

Rush-Henrietta

Central School District

Program & Service Review

2017-2018



PROGRAM & SERVICE REVIEW

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- Languages other than English (LOTE)
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- Health
- Business
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- Family and Consumer Science (FACS)
- Information and Communication Technology (ICT)

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ENGLISH LANGUAGE ARTS (ELA)

Significant Accomplishments

K-12

1. Developed grade level content knowledge for teachers assigned to new grade levels and new to literacy instruction. (K-9)
2. Implemented the revised Balanced Literacy Framework. (K-9)
3. Improved the use of reading and writing assessments to diagnose and inform student interventions. (K-9)
4. Used research based reading practices to improve skill set in the delivery of reading instruction. (K-9)
5. Administered online multiple choice tests tagged to standards. (K-11)

K-6

1. Implemented integrated curriculum maps in all classrooms. (K-6)
2. Advanced the use of best practices in reading and writing during the ELA instructional block. (K-6)
3. Implemented Pearson's ReadyGEN as the primary literacy resource in classrooms. (Gr. 4-6)
4. Improved monitoring practices by establishing more frequent informative measurements and providing alternative intervention strategies when necessary.

7-9

1. Implemented units that expanded the use of ISTE standards and ELA research standards.
2. Implemented components of the Junior High ICT capstone.

10-12

1. Enhanced rigor of grade 10 honors program by creating and implementing updated curriculum maps and assessments that align with AP standards.

Improvement Plans

K-12

1. Prepare students for the NYS Computer Based Assessment. (Gr. 3-8)
2. Improve Response to Intervention (RtI) practices to include a refined approach to data driven instruction and strategic intervention.

K-6

1. Improve comprehension strategy instruction in all classrooms through the use of the Comprehension Toolkit and the Serravallo Reading Comprehension Strategy book.
2. Refine the use of the ReadyGEN program in all 4-6 classrooms.
3. Revise and implement integrated curriculum maps to strengthen literacy through content area learning.

7-9

1. Improve reading comprehension by using context as a clue for determining word meanings across all content areas.
2. Improve implementation of research standards within instruction.
3. Implement Junior High ICT capstone at grade 9.

10-12

1. Create and implement a new grade 11 unit with an emphasis on diversity in literature.

MATHEMATICS

Significant Accomplishments

K-12

1. Developed grade level content knowledge for teachers assigned to a new grade level/course.
2. Built capacity of Math Specialists to diagnose skill gaps and provide improved math intervention instruction. (K-9)

K-6:

1. Implemented Eureka Math Program K-6 to insure consistent and coherent mathematics instruction for students.
2. Developed and implemented formative assessments to monitor student progress in meeting grade level critical standards. (Gr. 2 & 3)
3. Built teacher capacity to improve monitoring of student achievement data to provide timely responsive instruction and interventions.

7-9

1. Piloted Eureka Math program to prepare for full implementation in 2018-2019. (Gr. 7 & 8)
2. Advanced the use of best practices in math instruction and intervention.

10-12

1. Developed a course expansion plan to best meet student needs for college and career readiness.
2. Built capacity to monitor student progress in regents courses.

Improvement Plans

K-12

1. Build teacher capacity in the use of NWEA diagnostic tools to identify individual student needs. (K-8)
2. Improve Response to Intervention (RtI) practices to include a refined approach to data driven instruction and strategic intervention.

K-3

1. Build capacity of classroom teachers to scaffold and differentiate to meet individual student needs for mathematics instruction.
2. Build capacity of classroom teachers to utilize NWEA diagnostic tools to diagnose individual student skill and knowledge gaps.

4-6

1. Build capacity of classroom teachers to scaffold and differentiate to meet individual student needs for mathematics instruction.
2. Develop and implement interim assessments to monitor student progress in meeting grade level critical standards.

7-9

1. Implement Eureka Math program 7-8 to provide consistent and coherent mathematics instruction.

10-12

1. Develop a budget proposal for the expansion and redesign of math course offerings.
2. Develop new course proposals for phase one courses of the expansion and redesign.
3. Build teacher knowledge of K-8 math program for vertical course alignment and consistency in instructional methods and vocabulary.

SCIENCE

Significant Accomplishments

K-12

1. Built teacher awareness of New York State Science Learning Standards (NYSSLS).

K-3

1. Implemented integrated curriculum maps.
2. Developed and implemented two NYSSLS units (Weather and Climate / Interdependent Relationships in Ecosystems) in grade 3.

4-6

1. Developed and implemented NYSSLS unit, Energy. (Grade 4)
2. Developed and implemented NYSSLS unit, Structures and Properties of Matter, Grade 6.
3. Piloted the Intermediate ICT Capstone. (Gr. 6)

7-9

1. Revised and implemented Earth Science unit assessments and benchmarks.
2. Revised and implemented Biology unit assessments and benchmarks.
3. Began to integrate ICT skills through upgraded performance assessments in Science 7.

10-12

1. Implemented new course for Project Lead The Way (PLTW), Biomedical Innovations.
2. Integrated ISTE Standards and ICT skills in Chemistry lab experiences.
3. Adopted a new textbook for AP Biology.

Improvement Plans

K-12

1. Continue to build teacher awareness of New York State Science Learning Standards (NYSSLS).
2. Continue to integrate ISTE Standards and ICT skills into instruction.

K-6

1. Clarify and document required science learning experiences within curriculum maps (including the pacing, outcomes, materials, and connections to NYSSLS).
2. Implement revised NYSSLS science units. (Measurement grade 2; Interdependent Relationships grade 3; Energy grade 4)
3. Implement the intermediate ISTE Capstone. (Gr. 6)
4. Develop common learning experiences for use with Category I field trips.

7-9

1. Integrate ISTE Standards and ICT skills in curriculum maps (Science 7, Biology).
2. Implement revised grading and reporting in Biology.

10-12

1. Implement the use of adopted AP Biology textbook and supporting resources.
2. Implement revised Chemistry units.
3. Increase enrollment in STEM courses (Imaging Science, Digital Earth).

SOCIAL STUDIES

Significant Accomplishments

K-3

1. Implemented upgraded Social Studies curriculum to include ISTE Standards and ICT Skills. (Gr. 2 & 3)
2. Implemented primary ICT Capstone. (Gr. 3)
3. Developed primary ICT Capstone rubric. (Gr. 3)
4. Conducted interdisciplinary team scoring of primary ICT Capstone for consistency of scoring across district.
5. Conducted data dialogues with grade 3 teachers at each school to obtain feedback for ICT program improvements.

7-10

1. Reviewed and identified Social Studies skills and practices aligned to new Social Studies framework.
2. Developed assessments (constructed response questions- CRQs) aligned to new Social Studies framework exam. (Gr. 8 & 9)
3. Implemented revised Global History curriculum. (Gr. 10)

Improvement Plans

K-12

1. Advance use of “student centered - inquiry based” instruction.

K-3

1. Edit social studies curriculum maps and learning experiences. (Gr. 2 & 3)

4-6

1. Upgrade social studies curriculum and learning experiences to include ISTE standards and ICT skills aligned to the intermediate ICT Capstone.

7-10

1. Continue to develop assessments (constructed response questions- CRQs and enduring issues essays) aligned to NYS Social Studies framework exam (Global Regents Exam).
2. Prepare for and implement new Social Studies framework Global Regents Exam (June 2019).

11-12

1. Revise AP Government and Politics curriculum and assessments to align with Social Studies framework from AP College Board.
2. Revise AP World History curriculum and assessments to align with Social Studies framework from AP College Board.
3. Develop curriculum for AP Psychology course and identify required resources (textbook / support materials) to be offered in 2019-2020.
4. Integrate ISTE standards and ICT skills into Social Studies curriculum maps and learning experiences (one unit per grade 11-12).

LANGUAGES OTHER THAN ENGLISH (LOTE)

Significant Accomplishments

4-6

1. Informed 6th grade students about World Language opportunities and course offerings at the Junior High School level.
2. Implemented 6th grade World Languages and Culture Clubs for all languages.

7-9

1. Revised ASL, German and French curriculum maps and assessments for vertical alignment between grades 7, 8 and level II.
2. Developed French, German and Spanish assessments and learning experiences aligned with FLACS assessment.
3. Developed ASL Checkpoint A assessment to be administered online. Implemented June 2018.

10-12

1. Developed and implemented ASL IV curriculum and assessments aligned to MCC Course ASL 102 for dual enrollment.

Improvement Plans

4-6

1. Improve implementation of 6th grade World Languages and Culture Club.

7-9

1. Develop level II Spanish assessments for vertical alignment with level III Spanish assessments.

10-12

1. Develop and implement ASL V curriculum and assessments aligned to MCC ASL 103 course for dual enrollment.

MUSIC

Significant Accomplishments

K-12

1. Implemented new concert configurations.
2. Provided professional development for the Mac to PC transition.

K-3

1. Implemented kindergarten music curriculum for full day kindergarten.
2. Implemented grade 3 RPO Category I field trip.
3. Implemented new grade 3 registration process for intermediate ensembles.

4-6

1. Implemented before-school music ensembles.
2. Implemented grade 4 band and grade 4 chorus curriculum.
3. Revised registration for ensembles and fittings process for instruments.
4. Completed music room renovations with new equipment and materials.

7-9

1. Implemented grade 7 general music curriculum.
2. Implemented grade 7 chorus curriculum.
3. Implemented new course, Music In Our Digital Lives.

Improvement Plans

K-12

1. Provide professional learning of the New York State Learning Standards for the Arts (NYSLSA) to build teacher capacity.
2. Integrate ISTE standards and ICT skills within instruction.

K-6

1. Revise curriculum to improve K-6 vertical alignment of skills.
2. Explore resources for general music.
3. Review grading and assessment practices for intermediate ensembles.
4. Implement revised general music 6 curriculum.
5. Develop general music 6 assessments.

7-12

1. Use new hardware and software (PC labs, piano lab, DAWs, Soundtrap, and Ableton).
2. Implement revised course, Applied Music Technology at the Junior High School.
3. Implement new course, Music In Our Digital Lives at the Senior High School.
4. Develop curriculum for AP Music Theory course to be offered in 2019-2020.

ART

Significant Accomplishments

K-12

1. Implemented art shows to reflect newly configured schools.
2. Provided professional development for the Mac to PC transition.

K-3

1. Implemented kindergarten visual arts curriculum for full day kindergarten.
2. Identified grade-level required artworks to align with the adopted New York State Learning Standards for the Arts.
3. Piloted Category I field trip to the Memorial Art Gallery. (Gr. 1)

4-6

1. Completed art room renovations with new equipment and materials.
2. Revised visual arts Grade 6 curriculum.

7-9

1. Implemented revised curriculum for visual arts grade 7.

Improvement Plans

K-12

1. Provide professional learning of the New York State Learning Standards for the Arts (NYSLSA) to build teacher capacity.
2. Integrate ISTE standards and ICT skills within instruction.

K-6

1. Implement revised visual arts Grade 6 curriculum.
2. Revise assessments for the visual arts grade 6 course.
3. Revise curriculum to improve K-6 vertical alignment of skills.

7-12

1. Use new hardware and software (PC labs, Wacom tablets, and Adobe Creative Cloud).
2. Implement revised Applied Arts Technologies and Digital Imaging and Photography courses at the Junior High Schools.
3. Review digital portfolio requirements for Junior High School students.
4. Develop curriculum for two new courses in the Senior High School program; Fashion Design and Illustration and Interior Design, to be offered in 2019-2020.
5. Explore the possibility of new media arts courses (Game Design, Video Production) for the Senior High School program.

PHYSICAL EDUCATION (PE)

Significant Accomplishments

K-12

1. Aligned PE curriculum to new grade level configurations.
2. Increased student engagement in fitness and group station activities.
3. Integrated ISTE standards and ICT skills into PE curriculum maps and instruction.

4-6

1. Added new PE supplies and equipment at Vollmer and Sherman.

7-9

1. Added new fitness equipment at Roth.

Improvement Plans

K-12

1. Continue to revise PE curriculum as necessary.
2. Continue to integrate ISTE standards and ICT skills into PE curriculum maps and instruction.
3. Continue to increase student engagement in fitness and group station activities.

4.

4-6

1. Integrate TRX fitness equipment at Vollmer into curriculum and instruction.
2. Add TRX fitness equipment at Sherman.

7-9

1. Integrate new fitness equipment at Roth into curriculum and instruction.

HEALTH

Significant Accomplishments

K-12

1. Built teacher capacity in the use of formative assessment data to monitor student understanding of health concepts and adjusted instruction accordingly.
2. Increased student engagement during instruction.
3. Integrated ISTE standards and ICT skills into health curriculum maps and instruction.

7-9

1. Implemented new course, *The Teenage Brain*.

Improvement Plans

K-12

1. Align health curriculum with NYS mental health requirements.
2. Continue to integrate ISTE standards and ICT skills into health curriculum maps and instruction.
3. Continue to increase student engagement during instruction.

BUSINESS

Significant Accomplishments

7-12

1. Promoted Career and Technical Education (CTE) opportunities for students (created and distributed CTE brochures, developed CTE credit monitoring system in SchoolTool, and included CTE information in Secondary Program Course Guide).
2. Developed and implemented curriculum and assessments for new Entrepreneurship Course (grades 8 and 9).
3. Integrated ISTE Standards and ICT Skills in Business curriculum (grades 8-12).

Improvement Plans

7-12

1. Mentor students for the successful completion of five business course credits and the passing of two external assessments for CTE endorsement.
2. Continue to promote CTE endorsement to students and parents.
3. Revise CO-OP curriculum and assessments to align with updated New York State CO-OP standards and requirements.
4. Revise curriculum for Leadership in Action course.
5. Revise curriculum for Computer Applications: Mastering Microsoft! course for Dual Enrollment with MCC.

TECHNOLOGY

Significant Accomplishments

7-12

1. Implemented revised curriculum for Production Systems.
2. Inventoried machines, tools and equipment to ensure the necessary resources to support technology instruction.
3. Purchased additional machines, tools and equipment for consistent implementation of program in all secondary schools.

Improvement Plans

7-12

1. Provide “Understanding By Design” (UBD) curriculum writing professional development.
2. Audit technology courses for repetition of content among courses.
3. Clarify the progression of technology skills by course.
4. Develop curriculum and learning experiences for Technology 7 course.
5. Integrate the current Technology 8 and Applied Technology courses into a new grade 8/9 technology elective course.
6. Revise curriculum in robotics courses.
7. Investigate the addition of a Project Lead The Way Computer Science course.

FAMILY & CONSUMER SCIENCE (FACS)

Significant Accomplishments

7-12

1. Developed performance-based assessments and rubrics.
2. Built teacher capacity in the use of formative assessment data to monitor student understanding of FACS concepts and adjusted instruction accordingly.
3. Increased student engagement during instruction.

7-9

1. Revised curriculum and learning resources (Grade 7 & 8 Home and Careers).
2. Developed performance-based assessments and rubrics (Grade 8 Home & Careers).

Improvement Plans

7-12

1. Continue to integrate ISTE standards and ICT skills into FACS curriculum maps and instruction.
2. Continue to increase student engagement during instruction.

7-9

1. Continue to revise curriculum and learning resources (Grade 7 & 8 Home and Careers) to align with new CTE mandate for junior high schools.

INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

Significant Accomplishments

1. Implemented year 4 of the 5 year Information and Communication Technology plan which included 1:1 Chromebooks for grades K,10,11,12 which completes Rush-Henrietta's digital conversion. We are now a 1:1 district K-12.
2. Advanced teachers and administrators understanding and use of the ISTE Standards and ICT Skills within curriculum and instruction.
3. Expanded the number of common assessments and assured learning experiences that integrate ISTE Standards and ICT Skills.
 - a. Implemented the Primary ICT Capstone. (Gr. 3)
 - b. Developed and piloted the Intermediate and Junior High ICT Capstones. (Gr. 6 & 9)
 - c. Revised curriculum to better align ISTE Standards and include ICT Skills (ELA 7-9, Social Studies 1-3, and Science 6).
4. Developed and implemented two Junior High courses, B.I.T.S. (Build, Innovate, Think, Share) and Collaborative Design, that focuses on ISTE Standards and ICT skills.

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 curriculum by increasing the number of common learning experiences and assessments that incorporate the ISTE Standards and ICT Skills.
3. Implement year 5 of the Five Year Information and Communication Technology Plan.
4. Develop next Five Year Information and Communication Technology Plan.
5. Administrators will serve as digital leaders by modeling, supporting and monitoring ICT integration for teachers.

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LIBRARY MEDIA SERVICES

Significant Accomplishments

1. District-wide, student and staff checked out over 150,800 print resources.
2. Offered clubs and activities to promote students' interest in literature.
3. Conducted author visits at the Intermediate, Junior High and Senior High schools to promote reading and writing, and provide insight into the creation process of literature.
4. Organized 1:1 Chromebook rollout, maintenance, troubleshooting, repair, and collection at all schools.
5. Refined processes and systems for students to bring home Chromebooks to further equity for all students (grades 4-12).
6. Prepared libraries for the reconfiguration:
 - a. Redistributed the NGA collection to Junior Highs and High School libraries.
 - b. Opened both Vollmer and Sherman libraries (new furniture, new print collections, new online presence, etc.).
7. Strengthened the capacity of Library Media Specialists to serve as ICT coaches:
 - a. Provided professional development on writing learning targets, using innovative instructional strategies, coaching cycles and Understanding by Design.
 - b. Conducted a book study of Student-Centered Coaching by Diane Sweeney and practiced coaching techniques.

Improvement Plans

1. Redesign Crane, Leary and the Senior High School libraries to provide an innovative common space that encourages exploration, creation, and collaboration between students and teachers.
2. Conduct author visits at all primary schools in order to make the writing process, books, and the authors themselves accessible to primary students.
3. Continue to strengthen the capacity of Library Media Specialists to serve as ICT coaches.

INSTRUCTIONAL COACHING

Significant Accomplishments

Literacy Coaching:

K-12

1. District coach provided professional development and led a district professional learning community, to build reading teacher capacity in diagnosing reading deficiencies and providing appropriate research-based interventions in grades K-6.
2. District and building coaches implemented the district universal screening process to ensure students who are not meeting district reading benchmarks receive appropriate interventions.

K-3

1. Building coaches provided embedded professional development on the Fountas and Pinnell comprehension conversations rubric.
2. Building coaches led the implementation of integrated maps and supported the integration of the primary ISTE capstone.

4-6

3. Building coaches provided embedded professional development and coaching cycles to support the implementation of the ReadyGEN program.

Math Coaching:

K-6

1. Building coaches served as the primary resource of the vertical articulation and foundational mathematical progressions for the initial implementation of the Eureka Math Program.
2. Building coaches provided embedded professional development through the unpacking of units and lesson development in order to support the initial implementation of the Eureka Math Program.

K-3

1. Building coaches co-facilitated data driven discussions and provided ongoing professional development in the initial implementation of interim assessments (grades 2 & 3).

4-9

3. District coach co-facilitated a PLC of Math Specialists to build capacity in diagnosing and intervening student skill gap and knowledge.

7-8

4. District coach led the pilot of the Eureka Math Program to prepare for full implementation in 2018-2019, including embedded professional development for teachers.

ICT Coaching:

1. District coaches advanced teacher understanding and use of the ICT Skills Scope and Sequence for lesson and unit design.
2. District coaches led 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 coaches supported the implementation of the primary ICT capstone at grade 3.
4. District coaches developed and supported the pilot of the intermediate ICT capstone at grade 6 and the junior high ICT capstone at grade 9.
5. District coaches supported 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 coaches supported the 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.
7. District coaches conducted Gmail and Google Calendar training for staff.

Improvement Plans

Literacy Coaching:

K-12

1. District coach will continue to advance teacher understanding and improvement of diagnosing reading gaps and aligning interventions.

K-6

1. Building coaches will serve as the primary resource for the appropriate implementation of reading and writing interventions.
2. Building coaches will improve the teacher use of universal screening benchmarks for improved interventions.
3. Building coaches will provide professional development to incorporate reading strategies from *The Reading Strategies Book* by Jennifer Serravallo.
4. Building coaches will build teachers' capacity to use interventions aligned to the Foundations and ReadyGEN programs.

4-6

1. Building coaches will continue to advance teacher understanding of the ReadyGEN Program to better differentiate learning for students at grades 4-6.

Math Coaching:

K-3

1. Building coaches will build capacity of teachers to utilize NWEA diagnostic tools to diagnose individual student skill and knowledge gaps.
2. Building coaches will build teachers' capacity to provide targeted interventions for students during the RTI block of the school day.
3. Building coaches will advance teacher understanding of the Eureka Math Program to better differentiate learning.

K-6

1. Building coaches will facilitate data-driven discussions for interim assessments to develop and implement instructional action plans for classroom, small group and individual student needs.
2. Building coaches will provide professional development in the initial implementation of interim assessments (grades 4, 5 & 6).

7-8

1. District coach will provide embedded professional development to support the implementation of the Eureka Math program.

ICT Coaching:

1. District coaches will continue to advance teacher understanding and use of the ICT Skills Scope and Sequence for lesson and unit design.
2. District 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 coaches will support the implementation of the primary ICT capstone at grade 6.
4. District coaches will support the implementation of the junior high ICT capstone at grade 9.
5. District coaches will support the implementation of year 5 of the 5 year Information and Communication Technology plan which includes 1:1 devices for all K-12 teachers and students in a 1:1 learning environment.

ACADEMIC INTERVENTION SERVICES (AIS)

Significant Accomplishments

Reading

K-3

1. Provided reading interventions consistent with the multisensory approach from the “Foundations” program.

K-9

1. Implemented district universal screening benchmarks for reading.
2. Improved reading and writing intervention practices to address a variety of needs (grouping, specific interventions, durations, measures).
3. Provided *Language Essentials for Teachers of Reading and Spelling (LETRS)* professional development to selected reading, ESL, and special education teachers.
4. Improved the diagnosis of reading deficiencies and the effectiveness interventions.
5. Improved progress monitoring process by increasing the frequency of formative assessments and improving the assessment tools for data collection.

10-12

1. Expanded the use of intervention tools (Leveled Literacy Intervention kits, Comprehension Toolkit, scaffolded writing strategies).

Math

K-3

1. Piloted math *boot camps* (short intensive interventions) to prevent gaps in student prerequisite knowledge and learning with a team of teachers.

4-9

1. Built the capacity of math specialists to provide targeted interventions to close learning gaps.
2. Implemented a new AIS model with math specialists which provided intervention services that remediated gaps in student knowledge and learning from prior grade levels.

Improvement Plans

Reading

K-12

1. Establish new entrant screening process. (K-6, 7-12 subsequent years).
2. Develop a consistent understanding and implementation of Academic Intervention and Response to Intervention (RtI).
3. Use RTI tracker as platform to record all goals and progress for students in AIS reading program.
4. Improve use of district universal benchmarks to determine appropriate placements and interventions.
5. Advance the practice of correctly diagnosing learning gaps and matching interventions.
6. Expand the monitoring of interventions for students not meeting reading benchmarks.
7. Provide *Language Essentials for Teachers of Reading and Spelling (LETRS)* PD professional development.
8. Provided coaching cycles to teachers who attended *LETRS* in 2017-2018 for sustained implementation of researched based interventions.

K-6

- Improve intervention practices for Kindergarten students by classroom teachers.
- Build classroom and support service teachers' capacity to provide interventions to all students.
- Incorporate *The Reading Strategies Book* in all intervention settings.
- Initial implementation of NWEA diagnostic tools to identify skill gaps and monitor response to intervention (grade 4-6 reading teachers).
- Explore additional research based diagnostic assessments and intervention strategies , including the Quick Phonics Assessment (QPA) and Word Identification and Spelling Test (WIST) to more specifically identify intervention needs and to monitor growth.

7-9

- Improve progress monitoring processes for timely and targeted intervention.
- Improve writing through the implementation of a reading/writing workshop AIS block at Roth and Burger (grade 7).

10-12

- Explore and pilot diagnostic measures to determine AIS service needs, including the Independent Reading Level Assessment (IRLA) and Word Identification and Spelling Test (WIST) to more specifically identify intervention needs.

Math

K-12

2. Establishing new entrant screening process (K-6, 7-12 subsequent years).
3. Develop a consistent understanding and implementation of Academic Intervention and Response to Intervention (RtI).
4. Use RTI tracker as platform to record all goals and progress for students in AIS math program (math specialist and coaches).

K-3

5. Implement *boot camps* (short intensive interventions) to prevent of gap development and systematize the practice district wide.
6. Classroom teachers provide targeted math AIS intervention during the RTI block of the school day.

4-6

- Initial implementation of NWEA diagnostic tools to diagnose skill gaps and monitor response to intervention (grade 4-6, math interventionists).

7-9

- Expand intervention services to remediate mathematical practices for students whose content gaps have closed to transition them back into grade level instruction (grade 7-9, math interventionists).

EXTENDED TIME PROGRAMS

Significant Accomplishments

Summer Programs (Summer 2017)

1. A high school summer program for grades 9-12 was offered for students in need of credit recovery and Regents test preparation. Total participation was 112 students (includes summer school courses, test prep, and exams).
2. Completed a review of the Monroe 1 high school summer program and determined the program will meet the needs of Rush-Henrietta students for credit recovery. A high school summer program for grades 9-12 will be offered through Monroe 1 BOCES in summer 2018.

High School Intercession Program

1. January and June intercessions were used to provide seniors with an opportunity to complete semester courses for on-time graduation. Total participation was 19 students in January and 45 students in June.
2. 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 17 students.

Improvement Plans

1. Monitor effectiveness of extended time programs and make adjustments as needed.

PSYCHOLOGICAL SERVICES

Significant Accomplishments

1. School psychologists conducted 112 initial psychological evaluations (43 in prior year) and 216 re-evaluations (173 in prior year).
2. School psychologists participated in 29 manifestation determination reviews. (28 in prior year).
3. School psychologists used Frontline Document Repository for transitioning and storing related services information.
4. School psychologists expanded 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.

Improvement Plans

1. School psychologists will support and assist staff use of the current IEP data system for the collection of information and for the monitoring of measurable and achievable goals.
2. School psychologists will continue to support the Response to Intervention process in the school setting.
3. School psychologists will help develop processes for preparing and conducting Committee on Special Education (CSE) meetings to improve consistency between buildings.

SPECIAL EDUCATION SERVICES

Significant Accomplishments

- 1.** Special Education services were provided to 1,209 students with disabilities (Preschool: 228; K-21: 648; 504: 267; and Declassified: 66 – 22 fewer students than prior year).
- 2.** Transition of new Special Education Director (Jessica Bailey) and Secondary Coordinator of Special Education (David Patt).
- 3.** Conducted an internal audit for Indicator 13 in which IEP's must have a career transition plan for students 15 years or older and were at 100% compliance (State Mandate).
- 4.** Provided professional development to elementary and secondary special education teachers and other related services individuals throughout the year on how to write IEP goals that are data driven and measurable. At annual reviews, we are seeing an increase in measurable and data driven goals specific to the needs of the student.
- 5.** Students with disabilities (SWD) disciplinary suspensions decreased. (65 SWDs suspended in 2017-2018; 71 SWDs suspended in 2016-2017.)
- 6.** Completed an internal audit of special education program & services. Critical findings were as follows: the continuum of services provided at the elementary level lacks a bridge between self-contained and consultant teacher services; common planning time between special education teachers and general education teachers is inconsistent; many students enrolled in life skills class within district would have been enrolled in outside placement in other districts; the referral process to CSE is not consistently applied at all levels; program and services prescribed on the IEP do not always align with the needs of the student.
- 7.** Developed a plan to expand the continuum of services to include integrated co-teaching (ICOT) services at the K-2 level and redefine ICOT services at the 7-8 level.
- 8.** Worked collaboratively with building-level administrators to support their understanding of Special Education rules and regulations to ensure appropriate practices within school buildings and emphasized that students with disabilities must be placed in the Least Restrictive Environment (LRE).
- 9.** Progress made toward reducing the number of students in outside placements.
- 10.** 75% of the in-district students with disabilities (SWD) 2014 cohort graduated on-time with an appropriate diploma and/or credential.
- 11.** 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 freshman year is 84% (significant increase compare to prior years).
- 12.** Increased the number of signed parental consents required for Medicaid reimbursement claims.

Improvement Plans

- 1.** Establish an action research team to evaluate the effectiveness of the ICOT Pilot using the agreed upon evaluation framework.
- 2.** Monitor and report on the effectiveness of the Integrated Co-Teaching (ICOT) Pilot at K-2 and 7-8.
- 3.** Provide professional development for teachers, related service providers, administrators and paraprofessionals that advance effective co-teaching instructional practices. Topics will include: Co-teaching best practices: building a foundation for success; The roles and responsibilities of the paraprofessional in the ICOT classroom; Teaching all of our students: how mindset can increase opportunities for success; Therapeutic Crisis Intervention (TCI) etc.
- 4.** Diminish the number of unnecessary disciplinary referral and suspensions of students with disabilities by providing professional development to proactively address student misbehavior.
- 5.** Develop a special education guide book to support consistent understanding and application of special education regulations, programs, and services. This will include: protocols and procedures for IEP development; data required when referring students to the Committee on Special Education; entry and exit criteria for related services, required forms, safety net option; best practices etc.
- 6.** Review related services staffing district-wide and determine efficient distribution of these services based on student needs as prescribed in the Individualized Education Program (IEP).
- 7.** Analyze in-district and out of district program and services to increase opportunities for students to be provided access to the curriculum in the least restrictive environment.

SPEECH AND LANGUAGE SERVICES

Significant Accomplishments

1. Speech Language Pathologists provided 142 individual sessions of speech support to students with disabilities weekly (101 in prior year). Additionally, 544 speech language group sessions were conducted weekly (515 in prior year).
2. Speech Language Pathologists participated in professional development giving each therapist four Continuing Education Units (CEU).
3. Speech Language Pathologists participated in a protocol review of speech language services.
4. Speech Language Pathologists used Frontline Document Repository for reporting and storing related services information.

Improvement Plans

1. Speech Language Pathologists will consistently use the speech language services entry and exit criteria, and help to advance staff and parents understanding of these criteria.
2. Speech Language Pathologists will use current IEP data system for the collection of information and for the monitoring of measurable and achievable goals.

BEHAVIOR SPECIALIST SERVICES

Significant Accomplishments

1. Behavioral Consultation was provided for 21 students with disabilities and 21 general education students.
2. Behavioral specialist helped to develop 32 Functional Behavior Assessments (FBA) for students in grades K-12.
3. Behavioral specialist helped to develop 28 Behavioral Intervention Plans (BIP) and Support Plans for students in grades K-12.
4. Behavioral specialist assisted buildings with the development and implementation of 18 Individual Crisis Management Plans (ICMP).
5. Behavioral specialist continued providing behavior management training for bus drivers, paraprofessionals, and other appropriate staff members to promote culturally responsive strategies when addressing the needs of students with disabilities.
 - a. 37 bus drivers
 - b. 40 staff members were recertified for Therapeutic Crisis Intervention
6. Behavioral specialist developed and implemented Behavioral Intervention tool to efficiently assess students' behavior.
7. Behavior specialist completed the Applied Behavior Analysis Program (ProABA) at the University of Rochester which will lead to Board Certified Behavior Analyst (BCBA) certification and New York State Licensed Behavior Analyst (LBA). (State Mandate).
8. Behavioral specialist obtained Therapeutic Crisis Intervention for Schools (TCI-S) trainer certification and eligible to train district staff when necessary.

Improvement Plans

1. Addition and successful transition of a K-12 behavioral specialist.
2. Develop a referral protocol for behavioral support.
3. Define Behavior Consultation and Autism Consultation supports and services.

OCCUPATIONAL THERAPY SERVICES

Significant Accomplishments

1. Occupational Therapists provided 78 individual therapy sessions weekly to students with disabilities (65 in prior year). In addition, 89 occupational therapy group sessions were conducted weekly (80 in prior year).
2. Occupational Therapists participated in professional development giving each four Continuing Education Units (CEU).
3. Occupational Therapists used Frontline Document Repository for reporting and storing related services information.
4. Occupational Therapists helped establish sensory/motor rooms for appropriate use by students.
5. Occupational Therapists collaborated with Speech Language Therapists and provide appropriate co-treatment sessions for students.

Improvement Plans

1. Occupational Therapists will help develop entry and exit criteria for OT services.
2. Occupational Therapist will use 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 A NEW LANGUAGE SERVICES (ENL)

Significant Accomplishments

1. English as New Language (ENL) services were provided to 334 students in grades K-12 (314 in 2017, 301 in 2016). The breakdown of students based on English Language Proficiency levels were as follows: Entering: 37, Emerging: 36, Transitioning: 74, Expanding: 187 (in 2017, Entering: 67, Emerging: 45, Transitioning: 73, and Expanding: 129).
2. American Sign Language services for hearing impaired students and families were provided on 147 occasions. (A decrease of 143 compared to prior year.)
3. American Sign Language services for hearing impaired staff were provided on 297 occasions. (An increase of 147 compared to prior year).
4. Native language document translation services were provided on 22 occasions.
5. Native language translation services for exams were provided to 117 students on 28 occasions.
6. Native language translator services were provided to students and families on 221 occasions.
7. The native language phone translation service (Propio) used to facilitate communication with families and students identified as English Language Learners was used on 458 occasions. (An increase of 194 compared to prior year).
8. Language Acquisition Reports were developed and sent quarterly to parents of students in grades K-9. The reports provide information to parents concerning their child's progress toward the acquisition of English in the areas of Speaking, Listening, Reading, and Writing.
9. Increased use of linguistically appropriate tools (e.g. NYSESLAT rubrics, Catherine Collier language acquisition grid) for progress monitoring of ELLs according to their language proficiency to inform instruction.
10. Expanded appropriate resources for teachers to use within the curriculum (stair step library-gradual increase in lexile level of reading).
11. Improved ELL student registration process with updated red card and ELL profile sheet/interview to provide teachers with more helpful information to inform student placement and instruction (this information was placed on SchoolTool for easier access).
12. District Parent Welcome/Information Night offered to parents of ELLs (15 families attended).
13. District Multicultural Night welcomed over 355 guests celebrating our diversity and multicultural community.
14. Provided professional development plan for staff and administrators that specifically addressed the needs of English Language Learners.
15. 16 students attended a summer English as a New Language program for English Language Learners (ELLs) in grades 9-12. This program was implemented to help ELLs maintain and improve their listening, speaking, reading and writing English skills during the summer (RIT scores for 15 of the students increased and 1 maintained his/her level.)
16. An after-school diversity club was created at the Senior High School and welcomed 46 active members.

Improvement Plans

- 1.** Update the Professional Development plan to include four one-day workshops for all teachers of ELLs, as well as, training on the following topics: RTI, progress monitoring, literacy and trauma.
- 2.** Update the ELL comprehensive plan to include any new mandates and revised forms. Post the revised plan on the district website prior to the new school year.
- 3.** Provide an ENL summer program for grades 7-12 if needed and monitor its effectiveness.
- 4.** Incorporate ENL rubrics into e-Doctrina for more targeted progress monitoring of ELLs.
- 5.** Collaborate with literacy coaches to advance the use of best practices for enhancing literacy for ELLs across the curriculum.
- 6.** Continue the Language Difference vs. Disability Focus Group to establish a protocol to differentiate language difference from disability when progress monitoring.
- 7.** Implement the New York State Biliteracy Seal (NYSSB) opportunity for students. NYSSB is an award that formally recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English.
- 8.** Expand the District Welcome and Information Night at the beginning of the school year.
- 9.** Expand the District Multicultural Night and the date of this activity will be reflected on the district's 2018-2019 school calendar.

III. Student Management

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STUDENT REGISTRATION AND PLACEMENT

Significant Accomplishments

1. Registered 810 new students K-12, an increase of 57 students compared to prior year.
2. Discontinued 310 students K-12, a decrease of 12 students compared to prior year.
 - a. 18 enrolled in private schools, a decrease of 18 compared to prior year.
 - b. 92 returned to home country, an increase of 63 compared to prior year.
 - c. 116 moved out of district and enrolled in other New York State schools, a decrease of 66 compared to prior year.
 - d. 66 moved out of New York State, a decrease of 9 compared to prior year.
 - e. 18 are homeschooled.
3. Registered 365 kindergarten students for 2018-19, an increase of 21 students compared to prior year.
4. Registered 30 students, grades 1-12 for the 2018-2019, a decrease of 8 students compared to prior year.
5. Verified 79 Shared Housing Affidavits, a decrease of 28 compared to prior year.
6. Identified 43 temporarily displaced students (32 families) under the McKinney-Vento Law, which represents no change compared to prior year.
7. Conducted 19 residency investigations. (100% were unfounded.)
8. Continued to update 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 the district registrar.)

Improvement Plans

1. Continue current practices.

STUDENT DISCIPLINE (DASA)

Significant Accomplishments

1. Fewer superintendent hearings (47; a decrease of 9 compared to prior year).
2. The district code of conduct was updated to reflect current Violent and Disruptive Incident Reporting categories and definitions (State Mandate).
3. The *Student Rights and Responsibilities* section of the code of conduct was revised following review by high school student council members.
4. Continued to provide school administrators with professional development regarding the superintendent hearing process and proper investigation before a hearing (BOCES 2 August training).
5. Explored restorative practices and piloted community-building circles at the high school and alternative high school. (54 staff members were trained by *Partners In Restorative Initiatives* (PIRI)).
6. Disaggregated quarterly disciplinary data to assess and report on rates of discipline across racial/ethnic groups (end of year report to Board of Education).

Improvement Plans

1. Develop and implement a plan of work for Restorative Practices.
2. Continue to provide school administrators with professional development regarding the superintendent hearing process and proper investigation before a training.
3. Provide updated training to appropriate personnel regarding Dignity for All Students Act investigation and bullying incidents.

CHARACTER DEVELOPMENT (PBIS)

Significant Accomplishments

1. PBIS practices were refined to include expectations for digital citizenship and to improve respectful conduct and verbal harassment.
2. Supported school administrators with transitioning the use of the PBIS framework to new schools (School Reconfiguration).
3. Continued to advance digital citizenship through the use of the PBIS framework.
 - a. Digital Citizenship Survey (Gr. 3-6) – Second Year:

i. My teacher has taught me about digital citizenship.	98%	-1%
ii. I use technology respectfully in my classroom.	99%	+1%
iii. I have been recognized for positive digital citizenship.	72%	No Change
iv. My teacher has taught me that the things I post online never go away (digital footprint).	98%	+1%
v. I have not been made fun of, called names, or threatened through electronics at/during school.	89%	-1%
 - b. Student Satisfaction Survey/Digital Citizenship (Gr. 7-9):

i. The terms digital citizenship and digital footprint have been discussed/taught by my teachers or other staff members.	98%	No change
ii. Students use school technology in a respectful manner.	81%	-3%
iii. I am aware of how students are acknowledged for positive digital citizenship behaviors.	88%	New Item
iv. I have been acknowledged for positive digital citizenship behaviors.	77%	-7%
v. On school grounds, I have not been harassed via electronics (texting, computer, Facebook).	92%	No change
 - c. Student Satisfaction Survey/Digital Citizenship (Gr.s 10-12):

i. The terms digital citizenship and digital footprint have been discussed/taught by my teachers or other staff members.	92%	+1%
ii. Students use school technology in a respectful manner.	81%	+1 %
iii. I am aware of how students are acknowledged for positive digital citizenship behaviors.	67%	New Item
iv. I have been acknowledged for positive digital citizenship behaviors.	70%	-2%
v. On school grounds, I have not been harassed via electronics (texting, computer, Facebook). (Disagree)	87%	+1%
4. Provided parent education on social media and children’s use of electronic mediums (showing of the movie “Screenagers”; and implementation of digital citizenship week for parents/students).
5. Collaborated with the department of Community Relations to improve and enhance district PBIS webpage.
6. Student Satisfaction Survey/Respectful Student Conduct:
 - a. I can focus on my work in classrooms without interruptions (Gr. 7-9). 86% -3%
 - b. I can focus on my work in classrooms without interruptions (Gr. 10-12) 83% +1%
7. Continued implementation of *Link Crew* at Senior High School and “*Where Everybody Belongs*” (WEB) student transition program at Burger and Roth Junior High Schools.
8. Continued to support the department of transportation’s effort to improve student conduct on buses using the PBIS framework.

Student Satisfaction Survey/Student Conduct on Buses (Gr. 7-12):

a. Students behave safely on bus.	92%	+5%
b. Feel safe on bus.	92%	-2%

Improvement Plans

1. Continue to provide parent education on social media and children's use of electronic mediums, and continue the implementation of digital citizenship week.
2. Review and articulate expectations for PBIS coaching model.

SCHOOL SAFETY

Significant Accomplishments

1. Reviewed and updated established safety plan of work for buildings.
2. Assisted Vollmer administration with implementing a building emergency response plan (School Reconfiguration).
3. Conducted a simulated chemical explosion training exercise at the Senior High School with appropriate community emergency responders.
4. Conducted a security audit of the WHEB, shared results and recommendations with building administrators for their appropriate next steps.
5. Collaborated with building administrators to implement a common script for emergency response procedures.
6. Conducted two school evacuations to the Dome Arena to practice and determine if further modifications to emergency response procedures are needed (Burger JHS and Winslow ES). Modifications were made to evacuation pick up sites.
7. Collaborated with the Director of Facilities to establish carbon monoxide response guidelines for district building (State Mandate).
8. Collaborated with the Monroe County Sheriff Office to offer active threat/shooter training exercises for over 150 district employees.
9. Completed the first cycle of the three-year AED replacement plan. All district AEDs were checked monthly to assure proper functioning
10. Coordinated a community safety forum to highlight district security measures that are in place, and provide opportunities for community members in attendance to share safety concerns, and make suggestions.
11. Collaborated with the department of Community Relations to post a school safety page on the district website for updates on security improvements occurring throughout the district.
12. Continued the practice of two safety weeks (fall and spring) in which all buildings practiced mandated emergency procedures (lockout, lockdown, hold-in-place, AED/CPR drills, evacuation drill, early dismissal drill).
13. Continued to strengthen our collaboration with community emergency responders. This year, emergency responders were on campus 66 times, in addition to their increased presence in all school buildings daily since the Parkland Florida tragedy.
14. Secondary students reported:
 - a. Feeling safe in the classrooms. (93%; -2% decrease from prior year)
 - b. Feeling safe in school hallways. (90%; -2% decrease from prior year)
 - c. Feeling safe on school buses. (94%; +4% increase from prior year)
 - d. Not physically threatened on school grounds. (90%; No change from prior year)
 - e. Not verbally harassed on school grounds. (74%; -3% decrease from prior year)
 - f. Not harassed via electronics during school day. (90%; +1% increase from prior year)

Improvement Plans

- 1.** Review and update established safety plan of work for buildings.
- 2.** Install new visitor management systems at all schools and other appropriate district buildings.
- 3.** Develop a greeter's script for staff members to use prior to allowing entry of visitors into a building (common welcoming language).
- 4.** Develop an implementation plan with the district safety committee to prioritize the suggestions that came out of the district safety forum. This plan will include the cost of each item and timeline for possible completion.
- 5.** Update the school safety page on the website throughout the year outlining steps/work completed to enhance security measures.
- 6.** Host a district Safety forum.
- 7.** Place emergency phone numbers and contacts on phones for access.
- 8.** Update emergency response procedures with tabs to allow easy access for specific emergency procedures and important phone numbers. This revised document will be placed in all emergency folders throughout the district.
- 9.** Conduct a comprehensive simulated training exercise with community emergency responders.
- 10.** Building emergency response teams will coordinate and conduct tabletop exercises with staff throughout the year.
- 11.** Conduct school evacuations to the Dome Arena to practice and determine if further modifications to our emergency response procedures are needed.
- 12.** Collaborate with Monroe County Sheriff Office to conduct additional active threat/shooter training exercises for staff, students and possibly parent leaders.
- 13.** Explore the use of the Town of Henrietta Recreation Center for building evacuations.
- 14.** Monitor the implementation of the safety recommendations for the Transportation Operation Center.

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HEALTH AND WELLNESS

Significant Accomplishments

1. This year approximately 51,768 visits to the school health office were reported and student needs were met (41,631 in 2017, an increase of 10,137 compared to prior year). This was in addition to dispensing daily medications to 130 students and monitoring the daily needs of 44 medically fragile students.
2. A total of 64 physical exams (54 in 2017) 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 544 students (650 in 2017) with Emergency Care/Asthma Action Plans remained safe at school and free of any significantly adverse or life threatening reactions.
4. School Nurse Teachers prepared medication for students and provided the appropriate training for staff attending field trips on 319 occasions. Additionally, nurses accompanied a class and/or school on a field trip on 33 occasions.
5. Concussion management services were provided to 78 students (56 in 2017, an increase by 22 students compared to the prior year.) There were over 10 students with a prolonged recovery from this injury.
6. A total of 4,807 screenings were conducted for near and distance vision, color vision, hearing and scoliosis this year. A third of the population was rescreened by the school nurse teacher due to failing the first screening.
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 district's health services manual and administrative guidelines for the supervision of the district's health services program.
9. Ensured that all 7th and 12th grade students met new vaccine requirement for meningitis prior to the start of the 2017-2018 (new regulatory change).
10. Successful transition of the Nurse Practitioner and two School Nurse Teachers.

Improvement Plans

1. Ensure compliance with screening and health examination requirements (new regulatory change).
2. Add two part-time Registered Nurse floaters to reduce the sub shortage.
3. Increase district wellness council membership.
4. Explore the possibility of becoming a training site for Opioid overdose prevention (Narcan).
5. Purchase eight adult instrumented directive feedback devices to be used on manikins for American Heart Association (AHA) CPR district course (AHA mandate).
6. Explore the need to purchase Personal Bleeding Control kits for each building to be used in the event of an uncontrolled bleeding situation.
7. Create an electronic version of the Health Services Manual for easier access to information and documents by SNT/RN.

COUNSELING

Significant Accomplishments

1. At Intermediate and secondary schools, counselors met with every new entrant and their family to help these students acclimate to their new learning environment. There were 263 of these meetings (85 SHS, 40 Roth, 40 Burger, 54 Sherman, and 44 Vollmer). Topics covered included: Introduction to RH, scheduling, “who to see for what,” building tour, Schootool parent portal access, and Naviance tutorials.
2. At secondary schools, counselors participated in 41 (46 in prior year) 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 Materials, Financial Aid night, College and Career Readiness night, College and Career Fair during Open House etc.).
4. At secondary schools, parents continue to actively engage in their student’s college and career planning (481 vs. 452 prior year). This includes email and phone conferences.
5. At the Senior High School, more students participated in the “Taste of College Program.” (97 vs. 75 students; 158 vs. 111 courses)
6. 91% of graduating seniors are pursuing post-secondary education or military service (4-year college: 45%; 2-year college: 34%; Military Service: 4%; Trade/Technical: 8%; Employment: 6%; Unknown 3%).
7. Counselors engaged in professional development to build capacity to meet the various trauma informed practices, drug/alcohol and mental health needs of students.
8. At secondary schools, students reported feeling connected to an adult at school as reported in the district’s student satisfaction survey (90%).
9. Counselors were trained and implemented Community Building Circles (restorative practices) at the Senior High School and Alternative High School.
10. Ensured every building has a Trauma, Illness, and Grief (TIG) trained team member.
11. 94% of in-district ninth grade students obtained enough credits (5 or more) to be a bona fide 10th grade student (same as prior year).

Improvement Plans

- 1.** Mentor students earning Career and Technical Education (CTE) Certification at EMCC and through the Rush-Henrietta Central School District Business Department (23 vs. 20).
- 2.** In collaboration with Social Workers, initiate New Entrant Support Groups at all intermediate and secondary schools, including monitoring students' progress socially, emotionally, and academically.
- 3.** Increase the number of students and families using Naviance Family Connection and the district web-site for college and career planning (7-12). (326 Roth; 288 Burger; 1,385 SHS and Alt. High School.)
- 4.** At the intermediate level, align Academic, Career, and Social/Emotional New York State Counseling Standards with American School Counseling Association Mindsets and Behaviors.
 - a.** Counseling Department will develop K-12 comprehensive school counseling curriculum.
 - b.** Counselor will integrate Fostering Resiliency curriculum through guidance classroom lesson, group and individual counseling, and Professional development.
- 5.** Educate parents about the Excelsior Scholarship (FAQ, criteria, resources).
- 6.** Monitor with fidelity the progress towards graduation of our students with disabilities, towards on time graduation, especially those in outside placements.
- 7.** Improve on-time graduation rate by shifting to monitoring cohort data vs grade level data, and continue to utilize the building level teams and the data highlighted by the district's analytic model (core academic credits).
- 8.** Expand the use of implementation of community building circles for group counseling, and support its use in other settings.

SOCIAL WORK

Significant Accomplishments

1. Student and families received 2,023 (1,552 prior year) social work services (mandated counseling; social/emotional counseling; crisis counseling; community services referrals).
2. Social Workers responded to 72 CARE Team referrals (SHS-70; Burger-0; Roth-2; a decrease of 8 when compared to last year). Individualized Chemical Abuse Prevention interventions were completed for 25 students and Chemical Use Risk Assessment were completed for 15 students.
3. Embedded drug prevention education was provided, to improve parent and student understanding of addiction. Examples of the embedded education were:
 - a. Health Class: *10 Drug Myths and Misconceptions*
 - b. Amazing Brain Project: Poster, Blog, Teenage Brain class lessons (10)
 - c. Ninth grade assemblies on vaping and drugs (1 at Burger & 1 at Roth)
 - d. Art class: *Healthy Stress Management* (drug prevention)
 - e. Forensics class: *Impact of Drugs on the Human Body*
 - f. Nicotine prevention/quitting/education groups at the Senior High School
 - g. Staff newsletters/emails focusing on unhealthy trends in the community involving adolescents (staff education).
 - h. Four Public Service Announcements on Facebook as part of the Opiate Prevention Project
 - i. Maintained Facebook page for the R-H Health and Safety Coalition
4. Social workers participated in 83 (57 prior year) home visits. This initiative focused on disengaged families, attendance concerns, and students at risk of not completing a high school program due to attendance or other variables.
5. Social Workers participated in 14 professional development opportunities, including 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) and Nazareth College's art therapy graduate program.
6. Social workers were trained and implemented Community Building Circles (restorative practices) at the Senior High School and Alternative High School.
7. Continued the "Reach out of the Dark" initiative to ensure students knew who to talk with if they are feeling unsafe or have suicidal ideation.
8. Collaborated with the Henrietta Youth Asset Team and hosted a suicide prevention panel titled *Let's Talk*, at the Senior High School.
9. Ensured every building has a Trauma, Illness, and Grief (TIG) trained team member.
10. Conducted one building and district level TIG team drill.
11. At secondary schools, social workers collaborated with School Counselors to support all new entrants through groups designed to help students acclimate to their new learning environment. There were 810 new entrants this year (85 SHS, 40 Roth, 40 Burger, 54 Sherman, 44 Vollmer, 141 Crane, 139 Fyle, 120 Leary, 147 Winslow). Topics covered included: Introduction to RH, scheduling (at Intermediate and Secondary Level), "who to see for what," building tour, SchoolTool parent portal access, and Naviance tutorials.

Improvement Plans

- 1.** Provide parent and student education, regarding suicide, addiction and drug prevention programming.
- 2.** Utilize new state attendance reporting procedure to target students missing instruction. Gather attendance data, number of attendance letters sent, home visits, and parent meetings/communication, focused on monitoring the impact on student attendance patterns.
- 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 the work with restorative practices.
- 4.** Conduct building and district level TIG team drills.
- 5.** Expand the use of implementation of community building circles for group counseling, and support its use in other settings.

TUTORING

Significant Accomplishments

1. Provided 39 students with home tutoring services. (56 in prior year.)
2. Continued the improved process for communicating with families when home tutors are assigned to the students (emails and/phone calls).
3. Provided 55 students with tutoring services at the Academic Support Center. (A decrease of 27 compared to prior year.)
4. Provided 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.
5. Updated the tutoring procedures and guidelines.
6. Recruited additional qualified and available tutors.

Improvement Plans

1. 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 during the summer and at the end of the first semester.
2. Continue to recruit qualified and available tutors.

ALTERNATIVE EDUCATION

Significant Accomplishments

1. The Alternative High School served 65 students. (64 in 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. (91% 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, MCC Applied Technology Center, and the Finishing Institute).
4. Students organized a number of PBIS initiatives: food drive, peer-to-peer shout outs, socials, thankful tree, “be kind” week, holiday gift exchange, student recognition and Talent Show.
5. Most students reported being acknowledged for positive behavior as reported on the district student satisfaction survey (97%).
6. All students stated they were aware of how students were acknowledged for positive behaviors and contributions to the community as stated on the district student satisfaction survey (100%).
7. The Healing Connection partnership was established in March for students to easily access therapeutic services through a community agency on campus (11 students were referred and served).
8. The majority of faculty and staff were trained in Community Building Circles (restorative practices); circles were implemented in the school to promote and strengthen positive school culture.
9. Visited two other alternative high school programs to explore different designs for the Rush-Henrietta Alternative High School program.

Improvement Plans

1. Embed academic intervention services in instructional periods.
2. Emphasize career exploration, and explore increasing shadow and internship opportunities for students.
3. Implement restorative practices consistently and send the last three staff members to the training.
4. Develop a referral process for students’ entry into the alternative high school program. Articulate and educate staff about the benefits and uniqueness of the program.
5. Expand Healing Connection services to the district.

HOME SCHOOLING

Significant Accomplishments

1. Home Schooling oversight was provided for 185 students (189 in prior year).

Improvement Plans

1. Continue current practices

V. Student Activities

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- Student Clubs and Organizations..... 42-46
- Music & Theatre Ensembles..... 47-48
- Athletics49
- Community Service Projects..... 50-54

STUDENT CLUBS AND ORGANIZATIONS

Crane Elementary School

1. Bowling Club
2. Yoga Club
3. Odyssey of the Mind
4. Maker Space Club
5. RCTV

Fyle Elementary School

1. Student Council
2. Bowling Club
3. Safety Patrol
4. Third Grade Musical

Leary Elementary School

1. Student Council
2. Safety Patrol
3. Math Survivor
4. Paw Print Team

Winslow Elementary School

1. Student PBIS Ambassadors
2. Winslow Way Helpers
3. Stonewood Enrichment Program

Sherman Elementary School

1. Student Council
2. Art Club
3. Chess Club
4. Intramurals
5. Poetry Club
6. Drumming Club
7. Safety Patrol
8. 5K Club
9. Languages Other Than English (LOTE)

Vollmer Elementary School

1. Fuel Up to Play
2. Intramurals
3. Languages Other Than English (LOTE)
4. Makers Club
5. Student Council
6. Art Club
7. Kindness Ambassadors
8. Math Club
9. Strategic Thinking
10. Drama Club
11. Magic Club
12. 5K Club

Burger Junior High School

1. Bookstore
2. Ski and Snowboard
3. Student Council
4. Yearbook
5. Paired Partners
6. Students Taking Action Responsibility (STAR)
7. Fitness Club
8. Volleyball
9. Home and Careers Club
10. Spelling Bee
11. Academic Challenge Bowl
12. RIT STEP Club
13. National Geographic Bee
14. Intramurals
15. Anime
16. Arts and Crafts Club
17. Music Technology Club
18. National Junior Honor Society
19. German Club
20. Creative Writing Club
21. Washington DC Trip
22. Gay Straight Alliance
23. Dance Performance
24. Chess Club
25. Leaders Club
26. Drama Club
27. Tap Dance Club
28. Tri-Music Club
29. WEB
30. Visual Arts Club

Roth Junior High School

- 1.** Academic Challenge Bowl
- 2.** Bookstore
- 3.** Chess Club
- 4.** Drama Club
- 5.** Electronic Music Club
- 6.** Fitness Club
- 7.** Jewelry Club
- 8.** Geography Bee
- 9.** Intramural Sports
- 10.** LBGTQ Support Group – Rainbow Club
- 11.** Minecraft
- 12.** Movie Club
- 13.** National Junior Honor Society
- 14.** RIT STEP Club
- 15.** Snow Sports Club
- 16.** Spanish Club
- 17.** STAR (Students Taking Action Responsibly)
- 18.** Student Council
- 19.** Tri-M
- 20.** WEB (Where Everyone Belongs)
- 21.** Washington DC Trip
- 22.** Yearbook

Senior High School (Updated)

1. African American Leadership League (AALL)
2. Amnesty International
3. Anime Club
4. Art Club
5. ASL Club (American Sign Language)
6. Baseball Club
7. Board Game Club
8. Bookstore
9. Bowling Club
10. Boy's Lacrosse Club
11. Business Honor Society
12. Chess Club
13. Class of 2018
14. Class of 2019
15. Class of 2020
16. Costume Sewing Club
17. Dance Club A&B
18. DECA
19. Diversity Club
20. Doctor Who
21. Fitness Club
22. Foreign Language Seminar
23. Gay Straight Alliance
24. German Exchange Club
25. Homecoming Club
26. Interact
27. Leadership Club
28. Link Crew
29. Masterminds – JV and Varsity
30. Math Club
31. Model UN
32. National Honor Society
33. Natural Helpers
34. Open Mike Club
35. Open Studio Art for AP & Advanced
36. Radio Club
37. RH Bible Study
38. Robotics
39. Role Playing Game Club
40. Snow Sports Club
41. Spanish Club
42. Student Council
43. Student Tutoring Association
44. Sustainable Garden Club
45. Teen Book Festival Club
46. Tri-M Music Honor Society
47. U.S. First Tech Challenge
48. Video Game Club
49. Women's Empowerment Club
50. Yearbook

MUSIC AND THEATRE ENSEMBLES

District Events

1. District Orchestra Festival
2. Superintendent's Choice Art Show

Crane Elementary School

1. RH District Primary Art Show

Fyle Elementary School

1. Grade 3 Musical
2. Grade Level Art Shows (k, 1, 2, 3)
3. RH District Primary Art Show

Leary Elementary School

1. Grade 2 Musical - Too Much Noise!
2. Grade 3 Digital Capstone Concert
3. Kindergarten – Farm Concert
4. RH District Primary Art Show

Winslow Elementary School

1. Kindergarten Musical - *Three Billy Goats Gruff*
2. RH District Primary Art Show

Sherman Elementary School

1. Band (Grades 4, 5, 6)
2. Chorus (Grades 4, 5, 6)
3. Orchestra (Grades 4, 5, 6)
4. Winter and Spring Concerts
5. All County Chorus and Orchestra
6. Instrumental/Vocal Solo Festival
7. RH District Intermediate Art Show

Vollmer Elementary School

1. Band (Grades 4, 5, 6)
2. Chorus (Grades 4, 5, 6)
3. Orchestra (Grades 4, 5, 6)
4. Winter and Spring Concerts
5. All County Orchestra
6. Instrumental/Vocal Solo Festival
7. RH District Intermediate Art Show
8. Musical – Jack and the Beanstalk

Burger Junior High School

1. Band, Chorus, Orchestra
2. All County Band, Chorus, and Orchestra
3. Instrumental/Vocal Solo Festival
4. Jr HS Area All-State Band, Chorus, Orchestra
5. Spotlight Ensemble
6. Jazz Ensemble
7. Chamber Orchestra
8. Spring Musical - *The Wizard of Oz*
9. Spring Drama - *Law and Order Fairy Tale Unit*
10. RH District Junior HS Art Show

Roth Junior High School

1. Band, Chorus, Orchestra
2. All County Band, Chorus, and Orchestra
3. Instrumental/Vocal Solo Festival
4. Jr HS Area All-State Band, Chorus, Orchestra
5. Dedicated Voices
6. Jazz Ensemble
7. Chamber Orchestra
8. Spring Musical - *You're A Good Man, Charlie Brown*
9. Fall Drama - *Letters*
10. RH District Junior HS Art Show

Senior High School

1. Spotlight Theater Spring Musical - *A Chorus Line*
2. Spotlight Theater Fall Play - *Game of Tiaras*
3. Spring Drama – *Much Ado About Nothing*
4. RH Singers
5. Bel Canto Singers
6. Spectrum Singers
7. Celtic Strings
8. Chamber Orchestra
9. Jazz Ensemble
10. MLK Singers
11. Barbershop Singers
12. ASL Choir
13. All-County Band, Chorus, Orchestra
14. Instrumental/Vocal Solo Festival
15. Area All-State Band, Chorus, Orchestra
16. Conference All-State Band, Chorus, Orchestra
17. RH District Senior HS Art Show

ATHLETICS

Significant Accomplishments

1. Eighty-four (84) interscholastic and modified sports activities were offered.
2. More than 925 students (non-duplicated) participated in interscholastic and modified sports.
3. Athletic Guidelines were created for removal from athletic participation and when a coaching vacancy occurs.
4. Athletic code of conduct was updated.
5. Improved varsity soccer/LAX field with a new LAX safety net for end lines and a bluetooth wireless sound system.
6. Five (5) teams won County Championships:
 - a. Girls' Cross Country
 - b. Boys' Boys' Indoor Track
 - c. Boys' Outdoor Track
 - d. Girls' Indoor Track
 - e. Girl' Outdoor Track
 - f. Baseball
7. Four (4) teams won Section V Championships:
 - a. Boys' Boys' Indoor Track
 - b. Boys' Outdoor Track
 - c. Girls' Indoor Track
 - d. Girls' Outdoor Track
8. Girls Outdoor Track and Field team won their third state title (in four years) at the NYSPHSAA Championships.
9. Twenty-six (26) student-athletes named All Greater Rochester.
10. Forty-two (42) student-athletes won Section V Championships.
11. Lanae-Tava Thomas was named All Greater Rochester athlete of the year for indoor track and outdoor track).
12. Mike DeMay was named Coach of the Year for indoor track and outdoor track.

Improvement Plans

1. Update new website.
2. Secure new coaches for any upcoming vacancies in 2018-19.
3. Update new guidelines (removal from athletic participation; when a coaching vacancy occurs; and athletic code of conduct) in coaches' handbook.
4. Update new guidelines (removal from athletic participation and athletic code of conduct) in student/parent handbook.

COMMUNITY SERVICE PROJECTS

Crane Elementary School

1. Crane for CURE
2. Make a Difference Day Food Drive (RHAFT)
3. Anna's Wish

Fyle Elementary School

1. Pennies for Patients
2. Hoops for Heart
3. Make a Difference Day Food Drive (RHAFT)
4. Thanksgiving Baskets
5. Kicking Hunger Food Drive

Leary Elementary School

1. Holiday Food Drive for RHAFT
2. Year-End Snack Drive for RHAFT
3. Cards for Rush-Henrietta bus drivers for Leary Transportation Day
4. Cards for Veterans for Holidays

Winslow Elementary School

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

Sherman Elementary School

1. Make a Difference Day Food Drive (RHAFT)
2. Hats and Mittens for Open Door Mission
3. Coin Drive to benefit Daystar Daycare/Respite Center for Medically Fragile Children
4. Kicking Hunger Food Drive
5. Jump for Heart
6. Adopt a Family
7. Anna's Wish

Vollmer Elementary School

1. Willow Center
2. Verona Street Animal Society
3. Anna's Wish
4. Golisano Children's Hospital
5. Wild Wings
6. Fuel Up to Play - Food Collection for RHAFT
7. Art Show at Marketplace Mall
8. Special Oympics
9. Make a Difference Day – Food Collection for RHAFT
10. Toy Drive
11. Hat/Mitten Tree
12. Cards for Veterans
13. Kickball Game for RHAFT (Food and Cash Donations)
14. Lollypop Farm Donation
15. Adopt a Family during holidays
16. Bottle Collection Drive

Burger Junior High 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. Special Olympics
6. Legacy Nursing Home Visits
7. Veterans Outreach
8. Go Red for Women (Heart Disease)

Roth Junior High School

1. C.E. King Middle School Relief Efforts for Hurricane Relief in Texas
2. Holiday Books and Wrapping Materials
3. Ibero Gift Drive with Natural Helpers
4. Kickin Hunger Campaign
5. Make A Difference Day Food Drive (RHAFT)
6. National Junior Honor Society Breakfast and performance
7. Puerto Rico Relief
8. Random Acts of Kindness
9. St. Balderick's Childhood Cancer Fundraiser
10. Various musical performances by Dedicated Voices, Chamber Orchestra and Jazz Band

Senior High School

1. Amnesty International Clothing Drive for Mary's House
2. Amnesty International Clothing Drive for Ibero
3. Amnesty International Plastic Bracelet Sale for U.S. Virgin Islands
4. Winter Special Olympics Volunteers
5. Blankets for Golisano Patients (Family and Consumer Science Class)
6. Interact Fundraiser for the American Foundation for Suicide Prevention
7. Interact Assistance with Town Events
8. Interact Rotary Pasta Dinner
9. Interact Halloween Family Party
10. Interact Winterfest
11. Interact Valentines Family Party
12. Interact Easter Egg Hunt
13. Interact Candy Bar Bingo
14. Interact Make a Difference Day
15. RH Singers Community Visits
16. NHS Blood Drive
17. NHS Elementary Schools Fun Night
18. NHS Burger Canteen
19. NHS Senior Citizens Events
20. Senior Citizens Dinner/Musical
21. Interact – Schools for South Sudan
22. Interact – Make a Difference Day Food Drive
23. Link Crew book/snack drive for Golisano Children's Hospital during December Holidays
24. National Honor Society Blood Drives
25. National Honor Society Elementary Schools Fun Night
26. National Honor Society Burger Canteen
27. National Honor Society Senior Citizens Events
28. National Honor Society Anna's Wish basket raffles/donations
29. National Honor Society Childcare for DPAC meetings
30. National Honor Society variety of projects for town (Halloween party, Easter Egg hunt, etc.)
31. Natural Helpers Ibero Daycare Holiday gift giving
32. Natural Helpers Henrietta Senior Citizens Center Breakfast with Santa
33. Natural Helpers Making Strides Breast Cancer Walk
34. Natural Helpers/Interact Bald for Bucks fundraiser for Roswell Cancer and 13Thirty Cancer Connect
35. Natural Helpers Wish list drive for Veterans
36. Natural Helpers coat drive for Ibero daycare center
37. Natural Helpers backpack drive for Houston HS students from the hurricane
38. Natural Helpers Electronics recycling event
39. Natural Helpers/Interact Rush Rotary Sunshine campus spring clean up
40. Natural Helpers Open House ushers
41. Natural Helpers student facilitators for NEW Entrant Transition Groups
42. Natural Helpers Student Ambassadors to show new students around building and introduce them to people at lunch
43. Natural Helpers Coaches vs Cancer – Girl's V. Basketball fundraiser

- 44.** Natural Helpers ushers at graduation
- 45.** Natural Helpers Ushers at Sports Award Ceremonies
- 46.** Natural Helpers flower sales at graduation
- 47.** Natural Helpers reading help at Sherman elementary
- 48.** PBIS Wegmans gift cards for SHS families in need
- 49.** RH Singers Community Visits
- 50.** Senior High School Staff – Phyllis’ Closet
- 51.** Senior Citizens Dinner/Musical
- 52.** Sewing Club made/distributed Isolette blankets for NICU unit at Golisano Hospital
- 53.** Tri-M hosted student recital and CD sale for donation to a girl’s school in Africa
- 54.** Tri-M students rang bells for Salvation Army in December
- 55.** Tri-M students usher for high school and district concerts

VI. School Operations

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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 and over summer constructed new library, renovated five classrooms and installed new floors.
 - c. Thirteen classroom addition and two music rooms at Vollmer. Conversion of all interior and exterior lighting to energy efficient LED.
 - d. Relocated Even Start and Adult Literacy to Good Shepherd.
 - e. Relocated Alternative High School and Transition Program to the Webster Building.
 - f. Prepared west wing of Webster Building for BOCES programs.
 - g. Installed new playground elements at Sherman and Vollmer to make them 6th grade age appropriate.
 - h. Constructed new offices for principals and staff at buildings affected by the reconfiguration.
 - i. Commenced construction of a new staff bathroom at Sherman.
2. Coordinated staff transitions required for school reconfiguration. (Material and equipment movement).
 - a. Moved over 10,000 packing boxes – most teachers moved, either within or between 12 buildings.
 - b. Fully furnished and equipped Vollmer and prepared for opening as an elementary school.
 - c. Furnished twelve new kindergarten rooms at Primary schools to support FDK implementation.
3. Completed 2017 capital improvement projects including replacement of all windows at Roth (\$1.9M) and construction of new technology room.
4. Mitigated all water devices containing lead at Burger, Vollmer and Webster making their water lead-free. Districtwide have reduced lead containing fixtures from over 40% to 2%.
5. Purchased and utilized Kubota utility vehicle equipped with 66” snow blower to speed removal of snow blocking building emergency exits.
6. Installed additional bottle filler drinking fountain in Burger, Roth and three in the Senior High School (including one in the music wing).
7. Re-keyed all doors at Vollmer and Sperry to new Coremax 7-pin system to improve security.
8. Issued all staff new photo ID badges with embedded fob access to enhance badge visibility.
9. Coordinated Teflon skinning of 75 chalkboards to convert them to white dry erase boards at Burger, Fyle, Roth, Sherman and Webster.
10. Coordinated kitchen ceiling replacement and LED light installation at Burger.
11. Provided Level 2 cleaning for 1,260,552 sq. ft. of building space (TOC received Level 3).
12. Maintained 409 acres of district grounds, including grooming and lining 28 athletic fields.

Improvement Plans

- 1.** Mitigate water devices containing lead at Roth and Sperry to complete NYS mandate to make R-H a lead-free district.
- 2.** Install 60 feminine hygiene dispensers in female student and transgender restrooms. (NYS unfunded mandate).
- 3.** Prepare, seed, fertilize, irrigate and maintain the new Burger soccer field for use in Spring of 2019.
- 4.** Coordinate the Teflon skinning of 45 chalkboards to convert them to white dry erase boards at Burger, Fyle, Roth, Webster and Winslow.
- 5.** Coordinate 2018 Capital Improvement Plan (\$4.8M) which includes Leary roof restoration and freezer replacement; TOC propane fueling station; High School PA/Clock security alert system, new auditorium seating, resurface west parking lot, A wing floor tile replacement and Student Center Café opened to bookstore; and Winslow parking lot repaving and expansion.
- 6.** Coordinate Roth library renovation plan which includes drywall, painting, ceiling tiles, carpet and a new circulation desk.
- 7.** Coordinate construction of a new, safer student drop off design for Roth.
- 8.** Relocate Roth parking lot LED light poles to face east and southeast to minimize light bleedthrough to neighbors.
- 9.** Install wireless sound system for the Sperry soccer field and the addition of two speakers at the Gordon Stadium for track and field.
- 10.** Install a total of 14 bottle filler chilled water drinking fountains in all school buildings.
- 11.** Install two new swing sets at Winslow playground; relocated due to parking lot expansion.
- 12.** Install new ceiling tiles and LED light fixtures in Sherman Cafetorium, B-wing classrooms and all corridors.
- 13.** Demolish and remove incinerator in Vollmer Room C-22 and convert it to a copy room.
- 14.** Install dormitory style handsets to improve safety in 15 rooms at Burger, 15 rooms at Sherman and all of Sperry Senior High lower A-wing plus 15 other rooms at Sperry.
- 15.** Re-key all Sherman door locks to the new Coremax 7-pin system for enhanced security.
- 16.** Develop architectural drawings and construction documents submitted to SED for secure vestibules at Crane, Leary, and Winslow.

TRANSPORTATION

Significant Accomplishments

1. Safely transported more than 5,600 students to 63 different schools, traveling over 1.5 million miles (486 routes, 12% increase in buses).
2. Successfully implemented new reconfiguration routes:
 - a. First time in 40 years that routes had been totally reconfigured.
 - b. Drivers noted accuracy of new routes; described as “best opening in years.”
 - c. Supported before school Intermediate music program by transporting over 1,000 music students utilizing Primary School buses.
 - d. Maximized efficiencies by implementing transfer buses:
 - i. Transferred over 200 primary students each day.
 - ii. Accommodated Special Ed, out of area daycare, age outs and split custody requests.
 - iii. Implemented color codes for buses and student passes to ensure students transferred to correct bus.
3. Worked with the Special Education department to review IEP transportation requirements and remove requirements for monitors and small buses when no longer needed.
4. Expanded training program for prospective drivers in response to need for significantly more drivers:
 - a. Includes new NYS CDL testing initiated in April which doubled test time to two hours.
 - b. Continue new practice of hiring trainees as monitors while in training (improves student behavior management skills).
5. Provided professional development for safety and behavior management:
 - a. New driver training expanded to 8 one hour sessions of student management, PBIS, safety drills and bus mechanical items.
 - b. Assigned mentor to each new driver.
 - c. Re-train every driver involved in a preventable accident or incident.
 - d. Reviewed district policies and practices with all transportation employees to assure compliance.
6. Implemented new daycare procedures to minimize risk of misdirected students:
 - a. Eliminated daily bus passes at elementary level except for emergencies.
 - b. Route change requests must be submitted the week prior to implementation.
 - c. Primary schools prepared name tags for students.
7. Created a safety plan and commenced evacuation drills:
 - a. Emergency evacuation drill at Burger had all 537 students evacuated in 9 minutes and transported within 29 minutes. Similar results achieved in Winslow evacuation drill.
 - b. Reviewed safety concerns and made recommendations.
8. Added thirteen full size and one wheelchair propane buses which provide “cleaner” air and simpler anti-pollution controls than found on diesel buses. Fleet of 25 small buses and 95 large buses (of which 39 are now propane).
 - a. Secured \$400K grant from Senator Gallivan to install propane fueling station.

- b.** Added 3 additional mini-buses to accommodate increased Special Ed and Homeless demand.
- 1.** Professional Development for Director and Head Bus Drivers:
 - a.** 2 Head Bus Drivers attended 40 hour School Bus Driver Instructor (SBDI) course; enables them to teach mandated courses.
 - b.** One Head Bus Driver attended 40 hour Certified Examiner (CE) course; enables them to teach mandated training.
 - c.** Active Shooter and Reasonable Suspicion training.
- 2.** Contained costs by:
 - a.** Taking back runs from BOCES – Ridgecrest, Neil Armstrong, BOCES
 - b.** Implemented new K-3 bus stop guidelines with no additional resources.

Improvement Plans

- 1.** Refine routes developed for new school reconfiguration:
 - a.** Update detailed routes for 2018-19 based upon driver 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.
 - c.** Conduct mock emergency event.
- 3.** Continue expansion of propane buses with purchase of ten more.
- 4.** Installation of propane fueling station – summer 2018
- 5.** Improve transfer process for Intermediate music students to reduce traffic congestion
- 6.** Professional Development:
 - a.** Behavior management – address specific student behaviors.
 - b.** New employee training – model expectations for drivers and monitors.
 - c.** Target first month of school to reinforce and re-educate on expectations and district practices.
 - d.** Mental health training to better assist students with issues.
 - e.** Develop checklist of all training opportunities conducted throughout the year.
- 7.** Support revisions to school start and end times.

FOOD SERVICES

Significant Accomplishments

1. Served 725,868 meals (195,570 breakfast; 530,298 lunch).
 - a. Breakfast meals increased 25% from prior year.
 - b. Lunch meals increased 11%.
2. Successfully restructured the Food Service staff schedule and meal service operation to support the district's Full Day Kindergarten and reconfiguration:
 - a. Moved NGA equipment and staff to Vollmer.
 - b. Realigned staff at all buildings impacted by the reconfiguration.
 - c. Developed new serving schedules to align with the new school schedules.
3. Successful implementation of our reimbursable vending machines to support breakfast and lunch meal service for the Alternative HS program and the BOCES E-Start program in the Webster building.
4. Celebrated National School Breakfast Week 3/5/18 thru 3/9/18, which encourage students to eat breakfast in school.
5. Successful implementation of snack purchase services for the district's Cub Care program.
6. Managed popular pizza replacement after abrupt closing of supplier Papa John's pizzeria.
7. Successfully implemented electronic meal counts in all Primary and Intermediate schools using Google Docs. New process increases accuracy and reduces disruption in the classroom.
8. Installed stand-alone freezers at Sherman and Vollmer to increase storage capacity needed due to increase in meal participation.
9. Continued to run a fiscally sound program, even with cost increases for minimum wage, food, and health insurance premiums.

Improvement Plans

1. Purchase a Combi oven at Sherman Elementary for increased efficiency and quality, and install a larger walk-in freezer/cooler at Leary for increased capacity.
2. Purchase and install new serving lines at Sherman, Fyle, and Crane to replace aging equipment.
3. Implementation of snack purchase service for the Pre-K program at Good Shepherd.
4. Implementation of new NYS mandated meal charge policy and procedures to prevent meal shaming.
5. Prepare for the USDA- 3 year Administrative Review of the Rush-Henrietta Child Nutrition Program.
6. Manage expected increases in minimum wage and health insurance costs.

INFORMATION MANAGEMENT

Significant Accomplishments

1. Management Information Systems:
 - a. Supported District Reconfiguration Project:
 - i. Aligned information management systems with new grade/building configurations (Schooltool, Horizon, Follett, eDoctrina, NWEA, Naviance, etc.).
 - ii. Re-established data feeds to ensure ongoing transfer of student data between systems.
 - iii. Provided system training to faculty/staff.
 - b. Implemented ReadyGen software at Sherman and Vollmer.
 - c. Improved secondary classroom attendance recordkeeping procedures.
 - i. Completed districtwide audit of daily and classroom attendance to identify areas in need of improvement.
 - ii. Worked with secondary principals to develop revised classroom attendance procedures and provided re-training for all teachers.
2. Data Analysis and Support:
 - a. Supported data requirements for District Reconfiguration:
 - i. Track student transition options (early transition and age-out).
 - ii. Reconstructed data histories for NYS testing, MAP testing, and enrollment projections.
 - b. Provided data for progress monitoring, program evaluation, and district research/evaluation projects.
 - i. Developed interactive data dashboards:
 1. MAP Testing
 2. NYS Testing (3-8, Regents)
 3. Enrollment Reporting
 - ii. Provided data for high school cohort tracking.
 - iii. Provided data for Special Education program analysis.
 - iv. Provided data to math department for progress monitoring.
3. NYSED Data/Reporting Requirements:
 - a. Implemented new NYSED data requirements for data warehousing (Class Entry/Exit, Course Instructor templates).
 - b. Implemented new APPR reporting (original and transition scores).
 - c. Began implementation of new ESSA data requirements (AP/Dual Credit for CCCR Index; suspension data; new accountability system).
 - d. Completed bi-annual Resident Census.
4. NYS Assessments:
 - a. Coordinated computer-based field testing in elementary and junior high schools.
 - b. Implemented new NYSITELL scanning/reporting process.
 - c. Provided support for test scoring through Premier Assessment.

Improvement Plans

- 1. Management Information Systems:**
 - a.** Pilot SchoolTool attendance notifications at the Senior High School.
- 2. Data Analysis and Support:**
 - a.** Provide support for district research and evaluation projects, as needed.
 - b.** Provide support for student progress monitoring, as needed.
- 3. NYSED Data/Reporting Requirements:**
 - a.** Implement new ESSA accountability system (CCCR Index, Suspension Data, ELL progress, new accountability calculations, new graduation rate).
 - b.** Implement new NYSED data requirements for data warehousing.
- 4. NYS Assessments:**
 - a.** Coordinate CBT ELA Operational Testing in all elementary and junior high schools.

INFORMATION TECHNOLOGY

Significant Accomplishments

1. Supported the implementation of year 4 of the district's 5 Year Instruction Technology Plan and other instructional needs.
 - a. Deployed 2,200 additional Chromebooks supporting 1:1 access for all students (added grades K, 10-12).
 - b. Installed ceiling speakers and added new wireless projectors (Burger, Roth, Sherman and Vollmer).
 - c. Installed VMware software to virtualize Project Lead The Way programs.
2. Upgraded and improved district infrastructure.
 - a. Installed new core switches at the Technology Services and TOC data centers.
 - b. Replaced edge switches in Vollmer, Sherman, Leary and Winslow's data closets.
3. Supported all software, account management and hardware needs for reconfiguration.
 - a. Redeployed instructional Chromebooks and PCs to support reconfiguration.
 - b. Revamped student account creation procedure to accurately reflect new school assignments.
 - c. Moved teacher accounts to reflect new assignments.
4. Implemented and upgraded major software and hardware systems.
 - a. Worked closely with Art and Music departments to replace end of life Macs with PCs, which amounted to a \$300,000 savings, without loss to programs or major adjustments to curriculum.
 - b. Piloted a monitoring software at Burger Junior High (GoGuardian) that allows building administrators to have more insight into misuse of the Chromebooks leading to decreased risk to our students and more frequent conversations revolving around digital citizenship and proper use.
 - c. Migrated all district staff's email from Microsoft Outlook to Gmail.

Improvement Plans

1. Support the implementation of year 5 of the district's 5 Year Instruction Technology Plan and other instructional needs.
 - a. Install ceiling speakers and add new wireless projectors (Sperry, Crane, Fyle, Leary, Winslow).
 - b. Expand use of VMware to business classes to virtualize Microsoft Office.
2. Continue to upgrade and improve district infrastructure.
 - a. Replace edge switches in Sperry, Burger, Crane and Parker data closets.
 - b. Engage a third party vendor to provide an additional level of support for infrastructure maintenance.
3. Replace backup and storage software and hardware.
4. Implement GoGuardian monitoring software for Chromebooks (grades 4-12).

DOCUMENT & PUBLISHING SUPPORT (DPS)

Significant Accomplishments

1. Produced teacher and student materials for Eureka Math program (grades K-6) resulting in significant financial savings.
2. Purchased a new folder/insert machine that will allow more versatility in envelope types and folding configurations.

Improvement Plans

1. Expand production of teacher and student material for Eureka Math program to grades 7 and 8.

HUMAN RESOURCES

Significant Accomplishments

1. Provided Human Resources Management services for 1,235 full- and part-time staff (Recruitment, hiring and staffing; staff supervision and evaluation assistance; contract interpretation; payroll assistance, benefits consultation; personnel information systems and records management; and employee relations).
2. Completed the hiring, processing, and orientation/induction of 110 employees, including 36 teachers and two administrators.
3. Implemented the staffing plans for district reconfiguration, including reassignment of 300 teachers, paraprofessionals and clerical staff; implementation of full-day kindergarten and opening of a new elementary school without any net increase in teacher FTE's; staffed several new positions to support the reconfiguration, such as youth assistants, clerical staff and multiple school aides.
4. Staffed the new Cub Care Zone program with more than 30 new aides and site supervisors.
5. Developed a five-year Workforce Diversity Plan, which was approved by the BOE.
6. Completed search, interview and hiring processes to fill seven administrative positions for 2018-19, including hiring two elementary principals and replacing two program directors.
7. Facilitated a hiring process to replace the superintendent's secretary, and provided support to the BOCES consultants in the Board of Education's superintendent search/hiring process.
8. Conducted a review, with the office of student and family services, of the district medical services provider, WorkFit, and determined that it is necessary to replace them. Identified new medical service providers for occupational/staff services (and mandated drug testing) as well as student consulting physician services.
9. Provided Title IX and anti-harassment training and consultation to the administrative staff; completed investigations of several complaints.
10. Began participation in the Teacher Immersion Fellows program with BOCES 2 and area colleges to help address the substitute teacher shortage. Also increased the per diem substitute pay rate.
11. Supported Affordable Care Act compliance, including IRS reporting and online notifications.
12. Implemented the School Front online recruitment/application system.

Improvement Plans

- 1.** Continue to implement the Workforce Diversity Plan by working to increase the recruitment and employment of qualified candidates of color, especially for administrative and teaching positions. Continue additional outreach to colleges and urban education programs. Establish a “grow your own” initiative for aspiring teachers at the Senior High School.
- 2.** Recruit and hire a new principal for the Senior High School for 2019-20.
- 3.** Enhance the induction and mentoring processes for seven new administrators, including orientation/training for mentors.
- 4.** Work with principals to establish a leadership development program for assistant principals.
- 5.** Continue to work with AARH to develop an evaluation instrument for assistant principals that is aligned with the standards in the principals’ evaluation framework.
- 6.** Continue to address the critical shortage of teacher substitutes, including expansion of the Teaching Immersion Fellows and District Substitute initiatives.
- 7.** Support the Business Office in the transition to online open enrollment and other benefits-related functions.
- 8.** Provide training to administrators and clerical staff on the new Frontline online recruitment/application system being implemented through Monroe 1 BOCES.
- 9.** Consider establishing an “HR E-News” or some other periodic bulletin/outreach to staff on HR-related updates, benefits information/changes, online resources, etc.
- 10.** Explore development of a district-wide program for staff recognition.

LABOR RELATIONS

Significant Accomplishments

1. Negotiated a two-year extension of the Coalition Unit contract.
2. Opened contract negotiations with the Teachers' Chapter.
3. Negotiated a variety of MOA's with various units to address mutual needs and avoid grievances, such as adding Cub Care Zone responsibilities for the Continuing Education coordinator; establishing language on classroom walk-through observations; adding extracurricular clubs to the intermediate schools; and adding the Athletic Trainer to the Paraprofessionals Chapter.
4. Established quarterly Labor-Management meetings for the superintendent and HR administrators to meet with presidents of hourly employee units.

Improvement Plans

1. Reach agreement on a successor contract with the Teachers' Chapter.
2. Negotiate with the Paraprofessionals Chapter to add full-time Senior Music Accompanist title.
3. Open negotiations with the Facilities and Mechanics Chapter on a successor contract.

SCHOOL FINANCE

Significant Accomplishments

1. Processed significant number of transactions through the business office:
 - a. Semi-monthly payroll payments for 1,806 employees totaling \$55.9 million.
 - b. Issued 4,130 purchase orders and 6,816 checks to vendors for a total of \$56.2M in payments.
 - c. Input over 1,300 cash receipts for \$11.9M of receipts.
 - d. Funded 1,342 HRA and 194 FSA accounts while also overseeing 912 employee and 300 retiree health insurance plans.
 - e. Processed over 1,800 1095C reports to the IRS for ACA reporting.
2. Provided financial oversight over \$3.6M of grants including the Title I (poverty) and IDEA (Students with Disabilities) and received a clean audit report for the Single Audit.
3. Developed the district budget (both the Program and Service Review by Department and Line Item for the State) for 2018-19 which provides a tax levy within the tax cap, funds full day kindergarten, supports all current programs and services, and supports the reconfiguration changes.
4. Supported the lead in water remediation efforts by funding and purchasing new water fountains, faucets, bubblers, etc. – we are now over 98% lead-free (from less than 50%).
5. Expanded use of the WinCap Employee Self-Serve module to enable employee electronic timesheets and online access to payroll and attendance information.
 - a. Transitioned over 70 employees in the Cub Care Zone, UPK and Adult Literacy Programs onto the Win Cap Time and Attendance system from paper timesheets.
 - b. Added more than 200 new employees to the WinCap system for payroll processing as a result of reconfiguration, growth in Cub Care Zone staff, and normal hiring.
6. Auditors continued to assure that district internal controls are strong and the district is maintaining a healthy financial structure while supporting academic programs and remaining within the Tax Levy Cap constraints.
7. Supported school reconfiguration by assisting with financial planning, capital project oversight, purchasing, and WinCap updates (purchasing permissions, staff payroll and Chart of Accounts locations and grade level codes, etc.).
8. Prepared for rollout of new Retirement Online enrollment and reporting system for NYS Employees Retirement System.
9. Coordinated all move logistics internally which saved over \$140,000 from a professional logistics firm quote. Entire move cost \$150,000 which was less than the external firm's quote for \$170,000 just to plan and oversee the move.
10. Tracked capital expenditures for the \$28M Full Day Kindergarten and Reconfiguration capital projects, including over 200 change orders for the seven building projects. Submitted Final Cost Reports to SED to initiate building aid for the project.
11. Developed innovative bids and contracts for general contracting, plumbing and HVAC work which enables more timely completion of smaller district projects while assuring lowest possible cost. The contracts have a provision for a competitive quotation process by job if district staff determines that would be in the district's best interest
12. Invested district funds in Certificate of Deposits to increase interest earnings from \$68K to \$250K.
13. Negotiate purchase agreement with Diocese for purchase of the Good Shepherd site.

Improvement Plans

- 1. Affordable Care Act (ACA) compliance:**
 - a.** Initiate processes required to comply with ACA reporting requirements when RASHP goes self-insured (to reduce a significant amount of ACA taxes), including issuance of 1095B & C forms previously issued by Excellus.
 - b.** Systems implementation of BusinessSolver benefits program, an online benefit enrollment service intended to add efficiency and increase information accuracy.
- 2. Increase employee awareness and usage of WinCap Web Online portal and Retirement Online Member portal.**
 - a.** Evaluate and improve process for training new employees to use WinCap Time and Attendance system.
 - b.** Develop content for Benefits tab on Staff Intranet for NYS Retirement System and 403(b) plans.
- 3. Provide districtwide WinCap user refresher training for budgeting, purchasing and vendor file maintenance.**
- 4. Hire and train replacement for the retiring Treasurer.**
- 5. Implement site based financial reporting to comply with ESSA requirements and new NY State building based reporting requirements.**
- 6. Develop a 2019-20 budget that maintains and supports all current programs and services, while remaining within the tax cap by prudently utilizing reserves.**

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 – including new “Staff Spotlight” feature – on district Facebook page, significantly increasing the number of page “likes” to more than 3,700.
3. Updated information on old district website to reflect many changes associated with school reconfiguration. This included names, contact information, staff locations, etc.
4. Implemented a new district website to replace the aging, expiring site. The process involved setting up the template, transferring and reformatting tens of thousands of pages, updating massive amounts of content, and training internal and external users.
5. Updated the district’s online profile to correct district building and school information (names, addresses, and phone numbers) on dozens of online search engines and sites.
6. Performed pilot to examine efficacy of live-streaming Board of Education meetings.
7. Managed district communication response to Parkland shooting, subsequent student-led walkouts, and school safety efforts; provided public response and management in light of the ramifications of student misbehavior after a walkout at Roth JHS.
8. Instituted archiving effort to preserve all posts made on the district Facebook page, which is considered a valid subject of Freedom of Information Law requests.
9. Produced many informational videos, including Opening Day Video: 20 Years of Progress; Rush-Henrietta Transportation Update; Rush-Henrietta School Safety Forum; and a series of videos explaining the benefits of school reconfiguration.
10. Created a variety of promotional materials to help publicize recognition received at the district level (No. 1 District in Monroe County, Best Music Communities) and at the school level (Reward School, U.S. News and World Report recognition), etc.

Improvement Plans

1. Continue to produce high-quality school/district communications by making use of writing, ghostwriting, editing, proofing, and video production.
2. Refine new district website, adding staff photos and updating information and features as needed. Continue to provide additional training to staff members.
3. Support the new superintendent to ensure a smooth transition in his first year, paying close attention to his communication preferences, speaking and writing style, etc.

VII. Parent Engagement

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HOME-SCHOOL COMMUNICATION

Significant Accomplishments

1. Most parents report receiving timely information about classroom activities and assignments (84%).
2. Most parents report receiving timely information about their child's academic progress (87%).
3. Most secondary parents report being frequent SchoolTool users (76%).
4. A large number of Rush-Henrietta parents frequently visit the district's Facebook page (43%).

Improvement Plans

1. Encourage teachers to use digital "push-out" notifications to inform parents about upcoming events, assignments, and tests (Email, texts, apps).
2. Encourage teachers to initiate parent contact when their child's performance begins to slip.
3. Add to SchoolTool an app that allows parents to email teachers about assignments and grades.

PARENT EDUCATION

Significant Accomplishments

1. Most parents report being well-informed about the expanding role of information and communication technology in Rush-Henrietta classrooms (86%).
2. Community forums were held at Burger and Roth Junior High Schools to provide parents with information on how to supervise their child's use of social media ("Screenagers").
3. Six parent education videos were produced and posted on the district's website.

Improvement Plans

1. Offer opportunities at each school for parents to learn about the expanding role of information and communication technology in Rush-Henrietta classrooms. These workshops should take the form of student demonstrations.
2. Provide parents with information on parental access and use of Google Classroom.
3. Produce and post parent education videos about enrichment and academic support services, including special education.
4. Produce and post parent education videos about the actions being taken by the district to promote student mental health.

PARENT INVOLVEMENT

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 participated in two parent satisfaction surveys (17%). The spring survey about parent satisfaction with school operations was offered to elementary parents for the first time.
3. Many secondary parents (481) actively participated in their children's course selection and college/career planning (an increase of 29 from prior year).
4. More than 355 stakeholders attended the district's multicultural celebration night at Sherman.

Improvement Plans

1. Offer multiple parent participation opportunities at each school.
2. Offer two parent surveys. (Winter for Home-Community Partnerships; Spring for School Operations)
3. Encourage parents to inform school administrators about misleading and/or erroneous school information posted on social media sites. (Don't assume school administrators know.)

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CONTINUING EDUCATION

Significant Accomplishments

1. Served 2,729 community members and offered 439 continuing education courses.
2. Continued to provide professional development to appropriate staff regarding room usage policies and procedures for district and non-district groups, utilizing the online software, SchoolDude.
3. Continuing education staff members coordinated the successful implementation of all financial aspects of the Cub Care Zone program and processed over \$1,210,572 of payments.
4. Scheduled and staffed the newly developed summer swim program, formerly offered to members of the community through the Town of Henrietta Recreation Department.
5. Served 356 community members in the summer swim program.
6. Transitioned program from having a full-time coordinator to a part-time coordinator.
7. Increased one clerical position from part-time to full-time.

Improvement Plans

1. Continue to provide oversight for district room use.
2. Train a new individual to appropriately manage the SchoolDude database (Software Comptroller).
3. Continue to provide support for the financial management of the Cub Care program.
4. Update district website to include Community Programs related files.
5. Utilize Good Shepherd School to provide community programs during the day and evening hours. The hope is to increase the total number of participants enrolled in courses.

CUB CARE ZONE (C²Z)

Significant Accomplishments

- 1.** Implemented the before and after-school care program at six elementary schools.
- 2.** Implemented the appropriate financial plan, parent handbook, enrollment paperwork, logo and name of the Cub Care program.
- 3.** Implemented the registration process, payment plans and invoice procedures of the Cub Care program.
- 4.** Implemented camera system at a designated side entrance of elementary buildings for Cub Care participants' use, for staff to properly identify authorized individuals for student pick up, and to allow for one entry and exit access to the building during Cub Care hours.
- 5.** Cared for 164 children during the summer 2017.
- 6.** Cared for 871 students during the 2017-2018 school year, in all Cub Care programs including Even Start, UPK Extended Day, Before and After School Care, As Needed Care, and Non-School Day Care.
- 7.** Provided emergency drop-off care for 127 Rush-Henrietta elementary students whose parents were not home to receive them when the bus dropped them off.
- 8.** Managed the hiring, training, and scheduling of up to 75 staff members.
- 9.** Processed over \$1,210,572 of Cub Care Zone payments through monthly billing and auto payments.
- 10.** Offered legally-exempt child care through the Child Care Council to facilitate Department of Social Services (DSS) funding for approximately 15 families.
- 11.** Furnished and moved into six new offices and program spaces at all the elementary schools, coordinated release of children to Cub Care at the end of the school day and before school.
- 12.** Worked closely with each building principal to ensure a smooth transition to the new before and after school program.
- 13.** Obtained the Greater Rochester Health Foundation grant in the amount of \$5,295 to provide Kindermusic at all sites to students, once a week.

Improvement Plans

- 1.** Bus return students will be cared for at Good Shepherd School instead of being returned to the individual Cub Care sites. This will allow for more effective receipt of required paperwork and fees from parents as needed without disrupting care for others.
- 2.** Increase staff hours before each program begins. More staff is needed at building dismissal time to better prepare for the day and safely receive children.
- 3.** Increase clerical staff by 1 full time Clerk 3 to handle the large volume of billing and payments to be processed.
- 4.** Offer an after school program at Good Shepherd for K-3 students requiring a different setting with a smaller student to staff ratio. This program would be offered as an alternative to each elementary building program for students that have a one-on-one aid during the school day or others that struggle in the current Cub Care structure at our K-3 schools.
- 5.** Cub Care staff will provide the scheduled homework support for students.
- 6.** Review and update forms, handbook, procedures, and pricing as needed for the 2019-2020 school year.
- 7.** Continue to assess space limitations and alternatives in each building.

EVEN START PROGRAM

Significant Accomplishments

1. Served 45 children in Even Start ranging from six weeks to 5 years old.
2. Successfully pre-and post-tested all three- and four-year-old students with the Bracken Test. All students showed significant improvement.
3. Worked closely with outside agencies so that students who are eligible for preschool special education or other court ordered services may receive them during their enrolled Even Start program session.
4. Planned for and celebrated Even Start 26th Anniversary.
5. Expanded advertising of the program to families.
6. Refined the required paperwork, registration, and billing processes.
7. Offered a program titled *Learning through Play* with support from the Early Childhood Arts Connection, through the music/art department.
8. Worked cooperatively with the Adult Literacy staff, including the coordinator.

Improvement Plans

1. Increase enrollment for the 2018-2019 school year.
2. Develop criteria for Even Start Scholarships available through fundraising activities and the Auerbacher fund.
3. Expand, and improve advertisement and paperwork process for Even Start scholarships.
4. Improve intake process for all students.
5. Align Even Start program timeline with the Adult Literacy Program calendar.

UNIVERSAL PRE-KINDERGARTEN (UPK)

Significant Accomplishments

1. Enrolled 216 students at seven different sites throughout the community.
(Maximum enrollment allowed per New York State grant)
2. 97% of UPK parents reported that the UPK program is valuable (May 2018 survey results).
3. 98% of UPK parents stated being satisfied with the UPK program (May 2018 survey results).
4. Refined the UPK intake process where it is no longer necessary for parents to schedule appointments. All registration process was completed on a first come, first serve basis, and most families received their first choice of UPK site.
5. Provided Professional Development to UPK staff on topics related to English Language Learners, Special education services, and skills that are required for successful transition into Kindergarten.
6. Successful transition of UPK Coordinator.
7. Successfully transitioned the UPK program from Sherman Elementary School to Good Shepherd School (required by School Reconfiguration).

Improvement Plans

1. Plan and implement an additional afternoon class at Good Shepherd School. (Pinnacle Lutheran selected not to participate in UPK.)
2. Pilot the implementation of the *Foundations* program within the UPK curriculum across all 6 sites at the beginning of the school year.
3. Pilot and implement the *Eureka Math* as part of the UPK curriculum across all 6 sites at the beginning of January.
4. Explore and add an additional screening tool to be administered in September to help determine students' strengths and areas of weakness as they enter the UPK program (State Mandate). Additional assessments are currently administered yearly in October and in May.
5. Identify a valid and reliable environmental rating scale to be used at all sites to assess the overall quality of the UPK program (State Mandate).
6. Expand professional development offerings for all UPK staff to include training for the implementation of *Foundations* and *Eureka Math* pilots.
7. Develop a survey to be completed by Kindergarten teachers to track former UPK student progress.
8. Continue to work collaboratively with Cub Care staff to identify students and families in need of UPK extended care.
9. Work closely with primary school principals to ensure a smooth transition from UPK to Kindergarten.
10. Explore opportunities to obtain additional New York State grant to increase UPK student enrollment numbers.
11. Plan and implement the Positive Behavioral Interventions and Supports (PBIS) framework appropriate for Universal Pre- Kindergarten age students.
12. Plan and provide parent workshop series focusing on the promotion of social- emotional growth, and addressing challenging behaviors.

UPK EXTENDED CARE

Significant Accomplishments

1. Successfully implemented UPK Extended Care at Good Shepherd School. (UPK Extended Care is under the umbrella of the Cub Care Zone, C²Z.)
2. Served 37 students in the UPK Extended Care program.
3. Refined the required paperwork, registration and billing processes for UPK extended care.
4. Expanded advertisement of the UPK Extended Care program to all eligible families.
5. Offered a program titled *Learning through Play* with support from the Early Childhood Arts Connection, through the music/art department.
6. Worked collaboratively with the UPK staff, including the coordinator.

Improvement Plans

1. Expand the number of participants enrolled in UPK Extended Care.
2. Coordinate open house with the UPK staff to provide information about UPK Extended Care.
3. Encourage more online payments for UPK Extended Care participants to align with C²Z payment processes.
4. Adjust start time for UPK Extended Care to 6:30 a.m. per feedback from families. (Current start time is 7 a.m.)

ADULT LITERACY

Significant Accomplishments

1. Served 135 students from 40 countries-2 morning classes; 1night class. (A decrease of 4 students compared to the prior year-139.)
2. Mid-year, reduced offering of morning classes from 3 to 2 (sudden loss of a teacher).
3. Consistently performed above the NYS benchmark for Educational Gain and Post Testing Rate.
4. Implemented 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. (32 of our adult education students are currently employed and 2 are enrolled at MCC.)
5. Successful transition of the new adult literacy program coordinator.
6. Complied with New York State reporting requirements.

Improvement Plans

1. Reinstate the intermediate level morning class and hire a new teacher for the course.
2. Integrate the use of computing devices to support adult literacy students in their learning of the English language, as well as, technology skills necessary for successful employment.
3. Monitor training hours completed by adult literacy staff. (Mandated hours increased from 12 to 14 hours each year.)
4. Introduce math as part of the adult literacy curriculum (State Mandate).

FAMILY CENTER

Significant Accomplishments

1. Successfully offered and implemented four evening events at Good Shepherd School for families residing within the Rush-Henrietta community: Family arts and crafts night; BINGO night; Family Games; and Make a Holiday Ornament. All evening activities were fully attended with a wait list.

Improvement Plans

1. Expand the number of family events offered in the evening at Good Shepherd School.
2. Expand the use of the family center and offer workshops and learning opportunities, while creating connections between the families and the school district.
3. Explore outreach opportunities for UPK age students who are not enrolled in a formal UPK program to share strategies and knowledge on how to prepare for kindergarten.

IX. School Management

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PROGRAM AND SERVICE REVIEWS

Significant Accomplishments

1. Completed a comprehensive end-of-year review of all district programs and services to document accomplishments and improvement plans. (June 2017)
2. Completed a comprehensive end-of-year review of district priorities to document accomplishments and improvement plans. (July 2017)
3. Completed a comprehensive end-of-year review of school improvement plans to document accomplishments and improvement plans. (July 2017)
4. Completed a comprehensive fall review of all district programs and services to document resource allocations and requirements. (October 2017)
5. Completed a comprehensive mid-year review of district priorities to monitor progress and make adjustments. (January 2018)
6. Completed a comprehensive mid-year review of school improvement plans to monitor progress and make adjustments. (February 2018)
7. Completed an annual review of enrollment projections and space needs. (Instructional Space Committee)

Improvement Plans

1. Continue current practices.

STRATEGIC INITIATIVES

Significant Accomplishments

1. Implemented the district's plan for full-day kindergarten and school reconfiguration.
2. Improved student achievement in English Language Arts. (Reading/Writing proficiency)
3. Improved student achievement in Mathematics.
4. Expanded and strengthened teacher use of emerging information and communication technologies for student learning.
5. Initiated a comprehensive audit of special education programs and services.
6. Encouraged responsible student use of information and communication technology. (Digital Citizenship)
7. Initiated Rush-Henrietta participation in the Monroe County Urban-Suburban Student Transfer Program.
8. Established a steering committee to promote diversity and inclusive school communities. (Welcoming Diversity)
9. Piloted restorative justice practices at secondary schools.

Improvement Plans

1. Modify school start and end times to address parental concerns.
2. Modify the junior high school schedule to address student and staff concerns.
3. Improve student achievement in the areas of English Language Arts, Mathematics, and Information and Communication Technology.
4. Complete the audit of special education programs and services.
5. Initiate Integrated Co-Teaching pilots at primary and junior high schools.
6. Expand Rush-Henrietta participation in the Monroe County Urban-Suburban Student Transfer Program.
7. Initiate a comprehensive needs assessment of our district systems to gather stakeholder feedback on diversity and equity, in order to inform development of a long-range plan for ensuring inclusive school communities (Welcoming Diversity).
8. Expand the use of restorative practices.

POLICIES AND REGULATIONS

Significant Accomplishments

1. Completed quarterly policy reviews with Board Policy Committee in the areas of Student Management, Fiscal Management, Facilities Management, Support Services and Human Resources Management, as well as an update to the AIS policy to reflect new regulations.
2. Completed an audit and revisions of student transportation policies and regulations, to reflect current practice and changes due to the reconfiguration.
3. Developed a policy and regulation to comply with the new state law on school meal charges and “lunch shaming.”
4. Established a new three-year policy review cycle for 2018-2021 that includes three reviews per year. This replaces the previous quarterly review model and aligns the board review calendar with the school year calendar.

Improvement Plans

1. Complete triannual reviews with Board Policy Committee, including the areas of School District Organization, Community Relations, Board Operations, School Administration and the first half of the Instruction policies.
2. Update the board policies on employee ethics and staff code of conduct.
3. Address the Board of Education’s goal of identifying and removing bias in policy and regulatory language.
4. Work with the Policy Committee and the District Clerk to support implementation of the Board Docs online policy component.
5. Work with the District Clerk to ensure the timely and accurate posting and reporting of updated policies and regulations.

PROFESSIONAL DEVELOPMENT

Significant Accomplishments

1. Orientation and induction of new staff:
 - a. 20 teachers attended new teacher orientation
 - b. 31 new teachers attended the New Teacher Induction workshop series (5 sessions)
 - c. 19 new teachers completed the classroom management course (3 sessions)
 - d. 26 mentors for new teachers were trained and supported
 - e. 3 new administrators were mentored in the newly implemented administrator mentor program
2. Self-directed professional development:
 - a. 128 staff participated in teacher designed study groups and workshops. Most supported the implementation of Eureka Math, ReadyGen and writing instruction.
 - b. 101 staff participated in district-designed workshops.
 - c. 202 staff attended out-of-district conferences and workshops.
 - d. 54 staff conducted action research projects through the Teacher Center.
 - e. Utilized fall leadership development to problem solve support for teachers' transition to new schools, grade levels, and curriculum.
 - f. Partnered with eDoctrina to develop a Self Reported PD platform for teachers to track their CTLE 100 hours of required PD.
3. Advanced the district's capacity for data-driven instruction:
 - a. 18 teacher leaders participated in School-Based Inquiry Facilitation Training (bringing the total of teachers trained in facilitation to 147).
 - b. Summer Leadership Development featured presentations by two principals (Jenn and Brian). They reviewed their data analysis processes, including how they created a system to prioritize and effectively use data, and promote effective teacher teams.
 - c. Provided guidance and professional development on forming teams in our newly configured schools.
 - d. Supported Winslow, Sherman, Crane and Vollmer in data analysis meetings and strengthening of progress monitoring protocols, through consultation with instructional coaches and principals.
4. 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. Continued coaching the ICT coaches in their understanding and use of student-centered coaching.
 - c. Used Leadership Development sessions to advance administrators' skills in identifying and promoting the implementation of ISTE standards and ICT skills within planning and instruction; identified common "look-fors" aligned with the Danielson framework.
 - d. Supported the library media specialists in developing their instructional repertoire, including the use of learning targets, student-centered coaching, and formative assessment.
5. Advanced administrators' teacher observation and evaluation skills:
 - a. Refined the shared supervision model to improve communication and inter-rater reliability.
 - b. Supported the use of the eDoctrina "Observe" platform and Leadership Development time to ensure consistent feedback and support for teachers from different observers (shared supervision).
6. Provided consultation in support of District Priorities:
 - a. Created comprehensive professional development plans for ENL (English as a New Language), ICoT (integrated co-teaching model), LETRS (Language Essentials for Teachers of Reading and Spelling), and Math AIS Specialists.
 - b. Provided ongoing consultation to directors and teachers to implement those plans.
 - c. Worked with instructional coaches to deepen their understanding of student-centered coaching cycles.

Improvement Plans

- 1. Self-directed professional development:**
 - a.** Continue to support teachers in deep implementation of Eureka and ReadyGen.
- 2. 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 with data teams.
- 3. 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.** 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 and thinking tasks for students.
 - c.** Strengthen leaders' ability to provide feedback to teachers regarding the integration of technology, utilizing the Danielson Framework and specific look-fors that indicate effective practice.
 - d.** Support library media specialists in their learning about instructional planning including learning targets and formative assessment.
- 4. Advance administrators' teacher observation and evaluation skills:**
 - a.** Engage in observations and supervision of coaches and probationary teachers to reinforce best practices related to the Danielson Framework.
 - b.** Consult with school administrators and teams regarding evidence-based observation practices.
 - c.** Develop look-fors for teacher observations and walkthroughs in integrated co-taught classrooms.
- 5. Provide consultation in support of District Priorities:**
 - a.** Support new building-based instructional coaches in the use of student-centered coaching cycles.

GRANTS AND RESEARCH PROJECTS

Significant Accomplishments

1. Successfully completed the 2017-18 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 stipends for collegial coaches for new teachers and mentors for first-year administrators.
3. Implemented four individual parent involvement meetings at Title I schools, including Sherman Elementary School in anticipation of its designation as a Title I school in 2018-19.
4. Provided oversight and technical assistance to staff to support applications for competitive grants, research projects and pilots, including compliance with district policies and regulations. (For information on specific grant and pilot programs, refer to the 2017-18 annual report to the Board of Education on 6/26/18.)

Improvement Plans

1. Complete the 2018-19 consolidated grant application, the first to be subject to compliance with the state's ESSA implementation plan.
2. Work with the BOCES consultant to continue to maximize the use of the consolidated grant, including the potential for Title IV funds, as well as compliance with ESSA data requirements such as reporting of per pupil spending.
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 pilot proposals and outside research proposals to determine how they might support district priorities, improvement initiatives and staff development.

SHARED DECISION MAKING

Significant Accomplishments

1. A district SDM Review Committee met two times to conduct a biennial review of the district's plan for shared decision-making and site-based planning. The Board of Education approved the committee's recommended revisions to the plan, as well as individual recommendations to each School Improvement Team to ensure alignment with the updated district plan.
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 at least quarterly at each school to plan and support school improvement initiatives.
8. A District Leadership Forum was held in August 2017 to involve stakeholders in establishing 2017-18 district priorities.
9. A Parent Leaders Forum was held in March 2018 to discuss the findings of the annual parent satisfaction survey and establish improvement plans for 2018-19.

Improvement Plans

1. Each School Improvement Team will implement the updated district plan for site-based planning, including individual recommendations for each team.
2. A district SDM Review Committee will be convened in spring 2019 to review implementation of the revised district plan and recommend any adjustments to the board.