



Rochester City School District

New York State Education Department  
CR Part 154 Corrective Action Plan

Quarterly Report  
July 30, 2022

Organizational Team

*Dr. Kathleen Black, Deputy Superintendent of Teaching & Learning*

*Mrs. Analy Cruz-Phommany, Executive Director of Bilingual Education & World Languages*

*Dr. Terri Orden, Executive Director of Accountability & Student Registration*

*Mrs. Enid De Jesus-Lopez, Director of Transition Services*

Areas in Need of Compliance 1

RCSD has failed to offer and provide bilingual education to all incoming new ELLs who speak Spanish as a home/native language, despite the existence of a bilingual education program in Spanish in the district across all grades.

RCSD action steps taken to address area in need of compliance one?

The following actions were taken to meet area of non-compliance one.

Action Steps	Facilitators and/or Participants	Date
<ul style="list-style-type: none"> <li>• Step 1 Expand Bilingual programming and seat capacity                             <ul style="list-style-type: none"> <li>• As a result of ongoing assessment of bilingual seats used to project seat determination and staff allocations for current and upcoming school year, a cross-functional will continue to monitor and ensure seating for the 22-23 SY.</li> <li>• In the 21-22 SY, additional seating was available at each grade level: as of 6/28/2022, 72 seats at Kindergarten, 71 seats at first grade, 59 seats at second grade; 63 seats at third grade; 52 seats at fourth grade; 60 seats at fifth grade; 53 seats at sixth grade; 28 seats at seventh grade; 23 seats at eighth grade; 17 seats at ninth grade; 17 seats at tenth grade; 26 seats at eleventh grade; and 24 seats at twelfth grade are available.</li> <li>• Refer to attachment 1.</li> </ul> </li> </ul>	Analy Cruz-Phommany, Executive Director of Bilingual Education & World Languages  Enid De Jesus-Lopez, Director of Transition Systems	Fridays weekly
<ul style="list-style-type: none"> <li>• Devised a recruitment plan for late entry to two-way dual language programs for heritage speakers and never ELLs. As a result, 8 students have been added to bilingual education from monolingual classrooms.</li> <li>• Refer to attachment 1b.</li> </ul>	Analy Cruz-Phommany, Executive Director of Bilingual Education & World Languages  Enid De Jesus-Lopez, Director of Transition Systems  LAPC Language Assessors (2) & Language Assessor Assistants (2), Language Proficiency Team Coordinator (1)	March 31 June 3 June 29
<ul style="list-style-type: none"> <li>• Step 2: Human Resources Recruitment                             <ul style="list-style-type: none"> <li>• Collaborating with the State University of New York at Brockport to innovate their interest process for substitute teachers to pursue certification. The intended outcome is to have a seamless process to communicate new candidates to the university.</li> <li>• Refer to attachment 2.</li> </ul> </li> </ul>	Analy Cruz-Phommany, Executive Director of Bilingual Education & World Languages  Caterina Leone-Mannino, Senior Director of Staff & Educator Effectiveness	Email Communication

	Tracy Feaster, Director of Partnership (SUNY Brockport)	
<ul style="list-style-type: none"> <li>• Step 3: Professional Development <ul style="list-style-type: none"> <li>• Held 2 meetings for Language Assessment and Placement Center (LAPC) staff. As a result, LAPC staff understands: <ul style="list-style-type: none"> <li>▪ the April 30<sup>th</sup> Corrective Action Plan feedback</li> <li>▪ areas of improvement as determined by the registration audit process</li> <li>▪ new enrollment and recruitment procedures for 1<sup>st</sup> and 2<sup>nd</sup> grade Never ELLs in Dual Language.</li> <li>▪ Refer to attachment 3.</li> </ul> </li> </ul> </li> </ul>	Enid De Jesus-Lopez, Director of Transition Systems  LAPC Language Assessors (2) & Language Assessor Assistants (2), Language Proficiency Team Coordinator (1)	May 3 May 17

What are next steps for the district?

The following actions are next steps to ensure continuous improvement in this area of non-compliance. Please see the attached summary table for further detail.

- Submit two-year ELL Continuum Plan (September 2023- June 2026) to State Monitor by August 15<sup>th</sup>.

Are there any new artifacts for this quarterly report?

- Attachment 1: Bilingual Seat Capacity Report
  - Attachment 1b: Dual Language Recruitment
- Attachment 2: NYSED Brockport College Forms
- Attachment 3: LAPC Team Meeting Agenda and Attendance

Areas in Need of Compliance 2

Ensure that the regulatory identification procedure for SIFE is followed for all newly enrolled ELLs, including but not limited to those who speak Spanish as a home/native language. (CR Part 154-2.3(a)(6).

RCSD action steps taken to address area in need of compliance two?

The following actions were taken to meet area of non-compliance two.

Action Steps	Facilitators and/or Participants	Date
<ul style="list-style-type: none"> <li>Step 1: Review and streamline the SIFE identification process to adhere to state guidelines and protocols using the Quality Programs and Instruction Document Review Toolkit list to provide documents, that should be available in the schools, which demonstrate the level of implementation of critical ELL service practices (#3, 4 - page 1).                             <ul style="list-style-type: none"> <li>Adhere to NYSED Approved SIFE Identification Process to properly identify and appropriately place students. As a result, 34 SIFE students were enrolled since July 1, 2021, as compared to 35 students in 20-21 SY and 33 students in the 19-20 SY.</li> <li>Refer to attachment 4 and 5.</li> </ul> </li> </ul>	Enid De Jesus-Lopez, Director of Transition Systems  LAPC Language Assessors (2) & Language Assessor Assistants (2), Language Proficiency Team Coordinator (1)	Ongoing in compliance with NYSED SIFE Timeline
<ul style="list-style-type: none"> <li>Reviewed existing ELL Refugee Transcript Process with a cross functional team. As a result, the team compared the current process to guidance from RBERN Professional Learning and will collaborate to provide professional learning for school counselors that is reflective of best practices.</li> <li>Refer to attachment 6.</li> </ul>	Enid De Jesus-Lopez, Director of Transition Systems  Crystal Clark, Director of Student Support Services  Gina Laniak, Language Assessor  Christine Perrotta, Counselor	May 16
<ul style="list-style-type: none"> <li>Step 2: Professional Development for all staff involved in the student registration process specifically in regards to the SIFE identification procedure.                             <ul style="list-style-type: none"> <li>Two members of LAPC staff were onboarded for the Multilingual Literacy Screener (MLS) in registering Students with Interrupted Formal Education (SIFE) through the Midwest RBERN, as a result additional staff are able to administer the MLS.</li> <li>Refer to attachment 7.</li> </ul> </li> </ul>	Sandra Perez, Language Assessor  Mariella Diaz, Language Proficiency Team Coordinator	May 23 June 9
<ul style="list-style-type: none"> <li>LAPC Staff met with the Syracuse City School District to share best practices in ELL and SIFE identification. As a result, RCSD is proposing to have ongoing cross-regional meetings with Syracuse and other districts.</li> <li>Refer to attachment 8.</li> </ul>	Enid De Jesus-Lopez, Director of Transition Systems  LAPC Language Assessors (2) & Language Assessor Assistants (2), Language Proficiency Team Coordinator (1)	June 14

What are next steps for the district?

Continued implementation of audits and professional learning cycle.

Are there any new artifacts for this quarterly report?

Attachment 4: SIFE Lists

Attachment 5: Audits

Attachment 6: ELL Refugee Transcript Process

Attachment 7: MLS Training

Attachment 8: LAPC Team Meeting Agenda and Attendance

Areas in Need of Compliance 3

Revise registration requirements to conform with CR 100.2(y) and state law on permissible proof of residency, custody and age. Conduct professional development to all RCSD staff with a role in registration, enrollment and placement about permissible registration requirements under CR 100.2(y) and state and federal law (CR 100.2(y), Education Law §3218)).

RCSD action steps taken to address area of non-compliance three?

The following actions were taken to meet area of non-compliance three.

Per NYSED email on 1/21/2020, RCSD is not required to report in this area.

Action Steps	Facilitators and/or Participants	Date
<ul style="list-style-type: none"> <li>Step 1: Review and streamline the student registration process to adhere to the state and federal guidelines.                             <ul style="list-style-type: none"> <li>Adhere to NYSED Approved Registration Process to properly identify and appropriately place students.</li> </ul> </li> </ul>	Office of Student Equity and Placement Personnel	Ongoing
<ul style="list-style-type: none"> <li>Audit registration and identification process. Analyze valuable data that informs professional development and offers targeted staff support.</li> <li>Refer to attachment 5.</li> </ul>	Enid De Jesus-Lopez, Director of Transition Systems  Analy Cruz-Phommany, Executive Director of Bilingual Education & World Languages	Ongoing
<ul style="list-style-type: none"> <li>Step 2: Provide updated professional development to the Office of Student Equity and Placement Department regarding updates to the student registration process and maintain updates and use of related forms.                             <ul style="list-style-type: none"> <li>Held 1 Professional Development Session with the Office Student Equity and Placement on entry and exit Codes, Placement updates and audit feedback. As a result, 12 personnel were re- trained and/or onboarded to ensure the integrity of the enrollment and registration process.</li> <li>Refer to attachment 9.</li> </ul> </li> </ul>	Enid De Jesus-Lopez, Director of Transition Systems  Michele Osgood, Director of Student Equity and Placement  Karl Kania, Director of External School Operations  Kimberley Morales-Whitehead, Associate Director of Special Education  Personnel of the Office of Student Equity and Placement	May 12

What are next steps for the district?

Per NYSED email on 1/21/2020, RCSD is not required to report in this area.

Are there any new artifacts for this quarterly report?

*Attachment 5: Audits*

Attachment 9: Entry and Exit Codes Agenda and Sign in Sheets

Practice in Need of Improvement 1

RCSD has failed to provide adequate districtwide professional development on the identification, placement, instruction, and other needs of ELLs and SIFE.

RCSD action steps taken to address practice in need of improvement one?

The following actions were taken to meet practice in need of improvement one.

Action Steps	Facilitators and/or Participants	Date
<ul style="list-style-type: none"> <li>• Step 1: Establish clear procedures, expectations, and training and Step 2: Districtwide Professional Development focusing on implementation of the New York State Next Generation Learning Standards, and the New York State Blueprint for ELL Success.                             <ul style="list-style-type: none"> <li>• As a result of the Multilingual Consortium, 68 Multilingual teachers (bilingual, ENL, world language) received targeted professional learning.                                     <ul style="list-style-type: none"> <li>▪ Bilingual teachers spent time reviewing district priorities in alignment to bilingual education and reviewing next steps for the 22-23 School Year.</li> <li>▪ ENL teachers focused on ELL Graduation and Drop Out Rates and how to create a welcoming environment and use academic trackers to support ELL Graduation.</li> <li>▪ World language teachers focused world language curriculum and team building.</li> </ul> </li> <li>• Refer to attachment 10.</li> </ul> </li> </ul>	Analy Cruz-Phommany, Executive Director of Bilingual Education & World Languages  Abel Perez, Director of Multilingual Education  Brenda Murray, World Language Coach  Mariella Diaz, Language Proficiency Coordinator  68 teachers	June 2
<ul style="list-style-type: none"> <li>• A presentation was delivered via a live broadcasted Board of Education meeting outlining the District’s placement practices and the vision for the Office of Student Equity and Placement moving forward. Focus topics included:                             <ul style="list-style-type: none"> <li>▪ the School of Choice Process</li> <li>▪ the school transfer process, registration of students including diverse learners</li> <li>▪ the next steps for the Welcome Center</li> </ul> </li> <li>• Refer to attachment 11.</li> </ul>	Dr. Terri Orden, Executive Director of Accountability and Student Registration  Dr. Shelly Jallow, State Monitor  RCSD Board of Education  RCSD Executive Cabinet	June 14
<ul style="list-style-type: none"> <li>• As a result of four department teams collaborating weekly to provide professional learning around curriculum, instruction, and assessment of ELLs and Students with</li> </ul>	Sandra Galbato, Director of Integrated Literacy	May 3 May 4

<p>Disabilities, 19 teacher leaders were trained on peer centered discussion as an instructional strategy for all students with embedded scaffolds for diverse learners (SWD, ELLs). Teachers have been part of a yearlong cohort. A new cohort will start in the 22-23 SY.</p> <ul style="list-style-type: none"> <li>Refer to attachment 12.</li> </ul>	<p>Amy Alkiewicz, Director of Special Education</p> <p>Nicolle Haynes, Executive Director of Equity, Inclusion, Curriculum &amp; Programming</p> <p>Analy Cruz-Phommany, Executive Director of Bilingual Education &amp; World Languages</p>	<p>May Planning (Last Quarter)</p>
<ul style="list-style-type: none"> <li>Conducted a professional learning needs assessment for the following school year (22-23 SY). As a result of 24 responses, the Department of Multilingual Education will revise the three-year plan to incorporate training in identified areas: <ul style="list-style-type: none"> <li>NYSED toolkits</li> <li>Language &amp; Literacy Rich Environments</li> <li>Dynamic Bilingualism</li> <li>Scaffolding for language and content</li> </ul> </li> <li>Refer to attachment 13.</li> </ul>	<p>Analy Cruz-Phommany, Executive Director of Bilingual Education &amp; World Languages</p> <p>Abel Perez, Director of Multilingual Education</p> <p>Brenda Murray, World Language Coach</p>	<p>June 2</p>
<ul style="list-style-type: none"> <li>Conducted a Leadership Support Survey to school administrators to assess leadership needs. As a result of 16 responses, during the restructuring, rebranding, and expansion of DOME to the Bilingual Education and World Language Department, the new leadership team will determine: <ul style="list-style-type: none"> <li>how to address the needs of leaders related to increased individual school support</li> <li>increased professional development on culturally responsive teaching.</li> </ul> </li> <li>Refer to attachment 14.</li> </ul>	<p>Shanie Keelean, Chief Academic Officer</p>	<p>June 10</p>
<ul style="list-style-type: none"> <li>As a result of participation from seven individuals at a Teaching for Biliteracy Conference and targeted author support for county-wide schools, the Executive Director of Bilingual Education &amp; World Languages and a team of teacher leaders will revise programming and curriculum to reflect best practices.</li> <li>Refer to attachment 15.</li> </ul>	<p>Analy Cruz-Phommany, Executive Director of Bilingual Education &amp; World Languages</p> <p>Anna Stukes, Bilingual Specialist, Midwest RBERN</p> <p>RCSD Teachers on Assignment (TOA)</p> <ul style="list-style-type: none"> <li>Jessica Ventura, Bilingual TOA – School 28</li> <li>Alva Vives, Bilingual TOA – School 17</li> <li>Tamacy Bollino, Bilingual TOA – School 12</li> </ul>	<p>June 24</p> <p>Training (Last Quarter)</p>



	Other Districts/Charter Teachers on Assignment (TOA) <ul style="list-style-type: none"> <li>Rush Henrietta ENL TOA</li> <li>Eugenio Maria De Hostas (Bilingual Charter School) Bilingual TOA</li> </ul>	
<ul style="list-style-type: none"> <li>As a result of participation in the Unbound ED Standards Institute, more than 60 district and school leaders including teacher leaders, a cross-functional team will be training all leaders on equitable practices in reading and math for all learners including ELLs and Students with Disabilities during district-wide leadership conference on August 25<sup>th</sup> and 26<sup>th</sup>.</li> <li>Refer to attachment 16.</li> </ul>	Dr. Kathleen Black, Deputy Superintendent  Shanie Keelean, Chief Academic Officer  RCSD Teaching & Learning Department (Directors & TOAs)  Several RCSD Principals  RCSD School Chiefs	Cohort 1 March 28-April 1  Cohort 2 June 13-17  Cohort 3 July 25-July 29

What are next steps for the district?

The following actions are next steps to ensure continuous improvement in this practice in need of improvement. Please see the attached summary table for further detail.

- Revise implementation of three-year professional learning plan with evaluation of short-term and long-term goals with the Department of Equity, Special Education, English Language Arts, Mathematics, and Testing to include
  - Culturally responsive approaches to the science of reading
  - Teacher leader cohort focused on turnkey district professional learning around peer centered discussion, personalized learning, scaffolding for diverse learners (SPED, ELL) and text-based evidence-writing
  - Teacher cohort focused on peer centered discussion, personalized learning, scaffolding for diverse learners (SPED, ELL) and text-based evidence-writing
  - Teacher cohort focused on visible learning in mathematics through peer-centered discussion.
  - Teacher cohort focused on adjustments to Bilingual Programming and Bilingual K-6 Curriculum
- Recirculate professional learning needs assessment for the following school year (22-23) to involve more stakeholders.

Are there any new artifacts for this quarterly report?

- Attachment 10: Multilingual Consortium Agenda & Attendance
- Attachment 11: Student Equity and Placement Presentation
- Attachment 12: Literacy Initiative Team Agenda & Attendance
- Attachment 13: Professional Learning Needs Assessment
- Attachment 14: Leadership Support Survey
- Attachment 15: Author Led Biliteracy Support
- Attachment 16: Unbound Ed Agenda

Practice in Need of Improvement 2

The RSCD has an extremely low ELL graduation rate (23% four-year June graduation rate for the 2014 cohort, and 26.7% including August graduates) and high ELL dropout rate (38%) for the 2014 cohort.

What action(s) did the district take to meet practice in need of improvement two?

The following actions were taken to meet practice in need of improvement two.

Action Steps	Facilitators and/or Participants	Date
<ul style="list-style-type: none"> <li>Step 1: There will be a focus on MLL achievement through a data-driven approach.                             <ul style="list-style-type: none"> <li>As a result of the June ML Network Session, nine administrators and assigned chief of receivership schools engaged in ELL programming and drafted programming templates.</li> <li>Refer to attachment 17.</li> </ul> </li> </ul>	Lourdes Roa, Executive Director of Midwest RBERN  Chief Demario Strickland  School Principals (see attachment ?)	
<ul style="list-style-type: none"> <li>As a result of the implementation of electronic plans within the student management system, the district collected and distributed 83.4% of Transition Plans (367 of 440) from comprehensive schools with sixth graders and eighth graders within the Student Management System. Plans will be accessible to teachers in August. Appropriate personnel have been notified regarding in-progress transition plans.</li> <li>Refer to attachment 18.</li> </ul>	Analy Cruz-Phommany, Executive Director of Bilingual Education & World Languages  Enid De Jesus-Lopez, Director of Transition Systems  Mary Andrecolich-Montesano, Principal RIA	June-July
<ul style="list-style-type: none"> <li>As a result of summer learning recruitment for grades K-12, 11.4% of ELLs (as compared to 11.5% of all students) are participating in expanded learning. Offerings vary from program to program. Programs may focus on developing content through Social Emotional Learning, STEAM, Science, etc. Each program offers targeted support for acceleration and remediation. Commencement offerings are included.</li> <li>Refer to link in list of attachments (“attachment 19”).</li> </ul>	Daniel Hurley, Executive Director of School Innovation  Kelly Baumann, Director of Expanded Learning	21-22 School Year
<ul style="list-style-type: none"> <li>As a result of a Year End Corrective Action Plan review facilitated by the Executive Director of Mid-West RBERN, the RCSD will evaluate and plan next steps for continuous improvement as related to identification, placement, programming, and graduation of English Language Learners.</li> <li>Refer to attachment 20.</li> </ul>	Lourdes Roa, Executive Director of Mid-West RBERN  Dr. Lesli Myers-Small, Superintendent of Schools, RCSD  Dr. Kathleen Black, Deputy Superintendent of Teaching Learning	July 22

What are next steps for the district?

The following actions are next steps to ensure continuous improvement in this practice in need of improvement.

- Additions to professional learning for the 22-23 SY will include
  - NYSED ELL/ML Graduation Toolkit in conjunction with the ELL Data Dashboard to build upon introductory PD aligned with district-wide data discussion protocols to continue to increase ELL Graduation rates and minimize ELL dropout rates.
  - Author led book study with for two stakeholder groups: Special Education and Student Support Services.
  - Early Warning System rollout and use with partnership support to ensure all students are reaching identified metrics.

Are there any new artifacts for this quarterly report?

Attachment 17: Multilingual Network Agenda & Attendance

Attachment 18: Sample Transition Plans

Attachment 19: Summer School Offerings Linked [here](#).

Attachment 20: Visual CAP Summary