Final Rochester City School District Academic Plan Update
December2022

Academics Recommendation Number	Specific Text of Recommendation	Recommendation Type (Current, Modified, New)	Evidence of Implementation to be Submitted by District
Table 5 Recommendation #1	The District leadership shall develop and have approved by the Board standard operating procedures (SOP) for professional development, including the protocol for onboarding new Board members, which shall be fully implemented by December 30, 2020. 1. Board resolution adopting standard operating procedures. 2. Beginning January 31, 2021, submission by the District to the Monitor no later than 30 days following a new board member taking office of artifacts demonstrating that the new board member has been on-boarded in accordance with all elements of the SOP.	**Current**	• Agendas • Handbooks • Evaluations
Table 5 Recommendation #2	The District leadership shall establish a protocol for regularly reviewing resolutions prior to presentation to the Board for action. The protocol shall include a thorough review of the resolution's content and the implication of the action being requested as it relates to academics, finance, and equity. The protocol shall also include answers to anticipated questions from the Board Commissioners. In addition, district leadership shall conduct a quarterly review of resolutions that the Board successfully approved. These resolutions can be used as examples for training purposes. These examples shall also be used during the orientation of new leaders into the District. 1. By January 31, 2021, and every year thereafter, a schedule shall be created for resolutions	**Modification**	Resolution Calendar

	to appear before the appropriate committee prior to presentation to the full Board. 2. By January 31, 2021, **and every year after,** create a new calendar for resolution development that includes a specific time to conduct a final review of all resolutions, prior to submission to the Board clerk for inclusion in the Board resolution packet.		
Table 5 Recommendation # 3 **Removed November 2022**	All Board meetings shall be conducted in strict accordance with Roberts Rules of Order. 1. Documentation shall be collected every time legal counsel invokes the need for the Board to follow Robert's Rules of Order. This shall be implemented immediately. 2. Artifacts demonstrating the following shall be made accessible for review by the State Monitor: ☐ Annual training at the first Board meeting on Robert's Rules of Order ☐ RCSD counsel serving as Parliamentarian Documentation of Violations of Robert's Rule of Law by Commissioners.	**Remove**	
Table 5 Recommendation #4	The Board shall incorporate racial and linguistic bias training into the onboarding process for new Board Commissioners and the professional development plan for all Board Commissioners. Include in the Standard Operating procedures for onboarding new Board Commissioners. Training will be conducted yearly by January 31. (M) .	**Current**	
Table 5 Recommendation #5	The Board Policy Committee shall be held responsible for jointly developing a process for regularly reviewing and updating RCSD Board policies. 1.	**Current**	Artifacts demonstrating the following shall be made accessible for review by the State Monitor:

	The Policy Committee Chair shall present a protocol for reviewing Board policies during a Policy COW scheduled no later than December 30, 2020. 2. Policies shall be presented as action items monthly at the Policy COW meetings beginning March 1, 2021. 3. Legal counsel shall present any new policies or regulations from the NY State Education Department and any other federal, state, county, or city government agencies on an as-needed basis.		• Protocol for reviewing Board policies • Policy COW meeting minutes
Table 5 Recommendation #6	All Board goals shall be SMART: specific, measurable, attainable, relevant and time-based 1. SMART goals shall be posted on the District website annually by January 1. 2. The Board goals shall remain current on the District website at all times and updated yearly. 3. The Board goals shall be available in the languages most frequently spoken in the District. 4. The Board goals shall be posted prominently throughout the District, including the Boardroom at the central office. (M)	**Current**	• District signage • District website
Table 5 Recommendation #7	A multi-year Executive Leadership Professional Learning Plan to **shall** be implemented **and evaluated, annually,** beginning with the 2021-2022 school year. 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.	**Modification**	• Evaluations • Plan • Budget • Attestation from EPO Superintendent

	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. (M)		
Table 5 Recommendation #8	Although work has been done to reduce the number of Board meetings, during the month of September 2020, the RCSD Board conducted 10 Board meetings. The volume and frequency of the various Board meetings justify the full utilization of BoardDocs. This will allow the Board to: 1. Record votes 2. Enter meeting minutes 3. Display meeting information to an audience during board meetings 4. Load agenda items using advanced document workflow technology An additional service extension (additional cost required) called BoardDocs Plus would allow the Board to manage separate meetings for multiple boards or committees 1. The Board shall begin utilizing more components of Board Docs with full implementation of all components by **January 30, 2023.** 2. Effective **January 30, 2024,** the Board shall reduce the number of **meetings** compared to the previous year.	**Modification**	• Board calendar • Board minutes • Committee meeting agendas
Table 5 Recommendation #9	Annual self-evaluations of RCSD Board Commissioners will be made public and available on the RCSD Website. Availability on the website	**Remove**	

Removed November 2022	should be provided in the languages most frequently spoken in the District.		
Table 5 Recommendation #10	The RCSD shall address all yellow and red ratings from all plans in writing by the subsequent quarterly report. (N)	**Current**	Quarterly Reports
Table 5 Recommendation #11	District administration **shall** implement a plan to afford earned and bounded autonomy to receivership schools beginning in the 2022-23 school year. Professional development for school leadership teams regarding levels of autonomy.	**Modification**	• Documentation from superintendent outlining criteria for eligibility to be autonomous. • Agenda and presentation to principals • Chief meeting agendas
Table 5 Recommendation #12	Effective immediately, create a work calendar that affords school chiefs a minimum of three uninterrupted days providing direct services in assigned schools.	**Current**	Chief schedules (N)
Table 5 Recommendation #13	Superintendent evaluation **shall** be initiated no later than 30 days following the first day of the school year. 1. 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. 2. Superintendent's evaluation should be explicitly aligned to the goals and metrics outlined in the RCSD Strategic Plan.	**Modification**	• Evaluation calendar for superintendent • Super Evaluation documentation
Table 5 Recommendation #14	Central Office cabinet members' evaluations **shall** be initiated no later than 45 days following the first day of the school year. 1. Central Office cabinet members' evaluation schedule and goals should be ready for review by October 31.	**Modification**	Evaluations

	2. Central Office cabinet members' evaluations **shall** be explicitly aligned to the goals and metrics outlined in the RCSD Strategic Plan. (N)		
Table 5 Recommendation #15	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.** Options include, but are not limited to the following: • Expand the school day or school year • Review, expand, alter or replace the curriculum and program offerings at the school • Mandate faculty meetings 60 minutes twice per month • Mandate common planning. (M)	**Modification**	Two letters to the following 1) identifying the specific powers to be implemented at any or all receivership schools and 2) documenting outcomes from exercising the powers: State Monitor School Board Chiefs of Schools Chief Academic Officer Receivership school leaders Receivership SBMT
Table 5 Recommendation #16	Board **shall** vote to approve a permanent superintendent by July 1, 2023.	**NEW**	Resolution to hire
Table 5 Recommendation #17	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.	**NEW**	Resolution Course of Studies, Fall 2024
Table 5 Recommendation #18	Board will submit approved FMP facilities and educational plans to SED by January 31, 2023. **Board shall approve selected schools by January 1, 2023 and submit the FMP Master Plan in April 2023**	**NEW**	Resolution Plans Submission letter and plan

Final Rochester City School District Academic Plan Update
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Table 5 Recommendation #19	Board receive a draft of a new RCSD Strategic Plan by May 31, 2023 and will vote on a final draft of the new 5-year RCSD Strategic Plan no later than October 31, 2023.	**NEW**	Draft Strategic Plan Final Strategic Plan
Table 7 Recommendation #1	Establish and maintain current Standard Operating Procedures for each RCSD department to facilitate onboarding, accountability, and supervision throughout the District. 1. By **February 1, 2023**, submit to the State Monitor a plan to create, **monitor** and update the SOP of each department **annually.** (omit #2)	**Modification**	SOPs
Table 7 Recommendation #2 **Removed November 2022**	Reorganize Office of Human Capital operations by keeping existing titles/positions and moving people through reassignments and transfers and develop a new organization chart to address District priorities as follows: ☐ Staff Relations ☐ Recruitment & Selection ☐ Staff & Educator Effectiveness Create a talent management plan to properly support and develop all staff, focusing on succession planning, particularly for key leadership roles. Change Chief of Human Resources title to Chief of Human Capital or Chief Human Capital Officer Clarify, reset and establish a human capital branding, including clarification of the role of the Chief Human	**Remove**	Completed

	Capital Officer (CHCO) The District administration shall adhere to the following: 1. Existence of a new RCSD Human Capital website and social media reflecting upgraded branding by June 30, 2021. 2. Organization charts are updated and appear on the District and school websites by August 15 of each year. 3. New talent management plan by July 2021. 4. Implementation of a new talent management plan by September 2021. 5. Creation of a reorganized Department of Human Capital		
Table 7 Recommendation #3	**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: ☐ Effective Leadership and Teaching Practices ☐ Turnaround Leadership Actions and Competencies. ☐ Management Skills ☐ Data Utilization for Resource Allocation and Academic Achievement ☐ Behavioral Support ☐ Evaluating teachers of ELLs and Students with Disabilities ☐ Support for Diverse Student Populations. ☐ Change Management	**Modification**	• First draft of a comprehensive professional development plan submitted to state monitor on April 1. • Final copy of comprehensive professional development plan submitted to state monitor on May 1.

	☐ Community Outreach and Engagement the District administration shall adhere to the following: 1. Submit an annually updated systematic professional development plan by May 1 for the subsequent school year. 2. Submission of an annually updated program evaluation instrument by May 1 for the subsequent school year. 3. Effective January 1, 2021, program evaluation indicators shall be used quarterly to measure the impact of programs.		
Table 7 Recommendation #4	Develop and fund a leadership academy for central office leaders. Develop and fund a leadership academy for aspiring school leaders. The District administration shall adhere to the following: 1. Include a budget line for two leadership academies in **every** school year budget. 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. 3. Submit evaluations and progress reports from each academy to the State Monitor for review quarterly throughout the duration of each academy. 4. Submit the final report of each academy for evaluation by the State Monitor at the conclusion of each academy. (M)	**Modification**	• Budget • Scope of work • Evaluations • Final Report • Plan • Letter outlining goals, purpose, participants and outcomes
Table 7 Recommendation #5	The administration shall develop a plan for progress monitoring the effectiveness of SOPs annually. 1. Sample SOPs	**Remove**	Observable through evidence of outcomes

Removed November 2022	2. Progress monitoring tools 3. Progress monitoring plan (N)		
Table 7 Recommendation #6	Develop a clear, rigorous, and turnaround leadership competency-based selection process for administrators, placing final hiring authority with the Superintendent. Establish a robust central office hiring process to produce the best candidates and select the most competent and qualified candidates based on pre-established criteria. Implementation Plan that minimally includes the following for presentation to the HR COW, annually, by May 30, 2021: ☐ recruitment strategy ☐ competency-based selection process ☐ pipelines and partnerships with colleges, universities, and other organizations locally, regionally, and nationally ☐ financial and non-financial incentives to attract and retain diverse talent	**Current**	• Selection protocol documents for selected new employees • List of all incentive packages offered on a yearly basis • Budget
Table 7 Recommendation #7	**District administration shall fully implement** the Annual Professional Performance Review (APPR) Plan. 1. Full adherence to all components of the APPR shall be initiated effective immediately 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.	**Modification**	• APPR plan • Data to support full implementation

	3. Annually, by October 1, the State Monitor, CAO, and Chiefs of Schools shall conduct a randomly selected review of redacted evaluations each month.		
Table 7 Recommendation #8	Establish Zone Offices led by Chiefs of Schools with staff to support each zone. **District administration shall elevate the authority and responsibilities of the 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 SY23/24.**	**Modification**	Organization charts Budget Evaluations of chiefs Feedback from principals
Table 7 Recommendation #9 **Removed November 2022**	Establish a biweekly meeting with an academic District leadership team representing the offices responsible for finance, enrollment, placement, accountability, human capital, and institutional technology to discuss staffing allocations and projections. The Monitor will attend, preview agendas, and monitor outcomes from meetings effective immediately.	**Remove**	
Table 7 Recommendation #10	District administration **shall** annually, by **March 1,** submit to Executive Leadership and the State Monitor a talent management plan, including a budget, for each collective bargaining unit, including strategies for the following: talent acquisition, onboarding and integration, leadership and management development, performance management, and succession planning.	**Modification**	• Talent Management Plan • Budget for Talent Management Plan
Table 7 Recommendation #11	Effective immediately, all school or district leadership positions with any oversight for Receivership Schools shall include the participation of the State Monitor in the interview and selection process.	**Current**	• Meeting participation • Interview Notes • Resume Reviews (N • 4. Resolutions

	1. Meeting participation 2. Interview Notes 3. Resume Reviews (N)		
Table 9 Recommendation #1 **Removed November 2022**	The District shall make a good faith effort to remove from collective bargaining agreements constraints on how and when the administration and other instructional leaders can conduct informal and formal observations.	**Remove**	Impasse
Table 9 Recommendation #2	Consolidate Multi-Language Learner (MLL) and English as a New Learner (ENL) into one Department, Bilingual Education, and World Languages. The (BEWL) shall report to the CAO. Include special education and BEWL as part of core training (e.g., English Learner Tool Kit, Commissioner's Regulations Part 154, (Commissioner's Regulations Part 200)) for all administrators and teachers. The District administration shall adhere to the following: 1. By September 2021, create a new Department of BEWL under the supervision of the CAO. 2. Starting July 1, 2021, hold all school and District leaders responsible for BEWL and special education student outcomes through a collection of agendas, evaluations, and walkthrough data as part of an instructional rounds protocol; conducted monthly by Chiefs. (M)	**Current**	• Organization Chart • Evidence 1:1 meeting with supervisors • Walkthrough and instructional rounds protocols • Data from walkthroughs and instructional rounds
Table 9 Recommendation #3	Create a course of studies that includes updating policies for curriculum and instruction.	**Remove**	Public facing RCSD Secondary Course of Studies to include minimally the following:

Removed November 2022	By **March 31, 2023**, the District administration shall submit the first draft of the RCSD Secondary Course of Studies to the ESA COW and State Monitor for review.		- All courses offered - Sequence of courses - Credit and weighted values for courses - Required sequence of courses for CTE - Graduation requirements - Grading policy - Promotion policy - Prerequisite for courses - Required state assessments - Special high school programs - Eligibility for summer school - Virtual Academy - Policy references
Table 9 Recommendation #4	**District administration shall revamp** the RCSD Summer School Program, including ESY. By March, the administration shall develop for implementation, an annual plan for summer school programming that outlines the following: ☐ Summer School Purpose and Goals ☐ Budget ☐ Target student population ☐ Eligibility to participate ☐ Program Structure (virtual, blended, brick & mortar) ☐ Staffing Structure and Process ☐ Recruitment Strategies ☐ Instructional Design ☐ Instructional Materials	**Modification**	- Document to the state monitor outlining the data used to design the summer school offerings. Should include data from previous summer and achievement data from September to February prior to the summer programs. - Comprehensive proposal for RCSD Summer Programming forwarded to the state monitor

	☐ Grading Policies and Protocols ☐ Leadership Structure ☐ Supervision Protocols ☐ Program Evaluation ☐ Communication Plan ☐ Student Registration Plan (M)		
Table 9 Recommendation #5	Implement a yearly 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. By July 2021, the administration shall implement yearly training for school counselors **and registrars**.	**Modification**	Artifacts for review by the State Monitor to demonstrate district implementation may include: o Agendas o Evaluations o Presentations o Student schedules o Transcripts o Student achievement data
Table 9 Recommendation #6	Students are considered chronically absent if they are absent > 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. 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. 2. District administration will provide evidence quarterly of the increase in the utilization of the modules referenced above.	**Modification**	• Agendas • Content of professional development • Attendance documentation • Evaluations • Power School utilization data • District long range plan • District Strategic Plan • FMP Educational Plan • RCSD Board presentations • RCSD public meeting agendas/presentations

	3. By September ==2023,== **2024** the superintendent shall complete the transition of elementary schools to the neighborhood community model, contingent upon recommendations of a feasibility study.		
Table 9 Recommendation #7 **Removed November 2022**	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**. Approve an annual RCSD comprehensive assessment program by April. (M)	**Remove**	Repetitive
Table 9 Recommendation #8	By **May 31, 2023**, develop or modify the following policies: Grading, Retention, and Promotion. The secondary course catalog should include all updated policies. 1. Grading Policy 2. Retention Policy 3. Promotion Policy 4. Policy COW Meeting Agendas 5. Board Agendas (N)	**Modification**	• Secondary Course Catalogue • RCSD Grading Policy • RCSD Retention Policy • RCSD Promotion Policy
Table 9 Recommendation #9	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. (M)	**Modification**	Extension Plan and budget for removing all dated curricular materials from schools and storage spaces and facilities shared with state monitor
Table 9 Recommendation #10	The District shall make a good faith effort to remove from collective bargaining agreements constraints on how and when the administration and other instructional leaders can conduct informal and formal observations.	**Current**	• Cost analysis • HRCOW agendas • Board Officers' agenda • Minutes

	1. A cost and program analysis of all MOAs and MOUs shall be presented as an agenda item for the executive cabinet and the State Monitor effectively immediately. 2. All MOAs and MOUs related to any collective bargaining units shall become an agenda item at the HR Committee of the Whole, effectively immediately. 3. All MOAs and MOUs that impact the teaching and learning process and the District finances shall be presented to the Board for discussion, effective immediately. 4. All MOAs and MOUs shall be negotiated by administrators selected by the Superintendent to serve on the Superintendent's negotiation team. 5. The State Monitor shall attend or receive minutes from all RCSD negotiation meetings.		
Table 9 Recommendation #11	Full implementation of the Annual Professional Performance Review (APPR). Beginning no later than October 1, 2021, a random monthly review of redacted evaluations (teacher and principal) shall be conducted by the State Monitor, HCI, CAO, and Chiefs, of Schools to ensure full implementation of the District's APPR plan. (M)	**Current**	
Table 9 Recommendation #12	Effective immediately, adopt the current Data Wise model as the District model for data-driven decision-making and school and District improvement.	**Current**	• School Improvement Plans • Executive Leadership Cabinet minutes and notes • Walkthrough Data • Professional Learning Community agendas and notes • ESA COW presentations (N)

Table 9 Recommendation #13	• 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. • **Establish systems and structures to receive all students, specifically newly arrived immigrant students, unaccompanied minors, and English Language Learners new to the district.** • **Provide all families with the complete orientation process, which includes the explanation of programing 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.** • 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.** • Create a Welcome Center in a central location to facilitate this process for families of ELLs, **by September 2023.** 1. Implementation Plan	**Modification**	• Observation of intake process by state monitor • Feedback from principals • Documentation from PD and orientation sessions • Implementation plan • Parent feedback • Quarterly reports • Welcome center

	2. Parent Surveys 3. Observation Data 4. Sample redacted questionnaires 5. Website 6. District Communication (N)		
Table 9 Recommendation #14	**District administration shall** implement a mandated Annual Bilingual Equity and Civil Rights Institute for central office administrators, school leaders, and teachers effective July 1, 2022. Include appropriate funding beyond Title III to support implementation with fidelity 1. Implementation Plan 2. Walkthrough Data 3. Student Achievement Data 4. Student Behavioral Data 5. Parent Surveys 6. Student Surveys (N)	**Modification**	• RCSD Comprehensive Professional Development Plan • Agenda • Evaluations • Attendance documentation • Presentations from institute • Budget
Table 9 Recommendation #15	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. 1. Implementation plan 2. Walkthrough data 3. Student achievement data 4. Inclusion in the RCSD Course Catalogue 5. Budget (N)	**Current**	• Implementation plan • Walkthrough data • Student achievement data • Inclusion in the RCSD Course Catalogue • RCSD Comprehensive Professional Development Plan • Budget (N)
Table 9 Recommendation #15'	Effective immediately, there shall be timely and complete adherence by the District to NYSED Corrective Action Plan for English language learners and the court-ordered Consent Decree.	**Current**	Agendas • Evaluations • SED correspondence • Walkthrough data • Student data

	Include special education and BEWL as part of core training (e.g., English Learner Tool Kit, Commissioner's Regulations Part 154, (Commissioner's Regulations Part 200) for all administrators and teachers. Starting July 1, 2021, hold all school and District leaders responsible for BEWL and special education student outcomes through a collection of agendas, evaluations, and walkthrough data as part of an instructional rounds protocol; conducted monthly by Chiefs.		
Table 9 Recommendation #16	**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. 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. 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.** (M) 3. **By August 2023, re-establish an upgraded RCSD Virtual Secondary Academy.** 4. **By December 2023, implement an RCSD portfolio of high school programming. (M)**	**Modification**	Public facing RCSD Secondary Course of Studies to include minimally the following: - All courses offered - Sequence of courses - Credit and weighted values for courses - Required sequence of courses for CTE - Graduation requirements - Grading policy - Promotion policy - Prerequisite for courses - Required state assessments - Special high school programs - Eligibility for summer school - Virtual Academy - Policy references

Table 9 Recommendation #17	School counselors should transition to the Division of Teaching and Learning during the 2022-23 school year. **District administration shall** implement a yearly 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, aligned to the ASCAA Professional Standards and Competencies. 1. Agendas 2. Student schedules 3. Student Transcripts 4. Professional Development Plan 5. CTE Completer/Perkins Data 6. Master Schedules	**Modification**	• Agendas • Evaluations • Presentations • Student schedules • Student Transcripts • Professional Development Plan • CTE Completer/Perkins Data • Master Schedules
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**. A Comprehensive Assessment Program should be developed annually, by March 30, and minimally include the following: • Name of assessment, • purpose, target audience, • frequency of administration, • duration of administration, • modality of administration, • accommodations for ELLs and students with an IEP, and	**Modification**	Assessment report after every systemic administration of an assessment to include minimally: o Raw achievement data o Participation rates o Disaggregated data by school, grade, special student populations o Analysis of data, including any needed action steps o Budget o Purpose of each assessment o Updated assessment calendar

	•how data will be shared and utilized to improve instruction The program should also include commonly used college readiness assessments like Accuplacer, ASVAB, SAT, ACT AP, IB, etc. 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. 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) 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**. Approve an annual RCSD comprehensive assessment program by April. (M)		
Table 9 Recommendation #19	A multi-year CTE plan **shall** be co-developed with school leaders, industry experts, and community stakeholders to be shared with the executive cabinet and implemented by **February 2023**. The CTE plan should be shared with the following: 1. State Monitor 2. Executive Cabinet	**Modification**	• CTE Plan • Agendas • Proof of engagement with stakeholders for input • Long range plan • Strategic plan • FMP (academic and financial)

	3. Board 4. Executive Steering Committee of School-Based Teams, 5. Chiefs 6. Principals 7. PTA/PTO Leadership		
Table 9 Recommendation #20	**District administration shall** revamp the high school selection process to: 1) Become more family and student-friendly 2) Include more family and student involvement 3) Better align with the budget and staffing schedule 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. Establish a laser-like focus on the Grade 8 to 9 transition, including a freshmen academy structure. Create a portfolio of high school programming based on need, interest, and industry outlooks. Create a yearlong Virtual Academy for grade 8 through grade 12 coursework, offering core, enrichment, Career and Technical Education (CTE), and college courses. The District administration shall adhere to the following: 1. By **December 15, 2022**, submit the final draft of a revised RCSD high school selection process to the Instructional Council and the Monitor. 2. By **March 2023**, **present** to the Board revised high school selection process.	**Modification**	• final draft of a revised RCSD high school selection process • revised high school selection process. • Multiple forms of communication to students and families about new selection process • RCSD Course of Studies

	3. Begin to implement the new selection process, starting with students who first enter grade 9 in **fall 2023.** 4. By **March 2023**, submit a final draft of a comprehensive RCSD Course of Studies to the Monitor. 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.** 6. By September 2022, establish and submit the core components of a freshmen academy in each high school. 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 II was completed by August 2025. 8. By August 2023, re-establish an upgraded RCSD Virtual Secondary Academy. 9. By August 2023, implement an RCSD portfolio of high school programming. (M)		
Table 9 Recommendation #21	**Annually by October 1,** the administration **shall** present a **summer school report**, including ESY, to **the state monitor, board, school base management steering committee and public** that outlines the following: • Summer School Purpose and Goals, • Budget, • Target student population, • Eligibility for student participation, • Program structure, • Staffing structure,	**Modification**	Summer School Report

	• Staffing plan, • Instructional design, • Instructional materials, • Grading policies and protocols, • Leadership structure, • Supervision protocols, program evaluation, • Communication plan, • Student entry and dismissal protocol and • The staff reduction protocol		
Table 9 Recommendation #22	Annually by September 30, the administration **shall** present a comprehensive summer school report documenting all components of the summer school programs, including student academic outcomes disaggregated by program and ESSA reporting subgroups RCSD Annual Summer School Final Report to be shared as follows: 1. State Monitor 2. ESA Committee 3. Executive Leadership 4. Executive Steering Committee of School-Based Teams 5. Chiefs 6. Principals 7. PTA/PTO Leadership (N)	**Modification**	
Table 9 Recommendation #23	**Annually, by August 1, district administration shall** implement an action plan to address the disproportionately low graduation rates and disproportionally high dropout rates of Black and Hispanic, RCSD male students. 1. Quarterly RCSD District drop-out rates	**Modification**	Quarterly Reports Plan

	2. Quarterly RCSD reports of students on track to graduate 3. These quarterly reports should be shared as follows: a) State Monitor b) ESA Committee c) Executive Leadership d) Executive Steering Committee of School-Based Teams e) Chiefs f) Principals g) PTA/PTO Leadership (N)		
Table 9 Recommendation #24	All future collective bargaining agreements, including MOAs, MOUs will be negotiated by a team of negotiators led by the CFO, CHR, and Deputy of Teaching and Learning A multi-year negotiation strategy shall be established by the negotiation team and presented to the Superintendent by October 15th of every year.	**Current**	• Agendas • Notes/minutes
Table 9 Recommendation #25	**District administration shall** restructure Central Office by reducing staff and reassigning key staff positions to schools and zone offices. This will provide greater resources in better alignment with school needs. This will also improve the timeliness of responses to school needs. This will help to alleviate reported frustration from school-level teachers and administrators regarding the support received from the Central Office. Zone offices shall include **content and program specialists** trained using research or evidence-based coaching models.	**Modification**	• Organization charts • Feedback school chiefs • Feedback school leaders • Feedback Union leadership

Table 9 Recommendation #26	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 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.	**Current**	• Agenda • MTSS/RTI documents from indiv students • Minutes/notes • Dual enrollment data
Table 9 Recommendation #27	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: 1. By **October**, identify Problems of Practice as areas of focus for low-performing schools. 2. By **October**, establish professional development and support for schools aligned to the identified problems of practice. 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**. 4. Establish a forum for school and district leaders to examine benchmark data related to problems of	**Modification**	Letter to monitor outlining the following for implementation by October 31: ○ Problems of Practice by school ○ Problems of Practice for the District ○ Monitoring tool(s) to be used for classroom observations ○ Schedule for reviewing school and district data ○ Directions for accessing dashboard ○ Schedule for chiefs sharing data from each zone Aggregated data collected using monitoring tools ESA presentation outlining specific district strategies to be used for

	practice on a 4 - 6-week basis. This process shall begin immediately. 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.		turning around receivership schools and preventing CSI schools from becoming receivership schools.

Table 9 Recommendation #28	Annually, under the leadership of the Deputy Superintendent for Teaching and Learning, the administration shall develop a continuum of learning for ELL students and present to the state monitor by **January 31.**	**Modification**	Continuum of Learning for ELL students
			Presentations, agendas, evaluations, notes from the following:
			  o ESA committee
			  o Bilingual Education Committee
			  o State Monitor
			  o Executive Steering Committee School Based Management Teams
			  o Principals
			  o Chiefs
			  o PTA/PTO

Table 9 Recommendation #29	**District administration shall** adhere to all provisions of the CAP administered to the District by office of Special Education by adhering to the following: • **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,**	**Modification**	Quarterly Reports SED official notifications and feedback

	are needed as part of an initial evaluation or reevaluation.
	• **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.**
	• **In accordance with §200.4(b)(1) the RCSD must ensure that an initial evaluation includes the following:**
	   o **a physical examination in accordance with the provisions of sections 903, 904 and 905 of the Education Law;**
	   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;**
	   o **a social history;**
	   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**		

	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.**		
Table 9 Recommendation #30	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. 1. Agendas 2. Evaluations 3. Professional Development Proposal 4. Budget (N)	**Modification**	• Agendas • Evaluations • Professional Development Proposal • Budget (N) • Principal feedback
Table 9 Recommendation #31	Hold District personnel accountable for student performance outcomes 1. A Schedule of evaluations should be developed on or before August 2021. 2. All personnel should be evaluated every year. 3. All personnel shall have performance goals aligned to student outcomes.	**Current**	• Schedule • Evaluations • Report of performance goals/KPIs
Table 9 Recommendation #32	**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 present to the state monitor semiannually.	**NEW**	• Identify strategies • Evidence strategies are being implemented

Table 9 Recommendation #33	**District administration shall** establish a district program for identification and support of under-credited lower classmen high school students.	**NEW**	• Documentation of program design • Enrollment • Placement protocol • Early warning system

Table 9 Recommendation #34	**District administration shall** improve summer school programming, beginning summer 2023, through the following:
	   • Earlier communication to staff and families of detailed summer school programming
	   • At least ten hours of staff training on instructional components and expectations, progress monitoring
	   • A mandated scope and sequence
	   • At least ten hours of training for summer school administrators on curriculum, program design, progress monitoring, etc.
	   • Greater focus on standards
	   • Reduced costs
		NEW	• Enrollment
			• Professional development plan
			• Attendance sheets
			• Evaluations
			• Scope and Sequence for summer
			• Reduced budget based on summer 22 budget as baseline

Table 9 Recommendation #35	**District administration shall** reorganize the student placement office to include all areas of placement, such as special education, bilingual education, Youth & 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.	**NEW**	• Organization chart • SOP • Board report • Family communication

Table 9 Recommendation #36	**District administration shall** effective January 1, 2023 utilize the NYSED Extended Learning Time (ELT) rubric to report on the status of mutually agreed upon ELTs, between state monitor and the chiefs of schools.	**NEW**	Completed rubrics
Table 9 Recommendation #37	**District administration shall** create, implement and budget a city-wide, district led early literacy and early numeracy initiative for RCSD families with children ages 0 - 5 beginning with a first draft March 1, 2023 and full implementation no later than January 15, 2024.	**NEW**	• Program draft • Final program design • List of partners • Budget • Evaluation • Attendance • Presentations
Table 9 Recommendation #38	**District administration shall** Virtual Academy under the oversight of the CAO by September 30, 2023.	**NEW**	• Organization Chart • Curriculum guides • Course of Studies
Table 9 Recommendation #39	**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	**NEW**	Websites
Table 9 Recommendation #40	**District administration shall** adhere to all recommendations and timelines from the Graduation Audit. Provide monthly updates in writing beginning January 2023.	**NEW**	• Monthly Reports to State Monitor
Table 9 Recommendation #41	Upon the conclusion of the tenure of the current RCSD Strategic. **The first draft of the new plan shall be presented to the ESA committee, no later than October 1, 2023, final draft of the plan should be presented to the public and the board by January 1, 2024.** The plan should have quarterly	**NEW**	• Strategic plan presentations • ESA Agendas • Data reports • Retreats

	milestones aligned to each goal/priority area. There shall be quarterly progress reports to the state monitor throughout the duration of the strategic plan.		
Table 9 Recommendation #42	**District administration shall** gather feedback from SBMT, Receivership Principals, Receivership chiefs to identify the largest district created barriers preventing Receivership schools from making demonstrable improvements, i.e. student placement, special education practices, transportation, staffing, etc. Once identified, district leadership in collaboration with chiefs supervising Receivership schools will implement a plan of action for district leadership to facilitate removal of identified barriers throughout the district and present to the state monitor semiannually starting June 1, 2023.	**NEW**	- Feedback from SBMT - Feedback from Receivership principals - Feedback from School Chiefs - Improvements on school demonstrable indicators - Semi annual meeting notes, reports, data
Table 9 Recommendation #43	Restore the community school model with fidelity throughout the district, 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. Coordinators should submit a monthly report, structured around the 4 pillars, to chiefs, with a copy to the state monitor. Coordinators should be transferred from schools that consistently do not adhere to the guidelines and standards of the research-based community school model.	**NEW**	- Data from school visits - Benchmarks for the community school model - Organization charts - Family engagement data - Monthly reports
Table 9	Graduation requirements **shall be increased** by district administration to better align with the	**NEW**	- Resolution - Course Catalogue

Recommendation #44	knowledge, skills and attributes for a RCSD graduate to be fully prepared for college and career by September <mark>2025</mark> **2024.**		• Transcripts •
Table 9 Recommendation #45	Effective February 1, 2023, three specific instructional strategies for improving the learning of mathematics for each: Upper elementary students Middle school students High school students (Algebra, Geometry, Algebra II, Financial Math) **Shall be presented and documented to the state monitor, at the conclusion of the second and fourth marking periods.**	**NEW**	Quarterly meetings with T&L, Bilingual, Sped and Chiefs to share status of implementation and student results with state monitor
Table 9 Recommendation #46	Effective February 1, 2023,three specific instructional strategies for improving the learning of science for each: Upper elementary students Middle school students High school students (Living Environment, Biology, Earth Science) **Shall be presented and documented to the state monitor, at the conclusion of the second and fourth marking periods.**	**NEW**	Quarterly meetings with T&L, Bilingual, Sped and Chiefs to share status of implementation and student results with state monitor.
Table 9 Recommendation #47	Effective February 1, 2023, three specific instructional strategies for improving the learning of social studies for each: Upper elementary students Middle school students High school students (US History, Global History) **Shall be presented and documented to the state monitor, at the conclusion of the second and fourth marking periods.**	**NEW**	Quarterly meetings with T&L, Bilingual, Sped and Chiefs to share status of implementation and student results with state monitor.

Table 9 Recommendation #48	Effective February 1, 2023, three specific instructional strategies for improving the learning of literacy skills for each: Upper elementary students Middle school students High school students **Shall be presented and documented to the state monitor**, at the conclusion of the second and fourth marking periods.	**NEW**	Quarterly meetings with T&L, Bilingual, Sped and Chiefs to share status of implementation and student results with state monitor.
Table 9 Recommendation #49	Effective February 1, 2023, three specific instructional strategies for improving the learning of CTE essential skills for each: Middle school students High school students **Shall be presented and documented to the state monitor**, at the conclusion of the second and fourth marking periods.	**NEW**	Quarterly meetings with T&L, Bilingual, Sped and Chiefs to share status of implementation and student results with state monitor.
Table11 Recommendation #1	The District administration shall adhere to the New York State Education Commissioner Regulation for Response to Intervention (RTI), offered in English and Spanish. RTI is an approach for establishing and redesigning teaching and learning environments to be effective, efficient, relevant, and durable for all students, families, and educators. Require each school to submit an **annual** RTI plan to School Chiefs for review and approval by **October 31. (M)**	**Modification**	Dates Annual requirement
Table11 Recommendation #2	Expand website messaging to address cultural competency, equity, bullying, and diversity issues	**Current**	District websites

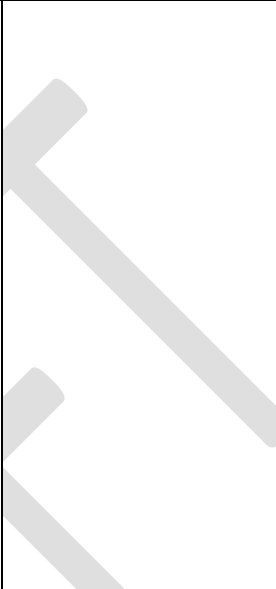|			
	related to culture, sexual orientation, language, or disability. District and school websites should also provide multilingual, easy access to the following: • CRSSA funding information • ARP funding information • Current and previous year's budget • Extended Learning Opportunities for students • Current Course Catalogue • Revised High School Selection Process • Major District Initiatives 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. (M)		
Table11 Recommendation #3	District administration should provide proof of adherence to all bylaws of the Bilingual Education Council by January 31 and September 30 of every year.	**Current**	Proof the District is adhering to all bylaws of the Bilingual Education Council should be presented to the following: o ESA Committee o Bilingual Education Committee o State Monitor o Executive Steering Committee of School-Based Teams o Principals o Chiefs o 7. PTA/PTO Leadership (N)

Table11 Recommendation #4	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 SEPTA where appropriate. 2. The Superintendent shall have regularly scheduled PAC meetings with PAC and **executive leadership of PTO/PTA, representing every school, beginning December 1, 2023**.	**Modification**	
Table11 Recommendation #5	The Superintendent or 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.	**Modification**	• Meeting Agendas • Meeting notes • Presentations • Executive Cabinet Agenda (N)
Table13 Recommendation #1	District administration should establish an effective process for ensuring the timely completion of annual reviews. Establish timelines for finalizing the annual reviews by the Special Education Chief or designee. 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.	**Current**	Report rate of completion of IEPs CSE Reports
Table13 Recommendation #2	The District Auditor General shall conduct a review of all MOAs and MOUs from 2015 to the present. 1. The District Auditor General shall begin the audit by December 2020.	**Remove**	

Removed November 2022	2. The audit results shall be presented by March 31, 2021, to the cabinet and the negotiating team for collective bargaining.		
Table13 Recommendation #3	Adhere to staffing allocations as stipulated in Collective Bargaining Agreements (CBAs). Chief of HC shall facilitate the development of **an annual reduction in staff plan** for the Superintendent in accordance with the provisions of the CBAs by December 31, 2020. The Chief of HC shall facilitate the development of an annual reduction in staff plan for the Superintendent according to the provisions of the CBAs by a specified date mutually agreed upon by the Superintendent and the State Monitor.	**Modification**	Annual requirement
Table13 Recommendation #4	All contracts and resolutions **shall** include a cost analysis. 1. All contracts shall come through the legal office, effective immediately. 2. The State Monitor shall continue to randomly select contract request documentation for review. 3. Effective immediately, all resolutions shall include a cost analysis and be reviewed at the cabinet and at a designated committee meeting. 4. Expenditures on contracts shall be reduced to align with the expenditures on contracts in comparable districts.	**Modification**	Contracts Executive Summaries of Contracts
Table13 Recommendation #5	Develop written, formalized protocols and procedures that align with Commissioner's Regulations Part 200.	**Remove**	

Removed November 2022	Effective December 1, 2021, RCSD, in collaboration with NYSED, will identify and adhere to specific benchmarks for progress monitoring the RCSD Special Education Department. 1. By April 30, 2021, the District administration shall develop and implement written protocols and procedures for all Specialized Services processes, including referral, parental consent, evaluations, CSE meetings, annual reviews and re-evaluations, due process, and IEPs, and IEP Direct. 2. By April 30, 2021, ensure that all special education procedures comply with Part 200 3. Evidence of progress based on these benchmarks shall be submitted to the Medicaid Compliance Officer, Executive Cabinet, and the State Monitor monthly,		
Table13 Recommendation #6 **Removed November 2022**	Each functional role and required activities that must be performed should be documented in the Special Education and Supervisors' Users Manuals and enforced. 1. By December 31, 2020, clearly define and document roles, responsibilities, and deliverables for each special education position in a Special Education User's Manual. 2. By December 31, 2020, specifically identify roles and responsibilities for support staff, Teachers, Principals, Specialized Service Administrators, Evaluators, and Directors in the Special Services Supervisor's Manual. 3. By September 2021, train users on how to implement the procedures for monitoring and providing feedback to facilitate compliance	**Remove**	

Table13 Recommendation #7	Ensure the timely finalization of student IEPs after the CSE meeting. 1. Develop a dashboard to allow supervisors to monitor the timeliness of completing IEPs. The 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. 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. (M)	**Modification**	• Annual reviews completed for grades 5, 6, 8, 9 • Dashboard
Table13 Recommendation #8	Restructure the Accountability Office and the Placement Office into a single division to be supervised under the Deputy of Operations and Systems Innovation. The new department shall combine accountability, enrollment, placement, and assessment duties and responsibilities into a comprehensive accountability Department of Research, Assessment, and Planning. 1. The Office of the Deputy of Operations and Systems Innovation and the Deputy Superintendent of Teaching and Learning shall be restructured by August 1, 2021. 2. Artifacts to support will be organization charts and the RCSD budget. (M)	**Remove**	
Table13 Recommendation #9	Effective immediately, present a project management plan with a designated staff member identified as the lead project manager for the following: a) PeopleSoft Upgrade/Replacement b) Facilities Modernization Plan IFMP)	**Current**	Project manager for the following: o PeopleSoft Upgrade/Replacement o Facilities Modernization Plan IFMP)

	c) Zone Reconfiguration d) School Reconfiguration e) Bilingual Education Continuum of Learning f) Special Education Continuum of Learning List of Project Leads to the State Monitor by January 31, 2022. (N)		o Zone Reconfiguration o School Reconfiguration o Bilingual Education Continuum of Learning o Special Education Continuum of Learning
Table13 Recommendation #10	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. Four key strategies should be shared as follows: 1. Executive Cabinet 2. State Monitor 3. Chiefs 4. Principals 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: 1. Executive Cabinet 2. State Monitor 3. Chiefs 4. Principals 5. ESA Committee 6. PTA/PTO 7. Executive Steering Committee School-Based Planning Teams (N)	**Current**	• Minutes • Four strategies • Outcomes resulting from four strategies • Presentations • Evaluations • Agendas
Table13	Effective July 1, 2023, identify a minimum of three innovative and evidence-based strategies at each grade	**Modification**	Annual requirement • Twelve strategies

Recommendation #11	span; k-5, 6-8, **9, 10-12** the District will utilize **annually** to address unfinished learning using CRSSA and ARP funding Three plans representing a minimum of three strategies for each grade span will begin implementation by Fall of each school year. The plans are to be presented as follows: 1. Executive Cabinet 2. State Monitor 3. Chiefs 4. Principals (N) 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: 1. Executive Cabinet 2. State Monitor 3. Chiefs 4. Principals 5. ESA Committee 6. PTA/PTO 7. Executive Steering Committee School-Based Planning Teams		• Outcomes resulting from four strategies • Presentations • Evaluations • Agendas • Minutes • Classroom visit data
Table13 Recommendation #12	Effective January 1, 2022, **district administration shall** identify a minimum of four key strategies the District will utilize **annually** to improve key metrics in the CAP from the OBEWL and outcomes for bilingual students. Four key strategies shared as follows: 1. Executive Cabinet 2. State Monitor 3. Chiefs	**Modification**	Annual requirement • Four strategies • Outcomes resulting from four strategies • Presentations • Evaluations • Agendas • Minutes

	4. Principals 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: 1. Executive Cabinet 2. State Monitor 3. Chiefs 4. Principals 5. ESA Committee 6. PTA/PTO 7. BEC 8. Executive Steering Committee School-Based Planning Teams (N)		
Table13 Recommendation #13 **Removed November 2022**	Hold all staff accountable to SOPs for each District department. 1. Effective December 2021, SOPs shall be available on an internal drive for District staff. 2. Artifacts may include a review of evaluations, employee counsel letters, District onboarding materials, and staff handbooks.	**Remove**	Observable through evidence of outcomes
Table13 Recommendation #14	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 1. Posting 2. Quarterly Reports from the coordinator 3. Meeting notes and agendas 4. Surveys from Charter schools (N)	**Modification**	• Surveys from Charter schools (N) • Posting • Board resolution to hire • Quarterly Reports from the coordinator • Meeting notes and agendas

Table13 Recommendation #15	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. 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. 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. (M)	**Modification**	Partial completion • Letter to state monitor documenting updates to the zone reconfiguration process. • Board acknowledgement
Table13 Recommendation #16	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. (M)	**Modification**	• Zone configuration shared with the Board • Any cost associated with new configuration is incorporated into the 23/24 budget.
Table13 Recommendation #17	RCSD shall adhere to the staffing ratios outlined in the collective bargaining agreements. Teachers are teaching approximately at a rate of 50% of the student population they are contracted to teach. 1. Effective immediately, every teacher shall have a full schedule and a full class for every instructional school day, aligning with the RTA contract.	**Current**	• Master schedules, • Class lists, and • Teacher assigned duty roster for each building • PowerSchool schedules

	2. Artifacts may include a review of master schedules, class lists, and teacher assigned duty roster for each building. 3. Supporting evidence of staff assignments shall be available by July 1 for elementary schools and August 1 for secondary schools.		
Table 13 Recommendation #18	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) by the beginning of January 1, 2022, to the State Monitor and Executive Cabinet.	**Modification**	The quarterly report will be presented to the following for feedback: o ESA Committee o Executive Cabinet o State Monitor o Principals o Chiefs (N)
Table 13 Recommendation #19	**District administration shall** revamp or eliminate the Managed Choice Policy for Board approval before October 1, 2023.	**Modification**	Partial completion • Updated Managed Choice Policy • Rescinding of managed Choice Policy • New Managed Choice Policy
Table 13 Recommendation #20	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.	**Current**	• Medicaid Reports • Special Education response with documentation to support corrections. (N)
Table 13 Recommendation #21	**District administration shall** upgrade the Student Information Management System (SIMS) and the Financial Management System (FMS), including a training action plan.	**Modification**	Extension of time • Indicators of systemic implementation of FMS

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	1. By April 30, 2021 District shall recommend that the Board of Education approve a plan for the purchase of and transition to an upgraded SIMS for **special education** and FMS as follows: a.　　Phase I implemented by fall 2022. b.　　Phase II implemented by fall 2023. c.　　Final Phase implemented **spring 2025**. Status of Project plan presented quarterly to Executive Cabinet and State Monitor beginning December 2021.		• Indicators of systemic implementation of special education SIMS.
Table 13 Recommendation #22 **Removed November 2022**	Effective August 31, establish a cohort model for providing 12 hours of training annually to teachers, school leaders, central office leaders, and service providers on best strategies for developing and implementing quality IEPs. Require the same training as part of the onboarding process for teachers, school leaders, central office leaders, and service providers. 1.　　Review of IEPs 2.　　Agendas 3.　　Participation data 4.　　Professional Development Evaluations 5.　　Walkthrough Data 6.　　Medicaid Compliance Reports (N)	**Remove**	
Table 13 Recommendation #23	**District administration shall** take documented actions to incorporate a phase in of professional learning communities (PLC) in the master schedules of every RCSD school and program. The PLC initiative should be implemented using research-based models like Dufour, Sleegers, etc. Efforts to accomplish this task should be documented in quarterly reports beginning January 2023.	**NEW**	• Master schedules • PLC documentation • Datawise documentation

Legend
BOLD: new due dates or new conditions to the recommendation