

# ESSA-Funded Programs – Quarter 1 & 2 Report

QUARTER 1 & 2: SEPTEMBER 2024 –  
DECEMBER 2024  
OFFICE OF GRANTS & PROGRAM  
ACCOUNTABILITY

<b>Title I, Part A – Improving Basic Programs Operated by LEAs</b>	<b>3</b>
Purpose and Overview	3
Title I, Part A Goals	3
Title I, Part A Overall Fiscal Progress	4
Title I, Part A Programmatic Progress	4
<b>Title II, Part A – Supporting Effective Instruction</b>	<b>5</b>
Purpose and Overview	5
Title II, Part A Goals	6
Title II Overall Fiscal Progress	7
Title II Programmatic Progress	7
<b>Title III – Language Instruction for English Language Learners and Immigrant Students</b>	<b>8</b>
Purpose and Overview	8
Title III, Part A - ELL Goals	8
Title III Overall Fiscal Progress	9
Title III Programmatic Progress	10
<b>Title IV, Part A – Student Support and Academic Enrichment</b>	<b>10</b>
Purpose and Overview	10
Title IV, Part A Goals	11
Title IV Overall Fiscal Progress	11
Title IV Programmatic Progress	11
<b>Title I, School Improvement Grant 1003 Basic</b>	<b>12</b>
Purpose and Overview	12
1003 Basic Overall Fiscal Progress	12
1003 Basic Programmatic Progress	12
<b>Title I, School Improvement Grant 1003 Targeted</b>	<b>13</b>
Purpose and Overview	13
1003 Targeted Fiscal Progress	13
1003 Targeted Programmatic Progress	

# Title I, Part A – Improving Basic Programs Operated by LEAs

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## Purpose and Overview

Title I, Part A, under the Every Student Succeeds Act (ESSA), provides essential funding to school districts with a high percentage of students from low-income families. This grant's primary goal is to ensure that all students have equitable access to high-quality education, with particular emphasis on closing the academic achievement gaps that can arise due to economic disadvantages. By focusing on resources for underperforming schools, Title I, Part A supports interventions to improve student performance in core academic areas, enhance social-emotional development, and create a foundation for long-term educational success. This funding directly supports RCSD's Strategic Plan objectives in *Equity*, *Student Achievement*, and *Whole Child Development* by providing tools, resources, and support staff tailored to meet these goals in a high-need context.

For the 2024-2025 school year, RCSD's preliminary allocation is \$30,415,880, with additional carryover funds bringing the total to \$31,460,000. RCSD will target:

1. Literacy and math interventions for at-risk students.
2. Digital resources to support ELA and math.
3. Expanded SEL supports for students
4. Full-day kindergarten

## Title I, Part A Goals

### Strategic Plan Priority 1: Instructional Excellence: Preparing Students for Life

**Goal 1A:** Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment to 25% in June 2025.

**Goal 1B:** Increase the percentage of students proficient on the 3<sup>rd</sup> grade NYS ELA assessment to 29% in June 2025.

- At least 37% of students in grades K-8 are scoring at *Early on Grade Level* and *Mid or Above Grade level* for Reading by the Spring i-Ready 2025 assessment.

- At most 25% of students are performing *2 or More Grade Levels Below* for Reading by the Spring 2025 i-Ready assessment.

**Goal 1C:** Increase the percentage of students in grades 3-8 who are proficient on the NYS Math assessment to 23.6% by June 2025.

- At least 27% of students in grades K-8 are scoring at *Early on Grade Level* and *Mid or Above Grade level* for Math by the Spring 2025 i-Ready assessment.
- At most 25% of students are performing *2 or More Grade Levels Below* for Math by the Spring 2025 i-Ready assessment.

**Goal 1D:** Increase the number of students earning 5 or more credits in 9<sup>th</sup> grade to 78% by June 2025.

- At least 25% of students in grades 7-8 will perform *1 Grade Level Below* for both Math and Reading.
- At least 75% of eligible 7<sup>th</sup> and 8<sup>th</sup> grade students will complete i-Ready Reading and Math placement during the Fall and Spring assessments.

**Strategic Plan Priority 2: Provide Healthy, Joyful, and Inclusive School Culture and Climate**

**Goal 2A:** At least 73% of all RCSD schools will implement restorative practices with fidelity.

**Goal 2B:** Reduce the percentage of overall out-of-school suspension to 10.3% or less by June 2025.

**Goal 2C:** Reduce the chronic absenteeism rate to 68.2% or less by June 2025.

**Evaluation and Monitoring:**

Progress will be tracked via i-Ready assessments, attendance data, and climate surveys to assess alignment with RCSD's Strategic Plan goals.

**Title I, Part A Overall Fiscal Progress**

Category	Amount
Budget	\$31,460,000
Pre-encumbrance	\$250,266

Category	Amount
Encumbrance	\$3,158,070
Expense	\$9,950,218
<b>Balance</b>	<b>\$18,101,446</b>

## Title I, Part A Programmatic Progress

Strategic Priority Goal	Expense	Q1/2 Progress																																
<p>Goal 1A: Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment from 16% to 40% by June 2028.</p> <p>Goal 1B: All students reading by third grade – increase the percentage of students proficient on 3rd grade NYS ELA from 15% to 50% by June 2028.</p> <p>Goal 1C: Increase the percentage of students in grades 3-8 who are proficient on the NYS math assessment from 14% to 40% by 2028.</p> <p>Goal 1D: Increase the number of students earning five or more credits in 9th grade from 70% to 90% by June 2028.</p>	Reading Teachers	<p>RCSD employs a comprehensive reading program to support literacy at all grade levels focusing on foundational skills at the K-2 grade levels. This is furthered by the adoption of myView, LETRS, and CKLA to provide explicit reading instruction.</p> <p>The following table shows a breakdown of services provided (dosing) by school. Through Q2, reading teachers have provided a total of 6,631 sessions to 414 students across these 6 schools.</p> <table border="1"> <thead> <tr> <th>School</th> <th># Students Who Received Services (9/4/24 - 12/31/24)</th> <th># of Sessions Attended (9/4/24 - 12/31/24)</th> <th>Average number of sessions attended per student</th> </tr> </thead> <tbody> <tr> <td>School No. 15</td> <td>64</td> <td>1182</td> <td>18.47</td> </tr> <tr> <td>School No. 16</td> <td>68</td> <td>708</td> <td>10.41</td> </tr> <tr> <td>School No. 17</td> <td>31</td> <td>667</td> <td>21.52</td> </tr> <tr> <td>School No. 33</td> <td>133</td> <td>2162</td> <td>16.26</td> </tr> <tr> <td>School No. 34</td> <td>63</td> <td>1207</td> <td>19.16</td> </tr> <tr> <td>School No. 45</td> <td>55</td> <td>705</td> <td>12.82</td> </tr> <tr> <td><b>Total</b></td> <td><b>414</b></td> <td><b>6631</b></td> <td><b>16.02</b></td> </tr> </tbody> </table>	School	# Students Who Received Services (9/4/24 - 12/31/24)	# of Sessions Attended (9/4/24 - 12/31/24)	Average number of sessions attended per student	School No. 15	64	1182	18.47	School No. 16	68	708	10.41	School No. 17	31	667	21.52	School No. 33	133	2162	16.26	School No. 34	63	1207	19.16	School No. 45	55	705	12.82	<b>Total</b>	<b>414</b>	<b>6631</b>	<b>16.02</b>
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Intervention  
Prevention  
Teachers

Instructional  
Coaches

Virtual  
Academy  
TOAs

K-6 and 7/8 coaches participate in monthly centralized training. Training for 7/8 coaches are led by EL Education. 10 teachers have participated in coaching cycles at the K-6 level. 9-12 coaches participate in monthly centralized training and coaches host demonstration classrooms.

The Virtual Academy Teachers on Assignment (TOA) supports students in the Virtual Academy of Rochester (VAR) by facilitating online credit recovery (OCR) and initial credit courses, including AP and dual credit offerings. These teachers provide academic support, progress monitoring, and meaningful contact to ensure student success in a self-paced, blended learning environment. Reporting to the Director of Learning Management Systems, they work across multiple schools to bridge virtual learning with student achievement. This quarter, their impact will be measured through course enrollment, credits recovered, and course completion rates.

The following tables show a breakdown of Virtual Academy Teachers and the content areas they support.

Full Time Virtual Academy Teachers On Assignment	
Position	FTE
Registrar/Coordinator	1
eLearning Support	2
Mathematics	3
ELA	2
Social Studies	2
Science	2
Health/PE	2
Spanish	1
Visual Arts	1
<b>Total Positions</b>	<b>16</b>

Extra Block Virtual Academy Teachers on Assignment	
Position	FTE
Mandarin	0.2
American Sign Language	0.2
Counselor	0.2
<b>Total Positions</b>	<b>0.6</b>

As of the close of Quarter 2 (12/31/24) the RCSD Virtual Academy has facilitated the completion of 365 courses through 4 different course types (outlined below).

Virtual Academy Completed Courses as of end of Q2	
Course Type	# of courses completed
Online Credit Recovery (OCR)	234
Virtual Initial Credit (VIC)	120
AP & Dual Placement (College Credit) (APD)	6
Blended Credit Attainment (in collaboration with jail placement) (BCA)	5
<b>Total Courses Completed through Q2</b>	<b>365</b>

Enrollment is rolling so that the programs can be responsive to student need. As such, the following table is a point in time enrollment that covers what students have been enrolled in throughout Q1 and Q2 as well as courses students may be currently enrolled in or planning to take in the remainder of SY 2024/25. For instance, programs like Marking Period Recovery sees a significant uptick in enrollment in the later parts of the school year due to student need as courses progress. As of 12/31/24, 1,400 student have enrolled

in Virtual Academy Courses completing a total of 3,074 courses.

Virtual Academy Course Enrollment for SY 2024/25 as of Q2		
Course Type	# of students enrolled	# of courses
Online Credit Recovery (OCR)	895	2165
Virtual Initial Credit (VIC)	462	730
AP & Dual Placement (College Credit) (APD)	108	131
Blended Credit Attainment (in collaboration with jail placement) (BCA)	19	33
Marking Period Recovery (MPD)***	15	15
<b>Total Courses Completed through Q2</b>	<b>1499</b>	<b>3074</b>

\*\*\*MPD enrollment increases throughout the second half of the year as students require more recovery in classes in which they are enrolled for the current school year. Historically, student enrollment is lower in Q1 and Q2 due to the fact that recovery is not yet needed.

Goal 2B: By 2028, the District will reduce the percentage of overall out-of-school suspensions to less than 8.5%.

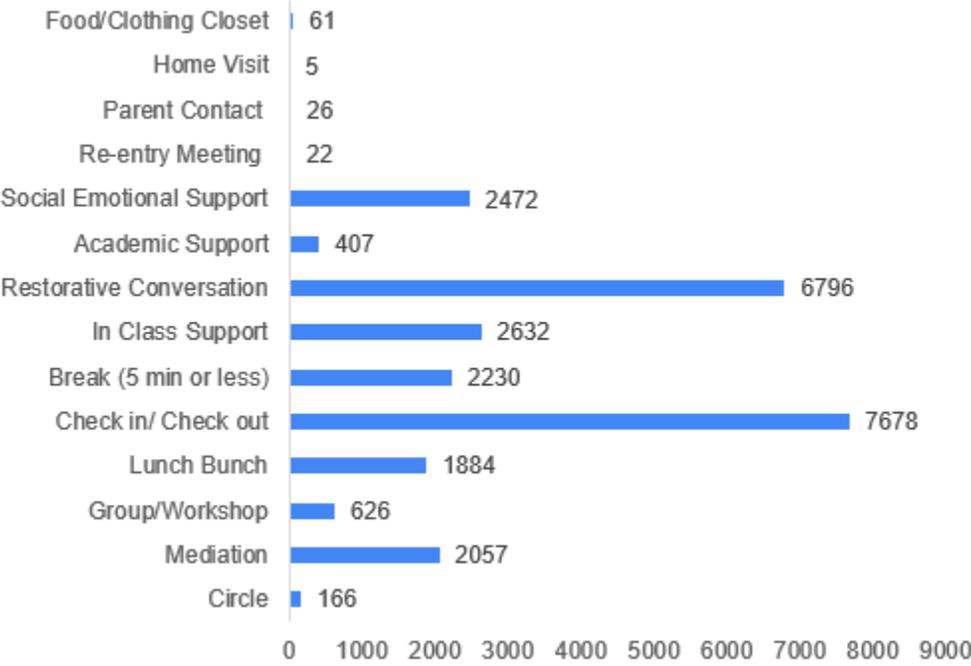
Behavior Intervention Programming  
  
Counselors at Elementary Schools

Help Zones, operated in partnership with the Center for Youth, provide on-site support and intervention for students facing behavioral, social-emotional, or academic challenges. Staffed by trained professionals, Help Zones offer a safe space where students can de-escalate, receive counseling, and develop strategies to successfully re-engage in learning. By addressing immediate concerns and reducing classroom disruptions, Help Zones play a vital role in improving student well-being, attendance, and academic engagement. This quarter, their impact will be assessed through student utilization data, intervention outcomes, and re-engagement rates.

The table below shows the interventions available at all Center for Youth Help Zones against the number of times that a Help Zone was utilized from 9/4/24 - 12/31/24.

<b>Intervention</b>	<b># of times utilized</b>
Circle	166
Mediation	2,057
Group/Workshop	626
Lunch Bunch	1,884
Check in/ Check out	7,678
Break (5 min or less)	2,230
In Class Support	2,632
Restorative Conversation	6,796
Academic Support	407
Social Emotional Support	2,472
Re-entry Meeting	22
Parent Contact	26
Home Visit	5
Food/Clothing Closet	61
<b>Total</b>	<b>27,062</b>

The following figure represents the data displayed above which demonstrates graphically which interventions had the highest incidence of utilization through Q2.

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<p>Goal 2A: By 2028, 100% of RCSD schools will implement restorative practices with fidelity.</p>	<p>ROC Restorative TOAs</p>	<p>Monthly professional development sessions have been offered to train staff in restorative practices. 200 students from 18 schools have been trained in student-led restorative practices. 81 requests have been fulfilled to provide community building opportunities at schools.</p> <p>Suspension and Student Discipline Data – Baseline for Goal 2A</p> <p>As part of our efforts to achieve Goal 2A—ensuring 100% of RCSD schools implement restorative practices with fidelity by 2028—we are establishing a baseline for suspension and student discipline data. Through Quarter 2, RCSD has recorded 3,389 total suspensions, including 1,948 unique suspensions, 1,158 in-school suspensions (ISS) affecting 825 students, and 2,117 out-of-school suspensions (OSS). The district-wide suspension rate stands at</p>																														

		<p>7.16%, with ISS at 3.1% and OSS at 4.83%.</p> <p>To assess the effectiveness of restorative practices and Help Zones in reducing exclusionary discipline, we will continue to analyze suspension trends through Quarters 3 and 4. This analysis will help measure the impact of these interventions on student behavior, engagement, and overall school climate.</p>
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# Title II, Part A – Supporting Effective Instruction

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## Purpose and Overview

Title II, Part A is designed to improve the quality of instruction by investing in educators' professional growth and supporting recruitment and retention efforts. This grant recognizes that highly skilled teachers and leaders are essential to students' academic success. Title II funds are used for professional development in high-need areas, such as STEM, bilingual education, and culturally responsive teaching. The program also aids in recruiting and retaining diverse, qualified teachers to meet the specific needs of the district. Title II, Part A aligns with RCSD's Strategic Plan objectives by advancing *High-Quality Teaching* and *Diversity and Inclusion*, which are fundamental for building an effective and representative teaching workforce committed to student achievement and equitable education.

For the 2024-2025 school year, RCSD's preliminary allocation is \$2,475,145, with additional carryover funds bringing the total to \$2,633,840. RCSD will target:

1. High-quality instruction across all core areas.
2. Support for trauma-affected students.
3. Targeted coaching and professional development for teachers.

## Title II, Part A Goals

### Strategic Plan Priority 1: Instructional Excellence: Preparing Students for Life

**Goal 1A:** Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment to 25% in June 2025.

**Goal 1B:** Increase the percentage of students proficient on the 3<sup>rd</sup> grade NYS ELA assessment to 29% in June 2025.

- At least 37% of students in grades K-8 are scoring at *Early on Grade Level* and *Mid or Above Grade level* for Reading by the Spring i-Ready 2025 assessment.
- At most 25% of students are performing *2 or More Grade Levels Below* for Reading by the Spring 2025 i-Ready assessment.

**Goal 1C:** Increase the percentage of students in grades 3-8 who are proficient on the NYS Math assessment to 23.6% by June 2025.

- At least 27% of students in grades K-8 are scoring at *Early on Grade Level* and *Mid or Above Grade level* for Math by the Spring 2025 i-Ready assessment.
- At most 25% of students are performing *2 or More Grade Levels Below* for Math by the Spring 2025 i-Ready assessment.

**Goal 1D:** Increase the number of students earning 5 or more credits in 9<sup>th</sup> grade to 78% by June 2025.

- At least 25% of students in grades 7-8 will perform *1 Grade Level Below* for both Math and Reading.
- At least 75% of eligible 7<sup>th</sup> and 8<sup>th</sup> grade students will complete i-Ready Reading and Math placement during the Fall and Spring assessments.

In addition to the student academic achievement goals RCSD has identified the following Title II-specific goals related to the RCSD Strategic Plan 2024-2029, specific to professional learning and instructional coaching activities:

- Increase employee engagement in professional development activities by at least 2.5%, with the average participant feedback rating of 3 out of 4 or higher on professional development activities.

The following goals will assess progress toward teacher recruitment and retention activities:

- Increase the percentage of RCSD teachers identifying as BIPOC to at least 25.5% by June 2025.
- Increase employee retention rate to at least 90.1% by June 2025 through the successful implementation of retention initiatives and employee well-being programs.

**Evaluation and Monitoring:**

Feedback from teachers, retention rates, and student performance data will guide adjustments to the program.

## Title II Overall Fiscal Progress

Category	Amount
Budget	\$2,856,000
Pre-encumbrance	\$385
Encumbrance	\$192,169
Expense	\$690,050
<b>Balance</b>	<b>\$1,973,396</b>

## Title II Programmatic Progress

Strategic Priority Goal	Expense	Q1/Q2 Progress
<p>Goal 1B: All students reading by third grade – increase the percentage of students proficient on 3rd grade NYS ELA from 15% to 50% by June 2028.</p> <p>Goal 1C: Increase the percentage of students in grades 3-8 who are proficient on the NYS math assessment from 14% to 40% by 2028.</p> <p>Goal 1D: Increase the number of students earning five or more credits in 9th grade from 70% to 90% by June 2028.</p>	<p>Professional Development related to reading instruction</p> <p>Professional Development related to the provision of intervention services</p>	<p>11 professional learning sessions focused on the science of reading have been provided for 103 participants.</p> <p>See Professional Development offerings breakdown below.</p>



Course Name	# of Sessions	Total Participants
ELA_ eLearning: Expeditionary Learning Launch for Grade 6	2	19
ELA_ Lexia Power Up Data Coaching	2	9
ELA_AMIRA: Getting Started, Introduction to Amira	4	21
ELA_ Grade 6 Unpacking Module 2: Exploration and Design Thinking	1	1
ELA_ eLearning: UFLI for Tier 3 Intervention	2	49
Superintendent's Conference Day (Nov. 5) High School ELA Session	1	111
Superintendent's Conference Day (Nov. 5) 6th Grade EL Curriculum Session	1	46
Superintendent's Conference Day (Nov. 5) EL Crew Session	1	78
ELA_Science of Reading Unit 1 Volume 1	2	16
ELA_Science of Reading Unit 1 Volume 2	1	8
ELA_Science of Reading Unit 1 Volume 3	2	6
ELA_Science of Reading Unit 1 Volume 4	1	3
ELA_Science of Reading Unit 2 Volume 5	0	0
ELA_Science of Reading Unit 2 Volume 6	2	27
ELA_Science of Reading Unit 2 Volume 7	2	43
ELA_Science of Reading Unit 2 Volume 8	1	2
Online coursework for U1 Volume 1	1	3
Online coursework for U1 Volume 2	1	2
Online coursework for U1 Volume 3	1	4
Online coursework for U1 Volume 4	1	2
Online coursework for U2 Volume 5	1	2
Online coursework for U2 Volume 6	1	1
Online coursework for U2 Volume 7	1	0
Online coursework for U2 Volume 8	1	1
<b>Total</b>	<b>33</b>	<b>454</b>

		7 professional learning sessions on Math instruction have been provided to 533 participants.
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## Title III – Language Instruction for English Language Learners and Immigrant Students

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### Purpose and Overview

Title III, Part A provides funds to support English Language Learners (ELL) in developing language proficiency and achieving academic success. These resources help create an inclusive, bilingual educational environment that values students' linguistic and cultural backgrounds. Aligned with RCSD's Strategic Plan, Title III addresses *Equity*, *Student Achievement*, and *Community Engagement*, helping ELL students and their families thrive within the school community.

For the 2024-2025 school year, RCSD's preliminary allocation is \$533,353, with additional carryover funds bringing the total to \$584,645. RCSD will target:

1. ELL academic coaching and bilingual education.
2. Family engagement through bilingual resources.
3. Translation services for effective communication.

### Title III, Part A - ELL Goals

#### Strategic Plan Priority 1: Instructional Excellence: Preparing Students for Life

**Goal 1A:** Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment to 25% in June 2025.

**Goal 1B:** Increase the percentage of students proficient on the 3<sup>rd</sup> grade NYS ELA assessment to 29% in June 2025.

- At least 37% of students in grades K-8 are scoring at *Early on Grade Level* and *Mid or Above Grade level* for Reading by the Spring i-Ready 2025 assessment.
- At most 25% of students are performing *2 or More Grade Levels Below* for Reading by the Spring 2025 i-Ready assessment.

**Goal 1C:** Increase the percentage of students in grades 3-8 who are proficient on the NYS Math assessment to 23.6% by June 2025.

- At least 27% of students in grades K-8 are scoring at *Early on Grade Level* and *Mid or Above Grade level* for Math by the Spring 2025 i-Ready assessment.
- At most 25% of students are performing *2 or More Grade Levels Below* for Math by the Spring 2025 i-Ready assessment.

**Goal 1D:** Increase the number of students earning 5 or more credits in 9<sup>th</sup> grade to 78% by June 2025.

- At least 25% of students in grades 7-8 will perform *1 Grade Level Below* for both Math and Reading.
- At least 75% of eligible 7<sup>th</sup> and 8<sup>th</sup> grade students will complete i-Ready Reading and Math placement during the Fall and Spring assessments.

In addition to the student academic achievement goals included in Title I, Part A, RCSD has identified the following Title III ELL-specific goals, aligned to the RCSD Strategic Plan 2024-2029. Title III ELL initiatives, including the ELL/ENL Coaches, staff professional development, and adult learning opportunities for parents, will help the District meet the following Title III-specific objectives:

- The ratio of ELL student dropouts in Grades 7-12 will decrease to less than 7%.
- Increase access to individualized learning supports and accommodations to support ELL students access to the curriculum.

**Evaluation and Monitoring:** Language proficiency assessments and family engagement metrics will guide program improvements

### Title III Overall Fiscal Progress

Category	Amount
Budget	\$600,000
Pre-encumbrance	\$0

Category	Amount
Encumbrance	\$4,015
Expense	\$95,088
<b>Balance</b>	<b>\$500,896</b>

### Title III Programmatic Progress

Strategic Priority Goal	Expense	Q1/Q2 Progress
<p>Goal 1A: Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment from 16% to 40% by June 2028.</p> <p>Goal 1B: All students reading by third grade – increase the percentage of students proficient on 3rd grade NYS ELA from 15% to 50% by June 2028.</p> <p>Goal 1C: Increase the percentage of students in grades 3-8 who are proficient on the NYS math assessment from 14% to 40% by 2028.</p> <p>Goal 1D: Increase the number of students earning five or more credits in 9th grade from 70% to 90% by June 2028.</p>	<p>Summer programming - Summer Language Academy</p> <p>Professional Development related to English Language Learners</p> <p>ELL Coaches</p> <p>iStation to support ELL programming</p>	<p>NA - Activity to occur in quarters 3 and 4</p> <p>NA - Activity to occur in quarters 3 and 4</p> <p>iStation - dosing and performance data - need to see first - Brennen and Eichner</p>

# Title IV, Part A – Student Support and Academic Enrichment

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## Purpose and Overview

Title IV, Part A provides broad-based funding to support well-rounded education, safe and inclusive learning environments, and technology integration in classrooms. This grant promotes academic enrichment beyond core subjects, addresses social-emotional needs, and enhances digital literacy. Title IV, Part A aligns with RCSD’s Strategic Plan by promoting *Whole Child Development*, *Student Achievement*, and *Community Engagement*, fostering a learning environment that values each student’s well-being and preparedness for the future.

For the 2024-2025 school year, RCSD’s preliminary allocation is \$2,365,439, with additional carryover funds bringing the total to \$2,500,000. RCSD will target:

1. Arts, civics, and STEM enrichment programs.
2. SEL initiatives like restorative practices.
3. Digital literacy resources and dual-credit courses.

## Title IV, Part A Goals

### **Strategic Plan Priority 2: Provide Healthy, Joyful, and Inclusive School Culture and Climate**

**Goal 2B:** Reduce the percentage of overall out-of-school suspension to 10.3% or less by June 2025.

**Goal 2 C:** Reduce the chronic absenteeism rate to 68.2% or less by June 2025.

In addition to the student academic achievement goals included in Title I, Part A, RCSD has identified the following Title IV-specific goals and objectives related to the RCSD Strategic Plan 2024-2029 for Effective Use of Technology:

- Instructional Teacher on Assignment (TOA) will support students participating in Dual-Enrollment courses.

- Instructional Technology TOAs will support the effective implementation of the District’s Instructional Technology Plan for in and out of school time.

**Evaluation and Monitoring:**

RCSD will use participation rates, behavioral data, and technology assessments to evaluate program effectiveness.

**Title IV Overall Fiscal Progress**

Category	Amount
Budget	\$2,500,000
Pre-encumbrance	\$355
Encumbrance	\$411,297
Expense	\$821,945
<b>Balance</b>	<b>\$1,266,403</b>

**Title IV Programmatic Progress**

Strategic Priority Goal	Expense	Q1/Q2 Progress
Goal 2B: By 2028, the District will reduce the percentage of overall out-of school suspensions to less than 8.5%.	Center for Youth HelpZone contract	Brennen w Paul Clark and Jess
Goal 2C: Reduce the chronic absenteeism rate to 68.2% or less by June 2025	ROC Restorative TOAs	Same as above

# Title I, School Improvement Grant 1003 Basic

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## Purpose and Overview

Schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI) are required under Section 1003 of the Elementary and Secondary Education Act (ESEA) to receive funds directed towards initiatives to meet progress goals outlined in the District Comprehensive Improvement Plan (DCIP) and School Improvement Plans (SIPs). CSI schools receive \$250,000 in additional funding; ATSI schools receive \$150,000; TSI schools receive \$75,000; and Target Districts receive \$50,000 in additional funding.

The RCSD currently has 2 schools identified as TSI, 4 schools identified as ATSI, 18 schools identified as CSI, and 6 schools in Receivership (CSI-R) making the total amount allocated under Title I, School Improvement 1003 Basic \$6,800,000.

## 1003 Basic Overall Fiscal Progress

Category	Amount
Budget	\$6,800,000
Pre-encumbrance	\$0
Encumbrance	\$1,248,387
Expense	\$1,436,919
<b>Balance</b>	<b>\$4,114,694</b>

## 1003 Basic Programmatic Progress

Strategic Priority Goal	Expense	Q1/Q2 Progress
<p>Goal 1A: Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment from 16% to 40% by June 2028.</p> <p>Goal 1B: All students reading by third grade – increase the percentage of students proficient on 3rd grade NYS ELA from 15% to 50% by June 2028.</p> <p>Goal 1C: Increase the percentage of students in grades 3-8 who are proficient on the NYS math assessment from 14% to 40% by 2028.</p> <p>Goal 1D: Increase the number of students earning five or more credits in 9th grade from 70% to 90% by June 2028.</p>	<p>Intervention Prevention Teachers</p> <p>Instructional Coaches</p> <p>Hourly pay to support additional programming</p>	<p>See above.</p> <p>See above.</p> <p>21 schools are providing students with additional programming opportunities.</p>
<p>Goal 2B: By 2028, the District will reduce the percentage of overall out-of school suspensions to less than 8.5%.</p>	<p>Center for Youth HelpZone Contract</p>	<p>See above.</p>

# Title I, School Improvement Grant 1003 Targeted

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## Purpose and Overview

Schools that have been identified as Comprehensive Support and Improvement Schools in Receivership (CSI-R) for multiple consecutive years are eligible to receive funds under Title I, School Improvement 1003 Targeted. Each school is allocated \$200,000 to support school improvement initiatives aligned with identified targets for the school year. RCSD receives a total of \$1,200,000 in Title I, School Improvement 1003 Targeted funds.

## 1003 Targeted Fiscal Progress

Category	Amount
Budget	\$1,200,000
Pre-encumbrance	\$67,286
Encumbrance	\$312,530
Expense	\$198,808
<b>Balance</b>	<b>\$621,376</b>

## 1003 Targeted Programmatic Progress

Strategic Priority Goal	Expense	Q1/Q2 Progress
Goal 1A: Increase the percentage of students in grades 3-8 who are	Intervention Prevention Teachers	See above.

<p>proficient on the NYS ELA assessment from 16% to 40% by June 2028.</p> <p>Goal 1B: All students reading by third grade – increase the percentage of students proficient on 3rd grade NYS ELA from 15% to 50% by June 2028.</p> <p>Goal 1C: Increase the percentage of students in grades 3-8 who are proficient on the NYS math assessment from 14% to 40% by 2028.</p> <p>Goal 1D: Increase the number of students earning five or more credits in 9th grade from 70% to 90% by June 2028.</p>	<p>Instructional Coaches</p> <p>Hourly pay to support additional programming</p>	<p>See above.</p> <p>See above.</p>
<p>Goal 2B: By 2028, the District will reduce the percentage of overall out-of school suspensions to less than 8.5%.</p>	<p>Center for Youth HelpZone Contract</p>	<p>See above.</p>