RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT

Program & Service Review

2016 - 2017

Final Report: August 8, 2017

PROGRAM AND SERVICE REVIEW
Table of Contents

ACRONYMS

AALL	African American Leadership League
ACA	Affordable Care Act
APPR	Annual Professional Performance Review
BIP	Behavior Intervention Plan
CEU	Continuing Education Units
EDGAR	Education Department General Administrative Regulations
ELA	English Language Arts
ENL	English as a New Language
EPE	Employment Preparation Education
ESL	English as a Second Language
FBA	Functional Behavior Assessments
ICT	Integrated Co-Teaching
IEP	Individual Education Program
IST	Instructional Support Team
LOTE	Languages Other Than English
LRE	Least Restrictive Environment
NCAS	National Core Art Standards
NYSITELL	NYS Identification Test for English Language Learners
MLS	Multilingual Literacy Screener
SPOA	Single Point of Access
STAR	Students Taking Action Responsibility
SWD	Students With a Disability
TIG	Trauma, Illness & Grief

I. Instructional Programs   Pg. 4-20

ENGLISH LANGUAGE ARTS

Significant Accomplishments

1. Articulation of ELA/ literacy program: (K-6)
   a) Created a Balanced Literacy Framework document and "Guidelines for the ELA block" document to guide teachers.
   b) Identified ReadyGEN as the primary resource for literacy instruction in grades 4-6.
   c) Began initial implementation of ReadyGEN with focus teams to inform choice of primary resource.
   d) Created integrated curriculum maps to connect literacy and content instruction.

2. Articulation of kindergarten literacy program: (School Reconfiguration)
   a) Created a guideline document to establish the parameters for the kindergarten literacy block.
   b) Established an integrated map curriculum map that connects literacy and content.
   c) Developed and implemented a two day Professional Development session for kindergarten teachers that addressed the integration, pacing, and independent learning stations appropriate for kindergarten.

3. Implemented foundational reading program, Fundations, including the revised foundational reading matrix to improve foundational reading instruction: (K-3)
   a) Conducted teacher training and provided embedded coaching support for all grades 2-3 classrooms , reading, ESL, and special education teachers.
   b) Revised the word study matrix to align with Fundations. (grade 3)
   c) Conducted classroom walkthroughs grades K-3 using Fundations evidence guides to gather information regarding progress of Fundations implementation.
   d) Monitored student achievement through assessment data.
   e) Developed the capacity of teachers to mentor colleagues for consistent implementation of the Fundations program.

4. Improved the reliability and validity of assessments and reporting: (K-12)
   a. Reviewed and piloted MPG assessment tool to monitor early literacy reading achievement.
   a) Conducted a pilot using Skills Navigator in Grade 2.
   b) Conducted a pilot of formative writing prompts at the elementary level to inform instruction. (Grade 2, one team)
   c) Improved Grades 2-8 benchmark assessments by reviewing and improving the length, text, and rigor, and revising the calculation method.
   d) Analyzed Lexile levels on selected text, and correlated with the 2016 NYS ELA assessments.
   e) Identified the most effective way to identify strengths and gaps in student learning for all students K-12, including running eDoctrina reports.

5. Improved reading interventions: (K-12)
   a) Implemented resources to address the needs of struggling readers. (Fundations intervention program, ReadyUP, and Wilson learning.)
   b) Identified reading gaps and reviewed student learning data (MAP, F and P, SRI) to guide in instructional decision making.
   c) Provided Wilson training to reading teachers
   d) Used resources to support phonics gaps (Wilson) and comprehension gaps (LLI, Comprehension Toolkit) for struggling middle school students (provided PD, coaching support, materials)
   e) Used Leveled Literacy Intervention and the Comprehension Toolkit to improve comprehension strategies in AIS setting.

6. Improved writing instruction: (K-12)
   a. Used formative assessment measures (quick writes) to assess student writing needs and respond instructionally.
   b. Reviewed/piloted resources that can be used to improve student writing which will inform decisions for writing resources

7. Improved technology integration: (7-8)
   a. Incorporated ICT skills and ISTE strategies into curriculum maps and units of instruction.

8. In preparation for Full Day Kindergarten, the Kindergarten Screening Tool was revised.

Improvement Plans

1. Implement integrated curriculum maps. (K-6)

2. Improve ICT skills integration, ISTE standards integration, clarity, and rigor by articulating specific curriculum expectations in eDoctrina. (K-12)

3. Implement ELA block guideline document. (K-6)

4. Use primary resource, ReadyGEN in literacy instruction. (4-6)

5. Implement Balanced Literacy Framework document with fidelity. (K-12)

6. Improve assessment practices to collect pertinent student learning data while being sensitive to timeframes. (K-6)

7. Build teacher capacity for eDoctrina use.

8. Improve the use of effective diagnostic reading assessments to inform student intervention needs

9. Improve reading and writing interventions. (K- 9)

10. Increase the rigor of instruction in Grade 10 ELA honors sections.

MATHEMATICS

Significant Accomplishments

K-12

1. Upgraded curriculum maps to include ISTE Standards and ICT Skills.
2. Utilized eDoctrina to monitor program needs as well as small group and individual needs.
3. Skills Navigator was piloted at grade 1 to better target AIS interventions.

K-5

4. Investigations 3 was piloted with select grade level teams. Pilot results indicated that the district needed to move in a different direction to ensure our students receive math instruction aligned to CCLS. Through a collaborative effort with teachers and administrators, Eureka Math was selected as a better alternative.

5. Interim cumulative assessments were developed to monitor student understanding and retention of grade level critical concepts for Investigations 3 grade levels 3 & 5.

6-12

6. A math 6 working group was formed to help define a path forward for grade 6 instruction that aligns with our K-5 program. This working group unpacked the grade level progressions which will be utilized for creation of curriculum maps. In addition, this working group unpacked Eureka Module 1 and developed assessment blueprint that can be shared with teachers in June.

7. Teacher understanding of the construction of mathematical knowledge was deepened through unpacking of progressions documents throughout the year.

8. Scoring rubrics were developed for unit assessments at grades 6, 7 and 8 for select assessments.

9. Developed a curriculum map for Applied Statistics course for implementation in fall of 2017.

10. A long range planning committee was formed to help define future math program needs. Input was gathered via a survey of research and interactions with successor stakeholder groups. Guiding principles for the math program, instruction and learning are being developed.

Improvement Plans

K-12
1. Develop grade level content knowledge for teachers moving to a new grade level/course.
2. Review intervention practices for new entrants.

K-6
3. Implement Eureka Math Program to ensure consistent and coherent math instruction.
4. At grades 2 and 3, develop and implement interim assessments to support school-based action planning processes.

7-9
5. At grades 7 and 8, create a committee to investigate the Eureka Math Program.
6. Improvement alignment of programming and intervention practices.
7. Review math acceleration practices.

10-12
8. Develop a 3-5 year plan for math programming – paths and course offerings
9. Develop mid-term assessments for Algebra I, Geometry, and Algebra II for progress monitoring and intervention.
10. Explore inter-disciplinary programming (math, CTE, Business)

SCIENCE

Significant Accomplishments

1. Revised curriculum and identified new learning resources. (Grades K-6, Earth Science, and Biology)

2. Aligned science instruction with reading and writing standards in Grades K-6. (Integrated maps)

3. Revised lessons & labs in Science 7 & Physics to integrate data-collection technology and real life problem-solving. (ISTE Std. 5)

4. Revised lessons & labs in Biology & Earth Science requiring students to deconstruct then synthesize information gathered from multiple sources. (ICT Sec 6.3)

5. Implemented new Digital Earth course that develops student abilities in Computational Thinking (ISTE Std. 5) and Creative Communication (ISTE Std. 6).

6. Developed teacher capacity in the use of eDoctrina Assess for formative and summative science assessments and monitoring student skills.

7. Implemented new science courses. (Digital Earth, Medical Interventions)

8. Integrated curriculum maps were developed (integrating science with ELA and Social Studies)

Improvement Plans

Elementary (K-6)

1. Build awareness of the New York State Science Learning Standards (NYSSLS).

2. Implement integrated maps.

3. Increase STEM & ICT opportunities at 4-6. (Possible Grade 6 ICT capstone)

4. Develop common learning experiences for use with field trips.

Secondary (7-12)

5. Continue to implement New York State Science Learning Standards (NYSSLS).

6. Continue to integrate ICT skills into identified curriculum maps and assessments.

7. Revise assessments and laboratory activities in science courses. (Science 7, Earth Science, Biology)

8. Develop common learning experiences for use with field trips.

9. Increase enrollment in STEM courses. (Imaging Science, Digital Earth)

10. Implement new science course. (Biomedical Innovation)

SOCIAL STUDIES

Significant Accomplishments

Elementary

1. Developed Integrated Curriculum Maps. (Integrated Social Studies with ELA and Science)

2. Revised and clarified curriculum maps to align with NYS SS CC Framework.

3. At grades 2 and 3, integrated ICT skills and developed common learning tasks aligned to ICT Scope and Sequence.

4. At grade 3, developed and piloted an ICT Capstone Project.

Secondary

1. At all grades, implemented one or more Inquiries. (Student-Centered Learning Projects)

2. At grade 9, revised Global 9 curriculum and assessments to align with NYS SS CC Framework.

3. At grades 9 and 10, revised Pre-AP and AP World History curriculum and assessments to align with updated AP College Board framework.

4. At grade 12, implemented Civics online course. (Second year - 26 students)

5. At grades 9-12, integrated ICT skills (ICT scope and sequence) into identified common learning experiences. (One common learning experience at each grade level)

Improvement Plans

Elementary

1. At all grades, continue shift to "student centered - inquiry based" instruction.

2. At grades 4 and 5, integrate ISTE standards and ICT scope and sequence into SS curriculum and common learning experiences.

Secondary

1. At all grades, continue shift to "student centered - inquiry based" instruction.

2. At grades 10-12, integrate ISTE standards and ICT scope and sequence into curriculum and learning experiences. (1:1 initiative)

3. At grade 10, revise and develop Global History 10 curriculum and assessments to align with NYS SS Framework.

4. At all grades, develop and implement common learning experiences focusing in on the Social Studies practices, enduring issues and short answer writing tasks.

LANAGUAGES OTHER THAN ENGLISH
(LOTE)

Significant Accomplishments

1. At grades 9 and 10, revised German, Spanish and ASL curriculum maps. (Level II and III)

2. At grade 8, revised German, French and Spanish assessments to align with FLACS assessments. (Three units)

3. At grade 8, implemented the FLACS checkpoint A assessment for French, German, and Spanish.

4. At grade 8, administered ASL Checkpoint A assessment online.

5. At grades 7-12, integrated ICT skills (ICT scope and sequence) into identified common learning experiences. (All languages)

Improvement Plans

1. At grade 10, develop and implement Level IV ASL curriculum.

2. At grades 7 – 9, revise grade 7, 8 and Level II curriculum for vertical alignment of content and skills.

3. At grades 7 and 9, revise French, German and Spanish assessments and learning experiences to align with FLACS assessments. (Text dependent writing tasks)

4. At grades 7-12, continue to integrate ISTE standards and ICT skills into LOTE curriculum.

5. At grade 6, inform students about World Language opportunities and course offerings.

MUSIC

Significant Accomplishments

1. Improved program offerings and aligned identified curriculum to anticipated NYS new Arts standards:
   a) Developed Music in Our Digital Lives, including NYSED approval for credit bearing Music course at JHS.
   b) Revised General Music grades 3 and 4.
   c) Developed and revised Grade 4 Ensembles. (Band, Orchestra, Chorus)

2. Increased student proficiency in sight reading rhythmic accuracy.

3. Expanded the integration ICT skills and technology tools in a student-empowered learning environment.

4. Sustained the visibility and celebration of student performances and achievement in the district and the community, including outside adjudication experiences:
   a) Les Mis, District Festival
   b) BOE Recognition Ceremony
   c) HS groups earning Gold and RH student representation at significant music festivals. (MCSMA, NYSSMA)

Improvement Plans

1. Develop/Revise and implement curricula in the following courses:
   a) Develop and implement Kindergarten Music.
   b) Revise Chorus 7 and General Music 7.
   c) Assess Music 6 for possible revision.
   d) Implement Music in Our Digital Lives.
   e) Implement Band 4 and Chorus 4.

2. Plan for NYS adaption of National Core Art Standards (NCAS).

3. Monitor Intermediate and Junior High School performance ensembles for quality and consistency.

ART

Significant Accomplishments

1. Improved secondary program offerings and aligned identified curriculum to anticipated NYS new Arts standards:
   a) Implemented new Animation course at HS.
   b) Implemented revised HS courses - Drawing and Painting, Advanced Studio in Art.
   c) Implemented revised elementary Art curriculum maps for grades 3 & 4.

2. Supported and encouraged teacher/student participation in NYSATA sponsored shows. (NYSBA, NYSATA Region 2)

3. Identified specific ICT skill building opportunities and learning experiences in Art courses.

Improvement Plans

1. Develop/Revise and implement curricula in the following courses:
   a) Develop and implement Kindergarten Art.
   b) Revise Art 7.
   c) Assess Art 6 for possible revision.
   d) Assess the vertical articulation and alignment of digital learning experiences (K-12) for possible revision.

2. Support the implementation of identified ICT skills in Art courses.

3. Improve secondary course offerings in Art:
   a) Consider revising Personal Design for Home and Fashion into two courses.
   b) Review/Revise expectations for digital work.
   c) Explore potential technology platforms and tools.

4. Plan for NYS adaption of National Core Art Standards (NCAS).

5. Implement 2017-18 Art Show calendar and expand opportunities for students to display work in the community

PHYSICAL EDUCATION

<u>Significant Accomplishments</u>

1. High student engagement in fitness activities.

2. Fitness score increase.

3. Use of technology in PE class.

<u>Improvement Plans</u>

1. Aligning PE curriculum to new grade level configurations.

2. Continue to integrate ISTE and ICT skills into PE curriculum maps.

3. Continue to increase student engagement in fitness activities.

HEALTH

Significant Accomplishments

1. Revised curriculum and learning resources. (Grades K-7)

2. Developed curriculum for new course, *The Teenage Brain.*

3. Developed teacher capacity in the use of eDoctrina Assess to administer formative assessments.

4. Advanced ICT proficiency at secondary schools:
    a) Lessons that engage students in the use of digital tools to set and monitor goals.
    b) Lessons that engage students in analysis of media messages and multiple perspectives.

Improvement Plans

1. Develop performance-based assessments and rubrics for new course, *The Teenage Brain.*

2. Build teacher capacity in the use of formative assessment data to monitor student understanding of Health concepts and adjust instruction as needed.

3. Continue to advance ICT proficiency at secondary school.

BUSINESS

Significant Accomplishments

1. Received approval from NYSED to become an approved CTE Business Program.

2. Researched Business standards and Entrepreneurship standards to prepare for new Business course - Entrepreneurship.

3. DECA accomplishments: 30 DECA members. All members attended the Regional competition. 14 members attended the State competition in March (our second highest year for attendance at states). Two students competed at the International Competition in Anaheim, CA and 1 student was a top ten finalist for the test portion of his competition.

4. Increased the number of opportunities for our students to earn college credit through MCC's dual enrollment program: Business Law, Business Ownership and Computer Applications.

5. Integrated information technology skills (ICT scope and sequence) into identified learning experiences and projects to increase student engagement and higher level thinking skills.

Improvement Plans

1. Promote new CTE endorsement opportunity for our students.

2. At grades 8 and 9, develop and implement new curriculum for Entrepreneurship course.

3. At grades 8-12, continue integration of ISTE standards and ICT scope and sequence into Business curriculum.

TECHNOLOGY

Significant Accomplishments

1. Revised curriculum and learning resources. (Grades 7-9)

2. Advanced three ICT proficiencies:
   a) Identify and define authentic problems and significant questions for investigation.
   b) Plan and manage activities to identify solutions and/or make informed decision.
   c) Data collection technology & analysis.

3. Developed teacher capacity in the use of eDoctrina Assess to administer formative assessments.

4. Strengthened student use of the engineering design process as evidenced by student work displayed at the annual STEM showcase.

Improvement Plans

1. Advance three ICT proficiencies:
   a) Interacting with peers and professionals in order to examine a problem.
   b) Engaging in a feedback cycle, manage group timelines, and contribute to team decision-making in order to work towards a common goal.
   c) Developing, testing and refining prototypes.

2. Revise assessments and other learning resources. (Tech 8, Production Systems, Robotics)

3. Continue to build teacher capacity in the use of formative assessment data to monitor student understanding of technology concepts and design instruction accordingly.

4. Investigate addition of AP Computer Science or Project Lead the Way programming sequence.

FAMILY AND CONSUMER SCIENCE

Significant Accomplishments

1. Revised curriculum and learning resource (Grade 7 & 8 Home & Careers)

2. Developed teacher capacity in the use of eDoctrina Assess to administer formative assessments.

3. Advanced two ICT proficiencies:
   a) Use of digital tools to set and monitor goals.
   b) Analysis of media messages and multiple perspectives.

4. Implemented new curriculum in Foods & Nutrition.

Improvement Plans

1. Develop performance-based assessments and rubrics. (Home & Careers 8)

2. Continue to build teacher capacity in the use of formative assessment data to monitor student understanding of FACS concepts and adjust instruction accordingly.

3. Advance two ICT proficiencies:
   a) Interacting with experts and peers to gain a more balanced perspective of the work.
   b) Interacting with experts and peers in order to examine a problem.

INFORMATION AND COMMUNICATION TECHNOLOGY

Significant Accomplishments

1. Advanced teacher and administrator understanding and use of the ICT Skills Scope and Sequence for lesson and unit design:
   a) Adopted 2016 ISTE Standards, refreshed the ICT Skills Scope and Sequence to align with new standards and conducted workshops to familiarize all teachers and administrators to the changes.
   b) Worked with teachers and directors to expand the number of common assessments and assured experiences that integrate technology and information fluency skills identified on the ICT Skills Scope and Sequence.
   c) Developed and piloted an ICT capstone project that will be taken by all third grade students in 2017-18.

2. Successful implementation of third year of the Information and Communication Technology plan:
   a) At grades 1,2,4,5 and 9, students began use of Google Apps and Chromebooks in a 1:1 environment.
   b) At grades 6-9, all students had access to Google Apps and Chromebooks in a 1:1 environment, with over 85% of our families allowing devices to go home to continue productive and meaningful work outside the school day.
   c) At grades 7-9, piloted a program allowing students to bring the Chromebooks home over the summer.

3. Extended keyboarding expectations and assessments to grade 2.

4. At the SHS, supported teachers' effective use of emerging information and communication technologies for student learning:
   a) Digital Learning Day 2.5 was organized to provide high school staff with technology integration workshops and K-12 student presentations demonstrating how to infuse technology into lessons in meaningful and effective ways.
   b) Professional development sessions were provided at faculty meetings and half day conferences.

Improvement Plans

1. Continue to advance teacher and administrator understanding and use of the ISTE Standards and ICT scope and sequence for lesson and unit design.

2. Continue to upgrade curricula by increasing the number of common learning experiences and assessments that incorporate the ISTE standards.

3. Redesign Steam 7 (BITS-Build, Innovate, Think, Share) and 8 curriculum to specifically incorporate ISTE Standards and ICT skills while integrating content area standards.

4. Implement year 4 of the 5 year Information and Communication Technology plan which will include 1:1 Chromebooks for grades K, 10, 11 and 12.

II. Instructional Support Services   Pg. 22-33

INSTRUCTIONAL COACHES

Significant Accomplishments

Literacy Coaches
1. The district literacy coach supported K-3 teachers, building level literacy coaches, and principals in their implementation of the "Fundations" reading program.
2. The district literacy coach guided the creation of the Universal Screening Document which will inform instruction and interventions.
3. At grades K-3, literacy coaches guided the implementation of the "Fundations" reading program. (Professional Development)
4. At grades K-8, literacy coaches assisted with progress monitoring and built teacher capacity to use data in their instructional decisions.

Math Coaches
1. At grades K-5, math coaches supported the "Investigations 3" pilot by providing embedded professional development regarding changes in the new version of program and assisting with instructional material evaluation, which played a critical role in the decision to not move forward with "Investigations 3."
2. At grades K-5, math coaches built teacher capacity in the area of fraction knowledge by providing professional development with the NYS CC progressions document.
3. At grades 6-8, math coaches developed scoring rubrics for identified assessments at each grade level for consistent data for analysis.
4. At grades 6-8, math coaches provided embedded professional development to math teachers through co-teaching and progressions discussions.
5. At grade 9, math coaches provided embedded professional development to teachers to increase rigor in Algebra I instructional lessons aligned to standards.

ICT Coaches
1. Revised the district ICT K-6 and 7-12 Scope and Sequence to align with the new 2016 ISTE Standards.
2. At K-12, ICT coaches advance teacher understanding and use of the ICT Skills Scope and Sequence for lesson and unit design.
3. At identified grade levels (grade 2 and 3, ELA 7-11, and Science 7 and Earth Science) worked with directors and teachers to develop units of study to include the ISTE standards/ICT skills with common learning experiences and/or assessments.
4. Developed and piloted an ICT capstone project for grade 3.
5. Supported the implementation of lessons and units through student centered coaching cycles to ensure the consistent implementation.
6. Supported the Senior High School Improvement Plan by providing professional development to high school staff throughout the year to prepare for 10-12 implementation of 1:1 devices.

Improvement Plans

ELA Coaches
1. A district literacy coach will provide embedded professional development to school literacy coaches and reading teachers to improve their skill set in diagnosing reading gaps and aligning interventions.
2. At K-3, literacy coaches will provide embedded professional development for the "Fundations" program (transfer of support from district coach to building level coach) through co-planning, modeling, co-teaching, and providing feedback.
3. At K-3, literacy coaches will support teachers in the use of the newly designed primary literacy benchmark assessments to ensure students are meeting standards in all areas of the reading process.
4. At grades 4-6, literacy coaches will support the implementation of the intermediate literacy program (ReadyGEN) through coaching cycles of planning, teaching and reflection for instructional improvement.
5. The District Literacy Coach will provide embedded professional development to ESL teachers.

Math Coaches
1. At grades K-6, math coaches will serve as the primary resource for professional development to support the initial implementation of the Eureka Math Program.
2. A secondary district math coach will align instructional programming and intervention services at the two junior high schools by providing embedded professional development to reinforce best practices for quality first instruction and intervention.
3. At grades K-3, math coaches will provide embedded professional development and support for the use of interim assessment learning tasks.

ICT Coaches
1. District ICT coaches will continue to advance teacher understanding and use of the ICT Skills Scope and Sequence for lesson and unit design.
2. District ICT coaches will guide the development of additional units of study that include ISTE standards/ICT skills with common learning experiences and/or assessments at identified grade levels/courses.
3. District ICT coaches will support the implementation of ICT capstone project at grade 3.
4. District ICT coaches will develop and pilot an ICT capstone for grade 6.
5. District ICT coaches will support the implementation of year 4 of the 5 year Information and Communication Technology plan which includes 1:1 devices for grades K and 10-12.
6. District ICT coaches will support implementation of the revised STEAM 7: B.I.T.S. (Build, Innovate, Think, Share) and STEAM 8: Collaborative Design courses, through coaching cycles of planning, teaching and reflection for revision.

ACADEMIC INTERVENTION SPECIALISTS

Significant Accomplishments

Reading Specialists:
1. At all grades (K-12), reading specialists supported identified students with supplemental reading instruction.
2. At grades K-5, reading specialists began using interventions consistent with the multisensory approach from the Fundations program.
3. At grades 6-8 reading specialists began using diagnostic tools and prescriptive interventions (LLI, Wilson) for supplemental reading instruction.

Math Specialists:
1. At grades K-5, math coaches supported identified students with supplemental instruction.
2. At grades 6-12, math teachers supported identified students with supplemental instruction.

Improvement Plans

Reading Specialists:
1. At grades K-3, reading specialists will provide interventions consistent with the multisensory approach from the "Fundations" program.
2. At grades K-9, reading specialists will improve the diagnosis of learning gaps and effectiveness of interventions for students not meeting reading benchmarks. This will include developing protocols that require specialists and classroom teachers to regularly monitor the effectiveness of the interventions and respond accordingly in a timely manner (Implementation of Response to Intervention).
3. At grades K-9, selected reading specialists will attend professional development sessions for LETRS (Language Essentials for Teachers of Reading and Spelling) to enhance their foundational understanding of the teaching of reading.

Math Specialists:
1. At grades 4-9, AIS math specialists will build capacity in utilizing the concepts of neurodevelopment and the learning of mathematics.
2. At grades 4-9, AIS math specialists will provide intervention services that remediate the gaps in students' knowledge and learning in prior grade levels.
3. Build capacity of Math Specialists for math interventions.

EXTENDED TIME PROGRAMS

Significant Accomplishments

1. Summer Programs: (Summer 2016)
   a) All elementary schools implemented a summer literacy/math program to provide ongoing support and engagement of literacy and math skills. Total participation was 204 students. (Fifth grade students remained in the elementary program summer 2016.)
   b) Both middle schools implemented a summer literacy/math program to provide ongoing support of literacy and math skills. Total participation was 66 students.
   c) At both middle schools, a summer "ignite" program, an inquiry based and interdisciplinary program designed to address identified skills of need from this year's common assessments, was implemented in blended learning environments.
   d) A high school summer program was implemented for credit recovery and Regents test preparation. Total participation was 230 students (includes summer school courses, test prep, and exams).

2. High School Intercession Program:
   a) January and June intercessions were used to provide seniors with an opportunity to complete semester courses for on-time graduation. Total participation was 47 students in January and 32 in June.
   b) February intercession was used to provide students in grades 9-12 with an opportunity to complete Regents level coursework for on-time course completion. Total participation was 29 students.

Improvement Plans

1. Summer Programs: (Summer 2017)
   a) K-8 summer programs will not be offered due to school reconfiguration.
   b) A high school summer program will be offered using the same appoach as the prior year.

2. Summer Programs: (Summer 2018)
   a) The need for K-8 summer programs will be reviewed.
   b) A review of the Monroe 1 BOCES High School Summer Program will be completed to determine if this program will meet the needs of Rush-Henrietta students for credit recovery.

PSYCHOLOGICAL SERVICES

Significant Accomplishments

1. School psychologists conducted 43 initial psychological evaluations (52 in prior year) and 173 re-evaluations (153 in prior year).

2. School psychologists participated in 28 manifestation determination reviews. (Same as prior year).

Improvement Plans

1. School Psychologists will participate in developing a protocol for transitioning and storing related services information.

2. School Psychologists will explore the use of current IEP data system for the collection of information and for the monitoring of measurable and achievable goals specific to related service areas.

SPECIAL EDUCATION SERVICES

Significant Accomplishments

1. Special Education services were provided to 1,231 (1,098 in prior year) students with disabilities. (Preschool: 238; K-21: 675; 504: 248; and Declassified: 70)

2. 75 additional students with disabilities entered the district this year (57 were placed in in-district programs/23 in a special class; 15 in out-of-district programs; 3 home instruction)

3. 85% of the in-district students with disabilities (SWD) 2013 cohort graduated on-time with an appropriate diploma and/or credential.

4. Two part-time positions behavioral specialist positions were combined into a full-time position.

5. The behavioral specialist collaborated with building-level teams to develop appropriate Functional Behavioral Assessments (FBA) and Behavior Interventions Plans (BIP):
   a) Consistent protocols for FBA and BIP were established.
   b) FBA/BIPs were monitored closely for effective and consistent implementation.
   c) Professional development was provided on: data collection; implementation of BIPs; crisis response and management; autism spectrum disorder and other related disorders. Behavior management and effective communication strategies.

6. Professional development was provided to elementary special education teachers and related service providers on how to write IEP goals that are data driven and measurable.

7. Placing students with disabilities in the Least Restrictive Environment (LRE), as mandated by New York State, continued to be emphasized.

8. SWD disciplinary referrals and suspensions remained stable (71 SWDs suspended in 2016-2017, a decrease of 1 student compared to prior year).

9. The number of in-district Regents bound 9th grade students with disabilities (SWD) obtaining enough credits (5 or more) to be considered a bona fide 10th grade student at the end of their freshmen year increased. (84.3% in 2017; 83% 2016)

10. The number of community-based work experience placements for transition program students increased from 7 to 10.

11. Behavior management training was provided to bus drivers, paraprofessionals and teachers to promote culturally responsive strategies when addressing the needs of SWDs:
    a) 75 bus drivers participated. (3 sessions, 9 hours total)
    b) 50 paraprofessionals participated. (3 hours total)
    c) 40 Therapeutic Crisis Intervention staff were recertified.

12. Medicaid reimbursements for special education services totaled $484,195, an increase of $39,195 compared to the prior year.

13. Successful Transition of a new Medicaid Data Analyst.

Improvement Plans

1. Successful transition of new Special Education Director and Secondary Coordinator of Special Education

2. Conduct internal audit for Indicator 13 in which IEP's must have a career transition plan for students 15 years or older for which R-H will be under review for this coming year.

3. Continue to improve and refine IEPs using data driven goals to focus on the specific needs of each student by implementing the IEP Direct progress monitoring tool for specific goals.

4. Provide professional development to secondary special education teachers and other related services individuals throughout the year on how to write IEP goals that are data driven and measurable.

5. Continue to monitor disciplinary referrals and suspension of students with disabilities at the secondary level.

6. Review and refine continuum of services including in and out of district placements.

7. Work collaboratively with building-level administrators to support their understanding of Special Education rules and regulations and ensure appropriate practices within school buildings.

SPEECH AND LANGUAGE SERVICES

Significant Accomplishments

1. Speech Language Pathologists provided 101 individual sessions of speech support to students with disabilities weekly (128 in 2015-2016). Additionally, 515 speech language group sessions were conducted weekly (482 in 2015-2016).

2. Speech Language Pathologists participated in professional development giving each four Continuing Education Units (CEU).

Improvement Plans

1. Speech Language Pathologists will participate in developing a protocol for transitioning and storing related services information.

2. Speech Language Pathologists will explore the use of current IEP data system for the collection of information and for the monitoring of measurable and achievable goals specific to related service areas.

OCCUPATIONAL AND PHYSICAL THERAPY SERVICES

Significant Accomplishments

1. Occupational Therapists provided 65 individual therapy sessions weekly to students with disabilities (64 in 2015-2016). In addition, 80 occupational therapy group sessions were conducted weekly (83 in 2015-2016).

2. Occupational Therapists participated in professional development giving each four Continuing Education Units (CEU).

Improvement Plans

1. Occupational Therapists will participate in developing a protocol for transitioning and storing related services information.

2. Occupational Therapists will explore the use of current IEP data system for the collection of information and for the monitoring of measurable and achievable goals specific to related service areas.

ENGLISH AS NEW LANGUAGE

Significant Accomplishments

1. English as New Language (ENL) services were provided to 314 students in grades K-12 (246 in 2015, 301 in 2016). The breakdown of students based on English Language Proficiency levels were as follows: Entering: 67, Emerging: 45, Transitioning: 73, and Expanding: 129.

2. American Sign Language services for hearing impaired students and families were provided on 290 occasions. (An increase of 12 compared to prior year.)

3. American Sign Language services for hearing impaired staff were provided on 150 occasions. (An increase of 64 compared to prior year).

4. Native language document translation services were provided on 316 occasions. (An increase of 46 compared to prior year.) The increase in demand for this service was driven by the need to translate more pertinent district-related information to families.

5. Native language translation services for exams were provided to 69 students on 238 occasions. (58 students on 210 occasions in 2015-2016)

6. The native language phone translation service (Propio) used to facilitate communication with families and students identified as English Language Learners was used on 264 occasions.

7. An ESL Teacher on Special Assignment was added to ensure compliance with all Part 154 Regulations. This individual is responsible for: coordinating ESL department meetings; administering the New York State Identification Test for English Language Learners (NYSITELL) to new entrants; administering the Multilingual Literacy SIFE Screener (MLS) to English Language Learners who may be Students with Interrupted Formal Education; coordinate required professional development for ESL teachers, and all other building staff members; identify appropriate support services required for students not demonstrating adequate performance; coordinate NYSESLAT scoring; coordinate district multicultural parent nights; complete end of year state reporting, etc.

Improvement Plans

1. Implement a summer English as New Language program for English Language Learners in grades 9-12 to help these students maintain and improve their listening, speaking, reading and writing English skills. Twenty-two students are scheduled to attend the program during the summer.

2. Develop a professional development plan for staff and administrators that specifically address the needs of English Language Learners. This professional development plan will be reviewed with Instruction Council and administrators prior to implementation.

3. Update the ELL comprehensive plan to include additional mandates.

LIBRARY MEDIA SERVICES

Significant Accomplishments

1. District-wide, student and staff checked out over 154,000 print resources.

2. Numerous clubs and activities were offered to promote to students' interest in literature.

3. Elementary schools each conducted author visits, allowing schools to promote reading, motivate writing, and give insight into the creation process of an author.

4. Organized 1:1 Chromebook rollout, maintenance, troubleshooting, repair, and collection at elementary schools, middle schools, and the NGA.

5. Prepared libraries for the reconfiguration:
    a) Developed Vollmer's print and electronic resources collections with both new material and age-appropriate books relocated from primaries.
    b) Purchased furniture to allow Sherman and Vollmer libraries to be flexible learning spaces.
    c) Weeded and procured materials to align all libraries to their new grade configurations.

6. Strengthened the capacity of Library Media Specialists to serve as ICT coaches:
    a) During observations, collect information on LMS' own technology integration, teaching practices and instructional delivery to design professional development to advance their craft.

Improvement Plans

1. Prepare libraries for the reconfiguration:
    a) Shift NGA collection to Junior Highs and High School.
    b) Receive and shelf Vollmer collection from vendor and other RH libraries.
    c) Reshelf Sherman collection in the new library space.

2. Strengthen the capacity of Library Media Specialists to serve as ICT coaches:
    a) Work with the Director of Professional Development to design PD workshops that focuses on learning targets and innovative instructional strategies.
    b) Conduct a book study of Student-Centered Coaching by Diane Sweeney and practice coaching techniques.
    c) Target observations and informal feedback specifically on professional development focuses for the year.

III. Student Management   Pg. 35-40

STUDENT REGISTRATION AND PLACEMENT

Significant Accomplishments

1. Registered 753 new students (K-12). (Decrease of 123 students compared to prior year).

2. Discontinued 322 students (K-12). (Increase of 149 students compared to prior year)
   a) 36 enrolled in private schools
   b) 29 returned to home country
   c) 182 moved out of district and enrolled in other New York State schools
   d) 75 moved out of New York State

3. Registered 344 kindergarten students for 2017-18. (Decrease of 14 students compared to prior year).

4. Registered 38 students, grades 1-12, for the 2017-2018.

5. Refined the kindergarten registration process: created a common packet for potential kindergarten families for all schools; extended the registration period from 2 weeks for each school to 10 weeks for all schools; all families had access to register their student during the same time frame.

6. Verified 107 Shared Housing Affidavits. (Increase of 29 compared to prior year).

7. Identified 43 temporarily displaced students under the McKinney-Vento Law. (Increase of 16 students compared to the prior year).

8. Conducted twenty five (25) residency investigations. (100% were unfounded)

9. Expanded the use of the district card with information about school registration and school district contact information to local area real estate agencies. (Community Resourcing).

10. Developed a directory of Monroe County school district registrars and contact information to streamline communication and to facilitate timely release of student records. (Yearly update of this directory will be completed by district registrar).

Improvement Plans

1. Continue current practices.

SCHOOL SAFETY

Significant Accomplishments

1. Converted and revised all building emergency response plans to establish a common format and align with new state regulations.

2. Completed and implemented a building emergency response plan for the Parker Administration Building and Good Shepherd School.

3. Enhanced the safety and security of the Parker Administration Building. (building locked at all times; installed camera and buzzer system for front-door access; safety windows and solid wooden doors installed on identified offices to create safer rooms; 2-way radios purchased for identified floor leaders to communicate during emergency situations)

4. Established a plan of work for building emergency response teams to practice emergency response procedures regularly, and to review and update their building emergency response plans.

5. Revised the emergency response procedural card to reflect current and common state language. This card is available in every room across the district for easy access in the event of an emergency.

6. Continued the practice of two safety weeks (fall and spring) in which all buildings practiced emergency procedures. (lockout, lockdown, hold-in-place, AED/CPR drills, evacuation drill, early dismissal drill)

7. Completed safety audit at the Transportation and Operations facility and shared findings and recommendations with building administrators.

8. Completed an audit of district-wide youth assistant practices. Findings to be addressed next year.

9. Initiated elementary schools collaborating with the Transportation Department for an evacuation drill to the Dome Arena.

10. All district AEDs were checked monthly to assure proper functioning. In addition, a three-year AED replacement plan was initiated.

11. Strengthened our collaboration with community emergency responders. This year, emergency responders were on campus seventy (70) times.

12. Secondary students reported:
    a) Feeling safe in the classrooms. (95%; 2% increase compared to prior year)
    b) Feeling safe in school hallways. (92%; 1% increase compared to prior year)
    c) Feeling safe on school buses. (90%: No change compared to prior year)
    d) Not physically threatened on school grounds. (90%; 2% increase compared to prior year)
    e) Not verbally harassed on school grounds. (77%; No change compared to prior year)
    f) Not harassed via electronics during school day. (89%: No change compared to prior year)

Improvement Plans

1. Review and update established safety plan of work for buildings.

2. Conduct a comprehensive community-based emergency training exercise with community-based emergency responders.

3. Coordinate with Vollmer school administrators to develop and implement a building-level emergency response plan.

4. Conduct a security audit of the WHEB. (Fall 2017)

5. Collaborate with buildings to create common scripts for various emergency response procedures.

6. Conduct school evacuations to the Dome Arena to test our emergency response procedures.

7. Place emergency phone numbers and contacts on phones for access.

8. Collaborate with the Director of Facilities to install carbon monoxide alarms and establish response guidelines for district buildings.

9. Explore the opportunity to conduct an active shooter training exercise.

10. Improve the supervision of youth assistants.

11. Continue implementation of three-year AED replacement plan.

12. Improve the safety of the Transportation Operation Center. (Assist with implementation of audit recommendations.)

13. At secondary schools, explore practices for lessening verbal harassment.

CHARACTER DEVELOPMENT

Significant Accomplishments

1. PBIS practices were refined to include expectations for digital citizenship and to improve respectful conduct and verbal harassment.

2. Digital Citizenship Survey (Grades 3-5) – First Year:

   a) My teacher has taught me about digital citizenship. 99%
   b) I use technology respectfully in my classroom. 98%
   c) I have been recognized for positive digital citizenship. 90%
   d) My teacher has taught me that the things I post online 97%
      never go away (digital footprint).
   e) I have not been made fun of, called names, or 90%
      threatened through electronics at/during school.

3. Student Satisfaction Survey/Digital Citizenship (Grades 6-8):

   a) The terms digital citizenship and digital footprint have been 98% +2%
      discussed/taught by my teachers or other staff members.
   b) Students use school technology in a respectful manner. 84% No Change
   c) I have been acknowledged for positive digital citizenship. 84% New Item
   d) On school grounds, I have not been harassed via electronics 92% -1%
      (texting, computer, Facebook).

4. Student Satisfaction Survey/Digital Citizenship (Grades 9-12):

   a) The terms digital citizenship and digital footprint have been 91% +8%
      discussed/taught by my teachers or other staff members.
   b) Students use school technology in a respectful manner. 80% -2%
   c) I have been acknowledged for positive digital citizenship. 72% New Item
   d) On school grounds, I have not been harassed via electronics 86% No Change
      (texting, computer, Facebook). (Disagree)

5. Student Satisfaction Survey/Respectful Student Conduct:

   a) I can focus on my work in classrooms without interruptions. (6-8). 89% -2%
   b) I can focus on my work in classrooms without interruptions. (9-12) 82% No Change

6. Established plans for transitioning PBIS to new schools. (School Reconfiguration)

7. Initiated "Where Everbody Belongs" (WEB) student transition program at Burger and Roth Middle Schools.

8. Supported the department of transportation's effort to improve student conduct on buses using the PBIS framework:

   a) All drivers reviewed expectations for student conduct with students at the start of the school year.
   b) Drivers and monitors attended professional development sessions on trauma and students with disabilities.
   c) All new employees received an orientation session focusing on the practices of PBIS on buses.
   d) More drivers regularly communicated incidents of student misconduct on buses immediately to the building administrator and/or transportation director. (332, an increase of 52 compared to prior year).
   e) Transportation director along with transportation staff communicated more regularly with parents regarding their child's misconduct on all buses and all grade levels. (365, a decrease of 54 compared to prior year).
   f) The transportation director and/or PBIS team members rode alongside drivers where student misconduct was reported as problematic (185, an increase of 6 compared to prior year).
   g) Intervention plans were implemented for drivers identified as being less than effective in handling bus misconduct (18, a decrease of 11 compared to prior year).

9. Student Satisfaction Survey/Student Conduct on Buses (Grades 6-12):

   a) Students behave safely on bus.   87%   +2%
   b) Feel safe on bus.   94%   +3%

10. Driver Survey/Student Conduct on Buses:

   a) More confident in handling student behavior.   95%   +3%
   b) Use bus referral form consistently to report conduct issues. 92%   +6%
   c) Provided necessary support by administration.   94%   +5%
   d) Behavior has improved as result of training received.   85%   +5%
   e) Fewer conduct issues needing administrator involvement.   86%   +4%

Improvement Plans

1. Support school administrators with transitioning the use of the PBIS framework to new schools. (School Reconfiguration)

2. Continue to support the department of transportation's effort to improve student conduct on buses using the PBIS framework.

3. Continue to advance digital citizenship through the PBIS framework. (Digital Communication, Digital Etiquette)

4. Provide parent education on social media and children's use of electronic mediums. (In the fall, show the movie 'Screenagers' to begin the conversation.)

5. Improve and enhance district PBIS webpage. (PBIS, WEB, and Link Crew programs)

STUDENT DISCIPLINE

Significant Accomplishments

1. Fewer superintendent hearings. (56; a decrease of 22 compared to prior year).

2. Improved the efficacy of the superintendent's suspension process:
   a) Updated the district suspension guidelines. Revised guidelines were approved by the board of education.
   b) School administrators received professional development on the revised guidelines and suspension procedures.

3. The district code of conduct was updated to:
   a) Clearly articulate suspension procedures for extracurricular activities.
   b) Refine dress code expectations.
   c) Refine language around gambling and gambling devices.
   d) Reflect language around encouraging others to fight, videotaping of physical altercations, and the posting of videos of inappropriate student conduct.
   e) Refine language around bus misconduct.
   f) Add language to reflect Drug Impairment Training for Education Professionals (DITEP) trained staff members who can assess students under the influence of a substance.

4. The "Student Rights and Responsibilities" section of the code of conduct was revised following review by high school student council members.

Improvement Plans

1. Explore restorative practices.

2. Disaggregate quarterly disciplinary data to assess and report on rates of discipline across racial/ethnic groups.

3. Continue to provide school administrators with professional development regarding the superintendent hearing process and proper investigation before a hearing.

4. Expand Drug Impairment Training for Education Professionals (DITEP) to include assistant principals, secondary principals, and other identified staff members.

IV. Student Services   Pg. 42-49

HEALTH AND WELLNESSS

Significant Accomplishments

1. A total of 41,631 visits to the school health office were reported. This was in addition to dispensing daily medications to 119 students and monitoring the daily needs of 17 medically fragile students.

2. A total of 54 physical exams were performed by the District Nurse Practitioner to students that did not have a primary care provider, medical home, or lacked health insurance.

3. Over 650 students with Emergency Care/Asthma Action Plans remained safe at school and free of any significantly adverse or life threatening reactions.

4. Policy and regulations for Opioid Overdose Prevention were adopted by the Board of Education.

5. Assisted the Director of Health Education with a review of the 6th grade health curriculum in preparation for fall 2017. (School Reconfiguration)

6. Concussion management services were provided to 56 students. (A decrease by 28 students compared to the prior year.) There were more than 10 students with a prolonged recovery from this injury.

7. Building-based wellness initiatives were offered. (Weight loss challenges, running groups, Yoga and fitness programs) Other programs such as dental health, internet safety, and violence prevention were also offered.

8. Reviewed and updated the administrative guidelines for the supervision of the district's health services program.

Improvement Plans

1. Ensure that all 7th and 12th grade students meet the new vaccine requirement for meningitis prior to the start of the new school year. (New mandate.)

2. Increase district wellness council membership.

3. Successfully transition a new Nurse Practitioner and School Nurse Teacher.

4. Update the district's health services manual.

COUNSELING SERVICES

Significant Accomplishments

1. At secondary schools, counselors met with every new entrant and their family to help these students acclimate to their new learning environment. There were 145 of these meetings (56 SHS, 24 NGA, 39 Roth, and 26 Burger). Topics covered included: Introduction to RH, scheduling, "who to see for what," building tour, SchoolTool parent portal access, and Naviance tutorials.

2. At secondary schools, counselors participated in 46 (44 in 2016) home visits to families/students identified by building level teams as being at-risk of not completing a high school program due to attendance or other factors. Attendance data and academic reports were used to target interventions for these students.

3. At secondary schools, parents and students were provided with multiple opportunities to learn about College and Career Readiness. (Workshops, Parent Education Videos, College Debt Crisis, What's Next Club, etc.)

4. At secondary schools, more parents actively engaged in their student's college and career planning. (452 vs. 442 prior year)

5. At the Senior High School, more students participated in the "Taste of College Program." (75 vs. 72 students; 111 vs. 86 courses)

6. 96% of graduating seniors are pursuing post-secondary education or military service (4-year college: 52%; 2-year college: 38%; Military Service: 4%; Trade/Technical: 2%; Employment: 4%)

7. Counselors engaged in professional development to build capacity to meet the various drug/alcohol and mental health needs of students

8. At secondary schools, students reported feeling connected to an adult at school. (92%)

Improvement Plans

1. Increase the number of students earning Career and Technical Education (CTE) Certification at EMCC and through the Rush-Henrietta Central School District Business Department.

2. Continue supporting New Entrant Support Groups at all secondary schools, including monitoring students' progress socially, emotionally, and academically.

3. Explore the use of technology (Periscope, Skype) and bundling workshops in conjunction with planned events to increase parent attendance and participation.

4. Encourage all students and families to use Naviance Family Connection and the district web-site for college and career planning (7-12).

5. At the intermediate level, align Academic, Career, and Social/Emotional New York State Counseling Standards with American School Counseling Association Mindsets and Behaviors.

6. Educate parents about the Excelsior Scholarship. (FAQ, criteria, resources)

7. Improve the graduation rate for students with disabilities, especially those in outside placements. (Current rate: 85%)

8. Improve on-time graduation rate by utilizing the district's predictive analytic model.

9. At secondary schools, provide counselors with additional training for academic planning, especially for average and high-achieving students. Students and families should be made more aware of choices that students make in grades 7-9 that can limit or broaden the choices available in grades 10-12.

10. At secondary schools, provide counselors with additional training for chemical use risk identification.

11. Consider expanding the "Reach Out of the Dark" initiative.

SOCIAL WORK SERVICES

Significant Accomplishments

1. Student and families received 1,552 (1,544 prior year) social work services (mandated counseling; social/emotional counseling; crisis counseling; community services referrals).

2. Social Workers responded to 80 CARE Team referrals (SHS-64; NGA-9; Burger-0; Roth-7; an increase of 8 when compared to last year). Individualized Chemical Abuse Prevention interventions were completed for 30 students and Chemical Use Risk Assessment were completed for 18 students.

3. Social workers participated in 57 (88 prior year) home visits. This initiative focused on disengaged families and students at risk of not completing a high school program due to attendance or other variables. The decline from prior year reflects fewer of these parents.

4. Embedded drug prevention education was provided through elective and core courses. For example, in AP Biology the Drug and Alcohol counselor targeted instruction on the impact of drugs on brain functioning, in Civics Classes the focus was public policy impacts and national drug prevention strategies, in Women's Health class safety and risk factors was the focus, in English Macbeth was utilized to increase student's understanding of intense emotional states, Forensics class instruction explored the impact of drugs on the body, and the Brain project was started to connect brain function to celebrating student success.

5. Mental health professionals participated in professional development for research based practices for working with students impacted by trauma, adverse childhood experiences and the role of resiliency to support student success; and on partnering with outside agency such as Single Point of Access (SPOA).

6. Under the direction of Social Workers, the "Reach out of the Dark" initiative was started to ensure students knew who to talk with if they are feeling unsafe or know someone who is feeling that way. With increases in suicide among youth, this initiative supports students accessing adult and peer support.

7. At secondary schools, student groups addressed the following prevention projects: drug prevention project, tobacco and E-cigarette cessation, and healthy mechanisms for coping with anxiety and other issues.

8. Increased the number of Trauma, Illness, and Grief (TIG) teams members. (4)

9. At secondary schools, social workers met with every new entrant and their family to help these students acclimate to their new learning environment. There were 145 of these meetings (56 SHS, 24 NGA, 39 Roth, and 26 Burger). Topics covered included: Introduction to RH, scheduling, "who to see for what," building tour, SchoolTool parent portal access, and Naviance tutorials. Additionally, counselors collaborated with other mental health professionals for new entrant groups.

Improvement Plans

1. Improve parent and student understanding of opioid addiction.

2. Improve the attendance rate by utilizing new attendance reports along with other academic data to better target the needs of students more effectively, and utilize the Response to Intervention framework to progress monitor student growth.

3. Increase social workers knowledge of best practices through professional development and Continuing Education Units (CEU) required for professional practice and state licensure. Topics will include: executive functioning, mindfulness, and trauma informed care to support our work with restorative practices.

4. Continue to conduct building and district level TIG team drills during safety weeks.

TUTORING SERVICES

Significant Accomplishments

1. Provided 56 students with home tutoring services. (55 prior year)

2. Continued to improve the process for communicating with families when home tutors are assigned to the students. (Emails and/phone calls)

3. Provided 82 students with tutoring services at the Academic Support Center. (An increase of 9 compared to prior year).

Improvement Plans

1. Provide parents of students being suspended, short or long-term, at the time of the suspension, with written information explaining the process that will be followed to continue their student's education during the suspension.

2. Survey tutors to evaluate the efficacy of the tutoring process and to obtain information on tutors' availability to the district the following year. This survey will be administered at the conclusion of each semester.

3. Update tutoring procedures and guidelines, including changes requested by the Board of Education.

4. Recruit qualified and available tutors.

ALTERNATIVE EDUCATION

Significant Accomplishments

1. The Alternative High School served 64 students. (72 prior year)

2. Academic intervention services were embedded in instructional periods. Teachers reported this to be an effective use of time and that it contributes to keeping struggling students engaged and moving in a positive direction. (97% of Alternative High School students reported that they have access to the resources that they need to be academically successful.)

3. Exploration of career opportunities available in the community was emphasized. (Seneca Waterways Explorers Posts, Rochester Arc and Flame Center, Blackdog Music Studio)

4. Students organized a number of PBIS activities: food drive, pledge of allegiance, peer-to-peer shout outs, socials, thankful tree, "be kind" week, holiday gift exchange, and yearbook.

5. Most students reported being acknowledged for positive behavior. (94%)

Improvement Plans

1. Continue to embed academic intervention services in instructional periods.

2. Continue to emphasize career exploration.

3. Explore the use of restorative practices as an alternative to suspensions for verbal harassment and other forms of disrespectful conduct.

4. Explore the use of restorative practice strategies for student discipline.

5. Explore alternative designs for the alternative high school program to diminish the need for out-of-district placements.

HOME SCHOOLING

Significant Accomplishments

1. The home school program served 189 students. (183 prior year)

Improvement Plans

1. Continue current practices.

V.   Student Activities   Pg. 51-61

STUDENT CLUBS AND ORGANIZATIONS

Crane Elementary School
1. Bowling Club
2. Odyssey of the Mind
3. Running Club
4. Tails for Tales Reading Club
5. Yoga Club

Fyle Elementary School
1. Bowling Club
2. Fifth Grade Helpers
3. Math Olympiad
4. Odyssey of the Mind
5. Running Club
6. Student Council

Leary Elementary School
1. Chess Club
2. Creative Writing Club
3. Math Olympiad
4. Odyssey of the Mind
5. Safety Patrol
6. Storytelling Club
7. Student Council
8. Student Newspaper

Sherman Elementary School
1. Math Olympiad
2. Run Club
3. Safety Patrol
4. Student Council

Winslow Elementary School
1. Art Club
2. Math Club
3. Kindergarten Helpers
4. Odyssey of the Mind
5. Peaceful Paws
6. Recorder Club
7. Running Club
8. Stonewood Enrichment Program
9. Student Leadership
10. Student PBIS Ambassadors
11. Student Safeties
12. Tim Horton's Summer Leadership Camp

Burger Middle School

1. 3-D Printing Club
2. Academic Challenge Bowl
3. Anime
4. Arts and Crafts Club
5. Badminton
6. Board Game
7. Bookstore
8. Burger Broadcast Club
9. Creative Writing Club
10. Dane Performance
11. Fitness Club
12. Floor Hockey
13. Gay Straight Alliance
14. German Club
15. Guitar Club
16. Intramurals
17. Lacrosse
18. Lady Comets
19. Leaders Club
20. Music Technology Club
21. National Geographic Bee
22. National Junior Honor Society
23. Paired Partners
24. Ping Pong
25. RIT STEP Club
26. Robotic Club
27. Ski and Snowboard
28. Spelling Bee
29. Student Council
30. Students Taking Action Responsibility (STAR)
31. Video Game
32. Volleyball
33. Washington DC Trip
34. Yearbook

Roth Middle School
1. Academic Challenge Bowl
2. Anime Club
3. ASL Club
4. Bookstore
5. Chess Club
6. Critter Club
7. Electronic Music
8. Fitness Club
9. French Club
10. Fuel Up to Play 60
11. Geography Bee
12. Intramural Sports
13. Lego Club
14. LBGTQ Support Group
15. Maker Club
16. National Junior Honor Society
17. Newspaper Club
18. Odyssey of the Mind
19. Running Club
20. Snow Sports Club
21. Spanish Club
22. Spelling Bee
23. STAR (Students Taking Action Responsibly)
24. Student Council
25. Ticket Sales
26. WEB (Where Everyone Belongs)
27. Washington DC Trip
28. Yearbook

Ninth Grade Academy
1. ASL Club
2. Gay Straight Alliance
3. Intramurals
4. Jewelry Club
5. March Madness Matball
6. Morning Announcements
7. PBIS Student Leadership Team
8. PBIS Tri-Athalon
9. Snow Sports Club
10. Student Government
11. Visual Arts Club
12. Yearbook

Senior High School

1. African American Leadership League (AALL)
2. Amnesty International
3. Anime Club
4. Art Club
5. ASL Club
6. Baseball Club
7. Bookstore
8. Bowling Club
9. Boy's Lacrosse Club
10. Business Honor Society
11. Chess Club
12. Class of 2017
13. Class of 2018
14. Class of 2019
15. Costume Sewing
16. Cougar Tech
17. Cube Club
18. Dance Club
19. DECA
20. Diversity Club
21. Doctor Who
22. Educator's Rising
23. Fitness Club
24. Foreign Language Seminar
25. Gay Straight Alliance
26. German Club
27. Homecoming Club
28. Interact
29. Masterminds
30. Leadership Club
31. Link Crew
32. Maker's Club
33. Math Club
34. Model UN
35. National Honor Society
36. Natural Helpers
37. Open Mike Club
38. Radio Club
39. Robotics
40. Role Playing
41. Science Honor Society
42. Snow Sports Club
43. Spanish Club
44. Student Council
45. Student Tutoring Association
46. Teen Book Festival Club
47. The Other Side
48. Tri-M Music Honor Society
49. U.S. First Tech Challenge

50. Video Game Club
51. What's Next: College, Career & Life after High School
52. Women's Empowerment Club
53. World History Book Club
54. Yearbook

Improvement Projects

1. Review the guidelines for clubs and organizations that will be offered/added at each grade level. (School Reconfiguration)

MUSIC AND THEATRE ENSEMBLES

Crane Elementary School
1. All County Band, Chorus, Orchestra
2. Band (Grade 5)
3. Chorus (Grade 5)
4. Elementary Peak Festival
5. Instrumental/Vocal Solo Festival
6. Orchestra (Grade 4-5)

Fyle Elementary School
1. All County Band, Chorus, Orchestra
2. Band (Grade 5)
3. Chorus (Grade 5)
4. Elementary Peak Festival
5. Grade Level Art Shows
6. Grade Level Musicals (Grade 2-3)
7. Instrumental/Vocal Solo Festival
8. Orchestra (Grade 4-5)

Leary Elementary School
1. All County Band, Chorus, Orchestra
2. Band (Grade 5)
3. Chorus (Grade 5)
4. Elementary Peak Festival
5. Instrumental/Vocal Solo Festival
6. Orchestra (Grade 4-5)
7. School Musical (Grade 2)

Sherman Elementary School
1. All County Band, Chorus, Orchestra
2. Band (Grade 5)
3. Chorus (Grade 5)
4. Elementary Peak Festival
5. Instrumental/Vocal Solo Festival
6. Orchestra (Grade 4-5)
7. Spring Concerts
8. School Musical (Grade 2)

Winslow Elementary School
1. All County Band, Chorus, Orchestra
2. Band (Grade 5)
3. Chorus (Grade 5)
4. Elementary Peak Festival
5. Instrumental/Vocal Solo Festival
6. Orchestra (Grade 4-5)

Burger Middle School
1. All County Band, Chorus, and Orchestra
2. All-State Band, Chorus, Orchestra
3. Band, Chorus, Orchestra
4. Improv Comedy Club (Fall)
5. Instrumental/Vocal Solo Festival
6. Jazz Ensemble
7. Spotlight Ensemble
8. Spring Musical

Roth Middle School
1. All County Band, Chorus, and Orchestra
2. All-State Band, Chorus, Orchestra
3. Band, Chorus, Orchestra
4. Chamber Orchestra
5. Dedicated Voices
6. Instrumental/Vocal Solo Festival
7. Jazz Band
8. Roth's Got Talent (Fall)
9. Spring Musical
10. Woodwind Ensemble

Ninth Grade Academy
1. ASL Choir
2. All County Band, Chorus, and Orchestra
3. All-State Band, Chorus, Orchestra
4. Band, Chorus, Orchestra
5. Bel Canto Singers
6. Instrumental/Vocal Solo Festival

Senior High School
1. All-County Band, Chorus, Orchestra
2. All-Eastern Band, Chorus, Orchestra
3. Area All-State Band, Chorus, Orchestra
4. Bel Canto Singers
5. Chamber Orchestra
6. Conference All-State Band, Chorus, Orchestra
7. Contemporary Strings
8. Instrumental/Vocal Solo Festival
9. Jammin' Acoustic Music (JAM)
10. Jazz Ensemble
11. MLK Singers
12. RH Singers
13. Spectrum Singers
14. Spotlight Theater – Fall Musical (12 Angry Jurors)
15. Spotlight Theater – Spring Musical (The Addams Family)
16. Spring Play – Raisin In The Sun

Significant Accomplishments

1. Recognized for the fifth consecutive year as a "best community for music education."

ATHLETICS

Significant Accomplishments

1. Eighty-three (83) interscholastic and modified sports activities were offered.

2. More than 1,000 students (1,047 non-duplicated) participated in interscholastic and modified sports.

3. Athletic Program Summary for Administrative Guidelines was created for Senior High School and Junior High School programs.

4. Added a co-ed modified swim club (at no cost) with 40 students from Roth and Burger participating.

5. Ensured that teams use only their Sports Booster Club account for revenue deposits and expenditures. Teams have no other bank accounts.

6. Six (6) teams won County Championships:
   a) Winter Cheerleading
   b) Boys' Bowling
   c) Boys' Outdoor Track
   d) Girls' Outdoor Track
   e) Girl' Lacrosse
   f) Baseball

7. Four (4) teams won Section V Championships:
   a) Fall Cheerleading
   b) Girls' Indoor Track and Field
   c) Boys' Bowling
   d) Girls' Outdoor Track and Field (Boys' were second)

8. Girls Outdoor Track and Field team placed second in the NYSPHSAA Championships, falling short only 4 points in their quest to win three straight state championships.

9. Fifteen (15) student-athletes named All Greater Rochester.

10. Twenty-one (21) student-athletes won Section V Championships.

11. Two (2) student-athletes were named players/athletes of the year.

12. Three (3) teams received MCPSAC Sportsmanship Awards: girls' volleyball, hockey, and boys' tennis.

13. Seven (7) coaches were named Coach of the Year: Rachel Telisky (twice, fall and winter), Jason Mancari and Carol Mancari (co-coaches of the year for gymnastics), Mickey Marlowe, Chris Daly, and Mike DeMay.

14. Student participation in the Unified Sports Program. (Basketball)

Improvement Plans

1. Increase student participation in the following activities:
   a) Boys Hockey
   b) Boys Swimming
   c) Girls Gymnastics

2. Secure new coaches for the following sports:
   a) Boys' Varsity Soccer
   b) Part-time program assistant for Girls' Varsity Volleyball

3. Monitor Girls' Volleyball program, all levels.

4. Add Girls Modified B Basketball.

5. Provide necessary training to coaches with limited knowledge of the sport they are coaching.

6. Consider expansion of Unified Sports opportunities.

COMMUNITY SERVICE PROJECTS

Crane Elementary School
1. Crane for CURE
2. Make a Difference Day Food Drive (RHAFT)
3. Day of Caring Breakfast
4. Volunteer Breakfast

Fyle Elementary School
1. Pirate Toy Fund
2. Holiday Hat and Mitten Tree
3. Pennies for Patients
4. Hoops for Heart
5. Make a Difference Day Food Drive (RHAFT)
6. Kicking Hunger Food Drive

Leary Elementary School
1. Make a Difference Day Food Drive (RHAFT)
2. Holiday Food Baskets
3. Special Friends Day
4. Kicking Hunger Food Drive

Sherman Elementary School
1. Bike Stop for National Center for Missing and Exploited Children
2. Hats and Mittens for Rochester City School
3. Make a Difference Day Food Drive (RHAFT)

Winslow Elementary School
1. Make a Difference Day Food Drive (RHAFT)
2. Warm Hearts and Full Bellies Food Drive
3. Hat and Mitten Tree

Burger Middle School
1. Make a Wish
2. Adopt a Kid/Family (Holiday Time)
3. Make a Difference Day Service Projects (RHAFT)
4. Coat and Hat Drive
5. Scottsville Animal Shelter
6. Special Olympics
7. Legacy Nursing Home Visit's
8. Veterans Outreach
9. Go Red for Women (Heart Disease)

Roth Middle School
1. Rush Nursery School Egg Hunt
2. American Dairy Association Conference Presentation
3. Ribbons of Hope Campaign
4. Make a Difference Day Food Drive (RHAFT)
5. Holiday Books and Wrapping Materials
6. Orchestra Performance at Flower City Half Marathon

Ninth Grade Academy
1. Make a Difference Day – RHAFT Food Collection
2. Jeans for Troops to benefit American Veterans
3. Clothes, Books, and Toys Donations for Willow
4. Holiday Gifts for Ibero Children's Center with Natural Helpers
5. February Random Acts of Kindness
6. MatBall Tournament for RHAFT Food and Cash Donations
7. St. Baldrick's Childhood Cancer Bracelet Sale

Senior High School
1. RH Singers Community Visits
2. NHS Blood Drive
3. NHS Elementary Schools Fun Night
4. NHS Burger Canteen
5. NHS Senior Citizens Events
6. Senior Citizens Dinner/Musical
7. Interact – Schools for South Sudan
8. Interact – Make a Difference Day Food Drive

Improvement Projects

1. At secondary schools, supplement club-sponsored projects with building-wide projects that require full-building involvement.

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BUILDINGS AND GROUNDS

Significant Accomplishments

1. Coordinated facility renovations to support school reconfiguration plan for full-day kindergarten and enrollment management ($20.6M):
   a) Four classroom addition at Burger.
   b) Six classroom addition and two music rooms at Sherman.
   c) Thirteen classroom addition and two music rooms at Vollmer. Conversion of all interior and exterior lighting to energy efficient LED.
   d) Prepared Good Shepherd, NGA and Sherman space for temporary relocation of Vollmer programs.
   e) Constructed a physical therapy room at Leary.

2. Completed 2016 capital improvement projects ($4.6M):
   a) Burger – Milled and paved north parking lot, bus loop, and service road.
   b) Fyle – Installed new floor tile, re-saturated and stoned roof, removed microwave tower, created secure vestibule at main entrance, and refurbished the cooler/freezer.
   c) Roth – Reconfigured technology room, replaced auditorium seating, stage curtains, sound system and entry doors, created secure vestibule at main entrance, replaced dishwasher, install new energy efficient windows, milled and paved roadway, parking lot and bus loop, replaced tennis courts, and replaced electrical switchgear.
   d) Sherman – Re-saturated and stoned roof, removed microwave tower, replaced public address system and analog clocks with IP clocks and message board, created secure vestibule at main entrance, milled and paved parking lot, replaced windows with energy efficient windows, and replaced PE pad.

3. Mitigated all water devices containing lead at Crane, Fyle, Good Shepherd, Leary, Sherman and Winslow, making their water lead-free.

4. Installed additional chilled water drinking fountains in the elementary school hallways as well as three bottle filler drinking fountains at the Senior High School.

5. Designed and installed carbon monoxide detection devices in all district buildings. (NYS unfunded mandate)

6. Secured Roth, Vollmer and Good Shepherd buildings after the March windstorm that caused extended power outages. Worked through the following weekend to protect from loss of heat.

7. Provided Level 2 cleaning for 1,226,712 sq. ft. of building space (The Transportation and Operations Center received Level 3 cleaning).

8. Maintained 409 acres of district grounds, including grooming and lining 28 athletic fields.

9. Provided training for the newly revised NYSDEC petroleum bulk storage regulatory codes including the new A/B tank operator certification requirements. (NYS unfunded mandate).

Improvement Plans

1. Complete facility renovations to support district school reconfiguration plan for full-day kindergarten and enrollment management ($20.6M):
   a) Relocate Even Start and Adult Literacy to Good Shepherd.
   b) Relocate Alternative High School and Transition Program to the Webster Building.
   c) Prepare west wing of Webster Building for BOCES programs.
   d) Install new playground elements at Sherman and Vollmer to make them 6th grade age appropriate.
   e) Construction of new offices for principals, assistant principals and other staff at buildings affected by the reconfiguration.

2. Coordinate staff transitions required for school reconfiguration. (Material and equipment movement.)

3. Replace the retiring Grounds Supervisor.

4. Mitigate water devices containing lead at Burger, Roth, Sperry, Vollmer and Webster to complete NYS mandate to make R-H a lead-free district.

5. Coordinate 2018 Capital Improvement Plan. ($3.1M)

6. Develop and initiate a cleaning service plan to account for a reduced number of cleaners, mechanics and groundskeeper due to budget constraints while simultaneously adding space for school reconfiguration.

7. Install a bottle filler chilled water drinking fountain in the music wing at the Senior High School.

8. Install a propane fueling station at the TOC. (NYS Grant)

9. Purchase snow removal equipment to speed the removal of snow blocking building emergency exits.

TRANSPORTATION

Significant Accomplishments

1. Safely transported more than 5,600 students to 65 different schools, traveling over 1.4 million miles. (478 routes; 89 buses)

2. Established bus routes and schedules for 2017-18 to support school reconfiguration:
    a) Dry runs commenced in April. A complete dry run conducted June 22nd. Another practice run scheduled for August 24th.

3. Recruited and hired additional drivers to support school reconfiguration:
    a) Twelve drivers have been hired. More to be hired to reach goal of 110 drivers (up from 98 last year) and replace retirements.

4. Provided professional development for safety and behavior management:
    a. Once every three years, all drivers must complete a mandated 10 hour Advanced Safety course. 75% of drivers completed it this year. This contributed to our 57% reduction in accidents (from 19 in 15/16 to 8 in 16/17) and a 26% reduction in incidents (from 23 in 15/16 to 17 in 16/17).
    b. Over half of drivers were trained on Special Education student types and behaviors.
    c. New drivers receive seven one-hour training sessions on student management, PBIS, safety drills and bus mechanics. In addition, the Ride Along program continued where experienced drivers are placed on other buses to provide mentoring to drivers and monitors.
    d. Day of Knowledge program provided training for supporting students in trauma and LGBQT students.

5. Added sixteen propane buses which provide "cleaner" air and simpler anti-pollution controls than found on diesel buses. Fleet of 91 large buses now contains 26 propane buses.

6. Contained costs by:
    a) Running more district operated special education routes for Vollmer and resident special need students and summer school. (Transported 63 new Special Education students; Summer school support increased 80% with 4 programs and 11 routes added; Scheduling training on Superintendent Conference days and school holidays rather than extending work day to minimize overtime)
    b) Having summer school drivers test new route changes in between regular shifts.

7. Installed Dossier, a new fleet management software system that manages inventory utilizing bar codes, tracks fuel usage, schedules and tracks bus maintenance.

8. Created a safety plan and commenced evacuation drills:
    a) Emergency evacuation drill at Crane had all 432 students evacuated in 9 minutes and transported within 27 minutes. Similar results achieved in Fyle evacuation drill.
    b) Created "Emergency Procedure" aka red folders for the Transportation Department and conducted the first evacuation test at the TOC.

9. Continue to pass DOT inspections with flying colors:
    a) NYSDOT safety inspection rate goal is 90%; R-H achieved 98.1%
    b) Statewide OOS (Out of Service) rate is 5.2%; R-H is only 1.9%

Improvement Plans

1. Support school reconfiguration:
   a) Practice runs to ensure accuracy and time estimates – August 24th will be another comprehensive test of the entire system and the actual run times.
   b) Update detailed routes for 2017-18 based upon dry run feedback and ongoing parent requests for changes.

2. Continue emergency evacuation plans at schools:
   a) Coordinate with Principals to update data and plan for each school.
   b) Conduct two evacuation drills per year (fall and spring) at alternating schools.

3. Continue expansion of propane buses with purchase of ten more.

4. Professional Development:
   a) Behavior management focusing on role playing and driver awareness.
   b) "10 hour safety course" for drivers not yet trained to reduce incidents/accidents.
   c) Continue to ride buses, start earlier in year. (First two weeks of school add more staff riding buses to reinforce expectations with drivers and students; Decrease language barriers by utilizing a translator on targeted routes)

FOOD SERVICES

Significant Accomplishments

1. Served 635,113 meals. (155,386 breakfast; 479,727 lunch)

2. Implemented the Grab and Go Breakfast cart at the High School which has increased breakfast participation by over 60 meals daily.

3. Celebrated Every Kid Healthy Week 4/24/17 thru 4/28/17 by providing nutritious samples at all schools during lunch. This program encourages kids to choose sensible snack alternatives such as yogurt parfaits, sliced apples and trail mix.

4. Successfully piloted the Electronic meal counts at Sherman Elementary using Google Docs. New process increases accuracy and reduces disruption in the classroom.

5. Participated in the USDA Pilot project to purchase locally grown fruits and vegetables using entitlement funding. This year, we purchased over $32,000 in local produce such as apples, romaine lettuce and butternut squash.

6. Installed a Combi oven at Roth to increase speed, quality, and consistency of food cooking.

7. Continued to run a fiscally sound program even with loss in revenue due to emergency closings, and cost increases for minimum wage, food, and health insurance premiums.

Improvement Plans

1. Purchase a Combi oven for the High School for increased efficiency and quality, and a larger walk-in freezer/cooler at Leary for increased capacity.

2. Restructure Food Service staff and meal services to support the district's Full Day K reconfiguration and new Cub Care program.

3. Purchase and install an additional reimbursable vending machine to support breakfast and lunch meal service for the Alternative HS program and BOCES in the Webster Building.

4. Expand use of Google Docs for meal selection to other elementary schools.

5. Manage expected increases in minimum wage and health insurance costs.

COMPUTER SERVICES

Significant Accomplishments

1. Supported the implementation of the district's Five-Year Instruction Technology Plan:
   a) Deployed 2,100 additional Chromebooks, bringing grades first through ninth to 1:1 (replacing learn pads at grades 1 and 2; going 1:1 for the first time in 4, 5 and 9).
   b) Deployed document cameras in all k-6 classrooms.
   c) Distributed more secure passwords to all students to enhance online security.

2. Continued to upgrade and improve district infrastructure and systems:
   a) Upgraded wireless access points in all buildings.
   b) Upgraded network switches in Sherman and Vollmer.
   c) Moved network closet in Winslow to free up classroom space.
   d) Centralized and upgraded servers and storage for video surveillance system.
   e) Investigated and selected ceiling speakers, wireless projectors and an outside contractor to conduct installation in Vollmer, Burger and Sherman next year.
   f) Deployed Dossier software for transportation to manage parts inventory and school bus maintenance
   g) Investigated the use of VMware software to virtualize Project Lead the Way programs (Allows students to work on any device from anywhere, including assigned Chromebooks.) Once the concept was proven, the software and supporting hardware was purchased. Installation and implementation planned for summer.

3. Addressed infrastructure and hardware needs for reconfiguration:
   a) Additional network closets in Vollmer, and Sherman.
   b) Rewired and added additional wireless access points at Vollmer.
   c) Purchased instructional technology for Vollmer.

4. Strengthened the department's capacity for efficient and effective technical support to the district:
   a) Two Senior Technicians attended the National ISTE Conference.
   b) Technicians participated in a variety of software-specific trainings.
   c) Hired Technology Acquisitions Coordinator to coordinate purchasing and manage distribution and installation of new equipment.

5. Document and Publishing Support (DPS) completed over 1,600 print jobs for our staff and 125 for affiliated organizations.

Improvement Plans

1. Support the implementation of the district's Five-Year Instruction Technology Plan (Year 4):
   a) Deploy 2,200 additional Chromebooks to provide 1:1 access for all students. (New for grades K, 10-12)
   b) Install ceiling speakers and connect to projectors wirelessly in Burger, Sherman and Vollmer.
   c) Install VMware software to virtualize Project Lead the Way programs to allow students to work on any device from anywhere. (Significant hardware requirements.)

2. Continue to upgrade and improve district infrastructure:
   a) Install new core switches at the computer services and TOC data centers.
   b) Install new edge switches in Leary, Sperry and Winslow to support installation of IP clocks and PA system.
   c) Expand wireless network coverage in Junior High gymnasiums to support computer-based testing.

3. Address all software, account management, and hardware needs for reconfiguration:
   a) Redeploy instructional Chromebooks and PCs to support reconfiguration.
   b) Redistribute copiers and printers from Webster to Vollmer.
   c) Revamp student account creation procedure to accurately reflect new school assignments.
   d) Move teacher accounts to reflect new assignments.

4. Continue to upgrade and improve major software and hardware systems:
   a) Install dedicated servers and VMware software for virtualization of instructional software.
   b) Deploy JAMF software to better refresh and manage all Macs in the district.
   c) Upgrade all PC machines to Windows 10 and install Microsoft Office 2016.
   d) Upgrade district to Exchange 2016.
   e) Rollout new guest network system.

INFORMATION MANAGEMENT

Significant Accomplishments

1. Completed Phase 2 of SchoolTool implementation. (integrated transcript system into SchoolTool, initiated parent portal at elementary schools, initiated elementary classroom attendance)

2. Configured information systems to support district reconfiguration. (Schooltool, Transfinder, Horizon, state reporting, etc.)

3. Supported data requirements for district reconfiguration. (Student transition, scheduling, enrollment planning, NYSED school change forms)

4. Implemented system and operating procedure changes to support NYSED data requirements for datawarehousing, reporting, and APPR. (teacher attendance, chronic student absenteeism reporting, APPR transitional measures)

5. Provided oversight and support for computer-based field testing for ELA and Math assessments. (Full implementation of computer-based testing mandated by 2020.)

6. Supported implementation of eDoctrina to replace Teachscape, LinkIt, and Rubicon.

7. Provided support for district research and evaluation projects. (Children's Institute-Predictive Analytics, NWEA growth scores)

Improvement Plans

1. Complete configuration of information systems to support district reconfiguration. (Schooltool, Horizon, Follett, eDoctrina, NWEA, Naviance).

2. Support data requirements for district reconfiguration. (student transition, progress monitoring, achievement tracking)

3. Implement system and operating procedure changes to support NYSED data requirements for datawarehousing, reporting, and APPR. (class entry/exit, course Instructor templates, transitional APPR scores)

4. Support changes in NYS assessments. (Full implementation of computer-based testing mandated by 2020; new Global History Regents exam).

5. Provide support for district research and evaluation projects, as needed.

HUMAN RESOURCES MANAGEMENT

Significant Accomplishments

1. Provided Human Resources Management services for 1,224 full- and part-time staff. (Hiring and staff supervision assistance, contract interpretation, payroll assistance, benefits consultation, personnel information systems management, and employee relations)

2. Completed the hiring, processing, and orientation/induction of 142 employees, including 28 teachers and two administrators.

3. Developed staffing plans for district reconfiguration, including teachers, paraprofessionals and clerical staff, more than 200 of whom were reassigned to new schools.

4. Supported the implementation of full-day kindergarten, adding 15 sections of kindergarten while only increasing elementary staffing by a net of 3.0 FTEs.

5. Negotiated a one-year extension of the Facilities & Mechanics' Chapter contract.

6. Completed changes in assignment in WinCap for the reconfiguration, involving building and grade level assignments for nearly 600 teachers and more than 300 hourly employees.

7. Implemented the new APPR 3012-d teacher supervision plan, including leadership training to support required observations by an "outside observer." Also provided training on the E-Doctrina "Observe" module to replace TeachScape as the online teacher observation platform.

8. Implemented new teachers' contract language combining personal and sick leave, and new incentives for improved attendance such as payment for unused personal leave days. Provided guidance to administrators on implementation, and tracked data on the use of personal leave time in comparison with the former system.

9. Implemented new administrators' contract language regarding changes to the employee health insurance contribution, personal day use, unused vacation days payment, and the mentor program for new administrators. Established a "collegial circle" for new administrators.

10. Provided Title IX and anti-harassment training to all administrative staff; administrators then provided turnkey training to all schools and departments.

11. Supported Affordable Care Act compliance, including the first year of IRS reporting.

12. Reviewed all active personnel files to ensure compliance with federal requirements that all employees have an I-9 (immigration/citizenship status) form, and that it is stored properly.

13. Provided a retirement information session for staff with the Employees Retirement System. (Attended by more than 70 staff.)

Improvement Plans

1. Complete the implementation of the 2017-18 reconfiguration staffing plan, including finalizing clerical and paraprofessional staffing assignments.

2. Implement new teachers' contract language regarding conference periods, the new junior high school schedule, and the intermediate music schedule.

3. Staff the district's Cub Care Zone wrap-around program.

4. Negotiate successor contract agreements with the Teachers' Chapter, Facilities and Mechanics Unit, and Coalition Unit.

5. Strengthen plans for increasing the recruitment and hiring of qualified minority candidates for employment, especially for administrative and teaching positions.

6. Recruit and hire an assistant principal for Burger Junior High School for 2018-19.

7. Continue to address the critical shortage of teacher substitutes, including expansion of the District Substitute initiative, exploration of the BOCES college partnership, and a study of whether to increase substitute teacher pay rates.

8. Work with the Business Office and RASHP consultants to provide informational sessions for employee groups on the advantages of the Simply Blue High-Deductible health plan.

9. Complete work with the AARH study group to develop an evaluation instrument for assistant principals that is aligned with the standards in the principals' evaluation framework.

10. Provide training to administrators and clerical staff on the new Online Web Recruitment system being implemented through BOCES.

PROFESSIONAL DEVELOPMENT

Significant Accomplishments

1. Orientation and induction of new staff:
    a) 26 teachers attended new teacher orientation.
    b) 22 new teachers attended the New Teacher Induction Series. (5 sessions)
    c) 19 new teachers completed the classroom management course. (3 sessions)
    d) 24 mentors for new teachers were trained and supported. (Collegial Coaching)
    e) Four new administrators were mentored in a newly implemented mentor program.

2. Self-directed professional development:
    a) 255 staff participated in teacher designed study groups and workshops.
    b) 281 staff participated in district designed workshops.
    c) 202 staff attended out-of-district conferences and workshops.
    d) 51 staff conducted action research projects through the Teacher Center.

3. Leadership Development:
    a) Re-organized leadership development sessions utilizing small group stations for meeting individualized needs by level and job title.

4. Advanced the district's capacity for data-driven instruction:
    a) Nine teacher leaders participated in School-Based Inquiry Facilitation Training (bringing the total of teachers trained in facilitation to 129).
    b) The Indicators of Success have become a routine part of administrators' monitoring of data-driven assessment and instructional practice, as a reflection and improvement tool.
    c) Principals reported an increase in grade level/course teams' use of formative assessments in progress monitoring, ownership, and autonomy in using student data to make and monitor the effectiveness of instructional decisions.
    d) Implemented the eDoctrina "Assess" platform to monitor class and individual student progress.

5. Advanced the district's capacity for Information and Communication Technology Integration:
    a) Technology Integration Coaches (ICT) worked with staff to integrate the use of technology to support students in meeting the ISTE Standards.
    b) ICT coaches improved their understanding and use of Student Centered Coaching.
    c) A high school Digital Learning Day conference was organized to engage staff in planning and teaching lessons that "transform" instruction through the integration of technology.
    d) Administered annual spring survey to teachers to assess their self-reported levels of proficiency with integrating technology.

6. Advanced the teacher observation and evaluation skills of school administrators:
    a) Used eDoctrina Observe to enhance communication between co-supervisors.
    b) Advanced administrative skill set for identifying and promoting the implementation of ISTE standards and ICT skills within the Danielson framework. (Planning for instruction)

7. Office Management:
    a) Developed an internal budget tracking system to more accurately reflect district priorities.

Improvement Plans

1. Self-directed professional development:
   a) Support the learning needs of teachers related to the reconfiguration.
   b) Support building-based instructional coaches in the use of student centered coaching cycles.

2. Leadership Development:
   a) Increase leaders' involvement in planning Leadership Development sessions focused on district priorities.
   b) Provide mentoring and collegial support for two new special education administrators.
   c) Continue to identify and develop potential teacher leaders, including mentoring for new instructional coaches.

3. Advance the district's capacity for data-driven instruction:
   a) Focus Leadership Development sessions on continuing to refine progress monitoring practices.
   b) Support school leaders and teachers in their use of formative classroom data to inform interventions on the individual student level, and to monitor and adjust those interventions based on student growth.
   c) Continue to use the Indicators of Success to support and strengthen the DDI process in the reconfigured schools, and to ensure consistent quality control in new data teams.

4. Advance the district's capacity for Information and Communication Technology Integration:
   a) Shift the focus of professional development from learning to use technology, to using technology to transform learning.
   b) Continue to refine the role of the technology coaches to emphasize the use of student centered coaching cycles that result in teachers using technology to transform learning tasks for students.
   c) Strengthen leaders' ability to provide feedback to teachers regarding the integration of technology, utilizing the Danielson Framework (3c).
   d) Support library media specialists in their learning about instructional planning including learning targets and formative assessment.

5. Advance the teacher observation and evaluation skills of school and district administrators
   a) Support the use of the eDoctrina "Observe" platform and Leadership Development time to ensure consistent feedback and support for teachers from different observers (shared supervision).

FINANCIAL RESOURCES MANAGEMENT

Significant Accomplishments

1. Processed semi-monthly payroll payments for 1,790 employees that totaled over $57.5 million.

2. Issued over 3,500 purchase orders and over 6,500 checks to vendors for a total of $62M in payments.

3. Input over 1,300 cash receipts and conducted 35 major bids.

4. Provided financial oversight over $3.5M of grants including the Title I (poverty) and IDEA (Students with Disabilities).

5. Developed the district budget for 2017-18 which provides a tax levy within the tax cap, funds full day kindergarten, supports all current programs and services, and supports more than 60 new special education and English Language Learner students who have moved into the district.

6. Developed systems and processes to comply with first year of mandated reporting for the Affordable Care Act. (Updated the district's name with the IRS to enable the electronic file transmission.)

7. Supported the lead in water remediation efforts by funding and purchasing new water fountains, faucets, bubblers, etc.

8. Launched the WinCap Employee Self-Serve module to enable employee electronic time sheets and on-line access to payroll and attendance information.

9. Processed three applications for special funding – (a) a $500K State and Municipal Facilities Program (SAM) grant through Assemblyman Bronson's office to support the Full Day Kindergarten initiative, (b) a $400K Local Initiative Funding Request through Senator Gallivan's office to support the propane bus initiative, and (c) SMART Bond funding.

10. Completed an IRS audit of the district's 403b plan. (One minimal finding.)

11. Auditors continued to assure that district internal controls are strong and the district is maintaining a healthy financial structure while supporting academic programs while remaining within the Tax Levy Cap constraints.

12. Supported school reconfiguration by assisting with financial planning, capital project oversight, purchasing, and WinCap updates.

Improvement Plans

1. Affordable Care Act (ACA) compliance:
    a. Initiate a process for verifying social numbers and matching with employee names to comply with ACA reporting requirements.
    b. Initiate processes required to comply with ACA reporting requirements when RASHP goes self-insured to reduce a significant amount of ACA taxes.

2. Transition Cub Care staff to WinCap Web for electronic timekeeping.

3. Secure Smart Bond funding. ($2.9M)

4. Ensure compliance with new Education Department General Administrative Regulations (EDGAR) affecting federal grants to maintain funding.

5. Implement financial system updates for 2017-18 district reconfiguration:
    a. Budget revisions.
    b. Purchasing authorization level revisions.
    c. WinCap revisions. (budget codes, supervisors, locations, etc.)
    d. WinCap Web employee data such as schedules and locations.

COMMUNITY RELATIONS

Significant Accomplishments

1. Produced more than 500 high-quality school/district communications and publications via writing, ghostwriting, editing, and proofing.

2. Expanded content on district Facebook page, significantly increasing the number of "likes" the page has received. (>3,000 fans)

3. Performed a comprehensive audit of district website and classroom teacher pages, ensuring that information was accurate and up to date.

4. Kept internal and external audiences informed about the progress of school reconfiguration efforts.

5. Produced a variety of informational videos. Topics included the district's new mission and vision, Community Budget Forum, Meet the Candidates Night, What Parents Need to Know About Social Media, Supporting Your Child's Digital Learning at School, Urban-Suburban Community Forum, Teen Opiate and Drug Abuse, Sherman Celebrates 50 Years, and staff kickoff.

6. Supported the creation of the new Secondary Program Course Guide for grades 7-12.

7. Developed a marketing campaign to address the need for bus drivers. Efforts generated 94 inquiries, resulting in 13 new hires.

Improvement Plans

1. Continue to produce high-quality school/district communications by writing, ghostwriting, editing, proofing, and video production.

2. Support school reconfiguration by rebuilding and revising the district' community relations tools. (District website, Staff Intranet, District calendar, District mobile app, Automated calling system, Welcome packets)

3. Produce requested informational videos, including videos for the staff kickoff event celebrating recent student achievements and reflecting on improvements the district has made during the past 20 years.

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HOME-SCHOOL COMMUNICATION

Significant Accomplishments

1. Most parents reported receiving timely information about classroom activities and assignments. (88%)

2. Most parents reported receiving timely information about their child's academic progress. (93%)

3. Most parents reported being kept informed about the progress of school reconfiguration. (89%)

4. Many Rush-Henrietta parents reported that they frequently visit the district's Facebook page. (47%)

Improvement Plans

1. Encourage teachers to use digital "push-out" notifications. (email, texts, apps)

2. Inform elementary parents about the limitations of SchoolTool for monitoring their child's academic progress.

PARENT EDUCATION

Significant Accomplishments

1. Parents received written instructions in their Opening of Schools Information Packet for accessing each of the district's digital communication options. This information was also posted on the district website.

2. Most parents reported that they were informed about the expanding role of information and communication technology in Rush-Henrietta classrooms. (88%)

Improvement Plans

1. Post tutorials on the district website on how to access and use SchoolTool.

2. Offer afterschool workshops at each school that help parents learn about the expanding role of information and communication technology in Rush-Henrietta classrooms. These workshops should include student demonstrations.

PARENT PARTICIPATION

Significant Accomplishments

1. Multiple parent participation opportunities were offered at each school. (Open House, Curriculum Night, Parent-Teacher Conferences, Parent Group Meetings, Parent Education Workshops)

2. Many parents (17%) participated in two parent satisfaction surveys. (All Parents – Parent Involvement Practices, Secondary Parents – Instructional Programs and School Operations)

3. Many secondary parents (452) actively participated in their children's course selection and college/career planning. (An increase of 10 compared to prior year.)

4. More than 250 stakeholders attended the district's multicultural celebration night at Sherman.

5. Crane, Fyle, Leary, Winslow, Burger, Roth, and Senior High School parent groups revised their by-laws to align with school reconfiguration. New parent groups were established for Sherman and Vollmer.

Improvement Plans

1. Offer multiple parent participation opportunities at each school.

2. Provide all parents with an opportunity to provide feedback about instructional programs, student services, student activities, and school facilities and operations.

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STRATEGIC INITIATIVES

Significant Accomplishments

1. Made significant progress toward accomplishing nine district priorities: (End-of-Year Report posted on the district's website.)
   a) Improved student achievement in English Language Arts. (Reading/Writing proficiency)
   b) Improved student achievement in Mathematics.
   c) Improved student proficiency in the use of emerging information and communication technologies.
   d) Advanced responsible use of information and communication technology. (Digital Citizenship)
   e) Improved teacher use of emerging information and communication technologies for student learning.
   f) Improved teacher use of assessment data for informing instruction.
   g) Improved the instructional coaching skills of school administrators.
   h) Advanced the district's plans for full-day kindergarten and enrollment management. (School Reconfiguration)
   i) Secured parent support for the expanding use of information and communication technology in classrooms.

2. Initiated Rush-Henrietta participation in the Monroe County Urban-Suburban Student Transfer Program.

3. Completed the Instructional Space Committee review of projected enrollments and space needs in anticipation of the district reconfiguration.

Improvement Plans

1. Establish 2017-18 district priorities and plans of work for accomplishing each priority.

2. Make significant progress toward accomplishing each 2017-18 district priority.

3. Update enrollment and space need projections.

4. Explore the use of restorative justice for student management.

ADMINISTRATIVE ORGANIZATION

Significant Accomplishments

1. Established administrative guidelines for Primary, Intermediate, Junior High, and Senior High Schools. (mission/vision; school schedules; full day kindergarten; activity period; electives; class size; instructional teaming, instructional support services, student services; staffing allocations; student management; parent engagement)

2. Restructured technology integration coaching assignments at secondary schools to focus on content areas rather than grade levels.

3. Established administrative guidelines for the supervision of school health services.

4. Recruited and hired a new Math Director. (Replaced retiring director.)

5. Recruited and hired a new Director of Special Education. (Replaced retiring director.)

Improvement Plans

1. Review and update the administrative guidelines for Primary, Intermediate, Junior High, and Senior High Schools.

2. Explore alternative approaches to administrative organization, including use of Teachers on Special Assignment. (Potential staffing reductions)

3. Convert the Teacher on Special Assignment at Burger MS to an Assistant Principal to better assist with student management, school operations, and staff supervision.

4. Recruit and hire a new Secondary Special Education Coordinator. (Replace interim coordinator.)

5. Recruit and hire a new Superintendent of Schools. (Replace retiring superintendent.)

SHARED DECISION MAKING

Significant Accomplishments

1. Program Advisory Teams established to assist with school reconfiguration completed their work (Transition Advisory Team –Employee Association Presidents; Primary Schools Advisory Team; Intermediated Schools Advisory Team, Intermediate Instructional Teaming Study Team, Junior High School Advisory Team; and, Senior High School Advisory Team.)

2. Staff advisory teams met monthly to assist with curriculum and instruction (Instruction Council), district safety (District Safety Team), and district health and wellness (District Health and Wellness Committee).

3. A parent advisory council (DPAC) met monthly to assist with parent engagement.

4. An instructional space committee (Space Committee) met three times to assist with enrollment and instructional space need projections.

5. A budget advisory council (BAC) met six times to assist with budget development.

6. PBIS and School Safety Teams met monthly at each school to assist with student management.

7. School Improvement Teams met quarterly at each school to plan and support school improvement initiatives.

8. A District Leadership Forum was held in August 2016 to involve stakeholders in establishing 2016-17 district priorities.

9. A Parent Leaders Forum was held in March 2017 to discuss the findings of the annual parent satisfaction survey and establish improvement plans for 2017-18.

Improvement Plans

1. Participation of parents and teachers in school-based planning and shared decision making will be reviewed. (Mandated biennial review)

PROGRAM AND SERVICE REVIEW

Significant Accomplishments

1. Completed a comprehensive end-of-year review of all district programs and services to document accomplishments and improvement plans. (June 2016)

2. Completed a comprehensive end-of-year review of district priorities to document accomplishments and improvement plans. (July 2016)

3. Completed a comprehensive end-of-year review of school improvement plans to document accomplishments and improvement plans. (July 2016)

4. Completed a comprehensive fall review of all district programs and services to document resource allocations and requirements. (October 2016)

5. Completed a comprehensive mid-year review of district priorities to monitor progress and initiate interventions. (January 2017)

6. Completed a comprehensive mid-year review of school improvement plans to monitor progress and initiate interventions. (February 2017)

Improvement Plans

1. Continue current practices.

GRANTS AND RESEARCH PROJECTS

Significant Accomplishments

1. Successfully completed the 2016-17 consolidated grant application (Titles I, IIA and IIIA), resulting in allocation of more than $1 million to supplement the district's general fund.

2. Assured efficient management of carryover funds in the consolidated grant, including accountability for private schools, and maximization of parent involvement funds. Utilized Title II funds to supplant general funds for collegial coaching stipends for new teachers and the new mentor program for first-year administrators.

3. Implemented individual parent meetings at Title I schools to comply with new regulations, and revised the district policy on Title I parent involvement to reflect current practice.

4. Completed the Predictive Analytics research project with the Children's Institute, providing data to support intervention plans for students who may be at risk of not graduating on time.

5. Provided oversight and technical assistance for competitive grants and pilots, including compliance with district policies and regulations. (For information on specific grant and pilot programs, refer to the 2016-17 annual report to the Board of Education on 6/27/17.)

Improvement Plans

1. Utilize BEDS data and other demographic information to work with district leadership team and the BOCES grant consultant to determine which reconfigured schools will be eligible to receive Title I funds beginning with the 2018-19 school year.

2. Work with the BOCES consultant to continue to maximize the use of the consolidated grant, including completion of the new application to comply with ESSA, and managing potential reductions in Title II funding in the federal budget.

3. Explore additional ways to utilize Title III to help address the needs of the increasing ESL student population while minimizing the impact on the general fund.

4. Continue to pursue sources of competitive grant funding to support district initiatives, such as leadership development, technology integration and instructional coaching.

5. Continue to evaluate outside research proposals to determine how they might support district priorities, improvement initiatives and staff development.

POLICIES AND REGULATIONS

Significant Accomplishments

1. Completed quarterly policy reviews with Board Policy Committee in the areas of Instruction and Student Management, including review and revision of all policies and regulations related to field trips, instructional technology and Title I compliance.

2. Completed a special review with Board Policy Committee of policies and regulations that needed revisions to reflect changes necessitated by the District reconfiguration, including revision of student transportation policies and regulations.

3. Updated the three-year district policy review cycle for 2017-2019.

Improvement Plan

1. Complete quarterly reviews with Board Policy Committee, including the areas of Student Management, Fiscal Management, Facilities Management and Support Services.

2. Work with the Policy Committee and District Clerk to support implementation of the Board Docs online policy component.

3. Complete a review and updating of policies related to AIS and special education.

4. Continue to work with the District Clerk to ensure the timely and accurate posting and reporting of updated policies and regulations.

CUB CARE ZONE

Significant Accomplishments

1. Cared for 291 children during the 2016-2017 school year and summer 2016. (A decrease of 23 when compared to prior year due to space limitations at Good Shepherd School).

2. Provided emergency drop-off care for 288 Rush-Henrietta elementary students whose parents were not home to receive them when the bus dropped them off. (An increase of 84 when compared to prior year).

3. Successfully transitioned the program to Good Shepherd School.

4. Planned for the successful implementation of expanded Cub Care Zone program. This included forming a committee; developing a budget, parent handbook, hosting community information sessions, developing logo and name for the program, identifying appropriate staffing, and space; developing registration procedures and process; posting information on website. .

5. Enrolled the program in legally-exempt child care through the Child Care Council to facilitate DSS funding for families.

6. Successfully completed the "*We're All In This Together*" grant from The Greater Rochester Health Foundation which improved communication skills for staff and students.

Improvement Plans

1. Continue to work on successful implementation of Cub Care Zone.

2. Plan and provide appropriate training for all Cub Care Zone staff.

UNIVERSAL PRE-KINDERGARTEN

Significant Accomplishments

1. Enrolled 216 students at seven different sites throughout the community. (Maximum enrollment allowed per New York State grant.)

2. Refined the UPK intake process-this year, parents got the opportunity to rank three sites they preferred through their application process. Most received their first choice.

3. Successfully transitioned the program to Sherman Elementary School for the 2016-2017 school year. (Required by school reconfiguration).

4. Developed and implemented a standardized attendance form used by all sites for proper reporting purposes.

5. Planned for the permanent relocation of the UPK program to Good Shepherd School.

Improvement Plans

1. Transition of the program to Good Shepherd School.

2. Monitor the UPK intake process to determine if additional refinements need to be made.

UPK EXTENDED CARE

Significant Accomplishments

1. Expanded advertisement of the UPK Extended Care Program to all eligible families.

2. Developed registration information for the program.

Improvement Plans

1. Successfully implement UPK Extended Care at Good Shepherd School.

ADULT LITERACY

Significant Accomplishments

1. Served 139 students from over 39 countries- 3 morning classes; 1 night class. (Same as prior year – 140.)

2. Consistently performed above the NYS benchmark for Educational Gain and post testing rate.

3. Continued to enforce Employment Preparation Education (EPE) guidelines which require that we accept students who will enter the workforce or continue with their education upon completion of the program. (Three of our adult education students are currently enrolled at MCC.)

4. Transitioned one new adult literacy teacher to the program for beginner level classes.

5. Successful transition of the program to Good Shepherd School.

6. Complied with New York State reporting requirement.

Improvement Plans

1. Implement new requirement for student participation per State Regulations - All students must provide their social security information as part of their intake process.

EVEN START PROGRAM

Significant Accomplishments

1. Provided service for 45 children. (A decrease of 17 when compared to prior year due to space limitations at Good Shepherd School.)

2. Successfully pre-and post-tested all three- and four-year-old students with the Bracken Test. All students showed significant improvement!

3. Revised and adjusted plans to have the Even Start Program stay at Good Shepherd School instead of going to the Webster Building as originally planned.

4. Worked closely with outside agencies to allow children to get services during the time the program was in session.

5. Planned for and celebrated Even Start 25th Anniversary.

6. Expanded advertising for the program.

Improvement Plans

1. Continue to offer the afternoon Even Start option.

2. Increase enrollment for the 2017-2018 school year.

CONTINUING EDUCATION

Significant Accomplishments

1. Offered 527 courses and serviced 2,931 participants, a 2% increase in participants from prior year.

2. Continued to provide customized SchoolDude training in district room use policies and procedures to district staff, Town of Henrietta staff, and outside groups.

3. Developed all financial aspects of the Cub Care Zone program and rolled out of the new registration and enrollment process.
   a) Processed nearly $100,000 of Cub Care Zone payments for September of 2017.
   b) Met with over 420 participants' parents to complete the Cub Care Zone enrollment process.

4. Scheduled and staffed the new summer swim program (over 90 new offerings) formerly run by the Town of Henrietta Recreation Department

Improvement Plans

1. Continue the oversight of district room use, including the required training of non-district groups on policies and procedures to use prior to submitting a building use form for the first time. Update the system to reflect the new reconfigured building structure.

2. Manage the financial aspects of Cub Care Zone throughout the year including oversight of the new budget and initial enrollment for the 2018-2019 school year.

3. Update district website and calendar to include all community programs (Cont. Ed., all child care programs) by directing all to one registration location.

4. Update information on the 2017-2018 school calendar to reflect the new Community Programs department.

5. Manage the shared space at Good Shepherd (Gym, Library, Multi-purpose rooms).

6. Coordinate the move of programs at Good Shepherd including sending materials to 6 new Cub Care Zone sites.

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