	{LB 2019}	{LB 2020}	{LB 2021}
Live Births	3,305		3,269	3,322	3,239	3,300	3,300	3,300	3,300	3,300	3,300	3,300
K	2,190	69.88%	2,209	2,321	2,306	2,306	2,306	2,306	2,306	2,306	2,306	2,306
1st	2,235	70.46%	2,279	2,303	2,282	2,282	2,325	2,325	2,325	2,325	2,325	2,325
2nd	2,373	96.22%	2,151	2,193	2,216	2,196	2,196	2,237	2,237	2,237	2,237	2,237
3rd	2,325	96.64%	2,293	2,079	2,119	2,142	2,122	2,122	2,162	2,162	2,162	2,162
4th	2,372	97.03%	2,256	2,225	2,017	2,056	2,078	2,059	2,059	2,098	2,098	2,098
5th	2,090	88.39%	2,097	1,994	1,967	1,783	1,817	1,837	1,820	1,820	1,854	1,854
6th	1,916	96.43%	2,015	2,022	1,923	1,897	1,719	1,752	1,771	1,755	1,755	1,788
7th	1,793	91.43%	1,752	1,842	1,849	1,758	1,734	1,572	1,602	1,619	1,605	1,605
8th	1,819	97.25%	1,744	1,704	1,791	1,798	1,710	1,686	1,529	1,558	1,574	1,561
Kindergarten - Grade 8 Sub-Total	19,113		18,796	18,683	18,470	18,218	18,007	17,896	17,811	17,880	17,916	17,936
9th	2,746	140.37%	2,553	2,448	2,392	2,514	2,524	2,400	2,367	2,146	2,187	2,209
10th	2,061	72.85%	1,875	1,860	1,783	1,743	1,831	1,839	1,748	1,724	1,563	1,593
11th	1,496	73.78%	1,521	1,383	1,372	1,315	1,286	1,351	1,357	1,290	1,272	1,153
12th	1,560	98.78%	1,478	1,502	1,366	1,355	1,299	1,270	1,335	1,340	1,274	1,256
Grade 9 - 12 Sub-Total	7,863		7,427	7,193	6,913	6,927	6,940	6,860	6,807	6,500	6,296	6,211
K - 12 TOTAL	26,976		26,223	25,876	25,383	25,145	24,947	24,756	24,618	24,380	24,212	24,147
<i>Prekindergarten</i>												
4 year olds - agency based	1,164		1,164	1,164	1,164	1,164	1,164	1,164	1,164	1,164	1,164	1,164
3 year olds - agency based	859		859	859	859	859	859	859	859	859	859	859
3 yr olds - District school based	274		274	274	274	274	274	274	274	274	274	274
4 yr olds - District school based	927		927	927	927	927	927	927	927	927	927	927
Total Prekindergarten	3,224		3,224	3,224	3,224	3,224	3,224	3,224	3,224	3,224	3,224	3,224
DISTRICT TOTAL	30,200		29,447	29,100	28,607	28,369	28,171	27,980	27,842	27,604	27,436	27,371
DISTRICT TOTAL (IN DISTRICT MANAGED FACILITIES)	28,177		27,424	27,077	26,584	26,346	26,148	25,957	25,819	25,581	25,413	25,348

Table 1

The District has experienced a general downward trend in elementary enrollment which is suggestive of and is related to the expansion of charter schools targeting these grades. Enrollment in grades 9-12 is projected to decline to 7,427 in the next school year, a reduction of 436 students. By 2026-27, overall high school enrollment is projected to decline to 6,211 students.

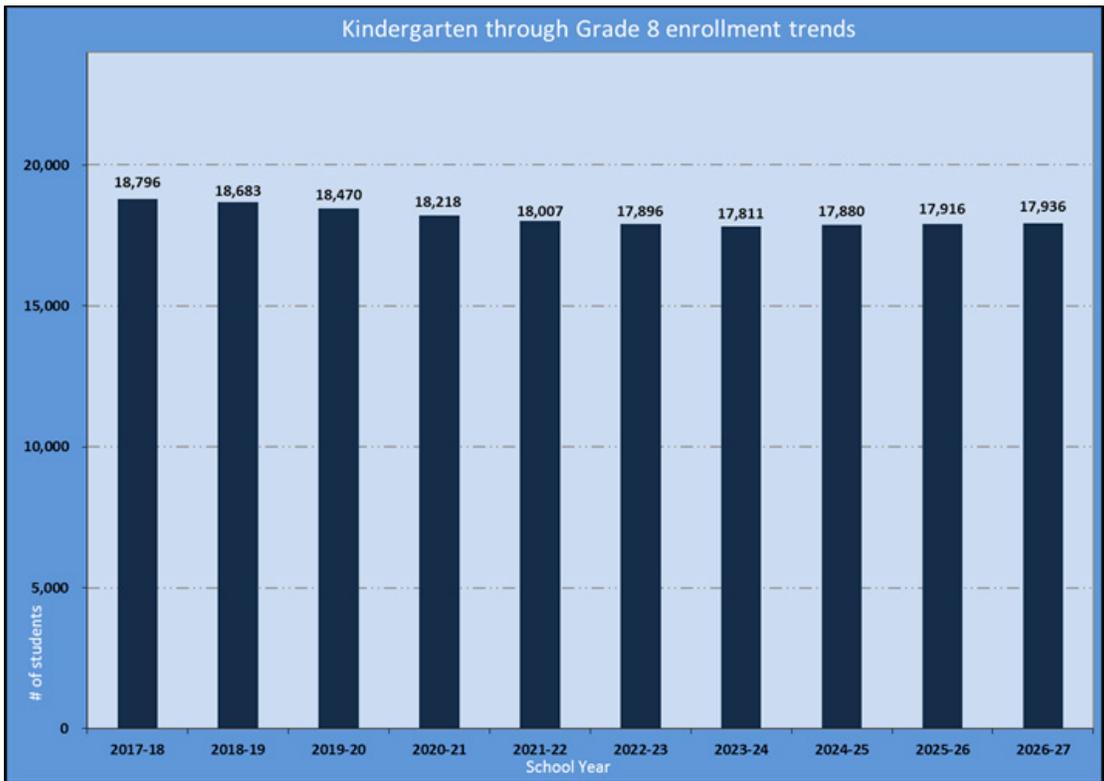


Table 2. Source: RCSD Capital Improvement Program 2017

The number of District students classified as SWD is projected to increase by 17%. The number of students designated ELL is projected to increase by 16%. As overall District enrollment is projected to decrease, both ELL and SWD enrollment is projected to continue to increase as a percentage of total enrollment.

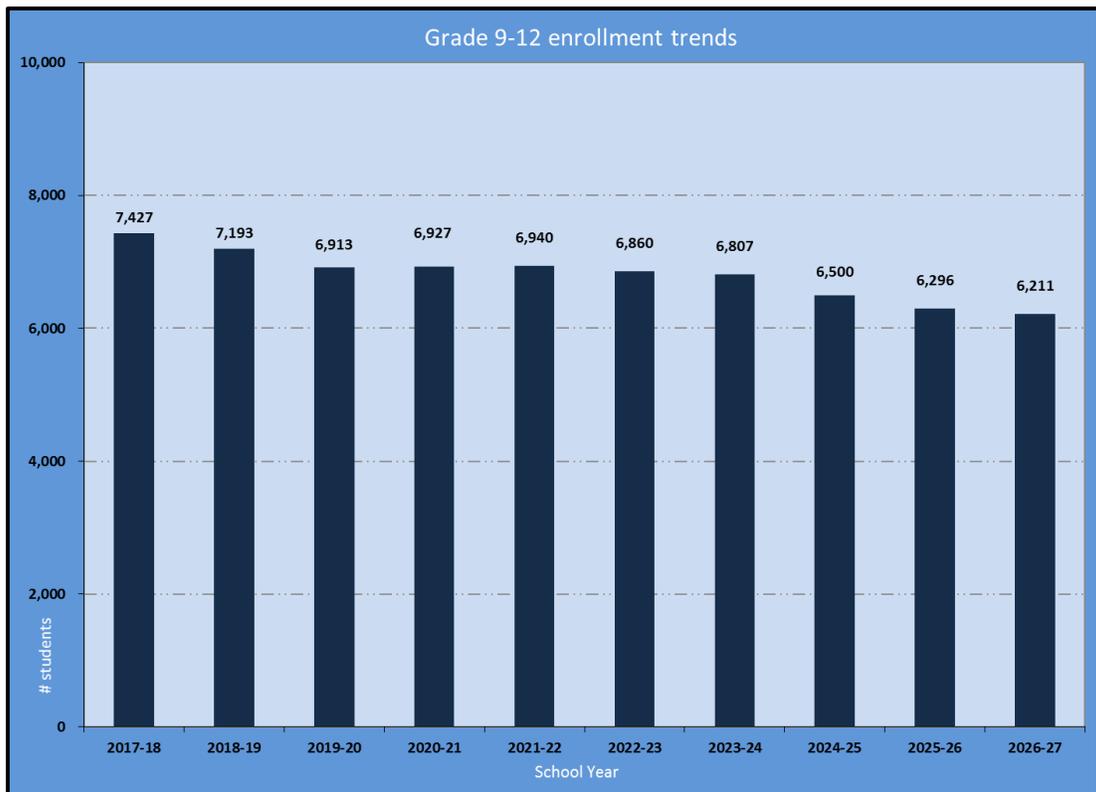


Table 3. Source: RCSD Capital Improvement Program 2017

SWD and ELL enrollment will increase over the next ten years

Rochester City School District
2017 - 2018 to 2026 - 2027 Enrollment Projections
Special Education Enrollment Projections

Grade	2016-2017	% of Population or Progression Rate	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	Enrollment		(LB 2012)	(LB 2013)	(LB 2014)	(LB 2015 Assumed)	(LB 2016 Projected)	(LB 2017 Projected)	(LB 2018 Projected)	(LB 2019 Projected)	(LB 2020 Projected)	(LB 2021 Projected)
Live Births	3,305		3,269	3,322	3,239	3,300	3,300	3,300	3,300	3,300	3,300	3,300
K	355	10.85%	355	360	351	358	358	358	358	358	358	358
1st	368	11.54%	381	377	383	374	381	381	381	381	381	381
2nd	473	113.05%	416	431	426	433	423	431	431	431	431	431
3rd	479	110.95%	525	462	478	473	480	469	478	478	478	478
4th	493	111.23%	533	584	514	532	526	534	522	532	532	532
5th	467	102.32%	504	545	598	526	544	538	546	534	544	544
6th	420	102.36%	478	516	558	612	538	557	551	559	547	557
7th	362	91.99%	386	440	475	513	563	495	512	507	514	503
8th	365	96.42%	349	372	424	458	495	543	477	494	489	496
9th	628	167.87%	613	586	624	712	769	831	912	801	829	821
10th	386	62.56%	393	383	367	390	445	481	520	571	501	519
11th	202	60.53%	234	238	232	222	236	269	291	315	346	303
12th	243	94.44%	191	221	225	219	210	223	254	275	297	327
Subtotal	5,241		5,358	5,515	5,655	5,822	5,968	6,110	6,233	6,236	6,247	6,250
Elementary Ungraded	94	100.00%	104	104	104	104	104	104	104	104	104	104
Secondary Ungraded	186	100.00%	180	180	180	180	180	180	180	180	180	180
TOTAL	5,521		5,642	5,799	5,939	6,106	6,252	6,394	6,517	6,520	6,531	6,534

Table 4.

Rochester City School District
2017 - 2018 to 2026 - 2027 Enrollment Projections
English Language Learner Enrollment Projections

Grade	2016-2017	% of Population or Progression Rate	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	Enrollment		(LB 2012)	(LB 2013)	(LB 2014)	(LB 2015 Assumed)	(LB 2016 Projected)	(LB 2017 Projected)	(LB 2018 Projected)	(LB 2019 Projected)	(LB 2020 Projected)	(LB 2021 Projected)
Live Births	3,305		3,269	3,322	3,239	3,300	3,300	3,300	3,300	3,300	3,300	3,300
K	263	8.38%	274	278	271	277	277	277	277	277	277	277
1st	309	9.20%	304	301	306	298	304	304	304	304	304	304
2nd	363	108.70%	336	330	327	333	324	330	330	330	330	330
3rd	337	103.58%	376	348	342	339	345	336	342	342	342	342
4th	308	110.81%	373	417	386	379	376	382	372	379	379	379
5th	260	98.25%	303	366	410	379	372	369	375	365	372	372
6th	331	104.17%	271	316	381	427	395	388	384	391	380	388
7th	283	96.48%	319	261	305	368	412	381	374	370	377	367
8th	317	105.76%	299	337	276	323	389	436	403	396	391	399
9th	436	153.02%	485	458	516	422	494	595	667	617	606	598
10th	305	68.49%	299	332	314	353	289	338	408	457	423	415
11th	147	68.91%	210	206	229	216	243	199	233	281	315	291
12th	169	97.21%	143	204	200	223	210	236	193	226	273	306
Subtotal	3,828		3,992	4,154	4,263	4,337	4,430	4,571	4,662	4,735	4,769	4,768
Elementary Ungraded	17	100.00%	17	17	17	17	17	17	17	17	17	17
Secondary Ungraded	56	100.00%	51	51	51	51	51	51	51	51	51	51
TOTAL	3,901		4,060	4,222	4,331	4,405	4,498	4,639	4,730	4,803	4,837	4,836

Table 5.

Building and Seat Capacity

In accordance with Board of Education (BOE) resolutions, the RCSD Educational Facilities Department and SWBR performed an extensive analysis to document the current (2017-18) use of the instructional spaces in RCSD's 50 school buildings. These current programs and grade level configurations were used to calculate the "Current Use Capacity" for each School.

The current use capacity was calculated by taking the total quantity of capacity generating classrooms and multiplying that by the RCSD classroom capacity and then multiplying that by a utilization factor; 100% for Pre-K – 6, 90% for 7th – 8th, and 85% for 9th – 12th. (Refer to the Current Use Capacity calculation methodology later in this report for a more detailed description of this methodology).

The following schools are currently vacated for RSMP Construction (School Building 1 [15], School Building 7, School Building 16, and Monroe) and were assigned a current use capacity of 0. The capacity for those schools in swing spaces was calculated based on the swing space as currently used.

Current Use Capacity to Enrollment summary

The overall Current Use Capacity of the Rochester City School District is as follows:

Grade Level	2017-18 Capacity	2017-18 Enrollment	% Capacity Utilization (Enrollment/Capacity)
Pre-K – 6	19,595	16,378	84%
7 – 12	14,805	11,491	78%
Total Pre-K - 12	34,400	27,869	81%

There are many factors that impact the numeric % Capacity Utilization including the individual school program, its overall size and grade level organization, whether the school is in Receivership and whether the program is in swing space. These factors are described below.

Current Use Capacity to Enrollment breakdown by School

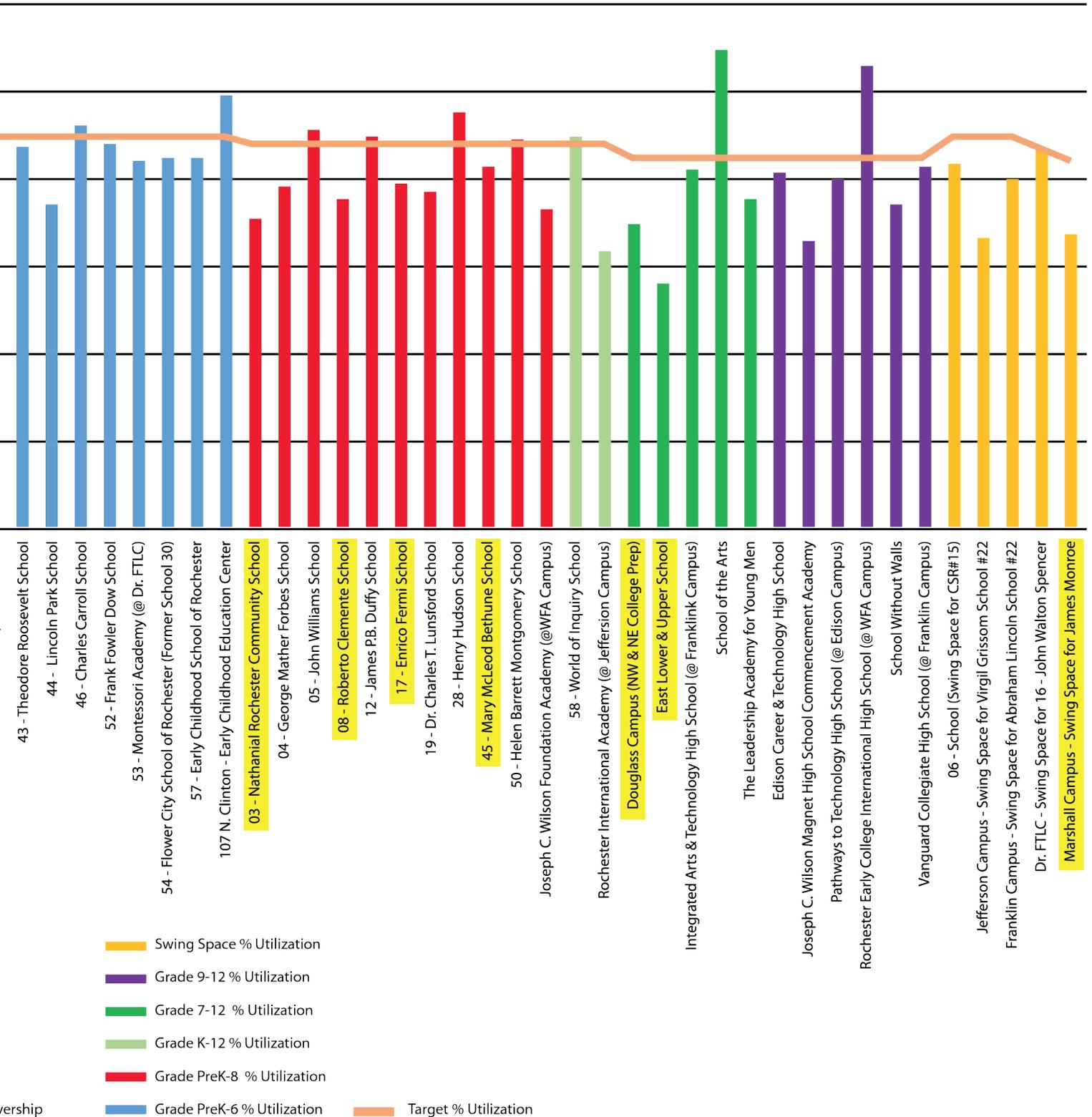
The Enrollment to Capacity fit varies by School Program as illustrated by the graph on the following page. This graph groups the schools into Pre-K – 6, Pre-K – 8, K – 12, 7 – 12, 9 – 12, and schools temporarily housed in swing space. (See chart to the right. *(See chart to the right)*)

Many schools have programs designed to serve a specialized population in addition to the general population

These specialized programs include English as a New Language (ESOL - transitional Bi- Lingual, Dual Language, LEAP) and programs for Students with Disabilities (SC Special Education, Integrated Co-Teaching, Consultant Teacher, Resource Room, Autism, STEPS and other specialized programs). The program diversity within individual schools often requires separate strands for the specialized programs. These strands run from K – 6 and 7 – 12 to provide continuity of program. The sub-set of seats available within these specialized programs must be considered as students are placed. This often results in lower % classroom capacity utilization.

Schools in Receivership impact utilization

rollment/Capacity + % Utilization (Fill Rate)



Of note, enrollment and student assignments are managed differently for Schools in Receivership. This may result in a lower than average % classroom capacity utilization for those schools. Schools currently in Receivership: Schools 3, 8, 9, 17, 41, 45, East Lower & Upper, Monroe, and NE College Prep, as outlined. School 19 is a Priority School and School 22 is a Focus School.

Swing Space impacts utilization

At the end of the 2017-18 school year, portions of the following schools will be used and available for use as swing space: Jefferson Campus, Marshall Campus, Franklin Campus (Abraham Lincoln School #22) and Dr. Freddie Thomas Learning Center. In addition, substantial portions of Edison and East will be vacated to accommodate the RSMP work at those schools. This swing space is essential for implementation of the current and future RSMP phases. The High School focus of phase 3 of the RSMP will require sufficient High School swing space either off campus or by vacating substantial portions of the school to create swing space within the building.

Current Use Capacity to Enrollment breakdown by grade level grouping

The Enrollment to Capacity fit varies by grade level grouping (Pre-K, Kindergarten, Primary grades 1 – 3, Intermediate grades 4 – 6, Junior High School grades 7 – 8, Senior High School grades 9 – 12, self-contained ESOL, and self-contained Special Education).

Grade Level	2017-18 Capacity (# of Students)	2017-18 Enrollment (# of Students)	% Capacity Utilization (Enrollment / Capacity)
Pre-K (District Based)	1,458	1,234	85%
Kindergarten	2,200	1,904	87%
Grades 1 – 3	6,732	6,237	93%
Grades 4 – 6	7,358	5,656	77%
K – 6 ESOL (Separate)	270	155	57%
K – 6 SC Special Ed	1,357	1,192	88%
Unassigned classrooms	220	0	NA
Sub-Total Pre-K – 6	19,595	16,378	84%

Grade Level	2017-18 Capacity (# of Students)	2017-18 Enrollment (# of Students)	% Capacity Utilization (Enrollment / Capacity)
Grades 7 – 8	4,133	3,073	74%
Grades 9 – 12	8,735	7,082	81%
7 – 12 ESOL (Separate)	612	207	35%
7 – 12 SC Special Ed	1,207	1,115	92%
Unassigned classrooms	119	0	NA
Sub-Total 7 – 12	14,806	11,477	78%
Total Pre-K - 12	34,374	27,869	81%

Note that the Primary grade levels and the SC Special Education have enrollments that are 87% - 93% of the capacity. These are the grade levels & programs that often require the most flexibility to accommodate changes as they develop during the year, therefore, some degree of head room is desirable.

Note also that the Intermediate grade level enrollment is lower than the Primary grade level enrollment, while the Intermediate grade level classroom capacity (26 students) is larger than the Primary grade level classroom capacity (22 students). This jump in classroom capacity at grade 4 where there is no intentionally planned “entry point” into the school results in a lower % capacity utilization at the Intermediate grade levels as the cohort of student’s progress through the school.

Current Use Capacity by School Choice Zone

Grade Level	2017 - 18 Capacity			
	Northwest	Northeast	South	Citywide
Pre-K - 6	3,612	7,441	4,883	3,659
Grades 7 - 12	153 (7-8 only)	798 (7-8 only)	842 (7-8 only)	13,012
Total Pre-K - 12	3,765	8,239	5,725	16,671

The distribution of capacity by zone will take on increasing importance if the District moves to a stricter adherence to the school choice policy. The high mobility of the population would result in more transfers as students move from one zone to another.

The options developed for revisions to the school of choice policy should consider the space implications resulting from families that move one or multiple times during the school year. The high mobility of RCSD’s population and potential changes to policies regarding school choice and student transfers would impact the capacity utilization analysis going forward. Strict adherence to the school choice zones without exception will require more student transfers and will require capacity to be set aside to accommodate this mobility.

In addition, a move to stricter neighborhood attendance boundaries will require a detailed demographic analysis with enrollment projections broken down by individual attendance zone. Additional classrooms for enrollment flexibility will become increasingly important if the District moves to stricter neighborhood attendance boundaries. The geographic distribution of specialized programs should also be informed by the detailed demographic analysis, so that the locations of the specialized programs are appropriate to address the demand.

Impact of 21st Century Learning Environments on Capacity

The physical reconfiguration needed to create a 21st century learning environment will create a lower capacity per gross square foot of building area. In addition, the intentional increase in spaces for community use, Health and Dental clinics, and other agency partners will affect capacity.

The State of Massachusetts has developed educational space standards to meet “realistic, contemporary and future-oriented educational program goals.” We have applied this industry recognized gross square foot per student standard to calculate the “21st Century Capacity” of RCSD’s facilities (excluding leased facilities).

Grade Level	2017-18 Current Use Capacity	21st Century Capacity	Difference
Pre-K - 6	10,767	9,065	<1,702>
Pre-K - 8	9,011	7,828	<1,183>
K - 12	2,307	2,146	<161>

7 - 12	8,237	9,819	1,582
9 - 12	3,304	3,729	425
Total Pre-K - 12	33,626	32,588	<1,038>

Developing the existing Elementary Buildings into 21st Century Learning would reduce the Elementary Capacity. Many of the High School Buildings are large and contain sufficient space to develop using 21st Century Learning Environments.

Note that the New York State Education Department Planning Standards and Building Aid regulations are not aligned to support the reconfiguration required to create 21st Century Learning environments. This lack of alignment will result in substantial decreases in building aid as well as challenges relative to the facility requirements of the NYSED Planning Standards.

21st Century Learning Environments also require a “culture” shift to support the highly collaborative and interactive teaching and learning approaches.

Observations

1. The Elementary and K-8 % classroom capacity utilization is appropriate, particularly considering the higher % classroom capacity utilization at the K - 3rd grade levels.
2. The 7 - 12 grade % classroom capacity utilization is variable, with certain secondary schools being enrolled beyond capacity and others enrolled significantly below their capacity. In aggregate, the % classroom capacity utilization of the secondary schools could be increased to 85% and remain reasonable, however RCSD should consider the educational needs and preferred enrollment for each individual secondary school program when determining the desired capacity. A high % classroom capacity utilization does not translate to program effectiveness. The overall educational needs of each school including the diversity of course offerings and pathways, innovative approaches, intervention strategies, enrichment opportunities must be considered.
3. Other observations include:
4. The increase in classroom capacity from 3rd Grade (22 students) to 4th Grade (26 students) results in a drop in % class size utilization as the cohort of students advance from 3rd grade to 4th grade. The K - 3rd grade % classroom capacity utilization is 92% and the grade 4th - 6th grade % classroom capacity utilization is 78%.
5. Many of RCSD’s older school buildings have sub-standard sized classrooms. RCSD’s Classroom Capacity is not adjusted for sub-standard sized classrooms.
6. RCSD uses the same classroom capacity for integrated Special Education approaches such as Integrated Co-Teaching (ICoT), Consultant Teacher (CT) as are used for general education. Such integrated approaches require additional staff in the classroom and sufficient areas for individualized instruction. RCSD’s Classroom Capacity is not adjusted for integrated Special Education approaches.
7. Limited English Proficient Students receive instruction in a variety of English as a New Language (ENL) programs such as Transitional Bi-Lingual, Dual Language and Learning English through Academic Program (LEAP). RCSD’s Classroom Capacity is not adjusted for these ENL programs. A classroom capacity of 15 was used for substantially separate LEAP programs such as the Rochester International Academy.
8. Students do not arrive in consistent homogeneous groups of 22 or 26. Schools with General Education, ICoT and/or CT and Bi-lingual strands must maintain a complete strand for each cohort grouping. This often results in lower % classroom capacity utilization.
9. The demand for non-capacity generating rooms for needed programs and services (e.g.: reading teachers, intervention, OT/PT, resource rooms, restorative practices, agency partnerships) is has

been steadily increasing, and is expected to continue.

10. Not all buildings have sufficient space for all needed programs. Creating these spaces will require freeing up capacity-generating classrooms for these non- capacity-generating rooms.
11. Currently, 30 Modular (transportable) classrooms account for a capacity of approximately 660 - 780. At the conclusion of Phase 2 of the RSMP, 12 of these modular classrooms will have been eliminated and replaced with new space. Eliminating the remaining 18 modular classrooms would reduce the Current Use Capacity by an additional 400 - 460.
12. Sub-standard basement classrooms throughout the District have a capacity of approximately 330 - 390. Eliminating these sub-standard basement classrooms would reduce the Current Use Capacity by this amount.
13. Full-size classrooms are sometimes used for functions that could be accommodated in smaller spaces, but the lack of such smaller spaces necessitates the use of the full-size classrooms for these functions. Strategic alterations could be undertaken to create appropriately sized spaces and “free up” additional full-size classrooms.
14. Over enrolled schools are forced to place different and sometimes competing functions in the same room (e.g.: Art and Music). Creating separate rooms for these functions will require freeing up capacity-generating classrooms.
15. The ongoing RSMP and the need for swing space will continue to impact the Capacity of the District. Schools under construction this year will open next year, and a new round of schools will be taken off line and moved into swing space. The District must account for sufficient Elementary and Secondary swing space in all options proposed for BOE consideration.
16. RCSD currently places approximately 774 students at Out-of-District schools (such as BOCES). Most of these students are Students with Disabilities needing specialized services. Additional Capacity will be needed if the District moves to provide the specialized services to these students in District. Approximately 90 - 100 additional self-contained special education classrooms would be required to accommodate all Out-of-District placements

Conclusion

RCSD has sufficient capacity for its current use. Some opportunities exist for room consolidation and /or de-compression that would affect capacity and should be evaluated as part of future planning. Adjustment should be made at over enrolled buildings to relieve the doubling up of uses. RCSD should not close any additional Elementary school buildings at this time for the following reasons:

- K - 3rd grade classrooms and Self-contained Special Education classrooms are currently at a high % capacity utilization.
- Buildings are needed for Swing Space to allow the District to modernize its facilities.
- Changes to the Elementary School Choice policy, zones and attendance boundaries need to be coordinated with the available building capacity. Eliminating capacity before changes to this policy are determined will limit options.
- Changes to Educational Program including 21st Century Learning models require more gross square feet / student at the Elementary level than the Current Use model.

The Northwest Elementary School choice zone does not have sufficient Elementary capacity to meet the needs of the Northwest zone school-aged population. Strict adherence to the school choice zones will require additional Elementary capacity in this zone. City Wide schools can provide flexibility to address zone-by-zone enrollment capacity issues.

Further elimination of modular classrooms and sub-standard basement classrooms will reduce the

Pre-K–6 capacity by approximately 700–850 students.

Sufficient capacity should be maintained for flexibility at the K–3rd grade levels and self contained Special Education sections to allow Student Equity and Placement to accommodate unplanned needs.

High school target enrollments should be informed by the specific needs of the students programmatic access, in addition to the physical operating capacity of the building.

Community Engagement

As part of Path Forward, District ambassadors facilitated nearly 50 engagements in fall and winter of 2017. Some were large group engagements, and others were small school/community conversations. After analyzing the information from these scheduled engagements, specific themes clearly emerged in feedback provided by the community, parents, and students.

MATERIALS AND METHODS

Questions for the conversations were centered around key topic areas as coordinated by the Path Forward Team. These topic areas were pulled from previous surveys and a 100 - day listening tour. The same questions were asked at all of the community engagements in order to be consistent with data collection. All data was recorded on flip charts. While demographic data was not obtained, it could be extracted from a summit and other sessions held by the District, and results were consistent.

STUDENT SUMMIT

Over 200 students in grades 9-12 met on September 29th at the School of the Arts to engage in conversation about innovation of future schools. This was the first public engagement of the Path Forward Project. The District captured student voice as the principle component for designing processes around students needs and the education system. Student feedback and voice were captured in sessions on various topics that included: school choice, academics, school climate, classroom redesign, transportation, racial equity, and community involvement/access to jobs.



Students expressed that teacher quality could either be the number one barrier to learning or the essential key to their success. When asked what traits made a good teacher, from their experience they provided the following:

- cultural competence
- willingness to go out to the community
- understanding of mental health and how trauma impacts learning
- respectfulness
- ability to individualize attention (and instruction)
- the ability to create culturally relevant assignments



Students spoke extensively about the learning experiences they value most and the types of learning environments they prefer. One student stated, “I need individualized learning experiences,” while another shared, “A good classroom promotes interactions between students and teachers.”

Primarily, students expressed a desire for schools to be a positive, safe and welcoming environment. Students also shared their interest in the District expanding access to Advanced Placement courses (AP) and having relationships outside of schools which would provide

opportunities for more in-depth learning experiences (i.e. internships, externships and work studies). Additionally, students shared the interest and need of the importance of having better supports at the elementary level to address achievement gaps before getting to secondary schools. They further reinforced the interest and need of ensuring culturally relevant curriculum.



QUADRANT ENGAGEMENTS

Facilitated by City of Rochester Office of Innovation partner, Luticha Doucette, the discussions at each quadrant session were engaging, full of candor, and straightforward. Essential themes arose out of the community engagements as follows:

Of all topics, racial equity was a reoccurring theme. Overall, community members shared there often seems to be a disconnect with teachers and staff regarding racial equity. Community members nearly unanimously shared that they feel unwelcome and there seems to be prevalent racial bias within our school community. To achieve racial parity, the community would like to employ more teachers of color, either homegrown, nationally, or pulling from the recent crisis in Puerto Rico. Residents also spoke about the importance of offering incentives for recruitment, while students felt that racial inequity led to poorer outcomes for students.

Nationally, several studies show that racial inequity leads to poorer outcomes for minority students. Community members also shared that the current curriculum is not culturally relevant and advised on the need for more racial equity professional development. Those part of engagements also shared that



knowledge of and experience with cultural relevance and cultural competency tied into a positive school culture.

To achieve a welcoming and positive school environment, community members suggested a stronger focus on restorative justice practices, cultural competency, and parent rooms that provide support not just for students.

Conversations also centered on community involvement. The main consensus showed that parent engagement and

community involvement is school dependent and principal led. An effective principal is able to create opportunities for community involvement both inside and outside of the school. High turnover of principals, however, means relationships within the community are unstable, which, in turn, leads to the dissolution of programs perceived as beneficial.

Overall, there is an expressed interest in establishing more access to jobs and high-level coursework (college level courses, advanced placement, international baccalaureate) as well as increased school-specific flexibility to students who have jobs, reducing barriers to transportation and increasing opportunities for training.

There has been a universal call for “old school” instruction, incorporating basic skills and strategic instruction on how to think critically at higher cognitively demanding levels. There was a unanimous voice for Career and Technical Education (CTE) and statements such as “make Edison what it was again” as well as expanding East High School. Teacher turnover was a concern, noting that with so many people leaving, it results in a lack of experienced personnel. That can impact instructional quality, and affect specialized schools such as Montessori and Expeditionary Learning. New teachers must be trained in the instructional methodology and programmatic criteria, or training is delayed, and quality of instruction can be impacted.

Adult learning and expanded learning in the summer and afterschool were high-level interests. This interest is also aligned with community engagement, as community members want a mixture of District and community opportunities.

School choice and varying options were discussed at each engagement - “Everyone wants a neighborhood school until it’s the neighborhood you don’t want” is the best summation of this subcategory. While there was a strong call for community schools, there was specific reference to the issues with the managed-choice process. All found it to be confusing, or as one person described “a disaster” and questioned if the system was doing what it was designed to do. Many felt it is challenging to navigate the system which results in a lack of informed choice.

Additional feedback was shared specifically about the transportation system. Some individuals felt it was used as form of babysitting, especially when a school starts later than the time a parent needs to be at work. Many advocate for universal student transportation. That gap of before and after school care is a consideration seems to affect many.

Certain conversations were engagement-specific. For example, three engagements were facilitated in the EMMA/Beechwood neighborhood. During those conversations, participants spoke about the proposed feeder pattern between East High School and School 33; they wanted to ensure that the District planned to support this relationship and recognized the potential benefits to neighborhoods and families. In the southwest quadrant, residents of the 19th Ward wanted the District to avoid additional school closures at all costs, (specifically School 44).

SCHOOL/COMMUNITY CONVERSATIONS

School Chiefs, Deputy Superintendents, and other members of the leadership team facilitated over 50 engagements, and school and community conversations from the end of September to December. Most were small gatherings of parents, teacher-leaders and community partners. Discussions centered on preparing students for 21st Century learning, racial equity, community involvement, and school culture/climate. One full week of engagement was dedicated to obtaining feedback on high school redesign.

At Edison High School, for example, which was frequently referenced in most of community engagement events, the following feedback was provided:

- align curriculum with skills needed in the community
- expand experiential learning beyond CTE classes
- create a more diverse pool of educators and mentors to support students
- focus on creating 21st Century learning spaces that are brighter/open spaces for learning, providing networking and positive, safe dialogue opportunities
- Allow secondary schools to have amenities similar to work places and college campuses
- Invest in supporting an alumni network which will be a key advantage at Edison

The following feedback was provided at the Monroe High School engagement session:

- Provide more social/emotional support with an emphasis on mental health services, given the large population of ELL students
- Build the capacity for parents to serve as ambassadors for each grade level, leading to greater parent engagement such as more home visits, improved communication, and trusting relationships with parents, students, and staff
- Establish a college partnership to create a bilingual certification program to increase the number of bilingual teachers

STAFF ENGAGEMENTS

A series of supplemental work sessions and seminars were held in October, November, and December 2017 to obtain feedback from teachers and administrators. Key findings indicate that 61% of participants at the community schools dinner seminar recognized that schools needed to do more to actively work with families to connect them to classroom learning. 80% said that the District needs to do more to support learning opportunities which foster student voice/choice, academic, social/emotional health and civic responsibilities.

77% of Central Office staff surveyed at a separate work session held on 10/16/2017 said there is a positive climate in schools, while most community members, at nearly every engagement, stated that they felt unwelcome in District schools. This feedback suggests there is often a disconnect between staff and the community it serves.

Community Conversations: Racial Equity

Common Themes about Racial Equity from our Path Forward Process



PATH FORWARD CONVENTION

The District held a Path Forward Convention on December 14, 2017 at the Franklin Campus. More than 30 community partners attended. After an analysis of feedback, staff diversity once again emerged as an integral part of addressing issues of racial equity in the District. More specifically, suggestions have been made in terms of “feeding” students into urban teaching professions and how that can simultaneously increase teacher retention and expand urban-suburban program opportunities.

To a large extent, partners stated that increasing students’ college and career – readiness skills should involve the replication of successful programs and best practices. In order to be career ready, it has been suggested the District introduce students to career options early in secondary schools, create more work-based learning opportunities, and strengthen partnerships with local businesses to offer more internships. Key to college-readiness, strategies proposed include: replicating successful school models such as School of the Arts (SOTA) and successful college prep schools (Wilson IB), while offering on-site college preparation opportunities and expanding dual credit programs.



Partners shared that collaboration with the library, the colleges and universities and local businesses should be strengthened with clear delineation of roles and responsibilities of different parties, as well as increased transparency by periodically reporting student’s levels of

engagement back to the community. Encouraging volunteerism throughout the community for tutoring and coaching was also suggested.

PARENT SURVEYS

The Office of Parent Engagement created a brief Path Forward survey which was posted on the District website. Post cards were sent to all District families encouraging them to take the survey. The survey was also accessible via a QR code. Exactly 50% of parents surveyed shared that staff diversity impacted student learning. Over 40% of parents thought it was important for the District to maintain a school choice model while, 36% said they preferred neighborhood schools for students in grades K-6. More than 40% wanted additional opportunities for career and technical education (CTE), whereas 34% of those surveyed indicated that they would like more internship/job opportunities for students. 67% of the parent survey participants advocated for increased advanced placement offerings.

CONCLUSION

The community engagement events highlighted some key issues within the organization, but more poignantly, feedback strongly suggested a community that is eager for targeted change that will support quality educational opportunities for all children. Based on a review of the feedback, it is evident that in order for Path Forward to succeed, it must not only deliver on instructional priorities, but also on the “invisible” aspects of education—reducing teacher turnover, developing more culturally responsive pedagogy and educators, retaining personnel that is successful and committed to urban education, and providing clear communication throughout each adaptive stage in the redesign process.

Educational Planning

Arts

The goal of the Department of Arts is to ensure that there is equity in access to high quality arts programming throughout the District. These opportunities for increased access will result in improved student attendance and graduation rates as a result of higher levels of student engagement, choice and voice in their learning.

Goal 1: Increase opportunities for acceleration throughout the RCSD.

Strategic Actions:

Year 1	<ul style="list-style-type: none"> Submit variance and receive New York State Education Department approval to adjust middle school fine arts requirements (music, theatre, dance) to focus on during 7th and 8th grades. Requirement of 0.5 units of visual art and 0.5 units of music. Create Arts Pathways at grades 9-12 and share with staff. Pathways will pave the way for students to take an acceleration pathway or to graduate and/or graduate with Advanced Designation. Inform students entering Grade 7 and 9 of opportunities. 	<p style="text-align: center;">Increased Acceleration in Grade 8 and Grade 12</p> <table border="1"> <caption>Data for Increased Acceleration in Grade 8 and Grade 12</caption> <thead> <tr> <th>Year</th> <th>Grade 8 Students Enrolled for HS Credit (%)</th> <th>Grade 12 Students Enrolled in AP Arts Course (%)</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>~5%</td> <td>~5%</td> </tr> <tr> <td>Year 3</td> <td>~30%</td> <td>~10%</td> </tr> <tr> <td>Year 5</td> <td>~55%</td> <td>~20%</td> </tr> <tr> <td>Year 10</td> <td>100%</td> <td>~35%</td> </tr> </tbody> </table>	Year	Grade 8 Students Enrolled for HS Credit (%)	Grade 12 Students Enrolled in AP Arts Course (%)	Year 1	~5%	~5%	Year 3	~30%	~10%	Year 5	~55%	~20%	Year 10	100%	~35%
Year	Grade 8 Students Enrolled for HS Credit (%)		Grade 12 Students Enrolled in AP Arts Course (%)														
Year 1	~5%		~5%														
Year 3	~30%	~10%															
Year 5	~55%	~20%															
Year 10	100%	~35%															
Year 2	<ul style="list-style-type: none"> Create multiple Arts Pathways at grades 9-12, including NYS approved exam to support students in graduate with Advanced Designation 																
Year 3	<ul style="list-style-type: none"> Collaborate with New York State Education Department (NYSED) to increase approved Arts Pathway Assessments 25% of Grade 8 students enrolled in HS Arts course 																

Goal 2: Revamp staffing formulas for Arts courses and increase programming throughout the RCSD.
 Strategic Actions:

Year 1	<p>Staffing formula implemented for Music and Art full time equivalents (FTEs) as follows:</p> <ul style="list-style-type: none"> ● Instrumental Music (K-12) : 0.25 FTE assigned for every 20-25 students enrolled in instrumental music during the prior school year. All RCSD schools receive staffing for instrumental music. ● Vocal/ General Music (K-6): 0.2 FTE (at least 5 periods) assigned for chorus/ general music ensembles; 28 total sections to be assigned for full time position (2.8 periods per 0.1 FTE). All RCSD elementary schools receive staffing for chorus/ general music ensembles. ● Vocal/ General Music (7-12): 0.2 FTE assigned for chorus/ ensemble; 5 classes per day for 1.0 FTE. All RCSD middle and high schools receive staffing for chorus/ ensemble. ● Art (K-6): 0.1 FTE assigned for portfolio work with Grade 6 and Grade 8 students; 28 total sections to be assigned for full time position (2.8 periods per 0.1 FTE). All RCSD elementary schools receive staffing for student portfolio preparation. ● Art (7-12): 5 classes per day for 1.0 FTE. ● All itinerant Arts teachers to be scheduled over the course of full days; increases opportunity for teachers to build relationships and invest time in schools and ensures that FTE is spent teaching instead of traveling ● Identify one to two elementary schools per zone to serve as arts schools ● School 41: RISE School with STEAM focus. Will include Vocal Music, Instrumental Music, Art, Theatre and Dance. ● School 23: Will include Vocal Music, Instrumental Music, Art and Theatre. ● School 34: Will include Vocal Music, Instrumental Music, and Art. Continued focus on Arts Integration. ● School 46: Will include Vocal Music, Instrumental Music, and Art. Will pilot integration of Visual Art teacher during CORE instruction. ● Apply for Turnaround Arts Program (http://turnaroundarts.kennedy-center.org/) ● Continue growth and development of District wide Ensembles Program (Marching Band, Theatre, etc.)
Year 2	<ul style="list-style-type: none"> ● Begin implementation of Turnaround Arts Program in identified elementary schools <ul style="list-style-type: none"> ● Stage I implementation of Dance and Theatre in Elementary Schools as special subject class (Pilot in 2-3 schools)
Year 3	<p>Introduce Dance and Theatre in Grades K-6, opposite of half-class Art throughout the RCSD</p> <ul style="list-style-type: none"> ● Dance and Theatre FTE assigned should equal that of Art ● Schools will offer Dance or Theatre unless there is a need for more than 1.0 FTE ● Course requests for Grade 7 should allow students to select from Music Electives, Art, Dance and Theatre. Successive years include course requests for Dance and Theatre in Grades 7-12 as cohort progresses

Goal 3: Ensure that facilities are able to support Arts programs classroom and performance space needs.

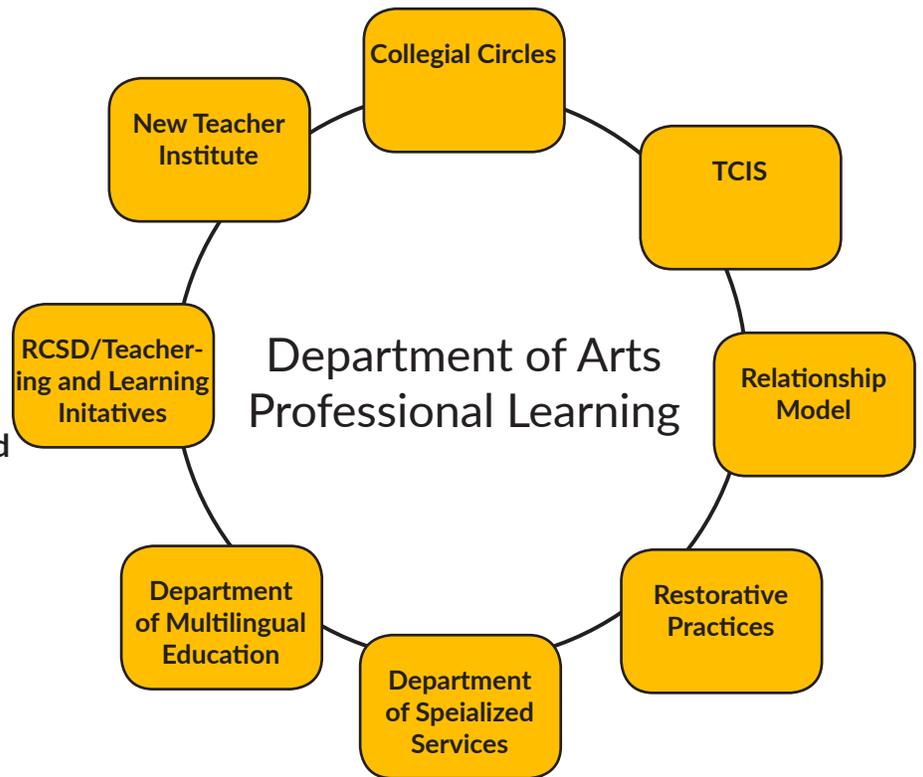
Strategic Actions:

Year 1	<ul style="list-style-type: none"> • Every full-time Arts teacher has a dedicated teaching space in their building. Every effort will be made for itinerant teachers to also have dedicated teaching spaces in their buildings. • Conduct review of performance spaces in schools; identify areas in need of improvement • All RCSD schools will host at least one evening arts event (concert, art gallery, etc.)
Year 2	<ul style="list-style-type: none"> • All schools that do not have updated performance spaces (professional sound system, lighting and curtains) will have a Portable PA system with high quality microphones, audio input and secure storage • Training for building based staff on how to utilize sound equipment will be available upon request
Year 3	<ul style="list-style-type: none"> • All Arts teachers (full-time and itinerant) will have dedicated teaching spaces in their building • All RCSD schools will host at least two evening arts events (concert, art gallery, etc.)

Goal 4: Evaluate and update curriculum to include new NYS Arts Learning Standards, culturally responsive learning, literacy and writing skills. Ensure that materials, supplies and equipment allow for students to experience college and career ready application of learning within the curriculum.

Strategic Actions:

Year 1	<ul style="list-style-type: none"> • Review and begin updating current curriculum to align with new Arts Learning Standards • Ensure that updated curriculum is culturally responsive • Ensure that updated curriculum is multidisciplinary and includes daily opportunities for literacy and writing • Ensure that all curriculum documents are accessible through Google Docs, eLearning and RCSD Arts Department Website • Research, review and select web-based curriculum and content that supports District programming (i.e. Quaver Music, Smart Music, Finale, Adobe Creative Suite, Mixcraft, Pyeware) • Create a process for teachers to share standards based, curricular-aligned lessons with colleagues • Ensure that all RCSD arts teachers receive a per pupil budget for consumable supplies. Budget can be building based or centralized with Director of Arts
Year 2	<ul style="list-style-type: none"> • Create new courses based on student interest and college and career ready needs • Create curriculum for new courses
Year 3	<ul style="list-style-type: none"> • Ensure that all Arts classrooms are properly equipped with standard equipment and materials to ensure equity across the District • All curriculum is available online with interactive links to digital content and teacher produces and vetted lesson plans



Goal 5: Create and implement a focused professional learning plan to develop capacity within all Arts Department teachers to work collaboratively to meet students’ diverse needs while delivering high quality, engaging instruction.

Strategic Actions:

Year 1	<ul style="list-style-type: none"> • Create plan in collaboration with Department of Specialized Services and Department of Multilingual Education to ensure that all Arts teachers are provided with in-service training to adequately serve students with special needs and ELL’s • Train all Arts teachers in Therapeutic Crisis Intervention in Schools, Restorative Practices and Relationship Model. Offer yearly refresher trainings as well as full scale trainings. • Continue with New Teacher Institute series, targeting RCSD Arts teachers in their first 5 years of teaching in the District. • Establish collegial circles based on student and teacher needs. While participating in collegial circles, teachers will create a shareable resource for their colleagues.
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Goal 6: Ensure that the appropriate Department of Arts supports are in place to provide continuous District wide support while addressing individualized needs in a timely manner.

Strategic Actions:

Year 1	<ul style="list-style-type: none"> • Increase the Instrument Repair Technician position to a 1.0 FTE • Maintain 1.0 FTE Clerical Support • Create 1.0 – 2.0 FTE Arts Department Teacher(s) on Assignment to support schools and Director of Arts
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Multilingual Education

Trend analysis data captured in the Multilingual Department strategic report reveals that, as the RCSD enrollment has decreased, the English Language Learners (ELL) population has increased by almost 6% in the last five years. This comprises 15.6% of the total student population. In response, the Department of Multilingual Education, in collaboration with other departments, is working more efficiently, cross-functionally and transparently to move from compliance to programmatic excellence to effectively serve all ELL parent’s students. The goal is to provide strong emotional supports and academic programs to help ELL succeed in a linguistically and culturally diverse global community.

For the 2018-19 school year, the Department of Multilingual Education is presenting the following requests:

Expand bilingual programs for 7th and 8th graders at school #12, #17, and #28. Currently schools #17 and #28 have bilingual programs up to 6th grade and school #12 up to 7th grade. Providing bilingual programs at these grades will provide a continuum for students in these schools who are already enrolled in Bilingual programs.

Provide Two Way Dual Language programming choice for elementary schools in all three District Zones starting in 2018-2019 school year and a High School Two Way Dual Language at Wilson HS starting in 2019-2020 for programming continuum. Currently there are only two elementary schools that offer a Two Way Dual Language program, school No. 12 located in the south zone and school No. 17 located in the northwest zone. There is no Two Way Dual Language program offered in the northeast zone. The proposal is for school # 33 to revert to a Two Way Dual Language Bilingual instructional model as it currently offers this model in grades 2-6. This instructional programming change will allow parents in the Northeast zone to have the same Bilingual programming choice. This will increase bilingualism, program draw, and attraction to parents who are now choosing charter schooling. The goal is to grow out a successful program starting next year in kindergarten with two classrooms: one English speaking and the second Spanish speaking for a Two Way Dual Language Bilingual instructional model. At the High School level the proposal is to create a Two Way Dual Language program at Wilson Commencement High School. This program will provide a continuum for the current elementary Bilingual programs. Planning for this program will take place during the 2018-2019 school year and begin the implementation during the 2019-2020 school year. The Two Way Dual language program at Wilson will be a strong component to complement the IB program. In addition to a strong instructional program, students will have the opportunity to obtain the Seal of Biliteracy.

Establish a new bilingual program at Edison High School, starting with 2018-19 school year. Edison has been identified as one of the preferred sites to build capacity for a Bilingual high school program. The program would consist of one classroom per grade level for a total of four classrooms. The buildup of choice for bilingual programs at the high school level needs to be gradual as the District's biggest challenge is the availability of certified Bilingual personnel. The District is aggressively recruiting Bilingual candidates to service Bilingual programs and the instructional model will be a Bilingual or English language sheltered instructional model as we build internal instructional capacity.

Create an additional bilingual elementary school for an additional Spanish transitional Bilingual elementary program to commence in 2018-2019. This school will be able to house the students enrolled in the current Bilingual Academy created to accommodate the influx of Spanish speaking students from hurricane-affected areas.

Replicate the successful programming at the Children's School Success and increase ELL Home Language Supports. Starting in 2018-2019, the plan calls for a duplication of school # 15 instructional model at school #5 and school #50. In addition, Home Language supports for ELL students whose home language is Arabic, Nepali, Somali and Karen should be provided. This will provide a stronger instructional component in ENL as well as increased Home Language Supports for ELL students.

Elementary

The expansion of 7/8 programming at the proposed 3 schools (below) provides choice in the NW, NE and South zone. This deliberate extension of existing programs provides students the opportunity to stay in their home schools and be provided the necessary instructional programming.

12, 17 & 28 expanding programs for 7th and 8th grade

School Chiefs and the Department of Multilingual Education are continuing to meet to ensure

consistency with understanding of these programs and continuity.

High School

The expansion of the secondary bilingual program to Edison provides equitable access and broaden choice in the NW and South Zones. This deliberate extension of programs provides students and families access to robust CTE, and fever transitions, as students are able to remain in their elementary school and then fluidly transition to a comprehensive 9-12 High School. In this context, Edison could serve as a feeder schools for schools with bilingual programs as well as support students from Monroe if necessary.

Edison's proposed model:

9-12 – one classroom per grade level

2018 - 19	
9th Grade	25 Students
10th Grade	25 Students
11th Grade	25 Students
12th Grade	25 Students

We will continue to explore the dual-enrollment option

Monroe's proposed model:

Continue with dual enrollment SOL – Newcomer program for students 7-12

Two Way – Dual Language proposals

Elementary

12, 17 – maintain current models

School 12 and 17 have solid two-way dual language programs that continue to be strengthened each year.

33 – expand this provides an elementary option in every Zone

Adding a section of Kindergarten back to 33 for the 2018-19 school year continues to provide choice for a two-way Dual Language option for elementary in each Zone.

High School

Wilson Commencement proposal

Feeder for schools 12 and 17

Opportunity for the New York State Seal of Biliteracy for cohort 2019

Currently, there is no high school that offers a full continuum for two-way dual language programs. Beginning in the 2018-19 school year (with cohort 2019) Wilson Commencement could become a secondary program for Schools 12 and 17.

Transitional Program option proposed – Spanish Bilingual Program

Currently, school No. 35 is the only transitional program.

Propose to add School 44 as additional option for increased access.

The success of School 15 is recognized. Continuing to seek to replicate best practices from School 15 in other schools with high concentration of English Language Learners such as Schools 5 and 50 as evidenced by NYSESLAT performance data over the past three years.

It is recognized and of note that these proposals have budget implications.

Career and Technical Education

Rochester City School District students deserve the right to have barrier free access to College and/or Careers. Research indicates that quality Career and Technical Education (CTE) programs all have the following common characteristics:

- They offer multiple quality programs to meet the interests of students. These programs are created with the help of post-secondary, business, and industry partners to help supply the workforce where there is a deficit.
- They provide rigorous academic and technical curricula that are integrated and related to the real world, thus establishing a goal of preparing students for college and the world of work.
- There is a high degree of engagement from local businesses and industries that offer quality work-based learning experiences.
- Programs have active advisory committees consisting of business and community leaders to ensure the curriculum meets industry standards.

The Rochester City School District's 10 -Year Plan for Career and Technical Education outlines the criticality and necessity of this work. The foundation of this plan takes into account Rochester City School Board Policies: Pathways to High School Success and School-to-Work Transition Initiative. The Department of Career Pathways & College and Business Partnerships fully acknowledges to build a better future for our students, it's imperative we link our community to the classroom. The Board of Education acknowledges the importance of linking school and work to fully develop a student's potential. The Board recognizes the importance of improving our students' transition from school to the workplace and to further education and training. Overall, the District has an adequate match of its programs to the regional economic development and the Department of Labor's Fastest Growing Occupations. Unfortunately, the District has not provided industry graduates who have met industry standards. The Rochester City School District foresees our Business and Industry Partners fully engaged in this work.

The Department of Career Pathways & College and Business Partnerships believes all high school students should have equal access to 21st Century CTE Portfolio offerings District-wide. We will work earnestly with our schools, students, parents, Business Partners and Post Secondary institutions to equip our students to be concentrators, graduates of CTE programs, where they are prepared to succeed in career, college, life and the global society. Career Pathways' three overarching goals are: Develop and build capacity of Career Pathways/Career Majors; Increase the number of Work-based Learning opportunities; and Develop a plan/framework to create a pipeline for CTE from Middle to Secondary Schools K-12. It is our interest to meet the needs and expectations of our constituents and work effectively as a team to achieve these goals.

Following are Career and Technical Education growth projections for the Rochester City School District:

Goal #1: Develop and build capacity of Career Pathways / Career Majors

Current State 23 Pathways As of the end of SY 2016-17 (23 Existing Pathways)	
Entrepreneurship	PTECH
Advertising Design	Computer Science
Auto Careers	Fire
Automotive	Interactive Media
Building & Grounds Careers	Police
CADD-Architecture	Vision Care / Ophthalmic Dispensing
Carpentry	
Construction Careers	
Culinary Careers	
Digital Music and Audio Production	
Digital Video Production	
Electrical	
Engineering Technology/Photonics	
Interactive Media	
Manufacturing	
Masonry	
Media Careers	

June 2018
31 Career Pathways / Majors in place or being developed
Eight additional Pathways Majors in place or being developed
Computer Science
Emergency Communication (911)
EMT
Engineering Design
GIS Scholars
Technical Theatre
Visual Arts
Welding

Year 3 2021 NYSED Approvals	
27 Career Majors / Pathways Approved	
School Year	Number of Approvals
2014-15	6
2015-16	9
2016-17	11
2017-18	14
2018-19	16
2019-20	24
2020-21	27

Build Capacity Career Pathways (Yr3) 2021+ TBD

The Rochester City School District has the following schools or Programs with CTE Elective Courses only: Monroe, LAYM, World of Inquiry, Northeast, Vanguard, All City, LyncX, NorthStar, Young Mothers, RIA and Youth and Justice. Students in these schools or programs have access to the 4+1 Pathway Diploma, CDOS Credential and the CDOS Pathway Diploma. In the 2016-17SY, there were 340 students District-wide who utilized the 4+1 Pathway Diploma, CDOS credential or the CDOS Pathway Diploma. For the 2017-2018 school year, that number is anticipated to double.

To improve and build capacity of Pathway options, currently there are fifteen Career and Technical Education Teachers participating in professional development, writing curriculum for Secondary CTE Programs. The Career Pathways Department is working with teachers to complete scope and sequences, identify assessments and create employability profiles for students in various Career Pathways/Programs and are doing so at the following schools:

Edison Career and Technology High School:

Advanced Manufacturing and Engineering Pathway: Intro to Integrated Technology-Engineering; Intro to Engineering Design; Principles of Engineering; Intro to Integrated Technology-Advanced Manufacturing; Advanced Manufacturing I & II; Intro to Integrated Technology-Welding/Metals; Welding/Metals I & II; Intro to Integrated Technology-Automotive; Automotive Technology I & II
Construction and Design Pathway: Intro to Construction and Design-Computer Aided Design and Drawing (CADD); CADD I & II; Intro to Construction and Design Carpentry
Digital Media Arts and Communication (DMAC) Pathway Intro to DMAC-Digital Video Production; Digital Video Production I&II; Intro to DMAC Advertising Design; Advertising Design I&II
Pathways to Technology (P-Tech) Practical Computer Literacy

Wilson Commencement:

Computer Science: Middle Years Program (MYP) Tech 10
Engineering: Introduction to Design (MYP 9th)

Career Pathways to Public Safety Program:

Emergency Communications (911) 12th Grade Course
Emergency Medical Technician: 12th Grade Course

Teachers have completed 150+ hours of professional development. The Career Pathways Department is working with ELA and Math Departments to embed Literacy and Math into Career and Technical Education instruction to ensure that all academic standards are being met (e.g. coherence L4LT). Currently there are 278 paid hours of professional development remaining through the end of June 2018. The Career Pathways Department is working closely with participating CTE teachers to complete the required curricula work by the end of June 2018. All documents will be available on the RCSD CTE website. The Department of Career Pathways is partnering with MCC and other local colleges and universities to backwards map High School CTE courses to an Associate of Applied Science Degree and/or stackable credentials.

Goal #2: Increase the number of Work-Based Learning (WBL) opportunities, where students may earn up to two CTE elective course credits.

Create strong partnerships with Business Partners to offer a variety of WBL experiences for students in Career Pathway Programs. Link the Community to the Classroom to access paid and non-paid work-based learning opportunities, in fast growing occupations such as STEM and Health Sciences. Identify work-based learning opportunities to prepare students for career awareness, career exploration, career preparation, and career training and job placement. Increase WBL opportunities such as job shadows, community service and industry site visits. Expand career opportunities for

students with current Business Partners such as Rochester General Hospital, Strong Hospital, Unity Hospital, Excellus BC/BS, Monroe Muffler, Wegmans, and others.

WBL Projections				
RCSD WBL Programs and Projections for GEWEP, CEIP & Co-Op (Percentage increases are based on previous year's total)		Year 1 Goal	Year 3 Goal	Year 5 Goal
	2016-17	2017-18	2019-20	2022-23
	273 Students	342 Students 25% increase	600 Students 75% increase	1172 Students 95% increase

NYS Registered Work-based Learning Programs		
CEIP (Career Exploration Internship Program)	GEWEP (General Education Work Experience Program)	CO-OP (Cooperative Career & Technical Education Work Experience Program)
<ul style="list-style-type: none"> • Awareness, exploration • Unpaid • Students age 14+ • Hazardous occupations prohibited • Elective credit optional 	<ul style="list-style-type: none"> • Awareness, exploration • Paid or unpaid • Students age 16+ • Hazardous occupations prohibited • Elective credit optional 	<ul style="list-style-type: none"> • Career development, skills specific • Paid or unpaid • Students age 16+ • Hazardous occupations allowable with student learner exceptions

June 2018 Build Capacity of the RCSD's Work-based Learning Infrastructure
Stronger partnerships with companies to offer Co-op experiences in Career Pathway Programs
New district-wide tracking & reporting system for CDOS Credential Option 1, collaborating with Specialized Services
New WBL tools for Counselors and Administrators to assist them with identifying and tracking WBL experiences
New system to support summer WBL experiences for GWEP, CEIP and Co-op

Goal #3: Develop a plan/framework to create a pipeline for CTE for middle to secondary schools (K - 12). Evidence: Middle Grade students with CTE credit, Career Awareness/Inventories, Career Plans and use of CTE TAC Middle Grades courses/curricula. School Counselors will identify these tools for each student and reflect in student-specific graduation plans - - know every child by face and name.

Year 1: Develop a framework for Career and Technical Education for middle to secondary schools (K -12) by 1 Qtr 2018-19 SY. Establish a "Think Tank" with the High School Redesign Path Forward Team on CTE/Career Awareness K–12. Include various stakeholders from a cross-section of the community and schools, students, parents, business partners and post-secondary institutions. Develop a framework to engage Middle School students in Manufacturing and Engineering concepts by working with TruForm Manufacturing Company.

Years 3 & 5: Phase I & Phase II implementation of the designed framework for select Middle and Secondary Schools. Collaborate with the High School Redesign Path Forward Team, Business and Industry Partners to develop a shared understanding of the framework. Collaborate with Facilities for a scope of work/budget for the CTE Middle to Secondary school pipeline.

It is recommended in order to meet these goals, the Rochester City School District continue the momentum of executing the recommendations of Linked Learning/Connect Ed; CTE TAC; and the most recent Specialized Services report on SWDs. The Career Pathways & College and Business Partnerships Department will partner with Linked Learning to build capacity and provide continuous improvement for Career Pathways and Programs around the District to ensure that more students, particularly underrepresented students, complete high school, earn a college degree and/or professional credential, and enter financially sustaining and personally relevant careers. Ongoing collaboration with the Information Management and Technology (IM&T) Team regarding data collection, reporting, alignment of CTE clusters and NYSED codes.

Early Childhood

During the past five years, the District prekindergarten programs have expanded from a majority of half day programs for four-year-olds to a majority of full day programs for four-year-olds with over 1,000 seats in full day programs for three-year-old students. The District currently enrolls approximately 2,100 four-year-old students and approximately 1,150 three-year-old students in District and Community-Based Organization prekindergarten programs. These represent 68% of Rochester's four year-olds and 37% of three year-olds. Approximately 800 to 900 three and four year-old students receive preschool special education annually through the District. Approximately 400 of the preschoolers receiving special education services also attend District prekindergarten programs. The remaining students receive services at community-based organizations and at home.

New Initiatives for Prekindergarten Programs

The philosophy of the Early Childhood Department is to seek continual improvement of our programs and supports for prekindergarten students and their families. The District has a history of strong prekindergarten programs, documented since 1998 (and prior) through annual program evaluations conducted by independent evaluators from the Children's Institute. Moreover, some of the most significant data come from parents who have consistently rated programs high in terms of meeting the needs of students and families. The department will be implementing three new initiatives this and next year. To better meet the needs of students and families, these include an increased focus on pre-writing and writing skills, increased programs to meet the needs of bilingual and special education students and the re-organization of the prekindergarten program to offer greater continuity for families.

A Program-wide Focus on Pre-writing and Writing Skills

During the second semester, prekindergarten programs will focus on pre-writing and writing skills as part of small and large group program instruction in a developmentally appropriate manner. The Handwriting without Tears preschool program will be piloted, and then evaluated, as a supplemental program to be used with the High Scope Preschool Curriculum. Pre-writing skills include the development of fine motor skills needed for writing, developed through activities involving pinching and grasping movements with the fingers. These skills are a focus for prekindergarten and kindergarten students who are learning to write the letters in their names. Drawing lines, circles and shapes are preliminary writing skills for preschool students. Students first learn to write their own name, engaging in several writing activities stemming from learning the letters in their own and classmate's names.

Expansion of Bilingual Prekindergarten and Special Education Classrooms

In 2017-18, the District opened three preschool special education classes on the School No. 15 campus. One full day class and two half-day classes. The opening of the classrooms was a response to the identified need to serve students for whom no agency placements were available. The full day classroom opened in September 2017 with a half-day classroom opening December, 2017. The second half-day classroom opened January, 2018. The special classes are in addition to the eight existing preschool integrated special class programs in the District.

New prekindergarten classrooms serving students who come from homes where Languages Other Than English (LOTE) are spoken opened at Schools 15 and 17. The three and four-year-old classrooms at School No. 15 enroll approximately half English speaking students and half students who are speakers of other languages, thus aligned with the program model of that school, The Children's School. School No. 17 has a dual language prekindergarten classroom for four-year-old students. The Dual Language Program at School No. 17 enrolls half English speakers and half Spanish speakers with a bilingual prekindergarten teacher and paraprofessional. Three existing bilingual prekindergarten classrooms for Spanish speaking students are located at Schools 9, 22 and 33, thus bringing the total number of bilingual and multilingual prekindergarten classrooms to six, an increase of 50%.

Creating Greater Continuity of Early Education Programs

Three and four-year-old prekindergarten classrooms have been placed in schools and agencies to make more opportunities available for students to attend prekindergarten at the same school or agency for two consecutive years. Families who register for prekindergarten at the school in their attendance zone may remain at the school for kindergarten. Young children respond best to routine, consistency, and predictability in their environment and teachers/caregivers. The goal is to provide the most consistent, high-quality early education environments possible for students. As the Rochester City School District Facility Modernization Plan (FMP) is developed and implemented, prekindergarten classrooms will be included in the comprehensive planning process with a goal of providing additional opportunities for the maintenance of continuity in prekindergarten programming and primary grades.

Looking Forward

Over the next decade, as the Facilities Modernization Project is implemented, the District goal is to include prekindergarten classrooms in schools that do not currently have such programming. Prekindergarten programs are evaluated and parents and staff are surveyed annually to determine student, family and staff needs. The philosophy of continuous improvement, the "plan, do, review" model has served students and families well and has guided decision making. The program data is reviewed and used to determine the need for specific types of prekindergarten programs and supports – at the child level, the classroom level, the parent and family level and at the school and program level.

ELA

The RCSD Department of ELA/Literacy Learning vision is to develop advanced literacies in ALL students. Advanced literacies represent a set of skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences. This requires writing with precision, reading a variety of texts across genres with understanding, and speaking in ways that communicate thinking critically across the content areas. These advanced literacy skills prepare students for participation in academic, civic, and professional communities, where knowledge is shared and generated. Writing is a skill in particular demand in business and higher education, yet only 41 percent of white students, 16 percent of black students, 18 percent of Hispanic students and 15 percent of low-income students reached proficiency on the 2007 National Assessment of Educational Progress (Salahu-Din, D., Persky, H., & Miller, J. 2008).

The following outlines the ELA/ Integrated Literacy Department goals for 2018- 2021

Year 1: Develop District Literacy Action Team:

- Develop a PK-12 Literacy Action Team that consists of District administrators, instructional coaches, and teachers to define literacy for the District, communicate District needs, create professional development and turnkey trainers to train buildings on best literacy practices and work toward closing the student literacy achievement gap. The first meeting of this team was January 31, 2018, and the team meets monthly. The team has completed a literacy capacity survey, set norms, outlined the scope and sequence of future meetings, and set the meeting calendar.
- The future work of this team will focus on student engagement, culturally responsive pedagogy, systemic use of literacy assessment and data, and the creation of a PK-12 ELA/Integrated Literacy vertical team that reviews vertical and horizontal alignment of reading and writing instruction, vocabulary, standards aligned lessons, and instructional strategies to positively influence student learning.

The Representative Literacy Team will frame and establish a five year plan:
(Years 1-3)

- Describe the team's membership and process for developing the District Literacy Action Plan
- Complete a District literacy self-assessment protocol to examine key practices and District supports. Some of the material in the District Literacy Self-Assessment Protocol has been adapted from material that appears in *Taking the Lead on Adolescent Literacy: Action Steps for School wide Success*: Irvin, J., Meltzer, J. Dean, N., and Mickler, M.J. (Corwin Press, 2010).
- The literacy action team facilitators will analyze the data from this self-assessment and make recommendations for professional learning for the team.
- Develop a connection statement between literacy improvement and the District Strategic Plan
- Prepare a rationale for why a focus on cross content literacy improvement is needed
- Create a vision statement of literacy teaching and learning in the District
- Establish measurable goals for improvement based on the self-assessment and data about current student performance
- Complete a goal action map that identifies the goal, the action, the person(s) responsible and a timeline for each specific literacy goal
- Determine how progress toward goals will be assessed, evaluated, and reported
- Describe expectations and supports for schools in relation to the plan (course development and professional development)
- Support literacy professional learning for district administrators and teachers to strengthen core knowledge of best literacy practices by creating face-to-face, online and hybrid models for professional learning

Year 1 ELA/ Integrated Literacy Goals (ongoing)

- Analysis of current literacy assessments to evaluate current practices and make recommendations- Are the same standards measured by the same level of rigor in current formative assessments as those measured by NYS grade level state benchmarks?
- Work to improve the effective, systemic use of student data to assess student need(s) and program effectiveness
- Establish tiered systems of instruction and intervention- The goal is to provide high quality, proactive tier 1, 2 and 3 literacy instruction (Ongoing Process).
- Strengthen core, tier 1 instruction to lead to a reduction in the number of students identified for intervention. There is currently an extremely high number of students identified for academic intervention services (AIS/ Intervention), which signals an issue/ weakness with core instruction. We currently see an inverted Response to Intervention (RTI) / Multi Tiered Support Systems (MTSS) triangle, with the largest section of tier 3 students at the top. A traditional RTI triangle shows 80% of students at the base of the triangle needing only tier 1 instruction. RCSD currently has the same

- percentage of students identified for intervention services, at the top of the triangle.
- Provide access to iReady ELA for grades 6,7 & 8 to provide targeted individualized instruction for standards mastery
- Support and facilitate the work with the International Center for Leadership in Education (ICLE) Literacy for a Lifetime Initiative with the Rigor/Relevance /Relationships framework
- Conduct a curriculum audit to ensure that students are exposed to strong core grade level lessons and materials, and appropriate interventions to accelerate learning for all students; to increase the number and quality of the ICLE Rigor/Relevance framework “Quad D” moments for all students
- Provide professional learning for administrators and teachers about the relationship among standards, curriculum and programs, and how they interact.
- Establish Equity and Access for ALL: Increase the opportunity for pre-AP, AP, IB, and college credit bearing classes for all students. An inventory/audit of schools and instructors participating in these classes will be conducted.
- Provide professional learning and ongoing support for teachers who teach these classes, and the coaches who will support the teachers
- Pathway creation will be established for a wide offering of college credit courses for students at multiple locations, in collaboration with local colleges and universities. Opportunities will be expanded with the intent to replicate programming currently available at SOTA, P-Tech and Early College to all students.
- Establish funding for Equity and Access for ALL initiatives through collaboration with multiple departments
- Establish academic support systems for students enrolled in pre-AP and AP/IB courses at each building
- Increase the number of ELA elective courses to raise student engagement and career preparation at all secondary schools.
- Create a Mosaics Partnerships Program for ELA, including collaboration with other subject areas. A Mosaics team has been created and has begun to work on the course goals, scope and sequence and culminating project. The purpose of the Mosaic Partnerships Program is to foster recognition and build unity as the foundation for social transformation. Dr. Susan Goodwin will be an advisor for this cross- curricular collaborative team of curriculum writers.
- Initiation of a survey asking principals to identify potential student topics of interest, and quality instructors to lead them for the above referenced electives.
- Incorporate culturally relevant pedagogy and curriculum by working closely with Dr. Susan Goodwin and establishing solid professional development in collaboration with Dr. Noma LeMoine. Her work includes consultation with the literacy action team and reading teachers.
- Increase capacity of all classroom teachers to teach multiple genres of writing. Incorporate a writing curriculum across all grade levels by implementation of research-based curriculum. Currently, 12 buildings are piloting Center for Collaborative Classroom Being A Writer, and that number continues to grow. Several secondary ELA teachers will be participating in a National Writing Project institute this summer for a week at the Warner School of Education.
- Develop strong family and community involvement by collaborating with the Department of Parent and Family Engagement to provide time-based input regarding progress and next steps in the literacy initiative. The aim is to develop families and community partners as literacy partners. (Ongoing Process)

Year 2 Goals:

- Implement learning models that provide students equitable opportunities to apply what they learn in a practical relevant setting; increased numbers of ICT/CT models, with focused support in ENL and speech services. Department members will collaborate with the Special Education Department and Multi-Language Department to provide professional learning opportunities for teachers chosen

for this collaborative opportunity

- Implement communication and professional development planning as aligned with the newly released Next Generation ELA standards, assessed in 2021, to ensure that all students have access to current grade level, rigorous and sequential instruction.
- Work in collaboration with CTE Department to implement keyboarding instruction in K-12 classrooms to prepare students for NYSED requirement of the full implementation of computer-based assessments in 2021. Eleven RCSD buildings participated in the NYS online assessment (computer based testing) in the spring of 2018. The ELA/Literacy Department does not support testing our youngest students (grades 3-5) until they participate in keyboarding curriculum. It is essential we prepare students for the assessments they take.
- Work to ensure the curriculum on paper is the same as curriculum in practice-systematic review and modification of current curriculum and instructional practices. Instructional coaches are surveying buildings to document our current core and intervention curricula.
- Remove multiple barriers to participation in advanced placement/accelerated courses (e.g. grade minimums, prerequisites, teacher recommendations, etc.)
- Establish reliable funding sources to support continued learning for teachers to teach Pre-AP vertically aligned curriculum to foster student established success in AP courses. Curricula for these Pre-AP courses needs to be put in place.
- Analyze where we should offer the NYS Regents assessment before 11th grade for high risk failure students (SWDs, ELLs, dropout risk identified)
- Expand the use of credit recovery (online and face-to-face instruction) after marking period failure, thus not waiting until a student fails a course to allow credit recovery.
- Increase high-interest standards aligned ELA elective course offerings for students who have passed the ELA Regents, with the intent to increasing student engagement and achievement at the secondary level (e.g. creative writing, technical writing, college writing, poetry, ethnic literature studies) Building administrators poll faculty for special content knowledge to create new learning opportunities. Syllabi and assessments are created before classes are proposed, approved, and begin.
- Implementation of appropriate Common Formative Assessments (CFA) aligned with standards and used by teachers to inform instruction as well as to provide feedback on the efficacy of curriculum (internal and external assessment data). New CFAs will be written by building teams summer 2018.
- Continued focus on culturally relevant pedagogy and curriculum materials (e.g. K-2 Listening and Learning curriculum Dr. Susan Goodwin and Associates); Authentic language and culturally relevant text selection professional learning with Dr. Ellen Shakes and language acquisition with Dr. Noma LeMoine; (6-12 NYC ELA Scope and Sequence as one model).
- Focus of standards-based, evidence based, and research-supported Tier 1 core instruction in all buildings, incorporating quality instruction in a Balanced Literacy Framework including:
 - Specific instruction on writing process
 - Guided Reading and Writing
 - Interactive Reading and Writing
 - Shared Reading and Writing
 - Read-alouds
 - Independent reading and writing
 - Word study/vocabulary development
 - Alignment of professional development with research based literacy best practices
 - Alignment of non-evaluative literacy walkthrough tools to provide feedback to teachers on areas of success and areas of growth

Year 3+ Goals

Analysis of District supports to reinforce literacy improvement as an explicit policy to build capacity (Ongoing, years 1-3).

The ELA/ Integrated Literacy Department will spearhead an audit of District systems i.e. District structures, professional development, resource allocation, policies and procedures that support literacy and work to ensure policies represent ERICA; Equity, Relational Capacity, Innovation, Coherence and Accountability.

Adjustment of curricula, interventions, course offerings, programs and professional development as per data moving forward.

Library Science

Mission

The Rochester City School District Library System fosters a community of learning and literacy that promotes the attainment of lifelong learning skills necessary for the 21st century.

The role of the School Library System is to provide support to librarians by ensuring access to services and resources they need to teach information literacy skills to students. Services are ongoing and ever-changing, depending on emerging technologies and student need. The School Library System supports all core and special subjects.

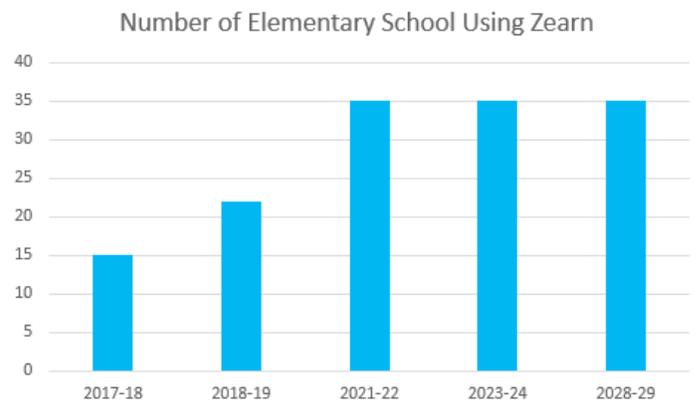


Math

Students will use mathematics as a tool to solve rigorous, non-routine, real life problems

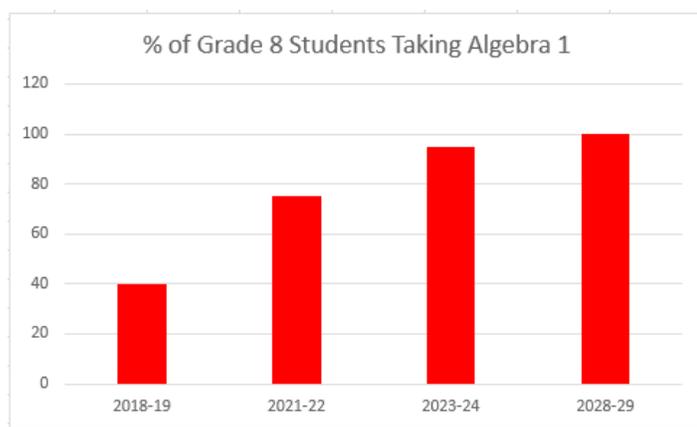
Goal 1: Increase The Quality of Tier 1, 2, AND 3 Math Instruction in Elementary Schools

By 2019-20, all RCSD schools will have the opportunity to use Zearn
Ensure that every school can identify individual student needs, create appropriate, individualized instruction to turn gaps into accelerated gains, and document the growth each student is making.



Strategic Actions

Year 1	<ul style="list-style-type: none"> ● Increase number of Zearn face to face training sessions ● Increase number of Zearn school accounts ● Increase number of Zearn 101 Subscriptions ● Increase availability of Zearn print materials ● Increase training for intervention teachers in Tier 2 and Tier 3 Intervention ● Incorporate supports for students with disabilities and English language learners to ensure equitable access
Year 2 - 3	<ul style="list-style-type: none"> ● Increase number of Zearn face to face training sessions ● Increase number of Zearn school accounts ● Increase number of Zearn 101 Subscriptions ● Increase availability of Zearn print materials ● Increase training for intervention teachers in Tier 2 and Tier 3 Intervention ● Incorporate supports for students with disabilities and English language learners to ensure equitable access

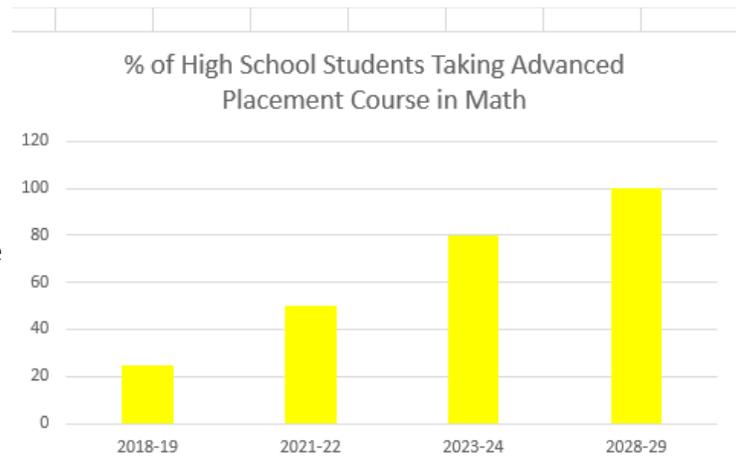


It is imperative that RCSD improve the achievement of students taking NYS Math 3-8 assessments. The NYS draft ESSA plan now weights students scoring at Level 4 at 2.5 rather than 2. Each teacher must look at every individual student to provide “just right” level of instruction to meet students maximum potential.

Increasing The Number of Students Earning High School Course Credit in Grade 8

Year 1	<ul style="list-style-type: none"> ● Strategic revamping of Math 6, Math 7, and Math 7 Honors curricula ● Intensive training of Grade 6-8 teachers to vertically align standards and progressions to optimize instruction ● Increase math allocation by .1 fte per each additional section of Algebra 1-8 to allow for Algebra 1 Math Lab to ensure enough time on task. (approx 2 math FTE Total increase) ● Increase number of graphing calculators provided for course by 500 ● Increase access of i-Ready to grade 6 in addition to Grades 7 and 8 ● Incorporating supports for students with disabilities and English language learners to ensure equitable access
Year 2 - 3	<ul style="list-style-type: none"> ● Intensive training of Grade 6-8 teachers to vertically align standards and progressions to optimize instruction ● Strategic revamping of Math 6, Math 7, Math 7 Honors curricula ● Increase math allocation by 0.1 teacher per each additional section of Algebra 1-8 to allow for Algebra 1 Math Lab to ensure enough time on task ● Increase number of graphing calculators provided for course by 1500 ● Increase access of i-Ready to grade 6 in addition to Grade 7 ● Incorporating supports for students with disabilities and English language learners to ensure equitable access

Increase number of High School Students Who Take Advanced Placement (AP) Mathematics in High School



Strategic Actions

Year 1	<ul style="list-style-type: none"> • Increase number of students in eighth grade earning Algebra 1 high school credit • Intensive training of high school teachers to vertically align standards and progressions to optimize instruction • Offer opportunity for every high school to offer at least one AP course in mathematics • Train high school teachers in AP courses using College Board • Incorporate supports for students with disabilities and English language learners to ensure equitable access
Year 2 - 3	<ul style="list-style-type: none"> • Increase number of students in eighth grade earning Algebra 1 high school credit • Intensive training of high school teachers to vertically align standards and progressions to optimize instruction • Ensure every high school offers at least one AP course in mathematics • Train high school teachers in AP courses using College Board • Incorporate supports for students with disabilities and English language learners to ensure equitable access

Office of Parent Engagement

Mission

The mission of Office of Parent Engagement is to empower parents to play an active role in their child's educational development through state, District, and school-based initiatives. The engagement of parents, families, and the community is an ongoing process. All of these partners encourage active participation, meaningful decision-making, and true collaboration between parents and schools. Working together, parents, schools, families, and communities will create powerful partnerships that will lead to gains in student achievement.

The Office of Parent Engagement outlines a Path Forward that helps to bridge the gap between parents, school, and the community. The relationship between home and school empowers families to play a meaningful role in their child's education. Work will focus on designing learning that will ensure schools are responsive and inviting to parents, encourages partnerships, advocates on behalf of children, collaborates with community partners, and helps parents support their children achieve academic success. The Office of Parent and Family Engagement provides information, intervention, training, advocacy, and assistance through family/parent education courses, activities, events, conferences, and referral services.

Office of Parent and Family Engagement

The Office of Parent Engagement was created to provide a stronger home-school connection by finding ways for parents to become more active in their child’s education. The Office of Parent Engagement includes Parent University, supports ParentCONNECT and RCSDlink, and serves as a resource for families who have questions or concerns, or in need of additional information to advocate for their child at the school or District level. In addition, each elementary school has a Parent Liaison and each high school has a Home School Assistant to serve as a resource for families. Outlined in this report are the planning stages to create Pop-Up Parent Centers and Registration sites to improve the ability to support and respond to the needs of parents, families, and students.

Research clearly connects family engagement and community involvement to student success and demonstrates the correlation between active, meaningful engagement of parents and the important adults in a child’s life. This helps schools boost student achievement and produce graduates who are prepared to compete in a global economic environment. A successful partnership with families will help achieve these goals.

Young people have many influences in their lives—at home, in school, and in their communities. When these influences align to support students throughout their education, students acquire the village of support they deserve and need to excel. The Office of Parent Engagement works to foster home-school-community collaboration aimed at increasing student success to ensure a bright future for students, families, and the community.

The Office of Parent Engagement is committed to supporting the incredible journey of helping young people wisely shape their futures to graduate career - and college - ready.

Vision

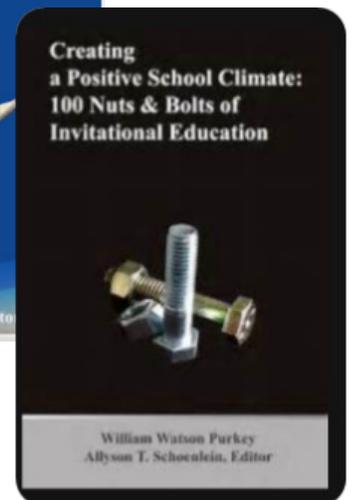
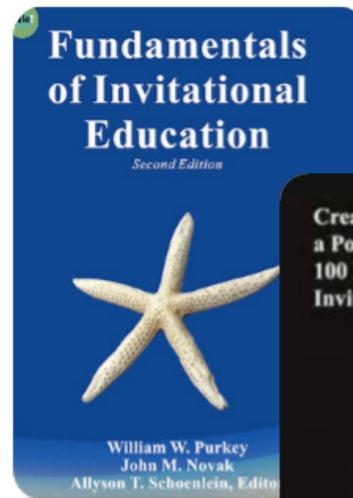
To see parents empowered, involved, and engaged in the academic, social, and emotional development of their children within the school community and beyond.

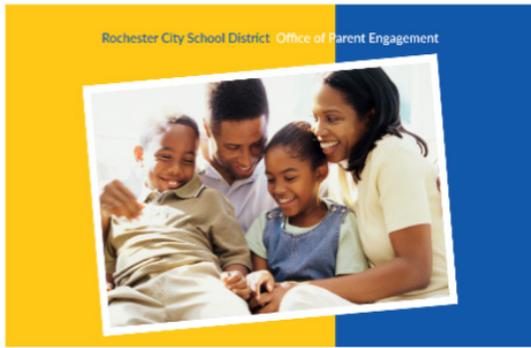
Central Registration Center & Parent Information and Student Registration Centers

The Office of Parent Engagement and Student Placement will be more accessible to parents, families, and the community by opening Pop-Up Parent Resource & Registration located strategically in each of the attendance zones to reduce the inconvenience and long lines during peak periods. The District will identify the locations and space, with parent and community input, to provide parents, students resources and pop-up registration opportunities within the community.

Invitational Education

Provide school leadership teams with support to implement the elements of Invitational Schools. This work will be led by the team who attended the October 2017 International World Conference on Invitational Education. The District’s Executive SBPT will oversee the design and implementation of this work. The implementation team (to be identified and have representation from all unions, PAC and BEC) will work with building level School Based Planning Teams and Parent Leader Groups (PTO/PTA) to collect baseline data to establish differentiated goals for improvement and implementation.





Relaunching Parent University

The Office of Parent Engagement is excited to announce the relaunch of Parent University. The office will work to support and strengthen the partnership between the caring, guiding hands of the three major influences in their lives – their family, their school, and their community. The courses in each catalogue are selected in collaboration with PAC and BEC. Many nonprofit, community based agencies have partnered with the RCSD to ensure a rich offering of selections in Parent University. The catalogue of courses is live on the district website and printed copies are available as well.



Connecting our families to real time information using the latest technology - Parents play an active role in their child's educational development. The engagement of parents, families, and the community is an ongoing process that encourages, support, and facilitates active participation, meaningful decision – making, and true collaboration between parents and schools.

Resources and Support

Early introduction of the Parent App – RCSDlink provides parents and with real time access to student data. This facilitates communication with teachers and building leaders as well as up to date information RCSD web page.

@ your service – is a communication tool that provides parents, families and community partners a convenient way to email or call in questions, comments and concerns. Inquiries receive a response within 24 hours.

@ your service is available for:

- Transportation
- Special Education
- Student Placement



families
from the

Health, Physical Education and Athletics

The mission of the department of health, physical education and athletics is to empower and educate all students to engage and sustain regular, lifelong physical activity as a foundation for healthy, productive, fulfilling life in a global environment. Our vision is to provide all students, pre – through graduation, with a sequential program based on State and National Standards. Students will learn character, skills, and behaviors needed to sustain an healthy and active lifestyle in a supportive, meaningful and non-threatening environment in which all students can be challenged and successful.

Maximize Efficiency In Staffing	Evaluating, Updating and Aligning Curriculum	Professional Leadership
Increase Equity and Access	Expansion of Athletic Programs	Department Leadership

Academics + Athletics = Success

Goal 1: Maximize Efficiency in Staffing (Strategic Actions)

Year 1 & 2	<ul style="list-style-type: none"> ● Executive Director will work with leadership team personnel (Principal, Chief, HR and Placement) through the budget/staffing process to support staffing needs. ● Develop a standard process in placing full-time and itinerant teachers. ● Expanding the Coordinated School Health Approach - The Whole School, Whole Community, and Whole Child Model.
Year 3	<ul style="list-style-type: none"> ● Implement a staffing formula for Health and Physical Education FTE's as follows: <ul style="list-style-type: none"> ● Instruction ● Elementary Health <ul style="list-style-type: none"> ● - Hands Only CPR ● Recess - Playworks "Recess Implementation" ● Example ● All itinerant Health and Physical Education teachers to be scheduled over the course of full days, to increase opportunity for teachers to build relationships and invest time in their schools and to ensure that FTE is spent teaching instead of traveling. ● Standard process implemented with a 2-3 year marriage assignment: <ul style="list-style-type: none"> ● - Consistency for student ● - Consistency in monitoring and supporting staff ● Fully Implement the CSHA - The Whole School, Whole Community, and Whole Child Model - Tool

Goal 2: Evaluating, Updating and Aligning Curriculum (Strategic Actions)

Year 1 & 2	<ul style="list-style-type: none"> ● Review and begin updating current curriculum to include cross-curricular instruction, culturally responsive learning, literacy and writing skills. ● Provide curriculum and instruction that is innovative and relevant. ● Ensure that updated curriculum is multidisciplinary and includes daily opportunities for cross curricular instruction. ● Ensure that updated curriculum is culturally responsive ● Ensure that all curriculum documents are accessible through Google Docs, eLearning and RCSD HPEA Department Website ● Research, review and select web-based curriculum and content that supports District programming ● Create a process for teachers to share standards based, curricular-aligned lessons with colleagues ● Ensure that all RCSD HPEA teachers receive a per pupil budget. Budget can be building based or centralized with Executive of Health and Physical Education ● Expand the CSHA - The Whole School, Whole Community, and Whole Child Model - Tool
Year 3	<ul style="list-style-type: none"> ● Create new courses based on student interest and college and career ready needs ● Ensure that all programs are properly equipped with standard equipment and materials to ensure equity across the District ● All curriculum is available online with interactive links to digital content and teacher produces and vetted lesson plans ● Fully Implement CSHA - The Whole School, Whole Community, and Whole Child Model - Tool

Goal 3: Professional Leadership (Strategic Actions)

Year 1 & 2	<ul style="list-style-type: none"> ● Ensure every full-time Health teacher has a dedicated teaching space within their building ● Ensure every Physical Education teacher has an appropriate teaching space within their building ● Ensure every Athletic program has access to available sport specific areas that support teams ability to practice and compete regardless of location across RCSD ● Conduct a review with facilities on current space availability and usage in schools; identify areas in need of improvement and recommended updates to meet overall program needs. ● Establish a plan through CIP and FMP
Year 3	<ul style="list-style-type: none"> ● Ensure all Health and Physical Education teachers have dedicated teaching spaces within their building ● Ensure all Athletic programs have maximized overall usage of RCSD facilities and grounds through our Facility Use permit process with a District understanding and support. ● Ensure all schools that do not have adequate and/or updated spaces will be provided with supports as the District plans updates and renovations through CIP and FMP process. Items – Sounds Systems, Smart Boards, Scoreboards, Bleachers, Divider Doors, Baskets, Nets, Locker Rooms, Office Space, Press Box, Rest Rooms, Concession Stands, etc. ● In the planning of CIP and FMP we will continue to plan for the following big ticket items: <ul style="list-style-type: none"> ● Gymnasiums ● Fields ● Pools ● Field House ● Through CIP and FMP planning identify and plan projects that will meet our community needs in the areas of overall health and wellness. ● Building based staff on how to utilize equipment as needed and applicable.

Goals 4: Increase Equity and Access (Strategic Actions)

Year 1 & 2	<ul style="list-style-type: none"> ● Program planning in conjunction with department of HPEA and T&L Directors inclusive of all District initiatives; Relationship Model, Community Restorative, Crisis Intervention etc. ● In collaboration with Department of Student Support Services, we will look to train all staff in Therapeutic Crisis Intervention in Schools, Restorative Practices and Relationship Model. Offer yearly refresher trainings, as well as full-scale trainings. ● Leadership Team trained in Relationship Model and Restorative Practices ● Create plan in collaboration with Department of Specialized Services and Department of Multilingual Education to ensure that all Department staff are provided with in-service trainings to adequately serve students with special needs and ELL's ● Create a New Teacher Institute, targeting RCSD Health, Physical Education and Coaching staff in their first 5 years of teaching/coaching in the District. ● Establish collegial circles based on student and teacher needs. Throughout the collegial circles, teachers will create a shareable resource for their colleagues. ● Provide webinars and face to face trainings and workshops
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Year 3	<ul style="list-style-type: none"> ● Implement new programming within the District's ½ day and/or Superintendent's Conference Day with Health and Physical Education. Along with yearly PD plan for department staff focused on innovative, relevant and authentic professional development opportunities.
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Goal 5: Expansion of Athletic Programs (Strategic Actions)

Year 1 & 2	<ul style="list-style-type: none"> ● Executive director will work collaboratively with Deputy, Chiefs, Building and District level staff to maintain and sustain current programs. Establish and implement a plan that supports current programs, gradually grow existing and new programs, along with supporting community youth programs within the Rochester community. The Department has been working collaboratively with community youth programs in an effort to build a strong foundation within community youth groups. Bringing unity within the Rochester community is critical in the area of youth and interscholastic programs. ● Currently the youth sports committee meets with the community youth programs once a month throughout the school year.
Year 3	<ul style="list-style-type: none"> ● Executive will work with Chiefs to develop and implement a leadership model that will support the District, department, school and community. Balancing leadership responsibilities between District, school and community. ● Executive will work with Deputy, Chiefs, Principals and ADS in developing a plan to sustain and maintain current programs ● District Wide Functions – Journey of Scholar Athlete, Banquets, Recognitions etc. ● Multiple Journey of Scholar Athlete event ● Bi Monthly Captain Club Meetings ● Seasonal Coaching Club Meeting

Goal 6: Department Leadership (Strategic Actions)

Year 1 & 2	<ul style="list-style-type: none"> ● Build Capacity: 12 Coordinator of Health, Physical Education and Athletics (CHPEA) including East EPO and Monroe, which would support the current, grow out model which is to sustain and expand after school opportunities for all students in the Rochester community. Provide students with the same experiences and opportunities that are accessible to all students outside of the Rochester community. ● Leadership model also supports all HPEA programs across the District in areas: Youth programs, Intramurals, Clubs, Recess, Elementary Health Education, HPE Instruction, Grant Opportunities, Field days, Family fun night, Jump and Hoops for Heart etc. ● Maintain 1.0 FTE Clerical Support ● Increase support to .5 to support overall department that covers all aspects of Health, Physical Education and Athletics – Payroll, Supervision, Vouchers, Contracts, MOU, and Purchases etc.
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Year 3	<ul style="list-style-type: none"> ● District will maintain a staffing model of one Coordinator of Health, Physical Education and Athletics (CHPEA) for every building based athletic program and recommending 2 CHPEA to support grow outs (K-8) programs along with leading all major department initiatives within District and community. ● District will look to establish a staffing model of one Athletic Trainer per two buildings. ● Other staffing: ● Tutoring – 12 month program ● Strength and Conditioning ● Character Education
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Science

In order to create a District-wide learning environment that continuously improves student learning and achievement, all students must be assured access to effective teaching of science. This is attained by providing equitable access to exemplary teachers, focused curriculum and resources, reflective instructional practices, and standards-based assessments that increase students' learning potential and opportunities for success.

Using the New York State P-12 Science Learning Standards (NYSP-12SLS) developed from the Next Generation Science Standards (NGSS), an engaging and rigorous curriculum that promotes scientific literacy and skills through a continuum of practice and connections to other disciplines is essential. Reliable preparation for assessments and college readiness is key in promoting students study habits that will propel them for the rigor of college. Engaging students in a rigorous, standards-based curriculum, investing in the professional learning of teachers, leaders and school staff, providing equitable resources for all learners and teachers, and supporting and investing in increasing the learning potential of all students through increasing the cognitive demand of tasks, the graduation rate and students' preparation for college and careers will resultantly increase. Student learning at the highest level is the key outcome.

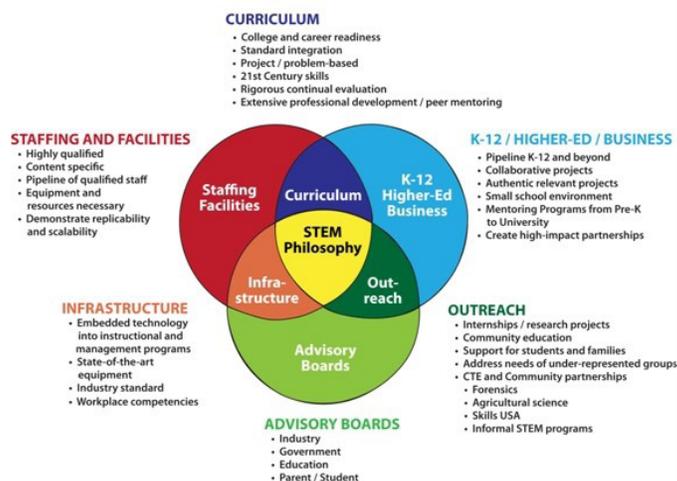
To this end a K-12 curriculum document that exemplifies the NYSP-12SLS in a teacher-friendly format is essential. Engaging teachers of students with disabilities (SWDs) and English Language Learners (ELLs) in every decision-making committee to ensure that all students have equitable opportunities and collective resources is essential to this equity work. Teachers need access to intensive professional learning focusing on student engagement and achievement. As we progress from Year 1 to Years 3 and 5, assurance must be made that the progression of student development is sustained through collaboration with the IT department to digitize all resources to build a continuum of instructional resources. Science assessments should be focused on student learning and achievement with sustainable data that measures growth and areas of need. Knowing each student potential and building their capacity to learn and apply scientific principles is what we must achieve before graduation.

Building support systems is crucial to student achievement. In order to initiate this, we must ensure that students leaving Grade 8 have at least one credit in science. It is important to establish an accelerated pathway for students to gain AP or dual credits before leaving high school to make a connection to college or certified careers. The plan is to continue the development of a systematic literacy pathway that provides intervention and/or tutoring for students who are at risk of falling behind. Acceleration opportunities should be provided for all students to increase their credits toward graduation and building their learning capacity as well. We will increase the number of students earning credits at an earlier grade and graduating with AP or dual college credits by at least 10 percentage

points each year until all students has an established and supportive pathway to college or sustainable career.

Another goal is to establish a sustainable STEM continuum throughout K – 12 that provides opportunities for RCSD students to engage in engineering projects, competitions, and partnerships. Based on a theory of action, if we establish a K-12 continuum of opportunities for internal STEM activities, enlist our partners and engage families in a STEM school community approach, provide Central Office support and resources to build capacity and sustainability, and explore and participate in internal and external opportunities for STEM fields, it will increase the capacity for every student to pursue STEM disciplines in college and careers.

Proposed STEM Program Development Model



Sample Model: Source: <https://stem.sfaz.org/?page=adminsandpolicy>

In order to attain this, fragmented STEM efforts must be combined within the RCSD to build a system that will integrate these isolated efforts into a continuum for the different grade levels. This will also help establish a pipeline for students to continue their interest throughout their academic pursuits from K -12. This will be achieved over a 3 – 5 year effort to design grade level participation pipelines, designate schedules and sites to work with students involved in activities and possible District competitions. The construction of a model “pipeline” for the RCSD will connect students from K – 14 in STEM – related programs, and it will promote growth and sustainability throughout the District in hopes of recruiting more volunteers from the community and higher education partners willing to continue this pipeline. Collaboration with the industrial and educational community could also help develop Summer STEM programs that recruit students and advisors to build the capacity and sustainability for the RCSD and the STEM community. In addition, the District will pursue dual credit from RIT andM CC for the Principles of Engineering Course, the FIRST Robotics as a credit – bearing course in the District, and re-establish programs such as (Program for Rochester Students Interested in Science and Math) PRIS2M for students who want to pursue degrees in STEM – related fields.

The desired goal is to have each school provide opportunities for students of all abilities to participate in STEM projects and competitions as they advance through K-12 and establish partnerships with colleges and the STEM community sustaining a culture that maintains a STEM pipeline from K through college and careers. We will establish STEM appropriate programs for each grade band throughout the RCSD as we encourage students to participate in grade level appropriate challenges and competition to build their level of sophistication as the prepare for the next level.

Social Studies

A Vision of a Social Studies Graduate

As we ensure that we know every child by face and name, in every classroom and every school, to and through graduation, we must also ensure that our students leave our halls prepared to be active citizens in our democratic society. Making sure this happen begins with defining a vision of what students should know, be able to do, and be like when they leave our halls:

As a result of participating in the District's social studies program, our students will empathize, analyze, and organize in order to realize positive change in our community, our country, and our world.

Graduates will be fully able to:

- Understand their own history and culture and the history and culture of others
- Value and respect the perspectives of others
- Examine the past to understand the present
- Investigate community and world issues analytically, thoroughly, and objectively
- Express informed opinions and perspectives confidently
- Participate actively in social, political, and economic systems to achieve positive change.
- Create innovative solutions to personal, community and world problems
- Take informed action to promote political, economic, and social justice



The Current State of Social Studies

An analysis of District data show:

- Student success rates on the Global History and United States History Regents exams are a barrier to graduation. Four in ten seniors have the social studies exam credit they need to graduate this June.
- There is no system or practice in place to gauge student progress in social studies at any level before the Regents exam in 10th grade.
- At the elementary level, social studies instruction is frequently isolated from literacy activities and time devoted to social studies has been drastically reduced due to a focus on ELA and Math.
- There is a lack of quality, culturally relevant instructional resources and curriculum guidance provided to teachers.
- Students, staff, and parents all express the desire for students to have greater opportunity to learn multicultural history, particularly African American and Latinx histories, both as integrated pieces of existing social studies requirements and as in-depth independent courses of study.
- There are few students enrolled in AP courses; 5% of 11th graders are enrolled in AP US History across six sites and 7% of 10th graders are enrolled in AP World History across seven sites.

Research Foundations

Research emphasizes the importance of social studies education for students:

- High-quality civic education includes instruction in civics and government, history, economics, geography, law, and democracy; the discussion of current events and controversial political issues; service learning, school governance, and extracurricular activities that provide young people opportunities get involved in their schools and communities (Hess, 2016).
- There is a civic engagement opportunity gap. Students of color and students from low-income backgrounds are consistently provided fewer opportunities to engage in civic education and activities (Kahne & Middaugh, 2009).
- Civics education boosts the likelihood of voter participation (Bachner, 2010).
- High quality civic education is associated with higher levels of political engagement (Commission on Youth Voting and Civic Knowledge, 2013).
- Effective social studies education results in students who are more likely to vote, four times more likely to volunteer and work on community issues, and are more confident in communicating with their elected representatives (Carnegie Corporation, 2011).
- The Literacy for a Lifetime Framework acknowledges that literacy is of key importance to all educational endeavors (Disciplinary Literacy: Shanahan, Monte-Sano, Moje, Cullen)

- The Rigor/Relevance and Relationships Framework is a tool to support us in adding rigor and relevance to instruction and to ramp up student achievement (International Center for Leadership in Education).

Path Forward Focus Areas for Social Studies

With social studies arguably having the greatest influence over local graduation rates in our high schools (4 credits and two Regents exams), high-quality teaching and learning of social studies at all levels is critical in preparing our students for success. The focus areas of the social studies Path Forward revolve around the following priorities:

- Increasing graduation rates by increasing student achievement on the Global History and Geography and United States History and Government Regents exams.
- Increasing student engagement and increasing student proficiency in ELA by focusing on Literacy for a Lifetime and rigorous, relevant curriculum and instruction.
- Increase student preparedness for college, careers, and citizenship by focusing on relevant civic education and service learning opportunities.

To make these priorities a reality, the Social Studies Department will focus efforts through the following areas and initiatives that work synergistically with each other and with district priorities. These goals are connected internally to each other, linked to other Departments, and align directly to the District’s Values, Pillars, and Strategies. Our initiatives aim to promote the well-being of the whole child and ensure powerful learning for every student while building capacity to ensure school improvement and cultivate equity, justice, and achievement for all. Our goal-areas include:

Inclusive and Diverse Curricula

To respond to student need and to enact best practices in the Rigor/Relevance and Relationships Framework, we must revise current curricula to be inclusive of diverse cultures and histories. Currently, the district offers several electives to serve this end which include Pan-African Studies, Latino Studies, Women’s Studies, and Rochester History. Curriculum revisions to core courses and revision of elective course curriculum with an emphasis on multicultural studies and histories are also in accordance with BOE Policy 4350.1. This goal-area is aimed at realizing:

- Full integration of culturally inclusive and diverse curricula and content into the core K-12 social studies program.
- Increase enrollment and curriculum development in District multicultural studies elective courses such as Pan-African Studies, Latino Studies, Women’s Studies, and Rochester History.

1-Year Waypoint	<ul style="list-style-type: none"> • Formation of an Inclusive and Diverse Curricula committee to structure integrated curriculum work. • Revision of elective curricula. • 25% increase of students enrolled in elective courses.
3-Year Waypoint	<ul style="list-style-type: none"> • Creation of integrated multicultural curriculum in required 7-12 social studies courses. • 50% increase of students enrolled in elective courses.
5-Year Waypoint	<ul style="list-style-type: none"> • Creation of integrated multicultural curriculum as part of required K-6 social studies course content. • 75% increase of students enrolled in elective courses.

Civic Engagement

Students must be exposed to authentic civic education and be engaged in genuine civic activities at all grade levels in accordance with BOE Policy 4311.2. In partnership with the Mikva Challenge organization, the district can transform its work to empower youth and facilitate students taking civic

action. Mikva has had success in working with large districts in Chicago, Los Angeles, and Washington D.C. and is working to begin a small city program in areas like Rochester which includes integration with local government. This goal-area is aimed at realizing:

- Full K-12 vertical articulation of student-level micro-credentialing or badging of specific civic skills and engagement experiences that all RCSD students will attain during each year of their school careers.
- Fully functional Student Government and/or Student Voice Committee in every District school

1-Year Waypoint	<ul style="list-style-type: none"> • Convening of stakeholders to create a Civic Education and Service Learning Steering Committee. • Soft Launch of Mikva Challenge Action Civics student program and professional development program for teachers.
3-Year Waypoint	<ul style="list-style-type: none"> • Full high-school implementation of Mikva Challenge Action Civics program and continued PD. • Initial development of K-12 Civic Action Micro-Credentialing framework by CESL Steering Committee. • Initial rollout of Student Voice Committee curriculum and training to all schools.
5-Year Waypoint	<ul style="list-style-type: none"> • Continued implementation of Mikva Challenge program. • Piloting of Civic Action MicroCredentialing program. • Continued development and refinement of Student Voice Committee

Service Learning

We must create meaningful opportunities for students to be engaged in serving our communities that are aligned to cohesive academic curriculum in alignment with BOE Policy 4314.3. We currently require 12th graders to complete 20 volunteer hours as part of the required Participation in Government course. These hours are not linked to community need or academic curriculum; a service learning program would use the community as a classroom and connect academics to the real world. This goal area is aimed at realizing:

- Fully implemented service learning program that engages all students in service learning projects with seminal targeted, quality experiences in Grades 4, 8, and 12.

1-Year Waypoint	<ul style="list-style-type: none"> • Convening of stakeholders to create a Civic Education and Service Learning Steering Committee. • Re-write of 12th grade Participation in Government and Economics curriculum to include service learning-based components
3-Year Waypoint	<ul style="list-style-type: none"> • CESL Steering Committee convenes to define 8th grade component. • Piloting of 8th grade service learning experiences. • Institution of District-wide Grade 8 component of service learning program.
5-Year Waypoint	<ul style="list-style-type: none"> • CESL Steering Committee convenes to define 4th grade component. • Piloting of 4th grade service learning experiences. • Institution of District-wide Grade 4 component of service learning program.

Professional Learning

An intensive program of professional learning focused on implementing best practices in social studies instruction and the Literacy for a Lifetime framework. Centered on research and practice from Stanford University, the Reading, Writing, and Thinking Like a Historian program will provide a baseline of instructional expectations that are common to all social studies classrooms across the district.

Learning will include the following components:

- Culturally relevant and accurate representation of African-Americans and Latinos

- Rigor, Relevance, and Relationships
- Literacy for a Lifetime – Content-area literacy; disciplinary literacy; critical literacy
- Teaching for social justice and discussion of controversial issues
- Universal Design for Learning to meet the needs of all students with a specific focus on Students with Disabilities and Multilingual Learners.

This goal-area is aimed at realizing:

- All teachers will implement best practices in social studies and literacy instruction and engage in ongoing, job-embedded professional learning programs.

1-Year Waypoint	<ul style="list-style-type: none"> • Program planning in conjunction with the District Social Studies Council. • Webinar and face-to-face introductory workshops.
3-Year Waypoint	<ul style="list-style-type: none"> • Implementation of program with 60% of all 7-12 social studies teachers as graduates of the program.
5-Year Waypoint	<ul style="list-style-type: none"> • Implementation of program with 100% of all 7-12 social studies teachers as graduates of the program.

Progress Monitoring & Common Assessment

- Creating a classroom-level common assessment system throughout the K-12 spectrum is a necessity in order to appropriately respond to student need and support students successfully to and through graduation. Common demonstrations of social studies-based skill and content mastery that are integrated into the K-6 core curriculum and unit-based common assessments in 7-12 social studies courses will allow schools and teachers to support students to and through graduation.

This goal-area is aimed at realizing:

- Create a fully articulated K-12 progress monitoring system to track student achievement in social studies.

1-Year Waypoint	<ul style="list-style-type: none"> • Creation of structure for common assessment system. • Creation/implementation of assessments focusing on grades 9-10 Global History.
3-Year Waypoint	<ul style="list-style-type: none"> • Creation and full implementation of a District-wide common assessment system in all 7-12 social studies courses.
5-Year Waypoint	<ul style="list-style-type: none"> • Creation and full implementation of a District-wide common assessment system in K-6 social studies courses.

Increase Acceleration and Advanced Placement Enrollment

Currently, a small percentage of students are enrolled or have the opportunity to enroll in AP courses. Increasing enrollment, providing equitable access, and creating rigorous pre-AP course environments will prepare students for the rigor of college and careers. This goal-area is aimed at realizing:

- All students have the opportunity to enroll in social studies AP courses at their school and all student exposed to the rigor of AP level academics.

1-Year Waypoint	<ul style="list-style-type: none"> • 20% increase in students enrolled in AP US and AP World History. • Teacher training through the College Board certified program.
3-Year Waypoint	<ul style="list-style-type: none"> • 60% increase in students enrolled in AP US and AP World History. • Creation and implementation of Pre-AP World History courses for interested 9th graders.
5-Year Waypoint	<ul style="list-style-type: none"> • 100% increase in students enrolled in AP US and AP World History.

Special Education

The Planning process for special education this year undertook a redesign initiative to align special education with general education. The goal was to build a culture of ownership among students, parents, school staff, and special education personnel while continually striving for instructional equity and a data-driven focus on accelerating student learning.

During the past 14 months, parents and community members have said they want equitable access to District programs and a feeling of security when their child enters a school building. They also want to be able to stay in the school no matter the recommendations made by a committee on special education (CSE) and/or a program identified on an individualized education program (IEP).

The District has received family and community comments and has planned for integrated options in all school buildings that will allow for students with disabilities to gain support and supplementary instruction in general education settings when recommended by the CSE. Additionally development of a continuum of options in all geographic areas in the District thereby allowing for students with disabilities to remain in their geographic area of the City even when a more restrictive in-District placement is recommended by the CSE (with the exception of our medically fragile population) and building equity within the District.

Strategic planning during the 2018-19 school year includes thoughtful consideration of in-District placement of students with disabilities who have been placed out-of-the District in specific agency and BOCES programming. This careful look at the programmatic needs of all RCSD students will allow for an expanded range of in-District options.

Parents have communicated they do not feel their concerns are noted and acted upon in a timely manner and that it is difficult to navigate the system. Often calls are made to Central Office in an effort to discuss a concern related to their child, but instead they face multiple phone calls, messages, and lack of follow-through. The District has initiated a dedicated phone line (585-324-7378) to provide a timely mechanism for parents to discuss their concerns. Once a parent identifies with a special education question or concern, the call is transferred to a navigator who is knowledgeable of special education and can either answer the question or gather information and call the parent back within 24 hours. This process is designed to be seamless. Parents hear a voice who can assist them in a “one and done” manner. All calls are logged and reviewed monthly for patterns of concerns that will drive staff professional learning.

During community engagement, it was evident there was a growing need to involve and lift student voice thru committing to a venue that allows parents of students with disabilities to meet with their peers and share concerns, provide a safe learning environment, and provide an opportunity for parent advocacy and trust building. The need to have an established Special Education Parent Advisory Council (SEPAC) was expressed by families and community members. During the 2017-18 school year SEPAC guidelines are being established. Parents will determine areas of concern and partnerships with local advocacy centers that are being expanded to empower parents in navigating the special education process.

Each of these announcements focuses on student, parent, and school partnerships. These changes will expand the options and opportunities to learn, communicate and positively grow in the Rochester City School District.

School Design

As part of community and school engagement activities; students, parents, and families have said they expect RCSD students to be prepared to demonstrate 21st century global skills. If this is successful the District will graduate more students who can be academically competitive in the global marketplace. Engagement groups indicated a strong interest in schools with the following essential characteristics:

- Curriculum and instruction that is culturally relevant
- Socially and academically safe learning environments
- Instruction that is purposeful and engaging
- A classroom that utilizes the community (internships and externships)

The following school models have been identified by constituent groups as areas where the District can replicate/renew to take advantage of all the community has to offer:

- Schools rich in Rochester's cultural heritage and traditions
- Schools deeply rooted in diversity and inclusion where student voice is lifted and supported
- Schools focused on industry/careers and trades
- Schools focused on the arts, digital media, and music
- Schools aligned to the New York consortium model

The following Elementary/Secondary schools are designed to facilitate students making one transition between elementary and secondary. By expanding secondary schools, students in a K-6 or K-8 school would have additional curriculum options:

- P-Tech 2 High School focused on Health and Finance
Planning/Fundraising year 2018-19
Implementation year 2019-20
Grades 9-12
- School focused on the Arts, Digital Media, Music
Planning/Fundraising year planning year 2018-19
Implementation year 2019-20
Identify college partner (curricular/course alignment)
Grades 7-12
- New York Consortium School lower school
Planning year 2018-19
Implementation year 2019-20
Grades 7-8
- Downtown Elementary School (Arts)
Identify location
Identify partner
Legislative changes
Planning years 2019-20; 2020-21
Opening year 2021-22

Rochester Innovation Schools Empowered

The Rochester Innovation Schools-are-Empowered (RISE) program is a component of the RCSD school redesign plan. Its purpose is to offer tiered supports to our most struggling schools in turnaround and redesign efforts. The goal is to develop sustainable high-quality learning communities that ensure all students succeed and are college and career ready to and through graduation. The RISE program's primary mission is to redesign struggling schools through replication of high-performing/high-demand

schools using research and evidenced-based practices in tandem with the school redesign plan. Importantly, the RISE program is guided by the RCSD values: Equity, Relational Capacity, Innovation, Coherence, and Accountability (ERICA).

The RISE program’s call to action across the District is to make certain that a) a common mission and vision exists among all stakeholders; b) accountability is shared at every level; and c) strong partnerships exist among students, families, staff, and all community stakeholders, including agencies, faith communities and business partners.

The program is designed to actively support and transform our schools in receivership/priority accountability status and new/redesign schools. Accountability status is determined by the New York State Education Department (NYSED) which is being re-established based on the new Every Student Succeeds Act (ESSA) Federal law.

ESSA is the new Elementary and Secondary Education Act (ESEA) that replaces No Child Left Behind. Traditionally, the ESEA has defined the national English Language Arts (ELA) and Math performance standards and high school graduation rate targets for schools that receive Federal educational funding. Part of this law provides Federal funding for the education of students from low-income households, which is detailed under Title I. Federal and New York State Education Department (NYSED) information on parent/guardian rights and responsibilities under Title I are respectively detailed on the United States Department of Education (USDE) website. NYSED is currently in the process of adopting a state-wide approach that will affect schools in the RCSD by the 2018-19 school year. Table 1 indicates the definitions and anticipated changes in NYSED accountability status for schools.

Table 1. NYSED Accountability Status Definitions

<i>Prior to 18-19</i>	<i>Focus Districts</i>	<i>Priority Schools</i>	<i>Focus Schools</i>	<i>Recognition</i>	<i>Good Standing</i>
New Titles as of 18-19	Targeted Districts	Comprehensive Support and Improvement Schools	Targeted Support and Improvement Schools	Recognition Schools	Schools in Good Standing
Definition	Districts with schools identified for Comprehensive Support and Improvement; or Targeted Support and Improvement	Schools in the bottom 5% of all schools, high schools with 4-, 5-, and 6 year graduation rates of 67% or less, or schools that have not improved after receiving targeted supports	Schools with subgroups that are among the lowest-performing in the state	Schools that are high-performing or rapidly improving as determined by the Commissioner	Schools that are not identified in any of the preceding categories

The strategy of the RISE program is rooted in replicating high-performing schools, highly selected schools and activating evidenced-based best practices. Critical to the transformation efforts, Central Office support staff must view the school as the unit of change and build relationships with school Principals that focus on strengthening instructional leadership. Instructional leadership is developed by providing consistent differentiation of support for individual Principals, modeling ways of thinking, and acting consistent with Principals’ instructional leadership, honoring and fostering all staff’s contribution to school improvement, and using tools and brokering resources.

Essential Elements of the RISE Program

Based on best evidenced based-practices, common elements of high-performing schools exist and are part of improvement and redesign efforts in the RCSD. To make sure there is a common language across the District and the community at large, the essential elements are aligned to the overall District comprehensive plan indicated below.



The District has developed a Chief of Receivership Schools and Innovation to provide intensive support to schools in receivership and newly designed turnaround schools in the RISE program. The role is also intended to eliminate barriers that may exist in and out of the District for the school to make significant improvement. In addition, the Office of School Innovation is braided into transformation efforts as a key component to support schools including essential elements for improvement, for example Expanded Learning Opportunities. Furthermore, an “ambassador” from the Office of School of Innovation (OSI) provides personalized support for state regulations and requirements and associated grants. Lastly, supporting schools with flexible funding to design highly individualized programs based on their school community is a key lever used for success and support of schools.

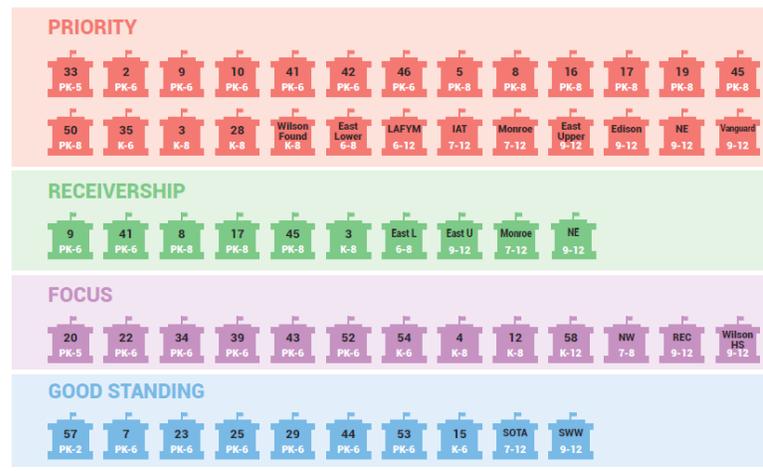
In addition, supports are differentiated, or tiered, based on the accountability status of each school. The schools in the highest level of accountability, Receivership Schools, will receive the highest amount of support and monitoring.

Accountability Status and Plan



DISTRICT SNAPSHOT

**Grade Level
and
Accountability
Status**



The current accountability status is indicated in the District Snapshot graphic. Based on the current status, and as a component of the school redesign and overall District strategy including the Facilities Modernization Plan, the following potential options/actions are indicated in the table that follows.

*Key: Green- On Track, Yellow- Off Track/High Monitor, Red- Off Track/Close, Blue- Redesign, Purple- EPO

Options & Actions for Receivership/Priority Schools				
School	Grade Levels	Status Prediction based on Mid-Year Data	Potential Path Forward	Timeline/Year
Receivership Schools as of 2017-18				
NRCS 3	K-8		Continue with Intensive support	2018-19 Monitor based on new ESSA regulations
RC8	PK-8		Close Re-Open	Monitor based on new ESSA regulations
MLK 9	PK-6		Continue with Intensive Support	Monitor based on new ESSA regulations
EF17	PK-8		High Monitor	High Monitor
KP41	PK-6		Close Re-open	Re-Open 2018-19
MMB45	PK-8		Continue with Intensive Support	2018-2019 Monitor based on new ESSA regulations
Monroe	7-12		Create Upper and Lower School	School Year 2018-19
NEHS	9-12		Phase-Out Create New School	Begin planning 2018-19
NWJH	7-8		Re-name to align with NEHS Lower School	Begin planning 2018-19
East EPO	7-12 Upper and Lower			
Anticipated RISE Schools/Receivership/Priority Schools				
2	PK-6	TBD	Monitoring based on new ESSA Regulations	Summer 2018
5	PK-8	TBD	Monitoring based on new ESSA Regulations	Summer 2018
10	PK-6	TBD	Monitoring based on new ESSA Regulations	Summer 2018
16	PK-6	TBD	Grade Level change in move	2018-2019
19	PK-8	TBD	Moving to EPO: SUNY Geneseo	2018-2019
28	PK-8	TBD	Monitoring based on new ESSA Regulations	Summer 2018

33	PK-6	TBD	Connected with East EPO	2017-2018
35	PK-6	TBD	Monitoring based on new ESSA Regulations	Summer 2018
42	PK-6	TBD	Monitoring based on new ESSA Regulations	Summer 2018
46	PK-6	TBD	Monitoring based on new ESSA Regulations	Summer 2018
50	PK-8	TBD	Monitoring based on new ESSA Regulations	Summer 2018
WFA	PK-8	TBD	Monitoring based on new ESSA Regulations	Summer 2018
Edison	9-12	TBD	Monitoring based on new ESSA Regulations	Summer 2018
IAT	7-12	TBD	Monitoring based on new ESSA Regulations	Summer 2018
Leadership	6-12	TBD	Monitoring based on new ESSA Regulations	Summer 2018
Vanguard	9-12	TBD	Monitoring based on new ESSA Regulations	Summer 2018

Finance

Funding of Program/Academic Strategic Plan

The funding for the District's Strategic Plan, as defined in the Path Forward, will be funded in several ways including; the realignment of resources through the general fund, the solicitation of grants and special aid, funding from community/business partners, colleges, and donations. The bulk of the financial needs for the Path Forward is for full time equivalent positions for students with special needs and English Language Learners. Additional costs associated with the Path Forward will be determined as the plan for other areas are finalized and the individual features are identified. Cost to date for the identifiable pieces is \$3.8 million, which is comprised of the following:

- ELL - 14 ESOL/Bilingual Teaching Positions → \$1.4M
- SPED - 14 Tchr., 9 TA, 7 Para → \$2.1M
- Facilities - Refurbish School #41 → \$0.3M

Consultant's Assessment of District Financial

The District hired R.G. Timbs, Inc. to perform a financial assessment of the District's financial operation as it relates to the budgeting process, the monitoring of the budget, the financial systems in place, and strength of the District's financial position.

- The consultants' review/research consisted of a deep dive into the financial operations through interviews and discussions with key staff members on the way they carry out their daily operations.
- Historic financial information was obtained and analyzed to determine how the budget was monitored after the final approval from the City.
- Staff's time on tasks were analyzed to measure the efficient use of resources in the Finance Department. Current practices were compared to best practices in the industry, and while several of them were unique to large urban Districts, others were similar to central school Districts and could be patterned.
- Consultant's Recommendation
- Special Education
- Conduct annual reviews earlier in the year to enable proper staffing allocation to ensure the SWD receives the needed services
- Training of CSE chairs on consistent support based on student needs

Staffing

- The utilization of enrollment to provide support to the schools, and use class size guidelines in all school staffing development.
- Develop guidelines based on documented needs for related service provider
- Manage alteration to staffing during the school year
- Other Items – Substitute usage, Summer School, overspending of budget, accountability through academic return on investment

Financial Planning

- Development of short and long term financial planning for the use of resources to provide services to students in the District.
- Use of grant for their intended purpose and monitor to ensure resources are completely utilized
- Purchasing cut off timing to ensure allocated resources are used within the year
- Fund balance strength to ensure sustainability
- Appropriated Fund Balance usage
- Financial System upgrade/replacement to create efficient use of staff time and operation effectiveness in the Finance Department

Programs/Academic Strategic Plan

As part of the Path Forward and the district's strategic plan, the goal is to boost academic achievement for all students within the district. Several programmatic areas are being reviewed to ensure students with greater needs receive adequate services. This includes the needs of at risk students, making sure mandated services are delivered, and that each student is afforded the same educational opportunities as their peers in surrounding districts. Areas under review and consideration are:

- Specialized Services (SWD)
- Bilingual Education – Additional 14 ESOL Teachers
- Career and Technical Education
- Digital Transformation
- High School Redesign

Funding of Program/Academic Strategic Plan

The funding for the District's strategic plan as defined in the Path Forward will be paid for through the realignment of resources and through the

- General Fund allocation from the State
- Grants and Special Aid Funds
- Community Partnerships
- Business Partnerships
- College Partnerships
- Donations

10-Year Long Term Financial Plan

The finance department will be compiling a 10-year financial plan that will align resources and ensure the long term program/academic strategic plan is adequately funded and is financially sustainable.

- Allocate resource to meet instructional/academic strategic requirement in accordance with the District strategic plan.
- Financial system upgrade or replacement to give the staff the capability to perform financial analytics to facilitate decision making during the budget process and after the budget has been approved.
- Budget process to start earlier to ensure resources are allocated during the budget process rather than making numerous changes after the budget is approved. This will ensure the long term financial plan is to sustain the long term viability of the District.
- Build and maintain an adequate amount in the District's Fund Balance to improve the financial strength of the District.
- Get the District to financial position where the structural budget gap is negligible or non-existent, and where there is less reliance on Fund Balance Appropriation to balance the budget each year.
- Utilization of strategic partnership relations with community groups, philanthropists, corporation, colleges, and other not-for-profit to provide funding to lift the level of service to students.
- Finance Department Reorganization
- Additional resource to meet demands of the District (DCFO)
- Financial system upgrade/replacement to meet financial requirement
- Alignment of finance staff to the instructional leaders

Communications

As a part of the 100-day listening and learning process, Superintendent Barbara Deane-Williams coached project teams in five focus areas, provided research expertise, and supported development of their plans. The Communications and Engagement project team report provided recommendations in six areas to help strengthen communication, engagement, and customer service. Below are the updates on each of these recommendations.

Implement the At-Your-Service program in order to provide timely, accurate and effective answers to the public.

A team of dedicated personnel will field and provide comprehensive answers to the public when there is a problem.

- Seven experts from the areas that both internal and external stakeholders have identified as troublesome have been deployed in order to provide timely and accurate answers, as well as effective customer service.

Expand utilization of existing tools by improving processes and practices.

Engaged and communicated with families using initiatives that align with the six National PTA Standards:

- Hired new Executive Director and Director in the Office of Parent Engagement
 - Using different communication methods (i.e. Constant Contact) to reach out to parents
 - Path Forward Student Summit
 - Path Forward Engagements with parents, students, and community members
 - Path Forward Engagements with Bilingual Education Council and the Parent Advisory Council
- Improved electronic communication with parents, students, staff, and community members (including email, social media, and smartphone apps):
- RCSDlink app is in full use with parents—over 400 were signed up at the Start Strong event
 - Communications has been establishing schools with their own social media presence, which allows them to connect with parents in other avenues (Facebook, Twitter)
 - District Briefs to communicate significant news internally
 - Communications is in the process of upgrading all school and Central Office department websites
- Equalized two-way communication to maximize engagement by implementing formal channels for feedback and suggestions:
- At Your Service phone line and newly launched online customer service tool, powered by the Let's Talk application, allows parents, students, and community members to engage with the District to align them with a personal customer service navigator to address and resolve any concerns, comments, or questions they have
 - Active presence on Facebook (at the District and school levels) has allowed parents and/or concerned parties to reach out with questions

Established a regular practice of collecting parental email addresses at all District and school events to build a comprehensive database that allows targeted communication by grade level and school:

- The Office of Parent Engagement will be collecting parent emails and using their Constant Contact system in order to send out direct messages to parents

Expanded use of text messaging through Blackboard Connect automated calling:

Text messaging in Blackboard Connect will be operational in spring of 2018 with the new i5connect system

- Employed technology to encourage online engagement opportunities, such as we chat “office hours,” Twitter town halls, Facebook live chat, and telephone town halls:
- Utilize Facebook chat to address issues with parents and members of the community
- Newly implemented web portal for At Your Service powered by Let's Talk
- Telephone town halls are still in the planning stages and have not been implemented yet

Develop strategies and toolkits to address the mixed satisfaction ratings between schools and Central Office.

Identify and celebrate bright spots of excellence in school communication and customer service:

- Shared in monthly Board of Education meeting presentations
- Showcased on websites in the RCSD Headlines section
- Ongoing media advisories
- Good News Digest (internal audience)

Development of toolkits to make excellent customer service routine in interactions with internal and external constituents:

Further training surrounding excellent customer service is yet to be realized and is highly recommended with first-line supervisory focus

Engage students, parents, and staff to develop comprehensive and inclusive policies and regulations on social media and student cell-phone use.

Social media policy, which includes student cell-phone use, is in review with IM&T.

IM&T is working to determine guidelines that will allow and promote student cell-phone use with instruction in order to access District services.

Provide coordinated support to partners.

The District is continuing to look at ways to cultivate new partnerships that align with District priorities and communicate consistently with partners through a single point of contact.

Improve communication and engagement on controversial or complex issues by adapting the multi-faceted approach employed by the City of Rochester, which includes facilitated forums, “telephone town halls,” and online surveys.

Current efforts on the Path Forward Plan include a multi-faceted approach to solicit feedback from internal and external stakeholders.

The District has been engaging the community in a multi-faceted approach—community forums, tabletop talks, and online surveys—and hope to use telephone town halls in the near future.

Initiate an ongoing process to review communication and customer-service satisfaction levels among stakeholders to look for areas of improvement

Changes in leadership continue to be an organizational concern related to effective communication and customer service.

It is suggested that a comprehensive communications strategy be created and implemented.

In conjunction with the Office of Parent Engagement and IM&T, a comprehensive assessment process needs to be created and implemented District wide.

Summary

Since the 100-day plans have evolved into the Path Forward Plan under the direction of Deputy Superintendent of Administration Lawrence “Bo” Wright, it is recommended that the Path Forward Community Engagement and Communications teams follow up on the recommendations listed above and build upon current progress initiated since January 2017.

Appendices

School Inventory Chart

(see next page)

A Work In Progress January 2018

RCSD Path Forward - 10 Year Facilities & Program Planning
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LEGEND

School Building	Zone	Accountability Status ***	Current Year 17/18	FMP Phase 1 & Pre Phase 1	FMP Phase 2	Prospective Phase 3 or 4 FMP	Move back / Relocate
				Yr 1 18/19	Yr 2 19/20	Yr 3 20/21	Yr 4 21/22
01 - School	NA / CW		Under Construction FMP Swing Space @ Sch 6	Children's School of Roch PK-6	Children's School of Roch PK-6	Children's School of Roch PK-6	Children's School of Roch PK-6
02 - Clara Barton School	S	Priority	Clara Barton School PK-6	Under Construction FMP Swing Space @ Marshall	Under Construction FMP Swing Space @ Marshall	Clara Barton School PK-6	Clara Barton School PK-6
03 - Nathaniel Rochester Community School	S	Receivership	Nathaniel Rochester CS K-8	Nathaniel Rochester CS K-8	Nathaniel Rochester CS K-8	Nathaniel Rochester CS K-8	Nathaniel Rochester CS Prospective Phase 3 or 4 FMP
04 - George Mather Forbes School	S	Focus	George Mather Forbes K-8	Under Construction FMP Swing Space @ Dr. FTLC	Under Construction FMP Swing Space @ Dr. FTLC	George Mather Forbes K-6	George Mather Forbes K-6
05 - John Williams School	NW	Priority	John Williams School PK-8	John Williams School PK-8	John Williams School PK-8	John Williams School PK-8	John Williams School PK-8
06 - School	CW / NE	Good Standing	Swing Space for School #15 PK-6	Under Construction FMP Swing Space @ Franklin	Abraham Lincoln School PK-6	Abraham Lincoln School PK-6	Abraham Lincoln School PK-6
07 - Virgil I. Grissom School	NW	Good Standing	Under Construction FMP Swing Space @ Jefferson	Virgil I. Grissom School PK-6	Virgil I. Grissom School PK-6	Virgil I. Grissom School PK-6	Virgil I. Grissom School PK-6
08 - Roberto Clemente School	NE	Receivership	Roberto Clemente School PK-8	Roberto Clemente School PK-8	Roberto Clemente School PK-8	Roberto Clemente School PK-8	Roberto Clemente School PK-8
09 - Dr. Martin Luther King, Jr School	NE	Receivership	Dr. Martin Luther King, Jr PK-6	Dr. Martin Luther King, Jr PK-6	Dr. Martin Luther King, Jr PK-6	Dr. Martin Luther King, Jr PK-6	Dr. Martin Luther King, Jr. Prospective Phase 3 or 4 FMP
10 - Dr. Walter S. Cooper Academy	CW	Priority	Dr. Walter S. Cooper PK-6	Under Construction FMP Swing Space @ Marshall	Dr. Walter S. Cooper PK-6	Dr. Walter S. Cooper PK-6	Dr. Walter S. Cooper PK-6
12 - James P. B. Duffy School	S	Focus	James P. B. Duffy School K-8	James P. B. Duffy School K-8	James P. B. Duffy School K-8	James P. B. Duffy School K-8	James P. B. Duffy School K-8
15 - Children's School of Rochester	S	Good Standing	Located in Swing Space @ Sch 6	Children's School of Roch PK-6	Children's School of Roch PK-6	Children's School of Roch PK-6	Children's School of Roch PK-6
16 - John Walton Spencer School	S	Priority	Under Construction FMP Swing Space @ Dr. FTLC	John Walton Spencer School PK-6	John Walton Spencer School PK-6	John Walton Spencer School PK-6	John Walton Spencer School PK-6
17 - Enrico Fermi School	NW	Receivership	Enrico Fermi School PK-8	Enrico Fermi School PK-8	Enrico Fermi School PK-8	Enrico Fermi School PK-8	Enrico Fermi School PK-8
19 - Dr. Charles T. Lunsford School	S	Priority	Dr. Charles T. Lunsford PK-8	Dr. Charles T. Lunsford PK-8	Dr. Charles T. Lunsford PK-8	Dr. Charles T. Lunsford PK-8	Dr. Charles T. Lunsford Prospective Phase 3 or 4 FMP
20 - Henry Lomb School	CW	Focus	Henry Lomb School PK-6	Henry Lomb School PK-6	Henry Lomb School PK-6	Henry Lomb School PK-6	Henry Lomb School Prospective Phase 3 or 4 FMP
22 - Abraham Lincoln School		Focus	Swing Space @ Franklin	Swing Space @ Franklin	Move into Renovated School #6		
23 - Francis Parker School	S	Good Standing	Francis Parker School PK-6	Francis Parker School PK-6	Francis Parker School PK-6	Francis Parker School PK-6	Francis Parker School Prospective Phase 3 or 4 FMP
25 - Nathaniel Hawthorne School	NE	Good Standing	Nathaniel Hawthorne PK-6	Nathaniel Hawthorne PK-6	Nathaniel Hawthorne Path Forward PK-6	Nathaniel Hawthorne PK-6	Nathaniel Hawthorne PK-6
28 - Henry Hudson School	NE	Priority	Henry Hudson School K-8	Henry Hudson School K-8	Henry Hudson School K-8	Henry Hudson School K-8	Henry Hudson School K-8
29 - Adelai E. Stevenson School	S	Good Standing	Adelai E. Stevenson PK-6	Adelai E. Stevenson PK-6	Adelai E. Stevenson PK-6	Adelai E. Stevenson PK-6	Adelai E. Stevenson Prospective Phase 3 or 4 FMP
33 - James Audubon School	NE	Priority	James Audubon PK-6	James Audubon PK-6	James Audubon PK-6	James Audubon PK-6	James Audubon PK-6
34 - Dr. Louis A. Cerulli School	NW	Focus	Dr. Louis A. Cerulli PK-6	Dr. Louis A. Cerulli PK-6	Dr. Louis A. Cerulli PK-6	Dr. Louis A. Cerulli PK-6	Dr. Louis A. Cerulli Prospective Phase 3 or 4 FMP
35 - Pinnacle School	S	Priority	Pinnacle School K-6	Pinnacle School K-6	Pinnacle School K-6	Pinnacle School K-6	Pinnacle School Prospective Phase 3 or 4 FMP
39 - Andrew J. Townson School	NE	Focus	Andrew J. Townson PK-6	Andrew J. Townson PK-6	Andrew J. Townson PK-6	Andrew J. Townson PK-6	Andrew J. Townson Prospective Phase 3 or 4 FMP
41 - Kodak Park School	NW	Receivership	Kodak Park School PK-6 Planning Restart School RISE****	Kodak Park School PK-6 Planning Restart School RISE****	Kodak Park School PK-6	Kodak Park School PK-6	Kodak Park School Prospective Phase 3 or 4 FMP

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	Pending Path Forward Recommendation	New School/New Program RISE	Swing Space	Future Concepts		
School Building	Yr 5 22/23	Yr 6 23/24	Yr 7 24/25	Yr 8 25/26	Yr 9 26/27	Yr 27
01 - School	Children's School of Roch PK-6	Children's S PI				
02 - Clara Barton School	Clara Barton School PK-6	Clara Bar PI				
03 - Nathaniel Rochester Community School	Nathaniel Rochester CS Prospective Phase 3 or 4 FMP	Nathaniel R Pros Phase 3				
04 - George Mather Forbes School	George Mather Forbes K-6	George Ma K				
05 - John Williams School	John Williams School PK-8	John Willi PI				
06 - School	Abraham Lincoln School PK-6	Abraham L PI				
07 - Virgil I. Grissom School	Virgil I. Grissom School PK-6	Virgil I. Gri PI				
08 - Roberto Clemente School	Roberto Clemente School PK-8	Roberto Cle PI				
09 - Dr. Martin Luther King, Jr. School	Dr. Martin Luther King, Jr. Prospective Phase 3 or 4 FMP	Dr. Martin Luther King, Jr. Prospective Phase 3 or 4 FMP	Dr. Martin Luther King, Jr. Prospective Phase 3 or 4 FMP	Dr. Martin Luther King, Jr. Prospective Phase 3 or 4 FMP	Dr. Martin Luther King, Jr. Prospective Phase 3 or 4 FMP	Dr. Martin L Pros Phase 3
10 - Dr. Walter S. Cooper Academy	Dr. Walter S. Cooper PK-6	Dr. Walte PI				
12 - James P. B. Duffy School	James P. B. Duffy School K-8	James P. B. K				
15 - Children's School of Rochester	Children's School of Roch PK-6	Children's S PI				
16 - John Walton Spencer School	John Walton Spencer School PK-6	John Walton PI				
17 - Enrico Fermi School	Enrico Fermi School PK-8	Enrico Fe PI				
19 - Dr. Charles T. Lunsford School	Dr. Charles T. Lunsford Prospective Phase 3 or 4 FMP	Dr. Charles T. Lunsford Prospective Phase 3 or 4 FMP	Dr. Charles T. Lunsford Prospective Phase 3 or 4 FMP	Dr. Charles T. Lunsford Prospective Phase 3 or 4 FMP	Dr. Charles T. Lunsford Prospective Phase 3 or 4 FMP	Dr. Charles Pros Phase 3
20 - Henry Lomb School	Henry Lomb School Prospective Phase 3 or 4 FMP	Henry Lo Pros Phase 3				
22 - Abraham Lincoln School						
23 - Francis Parker School	Francis Parker School Prospective Phase 3 or 4 FMP	Francis Pa Pros Phase 3				
25 - Nathaniel Hawthorne School	Nathaniel Hawthorne PK-6	Nathaniel PI				
28 - Henry Hudson School	Henry Hudson School K-8	Henry Huc K				
29 - Adelai E. Stevenson School	Adelai E. Stevenson Prospective Phase 3 or 4 FMP	Adelai E. Pros Phase 3				
33 - James Audubon School	James Audubon PK-6	James A PI				
34 - Dr. Louis A. Cerulli School	Dr. Louis A. Cerulli Prospective Phase 3 or 4 FMP	Dr. Louis A. Cerulli Prospective Phase 3 or 4 FMP	Dr. Louis A. Cerulli Prospective Phase 3 or 4 FMP	Dr. Louis A. Cerulli Prospective Phase 3 or 4 FMP	Dr. Louis A. Cerulli Prospective Phase 3 or 4 FMP	Dr. Louis Pros Phase 3
35 - Pinnacle School	Pinnacle School Prospective Phase 3 or 4 FMP	Pinnad Pros Phase 3				
39 - Andrew J. Townson School	Andrew J. Townson Prospective Phase 3 or 4 FMP	Andrew J Pros Phase 3				
41 - Kodak Park School	Kodak Park School Prospective Phase 3 or 4 FMP	Kodak Pa Pros Phase 3				

A Work In Progress January 2018

RCSD Path Forward - 10 Year Facilities & Program Planning
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LEGEND

School Building	Zone	Accountability Status ***	Current Year 17/18	FMP Phase 1 & Pre Phase 1		FMP Phase 2		Prospective Phase 3 or 4 FMP			Move back / Relocate				
				Yr 1 18/19	Yr 2 19/20	Yr 3 20/21	Yr 4 21/22								
42 - Abelard Reynolds School	NW	Priority	Abelard Reynolds School PK-6	Abelard Reynolds School PK-6	Abelard Reynolds School PK-6	Abelard Reynolds School PK-6	Abelard Reynolds School PK-6	Abelard Reynolds School PK-6	Abelard Reynolds School PK-6	Abelard Reynolds School Prospective Phase 3 or 4 FMP					
43 - Theodore Roosevelt School	NW	Focus	Theodore Roosevelt School PK-6	Theodore Roosevelt School PK-6	Theodore Roosevelt School PK-6	Theodore Roosevelt School PK-6	Theodore Roosevelt School PK-6	Theodore Roosevelt School PK-6	Theodore Roosevelt School PK-6	Theodore Roosevelt School Prospective Phase 3 or 4 FMP					
44 - Lincoln Park School	S	Good Standing	Lincoln Park School PK-6	Lincoln Park School PK-6 Path Forward	Lincoln Park School PK-6 Path Forward	Lincoln Park School PK-6 Path Forward	Lincoln Park School PK-6 Path Forward	Lincoln Park School PK-6 Path Forward	Lincoln Park School PK-6 Path Forward	Lincoln Park School PK-6 Path Forward					
45 - Mary McLeod Bethune School	NE	Receivership	Mary McLeod Bethune PK-8	Mary McLeod Bethune PK-8	Mary McLeod Bethune PK-8	Mary McLeod Bethune PK-8	Mary McLeod Bethune PK-8	Mary McLeod Bethune PK-8	Mary McLeod Bethune PK-8	Mary McLeod Bethune PK-8					
46 - Charles Carroll School	NE	Priority	Charles Carroll School PK-6	Charles Carroll School PK-6	Charles Carroll School PK-6	Charles Carroll School PK-6	Charles Carroll School PK-6	Charles Carroll School PK-6	Charles Carroll School PK-6	Charles Carroll School Prospective Phase 3 or 4 FMP					
50 - Helen Barrett Montgomery School	NE	Priority	Helen Barrett Montgomery PK-8	Helen Barrett Montgomery PK-8	Helen Barrett Montgomery PK-8	Helen Barrett Montgomery PK-8	Helen Barrett Montgomery PK-8	Helen Barrett Montgomery PK-8	Helen Barrett Montgomery PK-8	Helen Barrett Montgomery PK-8					
52 - Frank Fowler Dow School	NE	Focus	Frank Fowler Dow School PK-6	Frank Fowler Dow School PK-6	Frank Fowler Dow School PK-6	Frank Fowler Dow School PK-6	Frank Fowler Dow School PK-6	Frank Fowler Dow School PK-6	Frank Fowler Dow School PK-6	Frank Fowler Dow School Prospective Phase 3 or 4 FMP					
53-Montessori School	CW	Good Standing	Montessori PK-6	Montessori PK-6	Montessori PK-6	Montessori PK-6	Montessori PK-6	Montessori PK-6	Montessori PK-6	Montessori PK-6					
54 - Flower City School	CW	Focus	Flower City School PK-6	Flower City School PK-6	Under Construction FMP Swing Space @ Jefferson Campus	Flower City School PK-6									
57 - Early Childhood School of Rochester	CW	Good Standing	Early Childhood School PK-2	Early Childhood School PK-2	Early Childhood School PK-2	Early Childhood School PK-2	Early Childhood School PK-2	Early Childhood School PK-2	Early Childhood School PK-2	Early Childhood School Prospective Phase 3 or 4 FMP					
58 - World of Inquiry School	CW	Focus	World of Inquiry School K-12	World of Inquiry School K-12	World of Inquiry School K-12	World of Inquiry School K-12	World of Inquiry School K-12	World of Inquiry School K-12	World of Inquiry School K-12	World of Inquiry School K-12					
Early Childhood Education Center - 107 N Clinton	CW		Early Childhood Education PK	Early Childhood Education PK	Early Childhood Education PK	Early Childhood Education PK	Early Childhood Education PK	Early Childhood Education PK	Early Childhood Education PK	Early Childhood Education PK					
Dr. Freddie Thomas Learning Center	CW	Montessori: GS School #16: P	Montessori PK-6 Good Standing	SS-JW Spencer PK-8 Priority	SS for Sch 4 PK-8	Montessori PK-6	SS for Sch 4 PK-8	Montessori PK-6 Path Forward	New School Site	Montessori PK-6 Path Forward	New School TBD	Montessori PK-6 Path Forward			
Wilson Foundation Campus	CW	WFA:Priority RECHS: Focus	WFA K-8	RECHS 9-10	WFA K-8	RECHS 9-10	WFA K-8	RECHS 9-10 Path Forward	WFA K-8	RECHS 9-10 Path Forward	WFA K-8	RECHS 9-10 Path Forward			
Thomas Jefferson Campus	CW		RIA K-12	SS for Sch 7 PK-6 Good Standing	RIA K-12	SS for TBD PK-8	RIA K-12	SS for 54 PK-8	RIA K-12	SS for 54 PK-6	RIA K-12	SS for TBD PK-6			
Benjamin Franklin Campus	CW	Sch #22: F IATHS: P VHS: P	SS for 22 PK-6 Focus	IA&THS 7-12 Priority	VHS 9-12 Priority	SS for 22 PK-6	IA&THS 7-12	VHS '9-12	Swing Space	IA&THS 7-12	VHS 9-12	Swing Space	IA&THS 7-12	VHS 9-12	Prospective Phase 3 or 4 FMP
Charlotte Campus	CW	Priority	LAYM 6-12	LAYM 6-12	LAYM 6-12	LAYM 6-12	LAYM 6-12	LAYM 6-12	LAYM 6-12	LAYM 6-12	LAYM 6-12	LAYM 6-12			
East School	CW	EPO	East Lower 6-8	East Upper 9-12	East Lower 6-8	East Upper 9-12	East Lower 6-8	East Upper 9-12	East Lower 6-8	East Upper 9-12	East Lower 6-8	East Upper 9-12			
School of the Arts	CW	Good Standing	School of the Arts 7-12	School of the Arts 7-12	School of the Arts 7-12	School of the Arts 7-12	School of the Arts 7-12	School of the Arts 7-12	School of the Arts 7-12	School of the Arts 7-12	School of the Arts 7-12	School of the Arts Prospective Phase 3 or 4 FMP			
James Monroe High School	CW	Receivership	Under Construction FMP Swing Space @ Marshall	Monroe HS 7-12	Monroe HS 7-12	Monroe HS 7-12	Monroe HS 7-12	Monroe HS 7-12	Monroe HS 7-12	Monroe HS 7-12	Monroe HS 7-12	Monroe HS 7-12			
Frederick Douglass Campus	CW	NECP:Receivership NWCP:Focus	NWCP 7-8 Focus	NECP 9-12 Receivership	NWCP 7-8 Focus	NECP 9-12 Receivership	NWCP 7-8 Focus	NECP 9-12 Receivership	NWCP 7-8 Focus	NECP 9-12 Receivership	NWCP 7-8 Focus	NECP 9-12 Receivership			
School Without Walls	CW	Good Standing	School Without Walls 9-12	School Without Walls 9-12	School Without Walls 9-12	School Without Walls 9-12	School Without Walls 9-12	School Without Walls 9-12	School Without Walls 9-12	School Without Walls 9-12	School Without Walls 9-12	School Without Walls 9-12			
School Without Walls 7-8	CW				Planning Year 7-8 TBD	Location TBD	Planning Year 7-8 TBD	Location TBD	Implementation 7th Grade Cohort	Grow Out to 8th Grade					
Joseph C. Wilson Magnet High School	CW	Focus	Wilson Magnet HS 9-12	Wilson Magnet HS 9-12	Wilson Magnet HS 9-12	Wilson Magnet HS 9-12	Wilson Magnet HS 9-12	Wilson Magnet HS 9-12	Wilson Magnet HS 9-12	Wilson Magnet HS 9-12	Wilson Magnet HS 9-12	Wilson Magnet HS Prospective Phase 3 or 4 FMP			
Joseph C. Wilson Magnet Lower School	CW				Planning Year 7-8 To Be Located on Wilson Campus		Implementation 7th grade Cohort	Grow Out to 8th Grade	Wilson Magnet LS 9-12	Wilson Magnet LS 9-12	Wilson Magnet LS 9-12	Wilson Magnet LS Prospective Phase 3 or 4 FMP			
			Edison HS	P-Tech	Edison HS	P-Tech	Edison HS	P-Tech	Edison HS	P-Tech	Edison HS	P-Tech			

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RCS D Path Forward - 10 Year Fac
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School Building	Pending Path Forward Recommendation		New School/New Program RISE		Swing Space		Future Concepts		Yr 9 26/27	Yr 27
	Yr 5 22/23	Yr 6 23/24	Yr 7 24/25	Yr 8 25/26	Yr 9 26/27	Yr 27				
42 - Abelard Reynolds School	Abelard Reynolds School Prospective Phase 3 or 4 FMP		Abelard Reynolds School Prospective Phase 3 or 4 FMP		Abelard Reynolds School Prospective Phase 3 or 4 FMP		Abelard Reynolds School Prospective Phase 3 or 4 FMP		Abelard Reynolds School Prospective Phase 3 or 4 FMP	Abelard Reynolds School Prospective Phase 3 or 4 FMP
43 - Theodore Roosevelt School	Theodore Roosevelt School Prospective Phase 3 or 4 FMP		Theodore Roosevelt School Prospective Phase 3 or 4 FMP		Theodore Roosevelt School Prospective Phase 3 or 4 FMP		Theodore Roosevelt School Prospective Phase 3 or 4 FMP		Theodore Roosevelt School Prospective Phase 3 or 4 FMP	Theodore Roosevelt School Prospective Phase 3 or 4 FMP
44 - Lincoln Park School	Lincoln Park School PK-6 Path Forward		Lincoln Park School PK-6 Path Forward	Lincoln Park School PK-6 Path Forward						
45 - Mary McLeod Bethune School	Mary McLeod Bethune PK-8		Mary McLeod Bethune PK-8	Mary McLeod Bethune PK-8						
46 - Charles Carroll School	Charles Carroll School Prospective Phase 3 or 4 FMP		Charles Carroll School Prospective Phase 3 or 4 FMP		Charles Carroll School Prospective Phase 3 or 4 FMP		Charles Carroll School Prospective Phase 3 or 4 FMP		Charles Carroll School Prospective Phase 3 or 4 FMP	Charles Carroll School Prospective Phase 3 or 4 FMP
50 - Helen Barrett Montgomery School	Helen Barrett Montgomery PK-8		Helen Barrett Montgomery PK-8	Helen Barrett Montgomery PK-8						
52 - Frank Fowler Dow School	Frank Fowler Dow School Prospective Phase 3 or 4 FMP		Frank Fowler Dow School Prospective Phase 3 or 4 FMP		Frank Fowler Dow School Prospective Phase 3 or 4 FMP		Frank Fowler Dow School Prospective Phase 3 or 4 FMP		Frank Fowler Dow School Prospective Phase 3 or 4 FMP	Frank Fowler Dow School Prospective Phase 3 or 4 FMP
53 - Montessori School	Montessori PK-6		Montessori PK-6		Montessori PK-6		Montessori PK-6		Montessori PK-6	Montessori PK-6
54 - Flower City School	Flower City School PK-6		Flower City School PK-6	Flower City School PK-6						
57 - Early Childhood School of Rochester	Early Childhood School Prospective Phase 3 or 4 FMP		Early Childhood School Prospective Phase 3 or 4 FMP		Early Childhood School Prospective Phase 3 or 4 FMP		Early Childhood School Prospective Phase 3 or 4 FMP		Early Childhood School Prospective Phase 3 or 4 FMP	Early Childhood School Prospective Phase 3 or 4 FMP
58 - World of Inquiry School	World of Inquiry School K-12		World of Inquiry School K-12	World of Inquiry School K-12						
Early Childhood Education Center - 107 N Clinton	Early Childhood Education PK		Early Childhood Education PK	Early Childhood Education PK						
Dr. Freddie Thomas Learning Center	New School TBD	Montessori PK-6 Path Forward								
Wilson Foundation Campus	WFA K-8	RECHHS 9-10 Path Forward								
Thomas Jefferson Campus	RIA K-12	SS for TBD PK-6								
Benjamin Franklin Campus	IA&THS Prospective Phase 3 or 4 FMP	VHS Prospective Phase 3 or 4 FMP	IA&THS Prospective Phase 3 or 4 FMP	VHS Prospective Phase 3 or 4 FMP	IA&THS Prospective Phase 3 or 4 FMP	VHS Prospective Phase 3 or 4 FMP	IA&THS Prospective Phase 3 or 4 FMP	VHS Prospective Phase 3 or 4 FMP	IA&THS Prospective Phase 3 or 4 FMP	VHS Prospective Phase 3 or 4 FMP
Charlotte Campus	LAYM 6-12		LAYM 6-12		LAYM 6-12		LAYM 6-12		LAYM 6-12	LAYM 6-12
East School	East Lower 6-8	East Upper 9-12								
School of the Arts	School of the Arts Prospective Phase 3 or 4 FMP		School of the Arts Prospective Phase 3 or 4 FMP		School of the Arts Prospective Phase 3 or 4 FMP		School of the Arts Prospective Phase 3 or 4 FMP		School of the Arts Prospective Phase 3 or 4 FMP	School of the Arts Prospective Phase 3 or 4 FMP
James Monroe High School	Monroe HS 7-12		Monroe HS 7-12		Monroe HS 7-12		Monroe HS 7-12		Monroe HS 7-12	Monroe HS 7-12
Frederick Douglass Campus	NWCP 7-8 Focus	NECP 9-12 Receivership								
School Without Walls	School Without Walls 9-12		School Without Walls 9-12	School Without Walls 9-12						
School Without Walls 7-8	School Without Walls 7-8		School Without Walls 7-8	School Without Walls 7-8						
Joseph C. Wilson Magnet High School	Wilson Magnet HS Prospective Phase 3 or 4 FMP		Wilson Magnet HS Prospective Phase 3 or 4 FMP		Wilson Magnet HS Prospective Phase 3 or 4 FMP		Wilson Magnet HS Prospective Phase 3 or 4 FMP		Wilson Magnet HS Prospective Phase 3 or 4 FMP	Wilson Magnet HS Prospective Phase 3 or 4 FMP
Joseph C. Wilson Magnet Lower School	Wilson Magnet LS Prospective Phase 3 or 4 FMP		Wilson Magnet LS Prospective Phase 3 or 4 FMP		Wilson Magnet LS Prospective Phase 3 or 4 FMP		Wilson Magnet LS Prospective Phase 3 or 4 FMP		Wilson Magnet LS Prospective Phase 3 or 4 FMP	Wilson Magnet LS Prospective Phase 3 or 4 FMP
	Edison HS	P-Tech								

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RCSD Path Forward - 10 Year Facilities & Program Planning
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LEGEND

School Building	Zone	Accountability Status ***	Current Year 17/18		Yr 1 18/19		Yr 2 19/20		Yr 3 20/21		Yr 4 21/22
			9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	Move back / Relocate
Edison Campus	CW	Priority	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	Prospective Phase 3 or 4 FMP
Edison Campus - Culinary Program	CW										Projected Timeline for Planning Program
HITech High School Ptech II	CW		PTech II Planning		PTech II Planning			PTech II Opening Location TBD			
SOTA II School of Digital & Media Arts	CW		SOTA II Planning		SOTA II Planning			SOTA II Opening Location TBD			
Hart Street			Young Mothers, Interim Health Academy, Bilingual Academy, Big Picture Learning, OACES, Northstar, LyncX		Young Mothers, Interim Health Academy, Bilingual Academy, Big Picture Learning, OACES, Northstar, LyncX			Young Mothers, Interim Health Academy, Bilingual Academy, Big Picture Learning, OACES, Northstar, LyncX	Young Mothers, Interim Health Academy, Bilingual Academy, Big Picture Learning, OACES, Northstar, LyncX		Young Mothers, Interim Health Academy, Bilingual Academy, Big Picture Learning, OACES, Northstar, LyncX
Blessed Sacrament			New Beginnings, Youth & Justice		New Beginnings, Youth & Justice			New Beginnings, Youth & Justice	New Beginnings, Youth & Justice		New Beginnings, Youth & Justice
Austin Street			All City		All City			All City	All City		All City
John Marshall Campus	CW		Swing Space for Monroe 7-12 Receivership		SS for Sch 2 K-6	SS for Sch 10 K-6		SS for TBD 7-12	SS for TBD 7-12		SS for TBD 7-12

Community Schools Summary

The Rochester City School District is committed to shifting the educational landscape in many ways including the adoption of a more inclusive approach to student learning. Our holistic approach is currently reflected in establishing 10 of our schools into Community Schools that aim to improve student achievement through strong partnerships among principals, parents, teacher and community organizations.

Over the course of the next eighteen months the District will develop a coherent framework and approach for building high quality community schools in Rochester. Currently, the District has been engaging with all stakeholders to define this process.

Overview:

83. The Rochester City School District recognizes the transformational power of community schools. This strategy has been emerging within the context of the New York State Education Department (NYSED) expectations for schools in Receivership.

The District has been thoughtful about initiating this work from the school level, supporting the school-based teams in listening and learning to the community; providing responsive assistance; and, only after learning from the early phase of implementation, recently beginning to design a more formal infrastructure. The District grounds its emerging theory of action for community schools in research, synthesized in the 2017 Community Schools Standards (inset to the right) and in the context of ESSA, which includes several provisions regarding community schools. In particular, the Guiding Principles section of the Standards align with the District's values of Equity, Relational Capacity, Innovation, Coherence and Accountability (ERICA).

Currently, ten of our schools have formally adopted the community school strategy, as part of their State Education-approved improvement plan and/or the NYSED Community Schools Grant which are listed in the table below. The District recognizes that many other schools have elements of this strategy in place, and the framework for developing and sustaining community schools will include an articulated continuum relative to the strategy.

Moving forward, with equity as a key driver, the District will support the current and develop the next set of Community Schools and establish the systems and structures to ensure all Community Schools are supported equitably.

Approach and Common Language

RCSD has long supported the underlying theory of action behind the community school strategy—that in seeking to serve the whole child, schools work to connect students and families to resources. Successful Community Schools are anchored in a set of principles that align to the District's values; ERICA:

- Equity: Community Schools are provided equitable resources that are sustainable
- Relational Capacity: All stakeholders are engaged at the highest levels to best serve students and their families
- Innovation: Research and best practices are essential elements of high quality Community Schools
- Coherence; All stakeholders have a common vision and set of metrics that keep the needs of students and families at the forefront of the work
- Accountability: Clear metrics and outcomes are used to keep all stakeholders accountable to best serve students

Community schools are defined as “a place and a set of partnerships” that focus community resources on students and families, resulting in students who are ready and able learn in school. A community school acts as a hub, offering a coordinated approach to connect and cultivate assets in the community and to link families to services, so that educators can focus on teaching and students can focus on learning. Particularly in economically stressed communities, community schools can play a transformational role, removing barriers for students and families, and simultaneously strengthening schools and communities.

A common set of practices exist in high quality Community Schools which include:

- A clear vision for teaching and learning
- A collaborative school governance structure
- Opportunities for Expanded learning
- Families are valued and included as active partners in their child’s education
- Positive youth development activities are included in all aspects of the school
- Medical and mental health services are offered to meet the needs of the student and family
- Community members are engaged and key to building a strong learning community

In addition, the underlying principles of a Community School approach are articulated in New York’s theory of action for schools, the Diagnostic Tool for School & District Effectiveness (DTSDE). The research is clear that becoming a community school is a long-term strategy taking five to ten years to move to the highest levels of trust and coordination required to best serve children and families. Included in the Community Schools framework will ensure consistency while allowing and encouraging each school to design a program that encourages innovation and is tailored to meet the unique needs of the school community. Research shows that common programs and services of a Community School include:

- Expanded Learning Opportunities
- Early Childhood Education
- Health Services
- Mental Health Services
- Family Engagement and supports
- Adult and Family Social Services and support

Key to the development of a high quality Community School is identifying a set of metrics that will be used to monitor and address the need for continuous improvement. Metrics should be developed relative to each school which are articulated in student level and school level outcomes to provide a full assessment of the theory of action for Community Schools. Metrics may include:

Student Results;

- Increased attendance and student engagement
- Development of social and emotional skills necessary for success
- Improved student academic outcomes

School Outcomes:

- Improved Schools culture and climate
- Family engagement
- Access to services due to collaboration of schools and community stakeholders

Actions and Plan:

To develop a comprehensive multi-year strategy, the District is assembling a community advisory group to provide ongoing input to build a Community School strategy and framework that meets the

needs of the RCSD. The goals of the group will be developed collaboratively to maintain a laser focus on improving outcomes for students. Importantly, the District is committed to creating a Community School as a key component of every new or redesigned school in the District moving forward. Financial sustainability will be aligned to the plan.

The District has created a Director of Community Schools role to support this critical work. The director will collaborate with all stakeholders, support the schools through the provision of resources to hire/contract the Community School Coordinator, develop and provide professional learning for school and community stakeholders, monitor all funding sources and ensure critical elements of community schools are in place. In addition, the Director will also be supported by two Community Schools Mentor/Lead Teachers.

Furthermore, the District has an Office of School Innovation (OSI) that works to support school transformation including community schools to provide expertise in school improvement. The OSI also supports processes, contract and partnership management, facilitation of community relationships and resources and required NYSED reporting related to Receivership, school improvement and community school laws and regulations.

With the aim of meeting the Community School theory of action, the District will engage in the following activities:

January thru August 2018	Develop and implement a high quality professional learning plan for school and community stakeholders
February thru March 2018	Conversations with District leadership, union leaders, Community School Staff, selected school-based personnel to provide an opportunity for Shital Shah to inform District strategy, and learn from RCSD approach. Shape common understanding among RCSD leaders
March thru July 2018	Coordinate and launch Request for Proposals for community/ agency partners Community Schools Framework development All Needs Assessments completed
August 2018	Coordinated Community Schools 2018 Summer Summit Community Schools Framework 1 completed Community School plans finalized and submitted 2018-2019 Professional Learning Plan finalized and communicated
September thru December 2018	On-going monitoring and support 2018-2019 Professional Learning Plan implemented
October 2018	Convene School and Community Stakeholders
January	Community Schools Framework assessed and modified Convene School and Community Stakeholders
January -June 2019	On-going monitoring and support 2018-2019 Professional Learning Plan implemented
April 2019	Convene School and Community Stakeholders
June 2019	Convene School and Community Stakeholders

As part of the overall strategy and framework, the plan will include an assessment of the following key areas to successfully bring it to fruition:

- Funding Strategy
- Data Structures
- Capacity Building across the schools and agencies
- Parent and Community Engagement and Governance

Moving forward, the RCSD is committed to the following strategy for continuing and expanding Community Schools in the receivership/priority and new or redesigned schools as part of future planning.

Type	Stage of Development	Potential Number of Community Schools 2024
RISE Schools (Current Community Schools)	2017-2018 Year 1: 5 Schools	10
	2017-2018 Year 2: 3	
	2017-2018 Year 3: 2	
New/Redesign Schools	2018-2019	1
	2019-2024	3-6
Total		~20

RCSD Current Community Schools

Being a Community School means listening and responding to the local school community—students, families, staff, neighbors and partners. As agency and efficacy develops, each school will reflect on a unique signature and suite of services. The specific needs and assets that are identified will determine what services and opportunities each school should develop to best meet the needs of their school community.

To date, our schools have invested laudable efforts into organizing and launching a community school strategy, beginning with the 2016 – 2017 school year essentially as their first year at Schools 9,22, and 45; School 17 was able to begin the 2016 – 2016 school year through philanthropic support. It is important that as a result of the NYSED Community Schools Grant the additional five Receivership schools which includes Schools 3, 8, 41, James Monroe High School and Northeast College Preparatory High School.

A significant milestone this year is that each school has a full-time Community School Coordinator position, devoted to building relationships, identifying needs and assets in that particular community, prioritizing and mobilizing partnerships and services, and coordinating the myriad of resources that exist in the community and school. Guided by best practice, these coordinators are working to conduct a widespread needs assessment of their school to prioritize a set of actions during the 2017-2018 school year. Each school is emerging with a unique vision (visioning exercise shown to the right), set of partners and priorities, and pace

Community school work is largely relational and therefore difficult to capture on paper, however, these schools are investing deeply in learning about, and listening to their communities as they create their short and long-term visions, foster relationship and integrate this strategy into overall school, District and community improvement. Decisions regarding the internal structures in every receivership school is discussed with Community Engagement Teams and in all schools the School Based Planning Teams

including the selection of the Site Coordinator.

Rochester City School District Community Schools: 2018		
Current Community Schools	Start	Site Coordinator
Nathaniel Rochester Community School #3	Year 1	Lead Agency Site Coordinator
Roberto Clemente #8	Year 1	RCSD Site Coordinator
Martin Luther King #9	Year 2	RCSD Site Coordinator
Enrico Fermi #17	Year 3	Lead Agency Site Coordinator
Abraham Lincoln School #22	Year 2	RCSD Site Coordinator
Kodak Park #41*	Year 1	Lead Agency Site Coordinator
Mary Bethune Mcleoud #45	Year 2	Lead Agency Site Coordinator
James Monroe High School	Year 1	RCSD Site Coordinator
Northeast College Preparatory High School/Northwest Middle School	Year 1	RCSD Site Coordinator
East Upper/Lower Schools-EPO	Year 3	East-EPO

**Closing June 2018 and Re-Opening September 2017*

Conclusion:

The District is committed to breaking down barriers and disrupting the patterns of failure to ensure all students have an education that prepares them for college and career opportunities. The community school structure is an essential strategy in designing schools that take a holistic approach that engages the entire community, ensures all schools are of high quality, and possess a culture of high expectations for all students.