



ROCHESTER BOARD OF EDUCATION

ACTION PLAN: Response to Distinguished Educator Report (*A Review of the Rochester City School District, 11/14/2018*)

February 6, 2019

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Introduction:

In August 2018, New York State Education (NYSED) Commissioner MaryEllen Elia appointed Dr. Jaime Aquino as a Distinguished Educator to provide support in improving the District's systems, structures, and operations. These improvements are necessary to address significant gaps in student services and academic performance. On November 14, 2018, Dr. Aquino submitted his report to Commissioner Elia and she required a District response to each of his findings due on February 8, 2019.

Dr. Aquino's report is divided into the following sections:

- Governance and Leadership
- Teaching and Learning
- Special Education
- English Language Learners
- Organizational Structure
- Accountability
- Human Capital
- Finances
- Parent and Community Engagement
- School Climate
- Operations

The response to the report was co-constructed by the Board of Education, Superintendent, Executive Cabinet and other integral members. The process included a line-by-line review of the report, consultation with Dr. Aquino, and opportunities for feedback and collaboration with key stakeholders. In addition, the Board held several open meetings where community members could attend and or speak. The Board also allocated time for Commissioners to openly discuss feedback and offer responses to each recommendation in the report.

The report is structured so that each recommendation has corresponding actions steps. Each action step lists the person(s) responsible, the collaborators and resources needed, and the start and end date for the entire recommendation.

The response to the Distinguished Educator's report is a multi-year plan that will be on-going and will require adjustments and improvements moving forward as we continue to engage key stakeholders. The implementation of this plan will require commitment, engagement and diligence from all members of the organization including parents and community members.

We remain steadfast in our commitment to give all Rochester students the educational opportunities they deserve to succeed.

Action Plan: Governance and Leadership

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
Governance and Leadership	<p>1. Ensure that the Board has a clear understanding of its role as a governing body.</p> <p>a. Engage in ongoing professional development on the following topics:</p> <ul style="list-style-type: none"> • Governance practices • Fiduciary responsibilities • Policymaking • Best practices for improving student achievement • Best practices for engaging parents and the community. <p>b. Develop written guidelines that define the Board’s common understanding of governance as opposed to management. The Board President should remind all Commissioners whenever they do not adhere to these guidelines, while explaining distinctions between governance and management whenever these issues arise in Board discussions.</p>	<ul style="list-style-type: none"> • Develop and maintain an annual professional development plan to address and support development goals and annual priority objectives. • Record and archive sessions which may include the following topics: <ul style="list-style-type: none"> ○ Fiduciary Responsibilities ○ Strategies for Parental and Community Engagement ○ The Board and the Superintendent - Governance v Management ○ Best Practices for Improving Student Achievement ○ Governance Practices ○ Policymaking ○ The Board and the Superintendent – keys to success for the District Leadership Team ○ 21st Century Boardcraft ○ Ethics in Leadership – What it looks like and why it matters ○ Better Board Meetings ○ The Laws (about which) Board Members and Administrators Should Know ○ Open Meeting Law Issues 	<p>Full Board (President)</p> <p>Superintendent</p>	<p>Collaborators:</p> <p>Distinguished Educator</p> <p>District Clerk</p> <p>Superintendent</p> <p>General Counsel</p> <p>NYSSBA</p> <p>Local school board associations</p> <p>NYS Education Law</p> <p>School Law 37th Edition Sec. 5:16-5:17 (p. 53-54)</p>	Feb. 2019	Jun. 2019



AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	<p>c. Implement a process to evaluate Board decisions and actions to ensure they are in accordance with the written guidelines defining roles and responsibilities and are supportive and respectful of the role of the Superintendent.</p> <p>d. Implement a quarterly Board self-assessment to identify how the Board is functioning. This self-assessment should always ask whether the Board is focusing on what matters most: the students.</p> <p>e. Give the District leadership the autonomy to meet goals for improving student achievement and to effectively manage day-to-day operations.</p>	<ul style="list-style-type: none"> ○ Board Self-Evaluation ○ Collective Bargaining – what every board member should know ○ Sunshine Laws and confidentiality ○ Students and the Law <p>(See Attached)</p> <p>https://drive.google.com/file/d/1mdDAR0ZJsuHhOpkuQUldkpvb8LZ6YhBb/view?usp=sharing</p> <p>(Jun. 2019)</p> <ul style="list-style-type: none"> ● Plan and adequately resource at a minimum six sessions-administered as retreats or work study sessions. <p>(See Attached)</p> <p>https://drive.google.com/file/d/1JttxQI-C-RluPdNIFWcf1JWJb4Y0h_p3/view?usp=sharing</p> <p>(Jun. 2019)</p> <ul style="list-style-type: none"> ● Develop written guidelines that define the Board’s common understanding of governance as opposed to management. The guidelines will assist the Board in following the law, practices that serve the best interests of the 				

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		<p>District and its stakeholders, and address the need for the Board to be:</p> <ul style="list-style-type: none"> ○ Aware of the Board's legal and fiduciary responsibilities ○ Informed of the District's strategic direction and programs and activities ○ Informed of financial condition, reporting processes, and internal controls ○ Attentive to the legislative needs of the body (i.e. policy adoption and the authorization of regulations) ○ Committed to holding the Superintendent accountable, including defining accountability and progressive discipline steps for improving student achievement, financial management, and effectively managing the day-to-day operations of the school system ○ Aware of how Board requests impact the relationship between the Board and Superintendent <p>(Apr. 2019)</p>				



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		<ul style="list-style-type: none"> ● Adopt and administer a quarterly Board effectiveness survey to gauge the effectiveness of board decisions and actions, and to evaluate whether BOE members, individually and collectively are in compliance with BOE guidelines (Jun. 2019) ● Take appropriate action if the guidelines of the Board are violated ● Adapt the current Board meeting effectiveness survey to reflect the agreed upon guidelines. Survey (click to view) in process (Mar. 2019) ● Create a self-assessment tool (To be administered on a quarterly basis) which addresses the following topics and standards: <ul style="list-style-type: none"> ○ Vision, Leadership & Accountability – The Board commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for 				

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		<p>results, and supports continuous improvement of the district</p> <ul style="list-style-type: none"> ○ Board Governance & Policy – The Board works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of Board operating procedures, and leads/governs the district through policy ○ Communication & Community Relations – The Board effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community ○ Fiscal Resources, Staff Recruitment & Environment – The Board oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for 				

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		<p>staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety</p> <ul style="list-style-type: none"> ○ Ethical Leadership – The Board promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner ● Convene mandatory, semi-annual, facilitated retreats for self-assessment and goal-setting to address school improvement and student achievement. (Jun. 2019) ● Amend the Board's Bylaws (Policy No. 2300), in accordance with established guidelines of governance, to clearly define the role and responsibilities of the Board as a governing body, and articulate the role, purpose and actionable items for each standing committee of the Board. Amended Bylaws are in process 				

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		<ul style="list-style-type: none"> • Research, choose, and then implement an internal electronic system that provides categories of work, action steps/progress, responsible person, and due date alerts for Board • Craft District goals and parameters for implementation that are specific enough to comply with agreed upon guidelines (Jun. 2019)				
Governance and Leadership	<p>2. Ensure that the Board prioritizes its focus on improving student achievement by:</p> <p>a. Giving responsibility to the Board President to focus all discussions and decisions on the achievement of a vision and strategy for improving student outcomes.</p> <p>b. Having the Board and Superintendent develop a set of leading and lagging indicators to monitor student performance that align with the Every Student Succeeds Act (ESSA) requirements. Progress in these</p>	<ul style="list-style-type: none"> • Develop a clearly articulated shared vision between the Board and Superintendent, which is regularly reviewed and underscores the focus of improving student achievement • Annually assess progress against strategic goals for the purpose of developing leading and lagging indicators. • Ensure that the Board has a clear understanding of the District's strategic priorities and progress against them. (Jun. 2019)	Full Board (President)	Collaborators: Distinguished Educator District Clerk Superintendent General Counsel NYSSBA Local school board associations	Feb. 2019	Jun. 2019



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	<p>should be monitored on regularly.</p> <p>c. Having the Board make financial decisions that align with an adopted strategic plan supporting improvement of student outcomes.</p>	<ul style="list-style-type: none"> ● Develop a system to review the budget proposal to ensure it supports the strategic plan* (Jun. 2019) ● Develop and implement a system of reviewing resolutions that requires financial and programmatic (strategic) justification for District expenditures (Jun. 2019) ● Ensure that the ROC3D Data Dashboard contains leading and lagging indicators aligned with ESSA requirements, to be monitored monthly at Board Business Meetings and direct the Superintendent to take appropriate action. The Board and Interim Superintendent will hold a retreat before the end of the school year to develop these indicators. (See Attached Finish Line Report) (Jun. 2019) 		*It is understood that the Strategic Plan is a work in progress and needs further work to become a viable document.		
Governance and Leadership	3. Implement a system by which the Board holds the Superintendent accountable.	<ul style="list-style-type: none"> ● Review, assess, and modify (where appropriate) the effectiveness of the present Superintendent Evaluation tool (click to view) 	Full Board (President) Superintendent	SuperEval	Feb. 2019	Sept. 2019

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	<p>a. Develop a clear written evaluation process for the Superintendent. The Board must set specific and measurable goals at the beginning of the year. These must be regularly monitored, with adherence to evaluation timelines.</p> <p>b. Implement a process by which the Board President and the Superintendent have regular, formal, scheduled meetings to discuss District business and provide feedback and guidance regarding Board expectations.</p>	<p>(Jun. 2019)</p> <ul style="list-style-type: none"> • Create Superintendent goals that align with district goals by working off the district goals agreed upon from the summer retreats <p>(Sept.2019)</p> <ul style="list-style-type: none"> • Improve communications between the Board and Superintendent through: <ul style="list-style-type: none"> ○ Bi-weekly supervision meetings between the Board Officers and Superintendent to discuss expectations, goals, and outcomes ○ Monthly meetings with the Board and 1-2 Board members on a regular basis to collect interests and concerns, and to keep members informed about the Board Officer meeting <p>(Jun. 2019)</p>				
Governance and Leadership	<p>4. Streamline the number of Board meetings.</p> <p>a. Research how other boards operate to learn best practices.</p> <p>b. Partner with the New York State School Boards Association</p>	<p>On Dec.20, 2018, the Board voted to temporarily suspend committee meetings and amend its meeting calendar to allow for two Business Meetings per month. (Holding two Business Meetings per month would</p>	District Clerk	Full Board	Feb. 2019	Jun. 2019

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	<p>(NYSSBA) or similar entity to conduct a review of the Board’s current organizational structure with the goal of improving decision-making while reducing the number of and time spent by staff and Board Commissioners participating in and preparing for such meetings.</p>	<p>allow more opportunities for the Superintendent and Administrative Leadership team to disseminate information of interest to the full Board and community, present timely resolutions for consideration, alleviate the need for Special Meetings, and shorten the overall length of Business Meetings) (See Attached) https://drive.google.com/file/d/1zqikVgCY7kAOgkJ49RD4vy3O_1anYm3J/view?usp=sharing (Dec.2018, On-going)</p> <ul style="list-style-type: none"> • Review and select a course of action from NYSSBA and MCSBA proposals for custom training for our organizational structures. (See Attached) https://drive.google.com/file/d/1mdDAR0ZJsuHhOpkuQUldkpvb8LZ6YhBb/view?usp=sharing (Jun. 2019) • Research best practices on Board scheduling, calendar development 				

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		<p>and topic discussion, to improve decision-making and meeting efficiency. Research shall include visits to several other Big 5 board meetings. (Jun. 2019)</p> <ul style="list-style-type: none"> • Research and evaluate alternative committee structures that support the District's strategic priorities, and implement an improved alternative (Jun. 2019) 				
Governance and Leadership	<p>5. Implement a system of induction for new Commissioners.</p> <p>a. Develop a mentoring program for new Commissioners with the assistance of NYSSBA or a similar entity.</p> <p>b. Task the Board President with monitoring this program and ensuring that all new Commissioners participate and meet all state requirements.</p> <p>c. Have district leadership conduct orientation meetings for</p>	<ul style="list-style-type: none"> • Develop induction materials including a clear position description that defines the responsibilities of the Board (Feb.2020) • Review and publish onboarding packet that shall consist of a checklist of topics, documents, activities, and meetings, the Board Handbook, and the MCSBA Booklet, and the School Law Book (Feb.2020) • Continually update and disseminate the Board's Handbook which 	<p>Full Board District Clerk General Counsel</p> <p>Board President</p> <p>Board Vice President</p> <p>Superintendent</p>	<p>Collaborators: General Counsel</p> <p>NYSSBA and local school board associations</p> <p>School Law 37th Edition</p> <p>Communications Department</p>	Feb. 2019	Feb. 2020



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	<p>new Commissioners to brief them on the work of the District.</p>	<p>provides Board members, students, staff, and community members with information regarding the manner by which the Board typically operates and carries out the authority delegated to it by law (See Attached) https://www.rcsdk12.org/Page/51940 (Feb.2020)</p> <ul style="list-style-type: none"> • Schedule orientation session for newly elected board members (within two weeks of swearing in) which shall include: <ul style="list-style-type: none"> ○ An Opportunity to meet with individual cabinet members, in 30-minute sessions ○ Learn about the goals and priorities of the District's functional departments <p>(Feb.2020)</p> <ul style="list-style-type: none"> • Introduce newly elected BOE members to NYSSBA and MCSBA in order that they become familiarized with the advocacy efforts of the organizations <p>(Feb.2020)</p>		<p>NSSBA Mentoring Program (Presently in development)</p>		



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		<ul style="list-style-type: none"> • Assign mentors to the new Board members during the first year; they should meet on a regular basis throughout the year to review processes, give history, and answer questions. The Board will also consider adopting the NYSSBA mentoring program (currently in development) as a possible supplemental curriculum of study topics for new members. (Feb.2020) • Monitor and ensure compliance with mandated six hours governance and six hours in fiscal training for new Board members (Feb.2020) • Conduct an annual briefing on the FMP, the strategic plan, the District goals for the year, major initiatives or issues, litigation, new mandates, etc. (Conducted every February) 				
Governance and Leadership	6. Ensure the Board President plays an active role in managing the Board as a whole by:	<ul style="list-style-type: none"> • Review and amend, as necessary, the Board's bylaws as they relate to the roles and responsibilities of the Board President 	Full Board (President) Executive Assistant to the	Full Board General Counsel	Feb. 2019	Jul. 2019

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	<p>a. Leading the Board in developing a procedure for conducting a Board continuous improvement process.</p> <p>b. Taking an active leadership role in guiding the Board as it chooses indicators as well as implements a Board self-assessment process.</p> <p>c. Scheduling regular, formal, standing meetings with the Superintendent to discuss District business, including feedback and guidance regarding Board expectations.</p> <p>d. Having regular one-on-one meetings with fellow Commissioners.</p> <p>e. Ensuring that the Board receives proper professional development.</p>	<ul style="list-style-type: none"> ○ See 1 a-e ○ See a c, d ○ See 3 b ○ See 3 b ○ See 1 a, d <p>(Jul. 2019)</p> <ul style="list-style-type: none"> ● Create a communication tool that tracks what the President is doing for internal management upgrades/updates and who the President is meeting with on behalf of the BOE, date, time, and topic of discussion, and any action items from the meeting <p>(Jul. 2019)</p> <ul style="list-style-type: none"> ● Schedule one-on-one meetings between Board Members and the Board of Education President <p>(See Attached)</p> <p>https://drive.google.com/file/d/1ZmNrSQS32Ji5-N62qhiPIQ4IMS51pd7I/view?usp=sharing</p> <ul style="list-style-type: none"> ● Convene bi-weekly meetings between the President, Vice-President, and Superintendent <p>(Have been scheduled)</p>	Board of Education	Superintendent		

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Governance and Leadership	7. Have the Board reassess its policy pertaining to Advisory Committees and Task Forces and be encouraged whenever possible to have such committees and task forces report to and be overseen by the Superintendent.	On Jan.24, 2019, a resolution was presented to the full BOE regarding the amendment to the Board's Advisory Body, Policy No. 2260. That proposed amendment will ensure that any such body empaneled by the Board (in consultation with the Superintendent) is obligated to provide recommendations submitted within a specified time frame and that all recommendations are fully vetted (before submission to the full BOE) by the Superintendent's leadership team. (See Attached) https://drive.google.com/file/d/19llmWA53K6g-WXKZluGvd5EID0snjhFI/view?usp=sharing (Jun. 2019)	Full Board (President)	Collaborators: Full Board General Counsel	Feb. 2019	Jun. 2019
Governance and Leadership	8. Develop a comprehensive process by which the Board identifies the most qualified candidate when there is a transition in superintendents.14 a. Seek input from parents, staff, community groups, elected	The Board has administered a Request for Proposal process and selected a nationally recognized search firm, BWP, to facilitate the selection of RCSD's next superintendent of schools.	Full Board (President)	Collaborators: BWP Full Board General Counsel	Feb. 2019	Jun. 2019

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	<p>officials, and other community stakeholders about the qualities they would like to see in a new superintendent.</p> <p>b. Develop candidate competencies and characteristics based on the specific needs of the District, with student achievement data as the main driver.</p> <p>c. Be as transparent as possible when implementing this process.</p>	<ul style="list-style-type: none"> Conduct the superintendent search process consistent with the detailed process described in Resolution No. 2018-19: 480 (See Attached) <p>https://drive.google.com/file/d/1Zmi mHLs8eVZQ096taYT34STG91u5jDCf/view?usp=sharing</p> <p>(Jun. 2019)</p>		<p>Procurement Supply</p> <p>Office of Communications</p>		
Governance and Leadership	<p>9. Develop a multi-year strategic plan to serve as a road map guiding work throughout the system. Components of the plan should include: Teaching and Learning, Interventions, Support for Special Populations, Human Capital, Parent and Community Engagement, Socio- Emotional Support, Building System Capacity, Intelligent Accountability, Operations, Funding, and Sustainability.</p>	<p>In 2014, Superintendent Bolgen Vargas submitted a strategic plan which was in place through July. 2018. (See attached)</p> <p>https://drive.google.com/file/d/1PdGQS8jH-WRQLbzipqz4yAXt5uWiPpwnu/view?usp=sharing</p> <p>In Jul. 2018, Superintendent Barbara Deane Williams proposed a strategic plan to replace the 2014 plan. Board will:</p> <ul style="list-style-type: none"> Review and revise (as necessary) the strategic plan presented 	<p>Board of Education</p> <p>Superintendent</p>		Mar. 2019	Jun. 2021

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	<p>a. Develop a detailed five-year strategic plan to drive the work of the District. Below is a process to consider while developing the strategic plan:</p> <ul style="list-style-type: none"> • Have a small group of staff use data to develop a draft plan. • Assemble a representative group of all stakeholders (Board, school and District administrators, teachers, paraprofessionals, parents, community groups, business community, faith groups, elected officials, etc.) to provide feedback on the plan. • Have the Board approve plan. • Develop a communication plan to ensure the entire city understands and embraces the strategic plan. • Create an independent, citizen-based Community Alliance to serve as an advisory group to the Board 	<p>(See Attachments) https://drive.google.com/file/d/13h04GKU7z68O09M5ai5Y3sfd3c1qhzDx/view?usp=sharing (Dec.2019)</p> <ul style="list-style-type: none"> • Revise and update the action plan • Ensure that all Strategic Action plans are revisited every three years and address- the following elements: <ul style="list-style-type: none"> ○ Teaching and Learning, Interventions, Support for Special Populations, Human Capital, Parent and Community Engagement, Socio- Emotional Support, Building System Capacity, Intelligent Accountability, Operations, Funding, Racial Equity, and Sustainability. Planning will need to begin after the selection and installation of the new Superintendent. <p>(Annually, Jul.)</p>				



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	<p>and Superintendent. The Alliance will give feedback on implementation of the adopted plan. This Alliance will also advocate for District-level decisions, policies, and approaches to improve student achievement. A primary responsibility of this group will be to ensure that the District stays the course as set forth in the adopted plan through any changes that occur in Board and District leadership.</p> <p>b. Have the Board focus on and support implementation of the plan as the Board also develops a mechanism to hold present and future superintendents responsible for implementation.</p>					
Governance and Leadership	10. Develop and implement a comprehensive communication plan aimed at promoting the achievement of the District’s goals.	<ul style="list-style-type: none"> • Operationalize along-side members of the District leadership team, the Communications Plan which was adopted on Aug. 23, 2018. • Amend the Communications Plan as necessary so as to ensure the 	Full Board (President)	Collaborators: Communications Department	Mar. 2019	Jul. 2020 On-going



AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	<p>a. Implement a communications strategy that encourages the presentation of facts, no matter how negative, while also sharing successes, and promoting stronger relationships with all stakeholders.</p> <p>b. Include in the plan two strands focused on how to improve internal and external communications.</p> <p>c. Include in the plan evaluation methods and a timeline for implementation.</p>	<p>achievement of the District's goals and improve internal and external communications.</p> <p>(See Attached)</p> <p>(Ongoing, Jul. 2019)</p> <p>https://drive.google.com/file/d/1ULpupwun_ykhCpz0A1CwIPkHBV-DMlmc/view?usp=sharing</p>				
Governance and Leadership	<p>11. Develop a system to support schools as they engage in a comprehensive process to write school improvement plans. These plans should go beyond mere compliance and aim for real improvement in student outcomes.</p> <p>a. Provide professional guidance to school planning committee teams as they implement a continuous improvement process. This process must</p>	<p>The Superintendent will: (Actions outlined in other sections of the report)</p> <ul style="list-style-type: none"> • Host an annual training conference for school-based planning team constituent members and prospective parent members (Jun. 2020) • Ensure that the Executive School Based Planning Team receives more technical support for reviewing the school improvement plans (Aug. 2019) 	Full Board and Superintendent	<p>Collaborators:</p> <p>Executive School Based Planning Team</p> <p>Bilingual Education Council</p> <p>Special Education</p>	Feb. 2019	Jun. 2020

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	<p>provide clear direction for all efforts to improve conditions that support student learning.</p> <p>b. Develop a peer feedback process where schools can learn from each other about how to better meet the needs of their students.</p> <p>c. Ensure that school Chiefs play an active role in supporting, reviewing, approving, and monitoring the school plans.</p>	<ul style="list-style-type: none"> • Continue to require the Administration to provide a detailed presentation of school improvement plans prior to Board consideration and acceptance (May 2019) • Ensure timeline for the development of school improvement plans/SCEPS is in place (Apr. 2019) • Encourage partnerships between schools with exemplary SCEPS to model and those schools that are still developing in their understanding of SCEPS (Jun. 2020) <p>The Board will:</p> <ul style="list-style-type: none"> • Receive presentations from the School Chiefs on 2-3 schools at our business meetings (Ongoing) • Continue BOE practice of holding Leadership meetings at Receivership schools in order to look at data related to performance 		Parent Advisory Council		

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		(See Attached) https://drive.google.com/file/d/1W4ZCL-G1sgl78GnlaTPvNdr64Zqgn8DH/view?usp=sharing (Jun. 2020)				
Governance and Leadership	<p>12. Promote a culture of respect, trust, and collaboration that focuses on the students’ best interest.</p> <p>a. Engage the Board in training to ensure collaborative relationships among themselves and with the Superintendent.¹⁵</p> <p>b. Have the Superintendent and her leadership team engage in team building training to foster collaborative relationships among themselves. This training should also be offered to all supervisors.</p> <p>c. Ensure that the Board and the Superintendent are transparent in their communications with staff,</p>	<p>The Board will have a minimum of three team-building and professional development sessions with the cabinet to include the following topics:</p> <ul style="list-style-type: none"> • Build on group norms started in the Enaharo workshops such that there are ongoing conversations regarding things like confidentiality and ensuring that all RCSD work environments are free of retaliatory practice and hostility. <p>(See Attached) https://drive.google.com/file/d/1h1FKD4eXBia-IldYiNfCtz5yUYr_zax0/view?usp=sharing (Jun. 2020)</p> <ul style="list-style-type: none"> • Restorative Circles with Partners in Restorative Initiatives (PIRI) as needed - to build trust as well as to 	Full Board		Mar. 2019	Jun. 2020

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	<p>acknowledging the long-term culture of fear, and outlining steps to end it.</p> <p>d. Consider adopting a set of norms for collaboration between the Board and the District in order to develop and sustain productive group interactions.</p> <p>e. Create a mechanism by which staff can provide the District leadership with open and honest critical feedback without fear of retaliation.</p>	<p>have participated authentically in a key strategy being implemented and expanded throughout the district</p> <p>(See attached)</p> <p>https://supereval.com/our-evaluations/superintendent-evaluations/</p> <p>(Jun. 2020)</p> <ul style="list-style-type: none"> • Attend learning styles workshops to assess each BOE member’s strengths and interpersonal versatility • Review and assess the effectiveness of current communications protocols between the BOE and the Superintendent of Schools (Dec.2019) • Schedule 1-2 social events per year for the purpose of building (in non-work settings) professional relationships • Review and assess the current whistleblowing hotline for its effectiveness in allowing employees to provide open and honest feedback without fear of retaliation <p>(Jul. 2019)</p>				

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<ul style="list-style-type: none"> Review and assess the feedback and collection strategies around School Climate survey, and respond accordingly (Dec.2019)				
Governance and Leadership	<p>13. Build the superintendent’s relational capital with school administrators and teachers, and increasing the superintendent’s presence in the schools by having the superintendent:</p> <p>a. Establish a schedule ensuring that all schools are visited at least once a year. One primary focus of these visits should be to ensure that each school’s work and vision aligns with District goals. The other primary focus should be to give school leaders effective support from the central office as they strive to improve student learning.</p> <p>b. Shadow the School Chiefs and provide immediate feedback.</p>	<p>Amend the Superintendent's contractual duties, articulating the alignment of annual goals, performance discussions, and school visits.</p> (Jul. 2019) To build an understanding of every school and their needs, the Superintendent will: <ul style="list-style-type: none"> Engage in regularly scheduled school visits which focus on school and District goal alignment, supports needed for each school, and Chief feedback and interactions (Mar. 2019, Ongoing) <ul style="list-style-type: none"> Create opportunities for open communication and feedback from teachers and all staff (Mar. 2019, Ongoing)	Full Board Superintendent	Collaborators: School Leaders	Mar. 2019	Jul. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	c. Establish a mechanism for receiving input directly from teachers. This might include hosting Teacher Town Halls or meeting with the faculty of each school. These meetings should focus on what is working well and what is not.					
Governance and Leadership	<p>14. Provide professional development and support to the Superintendent and cabinet in the following areas:</p> <p>a. Establishing clear goals and keeping those goals in the forefront of all communications with stakeholders.</p> <p>b. Creating an environment of openness, honesty, and trust.</p> <p>c. Utilizing a performance management system to develop, support, coach, and hold direct reports accountable.</p> <p>d. Leading for results.</p>	<p>The Superintendent in coordination with the Executive Cabinet will engage in the following activities to improve their practice and expertise. They will:</p> <ul style="list-style-type: none"> • Gather and assess needs to establish a professional development plan for the Superintendent and cabinet members in accordance with the Distinguished Educator’s initial report and quarterly updates. The team will also: <ul style="list-style-type: none"> ○ Engage community experts that can provide identified needs ○ Engage support from experts in NYSED 	Full Board	Collaborators: Distinguished Educator	Feb.20 19	Jun. 2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	<p>e. Supervising curriculum and instruction and special populations.</p> <p>f. Implementing project management skills.</p> <p>g. Building and maintaining professional working relationships with staff.</p>	<ul style="list-style-type: none"> ○ Engage experts from local, state and national professional organizations (Jul. 2019) ● Ensure that the following topics for professional learning are included as topics. Topics are also addressed in other areas of the report, for example, Organizational Structures and Human Capital: <ul style="list-style-type: none"> ○ High quality goal development ○ Work climate that fosters trust and honesty ○ Performance Management ○ Leading for results ○ Curriculum and instruction for all learners ○ Project management ○ Building and maintain professional relationships with staff <p>(Jun. 2020)</p> <ul style="list-style-type: none"> ● Establish clear department and individual goals aligned to the District’s Key Performance Indicators 				

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<ul style="list-style-type: none"> • Hold quarterly retreats focused on the District needs, their needs and their progress towards goals • Engage with the Board to establish clear goals that monitor the Superintendent's and Cabinet's completion of their professional development and gather their feedback (Jun. 2020)				

Action Plan: Teaching and Learning

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
Teaching and Learning	1. Create and implement a vision of best first	RCSD has an instructional framework in place designed for Teaching and Learning. However, as evidenced within the	Deputy Superintendent,	Collaborators: Office of School Innovation	Feb. 2019	Aug. 2020



AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	<p>instruction, including differentiation, to support and enhance the learning of all students.</p> <p>a. Develop an instructional framework that describes the District’s vision for quality instruction. This framework should include:</p> <ul style="list-style-type: none"> i. Setting high expectations for all students ii. Non-negotiables for teaching and learning in each subject area iii. Instructional strategies to 	<p>Distinguished Educator’s report, it is not widely understood.</p> <p>All district classrooms will reflect rigor and high expectations for teaching and learning using its instructional framework.</p> <p>RCSD will:</p> <ul style="list-style-type: none"> • Review, inventory, and analyze the District adopted Danielson Framework for Teaching for evidence of: <ul style="list-style-type: none"> ○ High expectations and rigorous instruction for all students ○ Non-negotiables for teaching and learning in each subject area ○ Instructional strategies aligned to state standards ○ Culturally-responsive teaching <p>(Mar. 2019)</p> <ul style="list-style-type: none"> • Modify and strengthen the Framework for Teaching, based on our analysis, to more specifically define and illustrate the known elements to accelerate student learning <p>(Jun. 2019)</p> <ul style="list-style-type: none"> • Develop an implementation plan for the updated Framework for Teaching to 	Teaching and Learning	<p>Chiefs of Schools</p> <p>Distinguished Educator</p> <p>The Danielson Framework for Teaching</p>		

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	<p>support the vision</p> <p>b. Develop tools and processes principals and teachers can use to ensure that instruction for all students is aligned to state standards</p> <p>C. Ensure school master schedules support the instructional framework by providing for common planning time, opportunities for student progress monitoring, and curricular and instructional support</p> <p>d. Ensure instructional staff members provide</p>	<p>ensure instruction for all students is aligned to state standards including:</p> <ul style="list-style-type: none"> ○ Articulated curriculum ○ Learning outcomes ○ Assessments/rubrics ○ Teaching resources ○ Culturally-responsive strategies <p>(Aug. 2019)</p> <ul style="list-style-type: none"> ● Solicit input from key stakeholders including CIT Mentor teachers, Reading teachers, Curriculum Council members, District-level staff, building administrators <p>(Aug. 2019)</p> <ul style="list-style-type: none"> ● Broadly communicate the Framework to principals and teachers through discussions and professional learning to develop a shared understanding <p>(Nov. 2019)</p> <ul style="list-style-type: none"> ● Determine non-negotiables for building master schedules to include: <ul style="list-style-type: none"> ○ Common planning time for elementary, middle, and high school grades ○ Progress monitoring ○ Academic intervention ○ Differentiation 				

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	<p>research-based instruction that engages students cognitively and ensures that students master state standards</p> <p>e. Develop, consistently implement, and monitor an instructional process that clearly supports student learning and requires teachers to use engaging, high-yield instructional strategies</p> <p>f. Provide school leaders with professional development and tools to support the capacity of school leaders to</p>	<ul style="list-style-type: none"> ○ Flexible library time (Feb.2020) ● Develop more robust professional learning experience to guarantee that all teachers understand the research-based instructional strategies contained in the Framework and how they are used to implement the Next Generation Standards (Jun. 2020) ● Analyze school improvement plans for evidence of commitment to the research-based instructional strategies contained in the Framework (Jun. 2020) ● Build explicit alignment of the Framework for Teaching into the teacher and school administrator evaluation criteria (For example, alignment to Domain 3, 3.b) (Aug. 2020) 				

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	supervise instructional programs					
Teaching and Learning	<p>2. Adopt a common curriculum in all subject areas, prioritizing literacy and mathematics, by implementing a rigorous curriculum selection process that includes:</p> <p>a. Participation of stakeholders with expertise in the subject areas and knowledge of state standards.</p> <p>b. Research-based criteria for selection of materials that embed proper Tier 1 interventions and formative assessments and require students to</p>	<ul style="list-style-type: none"> Analyze the recently conducted inventory of curricula utilized in all schools, the results of the K-2 Culturally Responsive* supplemental curriculum audit, and the curricula developed for the East EPO to determine possible curricula to adopt across the district (Sept.2019) Utilize criteria including adherence to NYS standards; clear articulation of what students should know, understand, and be able to do at each grade level and discipline; common formative and summative assessments; common instructional resources; and culturally-responsive materials and strategies (Sept.2019) Engage Curriculum Council (comprised of building administrators, teachers, and content area directors) to review findings and make recommendations on: <ul style="list-style-type: none"> existing curricula to implement in all schools 	Deputy Superintendent for Teaching and Learning	Collaborators: Dr. Noma LeMoine K-2 Culturally Responsive Supplemental Curriculum EPO Curriculum grades 7-12 School based curricula Pre-K curriculum *An anti-racist framework and pedagogy will be included as well.	Feb. 2019	Aug. 2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	<p>routinely address and engage with complex integrated problems.</p> <p>c. A detailed implementation plan that includes an assurance that all teachers receive quality professional development and all necessary instructional materials.</p> <p>d. A K-12 scope and sequence aligned to the standards and the selected curriculum program that defines system goals and specific strategies to insure a collective definition of academic rigor in</p>	<ul style="list-style-type: none"> ○ steps to review, analyze and design/adopt K-12 curricula across all disciplines (This may require ad-hoc sub-groups by discipline) <p>(Nov. 2019)</p> <ul style="list-style-type: none"> ● Design a process for adopting/adapting guaranteed and viable curricula by discipline and grade level to include established criteria for what constitutes a curriculum and a common format <p>(Nov. 2019)</p> <ul style="list-style-type: none"> ● Revise curricula for core subject areas and grade levels (including previously determined criteria <i>stated in Recommendation #1</i>) and a K-12 scope and sequence aligned to NYS standards <p>(Feb.2020)</p> <ul style="list-style-type: none"> ● Design a materials selection process in alignment with adopted Tier 1 curricula; select materials that are rigorous, culturally relevant, developmentally appropriate, and that include formative assessments and research-based instructional strategies <p>(May 2019)</p>				

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	classrooms system-wide. e. A rigorous waiver process that includes a horizontal alignment to the District's chosen curriculum.	<ul style="list-style-type: none"> • Design and implement a process, including timeline and resources, to introduce selected textbooks and ancillary resources to teachers, principals, and School Chiefs and provide necessary materials for planning in advance of implementation (Aug. 2020) • Develop a prioritized textbook adoption calendar: <ul style="list-style-type: none"> ○ 2019-20: ELA (K-5) ○ 2020-21: ENL supplemental series – American Reading Company (grades 7-12) ○ 2020-21: Social Studies (grades 3-6) ○ 2021-22: Social Studies (grades 7-12) • Design a waiver process to allow individual schools/programs to request an alternate curriculum and/or instructional materials that meet specified criteria (Jun. 2019) 				
Teaching and Learning	3. Review the K-2 curriculum to determine its	RCSD has contracted BOCES to conduct an audit of the K-2 Culturally Responsive supplemental curriculum and its explicit	Deputy Superintendent	Collaborators: BOCES	Feb. 2019	Apr. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	alignment to state standards, its quality, and the plan for implementation.	alignment to NYS standards, grade level appropriateness, and accuracy of content. <ul style="list-style-type: none"> Engage the Curriculum Council to review the audit results and determine an implementation plan (Apr. 2019) 	for Teaching and Learning			
Teaching and Learning	4. Develop a clear theory of action to show how the instructional vision and common curriculum will improve District-wide academic performance for all students.	RCSD Directors of Teaching and Learning, Chiefs of Schools, and the Office of Innovation will work in concert to develop a theory of action based on research from The Wallace Foundation and the University of Washington. (Honig) (Jun. 2019) The theory of action will: <ul style="list-style-type: none"> Demonstrate how the instructional vision and common curriculum will improve student achievement Be shared with school principals, leaders of bargaining units, and teachers Be a specific agenda item for the Leadership Summit (Aug. 2019) 	Deputy Superintendent for Teaching and Learning	General funds and Title I Research-based models and templates for design	Mar. 2019	Aug. 2019
Teaching and Learning	5. Develop a tiered system of interventions for all schools (universal, strategic, and	RCSD will design an academic tiered intervention system based on other models in the country. School Chiefs, the Office of Innovation, the Office of	Deputy Superintendents	Aspen Institute	Feb. 2019	Nov. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	intensive). Use the same tiered system to differentiate support within Receivership Schools.	<p>Accountability and the Office of Teaching and Learning will:</p> <ul style="list-style-type: none"> • Determine the distribution of schools, based on established criteria, which would include various data including growth, equity, student achievement, etc. • Determine what is provided for all schools including the universal interventions and multi-tiered systems of support • Develop a waiver process for schools who meet acceptable standards on all identified measures • Ensure all interventions are evidence-based and effective with particular student populations: ELL's, SWD's, students of color, etc. • Deploy a communication plan for engaging staff and families <p>(Nov. 2019)</p>				
Teaching and Learning	6. Develop a systematized process for curriculum selection and interventions by	<p>Per response to recommendation T&L #2, the Office of Teaching and Learning and the Office of Accountability will work in concert with the Curriculum Council to:</p> <ul style="list-style-type: none"> • Design a process, using the District's Instructional Framework, for 			Mar. 2019	Sept. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	developing and implementing a coherent, aligned instructional framework.	adopting/adapting a guaranteed and viable curriculum by discipline and grade level to include established criteria for what constitutes a curriculum. <ul style="list-style-type: none"> Design a rubric to guide the instructional materials selection process in alignment with adopted Tier 1 curricula; select materials that are rigorous, culturally relevant, developmentally, appropriate, and that include formative assessments, and research based instructional strategies (Sept.2019)				
Teaching and Learning	7. Implement a system to ensure that students have all materials needed to engage in the learning process. This system should include a checklist by grade level of all the materials required according to the prescribed curriculum and	<ul style="list-style-type: none"> Conduct an inventory of all mandated teaching resources in each school (May 2019) Develop a mandated materials list for schools and classrooms (Jun. 2019) Design a checklist related to school opening that will help ensure each school and classroom has textbooks/adopted teaching resources needed (Aug. 2019) Monitor readiness for school opening and confirm checklists are complete 	Deputy Superintendent of Teaching and Learning	Buffalo Public School Opening Checklist for Principals RCSD School Opening Checklist for Principals	Mar. 2019	Sept. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	<p>certifications by teachers and principals attesting that the school in compliance in providing the required instructional materials. Students should be able to take books home so that learning can continue beyond school hours.</p>	<p>(Sept.2019)</p> <ul style="list-style-type: none"> Empower principals, School Based Planning Teams (SBPTs), and classroom teachers to regularly provide learning resources for students to take home as requested by parents <p>(Ongoing)</p> <ul style="list-style-type: none"> Provide clear communication to parents and adjust actions based on parent feedback <p>(Sept.2019)</p> <ul style="list-style-type: none"> Convey requests/complaints received at District Office (At Your Service Line) to school principals <p>(Feb.2019, Ongoing)</p>				
Teaching and Learning	<p>8. Clearly define what “culturally responsive teaching” looks like and how it will be monitored.</p>	<p>Office of Teaching and Learning and the Rochester Teacher Center will agree upon its definition of “culturally responsive teaching” including indicators describing what it “looks like” in the classroom.</p> <ul style="list-style-type: none"> Design a communication and implementation plan that explains how and why culturally responsive teaching supports quality instruction <ul style="list-style-type: none"> Plan will include professional learning to share, build shared understanding, and discuss the 	Deputy Superintendent of Teaching and Learning	<p>NYSED definition of “equity”</p> <p>Geneva Gay’s work</p> <p>Rochester Teacher Center</p>	Feb. 2019	Feb. 2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<p>definition and classroom/school/district practices associated with “culturally responsive teaching”</p> <p>(Aug. 2019)</p> <ul style="list-style-type: none"> • Review lesson plans and student work for evidence of differentiated instruction and assessments reflective of “other ways of knowing” • Charge principals with monitoring student work, lesson plans, the availability of culturally responsive literature for students and the classroom environment through classroom walk-throughs, explicit feedback, and through seeking feedback from students <p>(Dec.2019)</p> <ul style="list-style-type: none"> • Capture exemplary practices, which include cultural responsiveness as a standard and an item for evaluation as identified in the District adopted Danielson Framework (i.e.: 1b, 2a, etc.), to share across schools <p>(Feb.2020)</p>				

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
Teaching and Learning	<p>9. Establish Instructional Leadership Teams (ILTs) at each school.</p> <p>a. Define the roles and responsibilities for the ILTs: improving instruction, supporting and leading teacher team meetings, and leading data-driven instruction cycles.</p> <p>b. Create monitoring systems to track the work of ILTs.</p> <p>c. Design year-long professional learning for ILTs.</p>	<p>Office of Accountability will articulate a clear understanding of the Instructional Leadership Teams' (ILT) purpose, structure, and membership. RCSD will:</p> <ul style="list-style-type: none"> • Examine exemplars of ILT structures currently utilized in urban districts (Apr. 2019) • Introduce the ILT concept and purpose to principals and SBPTs at schools that do not currently have them <ul style="list-style-type: none"> ○ Follow-up with greater detail re: use of data protocols and available data to develop teacher leadership to positively affect student learning and achievement (Aug. 2019) • Establish an online management system to allow building ILTs to maintain data sets, protocol, and document dialogue, decisions, and recommendations to share with the entire school faculty and administration, including access for members of SBPTs and School Chiefs (Jun. 2020) • Establish a cycle of professional learning related to the concept, formation, 	Deputy Superintendent of Administration and Strategic Partnerships	<p>Collaborators: Distinguished Educator</p> <p>Deputy of Teaching and Learning</p> <p>Director of Instructional Management Technology</p> <p>Materials available from other district (Denver Public Schools)</p>	Mar. 2019	Jun. 2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<p>protocols, data sets, operations, and documentation of ILT work which connects ILT work to goals and actions for the school improvement plan (Aug. 2019)</p> <ul style="list-style-type: none"> • Develop a waiver process for schools that meet certain conditions, pre-established by the Office of Accountability (Jun. 2019) 				
Teaching and Learning	10. Provide professional development on the use of data to inform instructional and leadership practices.	<p>The Performance Management Team, will revise the District’s Comprehensive Improvement Plan (DCIP) in consultation with district data experts.</p> <ul style="list-style-type: none"> • Create structures to monitor/determine if identified strategies for data-driven decision-making are working effectively (Oct.2019) • Differentiate training to include three tiers of in-service (novice, emerging, and expert) on how to determine which data to collect, how to analyze it and how to make data-informed decisions (Aug. 2019) 	Deputy Superintendent of Teaching and Learning	<p>Office of Accountability</p> <p>Lean Six Sigma Certified Personnel</p> <p>Director of Instructional Management Technology</p>	Mar. 2019	Aug. 2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<ul style="list-style-type: none"> • Charge the Offices of Accountability and Teaching and Learning to develop and monitor protocols (Jun. 2019) • Provide mandatory training on the effective use of data to accelerate student learning and to transform school environments (Aug. 2020) • Provide interactive research-based in-service sessions to members of ILTs and SBPTs (Aug. annually) • Focus on data-informed decision-making at the classroom and school level (Jun. 2019) 				
Teaching and Learning	11. Have teachers score the open-ended items on the State tests. Professional dialogues should be held about what teachers learned about their students and the	<ul style="list-style-type: none"> • RCSD teachers will score all Grade 5 ELA & Math exams in 2018-2019 as a pilot. We expect to transition to scoring all pertinent tests, in the near future, as follows: <ul style="list-style-type: none"> ○ RCSD teachers will score all 3-8 NYS exams for ELA and Math in-house in 2019-2020 ○ RCSD centrally scores all Regents exams, LOTE A&B 	Deputy Superintendent of Administration for Strategic Partnerships	NYSED Scoring Protocols	Feb. 2019	Aug. 2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	quality of the instruction and curriculum as a result of teachers scoring the items.	exams, NYSESLAT exams, and Grades 4 & 8 NYS Science exams				

Action Plan: Special Education



AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
Special Education	1. Request that the New York State Education Department provide regular mentoring and coaching to the Executive Director of Special Education.	<ul style="list-style-type: none"> Seek support and guidance from NYSED Office of Special Education (Mar. 2019-ongoing) 	Deputy Superintendent of Teaching and Learning and the Office of Special Education	Collaborators: NYSED Special Education Consultant RSE-TASC	Mar. 2019	Jul. 2019
Special Education	2. Have the Superintendent play a more active role in monitoring the Department.	<ul style="list-style-type: none"> Determine structures for the supervision of, and communication with, the Department of Special Education upon the appointment of superintendent (Aug. 2019) Establish regularly scheduled meetings with the Interim Superintendent, the Deputy Superintendent of Teaching and Learning, and the Office of Special Education to include: <ul style="list-style-type: none"> High-level and critical updates Feedback and direction on long-term goals and initiatives Status of Special Education Strategic Action Plan and the possible Imminent Consent Decree 	Superintendent	Collaborators: Deputy Superintendent of Teaching and Learning Office of Special Education	Mar. 2019	Aug. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
Special Education	3. Ensure that all staff take collective responsibility for educating special education students. The District should consider including specific accountability measures pertaining to students with disabilities in the goal-setting process for principals.	<p>Principals, School Chiefs, Chief of Equity, and Executive Director of Special Education will take an active role in monitoring special education within their buildings as follows:</p> <ul style="list-style-type: none"> • Monitor for evidence that students have access to grade level content, materials, and resources (Ongoing, beginning Sept.2019) • Analyze special education data points as part of the quarterly review and coaching sessions (Oct., Jan., Apr., Jul.) with each school principal. This includes: <ul style="list-style-type: none"> ○ Students with Disabilities Components of the School Improvement Indicator quarterly report document (See attached) ○ Students with Disabilities suspension data and student watch list from the data dashboard (ROC 3D, SPA) including the implementation of FBA and BIP ○ Track compliance data points (CSE schedule, annual reviews, referral data) ○ Protocols will be followed when considering the suspension of a student with a disability 	School Chiefs	Collaborators: Office of Special Education	Starting Mar. 2019	Sept.2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
Special Education	4. Ensure that the Special Education Department is supported, resourced, and held accountable for the district's implementation of the Special Education Strategic Action Plan and the Consent Decree if applicable.	<ul style="list-style-type: none"> Review recommendations of the Special Advisory Council of Special Education in conjunction with the consent decree Instruct Office of Special Education to work with the Office of Finance to create a three-year special education budget that includes priorities and recommendations outlined in the imminent Consent Decree (Mar. 2019) Meet with the Empire Justice Center to establish the disengagement benchmarks and the recommendations from the sub-committees that will be included in the imminent Consent Decree (Monthly, Jan.2019) Meet with the Empire Justice Center to review and submit data aligned with the interim goals outlined in the imminent Consent Decree (Monthly, Mar. 2019) 	Deputy Superintendent of Teaching and Learning and the Office of Special Education		Mar. 2019	Jul. 2019 and ongoing based on Imminent Consent Decree
Special Education	5. Provide written guidelines and training to schools regarding when it is appropriate for a student to be	Implement the written guideline/protocol (Process for Considering Special Transportation) that all Special Education Administrators implement during CSE meetings. This protocol includes:	Deputy Superintendent of Teaching and Learning Office of Special Education	Collaborators: Office of Transportation	Current	Apr. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	assigned to a one-to-one bus.	<ul style="list-style-type: none"> Assess the students' disability needs as they pertain to possible eligibility for special transportation and District approval (Ongoing from Sept.2018) Use a series of qualifying questions to determine eligibility for special transportation and the least restrictive environment and supports (Ongoing from Sept.2018) Implement an accountability protocol for special education administrators to monitor the fidelity of the implementation of the transportation protocol (attached) through bi-weekly data reports (Apr. 2019) <p><i>Special Education Transportation Guidance document and Special Education Transportation Request are attached</i></p> <p>https://drive.google.com/file/d/1yALWB7EKqPGNt2Hk9QRvud92X8KA_ZxP/view?usp=sharing</p>				
Special Education	6. Provide on-going professional development to the CSEs.	<p>Special Education Administrators (CSE Chairs) professional development includes:</p> <ul style="list-style-type: none"> Bi-weekly intensive professional learning that has been outlined on the attached Special Education Professional Development and Strategic Action Plans (see attached 	Deputy Superintendent of Teaching and Learning	Collaborators: RSE-TASC	Sept. 2019	Apr. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		https://drive.google.com/file/d/1OB88bGZaDFOFUCKd1XReLuoPkeQNF1Cp/view?usp=sharing (Ongoing beginning Aug. 2018) <ul style="list-style-type: none"> • Collaboration with RSE-TASC to provide tailored professional learning based on our specific District needs and Department goals (Ongoing, beginning Sept.2018) <ul style="list-style-type: none"> • Monthly building-based department meetings to turn-key professional development content to teachers and support staff (Ongoing, beginning Sept.2019)	Executive Director of Special Education			
Special Education	7. Consider creating a Chief of Special Education.	RCSD has designed and included the Chief of Special Education position in the current budget to facilitate effective communication between the Department of Special Education and the Superintendent's Executive Cabinet. <ul style="list-style-type: none"> • Review the job description and organizational structure of the Office of Special Education including the position of Chief of Special Education as determined by the interim/permanent Superintendent. (Aug. 2019)	Superintendent		Mar. 2019	Aug. 2019

Action Plan: English Language Learners (ELL)



AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
English Language Learners	<p>1. Develop a Master Plan (Handbook) for the education of ELLs.</p> <p>a. The plan should include the following:</p> <ul style="list-style-type: none"> ○ Guiding Principles for Educating ELLs ○ Instructional Program Options ○ Initial Identification, Parent Notification concerning Instructional Program Options, Assessment, Program Placement, and Reclassification ○ Instructional Services for English Learners ○ Family and Community Involvement ○ Monitoring, Evaluation, and Accountability 	<p>Department of Multilingual Education, which includes Bilingual programs, will develop an English Language Learners (ELL) handbook in collaboration with all departments of Teaching and Learning, which will delineate all services and supports for the education of our English Language Learners. RCSD will take the following actions:</p> <ul style="list-style-type: none"> ● Develop an ELL Handbook Committee composed of teachers, administrators, special education teachers, coaches, and parents (Apr. 2019) ● Establish handbook guidelines to include: <ul style="list-style-type: none"> ○ Screening, identification, and placement of ELLs according to CR Part #154 ○ Descriptors of the various subgroups: Emerging, Transitioning, Expanding, Commanding and Ever ELLs ○ Courses offered ○ NYSESLAT Parent Information Brochure ○ Targets of measurements (attached) 	Deputy Superintendent of Teaching and Learning and Executive Director of Multi-Lingual Education (DOME)	Collaborators: Office of Teaching and Learning Bilingual Education Council (BEC)	Mar. 2019	Dec. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	<ul style="list-style-type: none"> ○ Meeting State and Federal Compliance Requirements ○ Parental Exception Waiver Appeal Process ○ Accountability Systems and Progress Monitoring ○ Frequently Asked Questions for ELL Parents. b. Provide professional development for the plan’s implementation. 	<ul style="list-style-type: none"> ○ ELL standards-based grading system (attached) ○ ELL parent and student rights of all ELL students, including SIFE students ○ Parent engagement opportunities, including but not limited to School Based Planning Teams (SBPT), the Parent Advisory Council (PAC), the Bilingual Education Council (BEC) and the Special Education Council Parent Advisory Council (SEPAC) with meeting dates and venues <p>(Aug. 2019)</p> <ul style="list-style-type: none"> ● Submit draft for feedback by the District Office of Parent Engagement, different District constituencies (i.e. SBPT groups, PAC, BEC and SEPAC), and community groups before obtaining a final product <p>(Jul./Aug. 2019)</p> <ul style="list-style-type: none"> ● Implement professional development plan during summer months using in-person and webinar presentations to ensure principals, school counselors and teachers know and understand the contents of the handbook <p>(Jul./Aug. 2019)</p>				

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<ul style="list-style-type: none"> • Host interactive workshops with the BEC and PAC to develop and respond to FAQs (Jul./Aug. 2019) • Distribute completed, the ELL handbook which will be available in the District Placement Office, each school, and on the RCSD website (Sept.2019) • Create an advisory committee of District and community members to support fidelity of implementation and compliance with ELL services as described in the handbook (Dec.2019) 				
English Language Learners	2. Ensure provision of proper interpretation and translation services.	<p>Department of Multilingual education will complete an analysis of all translation services and continue to work in conjunction with other Departments, (Communications, Placement, Special Education, and the Refugee School Impact grant, and support staff) to create a more effective and user friendly system to access interpretation services.</p> <p>(Aug. 2019)</p> <p><i>(For clarification, the following terms are used in the following manner: "Interpretation" refers to oral</i></p>	Deputy Superintendent of Teaching and Learning and Executive of Multilingual Education	Collaborators: Offices of Communications Equity and Placement Special Education Finance	Feb. 2019	Aug. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<p><i>communication and “Translation” refers to written communication)</i></p> <ul style="list-style-type: none"> Structures for ongoing monitoring of quality, accessibility, and customer satisfaction will be developed and monitored (Aug. 2019) 				
English Language Learners	3. Set ambitious and achievable expectations for ELLs and monitor their academic progress.	<p>RCSD is developing an action plan, in collaboration with an R-BERN consultant, to set ambitious and achievable expectations for students in bilingual programs. (Sept.2019)</p> <ul style="list-style-type: none"> Develop a Teaching and Learning Task Force to create: <ul style="list-style-type: none"> Instructional program non-negotiables Spanish Language Arts curriculum for Grades K-12 Scope and sequence (expectations) in the area of Home Language Arts Collegial circles with representation from grade bands to meet monthly and develop grade level and program specific benchmarks <p>(Mar. 2019)</p> <ul style="list-style-type: none"> Partner the Multilingual Department with the Office of Professional Learning to offer 	Executive Director of Multi-Lingual Education (DOME)	Collaborators: R-BERN All Executive Directors of Teaching and Learning	Mar. 2019	Aug. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<p>Professional Learning to Administrators as part of the Chiefs' professional series (Sept.2018, Ongoing)</p> <ul style="list-style-type: none"> • Provide seminars from the Multilingual Department for teachers to include: <ul style="list-style-type: none"> ○ Research-based instructional expectations ○ Non-negotiable effective instructional strategies that should be present in every lesson <p>(Jul./Aug. 2019)</p> <ul style="list-style-type: none"> • Create list of PD opportunities as evidence of training for implementation (Jul. 2019, Ongoing) 				
English Language Learners	4. Provide a coherent, instructionally aligned curriculum system for ELLs.	<p>The District's Curriculum Council will help advance the work for ELL curriculum, provide oversight building upon previous work, and continue to develop clear guidance on ELL instructional and curriculum expectations including:</p> <ul style="list-style-type: none"> • Create ENL benchmarks for ELL literacy skills • Create Learning Walk form • Develop a Teaching and Learning collegial Circle (Task Force) to identify program specific benchmarks focused on Home Language Arts 	Executive Director of Multi-Lingual Education (DOME)	Collaborators: Department of Teaching and Learning	Mar. 2019	Jun. 2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<ul style="list-style-type: none"> • Solidify Professional Development Plan working in conjunction with the Office of Professional Learning in order to: <ul style="list-style-type: none"> ○ Provide increased opportunities for all RCSD staff to grow in knowledge of CR Part # 154 mandates ○ Provide effective instructional practices ○ Provide cultural responsiveness ○ Establish safe social emotional environments to improve achievement. • Coordinate the Multilingual Department with the Division of Teaching and Learning and follow their curriculum and instruction Action Items outlined in the DE report (Jun. 2020) 				
English Language Learners	5. Assign bilingual administrators to schools with bilingual programs.	<ul style="list-style-type: none"> • Request updated list from HCI of current Bilingual Administrators and assignments (Dec.2018) • Coordinate a meeting with ASAR and HCI to develop an action plan for recruitment and placement of administrators for Bilingual Programs (Sept.2019) 	Deputy Superintendent of Teaching and Learning	Office of Human Capital initiative Collective Bargaining Units	Feb. 2019	Oct. 2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<ul style="list-style-type: none"> • Deliver bi-weekly reports from the Director to the Performance Management Team (Jun. 2020) • Identify Bilingual and Special Education as priority areas of recruitment by HCI (Feb.2019) 				
English Language Learners	6. Develop a coherent Corrective Action Plan to comply with the New York State Education Department’s recommendations from its investigation report.	<p>The District has submitted a Corrective Action Plan to the state on Nov.16, 2018, followed by a revised submission on Nov. 30th (attached). The plan requires the following action:</p> <ul style="list-style-type: none"> • Submit quarterly progress reports followed by NYSED visits over the next 3 years • Submit quarterly progress reports to the Performance Management Team • Secure all resources to meet requirements of the Corrective Action Plan including staffing (Nov. 2021) 	Executive Director of Multi-Lingual Education (DOME)	Collaborators: Finance	Nov. 2018	Nov. 2021
English Language Learners	7. Review data and share best practices on how to best serve ELLs and establish a network of schools	<ul style="list-style-type: none"> • Coordinate between the Department of Multilingual Education and the Department of Information and Technology to leverage the ROC 3D Dashboard to review data pertaining to ELL programs and student achievement 	Executive Director of Multi-Lingual Education (DOME)	Collaborators: IM&T R-BERN BOCES	Mar. 2019	Jun. 2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	focused on ELL needs.	<p>(Aug. 2019)</p> <ul style="list-style-type: none"> • Monitor the progress monitoring of ELL students' achievement through quarterly reviews, required in response to the new ESSA accountability regulations, which includes ELL student achievement in each school's accountability score <p>(Aug. 2019)</p> <ul style="list-style-type: none"> • Leverage data to identify strength in current practice and root causes on items that need immediate change <p>(Aug. 2019)</p> <ul style="list-style-type: none"> • Leverage data to inform professional learning opportunities aligned with best practices for ELL students <p>(Aug. 2019)</p> <ul style="list-style-type: none"> • Create a network among schools focused on the needs of ELL students <p>(Jun. 2020)</p> <ul style="list-style-type: none"> • Coordinate learning opportunities and sharing of best practices for schools with large ELL populations through the Multilingual Department in conjunction with the Department of Professional Learning, R-BERN, and BOCES 				

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<ul style="list-style-type: none"> • Offer training on supporting ELL students and families, ELL best instructional practices on language acquisition, and cultural topics to different District constituencies i.e. counselors, administrators, teachers, and support personnel as indicated in the Blueprint for ELL success that all constituencies need to be involved in order to achieve success • Offer schools opportunities to collaborate in the identification and evaluation of best instructional practices; as well as, duplicating effective supports that are yielding improved academic achievement <p>Jun. 2020</p>				

Action Plan: Organizational Structures

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	Start Date	End Date
Organizational Structures	<p>1. Evaluate the effectiveness of each central office department.</p> <p>a. Develop and conduct a quarterly customer service survey of each central office department to determine its effectiveness in supporting schools.</p> <p>b. Publicize the results and hold each department accountable for improvement.</p>	<p>RCSD will develop and implement a plan to improve the effectiveness of central offices and departments which will:</p> <ul style="list-style-type: none"> • Employ best practices on survey design and dissemination for customer satisfaction surveys for all Central Office departments (Mar. 2019) • Distribute quarterly surveys to offices and departments but not limited to: <ul style="list-style-type: none"> ○ Department of Health and Benefits ○ Department of Food Service ○ Department of Transportation ○ Office of Accountability ○ Office of Attendance ○ Office of Finance ○ Office of Human Resources ○ Office of Innovation ○ Office of Student Equity and Placement (May 2019) • Improve our systems by analyzing survey feedback, establishing annual 	Deputy Superintendent of Administration and Strategic Partnerships	<p>Collaborators: IM&T</p> <p>Office of Communications</p> <p>Office of School Innovation</p>	Mar. 2019	Aug. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	Start Date	End Date
		<p>goal-setting, and quarterly monitoring of progress to through the Performance Management Team (Jul./Aug. 2019)</p> <ul style="list-style-type: none"> • Reflect the improvement plans and goals in the respective department Performance Management Plans based on the community feedback (Jul./Aug. 2019) • Post quarterly survey results on ROC3D and share link on the RCSDk12.org website (Jul./Aug. 2019) • Address community questions and concerns through AtYourService or by using the newly created LiveChat option (Jul./Aug. 2019) 				
Organizational Structures	<p>2. Reevaluate the organizational structure to encourage efficiency, collaboration, and accountability. This reevaluation should include:</p> <p>a. Adopting protocols to increase</p>	<p>The organizational structure of the positions identified in the DE report, as well as other organizational charts in the district, will be assessed and re-established as necessary upon the appointment of the interim/permanent superintendent. The positions will be aligned to coordinate with district functions and priorities based on the DE</p>	<p>Deputy Superintendent of Administration and Strategic Partnerships</p>	<p>Collaborators: Office of Finance IM&T Interim and Permanent Superintendent</p>	<p>Feb. 2019</p>	<p>Aug. 2019</p>

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	Start Date	End Date
	<p>collaboration among departments.</p> <p>b. Reexamining the span of control of the Superintendent and eliminating unnecessary direct reports.</p> <p>c. Merging the structures and functions of the Deputy Superintendent of Administration, Chief of Operations, and/or Chief of Human Resources.</p> <p>d. Creating systems to breakdown silos, improve communication, and improve transparency in the decision-making process.</p>	<p>report, Action Plan, and District Comprehensive Improvement Plan. (Jul. 2019)</p> <p>Examination of structures for decision making and communication will also be assessed and realigned to improve coordination and transparency in collaborative decision making. (Jul. 2019)</p> <p>To improve overall collaboration, communication, and shared decision making, the Performance Management Team will:</p> <ul style="list-style-type: none"> • Complete a survey and assessment of all meetings including function, learning targets, efficacy and transparency for key stakeholders <p>(Apr. 2019)</p> <ul style="list-style-type: none"> • Review and analyze feedback to design/refine meeting structures to include: <ul style="list-style-type: none"> ○ Purpose, frequency, and audience for each meeting ○ Common meeting protocols 		Office of Innovation		

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	Start Date	End Date
	<p>e. Ensuring that the head of Special Education has a greater presence in the senior cabinet and greater access to the Superintendent. Consider creating a Chief of Special Education.</p> <p>f. Consider having this position of Chief Communications Officer, as the primary District spokesperson, report directly to the Superintendent.</p>	<ul style="list-style-type: none"> ○ Professional learning on best practices for information sharing structures including digital portals (Mar. 2019) ● Monitor the satisfaction and effectiveness of the meeting structures quarterly and modify as needed (Jul. 2019) ● Adjust structures as needed upon the appointment of the permanent superintendent (Aug. 2019) 				
Organizational Structures	<p>3. Improve meeting structures.</p> <p>a. Reduce the number of meetings.</p> <p>b. Engage in training on best practices for</p>	<p>Some of RCSD’s actions in response to Recommendation #2 will also apply to Recommendation #3. Specifically:</p> <p>To improve overall collaboration, communication, and shared decision</p>	Deputy Superintendent of Administration and Strategic Partnerships	<p>Collaborators: Office of Finance</p> <p>IM&T</p>	Feb. 2019	Aug. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	Start Date	End Date
	conducting meetings.	<p>making, the Performance Management Team will:</p> <ul style="list-style-type: none"> • Complete a survey and assessment of all meetings including function, learning targets, efficacy and transparency for key stakeholders (Mar. 2019) • Review and analyze feedback to design/refine meeting structures to include: <ul style="list-style-type: none"> ○ Purpose, frequency, and audience for each meeting ○ Common meeting protocols ○ Professional learning on best practices for information sharing structures including digital portals (Apr. 2019) • Monitor the satisfaction and effectiveness of the meeting structures quarterly and modify as needed (Jul. 2019) • Adjust structures as needed upon the appointment of the permanent superintendent (Aug. 2019) 		<p>Interim and Permanent Superintendent</p> <p>Office of School Innovation</p>		

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	Start Date	End Date
Organizational Structures	4. Provide professional development in project management. An administrator noted, <i>“There is a lack of project management expertise which leads to poor execution.”</i>	<p>The Performance Management Team, a cross functional central office team, will support and monitor all key implementation plans critical to the organization. The Team is designed to provide common protocols and system structures that support the efficiency of the district offices and departments including professional learning on project management. (Jun. 2020)</p> <p>The Team will:</p> <ul style="list-style-type: none"> • Identify key district experts to provide the professional development sessions (Jun. 2019) • Develop a digital system to monitor participation and implementation (Jan.2020) • Identify the content, frequency and audience for the sessions (Jul. 2019) • Establish a calendar for training sessions to occur (Jul. 2019) • Monitor participation, satisfaction and implementation 	Deputy Superintendent of Administration and Strategic Partnerships	Collaborators: Office of Innovation	Mar. 2019	Jun. 2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	Start Date	End Date
		(Jun. 2020) • Assess the RCSD systems both qualitatively and quantitatively using measures such as the customer service survey feedback, project management on-time completion statistics, and quarterly/annual reporting (Jun. 2020)				

Action Plan: Accountability



AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
Accountability	1. Implement a protocol whereby all supervisors support, coach, and hold direct reports accountable for progress in meeting academic and department goals. Supervisors must provide regular, meaningful, clear, and timely feedback aligned with performance goals.	<p>The RCSD will:</p> <ul style="list-style-type: none"> • Complete an audit of all department supervisors regarding their supervision and coaching practices (Apr. 2019) • Determine where best practices exist and share across all departments (Apr. 2019) • Research model protocols and select District process expectations for coaching and developing direct reports <ul style="list-style-type: none"> ○ Protocols will include at a minimum: staff member’s progress towards their goals; support needed to obtain goals; and meeting documentation (Aug. 2019) • Establish and communicate individual school improvement indicators to monitor growth towards Key Performance metrics and ESSA measures (Sept.2019) • Establish and communicate office and department indicators to monitor performance growth (see attached) https://drive.google.com/file/d/1h7s4SbMmPZF6oyqN0MKynY_KinbTa1io/view?usp=sharing (Dec.2019) 	Deputy Superintendent of Administration and Strategic Partnerships	Collaborators: IM&T Office of School Innovation Distinguished Educator Model 1:1 Protocols	Feb. 2019	Dec. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
Accountability	2. Create and implement a professional development plan to equip all District staff to use data to drive decisions.	<p>In conjunction with the Performance Management Team, Office of Accountability, Teaching and Learning, Office of School Innovation, the annually adopted District Comprehensive Improvement Plan, and the District Action Plan (see attached https://drive.google.com/file/d/13h04GKU7z68O09M5ai5Y3sfd3c1qhzDx/view?usp=sharing) the District will:</p> <ul style="list-style-type: none"> • Identify expert staff members in the use of data (Mar. 2019) • Audit current state of data use (May 2019) • Create structures to monitor/determine if identified strategies for data-driven decision making are working effectively (Aug. 2019) • Differentiate training to include three tiers of in-service (novice, emerging, and expert) on how to determine which data to collect, how to data, and how to make data-informed decisions (Beginning Aug. 2019 through Jul. 2020) • Provide targeted professional development that will follow a cycle of In-service/practice /in-service/evidence of learning 	Deputy Superintendent of Administration and Strategic Partnerships		Mar. 2019	Jul. 2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		(Beginning Aug. 2019 through Jul. 2020) <ul style="list-style-type: none"> Develop protocols to support best practice in using data (Aug. 2019)				
Accountability	3. Establish a process to communicate, implement, document, and monitor continuous improvement in conditions that support learning.	<p>The Office of School Chiefs (OSC) communicates, implements, documents, and monitors continuous improvement to support learning using a variety of strategies which include:</p> <ul style="list-style-type: none"> 1:1 meetings, targeted walk-throughs, data-driven communication using data dashboards, observation and feedback, coaching to improve practice and quarterly reports Collaboration with District staff that includes Board Leadership Meetings, Finish Line Reports, Principal professional learning and school academic walk-throughs <p>The (OSC) is designed to focus on principal and school improvement. The OSC will build a co-constructed plan with key stakeholders that identifies and monitors school improvement. (Aug. 2019)</p> <p>Aspects of the plan will include:</p> <ul style="list-style-type: none"> Monitor progress of key Performance Indicators (Feb. Monthly/Weekly school visits)	Deputy of Administration and Strategic Partnerships		Feb. 2019	Aug. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<ul style="list-style-type: none"> • Coordinate with the NYSED reviews, for example DTSDE review • Assess the effectiveness of the instructional leadership teams using the established guidelines developed in Teaching and Learning section • Develop and monitor rigorous school improvement plans • Create opportunities for shared learning across schools during principal meetings and other coordinated chief activities • Provide monthly updates to the Board of Education <p>Office of the School Chiefs, District offices and departments will improve practices that support schools in a coherent and consistent manner (Apr. 2019/Weekly)</p> <p>This process will include:</p> <ul style="list-style-type: none"> • Targeted resource allocation • Building and facility support • Specialized instruction and services for students with disabilities and English language • Human Capital • Attendance • Transportation 				



AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
Accountability	4. Provide principals with professional development on the school improvement process	<p>A targeted professional development plan for principals on school turnaround practices will include:</p> <ul style="list-style-type: none"> • Examine current school plans using the following determined criteria: SMART goals, leading indicators, gap statement and action plan (Jul. 2019) • Provide individualized 1:1 professional learning opportunities based on the examination of the plans (Jul./Aug. 2019) • Identify exemplars for sharing among school teams to build coherence (Aug. 2019) • Provide annual professional learning on the school improvement planning process to School Based Planning Teams using the identified best practices in the plans (Aug. 2020) 	Office of School Chiefs/Deputy Superintendent of Administration and Strategic Partnerships	<p>Collaborators: School Chiefs</p> <p>Office of School Innovation</p> <p>Office of Teaching and Learning</p> <p>RISE Model Plan https://drive.google.com/file/d/1oUShlr4l1HtTpL0el6kQR1ISdgZIBQj7/view?usp=sharing</p> <p>Intensive Supports Theory of Action https://drive.google.com/file/d/1oUShlr4l1HtTpL0el6kQR1ISdgZIBQj7/view?usp=sharing</p>	Mar. 2019	Aug. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
				le/d/1MTI8aG5JyhN8QqR-OjIKhiHlyrbgYE0D/view?usp=sharing Community Schools Plan https://drive.google.com/file/d/15fhZMwh3krolX2uJMqBDLSuG4AdFNQzy/view?usp=sharing		
Accountability	5. Ensure School Chiefs play an active role in supporting, reviewing, approving and monitoring the school plans.	RCSD will establish a detailed calendar, based on the revised NYSED requirements and due dates for each step in the cycle. Action steps include: <ul style="list-style-type: none"> • Offer annual professional learning on the school improvement planning process to School Based Planning Teams (Jun. 2020) • Review of all school improvement plans by the Board of Education (May/Jun. 2019) • Monitor adherence to expectations and deadlines 	Deputy of Administration and Strategic Partnerships	Collaborators: School Chiefs Principals School Based Planning Teams Board of Education	Feb. 2019	Aug. 2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		(Apr. 2019)				

Action Plan: Human Capital

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
Human Capital	1. Develop a comprehensive	RCSD has a Professional Development Plan that is submitted annually to the New York State	Deputy Superintendents	Collaborators: School Chiefs	Mar. 2019	Sept. 2019



AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	<p>professional development program to help central office, teachers, paraprofessionals, and support staff to better meet the needs of students that includes:</p> <p>a. Effective leadership and teaching practices;</p> <p>b. Use of data to implement effective strategies for resource allocation and improvement of student learning;</p> <p>c. Behavioral support;</p> <p>d. Implicit bias training that leads to concrete strategies and actions that</p>	<p>Education Department. Through a collaborative process between the RCSD and Collective bargaining Units, a professional development plan for the upcoming school year will be created. (Annually in September)</p> <p>To create a comprehensive professional learning plan for all Central Office and school-based staff, as indicated throughout the responses in the DE report, the Office of Professional Learning will:</p> <ul style="list-style-type: none"> • Assemble a Professional Development team representative of all district stakeholders to engage in the planning and development process (Apr. 2019) • Complete an inventory and analysis of all professional learning offerings over the past 12 months (May 2019) • Coordinate a professional learning needs assessment with all Offices and Departments (Jun. 2019) • Based on feedback and all aspects of the DE report that require professional learning 		<p>General Counsel</p> <p>Office of Human Capital Initiatives</p> <p>Dr. Joy DeGruy</p> <p>Collective Negotiations</p>		

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	improve teaching and result in better student outcomes; and e. Support for special populations.	<p>the District’s plan must at a minimum include:</p> <ul style="list-style-type: none"> ○ Leadership practices ○ Effective teaching practices for educating all students ○ Data driven decision making related to instruction, resource allocation, and systems improvement <ul style="list-style-type: none"> ● Gather and inventory all professional learning opportunities outlined in the DE report in collaboration with Offices and Departments (Jul. 2019) ● Create a coordinated district-wide calendar that includes all essential professional learning described in the DE report (Aug. 2019) ● Disseminate calendar to all stakeholders and enter all professional learning opportunities into True North Logic (Sept.2019) 				
Human Capital	2. Develop a coherent, year-long professional development program to help prepare principals	<p>The School Chiefs, in collaboration with the Deputy Superintendents, will continue to enhance the Administrative Leadership Professional Learning year-long plan. The plan will include:</p> <ul style="list-style-type: none"> ● Needs Assessment for professional learning 	School Chiefs	<p>Collaborators: Deputy Superintendents</p> <p>Distinguished Educator</p>	Mar. 2019	Sept. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	<p>and assistant principals lead for instruction. Principals should be seen as key change agents in the reform efforts, and there should be a more concerted, comprehensive, and organized effort to support and develop them.</p>	<p>(Mar. 2019)</p> <p>Assessment to include:</p> <ul style="list-style-type: none"> ○ Focus Group Meetings (Monthly; Principal’s Cabinet, CIAS) ○ Student/School Data (ex. NYS Data, School Visits, Attendance, Graduation Rate, Evaluations/Observations, reading assessments, Key Performance Indicators) ○ Survey ○ Content - Professional Learning 2x/Month - aligned to the District action plan and Four Pillars <p>(Ongoing, Monthly)</p> <p>Professional Learning on the Following:</p> <ul style="list-style-type: none"> ○ Special Education ○ Implicit Bias ○ Culturally Responsive Practice ○ Curriculum, Assessment, Instruction: Next Generation Standards ○ Data Driven Instruction ○ Operations ○ Design for delivery of content ○ Principal Meetings: Whole Group Professional Learning ○ Principal Meetings: Small Group Professional Learning 		<p>Dr. Joy DeGruy</p> <p>All Central Office departments are needed</p>		

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<ul style="list-style-type: none"> ○ Tiered Level of Support/Professional Learning ○ School Structure (PK-6, PK-8, 7-12, 9-12) ○ Network Teams (School Chief) ○ Individual 1:1 Coaching Cycles – School Chiefs Visits - In schools 3 days/week ○ ASAR Union PD: Administrator Union will continue to meet with the Chiefs of Schools to develop on going Professional Learning opportunities on topics aligned to the District Strategic Action Plan for all certificated administrators (Jan.2019, ongoing) • Mentor Support <ul style="list-style-type: none"> ○ The District’s Mentoring Program is a part of the year-long professional learning for first year principals and those in need of additional support. The Career in Administration/Supervision provide first year principals with a mentor. Mentors are picked through a rigorous selection process, Mentors/Intervention Specialists are provided in-service about the District’s Professional Expectations as well as the mentoring process. Mentors/Intervention Specialist are then matched with intern administrators for one year. Throughout 				

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<p>that year, they are expected to observe and conference with their interns. In addition, they submit bi-annual intern status reports and one final status report to the CIA/S Panel. Mentors provide support both with advice and by example.</p> <p>(Sept.2019)</p> <ul style="list-style-type: none"> • Evaluation: <ul style="list-style-type: none"> ○ Continue monthly Evaluations after each Administrative Professional Learning to refine and enhance content and design of delivery <p>(Jan.2019; Ongoing)</p>				
Human Capital	<p>3. Develop a clear, rigorous, and competency-based selection process for principals, placing final hiring authority with the Superintendent.</p>	<p>The RCSD process for selecting Principals is outlined in the “School Administrator Selection Process” document. This process will be enhanced to include the following activities based on best practice and research:</p> <p>(Mar. 2019)</p> <ul style="list-style-type: none"> • Establish a consistent expert search committee comprised of key stakeholders (For example: Tenured principal, teachers, parents, school chief, community partners, etc.) • Create an exhaustive online application • Engage in an instructional video activity 	Chief of Human Capital Initiatives	<p>Collaborators: School Chiefs</p> <p>Deputy Superintendents</p> <p>Superintendent</p> <p>Distinguished Educator</p> <p>District of Columbia Public</p>	Feb.2019	Oct.2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<ul style="list-style-type: none"> • Demonstrate competency/skills through an authentic task • Participate in an in-person interview with the committee • Interview with the Superintendent • Enter into a candidate pool for principal vacancies • Interview with School Based Planning Teams • Based on the results of the interview with the School Based Planning Team, the Superintendent will make all final principal hiring determinations to be forwarded in a resolution to the Board of Education <p>Create a yearly feedback loop to evaluate the process (Oct.2019)</p>		<p>Schools Principal Hiring Process</p> <p>American Institute of Research- QSL-ID</p>		
Human Capital	4. Establish a robust central office hiring process to produce the best candidates and select the most competent and qualified candidate based on pre-established criteria.	<p>Implement the cohesive talent management plan described in recommendation #6.</p> <p>The District has a policy designed to ensure proper hiring practices and to prevent nepotism in the hiring process. The Board of Education has adopted the Code of Ethics Policy 2160.</p>	Chief of Human Capital Initiatives	Legal Counsel	Feb.2019	Nov. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<ul style="list-style-type: none"> • Monitor adherence to Civil Service and Education Law hiring requirements periodically • Monitor adherence to Code of Ethics Policy 2160 periodically (Mar. 2019)				
Human Capital	5. Reconsider the use of the 36-hour professional development requirement for teachers to ensure that this directly supports student learning. The District might require that 12 hours align with District priorities, 12 hours with individual School Improvement Plans, and 12 hours with specific teacher development needs.	The 36-hour professional development incentive is an optional component of the contract with the Rochester Teachers Association <ul style="list-style-type: none"> • The Professional Development Incentive will be a topic for discussion during the next contract negotiation with the Rochester Teachers Association (Jun. 2019) All professional development offerings on True North Logic must indicate the Danielson Framework for Teaching domain and the pillar and strategy identified in the RCSD Strategic Action Plan (Jul. 2019)	Deputy Superintendents	Collaborators: General Counsel IM&T Office of Professional Learning Collective Negotiations	Feb.2019	Jul. 2019
Human Capital	6. Create a talent management plan to properly support and	Create a cohesive talent management plan to attract and keep a strong workforce. Steps for creating the talent management plan include:	Deputy Superintendent, Chief of Human Resources,	Collaborators: Chief of Human Resources	Mar. 2019	Jan.2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	develop all staff, while focusing on succession planning, particularly for key leadership roles.	<ul style="list-style-type: none"> Identify a talent management planning team consisting of Teacher Leaders, AP's, Principals, School Chief, District Office staff, Student Support Services, and HCI (Apr. 2019) Utilize the Talent Management Self-Assessment tool to assess the usefulness of their talent management strategies in helping to ensure equitable access to excellent leaders (Jul. 2019) Create a Talent Management plan document that specifically addresses: <ul style="list-style-type: none"> Recruitment, hiring, placement, and retention strategies and processes for Key Leaders Efforts to support employees throughout their career (benefits, pathways for career advancement, etc.) (Jan.2020) 	General Counsel, School Chiefs, T&L Department, IM&T	General Counsel School Chiefs Office of Teaching and Learning IM&T Talent Management Self-Assessment Tool from American Institute of Research Urban Schools Human Capital Academy		
Human Capital	7. Create a leadership academy to prepare staff members throughout the	RCSD will support the improvement and advancement of key leaders in Central Office RCSD will: <ul style="list-style-type: none"> Assess current needs of District leaders 	Superintendent	Collaborators: Deputy Superintendents	Apr. 2019	Jul. 2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	District for key leadership positions at the central office.	<p>(Jun. 2019)</p> <ul style="list-style-type: none"> Review the results of the leaders' needs and the District's long-term leadership strategy <p>(Oct.2019)</p> <ul style="list-style-type: none"> Research and examine evidence based leadership programs and design an RCSD Leadership Academy <p>(Feb.2020)</p> <ul style="list-style-type: none"> Launch the Leadership Academy <p>(Jun. 2020)</p> <ul style="list-style-type: none"> Communicate Academy to key stakeholders across the District <p>(Jun. 2020)</p>				
Human Capital	8. Ensure that Professional Development Incentives are aligned to support students' needs.	<p>As discussed in the response to Recommendation #5, the 36-hour professional development incentive is currently an optional component of the contract with the Rochester Teachers Association. Consequently, no action can be taken unless the current Collective Bargaining Agreement is changed. Accordingly, the professional development center will be a topic for discussion during the next contract to go to negotiation.</p> <p>(Aug. 2019)</p> <p>All professional development offerings on True North Logic must indicate the Danielson</p>	Superintendent	Collaborators: General Counsel IM&T Office of Professional Learning Collective Negotiations	Mar. 2019	Aug. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		Framework for Teaching domain and the pillar and strategy identified in the RCSD Strategic Action Plan. (Jul. 2019)				

Action Plan: Finances



AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
Finances	1. Have the Board address District's finances as an entire body, not by committee.	The Board of Education has redesigned meetings structures (per resolution 2018-19: 551) for the Board to meet as a whole group two times month in lieu of the committee structures (including Finance) for six months. (Dec.2018)	Chief Financial Officer	Collaborators: Board Clerk	Mar. 2019	Apr. 2019
Finances	2. Ensure that Board participates in training aimed at providing better fiscal oversight	Chief Financial Officer will collaborate with the Board Clerk to arrange for and facilitate training on school district finance using the expertise from NYSASBO, ASBO, CGCS, GFOA, NYSGFOA, and OSC. <ul style="list-style-type: none"> Record trainings for future training purposes (Mar. 2019) Schedule board retreats prior to the annual budgeting process to establish fiscal priorities and information needs (Aug. 2019) 	Chief Financial Officer	Collaborators: Board Clerk	Mar. 2019	Aug. 2019
Finances	3. Establish clear, consistent criteria for selecting consultants. This should include input from department heads.	Enhance and improve the Procurement Department's processes for the selection of vendors and consultants. To improve the selection process, RCSD will: <ul style="list-style-type: none"> Analyze the current procurement and RFP process for consultants to include the proper selection, use and evaluation of consultants (Apr. 2019) Gather feedback from key stakeholders at Principals meetings, Management Cabinet, and 	Chief Financial Officer		Apr. 2019	Aug. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<p>Performance Management Teams to identify gaps and opportunities (Apr. 2019)</p> <ul style="list-style-type: none"> Identify key areas for improvement based on the findings and update all applicable procedures which will identify that all consultants be approved by the content area expert (May 2019) Communicate the revised procedures to all appropriate staff members/users across the district (Jul./Aug. 2019) 				
Finances	4. Have the Business Department collaborate more closely with other departments, and task all District leaders with responsibility for efforts to reduce the structural deficit. These leaders must apply the necessary fiscal due diligence to	<p>Per the request of the Board of Education, RCSD submitted a structural deficit report and presented to the BOE on Nov. 30, 2019. As outlined in the report, RCSD will:</p> <ul style="list-style-type: none"> Identify reductions for all cost centers across the district to address the structural deficit (January/May 2019) Guide and monitor for accountability with the support of an expert in district finance (January/May 2019) Strengthen/create accountable and transparent monitoring systems to reduce the structural deficit, including leading and lagging indicators, which will occur through the 	Chief Financial Officer	<p>Collaborators: Deputy Superintendents</p> <p>School Chiefs</p> <p>Distinguished Educator</p> <p>Finance Expert</p> <p>Structural Deficit Report:</p>	Mar. 2019	Aug. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	achieve efficiencies and costs in daily operations.	Performance Management Team, subcommittees and Executive Cabinet (Jun. 2019) <ul style="list-style-type: none"> Train all appropriate stakeholders regarding effective budget monitoring (Aug. 2019) 		Investing in Students https://drive.google.com/file/d/13GzF9zDhM_q8hh3RoSYZNvvYHppwl4px/view?usp=sharing		
Finances	5. Have the Chief Financial Officer work with the Chief Communications Officer to prepare a clear, coherent presentation to show stakeholders what needs to be done to ensure the District's long-term financial health. <ul style="list-style-type: none"> The Board and administration should hold town halls to inform the community of the 	Current timeline for the 2019-2020 budget process has been adopted by the Board of Education which includes community town hall meetings and principal engagement opportunities (Dec.2018) An integral part of providing a clear understanding of the long-term Financial Plan will include a detailed communication strategy. The communication plan will include: <ul style="list-style-type: none"> Tailored presentations for each stakeholder group Purpose and scope of the plan Long-term financial benefit Meeting structures and protocols for community, staff and stakeholder engagement opportunities Timeline of the plan will include Board Town Hall Meetings, Superintendent Principal 	Chief of Communications	Collaborators: Deputy Superintendents School Chiefs	Feb. 2019	Oct. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	<p>fiscal situation of the District.</p> <ul style="list-style-type: none"> The Superintendent should share the presentation with principals and union leaders. Principals should share the information with their staff 	<p>Information sessions and staff and key stakeholders (Feb. through Jun. 2019)</p> <p>In addition, RCSD will establish timeline and processes for student-based funding process for the 2020-2021 school year (Oct.2019)</p>				
Finances	<p>6. Consider the implications of the structural deficit during contract negotiations.</p>	<p>RTA and ASAR units have held interest-based bargaining sessions since Sept.2018. Joseph Anderson, an expert in the field of bargaining unit negotiations, has led the facilitation to incorporate the tenets and approved elements of the structural deficit plan into contract negotiations.</p> <p>The structural budget gap elimination plan report indicates salaries and benefits as one of the factors impacting the deficit and included opportunities during the negotiation process. Our negotiation will:</p>	Chief Financial Officer	<p>Collaborators: General Counsel Superintendent</p>	Apr. 2019	Jun. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<ul style="list-style-type: none"> • Discuss potential opportunities for discussion/negotiations based on committee work (Nov. 2018) • Discuss opportunities during the upcoming bargaining negotiations with both ASAR and RTA (Jun. 2019) 				
Finances	7. Ensure all recommendations from the Office of the State Comptroller's Apr. 2017 report are implemented.	<p>Review and implement all of the Office of the State Comptroller's (OSC) report. The Chief Financial Officer will:</p> <ul style="list-style-type: none"> • Confirm all recommendations have been reviewed and are in implementation status (May 2019) • Return to weekly review process for recommendation implementation (Dec.2018) • Use established criteria internally audit implementation of recommendations (May 2019) • Ensure adequate documented evidence is maintained for subsequent review (Apr. 2019) 	Chief Financial Officer/ Auditor General		Mar. 2019	May 2019
Finances	8. Have the District conduct a careful review of	<ul style="list-style-type: none"> • The structural budget gap elimination plan report indicates district footprint as one of the factors impacting the deficit and included 	Deputy Superintendent		Feb.2 019	Jul. 2019



AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	utilization and allocation of resources to determine whether these are aligned to the goals of sustainability and increased student achievement. As noted in District's Auditor General 2018 Risk Assessment presentation, <i>"True-up [adjust] of teacher staffing to student enrollment [is] needed."</i>	<p>opportunities during the negotiation process. The Offices of Accountability, Finance and School Chiefs will:</p> <ul style="list-style-type: none"> • Assess and project enrollment patterns for the next 10 years (Nov. 2018) • Project enrollment to align resources to each school for necessary staffing adjustments within contractual obligations (Jan.2019) • Conduct an analysis of the allocation and use of resources aligned to the district priorities (Academic Return on Investment/AROI) through the budget planning process to inform 2019-2020 budget decision making (Feb.2019) • Conduct a bi-monthly review process to examine resource spending patterns to ensure ongoing alignment to the District's strategic plan and goals including: <ul style="list-style-type: none"> ○ Data systems will be coded to align with the strategic plan to monitor revenues and expenditures specifically related to the footprint adjustments (Jun. 2019) 	of Administration			
Finances	11. Develop a long-term financial	RCSD submitted a draft structural budget gap elimination plan to the Board of Education	Chief Financial Officer	Collaborators:	Feb. 2019	Oct. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	plan aligned to District instructional priorities and fiscal reality.	<p>(Nov. 2018)</p> <p>In addition, RCSD will:</p> <ul style="list-style-type: none"> • Develop a long-term financial plan with community input that aligns the District’s instructional priorities with fiscal reality. The plan will include: <ul style="list-style-type: none"> ○ financial status of the District ○ actions to improve the financial strength of the District ○ stability in Fund Balance ○ sustainability of instructional programs ○ recommendations from the Distinguished Educator's report ○ recommendations for Special Education ○ recommendations for English Language Learners ○ investment for FMP Phase III ○ identified Receivership schools needs ○ funding for School Climate report <p>(Oct.2019)</p> <ul style="list-style-type: none"> • Clarify monitoring structures for the Performance Management Team to implement a bi-monthly review process <p>(Jun. 2019)</p>		Deputy Superintendents School Chiefs Financial Expert Distinguished Educator		

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
Finances	12. Develop an addendum to the budget book that gives the community a concise, clear understanding of the budget	During the 2019-20 Budget Process, RCSD will prepare an addendum that presents the budget in clear and understandable manner for all readers and available in multiple languages. Addendum will include: <ul style="list-style-type: none"> • Definitions • Structure of Budget Book • Useful Links (May 2019)	Chief Financial Officer	Collaborators: Deputy Superintendents	Feb. 2019	May 2019
Finances	13. Require Board Resolutions with potential significant fiscal implications be accompanied by a cost analysis.	<ul style="list-style-type: none"> • Establish parameters for resolutions that need to have an accompanying cost analysis (Jun. 2019) • Create protocols and analysis templates to be used to perform cost benefit analysis and costing of resolutions as appropriate (Jun. 2019) • Provide professional learning and support with department managers to perform the cost analysis (Jul./Aug. 2019) 	Chief Financial Officer	Collaborators: Deputy Superintendents	Apr. 2019	Aug. 2019

Action Plan: Parent and Community Engagement



AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
Parent and Community Engagement	1. Develop success metrics for the role of the parent liaison.	<p>Parent liaisons will be held accountable for spending 95% of their time with direct engagement with parents and 5% dedicated to the school Emergency Management Team.</p> <p>Home School Assistants will be held accountable for spending 85% of their time working directly with parents—phone, in person or electronically. 15% of their time will be spent supporting the collection of pertinent data e.g., attendance or in support of college applications (FAFSA).</p> <p>RCSD will:</p> <ul style="list-style-type: none"> Distribute job description for Parent Liaisons and Home School Assistants to all building staff, including principals (Jun. 2019) 	Deputy Superintendent of Teaching and Learning and Chief of Human Resources		Mar. 2019	Jun. 2019
Parent and Community Engagement	2. Set consistent expectations for and define the job responsibilities of parent liaisons. The liaison’s work should be focused	<p>RCSD has recently revised the job description for the parent liaisons.</p> <p>To reinforce the expectation for how Parent Liaisons and Home School Assistants are to spend their time, RCSD will:</p>	School Chiefs	Deputy Superintendent of Teaching and Learning	Apr. 2019	Nov. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	on improving family and community relations. School chiefs must monitor this work to ensure that parent liaisons are properly used.	<ul style="list-style-type: none"> • Implement a 10-week report submitted by Parent Liaisons/Home School Assistants to the Office of Parent Engagement, and share with school chiefs (Sept.2019) • Hold school principals accountable for the appropriate use of these staff members' time and the outcomes of increased parental involvement and student attendance+ (Nov. 2019) 				
Parent and Community Engagement	<p>3. Restructure the PAC to increase transparency and parent participation. Below is a process for consideration:</p> <p>a. Establish a Parent and Teachers Organization (PTO) Presidents Council, which will comprise the elected president of each school's PTO. The Council</p>	<p>RCSD will:</p> <ul style="list-style-type: none"> • Review Policy 1900 to identify for roles and responsibilities of PAC (Mar. 2019) • Analyze practices and processes engaged by PAC to ensure alignment with Board of Education policy (Apr. 2019) • Submit a proposal from Superintendent to the Board of Education to review or revise the policy regarding PAC (Jul. 2019) • Convene a round table with PTO and PTA presidents to review the District's priorities regarding parent engagement (Jul. 2019) 	Board of Education Superintendent		Mar. 2019	Aug. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	<p>should meet quarterly to discuss the District's priorities.</p> <p>b. Have the PTO Presidents Council nominate members to serve as officers on the PAC and conduct an election. PTO Council will serve as an advisory body to PAC.</p> <p>c. Have the PAC develop new bylaws, including term limits for its officers.</p> <p>d. Post all minutes.</p>	<ul style="list-style-type: none"> Engage the round table and officers of the advisory councils to provide feedback for the Office of Parent Engagement to assess its effectiveness (Aug. 2019) 				
Parent and Community Engagement	4. Create a subcommittee of the Bilingual Council to focus on the needs of non-	RCSD will work in collaboration with the Bilingual Education Council and the Rochester International Academy (RIA) principal to determine the viability and structure of a subcommittee to focus on the needs of non-Spanish speaking ELLS.	Deputy Superintendent of Teaching and Learning	Collaborator: Bilingual Education Council	Mar. 2019	Sept.2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	Spanish speaking ELLs.	(Sept.2019)				
Parent and Community Engagement	5. Develop a comprehensive parent engagement plan	RCSD will: <ul style="list-style-type: none"> • Work collaboratively with officers of PAC, Bilingual Education Council, and the Special Education Parent Advisory Council to review and revise plan (Aug. 2019)	Deputy Superintendent of Teaching and Learning	Smart Phone APP	Mar. 2010	Aug. 2019
Parent and Community Engagement	6. Have the Superintendent attend meetings of the Chamber of Commerce Education Committee. This will help establish a strong partnership with the business community, which can be leveraged to garner greater resources for the District.	RCSD will: <ul style="list-style-type: none"> • Include Rochester Chamber of Commerce schedule in the Superintendent's calendar (Mar. 2019) • Attend Chamber of Commerce meetings and appropriate sub-committee meetings to further build community partnerships (Dec.2019) 	Superintendent Deputy Superintendent of Administration	Chamber of Commerce Calendar Collaborator: Director of Strategic Partnerships	Mar. 2019	Dec.2019
Parent and Community Engagement	7. Seek internship opportunities for students within the	The Department of Career and Technical Education & Career Pathways places students in internships and Work-Based Learning	Deputy Superintendents	Collaborators: Executive Director of	Mar. 2019	Jul. 2020



AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	business community.	<p>opportunities. It has a goal to increase the number of school/business internships by 20% (Jul. 2020)</p> <p>Action steps will include:</p> <ul style="list-style-type: none"> • Pursue business partners to develop opportunities for students in paid and unpaid work experiences • Increase internships and work-based experiences via unregistered and registered work-based learning programs. <ul style="list-style-type: none"> ○ Registered programs are General Education Work Experience Program (GEWEP), Co-ops/CTE experience, and Career Exploration Internship Program (CEIP) ○ Unregistered programs are job shadowing, community service, service learning, etc. • Provide training to secondary school designees to track accurately track hours (Sept.2019) • Establish opportunities and criteria for work-based learning (WBL) hours transferable to students' transcripts (Jul. 2020) 		<p>Career and Technical Education</p> <p>Director of Youth Engagement and Cultural Relations</p> <p>Director of Strategic Partnerships</p>		

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<ul style="list-style-type: none"> Continue to offer Summer Internships for high school students (Jul. 2019) 				

Action Plan: School Climate



AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
School Climate	<p>1. Improve relationships among all stakeholders by establishing the Community Engagement Team to review pertinent data (e.g., school climate survey data, chronic absenteeism rates, incidents related to VADIR and DASA reporting) and develop an action plan to address any areas that need improvement. As stated in the 100-Day Plan: School Climate Report, <i>“The CTF’s [Community Task Force on School Climate] overarching recommendation was simple, yet nuanced—positive relationships must be restored and built between all members of the school</i></p>	<p>RCSD will establish a District Community Engagement Team (DCET) based on guidance from NYSED on school level CET teams.</p> <p>The process will:</p> <ul style="list-style-type: none"> ○ Identify members (Mar. 2019) ○ Co-construct mission and vision (May 2019) ○ Clearly define roles and procedures for monitoring School and District Climate indicators (Jun. 2019) <p>In addition, DCET will provide recommendations regarding school climate quarterly to inform the DCIP (October, January, Apr., Jul., beginning in the 2019-20 school year)</p>	Chief of Student Support Services and SEL		Mar. 2019	Jul. 2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	<i>community, within Central Office, and between Central Office and school buildings.”</i>					
School Climate	2. Ensure that the resources, supports, structures, and practices that promote a restorative philosophy and positive school climate are in place in every school	<ul style="list-style-type: none"> • Train administrators in Restorative discipline and practices at the Jul. 2019 Leadership Summit by the Office of Student Support Services (Jul. 2019) • Develop a restorative practice leadership team to become a resource and support for their school building (Sept.2019) • Provide support throughout the school year during monthly PLCs facilitated by the Office of Student Support Services (Yearly, October-Jun.) • Assess accountability for implementing restorative practices proactively and responsively through Principal and school team attendance at monthly PLCs and quarterly reporting of data that supports implementation (Ex. Mediation logs, Help Zone data, School 	Chief of Student Support Services and SEL	Collaborators: Office of Finance School Climate Advisory Committee Report	Jul. 2019	Aug. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<p>Climate/Restorative Practice Walkthroughs (see attached RCS D Walkthrough, Appreciative Inquiry (see attached Appreciative Inquiry) (Sept.2019)</p> <ul style="list-style-type: none"> • Submit school calendar of events to School Chief (Sept.2019, annually) • Ensure master schedules include structured times for community building in classrooms through Restorative Practices framework provided by Office of Student Support Services (Aug. 2019, annually) • Identify a member of the Restorative Professional Learning Community team for each school as Restorative Practice Champion (Aug. 2019) 				
School Climate	3. Develop a plan to implement the recommendations from the Advisory Special Committee on School Climate	<p>Advisory Special Committee identified 4 areas for implementation:</p> <p>Help Zones</p> <ul style="list-style-type: none"> • Coordinate all Help Zone contracts and procedures through the Office of Student Support Services & SEL 	Chief of Student Support Services and SEL	<p>Collaborators:</p> <p>Office of Finance</p> <p>School Chiefs</p> <p>School Climate Advisory</p>	May 2019	Sept.2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<p>to ensure coherence and fiscal accountability (Jul. 2019)</p> <p>Student Voice and Agency</p> <ul style="list-style-type: none"> • Student leaders will be identified from each school, through referrals from peers, parents, community members, and school personnel (Ongoing) • Coach and train student leaders through Office of Student Support Services and the Department of Youth Engagement during District early release days (Early release days 2019-20) • Create an annual Youth Summit focusing on topics and issues as identified by students (May 2019) <p>Implicit Bias Education</p> <ul style="list-style-type: none"> • Offer professional Learning four times per year through True North Logic (Aug., Nov., February, May) 		Committee Report		

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<ul style="list-style-type: none"> • Focus on specific strategies to build capacity toward reducing implicit bias through monthly PLCs with representatives from the school level (Sept.2019) <p>SEL & Trauma Responsive Practice</p> <ul style="list-style-type: none"> • Explore opportunities for SEL Coordinators aligned to each network to: <ul style="list-style-type: none"> ○ Support the TIG response team and respond to traumatic events in the community ○ Provide trauma education district wide ○ Assist with curriculum development for the new Mental Health in Schools Law for K – 3 (Jul. 2019) • Coordinate Office of Student Support Services and SEL to work with content area Directors to embed SEL competencies into current curricula (Jun. 2020) 				
School Climate	4. Continue with anti-bias training but ensure that it leads to specific	RCSD will continue to:	Chief of Student Support	Collaborators: Office of Finance	Mar. 2019	On-going (Jun. 2020)



AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	changes in behavior and teaching and leadership practices	<ul style="list-style-type: none"> • Educate and engage school leaders in the practice of identifying, addressing, and reflecting on implicit bias observed in classrooms, curriculum, and school environment (Mar. 2019) • Focus activities led by the Office of Student Support Services at operational principal meetings (Readings, videos, etc.) for leaders to practice identification of implicit bias and how they would respond to facilitate a change in behavior (Beginning Mar. 2019) • Collaborate with the NYU Metro Center for Research on Equity and the Transformation of Schools Technical Assistance Center on disproportionality indicators of behavioral changes in teaching. Indicators may include: <ul style="list-style-type: none"> ○ Enrollment in Advanced Placement and International Baccalaureate classes ○ Referrals to committee for special education ○ Suspensions 	Services and SEL	School Chiefs NYU Metro Center for Research on Equity and the Transformation of Schools Technical Assistance Center on Disproportionality		

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		(Sept.2019)				

Action Plan: Operations



AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
Operations	1. Analyze the recommendations from the Pupil Transportation Safety Institute's report and decide which merit implementation.	<p>RCSD will analyze Phase 3 of the final transportation report for implementation of the following recommendations:</p> <p>Bus Lift</p> <ul style="list-style-type: none"> • Engineering and design plan (Mar. 2019) • NYSED design plan submission (Mar. 2019) • Order and installation of lift pending NYSED approval (TBD) <p>Implementation of new routing software</p> <ul style="list-style-type: none"> • RFP for new routing software (Apr. 2019) • Training for the new software (Apr./May 2020) • Implementation of new routing software (Jul. 2020) <p>RTS Contract Renegotiation (Contract expires 2020)</p> <ul style="list-style-type: none"> • Deputy Superintendent, Chief of Operations, CFO, and Legal Dept. will represent the RCSD in negotiations (anticipated Jul. 2019) 	Chief of Operations	<p>Collaborators: Deputy Superintendent of Administration, Chief Financial Officer</p> <p>Director of Transportation</p>	Feb. 2019	Nov. 2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		<ul style="list-style-type: none"> Negotiators will create a timeline of benchmarks to update the BOE (Aug. 2019) Anticipated BOE resolution for new contract (Jun. 2020) 				
Operations	2. Conduct an in-depth assessment to develop strategies to solve the student transportation problems that emerged at the beginning of the school year.	<p>The Chief of Operations and Chief of Transportation has conducted extensive analysis and assessment in Sept.2018. The analysis revealed National Express Transportation was operating at an unacceptable capacity. A review of its systems, structure, and staff identified significant inefficiencies and led to the following actions: (October-Dec.2018)</p> <ul style="list-style-type: none"> National Express Transportation has submitted a corrective action steps to update systems and equipment RCSD monitors the submitted corrective action steps (Monthly) RCSD will convene a working group will be created to align internal processes of Specialized Services, Transportation, Office of Student Equity and Placement, and IM&T 	Chief of Operations		Oct.2018	Dec.2019

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
		(Will meet monthly Mar. 2019-Jul. 2019, and weekly as the school year approaches) <ul style="list-style-type: none"> All senior leadership of the local National Express office were terminated for cause (Nov. 2018) 				
Operations	3. Put effective systems in place to prevent crises from occurring.	<p>RCSD will continue meetings with members of BOCES 1 & BOCES 2 to discuss concerns and plan for both ESY and 2019-20 school year. Actions include:</p> <ul style="list-style-type: none"> Provide a flyer with final reports cards about the importance of address change reporting during summer months (May 2019) Advertise, on District website and social media, the importance of address change reporting during summer months (Jun. 2019) Train district clericals during summer months on correct data entry and its importance (Aug. 2019) Post summer hours for all schools and programs on school and District websites (Jun. 2019) Conduct summer robo-calls from Communications reminding families of 	Chief of Operations		Mar. 2019	Sept.2019

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		<p>school opening and the need to report address and contact changes (Jul. and Aug. 2019)</p> <ul style="list-style-type: none"> • Review and confirm all special education placements by Office of Specialized Services • (Jul. 2019) • Conduct assessment of current student safety, school operations, and Crisis Go (Apr. 2019) • Analyze all data related to school climate and crises for trends such as <ul style="list-style-type: none"> ○ Crisis Go ○ Suspension ○ Attendance ○ Building level surveys • Communicate common procedures to Administrators that will support crisis prevention and response based on recommendations from key stakeholders (Jul. 2019) • Communicate common procedures to the school community at the first Superintendent’s Conference Day that will support crisis prevention and 				

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		<p>response based on recommendations from key stakeholders (Sept.2019)</p> <ul style="list-style-type: none"> Develop a school safety and climate rubric to set expectations and provide progress monitoring for each school (Progress monitoring for each school will take place quarterly in Aug., October, January, and Apr.) 				
Operations	<p>4. Ensure that standard operating procedures are clearly understood and followed. All departments and schools should document their standard operating procedures in writing and make them easily available. It is particularly important the schools have and follow procedures relating to daily</p>	<p>Each school and office/department is required to submit updated operating procedures to the Deputy Superintendent of Administration. (Yearly prior to Jul. 1, beginning Jul. 2020)</p> <p>Action items include:</p> <ul style="list-style-type: none"> Create clear guidelines for items and procedures (Apr. 2019) Create a template for offices and departments to use as guidance for written procedures (Apr. 2019) Create a tiered Implementation <ul style="list-style-type: none"> Phase 1- Critical School Based Support Systems- NYSED mandates i.e.: attendance, receivership 	Deputy Superintendent of Administration and Strategic Partnerships		Mar. 2019	Jun. 2020

AREA	RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	START DATE	END DATE
	arrival at, attendance in, and dismissal of students from school.	<p>(Jul. 2019)</p> <ul style="list-style-type: none"> ○ Phase 2- Critical Central Office Support System i.e.: payroll, procurement <p>(Oct.2019)</p> <ul style="list-style-type: none"> • Collect and inventory all documents (Jul. and Oct.2019) • Create a repository for all office and department procedures (Apr. 2019) • Post all documents and communicate district wide <p>(Nov. 2019)</p>				