

ROCHESTER CITY SCHOOL DISTRICT PROPOSED  
ACADEMIC AND FINANCIAL PLAN 2023–  
2024

**Mr. Jaime Alicea**

State Monitor

Oct. 5, 2023

| <b>Table 5: Turnaround Leadership</b>  |   |  |        |           | 9/27/23 |
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| Recommendation   | Remain  | Modify   | Remove | Violation | Notes   |
| <p>Table 5: Recommendation #6<br/>All Board goals shall be SMART: specific, measurable, attainable, relevant and time-based.</p> <ol style="list-style-type: none"> <li>1. SMART goals shall be posted on the district website annually by January 1.</li> <li>2. The Board goals shall remain current on the district website at all times and updated yearly.</li> <li>3. The Board goals shall be available in the languages most frequently spoken in the district.</li> <li>4. The Board goals shall be posted prominently throughout the district, including the Boardroom at the central office.</li> </ol> |    | <p>Table 5: Recommendation #6<br/>All Board goals shall be SMART: specific, measurable, attainable, relevant and time-based. <i>The goals shall be aligned to the Strategic Plan.</i></p> <ol style="list-style-type: none"> <li>1. SMART goals shall be posted on the district website annually by <i>December 1st</i>.</li> <li>2. The Board goals shall remain current on the district website at all times and updated yearly by <i>December 1st</i>.</li> <li>3. The Board goals shall be available in the languages most frequently spoken in the District by <i>December 1st</i>.</li> <li>4. The Board goals shall be posted prominently throughout the district, including the Boardroom at the central office by <i>December 1st</i>.</li> <li>5. The Board should adhere to all Board Goals by regularly reviewing selected data to monitor progress for each goal's attainment at least twice a year.</li> </ol> |        |           |         |
| <p>Table 5: Recommendation #7<br/>A multi-year Executive Leadership Professional Learning Plan to shall be implemented and evaluated, annually, beginning with the 2021-2022 school year.</p>  |  | <p>Table 5: Recommendation #7<br/>An Executive Leadership Professional Learning Plan shall be implemented and evaluated, annually, beginning</p>   |        |           |         |

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| <p>1. A copy of the multi-year Executive Leadership Professional Learning Plan shall be developed and submitted to the State monitor by June 30 of each school year for inclusion in the District Budget for the subsequent school year.</p> <p>2. A copy of the multi-year Executive Leadership Professional Development Plan, including a funding source, shall be co-developed with leadership at the East EPO and submitted to the State monitor by January 15th of every year.</p> |   | <p>with the 2021–2022 school year.</p> <p>1. A copy of the Executive Leadership Professional Learning Plan shall be developed and submitted to the State monitor by June 30 of each school year for inclusion in the district budget for the subsequent school year.</p> <p>2. A copy of the multiyear Executive Leadership Professional Development Plan, including a funding source, shall be developed in consultation with leadership at the East Educational Partnership Organization (EPO) and submitted to the State monitor by July 31 of every year.</p> |  |  |         |
| <p>Table 5: Recommendation #11<br/>District administration shall implement a plan to afford earned and bounded autonomy to Receivership schools beginning in the 2022–2023 school year. Professional development for school leadership teams regarding levels of autonomy shall be made available.</p>  |    |   |  |  | Monitor |
| <p>Table 5: Recommendation #12<br/>Effective immediately, create a work calendar that affords school chiefs a minimum of three uninterrupted days, per week, providing direct services in assigned schools.</p>   |  |   |  |  |         |
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| <p>Table 5: Recommendation #13<br/> Superintendent evaluation shall be initiated no later than 30 days following the first day of the school year.<br/> 1. The Superintendent’s evaluation schedule and goals should be ready for review by October 10 or 30 days following the first day of school, whichever comes first.<br/> 2. The Superintendent’s evaluation should be explicitly aligned to the goals and metrics outlined in the RCSD Strategic Plan.</p>   |    |  |  |  |  |
| <p>Table 5: Recommendation #14<br/> Central Office cabinet members’ evaluations shall be initiated no later than 45 days following the first day of the school year.<br/> 1. Central Office cabinet members’ evaluation schedule and goals should be ready for review by October 31.<br/> 2. Central Office cabinet members’ evaluations shall be explicitly aligned to the goals and metrics outlined in the RCSD Strategic Plan.</p>   |    |  |  |  |  |
| <p>Table 5: Recommendation #15<br/> The Superintendent shall exercise powers allowed under Education Law 211-f and Commissioner’s Regulations 100.19., similar to successful actions taken by the leadership in Buffalo and leadership at the East EPO. Implementation of the laws and regulations should be examined with an intent to exercise the powers of the Superintendent by October on an annual basis.<br/> Options include, but are not limited to the following:<br/> • Expand the school day or school year</p> |  | <p>Table 5: Recommendation #15<br/> The Superintendent shall exercise powers allowed under Education Law 211-f and Commissioner’s Regulations 100.19. Implementation of the laws and regulations should be examined with an intent to exercise the powers of the Superintendent by August each year.</p> |  |  |  |

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| <ul style="list-style-type: none"> <li>• Review, expand, alter or replace the curriculum and program offerings at the school</li> <li>• Mandate faculty meetings 60 minutes twice per month</li> <li>• Mandate common planning.</li> </ul>          |   |  |  |  |         |
| <p>Table 5: Recommendation #17<br/> District administration shall submit to the Board for approval, new RCSD high school graduation requirements more aligned to college and career readiness for implementation starting with the 2024 cohort.</p> |  |  |  |  | Monitor |
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| <p>Table 5: Recommendation #18<br/>Board shall approve selected schools by January 1, 2023, and submit the FMP Master Plan in April 2023.</p> |    | <p>Table 5: Recommendation #18<br/>The Board shall approve selected schools for participation in the Facilities Modernization Plan (FMP) by January 1, 2023.<br/>The district administration shall present a first draft of the FMP master plan to the State monitor and financial consultant for feedback by August 15, 2023.</p> <p>District administration shall present the FMP (academic and fiscal) for a Board vote of approval at the October 2023 business meeting.</p> <p>The Board and District leadership shall conduct a work session a minimum of twice a year to reassess each phase of the FMP using fiscal, academic, facilities, and equity lenses.</p> |  |  |  |
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| <p>Table 5: Recommendation #19<br/>By July 1, 2024, the Board of Education shall adopt and implement a Governance Model that will</p>         |  |   |  |  |  |

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| <p>promote partnership between the Board, district, and community stakeholders in decision-making.</p> <ol style="list-style-type: none"> <li>1. Revisit the Committee Structure to be aligned with the new governance model.</li> <li>2. The Commissioners shall do a self-evaluation annually aligned with the new governance model.</li> </ol>  |   |   |  |  |  |
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| <p><b>Table 7: Talent Development</b></p>  |   |   |  |  |  |
| <p>Table 7: Recommendation #1<br/>Establish and maintain current Standard Operating Procedures for each RCSD department to facilitate Onboarding, accountability, and supervision throughout the district.</p> <ol style="list-style-type: none"> <li>1. By February 1, 2023, submit to the State monitor a plan to create, monitor and update the SOP of each department annually.</li> </ol> |  | <p>Table 7: Recommendation #1 The District administration should establish and maintain current SOPs for each RCSD department to facilitate onboarding, accountability, and supervision throughout the district.</p> <ol style="list-style-type: none"> <li>1. By February 1, 2023, submit to the State monitor a plan to create, monitor, and update the SOP of each department annually.</li> <li>2. Submit evidence of the utilization of SOPs in the following departments with the quarterly reports submitted for the academic and financial plans: <ul style="list-style-type: none"> <li>• Student Placement</li> <li>• PreK</li> <li>• Purchasing</li> <li>• Athletics</li> <li>• Bilingual Education</li> <li>• Accountability</li> <li>• Special Education</li> <li>• Federal Funds</li> </ul> </li> </ol> |  |  |  |

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|   |   | <ul style="list-style-type: none"> <li>• Staff recruitment, selection and placement</li> </ul>   |  |  |                |
| <p>Table 7: Recommendation #3</p> <p>District administration shall implement a comprehensive professional development plan and a companion program evaluation instrument aligned to the new RCSD Strategic Plan to help central office, teachers, paraprofessionals, and support staff to better meet the needs of students to include:</p> <ul style="list-style-type: none"> <li>• Effective Leadership and Teaching Practices</li> <li>• Turnaround Leadership Actions and Competencies.</li> <li>• Management Skills</li> <li>• Data Utilization for Resource Allocation and Academic Achievement</li> <li>• Behavioral Support</li> <li>• Evaluating teachers of ELLs and Students with Disabilities</li> <li>• Support for Diverse Student Populations.</li> <li>• Change Management</li> <li>• Community Outreach and Engagement</li> </ul> <p>The district administration shall adhere to the following:</p> <ol style="list-style-type: none"> <li>1. Submit an annually updated systematic professional development plan by May 1 for the subsequent school year.</li> <li>2. Submission of an annually updated program evaluation instrument by May 1 for the subsequent school year.</li> <li>3. Effective January 1, 2021, program evaluation indicators shall be used quarterly to measure the impact of programs.</li> </ol> |  | <p>TABLE 7: Recommendation #3</p> <p>The district administration shall implement a comprehensive professional development plan and a companion program evaluation instrument aligned to the new RCSD Strategic Plan to help central office, teachers, paraprofessionals, and support staff to better meet the needs of students. The professional development plan shall include the following components:</p> <ul style="list-style-type: none"> <li>• Effective Leadership and Teaching Practices</li> <li>• Research based coaching model for teachers and school leaders.</li> <li>• Turnaround Leadership Actions and Competencies.</li> <li>• Management Skills</li> <li>• Data Utilization for Resource Allocation and Academic Achievement</li> <li>• Behavioral Support</li> <li>• Evaluating teachers of ELLs and Students with Disabilities</li> <li>• Support for Diverse Student Populations.</li> <li>• Change Management</li> </ul> <p>The district administration shall adhere to the following:</p> |  |  | <p>Monitor</p> |

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|   |   | <ol style="list-style-type: none"> <li>1. Submit to the State monitor an annually updated systematic professional development plan by July 31 for the subsequent school year.</li> <li>2. Submit an annually updated program evaluation instrument by July 31 for the subsequent school year.</li> <li>3. Effective January 1, 2021, the district shall use program evaluation indicators quarterly to measure the impact of programs.</li> </ol> |  |  |         |
| <p>Table 7: Recommendation #4</p> <p>Develop and fund a leadership academy for central office leaders.</p> <p>Develop and fund a leadership academy for aspiring school leaders. The district administration shall adhere to the following:</p> <ol style="list-style-type: none"> <li>1. Include a budget line for two leadership academies in every school year budget.</li> <li>2. Submit a copy of the goals, purpose, and scope of work and evaluation tool to the State monitor for review and approval for each academy by February 2022, and annually each February thereafter.</li> <li>3. Submit evaluations and progress reports, aligned to district marking period timelines, from each academy to the State monitor for review quarterly throughout the duration of each academy.</li> <li>4. Submit the final report of each academy for evaluation by the State monitor at the conclusion of each academy.</li> </ol> |  |   |  |  | Monitor |
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| <p>Table 7: Recommendation #7<br/>District administration shall fully implement the Annual Professional Performance Review (APPR) Plan.</p> <ol style="list-style-type: none"> <li>1. Full adherence to all components of the APPR shall be initiated effective immediately</li> <li>2. Annually, by August 30, each school and department shall submit an evaluation calendar to Human Resources. The calendar shall be made accessible to the State monitor.</li> <li>3. Annually, by October 1, the State monitor, CAO, and Chiefs of Schools shall conduct a randomly selected review of redacted evaluations each month.</li> </ol> |    | <p>Table 7: Recommendation #7<br/>The district administration shall fully implement the Annual Professional Performance Review (APPR) Plan.</p> <ol style="list-style-type: none"> <li>1. Full adherence to all components of the APPR shall be initiated effective immediately</li> <li>2. Annually, by October 1, the State monitor, Chief Academic Officer (CAO), and Chiefs of Schools shall conduct a review each month of randomly selected and redacted evaluations</li> <li>3. Starting November 1, 2023, the district shall submit to the State monitor on the first day of each month evidence, in a format approved by the monitor, detailing <ul style="list-style-type: none"> <li>• Evaluation completion rates</li> <li>• Evaluation data trends</li> <li>• Actions taken by the district administration in response to evaluation data</li> <li>• Alignment to professional learning plans</li> <li>• Evaluation trends for teachers, assistant principals and principals</li> </ul> </li> </ol> |  |  |                |
| <p>Table 7: Recommendation #8<br/>Establish Zone Offices led by Chiefs of Schools with staff to support each zone. District administration shall elevate the authority and responsibilities of the</p>   |  |  |  |  | <p>Monitor</p> |

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| Chiefs of Schools. The staff should minimally include staff developers for math, ELA, science, social studies, special education, English as a new language/bilingual education, and data beginning with the 2023–2024 school year.  |   |  |  |  |  |
| Table 7: Recommendation #11<br>Effective immediately, all interviews for school or District leadership positions with any responsibility for oversight of Receivership Schools shall include the participation of the State monitor in the interview and selection process.<br>Evidence of implementation shall be:<br>1. Meeting participation<br>2. Interview Notes<br>3. Resume Reviews   |  |  |  |  |  |
| Table 7: Recommendation #12<br>The district administration shall secure the services of a third party to conduct a Districtwide headcount of all District staff to determine number, location and functionality for all out of classroom positions to be completed prior to February 1, 2024.<br>Based on the results of the headcount and function audit, by July 30, 2024, the District administration shall restructure the Central Office by reducing staff and reassigning key staff positions to schools and zone offices. | <b>NEW</b>  |  |  |  |  |
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| <b>Table 9: Instructional Transformation</b>   |   |  |  |  |  |

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| <p>Table 9: Recommendation #4<br/> District administration shall revamp the RCSD Summer School Program, including ESY. By March 1, the administration shall develop for implementation, an annual plan for summer school programming that outlines the following:</p> <ul style="list-style-type: none"> <li>☐ Summer School Purpose and Goals</li> <li>☐ Budget</li> <li>☐ Target student population</li> <li>☐ Eligibility to participate</li> <li>☐ Program Structure (virtual, blended, brick &amp; mortar)</li> <li>☐ Staffing Structure and Process</li> <li>☐ Recruitment Strategies</li> <li>☐ Instructional Design</li> <li>☐ Instructional Materials</li> <li>☐ Grading Policies and Protocols</li> <li>☐ Leadership Structure</li> <li>☐ Supervision Protocols</li> <li>☐ Program Evaluation</li> <li>☐ Communication Plan</li> <li>☐ Student Registration Plan</li> </ul> |  | <p>Table 9: Recommendation #4<br/> The district administration shall continually improve the RCSD Summer School Program, including the Extended School Year (ESY) program. By March 1 each year, the administration shall develop an annual plan for summer school programming that outlines the following:</p> <ul style="list-style-type: none"> <li>• Summer School Purpose and Goals</li> <li>• Budget</li> <li>• Target student population</li> <li>• Eligibility to participate.</li> <li>• Program Structure (virtual, blended, brick &amp; mortar)</li> <li>• Staffing Structure and Process</li> <li>• Recruitment Strategies</li> <li>• Instructional Design</li> <li>• Instructional Materials</li> <li>• Grading Policies and Protocols</li> <li>• Leadership Structure</li> <li>• Supervision Protocols</li> <li>• Program Evaluation</li> <li>• Communication Plan</li> <li>• Student Registration Plan</li> </ul> <p>The plan shall be implemented each year as approved.<br/> <i>Annually by October 30, the administration shall present a summer school report to the State Monitor and the Board of Education.</i></p> |  |  |  |
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| <p>Table 9: Recommendation #5<br/> Implement an annual training for school counselors and registrars that includes technical knowledge in the areas of transcript review and development, master scheduling, analysis of foreign transcripts, familiarity with the RCSD Course of Studies, Freshman Academy design, and CTE counseling.</p> <p>By July 2021, the administration shall implement annual training for school counselors and registrars.</p>  |  |   |  |  |  |
| <p>Table 9: Recommendation #6<br/> Students are considered chronically absent if they are absent &gt; 10% of enrolled attendance days. During the 2019 school year, RCSD recorded chronic absentee rates between 58% and 68% for high school students and between 35% and 48% for students in grades 1 through 8.</p> <ol style="list-style-type: none"> <li>1. By September 1, 2021, all school leadership teams shall be trained, annually, on the Power school Student Information System, with a focus on modules for attendance (including no-show tracking), grading, master scheduling, parent portal, behavior tracking, health, early warning, and graduation tracking.</li> <li>2. District administration will provide evidence quarterly of the increase in the utilization of the modules referenced above.</li> <li>3. By September 2024, the superintendent shall complete the transition of elementary schools to the neighborhood community model, contingent upon recommendations of a feasibility study.</li> </ol> |  | <p>Table 9: Recommendation #6</p> <ol style="list-style-type: none"> <li>1. Annually, by September 30, all school leadership teams shall complete a minimum of 4 hours of training on the PowerSchool Student Information System, with a focus on modules for attendance (including no-show tracking), grading, master scheduling, parent portal, behavior tracking, health, early warning, and graduation tracking.</li> <li>2. The District administration shall provide evidence quarterly of the increase in the utilization of the modules referenced above, in alignment with district marking period timelines.</li> </ol> |  |  |  |

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| <p>Table 9: Recommendation #8<br/>By May 31, 2023, develop or modify the following policies: Grading, Retention, and Promotion. The secondary course catalog should include all updated policies.</p> <ol style="list-style-type: none"> <li>1. Grading Policy</li> <li>2. Retention Policy</li> <li>3. Promotion Policy</li> <li>4. Policy COW Meeting Agendas</li> <li>5. Board Agendas</li> </ol> |    | <p>Table 9: Recommendation #8<br/>By September 1, 2023, the Board shall develop or modify, as appropriate, grading, retention, and promotion policies. The secondary course catalog should include references to all updated policies.<br/>Evidence of Implementation shall be:</p> <ol style="list-style-type: none"> <li>1. Grading Policy</li> <li>2. Retention Policy</li> <li>3. Promotion Policy</li> </ol> |  |  |  |
| <p>Table 9: Recommendation #9<br/>Update all District curriculum materials. By February 2023, the RCSD administration shall present to the Superintendent a plan and budget for removing all dated curricular materials from schools and storage spaces.</p>   |    | <p>Table 9: Recommendation #9<br/>The district shall update curriculum materials. By September 2023, the RCSD administration shall present to the Superintendent a plan and budget for removing annually all dated curricular materials from schools and storage spaces.</p>  |  |  |  |
| <p>Table 9: Recommendation #12<br/>Effective immediately, adopt the current Data Wise model as the district model for data-driven decision-making and school and District improvement.</p>   |  | <p>Table 9: Recommendation #12<br/>Effective immediately, the district shall adopt the current Data Wise model as the district model for data-driven decision-making and school and District improvement by minimally using data from the following sources:</p> <ul style="list-style-type: none"> <li>• Annual Professional Performance Review (APPR) data</li> <li>• Student assessment data</li> </ul>        |  |  |  |

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|  |   | <ul style="list-style-type: none"> <li>• Student behavior data</li> </ul>   |  |  |  |
| <p>Table 9: Recommendation #13</p> <p>Effective immediately, create a process for the identification and placement of ELLs, which includes the use of the Home Language Questionnaire and, as necessary the Informational Interview, the New York State Identification Test for ELLs (NYSITELL), the Language Proficiency Team review for students with IEPs and the District has chosen identification tool for Students with Interrupted Formal Education (SIFE), with fidelity.</p> <ul style="list-style-type: none"> <li>• Establish systems and structures to receive all students, specifically newly arrived immigrant students, unaccompanied minors, and English Language Learners new to the district.</li> <li>• Provide all families with the complete orientation process, which includes the explanation of programming options available to any ELL entering the district, as per CR-Part 154. The various programming options must be presented to all families, no matter the language spoken.</li> <li>• The process should be presented to the State monitor, Deputy for Teaching and Learning, and the Associate Commissioner from the Office of Bilingual Education and World Languages quarterly, beginning August 1, 2022.</li> <li>• Create a Welcome Center in a central location to facilitate this process for families of ELLs, by September 2023.</li> </ul> <ol style="list-style-type: none"> <li>1. Implementation Plan</li> <li>2. Parent Surveys</li> <li>3. Observation Data</li> <li>4. Sample redacted questionnaires</li> </ol> |  | <p>Table 9: Recommendation #13</p> <p>Effective immediately, the district shall begin implementation of actions that will result in all conditions in the Corrective Action Plan (CAP) imposed on the District by the New York State Education Department's (NYSED) Office of Bilingual Education and World Language (OBEWL) being satisfied before June 1, 2024. The district shall:</p> <ul style="list-style-type: none"> <li>• Establish systems and structures to admit all students, specifically newly arrived immigrant students, unaccompanied minors, and English language learners (ELLs) new to the district.</li> <li>• Provide all families with the complete orientation process, which includes the explanation of programming options available to any ELL entering the district, as per Commissioner's Regulations (CR) Part 154. The various programming options must be presented to all families, no matter the language spoken.</li> <li>• Create a Welcome Center in a central location to facilitate this process for families of ELLs, by September 2023.</li> </ul> <p>Evidence of Implementation shall include:</p> <ol style="list-style-type: none"> <li>1. Implementation Plan</li> </ol> |  |  |  |

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| <ul style="list-style-type: none"> <li>5. Website</li> <li>6. District Communication</li> </ul>  |  | <ul style="list-style-type: none"> <li>2. Parent Surveys</li> <li>3. Observation Data</li> <li>4. Sample redacted questionnaires</li> <li>5. Website</li> <li>6. District Communication</li> </ul>   |  |  |  |
| <p>Table 9: Recommendation #15<br/>Effective July 1, 2022, implement the NYSED-sponsored “Bridges to Academic Success” curriculum for Students with Interrupted Formal Education. Include appropriate funding beyond Title III to support implementation with fidelity. Evidence of implementation shall include:</p> <ul style="list-style-type: none"> <li>1. Implementation plan</li> <li>2. Walkthrough data</li> <li>3. Student achievement data</li> <li>4. Inclusion in the RCSD Course Catalogue</li> <li>5. Budget</li> </ul>   |   |  |  |  |  |
| <p>Table 9: Recommendation #16<br/>District administration shall create a course of studies that includes updating policies for curriculum and instruction, updated CTE offerings, and updated pathways to college and career.</p> <ul style="list-style-type: none"> <li>1. Annually by March 1, the District administration shall submit the semi-final draft of the RCSD Secondary Course of Studies to the ESA COW and State monitor for review.</li> <li>2. A final draft of the RCSD Secondary Course of Studies should be presented to the State monitor, the Executive Steering Committee of School-Based Teams, selected student groups, and the Board for final approval before March 31, 2023.</li> </ul> |  | <p>Table 9: Recommendation #16<br/>The district administration shall create a course of studies that includes updating policies for curriculum and instruction, updated Career and Technical Education (CTE) offerings, and updated pathways to college and career.</p> <ul style="list-style-type: none"> <li>1. Annually by March 1, the District administration shall submit the semifinal draft of the RCSD Secondary Course of Studies to the Excellence in Student Achievement Committee of</li> </ul> |  |  |  |

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| <p>3. By August 2023, re-establish an upgraded RCSD Virtual Secondary Academy.</p> <p>4. By December 2023, implement an RCSD portfolio of high school programming.</p>   |   | <p>the Whole (ESA COW) and State monitor for review.</p> <p>2. A final draft of the RCSD Secondary Course of Studies shall be presented to the State monitor, the Executive Steering Committee of School-Based Teams, selected student groups, and the Board for final approval before March 31, 2023.</p> <p>3. By March 1, 2024, the district shall apply to NYSED to re-establish a RCSD Virtual Secondary Academy.</p> |  |  |                |
| <p>Table 9: Recommendation #17</p> <p>School counselors should transition to the Division of Teaching and Learning during the 2022–2023 school year.</p> <p>District administration shall implement an annual training for school counselors and registrars that includes building technical knowledge in the areas of transcript review and development, master scheduling, analysis of foreign transcripts, familiarity with the RCSD Course of Studies, Freshman Academy Design, and CTE counseling aligned to the American School Counselors Association (ASCA) Professional Standards and Competencies.</p> <p>Evidence of Implementation shall include:</p> <ol style="list-style-type: none"> <li>1. Agendas</li> <li>2. Student schedules</li> <li>3. Student Transcripts</li> <li>4. Professional Development Plan</li> <li>5. CTE Completer/Perkins Data</li> <li>6. Master Schedules</li> </ol> |  |  |  |  | <p>Monitor</p> |
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| <p>Table 9: Recommendation #18<br/> District administration shall establish a comprehensive assessment program to measure levels of proficiency for content and course standards, English Language acquisition, reading level, and college and career metrics for grades k through 12.<br/> A Comprehensive Assessment Program should be developed annually, by March 30, and minimally include the following:</p> <ul style="list-style-type: none"> <li>• Name of assessment,</li> <li>• purpose, target audience,</li> <li>• frequency of administration</li> <li>• strategy for utilizing and sharing data</li> <li>• duration of administration,</li> <li>• modality of administration,</li> <li>• accommodations for ELLs and students with an IEP</li> </ul> <p>The program should also include commonly used college readiness assessments like Accuplacer, ASVAB, SAT, ACT AP, IB, etc.</p> <p>1. Funding for all assessment tools included in the new assessment program shall be included in every RCSD budget, beginning with the 2021-22 RCSD budget.</p> <p>2. District administration shall annually submit, data reports from assessments given as part of the RCSD Comprehensive Assessment Program should be submitted to the State monitor in writing within ten business days following the conclusion of the administration of the assessment. (M)</p> <p>Establish a comprehensive assessment program to measure levels of proficiency for content and course</p> |  | <p>Table 9: Recommendation #18 District administration shall establish a comprehensive assessment program to measure levels of proficiency for content and course standards, English language acquisition, reading level, and college and career metrics for grades k through 12.<br/> A comprehensive assessment program shall be developed annually by March 30 for the upcoming school year, and minimally include the following:</p> <ul style="list-style-type: none"> <li>• Name of assessment</li> <li>• purpose and target audience</li> <li>• frequency of administration</li> <li>• strategy for utilizing and sharing data</li> <li>• duration of administration</li> <li>• modality of administration</li> <li>• accommodations for ELLs and students with an IEP</li> </ul> <p>The program should also include commonly used college readiness assessments like Accuplacer, <b>Armed Services Vocational Aptitude Battery</b> (ASVAB), SAT, ACT Advanced Placement (AP), and International Baccalaureate (IB).</p> <p>1. Funding for all assessment tools included in the comprehensive assessment program shall be included in every RCSD budget, beginning with</p> |  |  | <p>Monitor</p> |
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| <p>standards, English Language acquisition, reading level, and college and career metrics for grades k through 12.<br/>Approve an annual RCSD comprehensive assessment program by April.</p>   |   | <p>the 2021–2022 school year RCSD budget.<br/>2. The District administration shall submit to the State Monitor assessment data and marking period data within 30 days of the completion of the administration of the assessment and 15 days within the end of the due date to finalize grades. The district leadership shall approve an annual RCSD comprehensive assessment program by April each year.</p>   |  |  |  |
| <p>Table 9: Recommendation #20<br/>District administration shall revamp the high school selection process to:<br/>1) Become more family and student-friendly<br/>2) Include more family and student involvement<br/>3) Better align with the budget and staffing schedule<br/>Develop a comprehensive, user-friendly course of studies that clearly outlines all the necessary information for users to chart the instructional pathways offered by the district to ensure successful on-time graduation, resulting in a college and career-ready graduate.<br/>Establish a laser-like focus on the Grade 8 to 9 transition, including a freshmen academy structure.<br/>Create a portfolio of high school programming based on need, interest, and industry outlooks.<br/>Create a yearlong Virtual Academy for grade 8 through grade 12 coursework, offering core, enrichment, Career and Technical Education (CTE),</p> |  | <p>Table 9: Recommendation #20<br/>The district administration shall, effective for the 2024 school year cohort, revamp the high school selection process to:<br/>1) Become more family and student-friendly<br/>2) Include more family and student involvement<br/>3) Better align with the budget and staffing schedule<br/>The district administration shall provide annually within 45 days of the lottery closing for participants detailed information to the State Monitor about the lottery, including, but not limited to:<br/> <ul style="list-style-type: none"> <li>The number of available seats in the lottery by school</li> </ul> </p> |  |  |  |

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| <p>and college courses. The district administration shall adhere to the following:</p> <ol style="list-style-type: none"> <li>1. By December 15, 2022, submit the final draft of a revised RCSD high school selection process to the Instructional Council and the Monitor.</li> <li>2. By March 2023, present to the Board revised high school selection process.</li> <li>3. Begin to implement the new selection process, starting with students who first enter grade 9 in fall 2023.</li> <li>4. By March 2023, submit a final draft of a comprehensive RCSD Course of Studies to the Monitor.</li> <li>5. By March 2023, submit a final draft of the RCSD Course of Studies to the Board for action and full implementation in fall 2023.</li> <li>6. By September 2022, establish and submit the core components of a freshmen academy in each high school.</li> <li>7. Begin establishing a portfolio of school programming by cohorts of schools. For example, cohort I completed by August 2021, Cohort II was completed by August 2023, Cohort III was completed by August 2025.</li> <li>8. By August 2023, re-establish an upgraded RCSD Virtual Secondary Academy.</li> <li>9. By August 2023, implement an RCSD portfolio of high school programming.</li> </ol> |   | <ul style="list-style-type: none"> <li>• The number of students participating in the lottery</li> <li>• The number of students who received their first choice.</li> <li>• Plan for promoting the lottery to all students.</li> <li>• Recruitment actions implemented by school.</li> <li>• Information about the 15% set aside in all schools</li> </ul> <p>The district administration shall provide to the Monitor monthly information about the number of students transferred to and from each school for the preceding month.</p> |  |  |                |
| <p>Table 9: Recommendation #23<br/>Annually, by August 1, District administration shall implement an action plan to address the disproportionately low graduation rates and</p>   |  |   |  |  | <p>Monitor</p> |

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| <p>disproportionally high dropout rates of Black and Hispanic RCSD male students.<br/>Evidence of implementation shall include:</p> <ol style="list-style-type: none"> <li>1. Quarterly District dropout rates</li> <li>2. Quarterly reports of students on track to graduate, which should be shared as follows:</li> </ol> <ol style="list-style-type: none"> <li>a) State monitor</li> <li>b) ESA Committee</li> <li>c) Executive Leadership</li> <li>d) Chiefs</li> <li>e) Principals</li> <li>f) PTA/PTO Leadership (N)</li> </ol>   |   |   |  |  |  |
| <p>Table 9: Recommendation #26<br/>Research and evidence-based achievement acceleration strategies (e.g., curriculum compacting, reading, and writing across the curriculum, mastery testing) shall be employed to increase successful participation in dual enrollment and other advanced placement course offerings.<br/>Effective January 1, 2022, establish a process to share samples of evidence of the implementation of the Response to intervention (RTI) and Multi-tiered system of supports (MTSS) process for students in grades 3, 6, 8, and 9 to the State monitor during the 4-6-week cycle reviews with Chiefs.</p> |  | <p>Table 9: Recommendation #26<br/>District administration shall employ research and evidence-based strategies to increase the number of students graduating college and career ready as evidenced by increased student participation and success in the following:</p> <ul style="list-style-type: none"> <li>• Seal of Biliteracy</li> <li>• Dual Enrollment</li> <li>• CTE Pathway Completion</li> <li>• IB credits</li> <li>• AP credits</li> <li>• Grade 8 Algebra</li> </ul> <p>Effective September 1, 2023, each school shall monitor the implementation and effectiveness of the school’s Multitiered System of Support (MTSS) by using the Self-</p> |  |  |  |

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|  |   | Assessment of MTSS (SAM) tool with the evidence required for each of the following: Leadership, Building Capacity/Infrastructure for Implementation domains and one indicator in the remaining domains. |  |  |  |
| <p>Table 9: Recommendation #27</p> <p>Develop, modify or confirm a Theory of Action with accompanying action steps to address 1-2 selected common problems of practice for Receivership, CSI, and TSI schools, for the purpose of school turnaround. The district administration shall, on an annual basis, adhere to the following:</p> <ol style="list-style-type: none"> <li>1. By October, identify Problems of Practice as areas of focus for low-performing schools.</li> <li>2. By October, establish professional development and support for schools aligned to the identified problems of practice.</li> <li>3. Establish monitoring tools and schedule for classroom visits to facilitate the observation and feedback cycle. The data shall be analyzed biweekly and submitted for review by the State monitor. This process shall begin in September.</li> <li>4. Establish a forum for school and District leaders to examine benchmark data related to problems of practice on a 4–6-week basis. This process shall begin immediately.</li> <li>5. Beginning September 2021, maintain a dashboard of leading indicators for all schools. Require school chiefs to report on the progress of their zone schools once a month at cabinet meetings.</li> </ol> |  |   |  |  |  |
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| <p>Table 9: Recommendation #29<br/>District administration shall adhere to all provisions of the CAP administered to the district by office of Special Education by adhering to the following:</p> <ul style="list-style-type: none"> <li>• In accordance with §200.4(b)(5), the RCSD must ensure the committee on special education (CSE) and other qualified professionals review existing evaluation data to identify what additional data, if any, are needed as part of an initial evaluation or reevaluation.</li> <li>• In accordance with §200.4(b)(6)(vii), the RCSD must ensure students referred to the CSE for an initial evaluation or reevaluation are assessed in all areas of suspected disability.</li> <li>• In accordance with §200.4(b)(1) the RCSD must ensure that an initial evaluation includes the following: <ul style="list-style-type: none"> <li>o a physical examination in accordance with the provisions of sections 903, 904 and 905 of the Education Law.</li> <li>o an individual psychological evaluation, except when a school psychologist determines after an assessment of a school-age student, pursuant to paragraph (2) of this subdivision, that further evaluation is unnecessary.</li> <li>o a social history.</li> <li>o an observation of the student in the student's learning environment (including the regular classroom setting) or, in the case of a student of less than school-age or out of school, an environment appropriate for a student of that age, to document the student's academic performance and behavior in the areas of difficulty; and</li> </ul> </li> </ul> |  | <p>Table 9: Recommendation #29<br/>The district administration shall adhere to all provisions of the CAPs administered by the District's Office of Special Education and the Office of Bilingual Education and World Languages.</p> <p>All District responses to any CAP shall be forwarded to the State monitor at least 1 week in advance of final submission to SED for preview by the monitor.</p> |  |  |  |
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| <p>o other appropriate assessments or evaluations, including a functional behavioral assessment for a student whose behavior impedes his or her learning or that of others, as necessary to ascertain the physical, mental, behavioral and emotional factors which contribute to the suspected disabilities.</p>   |   |   |  |  |  |
| <p>Table 9: Recommendation #30<br/>Annually, principals and their instructional teams shall receive a minimum of 5 hours of training on how to create student-focused master schedules starting December 30, 2022.</p> <ol style="list-style-type: none"> <li>1. Agendas</li> <li>2. Evaluations</li> <li>3. Professional Development Proposal</li> <li>4. Budget</li> </ol> |    | <p>Table 9: Recommendation #30<br/>Starting no later than December 30, 2023, and by December 30 annually thereafter, principals and their instructional teams shall receive a minimum of 10 hours of training on how to create student-focused master schedules to build school leadership capacity in master scheduling. Evidence of implementation shall include:</p> <ol style="list-style-type: none"> <li>1. Agendas</li> <li>2. Evaluations</li> <li>3. Professional Development Proposal</li> <li>4. Budget</li> </ol> |  |  |  |
| <p>Table 9: Recommendation #32<br/>District administration shall identify specific research and evidence-based transition strategies to be systemically used on an annual basis for grade 8 and grade 9 students beginning immediately and presented to the State monitor semiannually.</p>  |  | <p>Table 9: Recommendation #32<br/>By September 1, annually, the district shall submit to the State monitor in such format as approved by the monitor a report on the specific research and evidence-based strategies that were systemically used during the preceding six months to transition grade 8 and grade 9 students.</p>   |  |  |  |

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| <p>Table 9: Recommendation #33<br/>District administration shall establish a District program for identification and support of under-credited lower classmen high school students.</p>   |  | <p>Table 9: Recommendation #33<br/>Starting in Marking Period 1 in Fall 2024, the district shall identify all programs designed to address the needs of under credited lower classmen in high school and submit marking period reports on academic progress for all students attending or participating in identified programs to the State monitor, in such format as approved by the monitor.</p>   |  |  |  |
| <p>Table 9: Recommendation #34<br/>District administration shall improve summer school programming, beginning summer 2023, through the following:</p> <ul style="list-style-type: none"> <li>•Earlier communication to staff and families of detailed summer school programming</li> <li>•At least ten hours of staff training on instructional components and expectations, progress monitoring</li> <li>•A mandated scope and sequence</li> <li>•At least ten hours of training for summer school administrators on curriculum, program design, progress monitoring, etc.</li> <li>•Greater focus on standards</li> <li>•Reduced costs</li> </ul> |  | <p>Table 9: Recommendation #34<br/>The district administration shall annually submit to the State monitor by <i>June 30</i>, <del>within the first seven days of the start of</del> summer school evidence of the following:</p> <ul style="list-style-type: none"> <li>• Communication to staff and families of detailed summer school programming</li> <li>• The provision of at least ten hours of training <i>to</i> staff on instructional components and expectations and progress monitoring</li> <li>• A mandated scope and sequence</li> <li>• Greater instructional focus on standards</li> <li>• Student and staff enrollment and attendance data</li> </ul> |  |  |  |

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|  |   | Process for staff reduction if student attendance is below budgeted projections  |  |  |         |
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| <p>Table 9: Recommendation #35</p> <p>District administration shall reorganize the student placement office to include all areas of placement, such as special education, bilingual education, Youth &amp; Justice, LyncX, All City, and PreK (present a flow chart outlining how all students in RCSD are placed in schools and programs presented to the Board, State monitor and community utilizing multiple parent friendly options, effective July 1, 2023).</p> |    | <p>Table 9: Recommendation #35</p> <p>District administration shall reorganize the student placement office to include all areas of placement, such as special education, bilingual education, All City, and PreK (present a flow chart outlining how all students in RCSD are placed in schools and programs presented to the Board, State monitor and community utilizing multiple parent friendly options, effective July 1, 2023).</p> <ul style="list-style-type: none"> <li>• Student placement shall coordinate with the special education department to ensure placements are aligned to IEP mandates. Random selection of student placements will be reviewed by the state monitor on a monthly basis.</li> </ul> |  |  | Monitor |
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| <p>Table 9: Recommendation #37</p> <p>District administration shall create, implement and budget a citywide, District-led early literacy and early numeracy initiative for RCSD families with children ages 0 - 5 beginning with a first draft by <i>December 1<sup>st</sup> 2023</i>, and full implementation no later than <i>June 30, 2024</i>.</p>   |  |  |  |  | Monitor |
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| <p>Table 9: Recommendation #38<br/>District administration shall move Virtual Academy under the oversight of the CAO by September 30, 2023.</p>   |    | <p>Table 9: Recommendation #38<br/>For the 2023–2024 school year, the oversight of the Virtual Academy of Rochester shall be situated under the CAO and the Executive Director of Information Management &amp; Technology. The district shall conduct an audit of course offerings in the Virtual Academy of Rochester in a form approved by the State monitor that shall be completed by March 1, 2024.</p> |  |  |         |
| <p>Table 9: Recommendation #39<br/>District administration shall post grade level aggregate i-Ready data for math and literacy on every RCSD school website and District website, including user friendly directions for understanding the data and suggestions for families to support students, within 30 days of each districtwide administration of the assessment.</p> |    |  |  |  |         |
| <p>Table 9: Recommendation #40<br/>District administration shall adhere to all recommendations and timelines from the Graduation Audit. Provide monthly updates in writing beginning January 2023 to the State monitor in a format approved by the State monitor.</p>   |   |  |  |  | Monitor |
| <p>Table 9: Recommendation #42<br/>District administration shall gather feedback from School Based Management Teams (SBMT), Receivership principals, and Receivership chiefs to identify the largest District created barriers preventing Receivership schools from making</p>  |  |  |  |  |         |

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| <p>Demonstrable Improvements (e.g., student placement, special education practices, transportation, staffing). Once identified, District leadership in collaboration with chiefs supervising Receivership schools shall implement a plan of action for District leadership to facilitate removal of identified barriers throughout the district and present the plan to the State monitor semiannually, starting August 1, 2023.</p>   |   |  |  |  |  |
| <p>Table 9: Recommendation #43<br/> District administration shall restore the community school model with fidelity throughout the district, wherever possible, effective immediately, with evidence of the 4 pillars of the community school model. The restoration plan should be implemented with training, funding and benchmarks for accountability beginning Fall 2023 and should continue until at least 70% of all school are following the model within the next 3 years.<br/> Coordinators should submit a monthly report, structured around the 4 pillars, to chiefs, with a copy to the State monitor.<br/> Coordinators should be transferred from schools that consistently do not adhere to the guidelines and standards of the research-based community school model.</p> |  | <p>Table 9: Recommendation #43<br/> Effective immediately, the district administration shall implement wherever possible the community school model, including the 4 pillars of the model, with fidelity. The plan to restore the community school model should be implemented with training, funding, and benchmarks for accountability beginning Fall 2023 and should continue until at least 70% of all schools are following the model within the next 3 years.<br/> Coordinators should submit a monthly report, structured around the 4 pillars, to chiefs, with a copy to the State monitor.<br/> Coordinators should be transferred from schools that consistently do not adhere to the guidelines and standards of the research-based community school model beginning Fall 2024.</p> |  |  |  |
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| <p>Table 9: Recommendation #44<br/>District administration shall increase graduation requirements to better align with the knowledge, skills and attributes for a RCSD graduate to be fully prepared for college and career beginning with the 2024 cohort.</p>   |    |   |  |  |  |
| <p>Table 9: Recommendation #45<br/>Effective February 1, 2023, three specific instructional strategies for improving the learning of mathematics for each:<br/>Upper elementary students<br/>Middle school students<br/>High school students (Algebra, Geometry, Algebra II, Financial Math)<br/>District administration shall present and document to the State monitor, at the conclusion of the second and fourth marking periods.</p> |    | <p>Table 9: Recommendation #45<br/>Effective August 30, 2023, the district shall develop, implement and monitor three specific instructional strategies for improving the learning of mathematics for each:</p> <ul style="list-style-type: none"> <li>• Upper elementary students</li> <li>• Middle school students</li> <li>• High school students (Algebra, Geometry, Algebra II, Financial Math)</li> </ul> <p>The district administration shall present to and document for the State monitor, at the conclusion of the second and third marking periods, representative data from classroom visits aligned to identified instructional strategies</p> |  |  |  |
| <p>Table 9: Recommendation #46<br/>Effective February 1, 2023, three specific instructional strategies for improving the learning of science for each:<br/>Upper elementary students<br/>Middle school students</p>   |  | <p>Table 9: Recommendation #46<br/>Effective August 30, 2023, the district shall develop, implement, and monitor three specific instructional strategies for improving the learning of science for each:</p> <ul style="list-style-type: none"> <li>• Upper elementary students</li> </ul>  |  |  |  |

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| <p>High school students (Living Environment, Biology, Earth Science)<br/>District administration shall present and document to the State monitor, at the conclusion of the second and fourth marking periods.</p>   |   | <ul style="list-style-type: none"> <li>• Middle school students</li> <li>• High school students (Living Environment, Biology, Earth Science)</li> </ul> <p>The district administration shall present to and document for the State monitor, at the conclusion of the second and third marking periods, representative data collected during classroom visits aligned to identified instructional strategies.</p>   |  |  |  |
| <p>Table 9: Recommendation #47<br/>Effective February 1, 2023, three specific instructional strategies for improving the learning of social studies for each:<br/>Upper elementary students<br/>Middle school students<br/>High school students (US History, Global History)<br/>District administration shall present and document to the State monitor, at the conclusion of the second and fourth marking periods.</p> |    | <p>Table 9: Recommendation #47<br/>Effective February 1, 2023, the District shall develop, implement and monitor three specific instructional strategies for improving the learning of social studies for each:</p> <ul style="list-style-type: none"> <li>• Upper elementary students</li> <li>• Middle school students</li> <li>• High school students (US History, Global History)</li> </ul> <p>The district administration shall present to and document for the State monitor, at the conclusion of the second and third marking periods, representative data collected during classroom visits aligned to identified instructional strategies</p> |  |  |  |
| <p>Table 9: Recommendation #48<br/>Effective February 1, 2023, three specific instructional strategies for improving the learning of literacy skills for each:</p>  |  | <p>Table 9: Recommendation #48<br/>Effective February 1, 2023, the District shall develop, implement, and monitor three specific instructional strategies</p>  |  |  |  |

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| <p>Upper elementary students<br/>Middle school students<br/>High school students<br/>District administration shall present and document to the State monitor, at the conclusion of the second and fourth marking periods.</p>  |   | <p>for improving the learning of literacy skills for each:</p> <ul style="list-style-type: none"> <li>• Upper elementary students</li> <li>• Middle school students</li> <li>• High school students (ELA I and ELA II)</li> </ul> <p>The district administration shall present to and document for the State monitor, at the conclusion of the second and third marking periods, representative data collected during classroom visits aligned to identified instructional strategies</p>   |  |  |  |
| <p>Table 9: Recommendation #49<br/>Effective February 1, 2023, three specific instructional strategies for improving the learning of CTE essential skills for each:<br/>Middle school students<br/>High school students<br/>District administration shall present and document to the State monitor, at the conclusion of the second and fourth marking periods.</p> |    | <p>Table 9: Recommendation #49<br/>Effective February 1, 2023, the district shall develop, implement, and monitor three specific instructional strategies for improving the learning of CTE essential skills for each:</p> <ul style="list-style-type: none"> <li>• Middle school students</li> <li>• High school students</li> </ul> <p>District administration shall present to and document for the State monitor, at the conclusion of the second and third marking periods, representative data collected during classroom visits aligned to identified instructional strategies</p> |  |  |  |
| <p>Table 9: Recommendation #50<br/>The Special Education Department shall be under the Division of Teaching and Learning.</p>  |  |   |  |  |  |

| Table 11: Culture Shift  |   |  |  |  |  |
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| <p>Table 11: Recommendation #2</p> <p>Expand website messaging to address cultural competency, equity, bullying, and diversity issues related to culture, sexual orientation, language, or disability. District and school websites should also provide multilingual, easy access to the following:</p> <ul style="list-style-type: none"> <li>• Coronavirus Response and Relief Supplemental Appropriations Act (CRSSA) funding information</li> <li>• American Rescue Plan (ARP) funding information</li> <li>• Current and previous year’s budget</li> <li>• Extended Learning Opportunities for students</li> <li>• Current Course Catalogue</li> <li>• Revised High School Selection Process</li> <li>• Major District Initiatives</li> </ul> <p>All District websites shall be updated with a position statement about cultural competency, equity, bullying, and diversity issues related to culture, sexual orientation, language, or disability. All websites shall be updated semiannually by January 1 and September 1.</p> |    |  |  |  |  |
| <p>Table11: Recommendation #4</p> <p>1. By, October 31, 2023, guidelines for facilitating a Parent Teachers Organization (PTO) or a Parent Teachers Association (PTA) shall be forwarded to principals and Chiefs. Each school in the district shall have an active PTO or PTA and Special Education Parent Teacher Association (SEPTA) where appropriate.</p> <p>2. The Superintendent shall have regularly scheduled Parent Advisory Council (PAC) meetings</p>  |  |  |  |  |  |

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| with PAC and executive leadership of the PTO/PTA and Special Education Parent Teacher Association (SEPTA) where appropriate representing every school beginning December 1, 2023.   |   |  |  |  |         |
| Table11: Recommendation #5<br>The Superintendent or Superintendent’s designee shall meet with the Executive Steering Committee of School-Based Planning Teams quarterly to exchange information on needs and opportunities to improve outcomes for RCSD students.   |    |  |  |  | Monitor |
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| <b>Table :13 Systems, Resources and Structures</b>  |   |  |  |  |         |
| Table13: Recommendation #1<br>District administration shall establish an effective process for ensuring the timely completion of annual reviews. The district administration shall establish timelines for finalizing the annual reviews, including all required data entry to generate a final IEP, by the Special Education Chief or designee.<br><br>Effective immediately, the district should establish an effective process for ensuring timely completion of an annual review in alignment with the budget and staffing process. |    |  |  |  | Monitor |
| Table13: Recommendation #7<br>Ensure the timely finalization of student IEPs after the CSE meeting.<br>1. Develop a dashboard to allow supervisors to monitor the timeliness of completing IEPs. The  |  | Table13: Recommendation #7<br>The district shall ensure the timely finalization of student Individualized Education Plans (IEPs) after Committee |  |  |         |

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| <p>dashboard should also allow the reader to review benchmarks for student success and alert appropriate staff of upcoming meetings. This should be completed by May 1, 2021.</p> <p>2. Annually, prioritize the processing the annual reviews for students in transition grades 5, 6, 8, and 9, to support the budget development and the master scheduling by April 15.</p>   |   | <p>on Special Education (CSE) meetings.</p> <ol style="list-style-type: none"> <li>1. The District shall develop a dashboard to allow supervisors to monitor the timeliness for completing IEPs. The dashboard should also allow the reader to review benchmarks for student success and alert appropriate staff of upcoming meetings.</li> <li>2. The Dashboard should be shared with the State monitor monthly beginning September 30, 2023.</li> <li>3. Annually, the District should provide evidence to the State monitor of how the district administration is prioritizing the processing of annual reviews for students in transition grades (e.g., 5, 6, 8, and 9) to support budget development and the completion of the master scheduling by April 1.</li> </ol> |  |  |  |
| <p>Table13: Recommendation #9<br/>Effective immediately, present a project management plan with a designated staff member identified as the lead project manager for the following:</p> <ol style="list-style-type: none"> <li>a) PeopleSoft Upgrade/Replacement</li> <li>b) Facilities Modernization Plan (FMP)</li> <li>c) Zone Reconfiguration</li> <li>d) School Reconfiguration</li> <li>e) Bilingual Education Continuum of Learning</li> </ol> |  | <p>Table13: Recommendation #9<br/>Effective immediately, the district shall present a project management plan by November 1, 2023, with a leader, budget, timeline and designated staff members identified for the following:</p> <ul style="list-style-type: none"> <li>• PeopleSoft Replacement</li> <li>• FMP</li> <li>• Middle School Redesign</li> <li>• High School Redesign</li> </ul> <p>Plan updates for each project shall be presented quarterly to the state</p>   |  |  |  |

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| <p>f) Special Education Continuum of Learning<br/>List of Project Leads to the State monitor by<br/>January 31, 2022.</p> |  | <p>monitor and the financial consultant in a format agreed upon by the state monitor and financial consultant.</p> <p>Effective immediately, district administration will facilitate an audit of the RCSD continuum of special education services (preschool through grade 12) for the SY22/23 for the purpose of analyzing the current distribution of services across the district; identifying any gaps in the availability of services; and developing a multi-year plan to shift and scale-up special education services during the start of the SY24/25 to ensure students with disabilities have service options that are in their least restrictive environments (LRE) and equitably accessible. This must include a roll-out recommendation for the districtwide re-distribution of integrated classroom options, self-contained classroom options, resource room programs, and related services as well as an expansion proposal for specialized special education programs serving students with severe cognitive disabilities, students with autism, and students with emotional disabilities. Baseline LRE data for each school building must be included in the audit findings along with the efficiency data</p> |  |  |  |
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|   |   | <p>of the actual staff to student ratios by special education service.</p> <p>Effective immediately, district administration will facilitate an audit of the RCSD continuum of bilingual education services (preschool through grade 12) for the SY22/23 for the purpose of analyzing the current distribution of programs and services across the district; identifying any gaps in the availability of services; and developing a multi-year plan to shift and scale-up bilingual education services during the start of the SY24/25 to ensure eligible students have options that are equitably accessible.</p> <p>Evidence of progress of the development and implementation for each learning continuum shall be presented quarterly in alignment with marking period timelines, beginning at the conclusion of MP1 2023, in a format approved by the State monitor.</p> |  |  |  |
| Table13: Recommendation #10<br>Effective January 1, 2022, identify a minimum of four key strategies the district will utilize during the 2021-22 and the 2022-23 school years to improve key metrics and outcomes in the Consent Decree for students with disabilities. |  | Table13: Recommendation #10<br>Effective January 1, 2022, the District shall identify a minimum of four key strategies the district shall utilize annually to improve key metrics and   |  |  |  |

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| <p>Four key strategies should be shared as follows:</p> <ol style="list-style-type: none"> <li>1. Executive Cabinet</li> <li>2. State monitor</li> <li>3. Chiefs</li> <li>4. Principals</li> </ol> <p>An executive summary of outcomes from the executing of the four strategies, including supporting data, will be presented by August 31, annually to the following:</p> <ol style="list-style-type: none"> <li>1. Executive Cabinet</li> <li>2. State monitor</li> <li>3. Chiefs</li> <li>4. Principals</li> <li>5. ESA Committee</li> <li>6. PTA/PTO</li> <li>7. Executive Steering Committee School-Based Planning Teams</li> </ol> |   | <p>outcomes in the Consent Decree for students with disabilities.</p> <p>The four key strategies should be shared as follows:</p> <ol style="list-style-type: none"> <li>1. Executive Cabinet</li> <li>2. State monitor</li> <li>3. Chiefs</li> <li>4. Principals</li> <li>5. Board</li> </ol> <p>An executive summary of outcomes from the executing of the four strategies, including supporting data, shall be presented to the State monitor and the Board, annually after the second and fourth marking periods.</p>                                       |  |  |  |
| <p>Table13: Recommendation #11</p> <p>Effective July 1, 2023, identify a minimum of three innovative and evidence-based strategies at each grade span; k-5, 6-8, 9, 10-12 the district will utilize annually to address unfinished learning using CRSSA and ARP funding.</p> <p>Three plans representing a minimum of three strategies for each grade span will begin implementation by Fall of each school year.</p> <p>The plans are to be presented as follows:</p> <ol style="list-style-type: none"> <li>1. Executive Cabinet</li> <li>2. State monitor</li> <li>3. Chiefs</li> <li>4. Principals</li> </ol>                         |  | <p>Table13: Recommendation #11</p> <p>Effective July 1, 2023, the District administration shall identify a minimum of three innovative and evidence-based strategies at each grade span (i.e., K–5, 6–8, 9, 10–12) the district will utilize annually to address academic achievement as part of the District’s State and federal funds investment strategy.</p> <p>For each grade span, the district administration shall identify and report out for each marking period on the following:</p> <ul style="list-style-type: none"> <li>• Strategies</li> </ul> |  |  |  |

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| <p>An executive summary of outcomes from the executing of the four strategies, including supporting data, will be presented by August 31, annually to the following:</p> <ol style="list-style-type: none"> <li>1. Executive Cabinet</li> <li>2. State monitor</li> <li>3. Chiefs</li> <li>4. Principals</li> <li>5. ESA Committee</li> <li>6. PTA/PTO</li> <li>7. Executive Steering Committee School-Based Planning Teams</li> </ol>   |   | <ul style="list-style-type: none"> <li>• Funding amount</li> <li>• Students impacted</li> <li>• Baseline data</li> <li>• Level of academic progress</li> <li>• Midyear review</li> </ul> <p>The data for the final marking period should represent a cumulative review of the data for each grade span. The reports shall be shared through the ESA committee and separately with the State monitor.</p>  |  |  |  |
| <p>Table13: Recommendation #14<br/>Effective January 30, 2022, District administration shall create a charter school coordinator position to serve as a liaison and facilitator between the growing number of charter schools and the various District offices. The coordinator would also be responsible for keeping the cabinet informed and supporting the charter school office with all back-office functions:</p> <ol style="list-style-type: none"> <li>1. Posting</li> <li>2. Quarterly Reports from the coordinator</li> <li>3. Meeting notes and agendas</li> <li>4. Surveys from Charter schools</li> </ol> |  | <p>Table 13: Recommendation #14<br/>The district administration shall select a Data Management Specialist in the Office of Accountability to assume the responsibilities of the charter school coordinator for the district. This staff member shall be introduced and have regularly scheduled meetings with the State monitor and financial consultant. In addition, the staff member shall be well-trained to manage the processes for enrollment and tuition at the charter schools.</p> <p>The district shall:</p> <ul style="list-style-type: none"> <li>• Ensure staff have the proper tools to manage records for tuition and enrollment at charter schools.</li> </ul> |  |  |  |

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|  |  | <ul style="list-style-type: none"> <li>• Ensure there is alignment with the processes for the enrollment of and making tuition payment for special education students at charter schools.</li> <li>• Confirm with NYSED the maximum enrollment allowed at each charter school to ensure against paying for students above the State allowed enrollment.</li> <li>• Confirm the residency of each student enrolled at charter schools to ensure all students live in Rochester. RCSD is not required to pay tuition for students attending charter schools who are non-residents of Rochester.</li> <li>• Establish an invoicing procedure that provides the information needed by RCSD in a format conducive to RCSD operations.</li> </ul> <p>These processes shall be established by July 30, 2023.</p> |  |  |  |
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| <p>Table13: Recommendation #15<br/>Based on the feasibility study for District reconfigurations, establish school models (i.e., Pk-5, 6-8, 9-12) to increase opportunities for vertical and horizontal articulation, academic acceleration, facilities consolidation, and fiscal efficiency.</p> <p>1. Should the Board acknowledge recommendations for new Zone configurations, Phase I of the implementation plan to change the geographic configuration and the staffing of RCSD Zones will be budgeted in the 2023 RCSD budget.</p> <p>2. Effective immediately, the status of the zone and school reconfiguration shall be shared with the State monitor in writing every month. The status update will reflect a phased implementation plan with a corresponding budget.</p> |    | <p>Table13: Recommendation #15<br/>Effective immediately, the district administration shall submit the status of zone and school reconfiguration plans to the State Monitor and financial consultant in a format approved by the monitor.</p> <p>By December 31, 2023, the District administration shall present to the State monitor and financial consultant in a format approved by the State monitor a final draft of a comprehensive plan for the return and integration of East Lower Middle School and East Upper High School to the RCSD</p> <p>The status updates shall include the FMP implementation plan, along with a corresponding budget.</p> |  |  |  |
| <p>Table13: Recommendation #16<br/>Pending feasibility results, establish neighborhood community model elementary and middle schools. Pending Board approval using a phased approach, recommendations for a new Zone configuration shall be budgeted in the 2023 RCSD budget.</p>  |  | <p>Table13: Recommendation #16<br/>By July 1, 2024, the District shall fully implement a strategy, where feasible, of phasing in a dual model approach of neighborhood and community schools in all schools serving students in grades kindergarten through 8.</p>   |  |  |  |
| <p>Table13: Recommendation #17<br/>RCSD shall adhere to the staffing ratios outlined in the collective bargaining agreements. Teachers are.</p>  |  | <p>Table13: Recommendation #17<br/>RCSD shall adhere to the staffing ratios outlined in the collective bargaining agreements.</p>  |  |  |  |

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| <p>teaching approximately at a rate of 50% of the student population they are contracted to teach.</p> <ol style="list-style-type: none"> <li>1. Effective immediately, every teacher shall have a full schedule and a full class for every instructional school day, aligning with the RTA contract.</li> <li>2. Artifacts may include a review of master schedules, class lists, and teacher assigned duty roster for each building.</li> <li>3. Supporting evidence of staff assignments shall be available by July 1 for elementary schools and August 1 for secondary schools.</li> </ol> |   | <ol style="list-style-type: none"> <li>1. Effective immediately, every teacher shall have a full schedule and a full class for every instructional school day, aligned with the Rochester Teachers Association (RTA) contract.</li> <li>2. By December 31 annually, the district administration shall facilitate the development of a plan for annual reduction in staff in accordance with the provisions of the CBAs for review by the State monitor.</li> <li>3. Supporting evidence of staff assignments shall be available by July 31 for elementary schools and August 31 for secondary schools for review by the State monitor.</li> </ol> |  |  |  |
| <p>Table13: Recommendation #18<br/>Beginning January 1, 2022, the District shall provide a comprehensive quarterly report documenting the number, placement, and duties of all Teachers on Assignment (TOAs) and Teachers on Special Assignment (TOSAs) to the State monitor and Executive Cabinet.</p>  |    |   |  |  |  |
| <p>Table13: Recommendation #20<br/>Effective immediately, all recommendations from the Medicaid Compliance Officer for improvement and compliance shall be written to the Superintendent and the State monitor and corrected with supporting evidence by the Special Education Department within sixty days.</p>   |  | <p>Table13: Recommendation #20<br/>Effective immediately, all recommendations from the Medicaid Compliance Officer for improvement and compliance shall be written to the Board, Superintendent and the State monitor. Following the report from the</p>  |  |  |  |

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|  |   | Medicaid compliance officer, a response from the special education department addressing all findings in the report shall be shared with the State monitor within 45 days. |  |  |         |
| Table 13: Recommendation #23<br>District administration shall take documented actions to incorporate the phase in of professional learning communities (PLC) into the master schedules of every RCSD school and program. The PLC initiative should be implemented using research-based models (e.g., Dufour, Slegers). Efforts to accomplish this task should be documented in quarterly reports beginning January 2023.   |  |  |  |  | Monitor |
| Table 13: Recommendation #24<br>The district shall initiate a revised plan to ensure that all student reports of academic achievement are available to parents in a uniform, timely, efficient, and user-friendly format.<br><br>The district shall create and implement a plan to ensure that by October 1 annually every RCSD parent or guardian of a secondary student has easy access to the RCSD Course Catalogue.<br><br>Evidence of the implementation of the strategy for sharing student reports and the RCSD Course Catalogue shall be provided to the State monitor, annually, each marking period, beginning with the 2023–2024 school year. | <b>NEW</b>  |  |  |  |         |

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| <b>Table 4: General Fiscal Practices</b>   |   |   |  |  |  |
| Table 4 Recommendation #1<br>Review Fund Balance Policy annually for modification and approval by April 15. Effective June 30, 2021, the District shall adhere to the current Fund Balance Policy.   |  |   |  |  |  |
| Table 4: Recommendation #2<br>The Board and administration shall examine all contracts and programs providing direct service to students for the following:<br><ol style="list-style-type: none"> <li>1. Evidence of impact on student outcomes</li> <li>2. Alignment to the strategic plan</li> <li>3. Duplication of efforts</li> <li>4. Cost-effectiveness</li> <li>5. Feasibility</li> <li>6. Equity</li> <li>7. Need</li> </ol> Sustainability. |  | Table 4: Recommendation #2<br>The Board and administration shall utilize a process to examine all contracts and programs providing direct services to staff and students over \$75,000 for the following:<br><ol style="list-style-type: none"> <li>1. Evidence of impact on student outcomes</li> <li>2. Alignment to the strategic plan</li> <li>3. Duplication of efforts</li> <li>4. Cost-effectiveness</li> <li>5. Feasibility</li> <li>6. Equity</li> <li>7. Need</li> <li>8. Sustainability.</li> </ol> Documentation of the implementation of this process shall be made available as part of the Quarterly Reports submitted by the District to the State monitor and NYSED. |  |  |  |

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| <p>Table 4: Recommendation #3<br/>Provide consistent supports at each school based on an analysis of enrollment data during specified times throughout the school year.<br/>The district shall use class size guidelines for staffing/budget development in all schools.</p> <p>The district shall develop guidelines based on the documented need for related service providers for budget development.</p> <p>The district shall conduct a comprehensive analysis of current enrollment and staffing in each school, program, and Central Office annually by February 1. Effective immediately, create a cross-discipline team with human capital members, teaching and learning, and the finance departments specifically for staffing and budgeting.</p> <p>The team shall ensure:</p> <ol style="list-style-type: none"> <li>1) all staffing and contingent staff requests are in the budget,</li> <li>2) all hired staff are appropriately placed in the district’s software program, including position control and budget code,</li> <li>3) any modifications to staffing are made in consultation with the team, principal, and chief.</li> </ol> <p>This should help maximize resources and create efficiencies throughout the district while reducing expenses.</p> <p>Create a cross-discipline team with human capital members, teaching and learning, and the finance departments specifically for staffing and budgeting by February 2021 and every year after that.</p> |  | <p>Table 4: Recommendation #3<br/>At least twice during the school year, the district administration shall allocate resources at each school based on an analysis of enrollment data.<br/>The district shall use class size guidelines for staffing/budget development in all schools.</p> <p>The district shall conduct a comprehensive analysis of current enrollment and staffing in each school, program, and Central Office annually by November 1. This information shall be shared in writing with the State monitor and fiscal consultant no later than November 15.</p> |  |  |  |
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| <p>Develop a process to revisit enrollments and staffing using BEDS data after each semester and 30 days before the start of school.</p> <p>Communicate staff allocation designations for all collective bargaining unit members every year by July 1st.</p>   |   |  |  |  |  |
| <p>Table 4: Recommendation #4</p> <p>Central administration shall provide principals/directors and chiefs with three years of historical data for expenditures by February 1 every year.</p> <p>The district shall commit to the following:</p> <ol style="list-style-type: none"> <li>1- Hold the principals/directors and chiefs responsible for their budgets.</li> <li>2- Restrict the number of transfers that an administrator can request each month.</li> <li>3- Restrict the number of requests for substitutes an administrator can request each year.</li> <li>4- Restrict the number and usage of P-Cards</li> <li>8. 5- Hold staff accountable for the proper use of the Concur system</li> </ol> |    |  |  |  |  |
| <p>Table 4: Recommendation #7</p> <p>The Finance Department should review the Direct Pay list for reducing the expenditures allowable for Direct Pay. Progressive discipline should be implemented for staff members who violate protocols or policies for Direct Pay. Hold staff accountable for the proper use of the Concur system and P-Cards.</p> <p>This recommendation should improve the management of expenses. Chiefs shall receive</p>  |  | <p>Table 4: Recommendation #7</p> <p>The Finance Department shall review the Direct Pay list for reducing the expenditures allowable for Direct Pay. Monthly reports of P-Card use and confirming orders shall be shared with the State monitor and the financial consultant. Progressive discipline should be implemented for staff members who violate protocols or policies pertaining to Direct Pay. Staff</p> |  |  |  |

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| <p>monthly reports identifying violators of Direct Pay procedures beginning February 15, 2021. A progressive discipline protocol should be established and shared with the cabinet for pending implementation by January 15, 2022.</p>   |  | <p>shall be held accountable for the proper use of the Concur system and P-Cards.</p> <p>Chiefs shall receive monthly reports identifying violators of Direct Pay. The Chiefs shall communicate the names of the violators to the Human Resources (HR) Department for the implementation of the established progressive discipline protocol.</p> |  |  |  |
| <p>Table 4: Recommendation #8<br/>         Spending on materials, equipment, books, and supplies should end each year on February 15th. All spending after February 15th should require a signed approval from the requestor and the appropriate chief.</p>  |   |  |  |  |  |
| <p>Table 4: Recommendation #10<br/>         A protocol shall be established to ensure cabinet members are knowledgeable of contracts, memorandums of agreements, and memoranda of understanding regularly. This will increase the cabinet's capacity to be good financial stewards of the district. It will also increase cross-functional knowledge of cabinet members and reduce the silo management approach commonly witnessed throughout the district. For example, new MOAs and MOUs could follow a process of reviewing similar position Management Action Form (PMAF).</p> |  | <p>Table 4: Recommendation #10<br/>         Annually, the District administration should establish a protocol for ensuring cabinet members are knowledgeable of contracts, memorandums of agreements, and memoranda of understanding.</p>  |  |  |  |
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| <p>Table 4: Recommendation #11<br/>The district should adopt a formal practice of informing the Board of grants awarded to the district, including the following:<br/>Purpose<br/>Amount<br/>Duration<br/>Scope of Work<br/>Outcomes<br/>Alignment to District Priorities<br/>Staff Oversight</p>      |  | <p>Table 4: Recommendation #11<br/>Beginning September 1, 2023, the District shall adopt a formal practice of notifying quarterly the Board, the State monitor, and fiscal consultant of State and federal grants awarded to the district. Such notification shall include the following information about each grant:</p> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Amount</li> <li>• Duration</li> <li>• Scope of Work</li> <li>• Outcomes</li> <li>• Alignment to District Priorities</li> <li>• Staff Oversight</li> </ul> |  |  |  |
| <p>Table 4: Recommendation #12<br/>Starting January 1, 2022, the district shall develop and implement an updated PMAF process that is responsive, timely, and efficient.<br/>Completion of SOP of PMAF process and presentation to the cabinet for implementation, no later than January 31, 2022.</p> |  | <p>Table 4: Recommendation #12<br/>Effective immediately, the district administration shall develop and implement an updated Position Management Action Form (PMAF) process that adheres to the Board approved budget and is responsive, timely, and efficient.<br/>The district administration shall complete the SOP for the RCSD PMAF process and present the SOP to the cabinet for implementation no later than September 30, 2023.</p>   |  |  |  |
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| <p>Table 4: Recommendation #13<br/>Effective immediately, the district administration shall prepare a monthly position control report for review and action, as needed, by the cabinet. The report should be generated weekly at a minimum during the following months: February, March, August, and September.<br/>The report should be shared with the State monitor.</p>   |    |   |  |  |  |
| <p>Table 4: Recommendation #15<br/>Effective immediately, the district administration should submit a progress monitoring program implementation plan on all CRSSA and ARP funded activities and programs, including personnel evaluations as per communication from the Commissioner of Education.<br/>District administration should submit a semi-annual and annual report of all CRSSA and ARP-funded activities and programs, including personnel evaluations.</p> |    | <p>Table 4: Recommendation #15<br/>Effective immediately, the district administration shall submit a progress monitoring program implementation plan for all CRSSA and ARP funded activities and programs.<br/><br/>For the CRSSA funds that end on June 30, 2023, the District administration shall submit to the state monitor and fiscal consultant a final report that includes data, validating outcomes and impact of all CRSSA funding by a date determined by the state monitor and superintendent.</p> |  |  |  |
| <p>Table 4: Recommendation #17<br/>Effective immediately, the Dept. of HC shall co-create with Finance and IMT an action plan to progress monitor, position control, extra pay, vacancies, and substitutes. Progress monitoring of this plan should be a regular agenda item for the Staff Relations Committee meetings</p>   |  | <p>Table 4: Recommendation #17<br/>Effective immediately, the Department of Human Capital shall co-create with the Department of Finance and the Department of Information Management Technology an action plan to progress monitor position</p>  |  |  |  |

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|  |   | control, extra pay, vacancies, and substitutes. This information shall be shared monthly with the State monitor and financial consultant.   |  |  |  |
| Table 4: Recommendation #19<br>Effective immediately, District administration shall include transparent explanations for activities listed on resolutions for extra pay  | M | Table 4: Recommendation #19<br>Effective immediately, the district administration shall include transparent explanations for activities listed on resolutions for extra pay, including detailed descriptions of outcomes and deliverables.  |  |  |  |
| Table 4: Recommendation #21<br>District administration shall leverage state and federal funding to create a comprehensive investment strategy based on equity and need, to support schools beginning with the 23/24 school year. | M | Table 4: Recommendation #21<br>The district administration shall leverage State and federal funding to create a comprehensive investment strategy, based on equity and need, to support schools beginning with the 2023–2024 school year. The implementation of the investment strategy for blending and braiding ARP, Title I, Titles II, Title III, and Title IV shall be shared and discussed at a monthly meeting, beginning September 30, 2023, with the State monitor and financial consultant. |  |  |  |
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| <b>Table 5: Governance and Programmatic Decision-Making</b>  |   |   |  |  |  |

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| <p>Table 5: Recommendation #2<br/>Effective immediately, the administration shall:</p> <ol style="list-style-type: none"> <li>1) Adhere to contract staffing ratios.</li> <li>2) Increase enrollment at RCSD schools by increasing achievement and providing programs that meet the needs and interests of students and their families.</li> <li>3) Initiate a campaign to compete with charter schools for students.</li> </ol>  |    |  |  |  |  |
| <p>Table 5: Recommendation #6<br/>Effective July 1, 2021, the administration shall include reports benchmarking the use of H and K funds in CFO reports during the Finance Committee of the Whole meetings (COW).<br/>Effective August 2022, the administration shall develop a process for benchmarking and reporting performance based on Key Performance Indicators (KPIs) for Food Service, Maintenance and Operations, Safety and Security, and Transportation like selected indicators funded through the Council of Greater City Schools Publication Managing for Results in America’s Great City Schools.<br/>RCSD Board and District Leadership will conduct a work session a minimum of twice a year to reassess each phase of the Facilities Modernization Plan using fiscal, academic, facilities, and equity lenses.</p> |    | <p>Table 5: Recommendation #6<br/>Effective July 1, 2021, the administration shall include reports benchmarking annual use of H and K funds in CFO reports during Finance Committee of the Whole meetings (COW).</p> |  |  |  |
| <p>Table 5: Recommendation #9<br/>Effective immediately, all contracts and resolutions shall include an evaluation and a cost analysis:</p> <ol style="list-style-type: none"> <li>1. All contracts shall come through the legal office.</li> <li>2. The State monitor shall continue to randomly select contract request documentation for review.</li> </ol>  |  |  |  |  |  |

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| <p>3. All resolutions shall include a cost analysis and be reviewed at the cabinet and a designated committee meeting.</p> <p>4. Expenditures on contracts shall be reduced to align with the expenditures on contracts in comparable districts.</p>  |   |  |  |  |  |
| <p>Table 5: Recommendation #13<br/>Effective no later than February 28, 2022, District leadership shall conduct a monthly analysis of the vacancy reports for the executive cabinet and the State monitor. The report should be generated weekly at a minimum during the following months: February, March, August, and September.</p>                    |    | <p>Table 5: Recommendation #13<br/>Effective no later than February 28, 2022, District leadership shall submit a monthly analysis of the vacancy reports to the executive cabinet, financial consultant, and the State monitor. The district administration shall record in their financial plan and execute a reduction of staff minimally equivalent to at least 30% of the unfilled positions recorded in the 2023-2024 school year District budget or the number of vacant positions held for 3 or more years in the 2023–2024 school year budget.</p> |  |  |  |
| <p>Table 5: Recommendation #14<br/>1. Effective immediately, for the 2019-20, 2020-21, and 2022-23 fiscal year, District administration shall identify the various revenue components and amounts included in the following sources of revenue:<br/>a) Local Revenue<br/>b) State Revenue (received directly or as a flow-through from other sources)</p> |  | <p>Table 5: Recommendation #14<br/>1. Effective immediately, and annually, the district administration shall identify the various revenue components and amounts included in the following sources of revenue:<br/>a) Local Revenue<br/>b) State Revenue (received directly or as a flow-through from other sources)</p>   |  |  |  |

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| <p>c) Federal Revenue (received directly or as a flow-through from other sources)<br/> d) Flow through Revenue (received to flow through to others)<br/> e) Any other revenue source not included above<br/> 2. Compare the revenue sources identified in 1 above to the expected revenues anticipated in 2021-22. For any revenues received in 2019-20 or 2020-21, 2021-22, but not anticipated in 2022-23 please verify and document the reason for the change.<br/> 3. Identify any new revenue sources for the 2021-22 and the 2022-23 school year.</p> |   | <p>c) Federal Revenue (received directly or as a flow-through from other sources)<br/> d) Flow through Revenue (received to flow through to others)<br/> e) Any other revenue source not included above<br/> 2. Compare the revenue sources identified in 1 above to the expected revenues for each year starting with the 2019–2020 school year and verify and document the reason for any significant changes.<br/> 3. Identify any new revenue sources annually for each school year.</p> |  |  |  |
| <p>Table 5: Recommendation #15<br/> For each of the revenue sources identified, the administration shall develop a database or other repository that documents the following:<br/> a) criteria for the receipt of funding by the district (e.g., enrollment, graduation rate, disability classification).<br/> b) specific requirements for each revenue source, including hearings or reporting<br/> c) the reporting deadlines<br/> d) the means of receipt and from whom<br/> e) the projected timing of receipt of the revenue (N)</p>                  |    |  |  |  |  |
| <p>Table 5: Recommendation #16<br/> The CFO shall maintain an updated list of individuals responsible for each revenue source, including obtaining the required data and ensuring that the</p>  |  |  |  |  |  |

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| data is accurate, provided that the data is available and reported within the designated timeframes.   |   |  |  |  |  |
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| <b>Table 6: Legal and Financial Audits</b>   |   |  |  |  |  |
| <p>Table 6: Recommendation #3<br/> Effective immediately, the review of all MOAs and MOUs should occur as an agenda item for the executive cabinet. This process should start with reviewing past agreements resulting in any financial obligation for the district.</p>   |    | <p>Table 6: Recommendation #3<br/> Effective immediately, the review of all Memorandums of Agreement (MOAs) and Memorandums of Understanding (MOUs) shall occur as an agenda item for the executive cabinet. This process should start with reviewing past agreements resulting in any financial obligation for the district. MOAs should be archived within the financial management system for easy access for key District personnel.</p> |  |  |  |
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| <p>Table 6: Recommendation #4<br/> Effective immediately, district administration should increase the use of independent legal counsel, when appropriate, by the RCSD Board and administration.</p>  |    |  |  |  |  |
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| <p>Table 6: Recommendation #5<br/> Increase the use of independent legal services to negotiate collective bargaining agreements by July 1, 2022. By July 1, 2022, have an independent lawyer conduct an audit of all collective bargaining agreements, for potential areas of improvement for the district, through negotiation.</p> |  | <p>Table 6: Recommendation #5<br/> By September 1, 2022, the District administration shall have an independent lawyer conduct an audit of all collective bargaining agreements for potential areas of improvement through negotiation. Findings should be presented to the State monitor and financial consultant.</p>   |  |  |  |
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| <p>Table 6: Recommendation #6<br/>Effective immediately, the executive cabinet and the State monitor shall review all Election to Work Agreements (EWAs) annually to better understand opportunities to further support Receivership schools.</p>  | <p><b>NEW</b></p> |  |  |  |  |
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| <p><b>Table 7: Budget Development</b></p>  |                   |  |  |  |  |
| <p>Table 7: Recommendation #1<br/>Train school and District leaders annually on best practices in finance and budgeting beginning with the 2021–2022 school year.<br/>Create budget development and budget management training every year for all school and District leaders.<br/>Require the proposed budget reflect previous expenditures and do not allow all funding to be placed in one or two accounts for transferring throughout the year. This will help control the movement of money between budget codes after the budget has been approved and restrict the number of transfers that an administrator can request.<br/><br/>Establish a Budget Transfer Policy. The policy shall include a standard operating procedure for budget transfers. The policy shall require transfers to be approved for appropriate amounts and approved at different administrative levels.<br/>Consolidate and upgrade the financial management systems, including training.</p> | <p><b>M</b></p>   | <p>Table 7: Recommendation #1<br/>The district administration shall ensure school and District leaders are trained annually on best practices in finance and budgeting continuing during the 2023–2024 school year. The district administration shall hold training participants accountable to the goals of the training.<br/><br/>Training shall include budget development and budget management.</p> |  |  |  |
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| <p>Table 7: Recommendation #2</p> <p>Effective immediately, update budget development processes and timelines to produce sound budget forecasts. The earlier start date will allow the district ample time to deliberate using historical data and trending analysis. In addition, the earlier start date will provide more time for stakeholder engagement in the budget development process.</p> <p>Effective January 1, 2023, the administration shall be provided with the following tools every month to make school and department leaders more accountable for the funds being spent from their budgets:</p> <ul style="list-style-type: none"> <li>• Available Funds Report</li> <li>• Budget Transfer Report</li> <li>• Confirming Order Report</li> <li>• Staffing Template</li> <li>• Open Purchase Order (PO) Report</li> <li>• Substitute Utilization Report</li> <li>• Overtime and Regular Time Extended Report (biweekly)</li> <li>• P-Card Utilization Report</li> </ul> |    |  |  |  |  |
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| <p>Table 7: Recommendation #5</p> <p>Pilot participatory, equity-based budget practices beginning with the 2023-24 school year budget development.</p> <p>Adopt a model for budget development that ensures equitable access to resources for the 2022-23 school year budget.</p>   |  | <p>Table 7: Recommendation #5</p> <p>The district administration, school leaders and Board leaders shall adopt, implement and monitor a participatory budget model beginning with the development of the 2024–2025 school year budget.</p> |  |  |  |
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| <p>Table 7: Recommendation #7<br/>Effective immediately the district shall annually, create a budget book and any complementary budget materials showcasing the following:</p> <ul style="list-style-type: none"> <li>• Programmatic information beyond the constraints of a line-item budget</li> <li>• School level budget allocations</li> <li>• User friendly</li> <li>• Transparent</li> <li>• Highlights budget priorities and goals</li> </ul> <p>Highlights potential opportunities and threats to the fiscal wellbeing of the district</p> | <p><b>NEW</b></p>  |  |  |  |  |
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| <p><b>Table 8: Organization Structure and Internal Operational Efficiency</b></p>   |  |  |  |  |  |
| <p>Table 8: Recommendation #1<br/>District administration and the Board should collaborate to develop and implement an annual process for regularly reviewing all District policies. This process should be established, and implementation should start by October 1 and continue throughout the year.</p>   | <p></p>   |  |  |  |  |
| <p>Table 8: Recommendation #4<br/>Effective immediately, the district should initiate full implementation of Policy 6700.</p>   | <p></p> |  |  |  |  |
| <p>Table 8: Recommendation #5<br/>Effective by January 2021, District administration shall require, monitor, and enforce that all service providers document in the IEP Direct RS Service log all services provided and events preventing the</p>   | <p><b>M</b></p>  | <p>Table 8: Recommendation #5<br/>Effective no later than January 2021, the District administration shall require, monitor, and enforce that all service providers document in the IEP</p> |  |  |  |

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| <p>delivery of services within 48 hours of delivery of service.<br/>Effective by January 2021, District administration shall develop and implement a process to effectively monitor related services provided and ensure related services are provided in accordance with student IEPs.<br/>In addition, ensure all types of related services are monitored and document monitoring performed.</p>    |   | <p>Direct RS Service log all services provided and events preventing the delivery of services within 48 hours of delivery of service. A log of this information shall be sent monthly to the State monitor.</p>  |  |  |  |
| <p>Table 8: Recommendation #6<br/>Effective immediately, develop an RFP or RFQ to search to secure new health and dental brokers for the 2023-2024 school year.</p>   |    | <p>Table 8: Recommendation #6<br/>Effective immediately, the district administration shall develop an RFP or RFQ to secure new health and dental brokers for the 2024–2025 school year.</p>  |  |  |  |
| <p>Table 8: Recommendation #7<br/>Effective immediately, the district administration shall initiate a minimum of four strategies for implementation to reduce the rising cost of utilities in the district and submit a report to the State monitor and, which includes actions and outcomes.</p>   |    | <p>Table 8: Recommendation #7<br/>Effective immediately, the district administration shall initiate a minimum of four strategies for implementation to reduce the rising cost of utilities in the district and submit a quarterly report to the State monitor and financial consultant, which includes actions and outcomes.</p> |  |  |  |
| <p>Table 8: Recommendation #10<br/>To facilitate student centered, efficient and timely master schedules, District administration shall create a timeline/workplan for the development of secondary and elementary master schedules that incorporates input from all impacted stakeholders and delineates deadlines, duties and responsibilities of all relevant stakeholders for completion. The</p> |  | <p>Table 8: Recommendation #10<br/>To facilitate student centered, efficient and timely master schedules, District administrators shall work collaboratively to create a timeline/workplan for the development of secondary and elementary master schedules that</p>   |  |  |  |

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| <p>workplan will be shared with all parties and all parties will be held accountable by the superintendent or superintendent designee. The plan shall be shared with State monitor and progress executing the plan will be shared by Accountability with the superintendent, deputy superintendent and State monitor. The first draft of the plan shall be available January 31, 2023. The plan should be ready for initial implementation Fall 2023 and complete transition to the new protocol by Fall 2024.</p> |  | <p>align with the timelines and workplans of the following:</p> <ul style="list-style-type: none"> <li>• Registrars</li> <li>• Human Capital, staff hiring, staff transfers, staff retirements</li> <li>• Special Education, placement</li> <li>• Bilingual Education, placement</li> <li>• Last day of school for registrars and school counselors</li> <li>• Summer School programming, testing and grade accumulation</li> </ul> <p>The first draft of the work plan shall be available January 31, 2024. The plan should be ready for initial implementation in Fall 2024, with complete transition to the new protocol by Fall 2025.</p> |  |  |  |
| <p>Table 8: Recommendation #13<br/>District administration shall provide semiannual updates on the strategies and resulting outcomes for the KPIs in the following departments:</p> <ul style="list-style-type: none"> <li>• Finance</li> <li>• Human Capital</li> <li>• Operations</li> <li>• Student Placement</li> </ul> <p>Transportation</p>  |  | <p>Table 8: Recommendation #13<br/>The district administration shall provide semiannual updates to the Board and the State monitor on the metrics, strategies and resulting outcomes for the Key Performance Indicators (KPIs) in the following departments:</p> <ul style="list-style-type: none"> <li>• Finance</li> <li>• Human Capital</li> <li>• Operations</li> <li>• Student Placement</li> <li>• Transportation</li> <li>• Food Service</li> </ul>  |  |  |  |

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|  |   | <ul style="list-style-type: none"> <li>• Safety and Security</li> </ul> <p>There should be a minimum of three KPIs and corresponding strategies per department. The baseline for the KPIs shall be the updates provided at the conclusion of the 2022–2023 school year.</p>   |  |  |  |
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| <b>Table 9: Transportation</b>   |   |   |  |  |  |
| <p>Table 9: Recommendation #1</p> <p>Acknowledging the District’s need to cut costs, the district should continue negotiating a more favorable contract with all transportation service providers, including RTS</p>                       |    | <p>Table 9: Recommendation #1</p> <p>Acknowledging the District’s need to cut costs, the district shall continue negotiating favorable contracts with all transportation service providers, including the Rochester Transit System (RTS).</p> <p>Annually, the transportation department should share weekly updates about the status with the State monitor and financial consultant during the following time frames:</p> <p>August 1 through October 31</p> <p>February 1 through April 30</p> |  |  |  |
| <p>Table 9: Recommendation #2</p> <p>District administration shall review the Managed Choice Policy for modification, restoration, or elimination.</p> <p>Determine the approval status of the Managed Choice Policy by March 1, 2023.</p> |  | <p>Table 9: Recommendation #2</p> <p>District administration shall annually review this policy for amendment or recession and present such recommendations to the Board. The Board will vote to amend or rescind the policy by October 31st. The administration will also report on this</p>  |  |  |  |

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|  |   | policy's implementation, outcomes, and impact through qualitative and quantitative data as mutually agreed upon by the Board and District administration. This data is including but is not limited to the percentage of students receiving their first and second choice of schools, the percentage of students who participated in the lottery and percent that utilized sibling or walk zone preference, and disaggregated by school.  |  |  |  |
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| <p>Table 9: Recommendation #5<br/>Annually, by September 1, the District shall submit to the monitor an updated five-year financial plan such that, for each school year, the annual aggregate operating expenses do not exceed annual aggregate operating revenues, and the major operating funds of the District are balanced in accordance with accepted accounting principles. The financial plan shall include statements of all estimated revenues, expenditures, and cash flow projections of the district.</p> |  | <p>Table 9: Recommendation #5<br/>Annually, by August 1, the District shall submit to the State monitor and financial consultant a final updated five-year financial plan such that, for each school year, the annual aggregate operating expenses do not exceed annual aggregate operating revenues; assumptions are data driven, reasonable and feasible; and the major operating funds of the District are balanced in accordance with accepted accounting principles. The financial plan shall include statements of all estimated revenues, expenditures, and cash flow projections of the district.</p> |  |  |  |
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| <p>Table 9: Recommendation #7<br/>District administration shall conduct an audit of the following departments: transportation, facilities, food service, and operations by January 2023.</p> <p>Restructure the Department of Facilities, Operations, and Transportation to address the growing complexity of District needs by June 2023.</p> |  | <p>Table 9: Recommendation #7<br/>By January 2023, the District administration shall conduct an audit of the following departments: transportation, facilities, food service, and operations.<br/>The district administration shall document the specific corrective actions taken to address the findings of the audit and present the corrective actions to the Board, financial consultant, and the State monitor before December 1, 2023.</p> |  |  |  |
| <p>Table 9: Recommendation #8<br/>Effective immediately, District administration shall initiate a minimum of four strategies for implementation to reduce District reliance on transportation and submit them to the State monitor.</p>  |  | <p>Table 9: Recommendation #8<br/>Effective immediately, the district administration shall annually implement a minimum of four strategies to reduce District reliance on transportation. This information shall be shared with the financial consultant and State monitor by August 30, including quantitative data to support the reduction from the previous school year.</p>  |  |  |  |
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